



St. Nicholas School Canterbury



Canterbury District  
STLS & Outreach

## ADVICE SHEET

# Language Through Colour

### A visual aid to understanding text and formulating sentences

**Who** can this approach support? Language through colour can be used to support children of a range of abilities with vocabulary skills, interpretation of questions and developing both their spoken and written language and sentence construction skills.

Information is colour-coded according to the type of information it conveys, and each category is linked to a question.

Question	Colour	Type of words	Examples
Who?	Pink	People	Mum
What?	Orange	Objects	Pencil
Where?	Blue	Places	School
What doing?	Yellow	Actions	Walking
What like?	Green	Descriptions	Beautiful
When?	Brown	Time	Later
Why?	Purple	Reasons	Because...

Below is an example of using language through colour to support sentence construction. Children can be further prompted by use of the question words verbally to formulate their ideas before writing – **Who** is it? **What** is she **doing**? **Where** is she? **What** is she eating? **What** is the apple **like**?

Mum is eating a green apple in the kitchen .

This can be used as part of a multi-sensory approach, with children physically moving their sentence around to reorder and restructure, with the colours providing a key visual aid to the important information.



## Canterbury District STLS & Outreach

# St. Nicholas School Canterbury

Colour-coded questions, word banks, templates and writing-frames give children a visual support which enables them to identify what information is required and produce more organised and relevant responses.

Examples:

**My sentence Planner**

<b>Who?</b> Guy Fawkes	<b>Where?</b> Houses of parliament	<b>What doing?</b> trying to blow up
<b>What like?</b> sneaky	<b>When?</b> In 1605	<b>Why?</b> Because he didn't like the king

The old woman went to town on Friday.

The old woman wanted a cooking pot.

Tim asked why she was sad.

There was a man walking to the market.

Who went to the market?  
Where did the man go?  
What was the man doing?  
What did the old woman want?  
What did the old woman feel like?

L.O: To create a word bank from Room On The Broom

Who?	Where?	What doing?	What like?
dog, bird, frog, witchcat, dragon, beast	ground, ditch, sky, pond, tree, bushes	jumping, wet, soggy, breathing, jumping, breathing, crying, looking, walking, chattering, wiggled	stormy, scary, cold, blue, red, green, short, grey, fluffy, tall, thin, red, curly

Can you write 2 sentences using your LTC word bank to help you?

The short, green bird glapped out of the trees slowly. As the green bird jumped on the long broomstick she shickered with laughter.

**Who?** = knights  
**What doing?** = Fighting  
**Where?** = castle  
**What like?** = because there is a dragon trying to destroy the castle

**When?** = Lunch time

Some knights were strong and they was fighting outside the castle at lunchtime. because there is enemies trying to destroy the castle!

**Word definition & attribute webs**

- Who lives there?
- Why do you live there?
- What things do you have in your bedroom?
- What do you do in your house?
- What is your address?
- How long have you lived there?
- What does your house look like?

Who?	Where?	What doing?	What like?
Mr Willy Wonka Charlie	Willy Wonka's factory Invention Room Testing Room	Laughing Smiling Jumping Skipping	Quickly Slowly Carefully Sensibly Cautiously