

Using Shapes to Support Sentences

Targeted Intervention Group to support SLCN

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Using Shapes to Support Sentences Overview

Using Shapes to Support Sentences is a targeted intervention designed to help children to understand how the meanings of words are linked to sentences by giving a shape to each semantic category/word type.

Using Shapes to Support Sentences comprises of 7 x 30-minute weekly group session(s) to be delivered over a 7-week period.

The group should be run by a member of the class team with between 3-5 students.

What age range of children/young people is Using Shapes to Support Sentences for?

This group would be suitable for children in EYFS and Key Stage 1, or as an introduction for older children who are just starting to use shapes to support their sentences.

What skills do students need to have to take part in Using Shapes to Support Sentences?

To be able to access the group, children should have the ability to attend and listen to an adult for around 10 minutes (with adult support to refocus on the task), as well as be able to answer basic 'wh' questions such as: *'Who is that? What is that?'*.

Which students would benefit from Using Shapes to Support Sentences?

Using Shapes to Support Sentences works well for lots of different children and young people.

It can be useful for children who:

- Show real problems with putting sentences together.
- Confuse the order of words within sentences.
- Miss out verbs (action words) or key information from sentences.
- Tend to start a sentence, trail off and then try again.
- Always use the same types of sentences.

How will Using Shapes to Support Sentences support the children/young people in the classroom and/or playground?

Shape Coding can be used for:

- ✓ Helping children answer questions
- ✓ Encouraging correct word order
- ✓ Encouraging a wider vocabulary
- ✓ Making sentences longer
- ✓ Developing the use of nouns, verbs, prepositions, and adjectives

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- ✓ Teaching grammar and word classes/ categories
- ✓ Can be transferred to written sentences and written language comprehension

Evidence Base

Using shapes to support sentences is based on The SHAPE CODING SYSTEM™ by Moor House (Ebbels, 2007), which has strong evidence base that it effectively improves various aspects of grammar, including verb argument structures, conjunction comprehension, and past tense marking.

Shape coding allows the development of further grammar through use of plurals, auxiliary verbs, past tense etc.

Weekly Overview

Week	Aims	Resources
Week 1	<ul style="list-style-type: none"> • Introduce the concept of 'who'. • Introduce the shape relating to the question word: who. • To be able to identify and answer who questions. • To be able to answer who question in relation to themselves. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • Who? Question Card • Who? Pictures • Who? Question Prompts • Jumping Who? Question Prompts • Using Shapes to Support Sentences Outcome / Goal Sheet (1 per student) <p>From School</p> <ul style="list-style-type: none"> • OPTIONAL: A range of toys such as people and animals that could answer a 'who?' question. • A bag
Week 2	<ul style="list-style-type: none"> • Continue to develop knowledge and understanding of the concept 'who' • Introduce the concept of 'what doing'. • Introduce the shape relating to the question word: what doing. • To build on the children's understanding of the question words: who and what doing. • To build on the children's expressive language skills of how to answer questions using the question word: who and what doing. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v2 • Session Plan • Who? Question Card • What doing? Question Card • Verb Cards • 'who' 'What doing' Sentence Strip <p>From School</p> <ul style="list-style-type: none"> • Fishing rods (1 per student) – if you have them • Picture Book
Week 3	<ul style="list-style-type: none"> • Continue to develop knowledge and understanding of the concept 'who' and 'what doing' • Introduce the concept of 'what'. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • Who? Question Card • What doing? Question Card

	<ul style="list-style-type: none"> • Introduce the shape relating to the question word: what. • To build on the children’s understanding of the question words: who, what doing and what. • To build on the children’s expressive language skills of how to answer questions using the question word: who, what doing and what. 	<ul style="list-style-type: none"> • What? Question Card • What Question Prompts • What? Pictures • ‘Who’ ‘What doing’ ‘What’ Sentence Strip <p>From School</p> <ul style="list-style-type: none"> • OPTIONAL: A range of toys such as objects that could answer a ‘what?’ question. • A bag • A picture book
Week 4	<ul style="list-style-type: none"> • Continue to develop knowledge and understanding of the concepts ‘who, ‘what doing’ and ‘what’ • Introduce the concept of ‘where’. • Introduce the shape relating to the question word: where. • To build on the children’s understanding of the question words: who, what doing, what and where. • To build on the children’s expressive language skills of how to answer questions using the question word: who, what doing, what and where. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • ‘Who?’ Question Card • ‘What doing?’ Question Card • ‘What?’ Question Card • ‘Where?’ Question Card • Who? Sorting Cards • Where? Pictures • Where question prompts • ‘Who ‘What doing’ What’ ‘Where’ Sentence Strip <p>From School</p> <ul style="list-style-type: none"> • OPTIONAL: A range of toys such as people and animals that could answer a ‘who?’ question. • Picture Book
Week 5	<ul style="list-style-type: none"> • Continue to develop knowledge and understanding of the concepts ‘who, ‘what doing’, ‘what’ and ‘where’ • Introduce the concept of ‘what like’. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • Who? Question Card • What doing? Question Card • What? Question Card

	<ul style="list-style-type: none"> • Introduce the shape relating to the question word: what like. • To build on the children’s understanding of the question words: who, what doing, what, where and what like. • To build on the children’s expressive language skills of how to answer questions using the question word: who, what doing, what, where and what like. 	<ul style="list-style-type: none"> • Where? Question Card • What like? Question Card • What like Question Prompts • What like? Pictures • ‘What like’ ‘Who’ Sentence Strip • ‘What like’ ‘What’ Sentence Strip • ‘What like’ ‘Who’ ‘What doing’ ‘What like’ ‘What’ Sentence Strip <p>From School</p> <ul style="list-style-type: none"> • OPTIONAL: A range of toys such as objects that could answer a ‘what?’ question • A Bag • Picture Book
<p>Week 6</p>	<ul style="list-style-type: none"> • Consolidating the concepts of ‘who’ ‘what doing’ ‘what’ ‘where’ and ‘what like’. • To introduce the concept of ‘when’ • To introduce the shape concept for ‘when’ 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • ‘Who?’ Question Card • ‘What doing?’ Question Card • ‘What?’ Question Card • ‘Where?’ Question Card • ‘What like?’ Question Card • ‘When?’ Question Card • Sorting Cards • All Sentence Strips
<p>Week 7</p>	<ul style="list-style-type: none"> • Consolidating the concepts of ‘who’ ‘what doing’ ‘what’ ‘where’ ‘what like’ and ‘when’. • To introduce the concept of ‘how’. 	<p>From this Pack</p> <ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • ‘Who?’ Question Card • ‘What doing?’ Question Card

	<ul style="list-style-type: none">• To introduce the shape concept for 'how'.	<ul style="list-style-type: none">• 'What?' Question Card• 'Where?' Question Card• 'What like?' Question Card• 'When?' Question Card• 'How?' Question Card• Sorting Cards• All Sentence Strips• Using Shapes to Support Sentences Outcome/Goal Sheet (1 per student)
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Week 1

Week 1 Overview

The focus of the activities this week is:

- Introduce the concept of 'who'.
- Introduce the shape relating to the question word: who.
- To build on the children's understanding of the question word: who.
- To build on the children's expressive language skills of how to answer questions using the question word: who.

N.B. Some of the children may already understand this question and will find some of these activities easy.

However, it is important to practice each question word, before introducing others.

These skills will support the children's ability to:

- Build up their understanding of the question word: who.
- Build up their expressive language skills when answering questions in relation to who.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- Who? Question Card
- Who? Pictures
- Who? Question Prompts
- Jumping Who? Question Prompts
- Using Shapes to Support Sentences Outcome / Goal Sheet (1 per student)

For the group this week, you will need the following items from School:

- OPTIONAL: A range of toys such as people and animals that could answer a 'who?' question.
- A bag

Week 1 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To support the groups confidence in speaking with their peers.</i> - <i>To familiarise the group with the 'who?' question, and corresponding shape.</i> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?' shape and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will ..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Place the question card on the table as a prompt. <i>"To start us off we are going to think about 'who?'"</i> <i>"Who can tell me what they think 'Who?' means?"</i></p> <p>Pause to give the group time to think and respond. <i>"That's right, who means the person or animal we are talking about."</i> <i>"Our who words are our oval words."</i> <i>"Who can give me an example of a 'who?' word"</i></p> <p>Go around the group and ask each child to think of a 'who?' word."</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'who's'. • At the end of the activity, go round the group and see if everyone can remember the 'who' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options/forced alternatives e.g., 'Is 'the girl' a who, or is 'running; a who?' • Ask the group to help their peers and share their ideas. • Simplify the language used to explain the group e.g., use short sentences. • Use visuals to support understanding

<p>Activity 1: Who is in the bag?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To be able to identify 'who' (characters). - To be able to answer question in relation to 'who?' <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • Who question prompts • Who? Pictures • Who? Toys • A Bag 	<p>Ensure you have the 'who' question card placed on the table as a visual prompt for the task.</p> <p>Support the students to pick up a card or toy and answer the question asked, using prompting questions if required (see Step Down).</p>	<p>Introduce the activity and 'who?' concept. Place the 'who?' question card on the table. <i>"I have a bag with lots of different people and animals in it."</i> <i>"We're going to take it in turns to take a picture or toy (depending on what you're using) out of my bag and share 'who?' was in the bag."</i></p> <p>Support the group to take turns to pick a 'who?' out of the bag, asking the following question each time. <i>"Who was in the bag?"</i></p> <p>Go round the group until there are no more 'who's' in the bag.</p> <p>Then ask the children further 'who' questions, you can use the who question prompts or make up your own.</p> <p>Go around the group and ask each child a couple of who questions.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples of who. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. <ul style="list-style-type: none"> ➢ 'Do they live in the sea or the zoo?' ➢ 'Who climbs trees... is it a monkey or a dog?'
<p>Activity 2: Jump if you are 'who'</p> <p><i>Aim:</i></p>	<ul style="list-style-type: none"> • 'Who?' Question Card 	<p>Ensure you have the 'who' question card placed on the</p>	<p>Introduce the activity and 'who?' concept. Place the 'who?' question card on the table. <i>"Now we are going to play another game"</i></p>	<p>Too Easy?</p>

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<ul style="list-style-type: none"> - <i>To be able to identify 'who' in relation to themselves and/or their peers.</i> - <i>To be able to answer questions in relation to 'who?'</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Jumping Who question prompts 	<p>table as a visual prompt for the task.</p> <p>Support the students to identify if they meet the 'who' criteria/answer the question, using prompting questions If required (see Step Down).</p>	<p><i>"I'm going to ask some questions, and I want you to jump up if you hear something about you"</i> <i>"So, if I said, 'who likes playing games?' everyone who likes playing games would jump up like this"</i> Jump up to model this to the children.</p> <p>Ask the group a range of 'who?' questions (you can use the jumping who question prompts or make up your own)</p> <p>N.B. You may need to remind the group to sit down once they have jumped up if they were a 'who?'</p>	<ul style="list-style-type: none"> • Ask the group to be the teacher and have a go at thinking of a 'who' question. <p>Too Hard?</p> <ul style="list-style-type: none"> • Prompt the group if they meet the criteria but have not jumped up.
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>For each student to reflect on concept of 'who'.</i> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • Using Shapes to Support Sentences Outcome / Goal Sheet (1 	<p>Ensure you have the 'who' question card placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections. <i>"Today we have spent some time starting to think about 'who'"</i></p> <p>Place the 'who' question card on the table. <i>"Who can give me an example of a who?"</i> Go around the group and ask each student to identify a 'who'.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of who. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., 'is this a who or a when'. • Give the group options to choose from e.g.

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	per student)		Complete the Using Shapes to Support Sentences Outcome / Goal Sheet for each student to see their baseline.	➤ 'Which one is a 'who', a monkey or climbing?'
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Week 2

Week 2 Overview

The focus of the activities this week is:

- Continue to develop knowledge and understanding of the concept 'who'
- Introduce the concept of 'what doing'.
- Introduce the shape relating to the question word: what doing.
- To build on the children's understanding of the question words: who and what doing.
- To build on the children's expressive language skills of how to answer questions using the question word: who and what doing.

N.B. Some of the children may already understand this question and will find some of these activities easy. However, it is important to practice each question word, before introducing others.

These skills will support the children's ability to:

- Answer who and what doing questions, using action words and description.

