Super Core

Getting Started

Grid

Contents

Introducing Super Core

Super Core is a symbol-based core vocabulary, designed to help AAC users experience success with symbol communication.

The vocabulary offers quick access to over 2,500 of the most useful and commonly used words - organised in a way that is consistent and meaningful, to help you find the words you need.

It's easy to learn and use, and is full of features to support language development, learning and literacy!

☑ Comprehensive core vocabulary

☑ Everyday, activity-specific language

☑ Over 70 topic grids

☑ Available in two sizes

☑ Simple Learning grids for very early AAC learners to explore language

☑ Suitable for any access method
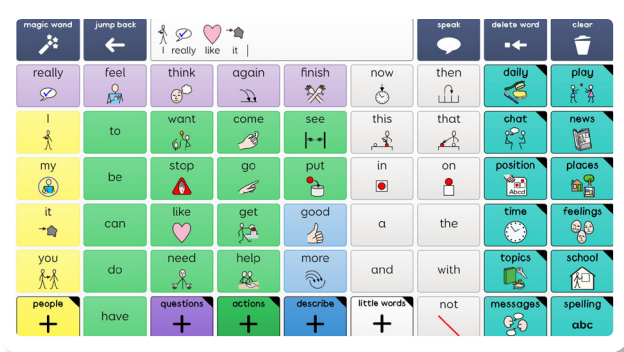
Based on experience and grounded in research, Super Core was developed by Daisy Clay (MSc, RCSLT), a Speech and Language Therapist for Smartbox.

Who is Super Core for?

Super Core is suitable for a range of AAC users - from those who are just starting to explore symbol communication, to those who need a comprehensive range of vocabulary and powerful grammar tools.

It is intended for children of any age to use. You'll find lots of vocabulary relating to daily and play activities, making it easier to learn and explore language within activities that are fun and familar - and encourage AAC to be used all day, every day!

Access methods

Super Core is designed for children using the following types of access:

Touch   Eye gaze   Switch   Pointer

Switch users can choose to use **column/row scanning.** The vocabulary is organised with the most commonly used words in the top left of the grid, so they are quicker to access.

Block scanning has also been set up across all grids to help increase the efficiency for switch users.

Audio highlighting is available for users with a visual impairment, giving an auditory prompt for each cell.
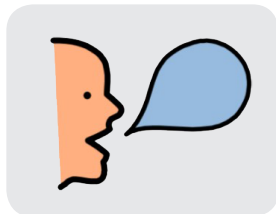
Block scanning

Symbol libraries

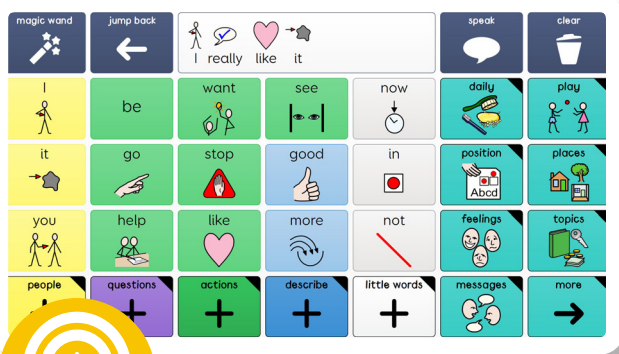Widgit symbols   PCS   SymbolStix

(UK)   (UK & US)   (US)

Super Core is available in UK and US English, in all major symbol libraries
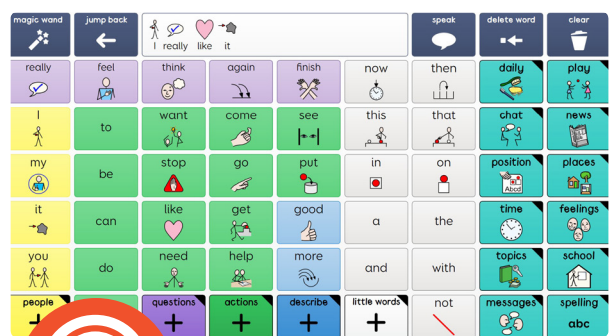
Super Core 30 and 50

Super Core is available in two grid sizes, to suit the needs of different learners.

Super Core 30

Super Core 30 is available for learners who need fewer and larger cells on each grid.

Super Core 50

Super Core 50 is suited to those who can manage smaller cells, with more on each grid.

Both versions have exactly the same vocabulary, so you can access all of the same words and phrases.

Because the cells in Super Core 30 are larger, there are fewer of them in each grid. This means that some words will take more selections to get to. These larger cells however may be easier for some learners with motor difficulties to select.

Wherever possible the layouts of Super Core 30 and 50 are similar, to make it easier for you to learn if you are working with multiple Super Core users.

Try to choose the version which the learner is more accurate with

Learning grids

For learners who are just beginning their AAC journey there is a selection of simplified Learning grids to explore, in two sizes.

These grids include the same daily and play language as Super Core, alongside a smaller set of core words. You'll find some of the most useful early words to learn - enabling you to request "more" of something, to "stop", to say what you "want".

Bubbles
play activity grid

Washing
daily activity grid
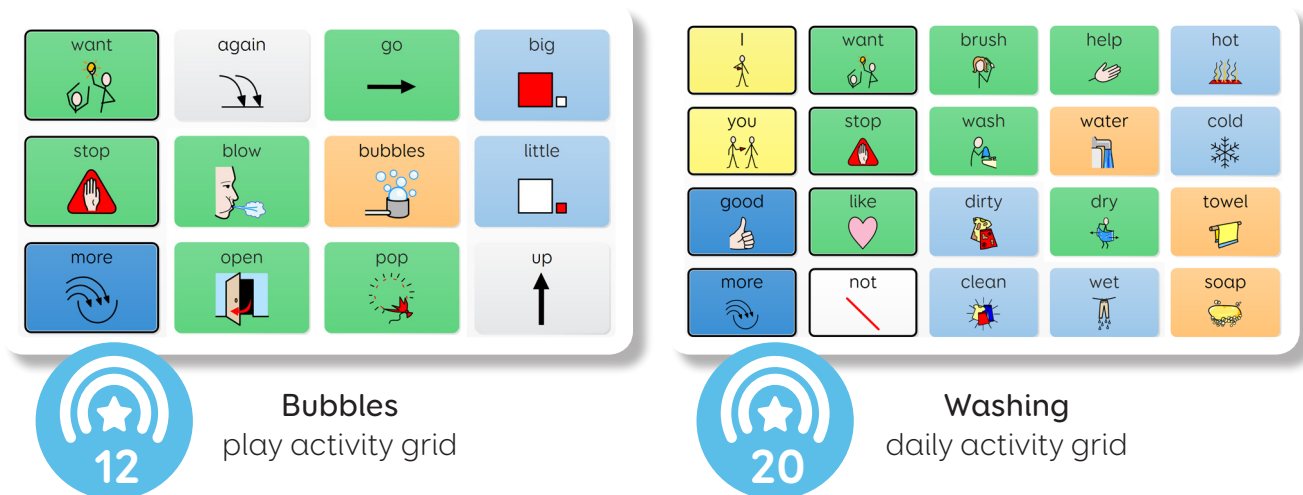
Tip: For each of the Learning grids, an additional core word has been added to the centre of the top row, to encourage you to begin learning additional core words.

By introducing vocabulary in this way, you have the opportunity to learn the meaning of these words within activities that are meaningful and motivating. They are designed to be no-fail - so early learners can explore the different activities and learn words by seeing how those around them respond.

The layout is designed to mirror Super Core 30 and 50, with the vocabulary repeated in consistent locations. If you begin with the Learning grids, you will be able to transfer what you have learned to Super Core 30 or 50, without having to re-learn all the vocabulary locations.

The Learning grids are ideal for those who are just starting to explore symbol communication, and may still be developing their access skills.

When you respond in a meaningful way, you help to reinforce meaning and give the AAC learner a positive experience

Using Super Core

There are four key parts to your Super Core home grid.

