

# Assessing EYFS speaking intervention outcomes against the EYFS Curriculum statements.

Intervention Overview and Monitoring Document – F2					
Intervention Name, Date started, frequency and delivered by.	Pupils	Entry Data	Exit Data	Expected Outcomes <b>** Read Goldilocks &amp; The 3 Bears during story time</b>	Monitoring/Assessment and Timescales
<b>Speaking (Group 1)</b>  Start date:  2 x per week  TA	Pupil A	Nur b+	Nur s	<ul style="list-style-type: none"> <li>Use longer sentences of four to six words in a narrative setting (colourful semantics)</li> <li>To confidently offer an idea/answer during colourful semantics narrative session</li> <li>Use <u>talk</u> to organise their thoughts</li> </ul>	Assessment based on expected outcomes noted for each session; feedback meeting with class teacher each half term.
	Pupil B	Nur b+	Nur w+		
	Pupil C	Nur b+	Nur s		
	Pupil D.	Nur b+	Nur s+		
	Pupil E	Nur b	Nur w+		
<b>Resources:</b> Colourful Semantics prompt cards & Goldilocks & The 3 Bears Board Maker pictures/ Goldilocks & The 3 Bears sequencing pictures/iPad/stick puppets					
<b>Summary of notes/evidence</b>					
<p><b>Pupil A</b> – started not speaking but made good progress. Could use first/then and put simple sentence together. Still needed prompts throughout and refocusing.</p> <p><b>Pupil B</b> – independently uses first/then. Building on sentences – who/doing/what. Signs helped with sentence structure.</p> <p><b>Pupil C</b> - confidence improved. Signs helped with structure. Used first/then. Could build sentence who/doing/what/where.</p> <p><b>Pupil D.</b> lots of encouragement to participate at beginning of interventions. Good recall of story. Who/what/where and supported with <u>verb</u>.</p> <p><b>Pupil E</b> – good at offering answers and ideas but struggled with sentence building. Supported with 'then' but used 'first' independently. Who/what in sentences and where when commenting?</p>					



This is an example of a six-week speaking intervention carried out in an EYFS reception class. The activities used are planned using the Colourful Semantics structure.

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Session 1	Session 2	Session 3	Session 4
<ul style="list-style-type: none"> <li>• Teach signs and colour coding for <b>who/doing</b></li> <li>• Sort selection of <b>who/doing</b> pictures on to corresponding colours</li> <li>• Use questioning to assess understanding of colour roles</li> <li>• Discuss meanings of any unfamiliar vocabulary</li> <li>• Sequence and verbalise sentences using sorted pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> colour coding using mantras</li> <li>• Sequence and verbalise sentences by selecting <b>who</b> and <b>doing</b> pictures</li> <li>• Use questioning and signs to assess understanding of colour roles</li> </ul>	<ul style="list-style-type: none"> <li>• Teach signs and colour coding for <b>what/where</b></li> <li>• Sort selection of <b>what/where</b> pictures on to corresponding colours</li> <li>• Use questioning and signs to assess understanding of colour roles</li> <li>• Discuss meanings of any unfamiliar vocabulary</li> <li>• Sequence and verbalise sentences using sorted pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> /<b>what/where</b> colour coding using mantras</li> <li>• Sequence and verbalise sentences by selecting <b>who/doing</b> /<b>what/where</b> pictures</li> <li>• Use questioning and signs to assess understanding of colour roles</li> </ul>
Session 5	Session 6	Session 7	Session 8
<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> /<b>what/where</b> colour coding using mantras</li> <li>• Sequence and verbalise sentences by selecting <b>who/doing</b> /<b>what/where</b> pictures</li> <li>• Introduce adjective clouds: <i>big/medium/small/hard/soft/hot/cold/just right/empty/cross/upset/tired</i></li> <li>• Use questioning and signs to assess understanding of colour roles</li> <li>• Assess for independent speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> /<b>what/where</b> colour coding using mantras Say what is happening in the pictures using <b>who/doing</b> /<b>what/where</b> and adjective clouds</li> <li>• Sequence &amp; verbalise the sentence, including determiners</li> <li>• Assess for independent speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> /<b>what/where</b> colour coding and adjective clouds, using mantras</li> <li>• Introduce <b>when</b> words to extend sentences: <b>first/then/next/after that/finally/at the end</b></li> <li>• Sequence &amp; verbalise the sentence, including determiners</li> <li>• Assess for independent speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Short recap of <b>who/doing</b> /<b>what/where/when</b> colour coding and adjective clouds, using mantras</li> <li>• Introduction of possessive star: <b>my/your</b></li> <li>• Sequence &amp; verbalise the sentence, including determiners</li> <li>• Assess for independent speaking</li> </ul>