- Combine 'who' 'what doing' to develop the children's expressive language skills and detail when speaking

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v2
- Session Plan
- Who? Question Card
- What doing? Question Card
- Verb Cards
- 'who' 'What doing' Sentence Strip

For the group this week, you will need the following items from School:

- Fishing rods (1 per student)
- Picture Book

Week 2 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To support the groups confidence in speaking with their peers.</i> - <i>To re-cap the groups knowledge of the 'who?' question, and corresponding shape.</i> - <i>To familiarise the group with the 'what doing?' question, and</i> 	<ul style="list-style-type: none"> • Visual Timetable v2 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?' and 'what doing' shape and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will..."</i> <i>"Then we will ..."</i> <i>"After we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous week. <i>"Who can tell me what part of our sentences we were thinking about last week?"</i> Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'what doing's'. • At the end of the activity, go round the group and see if everyone can remember the 'what doing' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used to explain the group

<p><i>corresponding shape.</i></p> <p>(5 minutes)</p>			<p><i>“That’s right, last week we were thinking about ‘who’ which are the people or animals in our sentences”</i></p> <p><i>“Who can give me an example of a ‘who?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“Who can tell me which shape we use for a ‘who?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘who’ words are our oval words.”</i></p> <p>Place the question card on the table as a prompt. <i>“This week, we are also going to think about ‘what doing?’”</i> <i>“Who can tell me what they think ‘What doing?’ means?”</i></p>	<p>e.g., use short sentences.</p> <ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., ‘Is ‘the girl’ a what doing, or is ‘running; a what doing?’ • Ask the group to help their peers and share their ideas.
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			<p>Pause to give the group time to think and respond.</p> <p><i>“That’s right, what doing means the action that the person or animal is doing.”</i></p> <p><i>“Our what doing words are our hexagon words.”</i></p> <p><i>“Who can give me an example of a ‘what doing?’ word”</i></p> <p>Go around the group and ask each child to think of a ‘what doing?’ word.”</p>	
<p>Activity 1: ‘What doing’ fishing</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify ‘what doing’ (actions).</i> - <i>To be able to answer questions in relation to ‘what doing?’</i> 	<ul style="list-style-type: none"> • ‘What doing?’ Question Card • Verb Cards • Fishing Rods (1 per student) 	<p>Please all the verb cards face down on the table in the middle of the group.</p> <p>If you don’t have fishing rods in your school, you can just place the cards face down on the table and the children can chose one to pick up.</p> <p>Ensure you have the ‘what doing’ question card</p>	<p>Introduce the activity and ‘what doing?’ concept.</p> <p>Place the ‘what doing?’ question card on the table.</p> <p><i>“On the table we have lots of different what doing or action words.”</i></p> <p><i>“We’re going to take it in turns to fish/pick up an action or verb card and share our ‘what doing?’.</i></p> <p>Support the group to take turns to pick up/fish for a ‘what doing?’, asking the following question each time.</p> <p><i>“What is your card doing?”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples of ‘what doing’. <p>Too Hard?</p> <ul style="list-style-type: none"> • Act the verb out to support the child’s ability to understand the verb. • Comment on the action shown on the verb card.

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(10 minutes)		<p>placed on the table as a visual prompt for the task.</p> <p>Support the students to fish for/pick up a card and answer the question asked, using prompting questions If required (see Step Down).</p>	<p>Go round the group until there are no more 'what doing's' on the table.</p>	
<p>Activity 2: 'What doing' movement break</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify 'what doing' in relation to an action completed by their peers.</i> - <i>To be able to answer questions in relation to 'what doing?'</i> 	<ul style="list-style-type: none"> • 'What doing?' Question Card • Verb Cards 	<p>Place the verb cards on the table.</p> <p>Ensure you have the 'what doing' question card placed on the table as a visual prompt for the task.</p> <p>Support the students to identify the 'what doing' action on their instruction card and act this out to the group, with support as required (see Step Down).</p>	<p>Introduce the activity and 'what doing?' concept.</p> <p>Place the 'what doing?' question card on the table.</p> <p><i>"Now we are going to play another game"</i></p> <p><i>"We're going to take it in turns to act out an action and see if everyone else can guess the 'what doing'"</i></p> <p><i>"I'll go first..."</i></p> <p>Pick up a 'verb card from the pile and stand up.</p> <p>Act out the action/verb shown on the card.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Allow the children to act out their own 'what doing' without an instruction card. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask the group prompt questions e.g. <ul style="list-style-type: none"> ➢ Is X running or jumping?

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(5 minutes)			<p>Give the children time to think and then ask <i>"Who can guess what I'm doing?"</i></p> <p>Choose a child to answer the question or let them call out an answer.</p> <p>Go around the group allowing each child to have 1-2 turns at acting out a 'what doing?' card.</p>	
<p>Activity 3: Creating Subject (Who) Verb (What doing) Sentences</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify 'who' in relation to a story/picture.</i> - <i>To be able to identify 'what doing' in relation to a story/picture.</i> 	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • Picture Book • 'Who' 'What doing' Sentence Strip 	<p>Ensure you have the sentence strip placed on the table as a visual prompt for the task.</p> <p>Support the students to create a Subject Verb Sentence, asking questions/giving prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences with a</p>	<p>Introduce the activity. Place the sentence strip on the table. <i>"Now we are going to practise making sentences using our 'Who's' and our 'What doing's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p> <p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - The monkey is climbing - The girl is reading 	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to make up their own sentences without the visual aid of a book. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing?

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<p>- <i>To be able to make a short sentence containing a subject and verb to describe a picture.</i></p> <p>(5 minutes)</p>		<p>person/animal and action. This could be your class book, or another book from the classroom.</p>	<p>Remember to point to the sentence strip as a visual aid. You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a Subject Verb sentence about the book.</p>	
<p>Review: Reflection</p> <p><i>Aim:</i></p> <p>- <i>For each student to reflect on concept of 'who' and 'what doing'.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card 	<p>Ensure you have the 'who' and 'what doing' question cards placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections. <i>"Today we have spent some time thinking about 'who' and 'what doing'"</i></p> <p>Place the 'who' question card on the table. <i>"Who can give me an example of a who?"</i></p> <p>Go around the group and ask each student to identify a 'who'.</p> <p>Place the 'what doing' question card on the table. <i>"Who can give me an example of a what doing?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of who and what doing. • Ask the group for a 'Who' 'What doing' sentence <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g.

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			Go around the group and ask each student to identify a 'what doing'. <i>"That's it for today, see you next week"</i>	➤ 'Which one is a 'who', a monkey or climbing?'
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Week 3

Week 3 Overview

The focus of the activities this week is:

- Continuing to discuss the concepts of 'who' and 'what doing'
- Introduce the concept of 'what'.
- Introduce the shape relating to the question word: what.

N.B. Some of the children may already understand this question and will find some of these activities easy.

However, it is important to practice each question word, before introducing others.

These skills will support the children's ability to:

- Answer who, what doing and what questions, using action words and description.
- Combine 'who' 'what doing' 'what' to develop the children's expressive language skills and detail when speaking

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- Who? Question Card
- What doing? Question Card
- What? Question Card
- What Question Prompts
- What? Pictures
- 'Who' 'What doing' 'What' Sentence Strip

For the group this week, you will need the following items from School:

- OPTIONAL: A range of toys such as objects that could answer a 'what?' question.
- A bag
- A picture book

Week 3 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To support the groups confidence in speaking with their peers.</i> - <i>To re-cap the groups knowledge of the 'who?' and 'what doing?' Questions, and corresponding shapes.</i> - <i>To familiarise the group with the 'what?' question, and</i> 	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?', 'what doing' and 'what?' shape and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will ..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous weeks. <i>"Who can tell me what part of our sentences we were thinking about last week and the week before?"</i> Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, last week we were thinking about 'what doing' which is the action that the person or animal is doing; and the week before, we</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'what's'. • At the end of the activity, go round the group and see if everyone can remember the 'what' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used

<p><i>corresponding shape.</i></p> <p>(5 minutes)</p>			<p><i>were thinking about ‘who?’ which are the people or animals in our sentences”</i></p> <p><i>“Who can give me an example of a ‘who?’ or ‘what doing?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“Who can tell me which shape we use for a ‘who?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘who’ words are our oval words.”</i></p> <p><i>“Who can tell me which shape we use for a ‘what doing?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘what doing’ words are our hexagon words.”</i></p>	<p>to explain the group e.g., use short sentences.</p> <ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., ‘Is ‘the door’ a what, or is ‘running; a what?’ • Ask the group to help their peers and share their ideas.
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			<p>Place the question card on the table as a prompt. <i>"This week, we are also going to think about 'what?'"</i> <i>"Who can tell me what they think 'What?' means?"</i></p> <p>Pause to give the group time to think and respond. <i>"That's right, 'what?' means the object or thing that is in our sentence, for example a pencil or a ball."</i> <i>"Our what words are our rectangle words."</i> <i>"Who can give me an example of a 'what?' word"</i></p> <p>Go around the group and ask each child to think of a 'what?' word."</p>	
<p>Activity 1: What is in the bag?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify 'what' (objects).</i> 	<ul style="list-style-type: none"> • 'Who?' Question Card • What question prompts • What? Pictures 	<p>Ensure you have the 'what' question card placed on the table as a visual prompt for the task.</p>	<p>Introduce the activity and 'what?' concept. Place the 'what?' question card on the table. <i>"I have a bag with lots of different objects in it."</i> <i>"We're going to take it in turns to take a picture or toy (depending on what you're using) out of my bag and share 'what?' was in the bag."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples of what.

<p>- <i>To be able to answer a question in relation to 'what?'</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • What? Toys • A Bag 	<p>Support the students to pick up a card or toy and answer the question asked, using prompting questions If required (see Step Down).</p>	<p>Support the group to take turns to pick a 'what?' out of the bag, asking the following question each time. <i>"What was in the bag?"</i></p> <p>Go round the group until there are no more 'what's' in the bag.</p> <p>Then ask the children further 'what' questions, you can use the what question prompts or make up your own.</p> <p>Go around the group and ask each child a couple of who questions.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. <ul style="list-style-type: none"> ➢ 'What do you use to brush your hair... is it a brush or a shoe?'
<p>Activity 2: Making Sentences</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify 'who' in relation to a story/picture.</i> - <i>To be able to identify 'what doing' in relation</i> 	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • Picture Book • 'Who' 'What doing' 'What' Sentence Strip 	<p>Ensure you have the sentence strip placed on the table as a visual prompt for the task.</p> <p>Support the students to create a Subject Verb Object Sentence,</p>	<p>Introduce the activity. Place the sentence strip on the table. <i>"Now we are going to practise making sentences using our 'Who's', our 'What doing's', and our 'What's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to make up their own sentences without the visual aid of a book. <p>Too Hard?</p>

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<p><i>to a story/picture.</i></p> <ul style="list-style-type: none"> - <i>To be able to identify a 'what' in relation to a story/picture.</i> - <i>To be able to make a short sentence containing a subject, verb, and object to describe a picture.</i> <p>(10 minutes)</p>		<p>asking questions/giving prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences with a person/animal, action, and object. This could be your class book, or another book from the classroom.</p>	<p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - The monkey is climbing the tree - The girl is reading a book <p>Remember to point to the sentence strip as a visual aid.</p> <p>You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a Subject Verb Object sentence about the book.</p>	<ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing? ➢ What are they doing it to?
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>For each student to reflect on concept of 'who', 'what doing' and 'what'.</i> 	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card 	<p>Ensure you have the 'who', 'what doing' and 'what' question cards placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections.</p> <p><i>"Today we have spent some time thinking about 'who', 'what doing' and 'what'"</i></p> <p>Place the 'who' question card on the table.</p> <p><i>"Who can give me an example of a who?"</i></p> <p>Go around the group and ask each student to identify a 'who'.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of who, what doing and what.

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(5 minutes)			<p>Place the 'what doing' question card on the table. <i>"Who can give me an example of a what doing?"</i> Go around the group and ask each student to identify a 'what doing'.</p> <p>Place the 'what' question card on the table. <i>"Who can give me an example of a what?"</i> Go around the group and ask each student to identify a 'what'.</p> <p><i>"That's it for today, see you next week"</i></p>	<ul style="list-style-type: none"> • Ask the group for a 'Who' 'What doing' 'What' sentence <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. <ul style="list-style-type: none"> ➢ 'Which one is a 'what', a table or climbing?'
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Week 4

Week 4 Overview

The focus of the activities this week is:

- Continuing to discuss the concepts of 'who' 'what doing' and 'what'.
- Introduce the concept of 'where'.
- Introduce the shape relating to the question word: where.

N.B. Some of the children may already understand this question and will find some of these activities easy.

However, it is important to practice each question word, before introducing others.

These skills will support the children's ability to:

- Answer who, what doing, what and where questions, using action words and description.
- Combine 'who' 'what doing' 'what' and 'where' to develop the children's expressive language skills and detail when speaking

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- 'Who?' Question Card
- 'What doing?' Question Card
- 'What?' Question Card
- 'Where?' Question Card
- Who? Sorting Cards
- Where? Pictures
- Where question prompts
- 'Who 'What doing' What' 'Where' Sentence Strip

For the group this week, you will need the following items from School:

- OPTIONAL: A range of toys such as people and animals that could answer a 'who?' question.
- Picture Book

Week 4 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To support the groups confidence in speaking with their peers. - To re-cap the groups knowledge of the 'who?', 'what doing?' and 'what?' questions, and corresponding shapes. - To familiarise the group with the 'where?' 	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?', 'what doing', 'what?', and where shape and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous weeks. <i>"Who can tell me what part of our sentences we have been thinking about so far?"</i> Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, we have been thinking about 'who?' (The people or animals in our sentences); 'what doing?' (The actions that the people or animals</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'where's'. • At the end of the activity, go round the group and see if everyone can remember the 'where' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used to explain the group

