

Colourful Semantics implementation record

A two-page planning and review sheet for SENCOs, teachers and speech and language partners.

Use: name one observable language target, record a comparable baseline, agree the prompt sequence and test transfer. This form is not a diagnostic assessment.

1. Learner and purpose

Learner / group

Class / setting

Plan owner

Review date

Observed language task

Describe what happens now. Avoid labels such as "poor sentences".

Initial target

Example: With a new action picture, communicates who + what doing in 4 of 6 opportunities with no more than a spoken question prompt.

2. Agreed role cues

WHO?

Orange

person / animal

WHAT DOING?

Yellow

action

WHAT?

Green

affected item

WHERE?

Blue

location

Access adaptations

Text, symbols, high contrast, tactile cues, communication system, response time or motor access.

3. Baseline probe

Item / context	Roles accurate	Sentence / message	Least prompt	New or practised?	

Prompt key: M = adult model, Q = spoken question, V = visual cue, I = independent. Record another system if used.

Delivery, fading and review

4. Delivery agreement

Adult(s)

Frequency / duration

Materials / contexts

Specialist advice aligned

Five-minute routine
☐ Check key vocabulary ☐ Model one natural sentence ☐ Build with agreed cues ☐ Say the complete sentence ☐ Change one role ☐ Finish with a fresh item

5. Prompt-fading plan

Current prompt	Next smaller prompt	Evidence needed before change	Keep as access support?

6. Review probe

Item / context	Roles accurate	Sentence / message	Least prompt	Transfer context

7. Decision

☐ Continue current target ☐ Add one role ☐ Fade a prompt ☐ Adapt access ☐ Pause / stop ☐ Seek further specialist advice

Evidence for the decision

Learner view, where appropriate

Next review / action owner

Boundary: EAL is not SEND. Card completion is not proof of independent language. Test comparable new items and meaningful classroom transfer.