Chat area and functions

Dynamic columns

Extended core
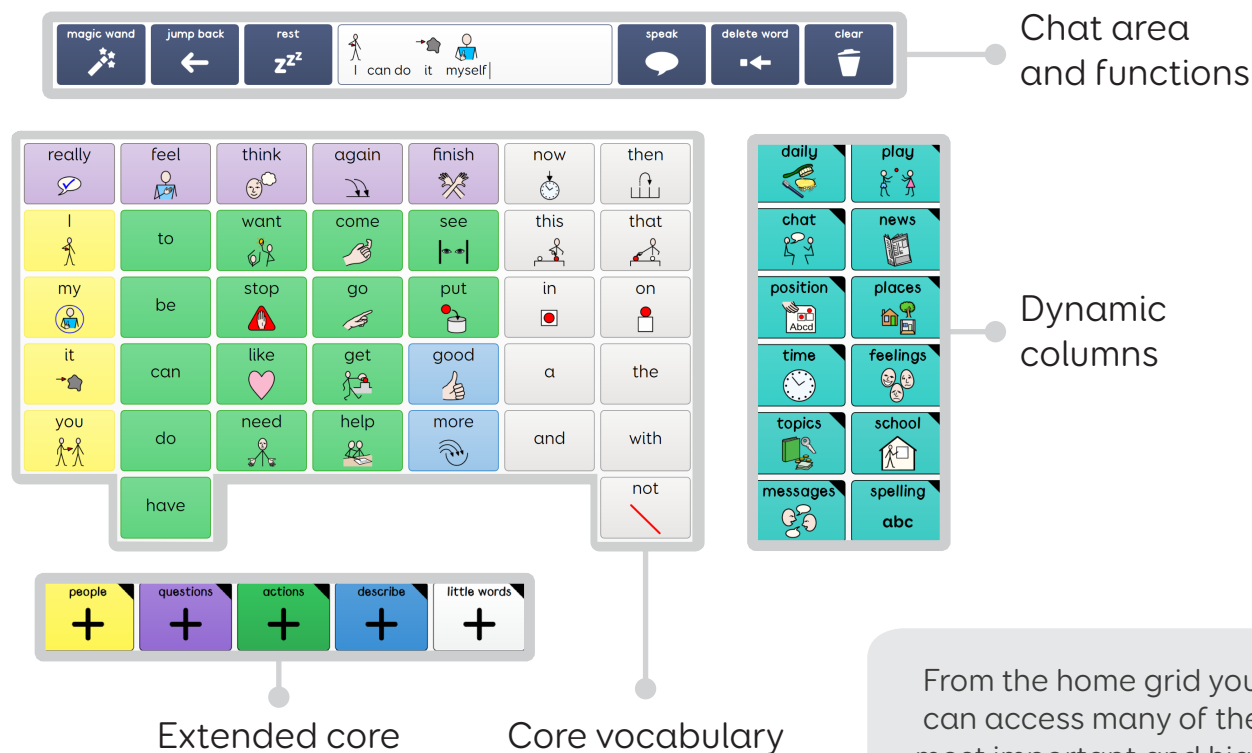
Core vocabulary

From the home grid you can access many of the most important and high frequency words in just two hits

Core vocabulary

The single home grid of **core vocabulary** gives you a powerful way to communicate, with access to the most functional and important core words. These words also appear on many of the other grids across Super Core.

Extended core

You can access hundreds more core words using the jumps to your **extended core**, along the bottom of the grid. Each column can be expanded to show more core words of that type, grouped by people, questions, actions, describing words and little words.

Core vocabulary refers to the words we use all the time, in different situations, to talk about lots of different things. These words make up around 80% of the words we say!

e.g. "I", "go", "want", "this", "me", "like", "is", "of"

The rest of what we say is made up of **fringe vocabulary**. These are the more specific words we use when we talk about certain things, such as "horse", "cloud", "tomato" or "computer".

(Vanderheiden & Kelso, 1987)

thinksmartbox.com

Dynamic columns

The **dynamic columns** jump to grids that include topic-specific fringe vocabulary alongside core words. This is where you'll find the daily and play activity grids, and a wide range of other topics.

The **daily** and **play** activity grids make it easier to learn and explore language within activities that are fun and familiar, and encourage AAC to be used all day, every day.

Chat area and functions

At the top of the grid is your **chat area**, where every word or phrase you select will appear. Select the **speak cell** to speak your message out loud.

Wherever you are in Super Core you can always get back to the previous grid with one selection, using **jump back**.

For those using eye gaze or a pointer with dwell to select, a **rest cell** will appear in the top row of your grid, enabling you to pause and take a look around the grid without making any selections.

You can select **clear** to empty your chat area, or **delete word** by word. In Super Core 30, delete word is located inside the magic wand.

Use the **magic wand** to fix things, by changing the tense and adding word endings (e.g. changing "go" to "going"). The **settings** grid is also located here.

You will always have the option to jump back to your **home** grid. This is a great way to quickly jump from a topic grid back to your core vocabulary.

When you see the **stay here** icon you are in a **self-closing** grid. You can select it to stop the grid from closing, if you want to choose more than one of the words in the grid for example. All of the extended core grids are self closing.

Built-in Smart Grammar will correct your messages as they are formed. When learners are ready, the **magic wand** offers more control to explore the more complex parts of language - like verb tense and morphology

Tip: Super Core also encourages learners to develop an understanding of their AAC device, giving them access to **settings** including battery life and volume - in a way that's easy to understand, with the basic language you need to talk about them.
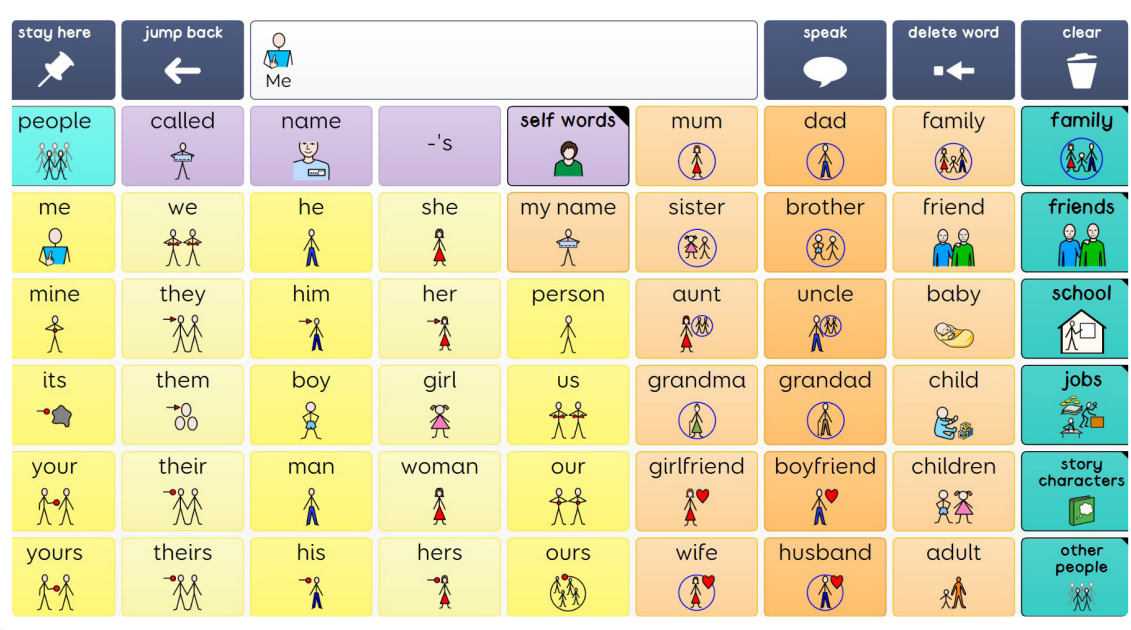
Extended core

The extended core vocabulary is organised into five categories, with child-friendly labels.

| people | questions | actions | describe | little words |

People

Inside the people grid you will find more **pronouns** (e.g. he, she, them, we), and the most commonly used **people nouns** (e.g. girl, man, mum, dad, friend).

Super Core 50

You can also jump to a selection of people topic grids (e.g. family, friends, jobs, story characters). Here you'll find plenty of space to add the names of people in your family, or the names of your friends.

At the top of the grid you will see a selection of useful words (e.g. called, name), and **self words** which takes you to a grid of reflexive pronouns (e.g. myself, himself, ourselves).

Tip: Look out for the **my name** cell, which you can personalise so you can quickly tell people your name.

Questions

The questions grid contains lots of words that can be used for asking **questions** (e.g. **where** is it?). You can use this grid for answering questions too (e.g. **have** you got **what** you need? I **have**).

| stay here	jump back	Why			speak	clear
was	is	am	were	are	can	could
who	what	why	where	when	will	would
whose	which	how	how much	how many	might	should
did	do	does	had	have	has	question

Super Core 30

These words are often used within a sentence, as well as just for asking and answering questions - but this can be a good way to teach them.

> Tip: You could start by showing the learner how to use them within questions. This will help to teach the location of these words. Later you can go on to show the learner how these words can be used in other types of phrases and sentences.