<p><i>question, and corresponding shape.</i></p> <p>(5 minutes)</p>			<p><i>are doing); and ‘what?’ (The objects in our sentences)”</i></p> <p><i>“Who can give me an example of a ‘who?’, ‘what doing?’ or ‘what?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“Who can tell me which shape we use for a ‘who?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘who’ words are our oval words.”</i></p> <p><i>“Who can tell me which shape we use for a ‘what doing?’ word”</i> Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘what doing’ words are our hexagon words.”</i></p> <p><i>“Who can tell me which shape we use for a ‘what?’ word”</i></p>	<p>e.g., use short sentences.</p> <ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., ‘Is ‘the beach’ a where, or is ‘running; a where?’ • Ask the group to help their peers and share their ideas.
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			<p>Pause to give the group time to think and respond.</p> <p><i>“That’s right, our ‘what’ words are our rectangle words.”</i></p> <p>Place the question card on the table as a prompt. <i>“This week, we are also going to think about ‘where?’”</i> <i>“Who can tell me what they think ‘Where?’ means?”</i></p> <p>Pause to give the group time to think and respond. <i>“That’s right, ‘where?’ means the place or location in our sentence, for example a in the classroom or on the table.”</i> <i>“Our where words are our semi-circle words.”</i> <i>“Who can give me an example of a ‘where?’ word”</i></p> <p>Go around the group and ask each child to think of a ‘where?’ word.”</p>	
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<p>Activity 1: Who lives where?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To be able to identify 'where' (locations). - To be able to answer a question in relation to 'where?' <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'Where?' Question Card • Who? Sorting Cards • Where? Pictures • Who? Toys • Where question prompts 	<p>Ensure you have the 'who' and 'where' question cards placed on the table as a visual prompt for the task.</p> <p>Place the 'who' sorting cards in a pile face down on the table (or the toys if this is what you are using).</p> <p>Spread out the where pictures face up on the table.</p> <p>Support the students to pick up a who sorting card or toy and answer the question asked, using prompting questions If</p>	<p>Introduce the activity and 'who?' and 'where?' concepts.</p> <p>Place the 'who?' and 'where?' question cards on the table.</p> <p><i>"I have a pile of cards here with lots of different who's."</i></p> <p><i>"We're going to take it in turns to take a card or toy (depending on what you're using) from the pile and place them 'where?' they live."</i></p> <p>Support the group to take turns to pick a 'who?' card from the following, asking the following question(s) each time.</p> <p><i>"Where does ... live/work?"</i></p> <p>Go round the group until there are no more 'who's' in the pile.</p> <p>Then ask the children further 'where' questions, you can use the where question prompts or make up your own.</p> <p>Go around the group and ask each child a couple of where questions.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples of what. • <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. • 'Where do you go if you are sick... is it to the doctors or to the park?'
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		required (see Step Down).		
<p>Activity 2: Making Sentences</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To be able to identify 'who', 'what doing', 'what' and 'where in relation to a story/picture. - To be able to make a short sentence containing a subject, verb, object, and location to describe a picture. <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card • Picture Book • 'Who' 'What doing' 'What' 'Where' Sentence Strip 	<p>Ensure you have the sentence strip placed on the table as a visual prompt for the task.</p> <p>Support the students to create a Subject Verb Object Location Sentence, asking questions/giving prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences with a person/animal, action, object, and location. This could be your class book, or another book from the classroom.</p>	<p>Introduce the activity. Place the sentence strip on the table. <i>"Now we are going to practise making sentences using our 'Who's', our 'What doing's', our 'What's' and our 'Where's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p> <p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - The monkey is climbing the tree at the zoo - The girl is riding her bike in the park <p>Remember to point to the sentence strip as a visual aid. You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a Subject Verb Object Location sentence about the book.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to make up their own sentences without the visual aid of a book. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing? ➢ What are they doing it to? ➢ Where are they?

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<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - For each student to reflect on concept of 'who', 'what doing', 'what' and 'where'. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card 	<p>Ensure you have the 'who', 'what doing', 'what' and 'where' question cards placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections. <i>"Today we have spent some time thinking about 'who', 'what doing', 'what' and 'where'"</i></p> <p>Place the 'who' question card on the table. <i>"Who can give me an example of a who?"</i> Go around the group and ask each student to identify a 'who'.</p> <p>Place the 'what doing' question card on the table. <i>"Who can give me an example of a what doing?"</i> Go around the group and ask each student to identify a 'what doing'.</p> <p>Place the 'what' question card on the table. <i>"Who can give me an example of a what?"</i> Go around the group and ask each student to identify a 'what'.</p> <p>Place the 'where' question card on the table. <i>"Who can give me an example of a where?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of who, what doing, what and where. • Ask the group for a 'Who' 'What doing' 'What' 'Where' sentence <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. <ul style="list-style-type: none"> ➤ 'Which one is a 'where', a table or school?'
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			Go around the group and ask each student to identify a 'where'. <i>"That's it for today, see you next week"</i>	
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Week 5

Week 5 Overview

The focus of the activities this week is:

- Continuing to discuss the concepts of 'who' 'what doing' 'what' 'where'.
- To consolidate sentence structure knowledge and create sentences including who, what doing, what, where.
- To introduce the concept of 'what like'
- To introduce the shape concept for 'what like'

These skills will support the children's ability to:

- Answer who, what doing, what and where questions, using action words and description.
- Combine 'who' 'what doing' 'what' and 'where' to develop the children's expressive language skills and detail when speaking
- Order their sentence grammatically.
- Extend their sentence length and information when answering questions about familiar stories or events.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- Who? Question Card
- What doing? Question Card
- What? Question Card
- Where? Question Card
- What like? Question Card
- What like Question Prompts
- What like? Pictures
- 'What like' 'Who' Sentence Strip
- 'What like' 'What' Sentence Strip
- 'What like' 'Who' 'What doing' 'What like' 'What' Sentence Strip

For the group this week, you will need the following items from School:

- OPTIONAL: A range of toys such as objects that could answer a 'what?' question
- A Bag
- Picture Book

Week 5 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To support the groups confidence in speaking with their peers. - To re-cap the groups knowledge of the 'who?', 'what doing?', 'what?' and 'where?' questions, and corresponding shapes. - To familiarise the group with 	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card • 'What like?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?', 'what doing', 'what?', 'where?' and 'what like?' shape and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous weeks. <i>"Who can tell me what part of our sentences we have been thinking about so far?"</i> Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, we have been thinking about 'who?' (The people or animals in our sentences); 'what doing?' (The actions that the people or animals are doing); 'what?' (The objects in our sentences); and 'where?' (The place or location in our sentence)"</i></p> <p><i>"Who can give me an example of a 'who?', 'what doing?', 'what?' or 'where?' word"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'what like's'. • At the end of the activity, go round the group and see if everyone can remember the 'what like' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used

<p><i>the 'what like?' question, and corresponding shape.</i></p> <p>(5 minutes)</p>		<p>Pause to give the group time to think and respond.</p> <p><i>"Who can tell me which shape we use for a 'who?' word"</i> Pause to give the group time to think and respond.</p> <p><i>"That's right, our 'who' words are our oval words."</i></p> <p><i>"Who can tell me which shape we use for a 'what doing?' word"</i> Pause to give the group time to think and respond.</p> <p><i>"That's right, our 'what doing' words are our hexagon words."</i></p> <p><i>"Who can tell me which shape we use for a 'what?' word"</i> Pause to give the group time to think and respond.</p> <p><i>"That's right, our 'what' words are our rectangle words."</i></p> <p><i>"Who can tell me which shape we use for a 'where?' word"</i> Pause to give the group time to think and respond.</p> <p><i>"That's right, our 'where' words are our sem-circle words."</i></p> <p>Place the question card on the table as a prompt. <i>"This week, we are also going to think about 'what like?'"</i> <i>"Who can tell me what they think 'What like?' means?"</i></p>	<p>to explain the group e.g., use short sentences.</p> <ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., 'Is 'sticky' a what like, or is 'the girl' a what like?' • Ask the group to help their peers and share their ideas.
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			<p>Pause to give the group time to think and respond. <i>“That’s right, ‘what like?’ means the appearance of something in our sentence, for example how it looks or how it feels.”</i> <i>“Our what like words are our cloud words.”</i> <i>“Who can give me an example of a ‘what like?’ word”</i></p> <p>Go around the group and ask each child to think of a ‘what like?’ word.”</p>	
<p>Activity 1: What is in the bag?</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to identify ‘what like’ (adjectives).</i> - <i>To be able to answer a question in relation to ‘what like?’</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • ‘What like?’ Question Card • What like question prompts • What? Pictures • What like? Objects • A Bag 	<p>Ensure you have the ‘what like’ question card placed on the table as a visual prompt for the task.</p> <p>Support the students to pick up a card or toy and answer the question asked, using prompting questions If</p>	<p>Introduce the activity and ‘what like?’ concept. Place the ‘what like?’ question card on the table. <i>“I have a bag with lots of different objects in it.”</i> <i>“We’re going to take it in turns to take a picture or toy (depending on what you’re using) out of my bag and share our ‘what like?’ word to describe the object.</i></p> <p>Support the group to take turns to pick an object/picture out of the bag, asking one of the following questions each time. <i>“What does it look like?”</i> <i>“What does it feel like?”</i></p> <p>Go round the group until there are no more objects in the bag.</p> <p>Then ask the children further ‘what like’ questions, you can use the what like question prompts or make up your own.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples of what. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. • ‘What does it feel like... is it soft or hard?’

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		required (see Step Down).	Go around the group and ask each child a couple of what like questions.	
<p>Activity 2: Making Sentences</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To be able to identify 'who', 'what doing', 'what' and 'what like' in relation to a story/picture. - To be able to make a short sentence containing a subject, verb, object, and adjective to describe a picture. <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'What like?' Question Card • Picture Book • 'What like' 'Who' Sentence Strip • 'What like' 'What' Sentence Strip • 'What like' 'Who' 'What doing' 'What like' 'What' 	<p>Ensure you have the sentence strip placed on the table as a visual prompt for the task.</p> <p>Support the students to create an Adjective Subject Verb Object / Subject Verb Adjective Object / Adjective Subject Verb Adjective Object Sentence, asking questions/giving</p>	<p>Introduce the activity. Place the sentence strip on the table. <i>"Now we are going to practise making sentences using our 'Who's', our 'What doing's', our 'What's' and our 'Where's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p> <p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - The naughty monkey is climbing the tree - The monkey is climbing the tall tree - The naughty monkey is climbing the tall tree <p>Remember to point to the sentence strip as a visual aid. You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a sentence about the book.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to make up their own sentences without the visual aid of a book. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing? ➢ What are they doing it to? ➢ What is that like?

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	Sentence Strip	<p>prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences with a person/animal, action, object. This could be your class book, or another book from the classroom.</p>		
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - For each student to reflect on concept of 'who', 'what 	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card 	<p>Ensure you have the 'who', 'what doing', 'what', 'where', and 'what like' question cards placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections. <i>"Today we have spent some time thinking about 'who', 'what doing', 'what', 'where' and 'what like'"</i></p> <p>Place the 'who' question card on the table. <i>"Who can give me an example of a who?"</i></p> <p>Go around the group and ask each student to identify a 'who'.</p> <p>Place the 'what doing' question card on the table.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples of who, what doing, what and where. • Ask the group for a 'Who'

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<p><i>doing</i> 'what' and 'where'.</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> 'What like?' Question Card 	<p><i>"Who can give me an example of a what doing?"</i> Go around the group and ask each student to identify a 'what doing'.</p> <p>Place the 'what' question card on the table. <i>"Who can give me an example of a what?"</i> Go around the group and ask each student to identify a 'what'.</p> <p>Place the 'where' question card on the table. <i>"Who can give me an example of a where?"</i> Go around the group and ask each student to identify a 'where'.</p> <p>Place the 'what like' question card on the table. <i>"Who can give me an example of a what like?"</i> Go around the group and ask each student to identify a 'what like'.</p> <p><i>"That's it for today, see you next week"</i></p>	<p>'What doing' 'What' 'Where' sentence</p> <p>Too Hard?</p> <ul style="list-style-type: none"> Give the group options to choose from e.g. <ul style="list-style-type: none"> 'Which one is a 'what like', colourful or the dress?'
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Week 6

Week 6 Overview

The focus of the activities this week is:

- Consolidating the concepts of 'who' 'what doing' 'what' 'where' and 'what like'.
- To introduce the concept of 'when'
- To introduce the shape concept for 'when'

These skills will support the children's ability to:

- Answer who, what doing, what, where and when questions, using action words and description.
- Combine 'who' 'what doing' 'what' 'where' and 'when' to develop the children's expressive language skills and detail when speaking
- Order their sentence grammatically.
- Extend their sentence length and information when answering questions about familiar stories or events.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- 'Who?' Question Card
- 'What doing?' Question Card
- 'What?' Question Card
- 'Where?' Question Card
- 'What like?' Question Card
- 'When?' Question Card
- Sorting Cards
- All Sentence Strips

For the group this week, you will need the following items from School:

- Picture Book

Week 6 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To introduce the session.</i> - <i>To support the groups confidence in speaking with their peers.</i> - <i>To re-cap the groups knowledge of the 'who?', 'what doing?', 'what?' and 'where?' questions, and corresponding shapes.</i> - <i>To familiarise the group with</i> 	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card • 'What like?' Question Card • 'When' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?', 'what doing', 'what?', 'where?', 'what like?' and 'when?' shapes and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will ..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous weeks. <i>"Who can tell me all the parts of our sentences we have been thinking?"</i></p> <p>Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, we have been thinking about 'who?' (The people or animals in our sentences); 'what doing?' (The actions that the people or animals are doing); 'what?' (The objects in our sentences); 'where?' (The place or location</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'when's'. • At the end of the activity, go round the group and see if everyone can remember the 'when' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used to explain the group e.g., use short sentences.

