



Flying Colours

Educational Psychology Service

Promoting Growth, Wellbeing & Achievement

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Blank Level Descriptions & How to Develop Skills

Blank levels of language refer to different levels of questioning ranging from understanding concrete questions to understanding abstract questions and inferencing.

Descriptions

Blank Level	Description
Level 1	A pupil can point to, name and find objects for example "point to the book".
Level 2	A pupil can answer 'who', 'what' and 'where' questions, identify an object by description and function (attributes), describe what is happening, understand categories and describe things that go together.
Level 3	A pupil can answer 'when' questions, recall an event, tell a story or narrative, predict what happens next, state what a character might say or feel, arrange pictures in sequence and retell a story.
Level 4	A pupil can make predictions, answer why and how questions, identify cause and effect, problem solve using language and think about a problem from another person's point of view.

Ideas to develop skills within each Blank Level

Level 1 – Matching Perception

“RIGHT THERE – the answer is in front of you”

Apply language to what is seen. Includes matching, identifying, and naming objects

- a. Matching objects *“Find one like this”*
- b. Naming objects *“What is this?”*
- c. Imitating a simple sentence *“Say this”*
- d. Recalling objects or information *“What did you see? (frog)”*

Level 2 – Selective Analysis of Perception

THINK AND SEARCH – the answer is in front of you but you need to look for it”

Focussing on specific aspects of the question. Includes identifying objects by function, describing and making basic classifications

- a. Identifying an object by function *“Find something that cuts (scissors)”*
- b. Describing a scene *“What is happening?”*
- c. Recalling information from a statement *“What things.....?”*
- d. Completing a sentence *“Finish this: I like...”*
- e. Attending to 2 characteristics *“Find something that is sweet and red (apple)”*
- f. Identifying differences *“How are these different?”*
- g. Giving an example within a category *“Find a fruit (orange)”*

Level 3 – Reordering Perception

“THE AUTHOR AND YOU – the answer is not in front of you, use clues from the book and form your own answer”

Restructuring and reordering ideas. Includes assuming the role of another, formulating generalisations and making basic predictions

- a. Predicting *“What will happen next?”*
- b. Taking on the role of another *“How would he fix it?”*
- c. Following a set of directions *“Get the cup and bring it to mummy”*
- d. Retell a routine sequence *“Tell me how to make a sandwich”*
- e. Identifying similarities *“How are these the same? (both hot)”*
- f. Understanding negatives *“Find one that is not red”*
- g. Defining words *“What is a...”*

Level 4 – Reasoning About Perception

“IN YOUR HEAD – the answer is not in the book – it is your own opinion”

Problem solving at a higher level. Includes predictions, explanations and logical solutions.

- a. Predicting changes *“What will happen if...”*
- b. Justifying *“Why can’t you use a spoon to row a boat?”*
- c. Identifying causes *“What made it happen”*
- d. Formulating a solution *“What could you do?”*