Actions

The actions grid is the place to find all of the **verbs** in Super Core. You will also see some of these action words repeated on other grids, like the **daily**, **play** and **school** grids in the dynamic columns.
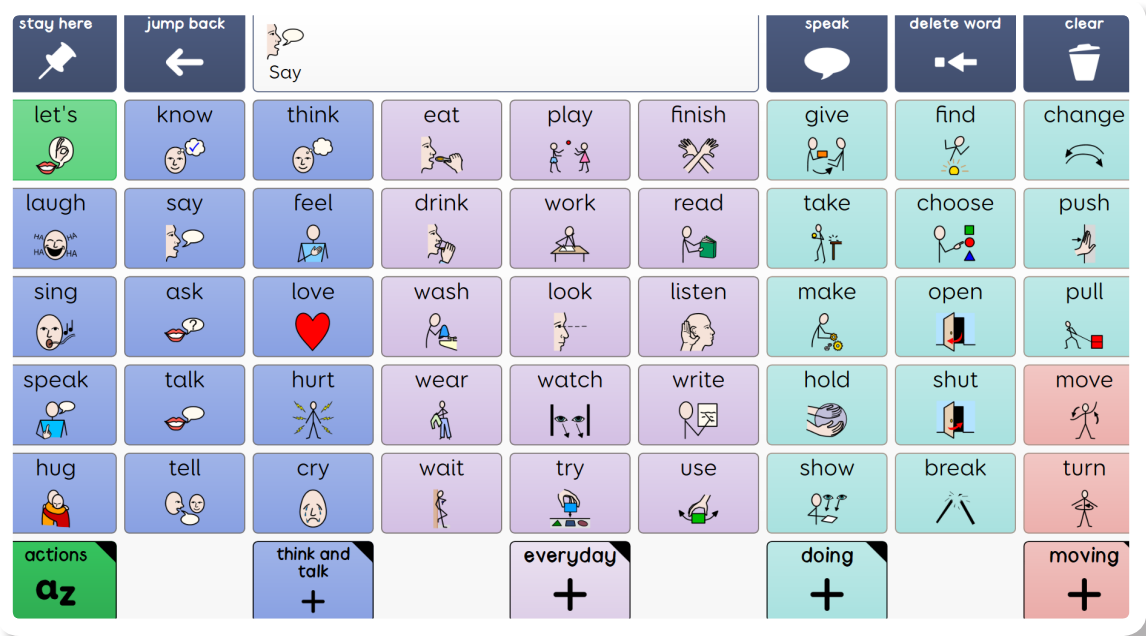
Super Core 50

The words in this grid have been grouped together by type of action. Each group can be expanded to show more actions of that type.

Think and talk

These actions all relate to **thinking**, **feeling** and **talking** (e.g. pretend, pray, sing, smile, love). The words "think", "feel" and "say" are all on the main grid to help you remember this.

Everyday

These actions are all things that can be **done every day**, at home or school, as part of everyday routines and learning (e.g. learn, read, wear, wait, hear, count). Many of these action words are very useful, as some of the words are things we need to do everyday - like "eat", "wash", "sleep" and "breathe".

Doing

These are actions that are **done to something**, an object or a person (e.g. open, pour, buy, dig, win). Most of these words are known as **transitive verbs**, and work best when they have an object after them - such as "open the door", "buy some milk" and "win the game".
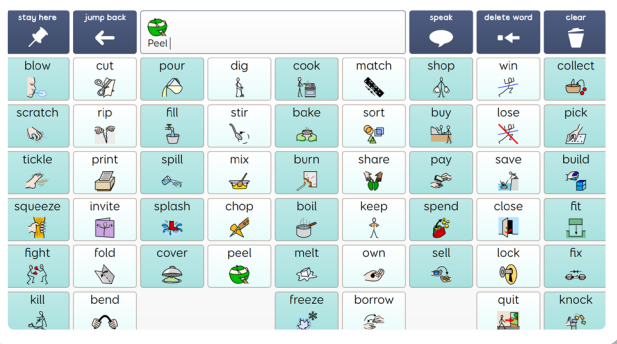
Moving

These are action words where you can see **movement**, and show the action happening (e.g. push, build, decorate, shake, drive). These actions can all be taught very visually, by showing how things move.

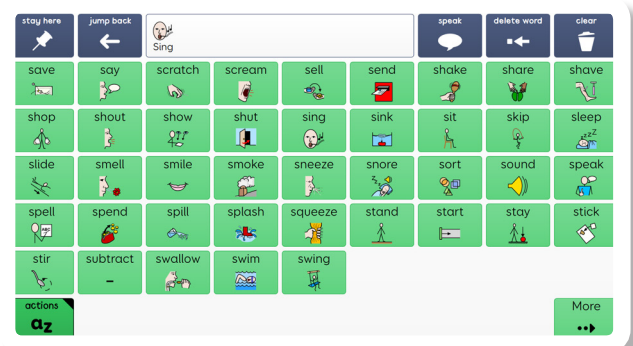Think and talk

Everyday

Doing

Move

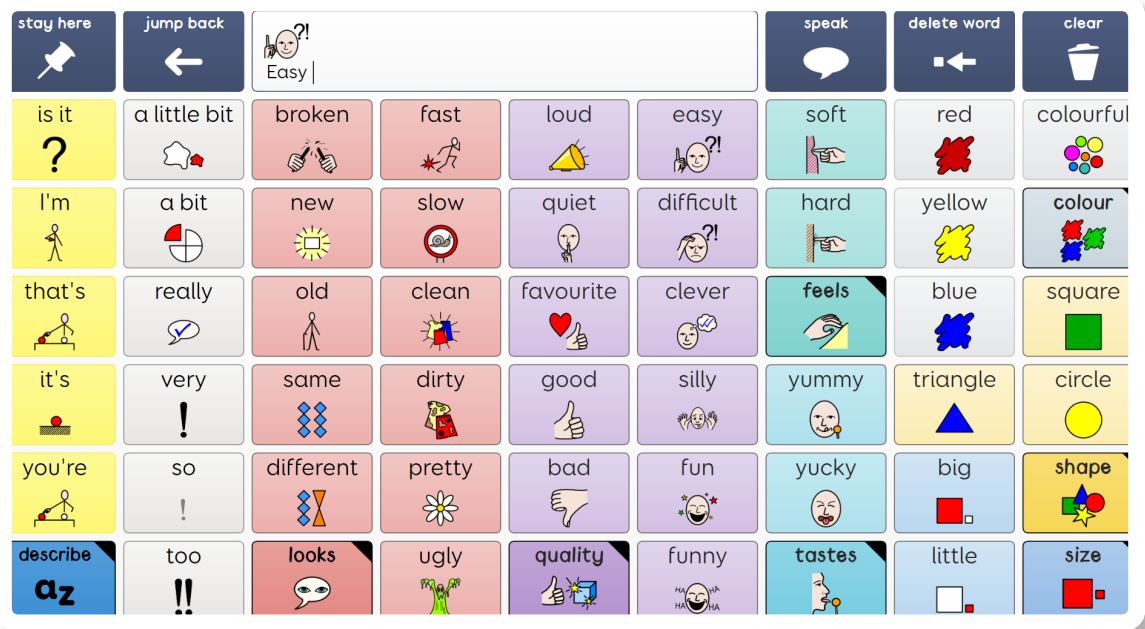You can also explore the actions alphabetically by selecting **a-z**.

Actions a-z

Actions beginning with "S"

Describe

Describe is where you will find all of the **adjectives** in Super Core. Some of them are also repeated in the **daily**, **play** and **school** grids, in the dynamic columns.

stay here	jump back		Easy			speak	delete word	clear
is it **?**	a little bit	broken	fast	loud	easy	soft	red	colourful
I'm	a bit	new	slow	quiet	difficult	hard	yellow	**colour**
that's	really	old	clean	favourite	clever	feels	blue	square
it's	very **!**	same	dirty	good	silly	yummy	triangle	circle
you're	so **!**	different	pretty	bad	fun	yucky	big	**shape**
describe **az**	too **!!**	looks	ugly	quality	funny	tastes	little	size

Super Core 50

The describe grids includes some helpful phrases and sentence starters to support sentence building and reduce the need to navigate back to other grids (e.g. it's, it is, a bit, really). This means you can quickly make a sentence like "it's really important", or ask a question like "is it a bit wet?"

Adjectives that are used in a similar way or used to describe similar things, have all been grouped together.

Looks

These describing words can all be used to describe **how something looks**, or to describe **something you see** (e.g. same, beautiful, old, high, messy).

Quality

These words all describe the **quality of a person or a thing**. This can include how good or bad it is, with words like "special", "worse" or "naughty". You'll also find more abstract words like "unfair", "strong" and "difficult". It might help to remember that lots of these words can be used to answer a question like "what was it like?" (e.g. funny, weird, dangerous).

Feels and tastes

These words all describe **things that you can feel**, like temperature (e.g. hot, cold, warm), texture (e.g. soft, furry, hard) and **taste** (e.g. yummy, delicious, fizzy).

Size

Here is the place to find words to describe the **size of something** (e.g. big, little, enormous, medium).

Looks

Quality

Feels

Tastes

Size

In Super Core 50, the describe grids also includes **colour** and **shape**.
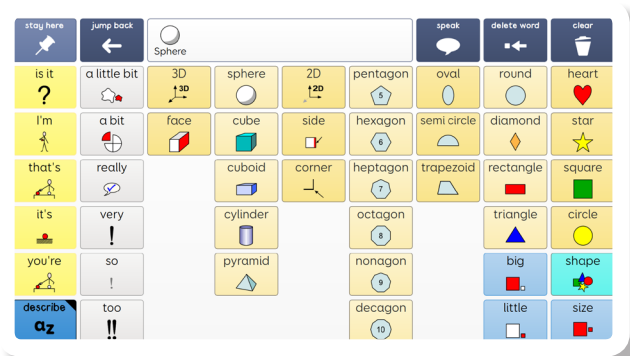
Shape
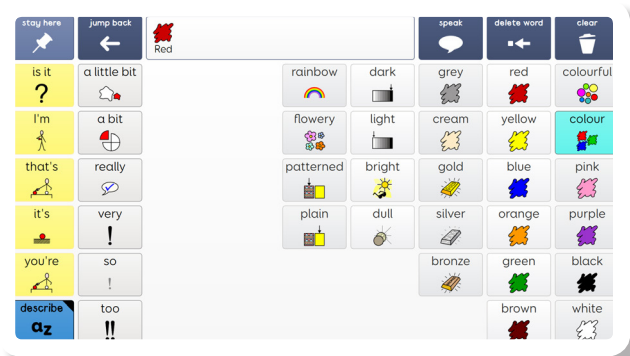
Colour

You can explore the describing words alphabetically by selecting **a-z**.

