

Colour Coding 5 - Longer Sentences and More

Colour coding is an approach to help children with language difficulties. Your speech and language therapist has recommended this approach and explained why it will help your child. Our Colour coding pack tells your more about the approach and how to use it.

You should complete the colour coding stages 1-4 before starting this pack.

Longer Sentences and More

Your child will now know that each word has a different colour in a sentence. They will know:

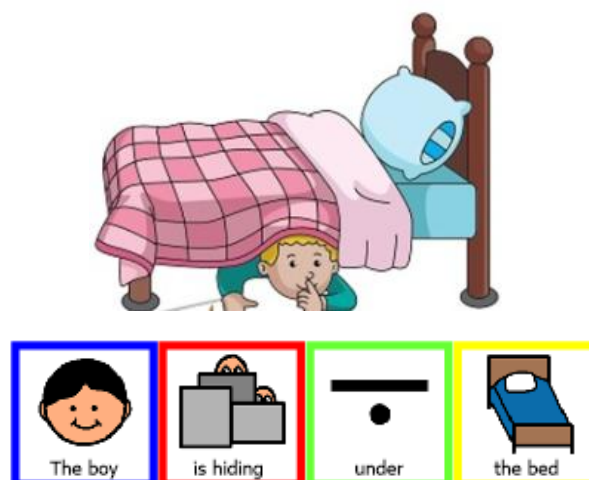
- Verbs are red words and we use a 'what doing' question
- Subject words are blue words and we use a 'who' question
- Objects words are yellow words and we use a 'what question
- You child will have learned how to put these words together to form a sentence using a 'subject + verb + object' order

You can keep using colour coding to help your child to make their sentences more complex. Your speech and language therapist may continue to use colour coding to help your child to use:

Prepositions or 'Where' Words

These are green words. You add a green square to show its place in the sentence

For example: 'The boy is hiding under the bed'



You Will Need:

- A subject +verb + preposition + object sentence strip – a board with blue, red green and yellow squares
- Verb symbols (red pictures)
- Subject symbols (blue pictures) – including he, she and they symbols
- Object symbols (yellow pictures)
- Preposition symbols (green symbols)

You will find these in our [colour coding pack](#).

Adjectives or ‘What is it Like Words’

These are pink words. You add a pink square to show its place in the sentence

For example: ‘**The** boy **is kicking** the **big** ball’



You Will Need:

- A subject +verb + adjective + object sentence strip – a board with blue, red pink and yellow squares
- Verb symbols (red pictures)
- Subject symbols (blue pictures) – including he, she and they symbols
- Object symbols (yellow pictures)
- Adjective symbols (pink symbols)

You will find these in our [colour coding pack](#).

Pronouns

These are subject or blue words. We use a 'who' question. Instead of saying the name of a person/animal you use words like he, she or they

For example: 'He is kicking the ball'



We teach each of these words in the same way as packs 1-4:

- Teach 1 type of word at a time. Your speech and language therapist will tell you which part of the sentence your child needs to work on
- Make sure your child makes knows the link between the colour and the type of word.
- Have pictures for your child to talk
- Have a sentence strip and matching colour symbols for your child to use
- Have 3-4 symbols of each colour and group the symbols so your child can find them more easily
- Keep talking about the colour as your practice the sentences. Your child learns the pattern of the sentence as they get to know the colours.

My Child is Finding the Activity Difficult

If your child finds longer sentences hard you can try:

- Offering a choice of 2 symbols for each colour
- Focussing on the word you are learning only. For example, just asking your child to use a 'where' word to talk about a picture first. Adding it in a sentence later.
- Using Makaton or gesture to help them find the right words
- Modelling choosing the right symbol and putting it on the strip
- If your child gets a word wrong – model the correct answer to them and help them change the symbol
- Your child might need to practise the colour coding pack 4 for a bit longer.

More ways to help

- Model any new types of words you are teaching in play and throughout the day. For example if you are teaching 'where' model these words as much as you can e.g. 'it's **under** the chair', 'you are **in** the pool'
- Teach words one at a time. Trying to learn in, on under all at once is hard! Pick one and model this first
- Teach describing words one at a time. It's hard to learn opposites like **hot** and **cold** together. Model them one at a time e.g. 'hot' and 'not hot'
- Routines – model these types of sentences in your daily routines e.g. 'mummy is **brushing your long hair**', 'daddy is **washing** the **dirty car**', 'the dog is **sleeping in the basket**'
- Books – when looking at books together, talk about what is happening in the picture e.g. 'who can you see? **peppa** - what is she doing, 'she is...**splashing**' 'where' '**in** the puddles' '**peppa** is **splashing in the puddles**'
- Match and stretch – repeating your child's word and adding 1 more word helps your child to build sentences. Try to model different types. See our [YouTube video](#) and our [talking wheel](#) for ideas.

See our [colour coding video](#) on YouTube for more help on how to do colour coding. If you have any more questions, contact your speech and language therapist.

You should only use this pack if you have talked about it with a speech and language therapist first. Only introduce type of new word at a time