<p><i>the 'what like?' question, and corresponding shape.</i></p> <p>(5 minutes)</p>		<p><i>in our sentence); and 'what like' (a description of the person, animal or object)"</i></p> <p><i>"Who can give me an example of a 'who?', 'what doing?', 'what?', 'where?' or 'what like?' word"</i></p> <p>Pause to give the group time to think and respond.</p> <p><i>"Who can tell me which shapes we use for 'who?', 'what doing?', 'what?', 'where?' or 'what like?' words"</i></p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, our 'who' words are our oval words; our 'what doing' words are our hexagon words; our 'what' words are rectangle words; our 'where' words are our semi-circle words; and our 'what like' words are our cloud words.</i></p> <p>Place the question card on the table as a prompt.</p> <p><i>"This week, we are also going to think about 'when?'"</i></p> <p><i>"Who can tell me what they think 'When?' means?"</i></p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, 'when?' means the time something is happening, for example in the morning or after school."</i></p> <p><i>"Our when words are our triangle words."</i></p> <p><i>"Who can give me an example of a 'when?' word"</i></p>	<ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., 'Is 'the morning' a when, or is 'the girl' a when?' • Ask the group to help their peers and share their ideas.
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			Go around the group and ask each child to think of a 'when?' word."	
<p>Activity 1: Jumbled Sorting</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To be able to sort words by their word class/shape.. - To be able to answer a range of 'wh' questions <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'Who' Question Card • 'What doing' Question Card • 'What' Question Card • 'Where' Question Card • 'What like?' Question Card • 'When?' Question Card • Sorting Cards 	<p>Ensure you have the question cards placed face up on the table as a visual prompt for the task.</p> <p>Place the sorting cards in a pile face down on the table.</p> <p>Support the students to pick up a sorting card and sort this in its category, using prompting questions If required (see Step Down).</p>	<p>Introduce the activity and concepts. Place the question cards on the table. <i>"I have a pile of all our different types of words." "Earlier I dropped my cards and now they're all jumbled up, so I need you to help me put them back in their own piles.</i></p> <p>Support the group to take turns to pick a card from the pile and identify which word category the word belongs to.</p> <p>Go round the group until there are no more sorting cards in the pile.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples for each card. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. 'Is it a who or a what?'
<p>Activity 2: Making Sentences</p> <p><i>Aim:</i></p>	<ul style="list-style-type: none"> • 'Who?' Question Card • 'What doing?' Question Card 	<p>Ensure you have the sentence strips placed on the table</p>	<p>Introduce the activity. Place the sentence strip on the table.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to make up their own sentences without

<p>- To be able to identify 'who', 'what doing', 'what' 'where', 'what like' and 'when' in relation to a story/picture.</p> <p>- To be able to make a short sentence containing a subject, verb, object, adjective location and/or time to describe a picture.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'What?' Question Card • 'Where?' Question Card • Picture Book • All Sentence Strips 	<p>as a visual prompt for the task.</p> <p>Support the students to create a range of sentences, asking questions/giving prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences. This could be your class book, or another book from the classroom.</p>	<p><i>"Now we are going to practise making sentences using our 'Who's', our 'What doing's', our 'What's' and our 'Where's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p> <p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - On Monday, the naughty monkey was climbing the tall tree at the zoo - The little girl is riding her pink bike in the park after school <p>Remember to point to the sentence strip as a visual aid. You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a Subject Verb Object Location sentence about the book.</p>	<p>the visual aid of a book.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing? ➢ What are they doing it to? ➢ Where are they? ➢ What is it like? ➢ When is it happening?
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Week 7

Week 7 Overview

The focus of the activities this week is:

- Consolidating the concepts of 'who' 'what doing' 'what' 'where' and 'what like' and 'when'.
- To introduce the concept of 'how'
- To introduce the shape concept for 'how'

These skills will support the children's ability to:

- Answer who, what doing, what, where, when and how questions, using action words and description.
- Combine 'who' 'what doing' 'what' 'where' 'when' and 'how' to develop the children's expressive language skills and detail when speaking
- Order their sentence grammatically.

- Extend their sentence length and information when answering questions about familiar stories or events.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Session Plan
- 'Who?' Question Card
- 'What doing?' Question Card
- 'What?' Question Card
- 'Where?' Question Card
- 'What like?' Question Card
- 'When?' Question Card
- 'How?' Question Card.
- Sorting Cards
- All Sentence Strips
- Using Shapes to Support Sentences Outcome/Goal Sheet (1 per student).

Week 7 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - To introduce the session. - To support the groups confidence in speaking with their peers. - To re-cap the groups knowledge of the 'who?', 'what doing?', 'what?', 'where?', 'what like' and 'when?' questions, and 	<ul style="list-style-type: none"> • Visual Timetable v1 • Session Plan • 'Who?' Question Card • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card • 'What like?' Question Card • 'When?' Question Card • 'How?' Question Card 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure you use the visuals provided, refer to the 'who?', 'what doing', 'what?', 'where?', 'what like?', 'when?' and 'how?' shapes and Makaton signing to support the understanding of this question word.</p>	<p>Introduce the group <i>"Today we are going to have a think about making sentences."</i></p> <p>Go through the visual timetable. <i>"First we are going to ..."</i> <i>"Next we will ..."</i> <i>"Then we will ..."</i> <i>"Last we will ..."</i></p> <p>Re-cap the session from the previous weeks. <i>"Who can tell me all the parts of our sentences we have been thinking?"</i> Place the question card on the table as a prompt if required.</p> <p>Pause to give the group time to think and respond.</p> <p><i>"That's right, we have been thinking about 'who?' (The people or animals in our sentences); 'what doing?' (The actions that the people or animals are doing); 'what?' (The</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group to recap the steps on the visual timetable and share what is next. • Ask the group to think of multiple 'how' words. • At the end of the activity, go round the group and see if everyone can remember the 'how' said by their peers. <p>Too Hard?</p> <ul style="list-style-type: none"> • Simplify the language used to explain the

<p>corresponding shapes.</p> <ul style="list-style-type: none"> - To familiarise the group with the 'how?' question, and corresponding shape. <p>(5 minutes)</p>			<p>objects in our sentences); 'where?' (The place or location in our sentence); and 'what like' (a description of the person, animal or object)"</p> <p>"Who can give me an example of a 'who?', 'what doing?', 'what?', 'where?' 'what like?' or 'when?' word?" Pause to give the group time to think and respond.</p> <p>"Who can tell me which shapes we use for 'who?', 'what doing?', 'what?', 'where?' 'what like?' or 'when?' words?" Pause to give the group time to think and respond.</p> <p>"That's right, our 'who' words are our oval words; our 'what doing' words are our hexagon words; our 'what' words are rectangle words; our 'where' words are our semi-circle words, our 'what like' words are our cloud words and our 'when' is our triangle words.</p> <p>Place the question card on the table as a prompt. "This week, we are also going to think about 'how?'" "Who can tell me what they think 'How?' means?"</p> <p>Pause to give the group time to think and respond. "That's right, 'how?' means how something was done, for example 'quickly' 'slowly' 'gently' 'carefully'.</p>	<p>group e.g., use short sentences.</p> <ul style="list-style-type: none"> • Use visuals to support understanding • Give the group options/forced alternatives e.g., 'Does a snail move slowly or quickly?' 'Do you whisper loudly or quietly?' • Ask the group to help their peers and share their ideas.
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			<p><i>“Our when words are our triangle words.”</i> <i>“Who can give me an example of a ‘how?’ word”</i></p> <p>Go around the group and ask each child to think of a ‘how?’ word.”</p>	
<p>Activity 1: Jumbled Sorting</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - <i>To be able to sort words by their word class/shape..</i> - <i>To be able to answer a range of ‘wh’ questions</i> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • ‘Who’ Question Card • ‘What doing’ Question Card • ‘What’ Question Card • ‘Where’ Question Card • ‘What like?’ Question Card • ‘When?’ Question Card • ‘How?’ Question Cards • Sorting Cards 	<p>Ensure you have the question cards placed face up on the table as a visual prompt for the task.</p> <p>Place the sorting cards in a pile face down on the table.</p> <p>Support the students to pick up a sorting card and sort this in its category, using prompting questions If required (see Step Down).</p>	<p>Introduce the activity and concepts. Place the question cards on the table. <i>“I have a pile of all our different types of words.”</i> <i>“Earlier I dropped my cards and now they’re all jumbled up, so I need you to help me put them back in their own piles.”</i></p> <p>Support the group to take turns to pick a card from the pile and identify which word category the word belongs to.</p> <p>Go round the group until there are no more sorting cards in the pile.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for their own examples for each card. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g. ‘Is it a who or a what?’
<p>Activity 2: Making Sentences</p>	<ul style="list-style-type: none"> • ‘Who?’ Question Card 	<p>Ensure you have the sentence strips</p>	<p>Introduce the activity. Place the sentence strip on the table.</p>	<p>Too Easy?</p>

<p>Aim:</p> <ul style="list-style-type: none"> - To be able to identify 'who', 'what doing', 'what' 'where', 'what like' 'when' and 'how' in relation to a story/picture. - To be able to make a short sentence containing a subject, verb, object, adjective location, and adverb and/or time to describe a picture. <p>(10 minutes)</p>	<ul style="list-style-type: none"> • 'What doing?' Question Card • 'What?' Question Card • 'Where?' Question Card • 'When?' Question Card • 'How?' Question Card • Picture Book • All Sentence Strips 	<p>placed on the table as a visual prompt for the task.</p> <p>Support the students to create a range of sentences, asking questions/giving prompts as required (see Step Down).</p> <p>Identify a picture book to be used to create sentences. This could be your class book, or another book from the classroom.</p>	<p><i>"Now we are going to practise making sentences using our 'Who's', our 'What doing's', our 'What's' our 'Where's' our 'When's' and our 'How's'"</i></p> <p>Get the picture book <i>"We're going to have a look at our book and make up our own sentences to tell the story."</i></p> <p>Open the book and make up a sentence about the picture e.g.</p> <ul style="list-style-type: none"> - On Monday, the naughty monkey was climbing the tall tree at the zoo slowly. - The little girl is riding her pink bike in the park after school quickly. <p>Remember to point to the sentence strip as a visual aid. You may need to repeat a sentence back to reinforce grammar and vocabulary.</p> <p>Go around the group allowing each child to have 1-2 turns at creating a sentence about the book, moving the shape depending on their sentence.</p>	<ul style="list-style-type: none"> • Ask the group to make up their own sentences without the visual aid of a book. <p>Too Hard?</p> <ul style="list-style-type: none"> • Ask prompting questions <ul style="list-style-type: none"> ➢ Who is in the picture? ➢ What are they doing? ➢ What are they doing it to? ➢ Where are they? ➢ What is it like? ➢ When is it happening? ➢ How is it happening?
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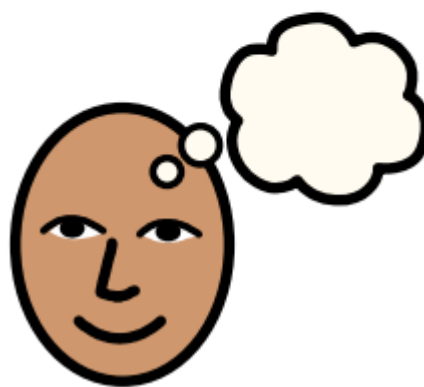
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> - For each student to reflect on and identify what they have learnt over the last seven weeks. <p>(5 minutes)</p>	<ul style="list-style-type: none"> • ‘Who?’ Question Card • ‘What doing?’ Question Card • ‘What?’ Question Card • ‘Where?’ Question Card • ‘What like?’ Question Card • ‘When?’ Question Card • ‘How?’ Question Card. • Using Shapes to Support Sentences Outcome / Goal Sheet (1 per student) 	<p>Ensure you have the ‘who’, ‘what doing’, ‘what’, ‘where’, ‘what like’ ‘when’ and ‘how?’ question cards placed on the table as a visual prompt.</p>	<p>Introduce the activity and reflections.</p> <p><i>“Over the last seven weeks, we have been thinking about different question words, what they mean and the shapes to represent them.</i></p> <p><i>“Who can tell me something they have learnt or improved at in our group sessions?”</i></p> <p>Go around the group and ask each student the above question.</p> <p><i>“Who can tell me something they will now think about and do in the classroom?”</i></p> <p>Go around the group and ask each student the above question.</p> <p>Complete the Using Shapes to Support Sentences Outcome / Goal Sheet for each student to see their progress.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the group for multiple examples. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from e.g., ‘what have you learnt about different question words?’.
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Sentence Builders

Visual Timetable



Introduction



Activity 1



Activity 2



Review

Sentence Builders

Visual Timetable



Introduction



Activity 1



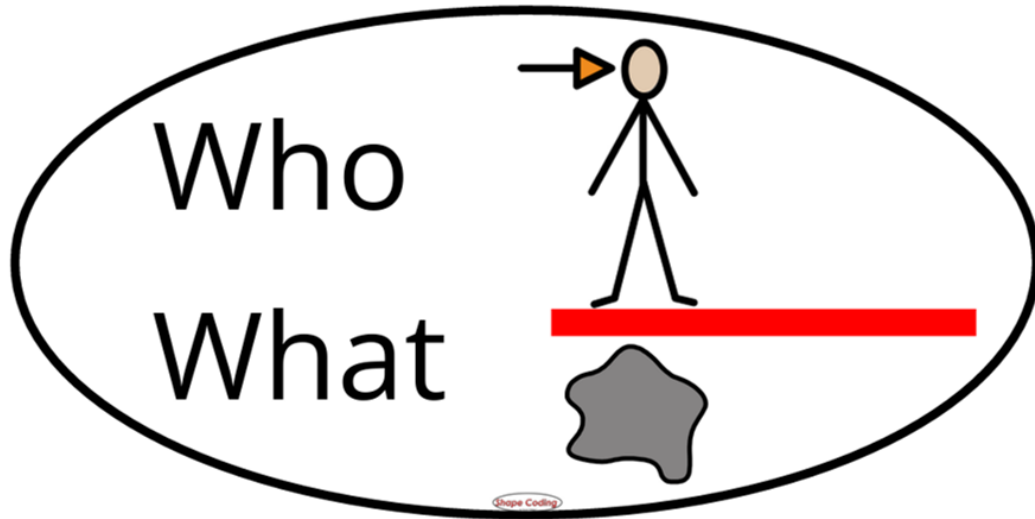
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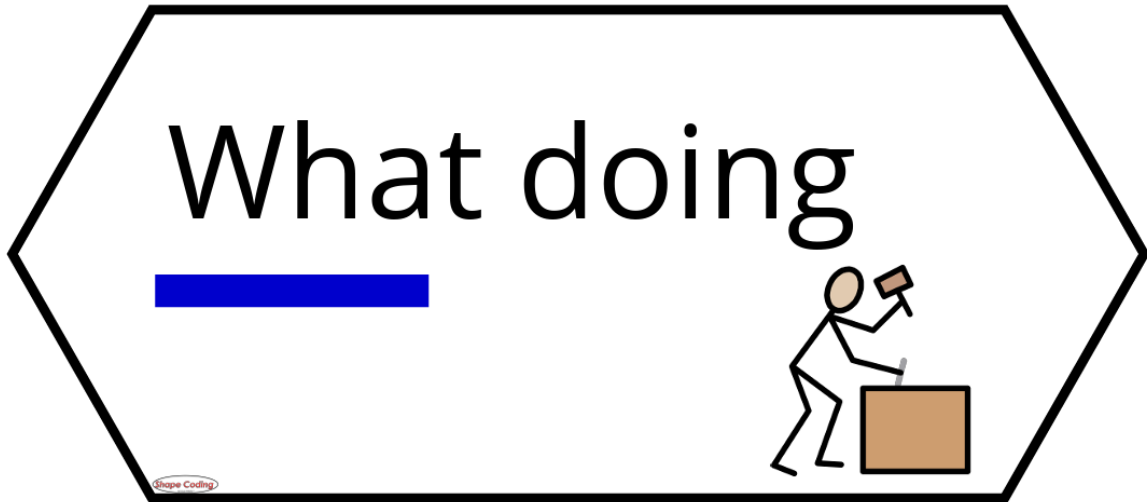