Describe a-z

Describing words beginning with "S"

Little words

The little words grid is filled with different types of useful words. You'll find a selection of **conjunctions** (e.g. and, but, because, if), **determiners** (e.g. an, each), and **quantifiers** (e.g. some, any).

Super Core 50

Self-closing grids

The extended core grids are **self-closing**, which means that after you have selected the word you need, the grid will close automatically and take you back to the grid you were previously in.

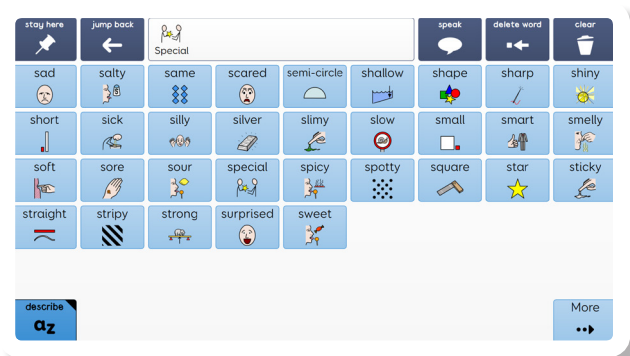This helps to make communication and navigation much quicker, which is particularly helpful for learners whose access method is slow.

If you want to stay on a self-closing grid to use more than one word, or spend time exploring different words, you can select the **stay here** pin at the top of the grid.

To keep things simple we have called this grid **little words** - as lots of the words are quite little!

Tip: It might help to teach the learner about self-closing grids using an actual pin, some paper and a cork board. Hold up the paper to the cork board and let it go. Then pick up the paper and talk about how we want the paper to "stay here", so we need to use the pin to make it "stay here".

Dynamic columns

Super Core uses **dynamic columns** to combine core words with activity-specific vocabulary, that focuses on **real-life situaltions**, **everyday routines** and **play**.

These two columns jump to a selection of useful grids, each filled with vocabulary for talking about **daily activities, feelings**, **places**, **positions**, **time**, **school** and more.
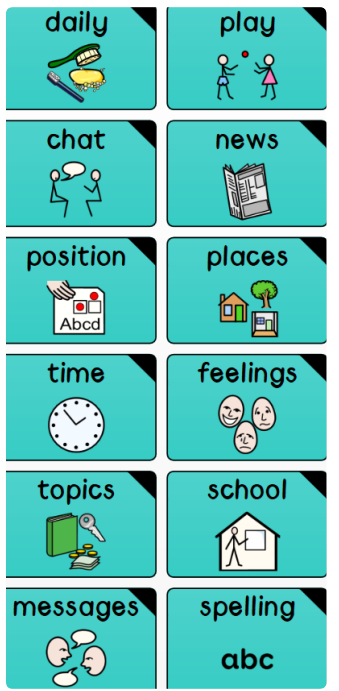
Super Core 50
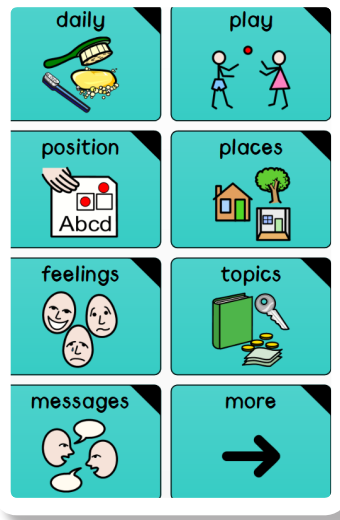
Super Core 30

In Super Core 30 you can access additional grids by selecting **more**

When you select a grid the columns change to give you useful words and phrases from that topic, which you can quickly combine with core words.

A number of the grids in these columns also expand to give you even more words and phrases (e.g. position, places, time, feelings, school).

Dynamic columns in Super Core 50

Play

Trains

Daily and play activities

The **daily** and **play** grids are filled with words and phrases for everyday routines and play activities. They appear alongside the core vocabulary, and give learners the opportunity to start learning and communicating in a way that is functional, familiar and fun.

The daily activities included are often part of a child's routine, such as **getting dressed**, **going places** and **sleeping**.

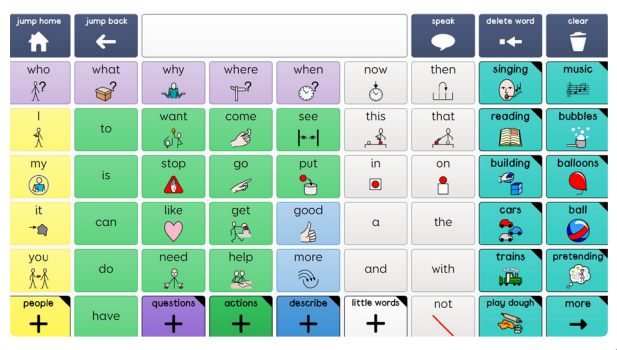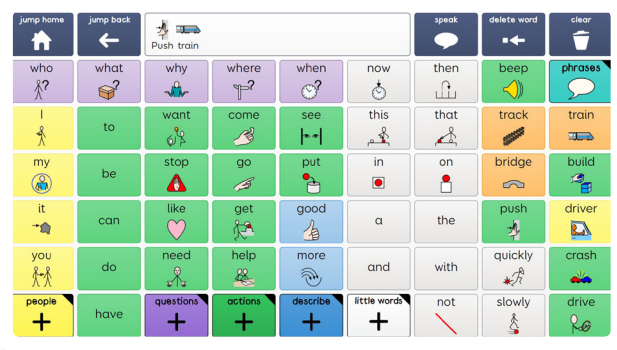There are a range of play activities, from sensory play with **bubbles**, **balloons** and **sand**, to creative play with **bricks**, **craft** and **drawing**, or **pretend** play activities and **reading**.

Daily activities

eat & drink · washing · toilet · shopping · dressing · going places · cooking · learning · sleeping

Play activities

music · ball · drawing · cars · bubbles · pretending · craft · singing · dressing up · reading · trains · Mr Potato · building · sand · playdough · water · balloon
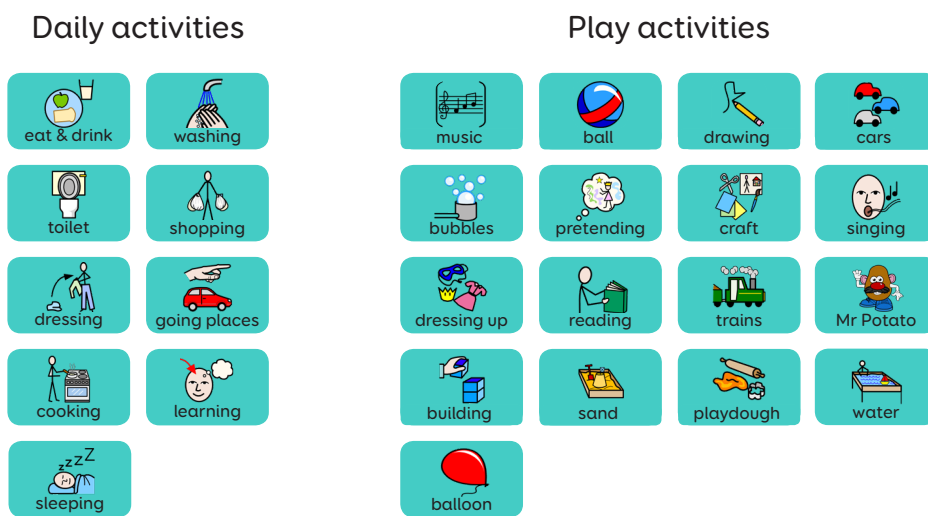
These grids also include a set of useful phrases, linked to each activity. For example, you can quickly ask "can we go to the park" inside **going places**, or tell someone that "the water is too hot" inside **washing**.
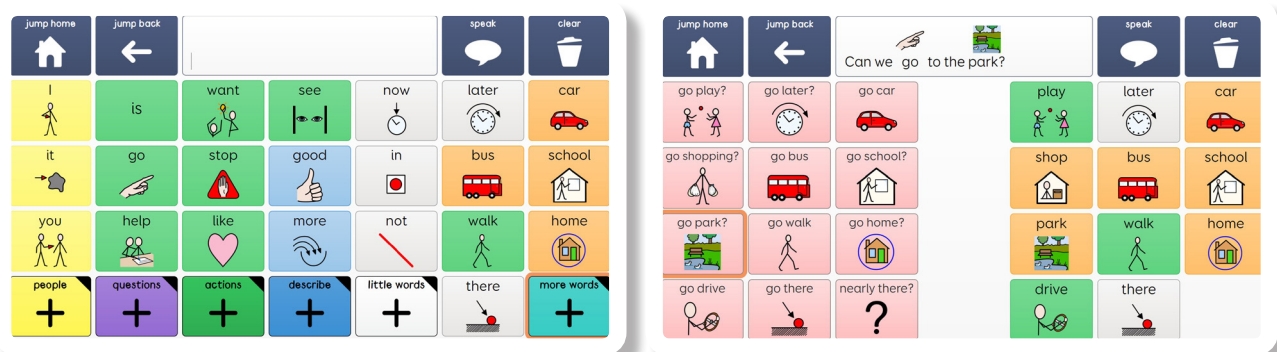
Going places

Quick phrases for going places

Tip: The play activity grids all use the same set of phrases to build confidence in using each phrase (e.g. I want to play, my turn, will you play with me?). This can help learners to have successful play interactions with other children and adults.

