Language Through Colour

A Parent Guide

GREAT CHART SCHOOL

We use a colour-coding system to help children understand how language works and how words fit together to make sentences. Each colour represents a different part of language. Using colours consistently helps children to recognise, understand and use different types of words.

PINK – WHO?



Pronouns – who are we talking about?
Words we use instead of people's names or nouns.

Examples:
I, he, she, they, we, you, it.

In a sentence: She is eating.

ORANGE – WHAT?



Nouns – what are we talking about?
Naming words. They name people, places, animals and things.

Examples:
boy, girl, dog, cat, school, ball.

In a sentence: The dog has a ball.

YELLOW – WHAT DOING?



Verbs – what is happening?
Action words. They tell us what someone or something is doing.

Examples:
running, jumping, eating, sleeping.

In a sentence: The boy is running.

GREEN – WHAT LIKE?



Adjectives – what does it look or feel like?
Describing words. They give us more information about a person, place, animal or thing.

Examples:
big, small, happy, soft, cold

In a sentence: The teddy is soft.

BLUE – WHERE?



Prepositions – where is it?
Words that tell us where something or someone is.

Examples:
in, on, under, behind, next to.

In a sentence: The cat is under the table.

BROWN – WHEN?



Time words – when is it happening?
Words that tell us when something happens.

Examples:
today, yesterday, tomorrow, now, later.

In a sentence: We are going swimming tomorrow.

GREY (with yellow dots) – HOW?



Adverbs – how is something being done?
Words that describe how an action happens.

Examples:
slowly, quickly, carefully, quietly.

In a sentence: The girl is walking slowly.

PURPLE – WHY?



Reason words – why is it happening?
Words and phrases that help us explain reasons and give more information.

Examples:
because, so, to, in order to, as, since, that's why, due to.

In a sentence: It is raining, so we need an umbrella.

Putting the colours together

Children learn to combine the different colours to build longer, more detailed sentences.

She | is running.

The big | dog | is sleeping | under the table.

He | is walking | slowly | into the room.

How you can help at home

- Talk about what you are doing together.
- Describe objects, people and things you see.
- Ask simple questions such as "Who?", "What?", "Where?", "When?", "Why?" and "How?"
- Encourage your child to add more information to their sentences.
- Model the language naturally rather than expecting your child to repeat everything.

Remember: Every little word makes a difference!