










How could I use LTC at home?

You can support your child at home when reading together, using LTC prompts to check your child's comprehension of the text.

Who? person / character Proper nouns	What doing? verbs	What? object / animal nouns
		
Who are the main characters in the story?	What is happening? What is going on in the setting? What are the characters doing?	What food do you think they eat? What do you think the weather is like?
When? Time	Where? Place	What feeling? adjective
		
When do you think the story took place? What happened first? What happened next? Can you put the events in the story in order?	Where do you think the story is set? Where does the action take place? Where is the character? Where have they come from? Where are they heading?	How did the character/s feel? Happy? Sad? Nervous? How does the story make you feel? What would the setting feel like? Cold? Empty? Hot? Sunny?
What like? adjective	How? adverb	Why? What else?
		
What do you think the characters look like? What does the setting look like? What would it be like to touch? Smell? Taste?	How is it happening? Slowly? Quickly? Suddenly? Scarily? How does the character move? Nervously? Confidently?	What could happen next and why? Why do you think the character is feeling sad? Why do you think the character is feeling happy?



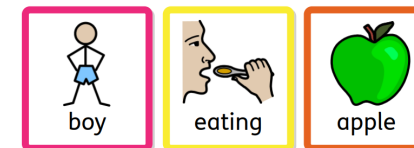
Language through Colour (LTC)

Background

'Language Through Colour' (LTC) was developed by a Speech and Language Therapist who worked with children with language difficulties in Kent.

What does LTC do?

- Helps children understand information through visual reinforcement.
- Helps children understand questions and how to answer them appropriately.
- Helps children to understand and learn curriculum words.
- Helps children to understand word groups and categories (e.g. noun, verb).
- Helps children plan verbal responses and written work.
- Helps children self-assess, revisit and improve written work (not enough green = not enough adjectives describing things)



Why use visual supports?

"Many people with ASD are thought to be visual learners, so presenting information in a visual way can help encourage language Development and the ability to process information." (National Autistic Society 2016)

The spoken word is gone within milliseconds whereas a visual prompt can remain for as long as the child needs, to enable them to understand and process. For those who do not easily process or retain information they have heard, visual cues can be hugely beneficial in fostering independence and success with language learning.

Why use Colour Coding?

Categories of words (Word Classes) are given their own colour. This means that children can easily identify Word Class; Word Class (giving clues to the context and meanings of words) becomes an integral part of learning the context and meanings of new vocabulary.

How is LTC used to support children?

- As well as being used in 1:1 or small group sessions for children identified as needing Speech and Language Therapy, LTC can be used as a whole-class approach.
- It is consistently used as a framework to support children across the whole school, written into planning and shown in vocabulary displays and word banks across the curriculum.
- It is 'inclusion by differentiation' and allows children who may not have been able to access auditory learning to be included – without making them feel different.

How is LTC used in the classroom?

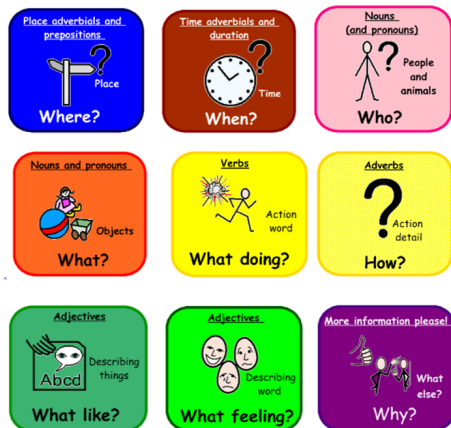
- To support comprehension
- To support understanding of word classes and categories
- To support sentence-building
- To support understanding of question words, giving a visual prompt as to how to answer appropriately.
- To support all curriculum learning, with theme-specific word banks for all subjects.

Who would benefit from LTC?

LTC was designed to support school-age children. All children can benefit from using this system but particularly children who have speech and language difficulties or who have word finding difficulties.

Here are the colours shown in the context of a sentence:

Mrs Dowling was eating and playing tennis on Saturday at the Tennis court. She was feeling happy because it was fun



Visual Aids:

What am I doing today?

When?	What doing?	Who?	Where?
Time adverbials and duration When? 	Verbs Action word What doing? 	Nouns (and pronouns) People and animals Who? 	Place adverbials and prepositions Place Where?
am 	tidy bedroom 	me 	bedroom
pm 	swimming 	me and mum 	swimming pool
	film 		cinema

Hexagon - Vocabulary Vault:

Ask for topic words from your child's class teacher (see additional leaflet for further information).