Topic grids

The **topic grids** are located inside the dynamic columns.
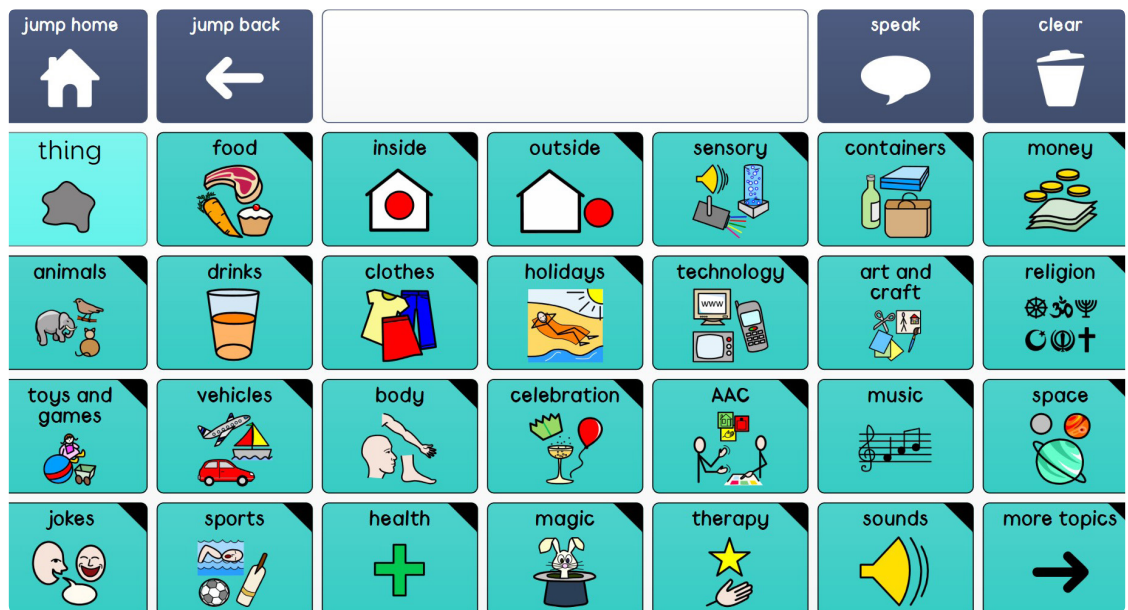
Super Core 30

There are over 1,000 fringe words to discover in the topic grids, which are each organised by **frequency**. If there are two grids in a topic, then the more frequently used words will always appear on the first grid.

Each topic is organised **semantically** (by meaning) to help learners quickly find the words they need. For example, in the vehicles grid, you'll find vehicles that fly (e.g. plane, helicopter) grouped together in one column and those that go on water in another (e.g. boat, ferry).

Vehicles

You can find out more about the semantic layout and other design decisions on p. 29

Magic wand

The **magic wand** grid is the place you can go in Super Core to fix things! It has been designed to simplify features like grammar and device settings, which can otherwise be a complicated part of learning to use AAC.
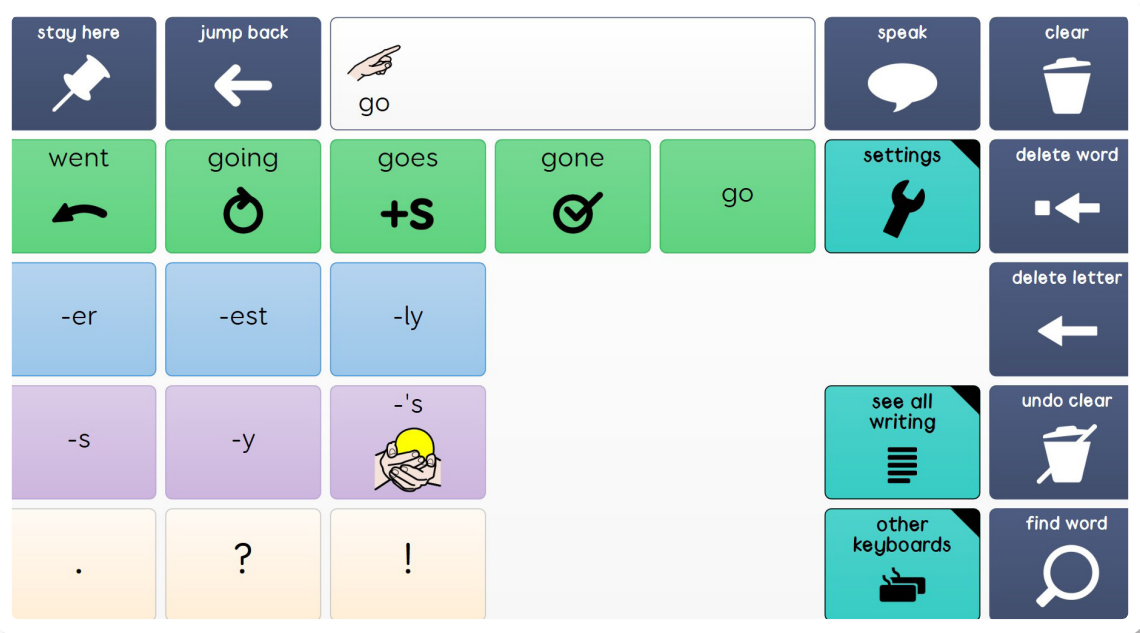
Super Core 30

Grammar

Most of the time, the Smart Grammar system in Grid will work hard as you form your message to automatically change the grammar for you. If you want to say "I am going to go now" for example, the grammar will already be corrected for you, so you won't need to change "go" to "going".

Sometimes you may want to change the tense of a verb however, such as "stop" to "stopped" or "go" to "going". The magic wand tool will help you do this, in a way that's designed to be simple and predictable.

You can also add word endings (or suffixes). For example, you can add "-er" to the word "big" to make "bigger", or "-ly" to "easy" to make "easily". The spelling of these words will automatically correct for you.

The different verb forms (e.g. went, going) are always located in the same cell of the magic wand grid

Tip: The "-er", "-est" and "-ly" are colour coded blue to show that these are usually used with describing words. The "-y" and "-s" word endings are purple, and are more often used with nouns. You will also see them in some of the topic grids in Super Core 50.
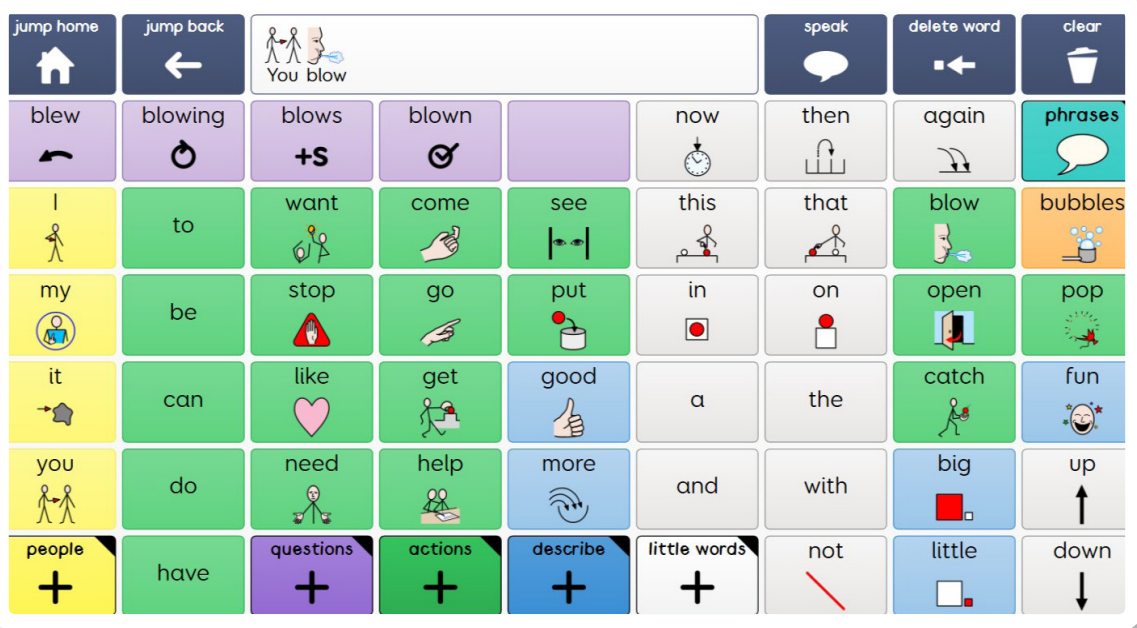
Verb options for "blow"

When you select any verb from the extended core or an activity grid in Super Core 50, the different verb forms will also appear. They will be located underneath the chat area where useful next words usually appear, making it quick and easy to change the tense.