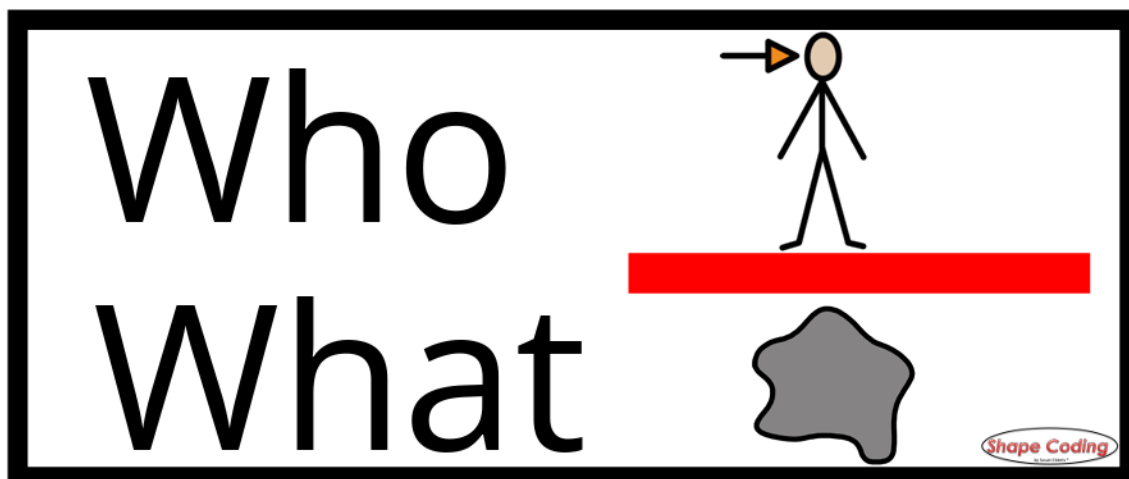
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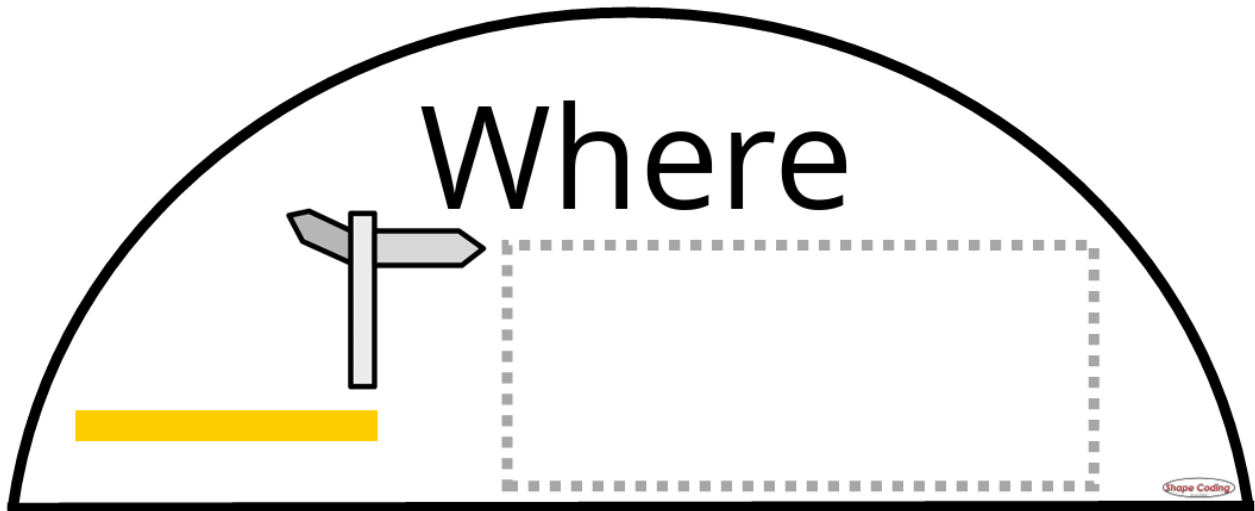


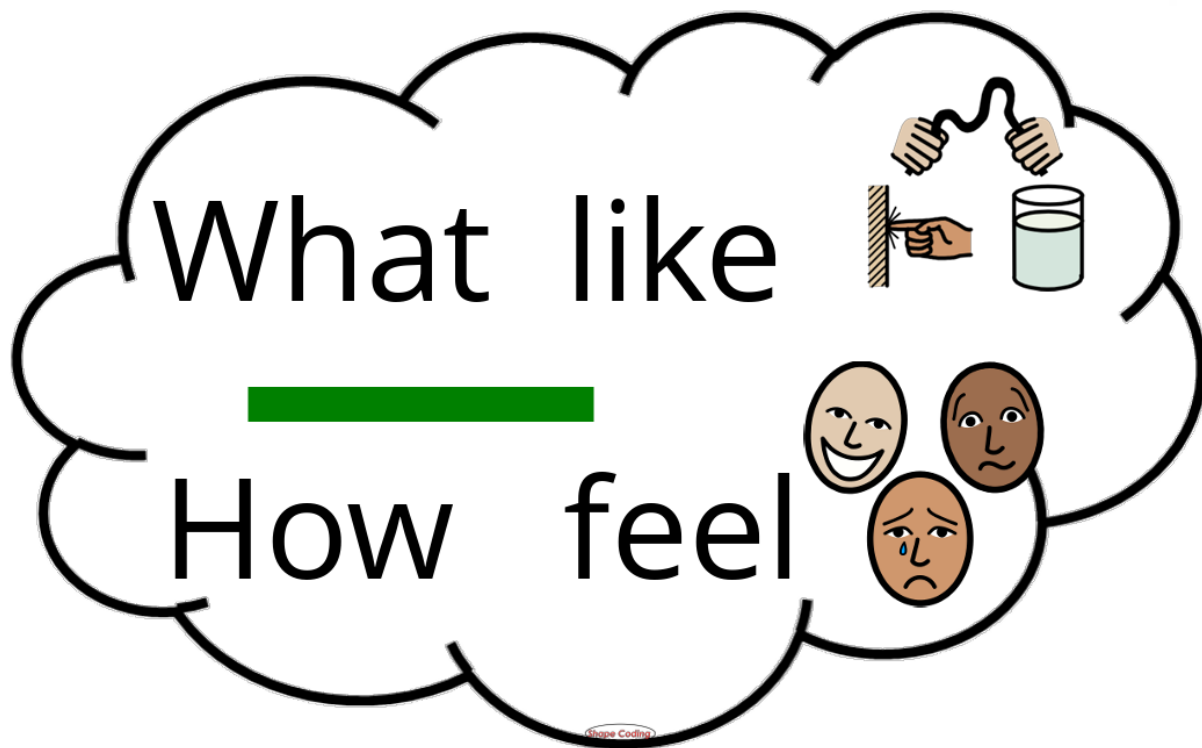
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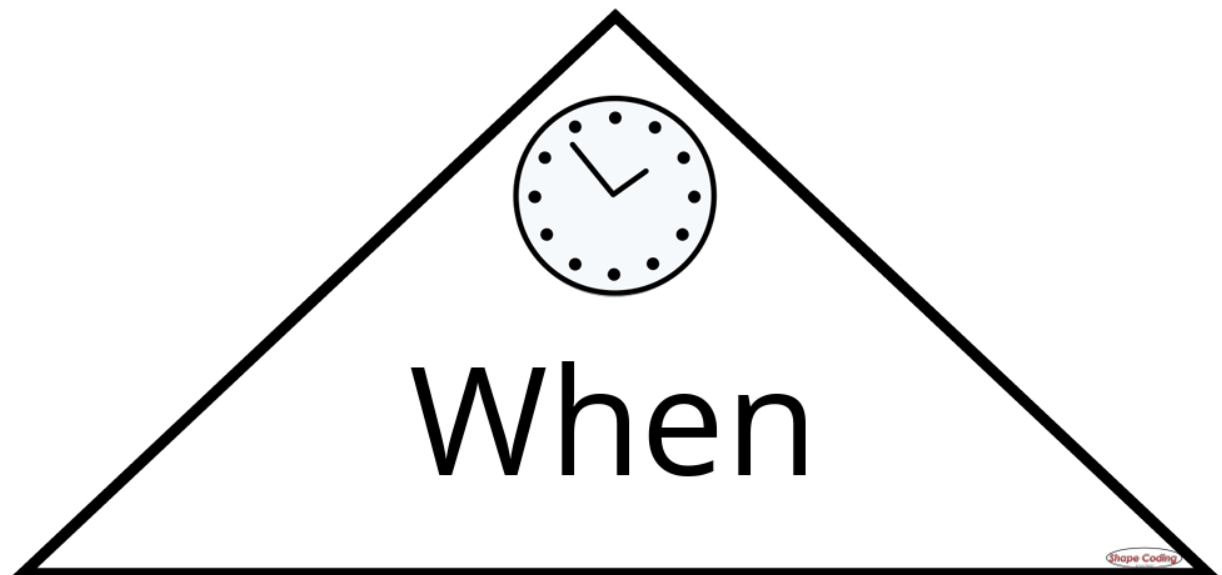


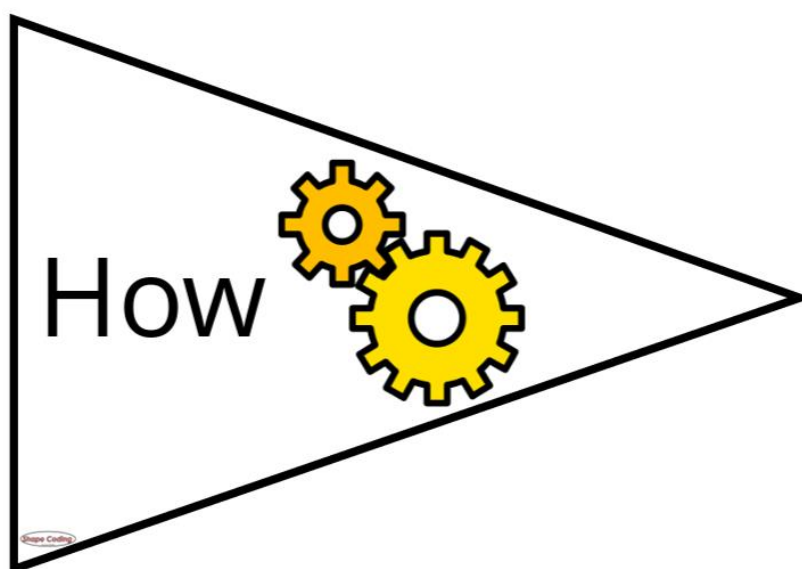






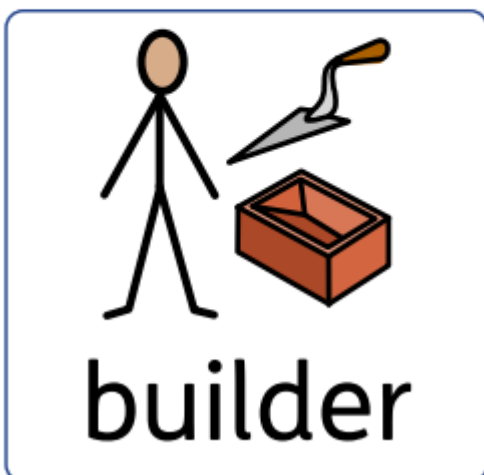
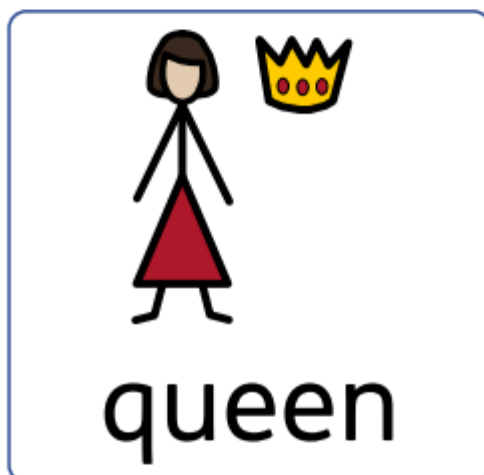
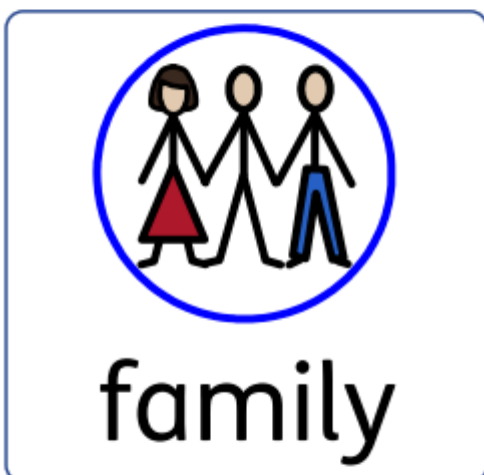
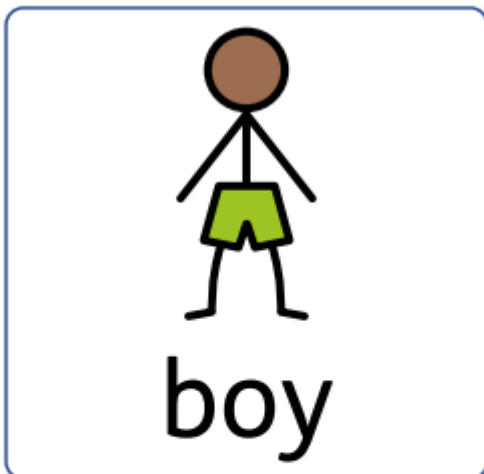






Who Question Prompts

- Who teaches children in school?
- Who likes to climb trees, is brown and lives in the jungle?
- Who looks after you when you're sick?
- Who lives with us at home and meows?
- Who helps to look after animals?
- Who is stripy and roars fiercely?
- Who puts out fires?
- Who has large spots and a really long neck to help them reach leaves to eat?
- Who performs at the Olympics?
- Who is pink and lives on a farm?



