

Blank Levels Explained

Level 1 – Naming

Children at Blank Level 1 are talking about things in front of them or that have only just been taken away. Their responses are short or nonverbal e.g. pointing.

Level 1	Example Question
Looking for a matching object	Find one like this
Finding an object by sound	Show me what you heard
Finding an object by touch	Show me what you touched
Naming an object heard	What did you hear?
Naming an object touched	What did you touch?
Naming an object seen	What is this?
Copying a simple sentence	Say this...
Remembering pictured objects	What did you see?
Remembering other information	What did you see?

Level 2 – Describing

Children at Blank Level 2 are talking about things directly in front of them. They can talk about part of an object. They will be talk about what an object does or what it looks like.

Level 2	Example Question
Looking for an object by function (what it does)	Find one that can...
Describing a picture	What is happening?
Remembering things named in a comment (e.g. what things fly?)	What things...?
Remembering simple information (who, what, where questions)	Who? What? Where?
Finishing a sentence (sentence completion)	You cut with a...
Concepts: Naming parts of an object or what it does (e.g. pen lid)	This is the...
Concepts: Responding to 2 things about an object (e.g. colour and size)	Find one that is ... and ...
Concepts: Knowing differences	How are these different?
Concepts: Giving an example from a category	Name something that is a...

www.southwestyorkshire.nhs.uk

The content of this document is the property of swyt and is supplied in confidence.

No part of this document or its content shall be reproduced, published or disclosed to a third party without prior written permission of swyt

Telephone: 01226 644331

Email: swy-tr.barnsleyspeechtherapy@nhs.net

Website: www.barnsleyspeechtherapy.co.uk



**South West
Yorkshire Partnership**
NHS Foundation Trust

Level 3 – Retelling

Children at Blank Level 3 are learning to tell stories, make predictions and define words. They must think and know the facts before giving an answer.

Level 3	Example Question
Finding an object by using verbal and visual information	Find one to use with this...
Describing what can happen next from a sequence of pictures	What will happen next?
Saying what a person might say or think	What could he say?
Following a set of directions	Do this, then this
Putting pictures in order	Make these into...
Giving a set of directions	Tell me how to...
Making a general comment about something that's happened	What happened to all of these?
Telling a simple story from a set of pictures	Tell this story
Concepts: Finding and describing similarities	How are these the same?
Concepts: Finding an object or a set of objects by things they do not have (negatives)	Find the ones that are not... Find things that are not...
Concepts: Giving an example by excluding a specific object	Name something that is not
Concepts: Giving an example by excluding a group of objects	Name something can...but is not a
Concepts: Defining word	What is a...?
Unusual imitation	Say this...

www.southwestyorkshire.nhs.uk

The content of this document is the property of swyt and is supplied in confidence.

No part of this document or its content shall be reproduced, published or disclosed to a third party without prior written permission of swyt

With **all of us** in mind.

Level 4 – Justifying

Children at Blank Level 4 can make inferences and deduction. They can talk about cause and effect. They use their past experience and information beyond what they can see and hear.

Level 4	Example Question
Predicting: Changes in position	Where will...?
Predicting: Changes in structure	What will happen if...?
Justifying and explaining a prediction	Why will...?
Justifying a decision – explaining the reason for your decision	Why do you...? Why would you...?
Identifying the causes of an event	What made it happen?
Thinking of and explaining a solution	What could you do?
Thinking of and explaining a solution from someone else's point of view	What could she do?
Explaining how to reach a goal (e.g. what could we use to cook scrambled eggs)	What could we use?
Explaining why (e.g. why would you use a pan)	Why should we use that?
Explaining the construction of objects (e.g. why is the pan made of metal?)	Why is... made of that?
Explaining an inference drawn from what they see	How can we tell?
Explaining the logic of compound words (e.g. basketball, snowflake)	Why is this called...?
Explaining the problems to an action	Why can't we...?

See our Blanks resource pack for a helpful bookmark of example questions. We also have ideas for questions when looking at popular books.

See our video examples on our Youtube channel:

<https://www.youtube.com/c/Barnsleyspeechandlanguagetherapy/>

www.southwestyorkshire.nhs.uk

The content of this document is the property of swyt and is supplied in confidence.

No part of this document or its content shall be reproduced, published or disclosed to a third party without prior written permission of swyt