Settings

From the settings grid you can see device settings like volume and battery, as well as helpful phrases for the user to say (e.g. I need to charge my device). This can help to teach users really useful skills, such as managing their device battery.

Super Core 30

thinksmartbox.com
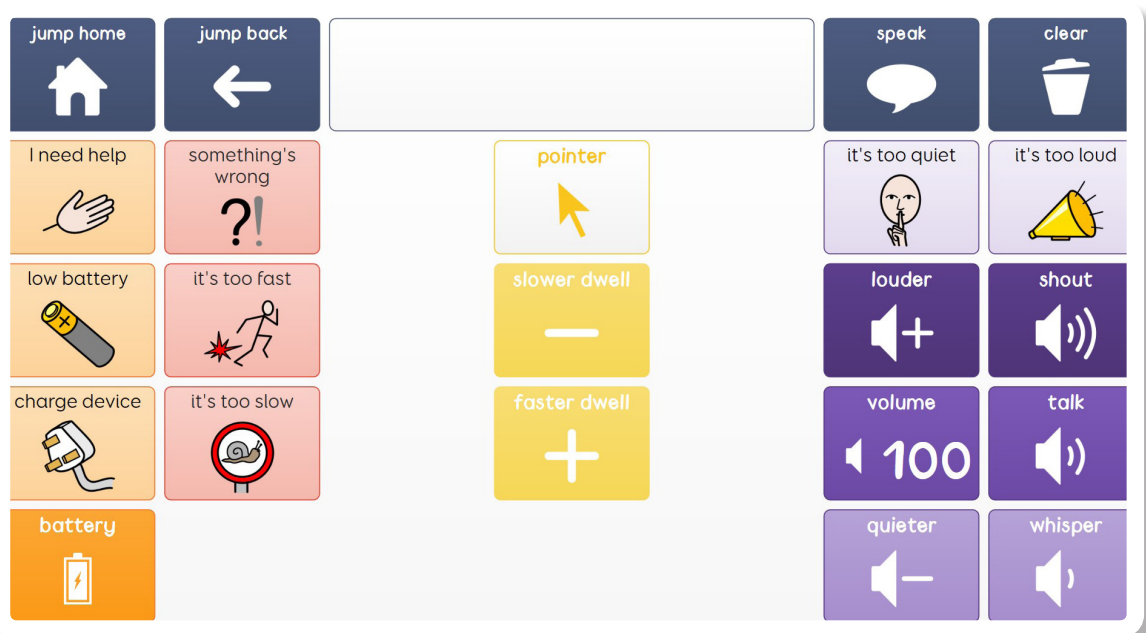
You will also find some simple settings for adjusting how you access a device. For example, someone using eye gaze may need to change their dwell speed, or check their position is okay for the camera to track their eyes.

Tip: Once you have selected how you are going to access your device, you will only see the settings that are relevant to you. If you are a switch user for example, you will only see switch scan speed settings.

See all writing

If you are writing a longer message you can use the **see all writing** grid to expand the chat area and see more of your message.

You can also use this grid to read back a sentence at a time rather than speaking your whole message. This can be useful if you are preparing a longer message that you want to say in smaller parts, like reading lines in a play or giving a presentation.
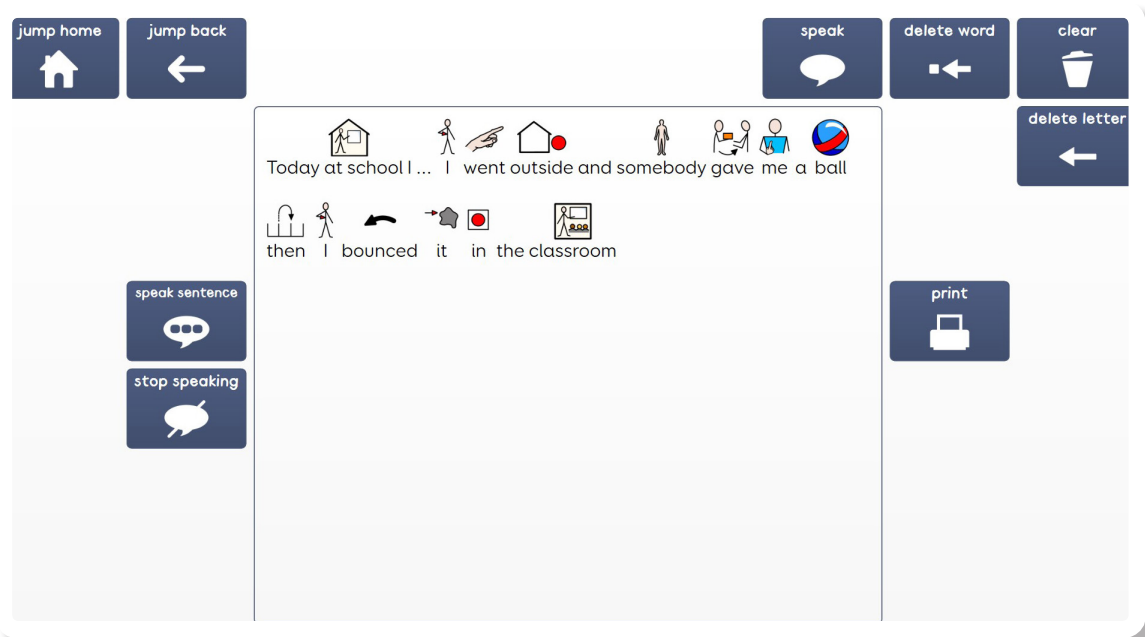
Super Core 50

Personalising Super Core

Here is a list of our top suggestions for personalising Super Core:

People

Add in the names of people who are important to the learner. These might be members of family, school teachers, friends and neighbours.

You'll find lots of blank spaces in the **friends**, **family**, **school** and **other people** grids. You can even add photos of people, which will be even more meaningful to the learner.

You might want to add the names of pets too, as they are often important family members!

> You can make Super Core even more motivating by adding personalised vocabulary, like adding your favourite things or the names of friends and family

Messages

The **messages** grid in Super Core gives you a quick way to share whole messages. This might be important information that needs to be said quickly (e.g. something is wrong), or something you want to say regularly like your name.

You'll find plenty of ready to use messages, and a number of messages that you can personalise to make them even more powerful:

help +
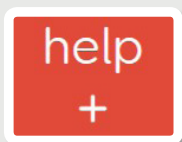
If you have specific needs, such as a medical condtition or personal care needs, you could add in phrases here (e.g. I need suction, I need my inhaler)

go +

If there are places you like to go regularly, add them in here (e.g. I want to go to Auntie Kim's house, when are we going to see Auntie Kim?).

talk +
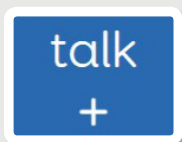
Here is a great place to add in how you says yes or no using nonverbal communication (e.g. I look to the right to say yes, I blink twice for no).

me +

Use these messages to quickly tell someone about yourself - by adding your name, how old you are, and some of your favourite things.

Special places

Add in any places the learner likes to go that aren't already included in the **places** grid. This might be the name of a certain shop or restaurant, or anywhere that would normally be referred to by a specific name that the learner is familiar with (e.g. Bushy Park, for Hyde Park).

My favourite things

It's really important to make sure that AAC users can talk about their favourite things, and this can be a really motivating way to learn language too. As well as editing the messages grids, there are lots of topic grids that you can add your favoutite words to, including **food**, **drinks**, and **toys and games**.

Religion and culture

You'll find vocabulary related to **religion** and **celebrations** that you can personalise in the topic grids, as well as a grid for **praying** in daily activities. This has been left blank, ready to be personalised to the learner's religion.

You may also wish to add other cultural items such as **food** and **clothes** to the topic grids.

My body

Different families use different words to refer to private body parts, but it's important that every AAC user has access to these words. In topics, you will find a **body** grid, which also contains a **privates** grid.

Privates is hidden by default, giving you time to personalise the grid before sharing it with the user. To reveal the grid you will need to change the **cell accessibility** in edit mode, from **hidden** to **fully accessible**. You can personalise the grid with words that the learner will be familiar with.