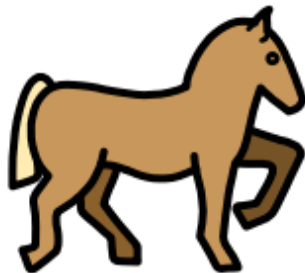
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rabbit



hamster



horse



cow



panda



tortoise

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Jumping Who? Question Prompts

- Who has brown hair?
- Who likes swimming?
- Who has a sibling?
- Who likes to eat ice cream?
- Who has a pet?
- Who likes to go to the park?
- Who has been on a plane?
- Who likes vegetables?
- Who has green eyes?
- Who likes the rain?

Sentence Builders: Targeted Intervention Group to Support SLCN Outcomes/Goals Sheet

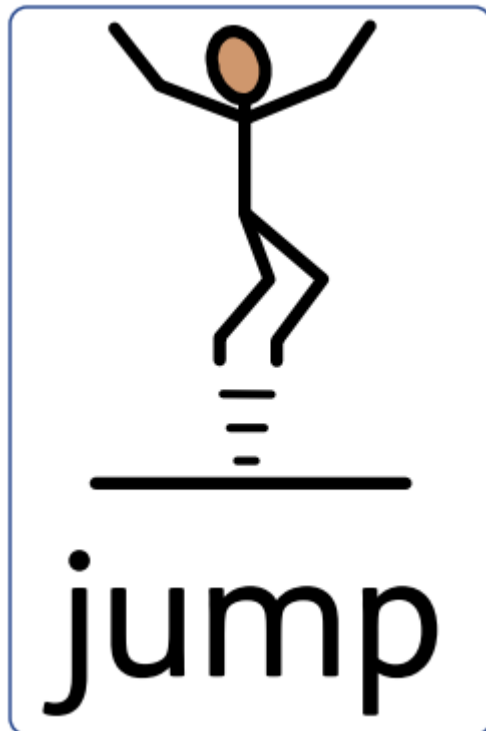
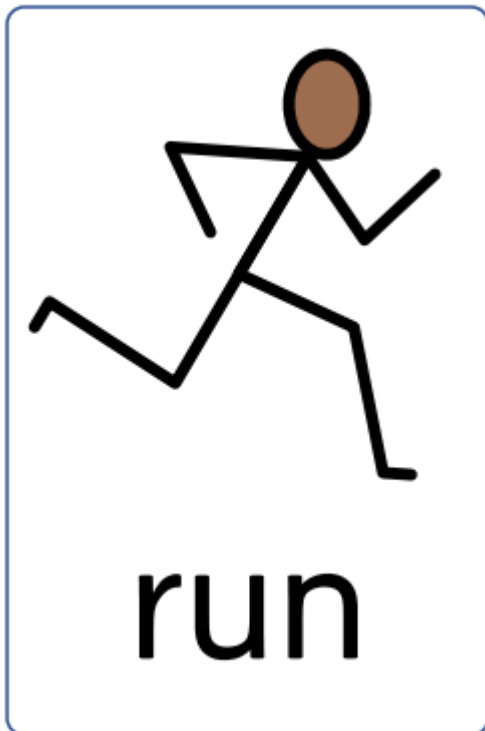
Child's Name:	DOB:
Date of initial Rating:	Date of Final Rating

Goal/Outcome <i>(To be edited/deleted to meet the child/young person's needs)</i>	Strategies to meet goal
1. Answer 'who', 'what', 'what doing', 'what like', 'where' and 'when' questions. 2. Categorise pictures into 'who' (characters), 'what doing' (actions/verbs) 'what' (objects), 'where' (locations/places) 'what like' (adjectives) and 'when' (times). 3. Describe a picture including information in relation to 'who' and 'where', 'when' 'what like' and 'what happened'.	A member of the class team will attend the Colour Coding Sentences learning workshop prior to setting up and running a group. The member of the class team will run the Colour Coding Sentences Group for 30-minutes weekly over a 6-week period. The group will be run by a member of the class team with 3-5 children. A member of the class team will complete a pre and post goal rating using the scale below.

My Goal Progress

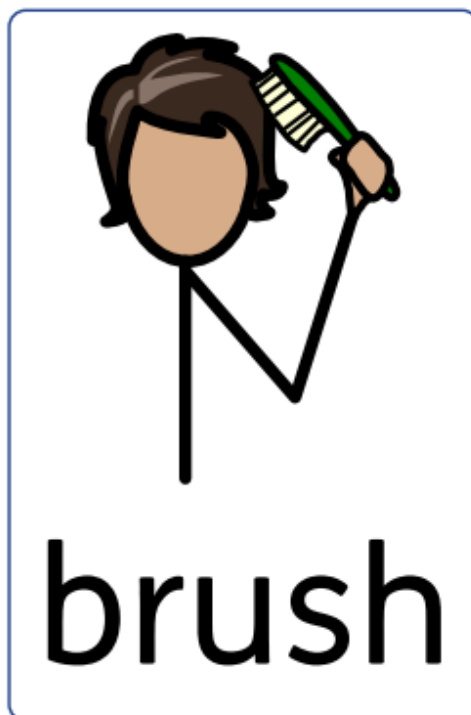
Goal not met at all	0	1	2	3	4	5	6	7	8	9	10	Goal reached

Copies shared with: Parents, Class teacher, SENCo, LSA

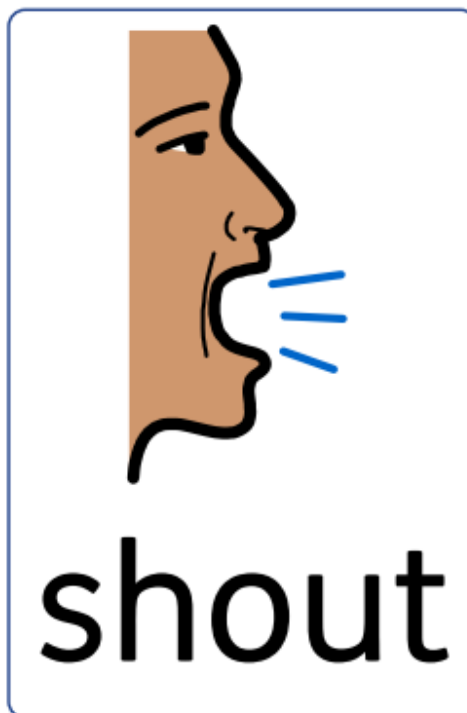
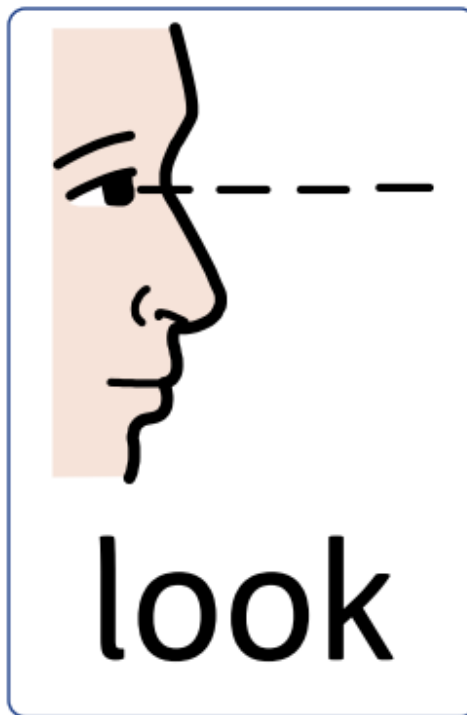
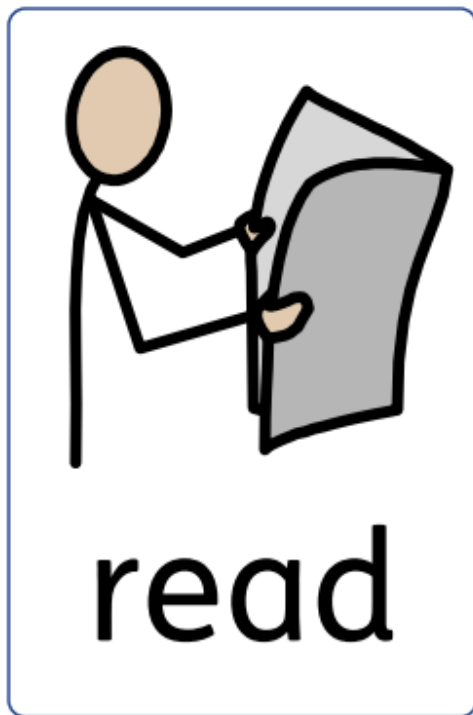


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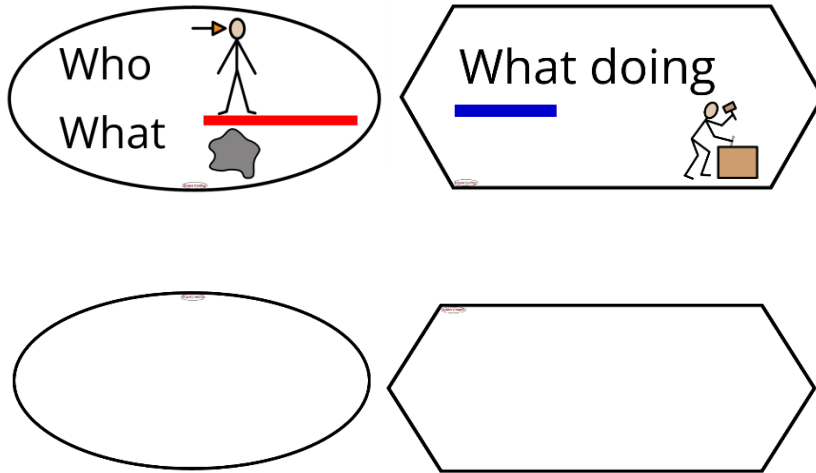


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Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCE: 'Who' 'What doing' Sentence Strip

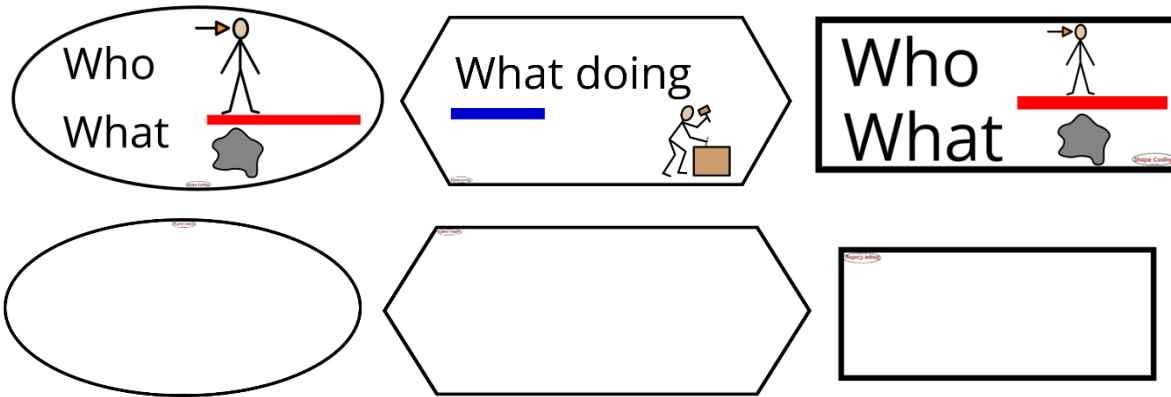


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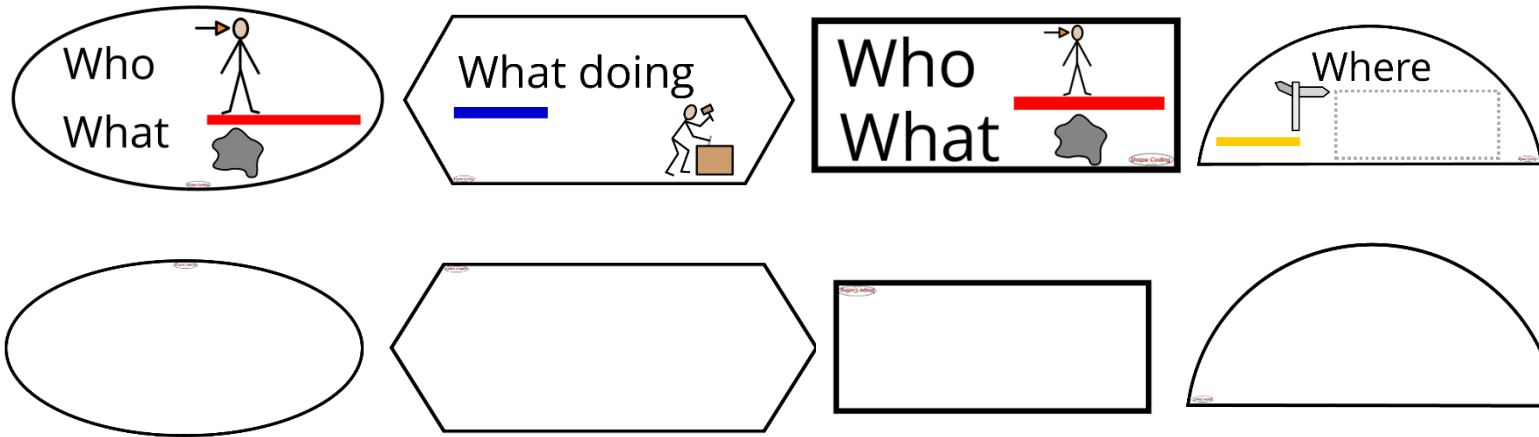
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Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCE: 'Who' 'What doing' 'What' Sentence Strip



Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCE: 'Who' 'What doing' 'What' 'Where' Sentence Strip



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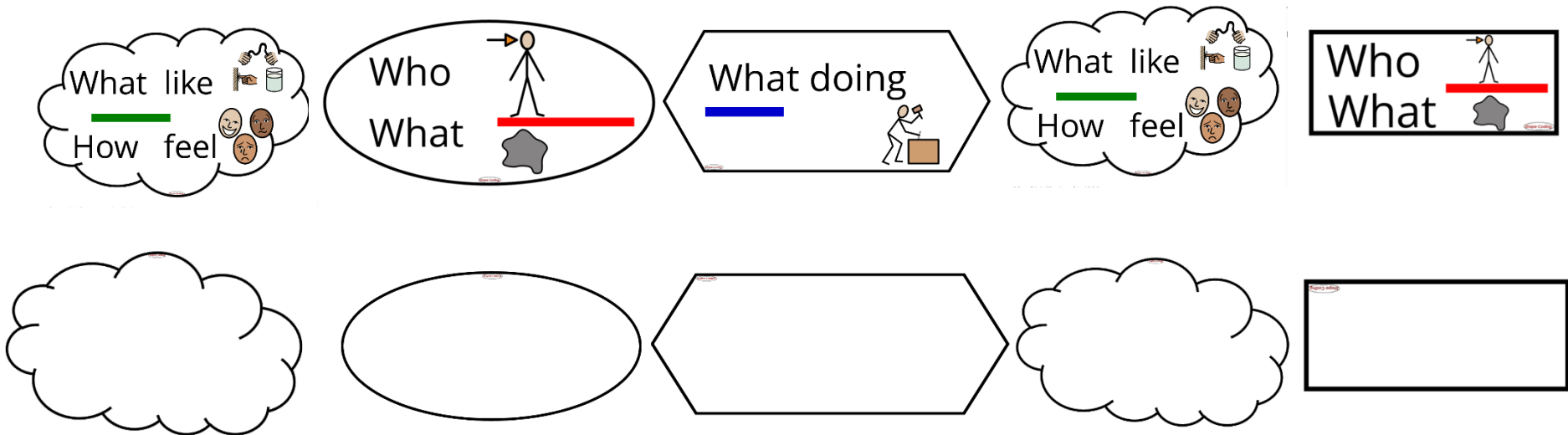
What like
How feel

Who
What

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Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCE: 'What like' 'Who' 'What doing' 'What like' 'What' Sentence Strip



What like
How feel

Who
What

What doing

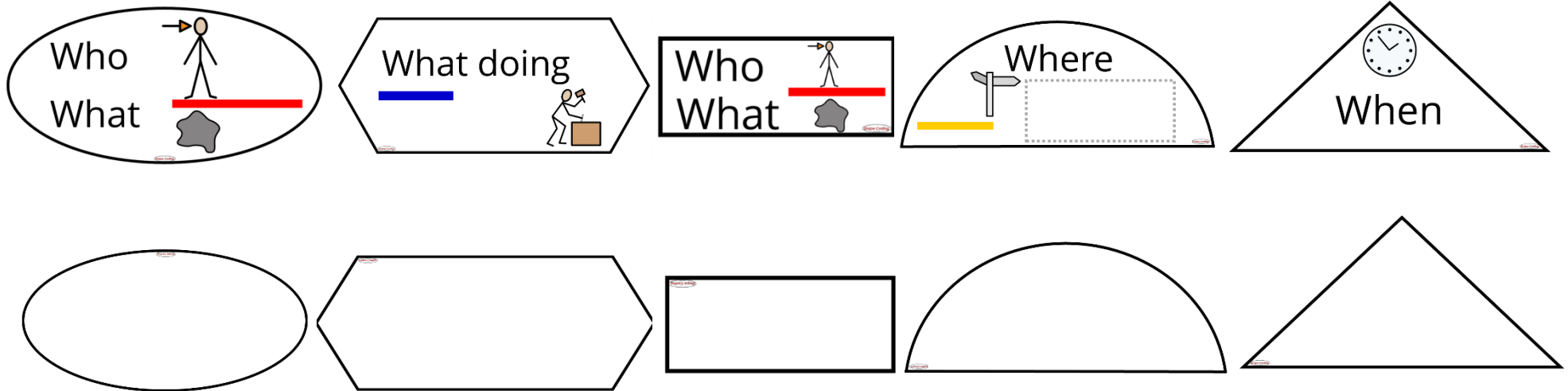
What like
How feel

Who
What

Using shapes to support sentences

Targeted Intervention Group to Support SLCN

RESOURCE: 'Who' 'What doing' 'What' 'Where' 'When' Sentence Strip

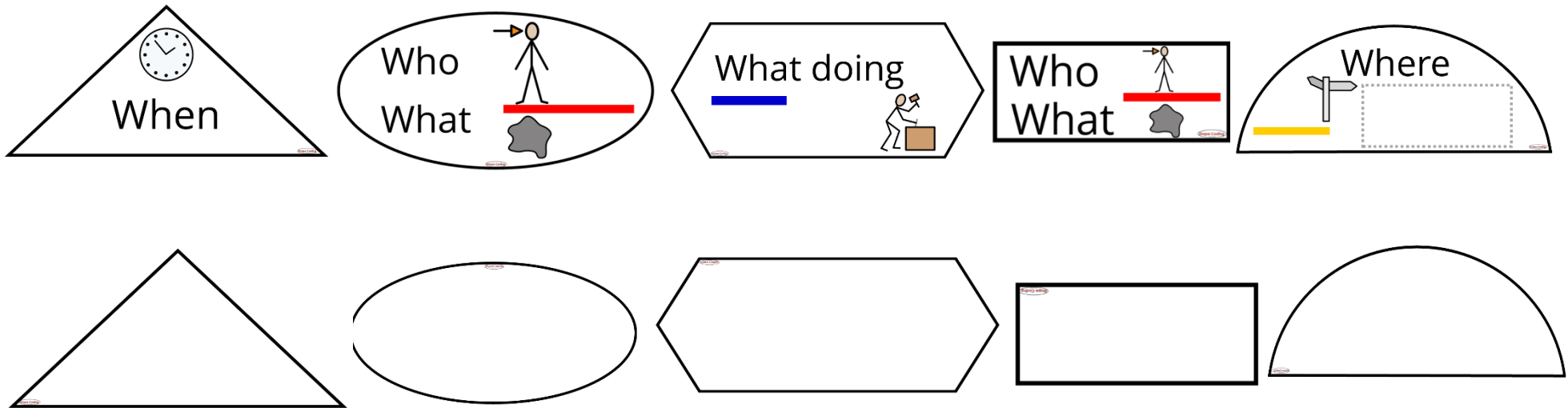


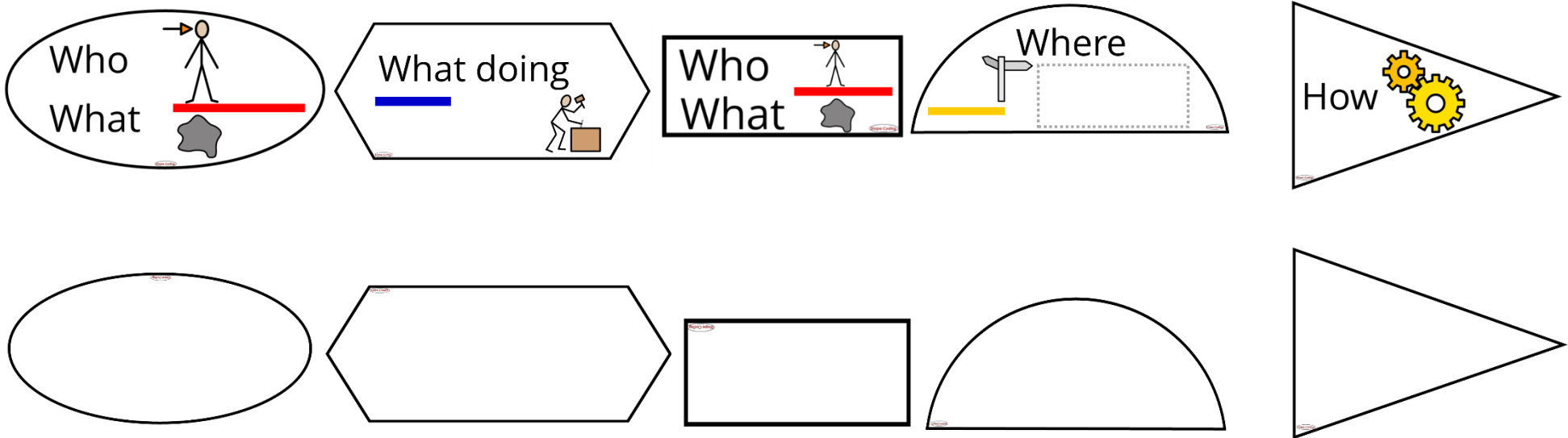
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What Question Prompts

- What do you use to drink from?
- What has four legs and can be sat on at a table?
- What is circular, tastes yummy and can be green or red?
- What do you use to cut up your food?
- What has see-through lenses and two bits that go over your ears to help you see?
- What is cold and goes in your drink to cool it down?
- What do you use to clean your teeth with?
- What is usually red, can be one or two floors high and helps us to travel around?
- What do use to keep your food cool?
- Who is yellow, that is a fruit and is sour if you bite into it?



plate



chair



pear



fork

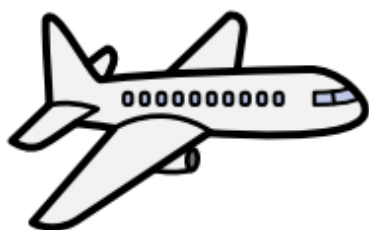


kettle



hairbrush

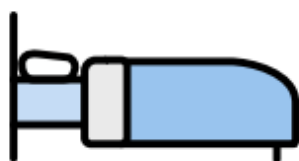
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plane



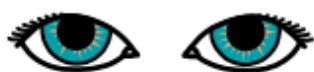
tree



bed




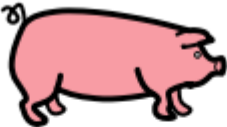



trousers



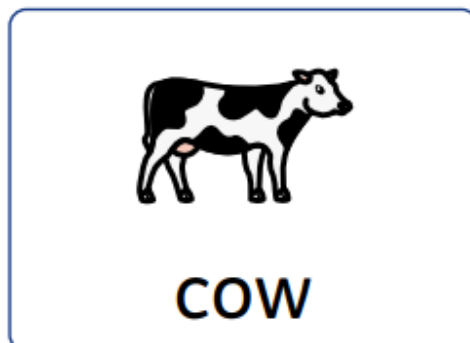
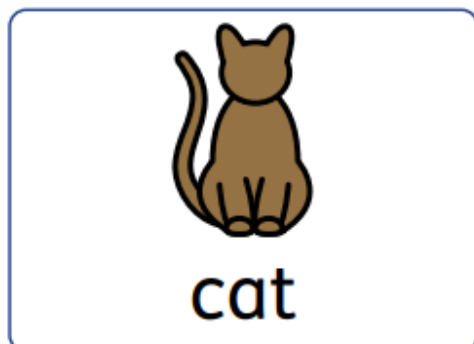
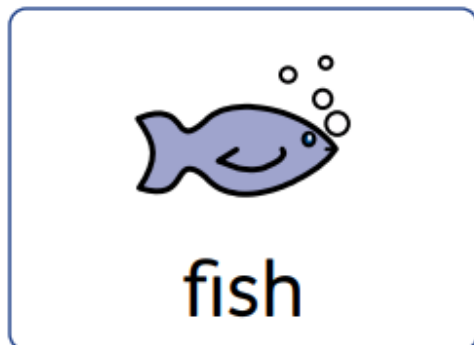
eyes