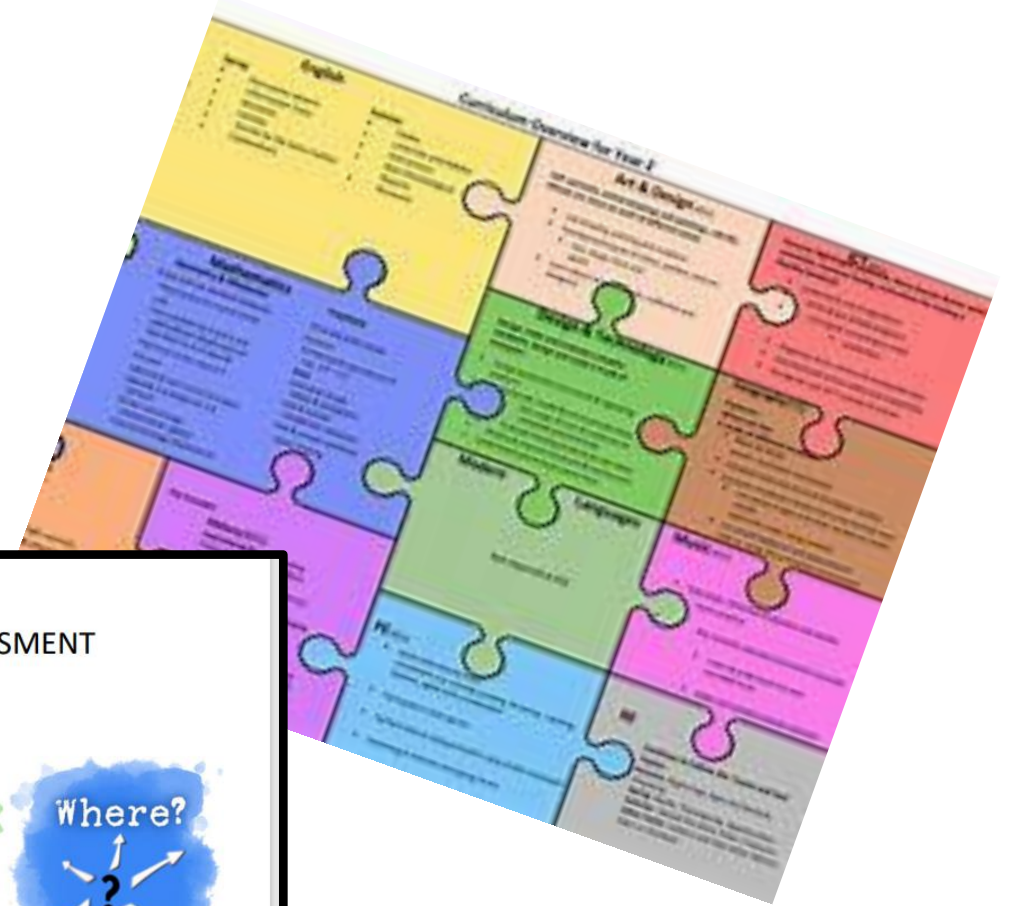
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Session 9	Session 10	Session 11 & 12
<ul style="list-style-type: none"><li>• Short recap of <b>who/doing</b> /<b>what/where/when</b> colour coding, adjective <b>clouds</b> and possessive <b>star</b>, using mantras</li><li>• Children sequence the sentences independently to re-tell the story</li></ul>	<ul style="list-style-type: none"><li>• Children re-tell the story using Goldilocks &amp; The 3 Bears sequencing pictures.</li><li>• Assess for vocab use &amp; fluency</li></ul>	<p><b>Puppet Show</b></p> <ul style="list-style-type: none"><li>• Children rehearse and present a puppet show of Goldilocks &amp; The 3 Bears using the narrative learned in the intervention sessions.</li></ul>

- At the end of the six week intervention, all five pupils had made between two and four steps progress.
- They were all able to generalise their speaking skills into the classroom.
- They had the confidence to participate more fully in whole class discussion.
- They were speaking in longer sentences.
- They were able to learn new vocabulary and retain it using the Colourful Semantics structure.
- They could 'hold' a sentence to sequence it, say it, write it and read it.
- They could answer questions about the events in a story.



# Comparison of the EYFS & KS1 Curriculum Statements with the Colourful Semantics Baseline Assessment.



COLOURFUL SEMANTICS BASELINE ASSESSMENT

Who? What doing? What? Where?

DEVELOPED BY ALISON BRYAN AND AOIFE STREET

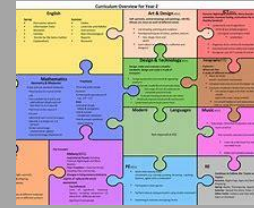
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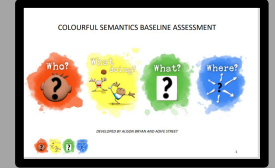
## EYFS Development Matters (speaking)



## KS1 Curriculum



## Colourful Semantics Baseline Assessment



### Nursery Statements:

- Uses a wide range of vocabulary
- Is developing his/her communication but may still make mistakes
- Uses longer sentences of 4-6 words

### Reception Statements:

- Is able to articulate his/her ideas and thoughts in well-formed sentences
- Can connect one idea or action to another
- Is able to describe events in some detail

### Reading (comprehension)

- Discuss word meanings, linking new meanings to those already known
- Check that the text makes sense to them as they read and correct inaccurate reading
- Discuss the significance of the title and events

### Grammar and Punctuation:

- How words can combine to make sentences
- Sequence sentences to form short narratives

The graduated assessment of:

**WHO/DOING/WHAT/WHERE/WHO TO** assesses:

- understanding and use of the thematic roles of the words
- accurate use of syntax (word order)
- acquisition of new vocabulary
- understanding of word meanings
- ability to include relevant information in a sentence
- ability to demonstrate word manipulation (substituting one word for a relevant other)

**All of these Colourful Semantics assessment statements overarch the statements in the EYFS and KS1 curricula and support the attainment of their objectives.**