To reveal any adult only symbols, you will need to go to **Settings - Symbols** in Grid and select **show adult symbols**.

Health

The **health** topic grid conains some general vocabulary, but you may want to add language specific to learner's medical needs.

Access

For learners are using an alternative access method, you may want to add additional information about this in the **settings** grid (inside magic wand).

For example, if the learner is using eye gaze and wears glasses, you could add the phrase "can you clean my glasses please".

Jokes

A number of jokes have been pre-programmed into Super Core, but feel free to add more! Telling jokes can be a really motivating way for AAC learners to engage with other children and adults, and to learn about taking turns in conversation.

Keyboards

The default keyboard in Super Core is a phonetic keyboard, where you can hear the sound each letter makes when you select it. This is designed to support and ecourage exploration of letters and sounds, and early literacy development .

Other keyboards are also available, including an abc keyboard that speaks the letter name rathre than the sound, an abc keyboard that simply adds a letter to the chat area without speaking, and a qwerty layout. There are also keyboards with prediction cells, for learners who are starting to use spelling more often.

You can change the default keyboard by editing the spelling jump cell in the dynamic columns.
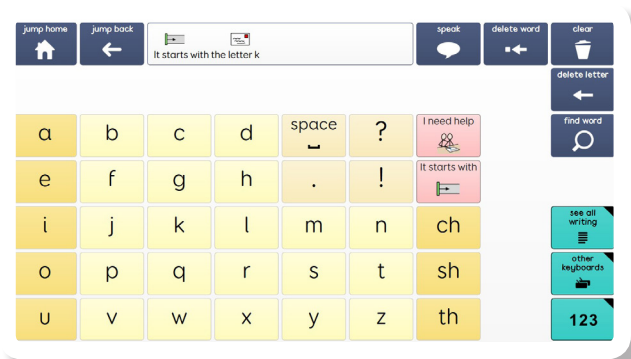
letter sounds
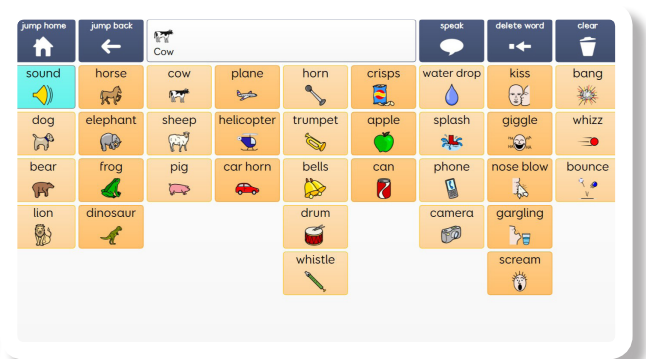
explore sounds

Printable low tech resources

Low tech versions of Super Core are available to download on our website, with Widgit symbols, PCS and SymbolStix. You can print them out to make it even easier for AAC learners to have access to symbol communication at all times.

Super Core 50

Super Core 30

Super Core Learning

Language, learning and literacy

Super Core includes a wide range of features designed ot support the development of language, learning and literacy.

Language

☑ Over 2, 500 words and phrases, focusing on **functional** and **high frequency** words

☑ **Evidence-based** core vocabulary, with a comprehensive range of **concept words** (e.g. big, little, good, bad)
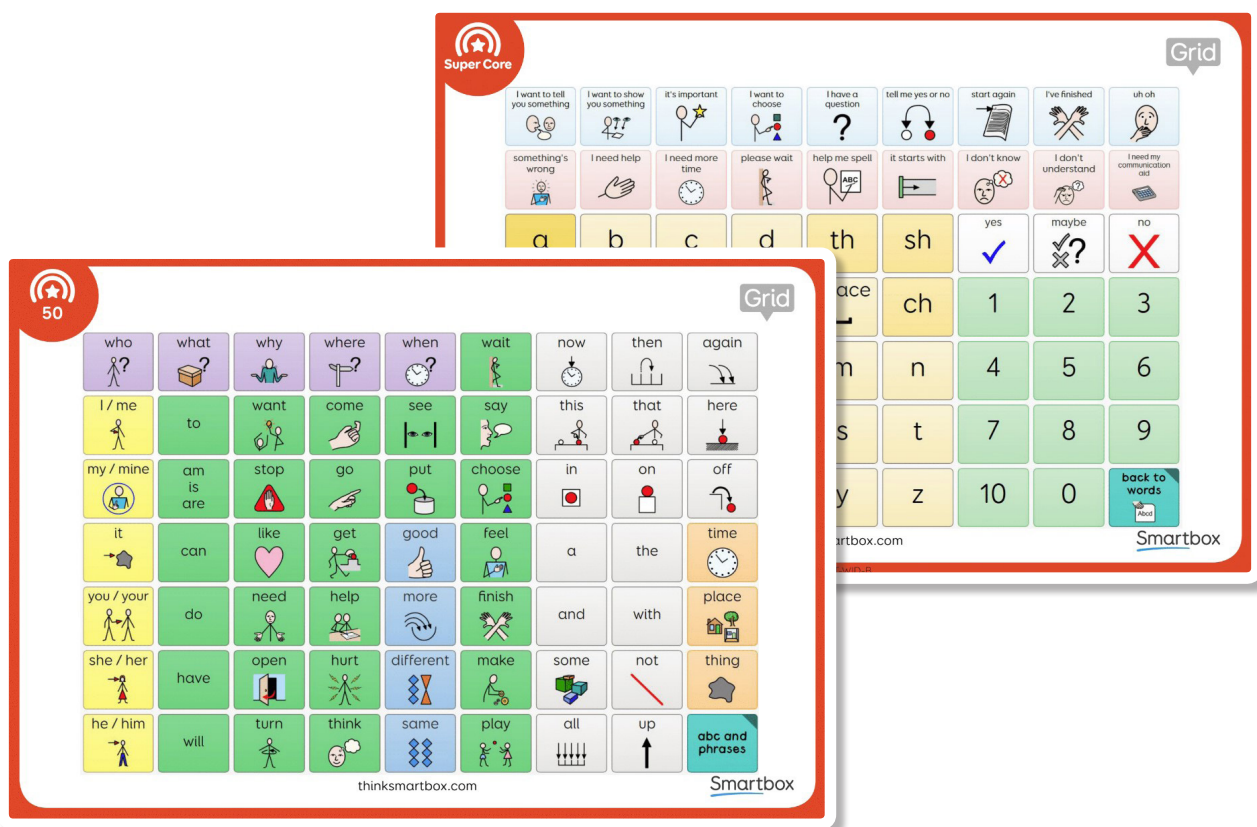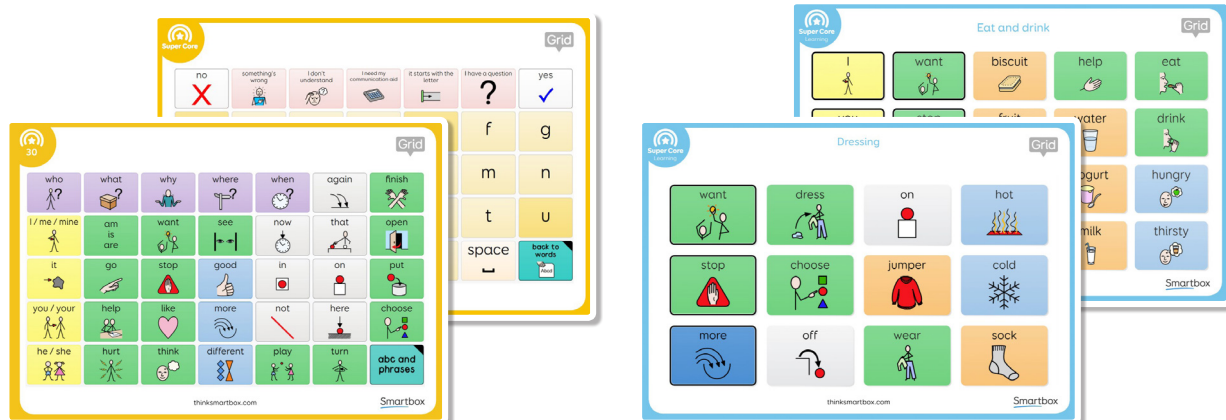
☑ **Single words**, **phrases** and **letters** to support spontaneous, flexible and fast communication

☑ Strategies to support exploration of **grammatical structures**, including **verb tense** (e.g. stop, stopped, stopping, stops) and **word endings** (e.g. big, bigger, easy, easiest)

☑ **Careful symbol selection** combining the ones that are visually clearest, most commonly used in special schools, can be easily explained to learners to aid memory, and are most relatable to a child's everyday experience

> Here is a handy summary of features for language development, learning and literacy

Learning

☑ A focus on learning language through **functional** and **motivating** activities

☑ **Repetition** of vocabulary across grids, to support learning in a range of contexts and scenarios. You'll find many words appearing in more than one of the activity grids, giving you the opportunity to use them repeatedly (e.g. again, push, choose)