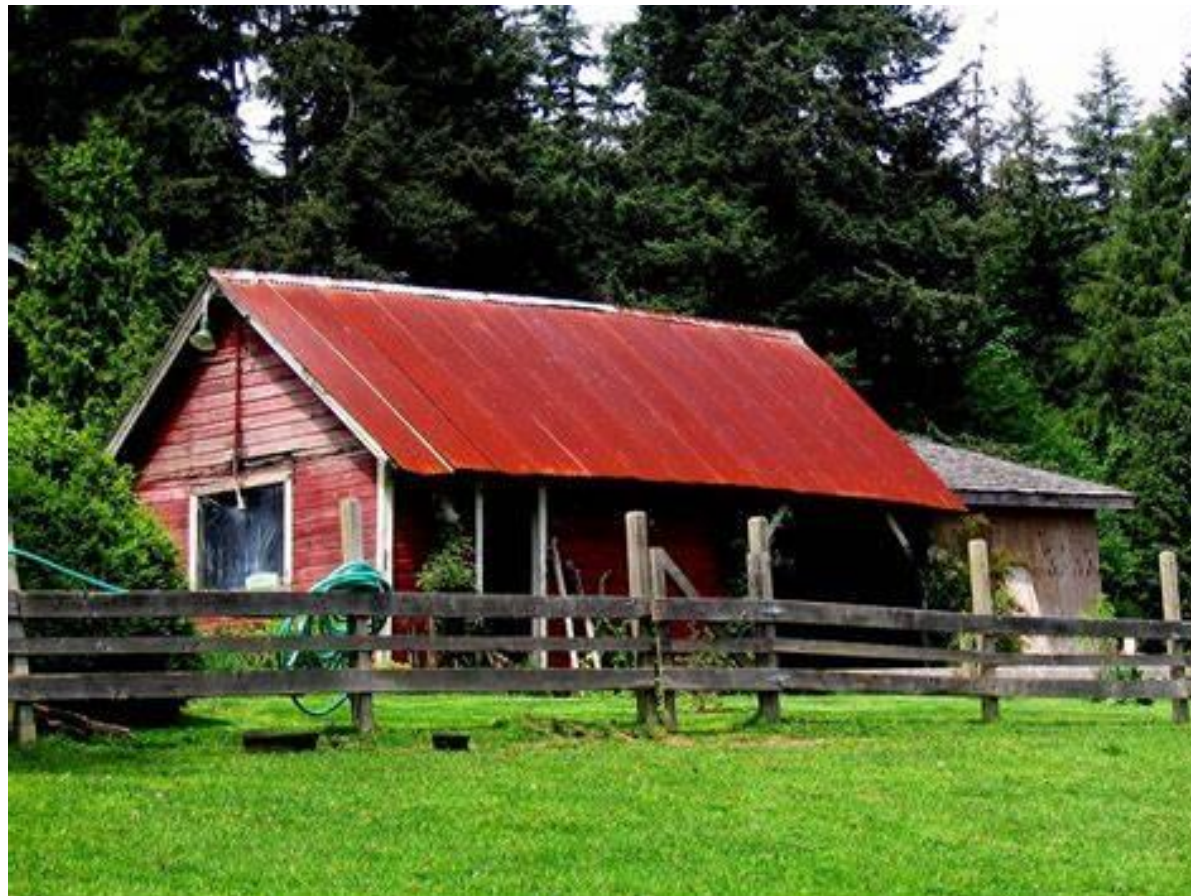
face

 chicken	 pig
 horse	 monkey
 lion	 snake
 octopus	 whale

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Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCE: Where? Pictures



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Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCES: Where? Pictures





Using shapes to support sentences
Targeted Intervention Group to Support SLCN
RESOURCES: Where? Pictures



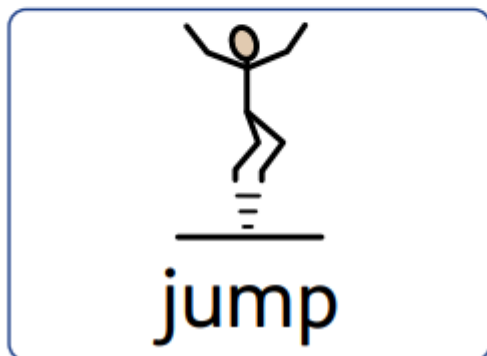
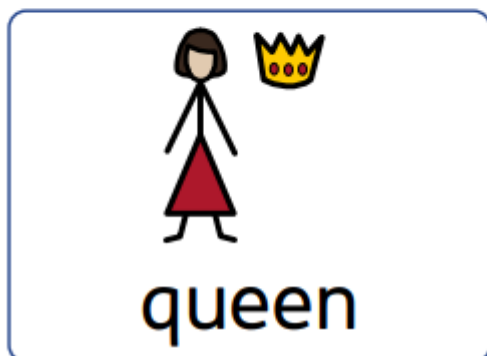
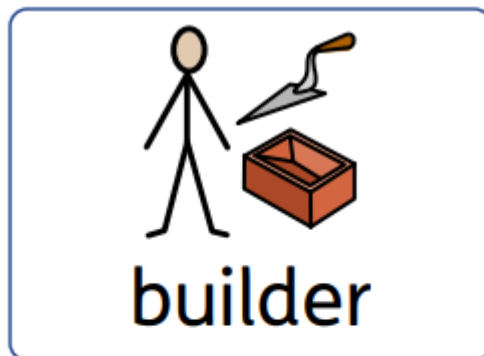
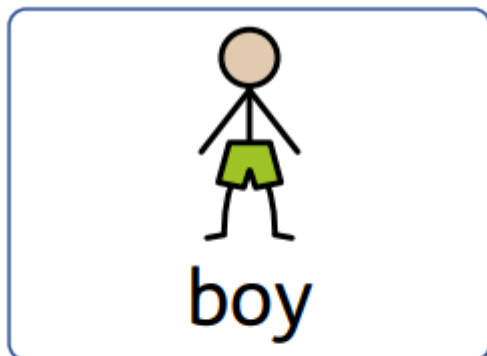


Where Question Prompts

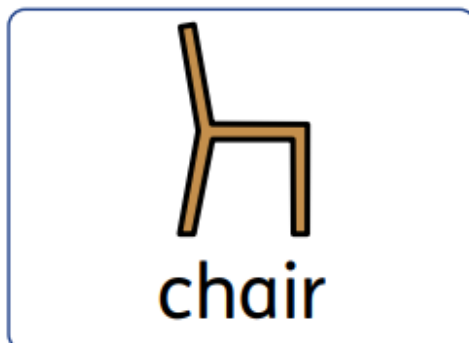
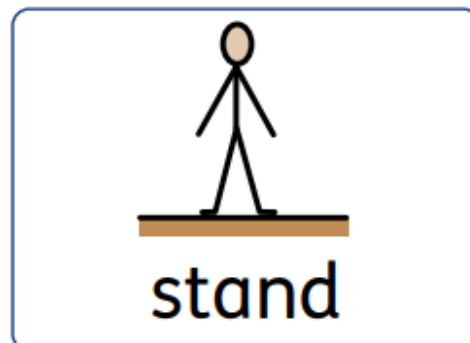
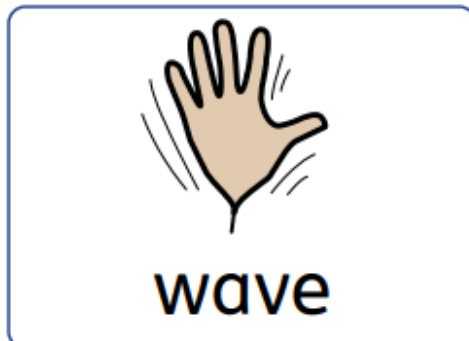
- Where do you go to learn?
- Where do you go to see a monkey?
- Where do you go when you're sick?
- Where do you go to see sand?
- Where do you go to get on a plane?
- Where do lions live?
- Where do firefighters work?
- Where do mice live?
- Who do you go after school?
- Where do pigs live?

What like Question Prompts

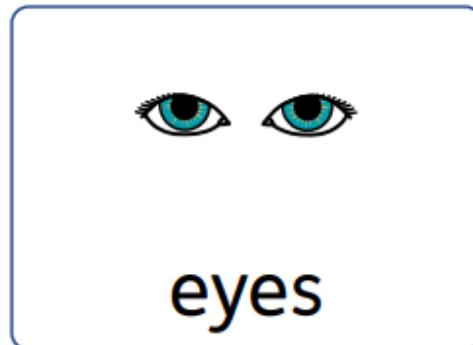
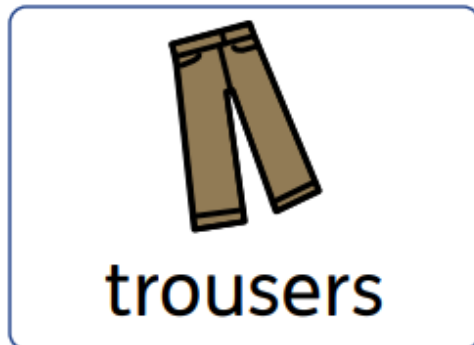
- What does an apple look like?
- What does a dog feel like?
- What does a frog look like?
- What does an ice-cream feel like?
- What does a table look like?
- What does a snake feel like?
- What does a jumper look like?
- What does a towel feel like?
- What does a firefighter look like?
- What does sand feel like?



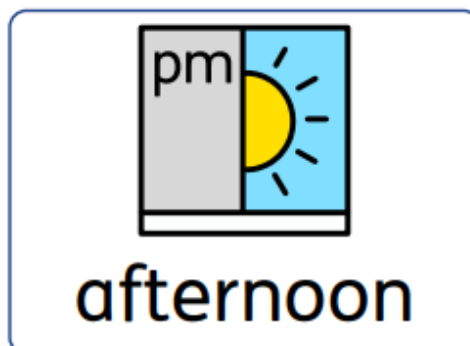
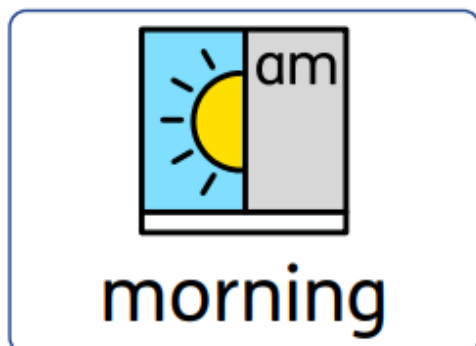
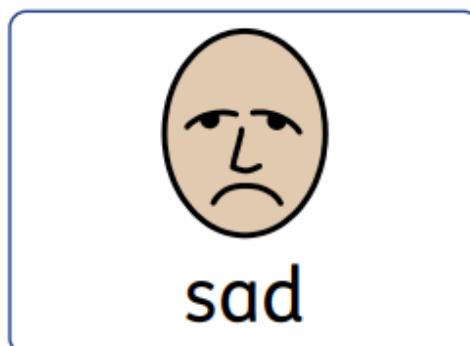
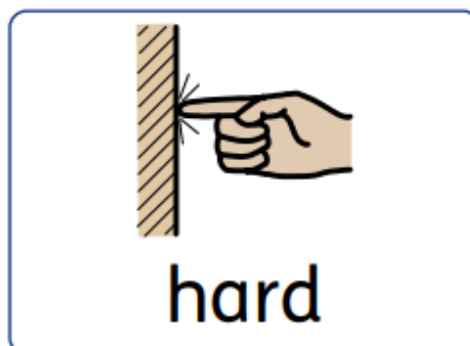
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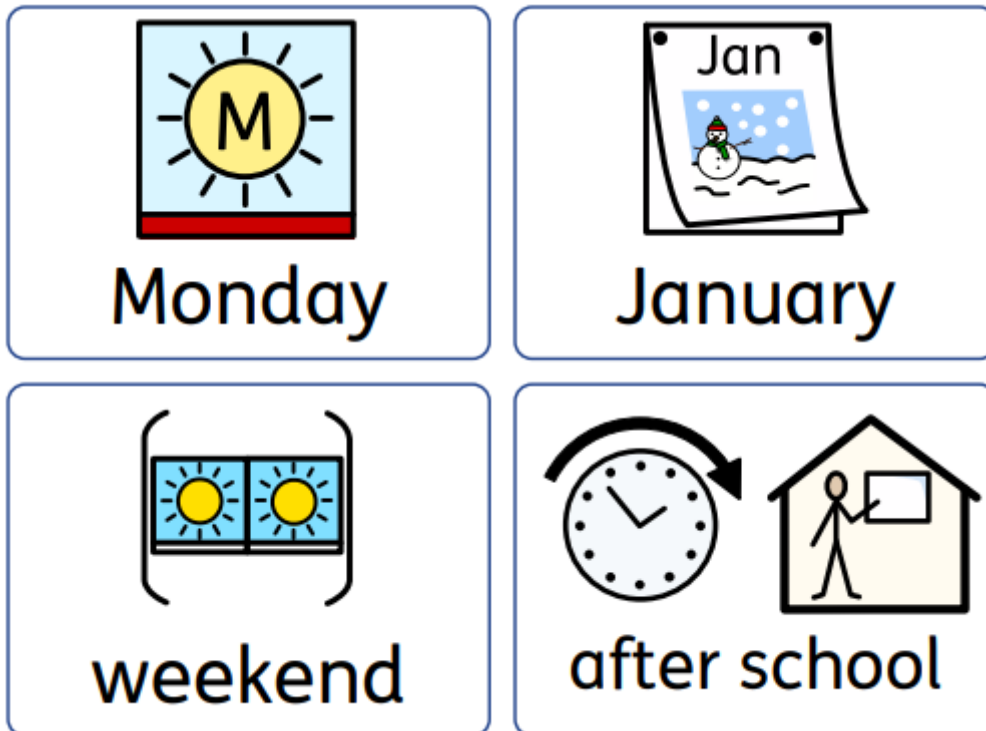
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How Question Prompts

- How does a snail move?
- How do you walk when someone is sleeping?
- How do cheetahs run?
- How should you carry something really heavy?
- How do you hold a baby?
- How should you carry scissors?
- How should you run a race?
- How should you talk in a quiet library?
- How should you talk when shouting across a school field?
- How should you cross the road?