☑ **Consistent word locations** across all core and topic grids. Where possible, if a word appears in multiple grids it will always be in the same location

☑ Words are **organised semantically** to help children find the words they need (e.g. party, balloon, present). You'll also find **semantic links across grids**, where words that are similar in meaning are placed in the same location in different grids (e.g. fire fighter, fire station, and fire engine in jobs, places and vehicles)

☑ **Fitzgerald key layout and colour coding** for the different types of words, to help learners find the words they need to build their sentences

☑ Quick access to **concepts** which are important for education (e.g. colour, shape, feelings, positions)

Literacy

- ☑ A **phonetic keyboard** to encourage exploration of letters and sounds, by learners at any level of literacy development

- ☑ Access to a range of **other keyboard layouts**, including keyboards with prediction cells, that you can introduce when appropriate

- ☑ **Selective use of symbols**, encouraging whole word learning for words that are harder to represent with symbols (e.g. the, a, of, but, could)

- ☑ An **emphasis on reading** throughout Super Core, particularly in the daily and play activities, and school grids. You'll also find **story book vocabulary** with core words alongside story-specific fringe, and phrases to support learners to join in with story book reading

- ☑ **School topic grids** with subject-specific language alongside core vocabulary, and the option to expand to grids with even more subject-specific fringe words

Research and references

Vocabulary selection

The vocabulary in Super Core was carefully selected following a comprehensive review of research into core vocabulary, including a range of different ages and sources - from preschool to adult.

- ✓ **Preschool children** (Deckers et al., 2017; Banajee, Dicarlo & Stricklin, 2003; Marvin, Beukelman & Bilyeu, 1994)

- ✓ **School aged children** (Boenisch & Soto, 2015; Clendon, 2006; Beukelman, Jones & Rowan, 1989)

- ✓ **Adults** (Hill, 2001; Balandin & Iacono, 1999)

While much of this research investigated the core vocabulary of typically developing verbal children and adults, it also included important research into the language of **children with disabilities** (Deckers et al., 2017), **adults using AAC** (Hill, 2001) and the **written language of children developing literacy** (Clendon, 2006).

This was compared with data from the **Dynamic Learning Maps Core Vocabulary** (DLM Professional Development Team, 2013), a detailed analysis of the frequency of core words (particularly in school setting) and their importance within AAC vocabularies.

The vocabulary in Super Core was also influenced by key resources emphasising functional and important vocabulary for children and adults with disabilities, such as the Makaton Core Vocabulary (Walker, 1987) and the Downs Syndrome Education Vocabulary Checklists.

The **Makaton Core vocabulary** includes a selection of 450 words for functional communication in everyday life, and was originally developed to teach sign language to deaf adults with learning disability (Walker, 1987). This is now commonly used with children and adults wuth a range of diabilities across the UK.

The **Downs Syndrome Education Vocabulary Checklists** are a set of three word lists. They are designed to support parents and professionals to record early language development and identify which words to teach. These word lists include lots of highly functional words, which are important for everyday communication.

This data was also compared with speech frequency data from spoken language, and the language of an AAC user (The British National Corpus, 2007).

Finally, vocabulary selection and organisation was influenced by clinical knowledge and experience of working with children with speech, language and communication difficulties.

Concept vocabulary

As well as providing a comprehensive core vocabulary, Super Core also provides a comprehensive range of **concept words**. They are designed to be easy to access, and include: **colours**, **shapes**, **numbers** and words referring to **size**, **time** and **location**

Concept words are used all of the time within the classroom (Schwarz & McCarthy, 2012), and are known to be important for early learning (Lahey & Bloom, 1997) and educational outcomes (Bracken & Crawford, 2010).

Research has shown that other AAC vocabularies often fail to include this vocabulary however, or they make it difficult to access - with several selections needed to get to each concept word (McCarthy, Schwarz & Ashworth, 2017).

Layout

All of the vocabulary in Super Core has been arranged in ways that are designed to support AAC users and their commnunciation partners, to learn and remember the locations of different words.

Locations were decided based on the frequency of words within core vocabulary research, with more frequent and useful words given priority, so that it takes fewer selections to say them. The most important, high freqency core words were given priority, and are inluded in the **consistent core** in Super Core.

Super Core 50
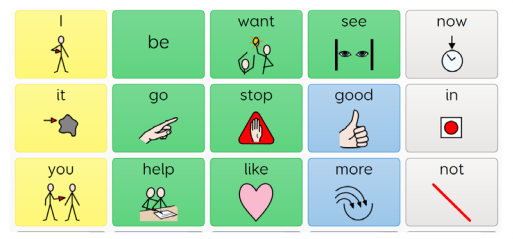
Super Core 30

Vocabulary on the core grids is arranged from left to right using the Fitzgerald key (Fitzgerald, 1949). This means that words are organised together in blocks, with other words of that type. You'll find the pronouns grouped together in one block for example, verbs in another, and so on.

Colour coding

The different types of words have been colour coded to highlight how they are organised, and make the core vocabulary grids easier to navigate. Super Core uses the Modified Fitzgerald key (Goossens, Crain & Elder, 1992), a colour coding system commonly used in AAC vocabularies.

Child-friendly label	Gramatical term	Colour	Examples
People words	Pronouns and Nouns	Yellow	he, them, man, girl, doctor
Action words	Verbs	Green	go, run, could, cut
Naming words	Nouns	Orange	bucket, cat, plate
Describing words	Adjectives	Blue	big, cold, special, yellow
Little words	Prepositions, Determiners, Conjunctions and Adverbs	Grey	and, of, because, up, in
Question words	Interrogative Pronouns	Purple	who, what, why

Consistency and repetition

Repetition is absolutely key to learning, and this is true for learning new words. For this reason there is a lot of repetition throughout Super Core, with words appearing on multiple grids. Any time a word is repeated however, the location will be consistent and it will appear in the same place in each grid.

Reading

Sleeping
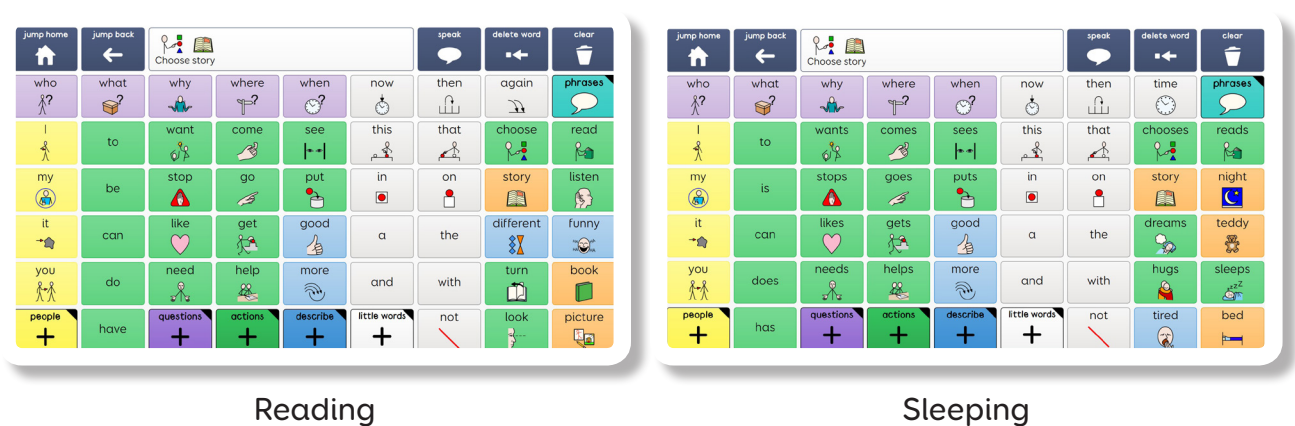
By repeating words across different grids, Super Core supports learners to use new words in different situations - helping them learn their meaning and how they can be combined with other words. For example, the user can learn that the word "again" means to repeat something, but that it might be repeating an action (e.g. throw again, open again), or the size or location of something (e.g. big again, up again).

Semantic layout

The words in Super Core are **grouped semantically**, according to what the word means, rather than organising them alphabetically. This is a helpful way to group words together for people who are not yet literate.

For example, it is much more helpful to have "ambulance" grouped with other emergency vehicles like "police car" and "fire engine", than next to "boat" and "bus".

Vehicles

Organising words in this way also encourages users to scan the grid from left to right and when they see a word that is similar to the one they are looking for, they can look down the column and find the one they need. This is consistent with how we learn to read from **left to right**, **top to bottom**.

Semantically related vocabulary

Words that have a similar or related meaning, but are on different grids, are also located in the same position where possible.

Where possible, words that have a similar or related meaning are placed in the same locations on different grids. This is intended to increase the speed and ease of finding words, and reduce the amount of new learning needed to navigate Super Core.

For example, you will find "fire fighter" located in the same place on the **jobs** grid, as "fire engine" on the **vehicles** grid and "fire station on the **buildings** grid. This is helpful for users who have already learned where to find one of these words.

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Smartbox