

# SEND Newsletter



This half-term's focus is... SLCN  
Blanks Level Questions



## Useful Websites for further Reading

- [Summary document provided by SALT](#)
- [NHS guide](#)
- [Blanks Level Questions in everyday life](#)

## Suggested Watching

- [Video introduction to Blanks Level Questions](#)
- [SALT Blanks Levels video explanation](#)

## What do you need to know?

You are likely to have seen Blanks Level questions referred to in pupils' SALT or EP reports. The Blank Levels of Questioning, sometimes known as the Language of Learning model, was developed by Blank, Rose and Berlin in 1978. Its main aim is to develop children's verbal reasoning and abstract language capabilities. The model was established when its creators studied the language used by teachers in classrooms. They found that questions could be categorised into four different levels. These start with basic questions, that ask for simple and concrete responses, and lead up to more complex questions that require abstract answers. By Year 1, typically developing children should understand questions at all four levels in order to appropriately access all activities and meet curriculum expectations.

### Normal Development based on Blank, Rose and Berlin [1978]:

Level 1	Naming things	60% of 3 year olds understand level 1 & 2.
Level 2	Describing things – Answering Who? What? Where?	
Level 3	Talking about stories and events	65% of 5 year olds understand level 3 & 4.
Level 4	Solving problems and answering Why? questions	

## How to support...

Pitch questions at the correct level. More difficult questions can be simplified and brought down a level, or cueing strategies used to scaffold such as:

- 1) Give processing time: make sure the child has enough time to respond
- 2) Focus attention: make sure they are looking at you and listening
- 3) Repeat: repeat the question again
- 4) Simplify: break your request down into parts or make the words simpler
- 5) Focus on the feature: help the child focus on specific objects by drawing their attention to relevant parts of an object/picture/story.
- 6) Forced alternatives/choices: give the child two choices, eg 'is he running or jumping?'
- 7) Sound cues: give the first sound of the answer
- 8) Gesture: use gesture eg point to a certain part of a picture.
- 9) Rephrase: repeat the request in a different way
- 10) Sentence completion: give the answer sentence for the child to complete, eg 'what colour is it?' 'It is .....
- 11) Demonstration: show the answer without talking and then ask again, eg 'what would happen if we put water in this broken cup?' then demonstrate & ask again
- 12) Experience the concept: help the child to experience the answer, eg 'how does it feel? Touch it.'
- 13) Relate to the unknown: help child to relate the request to previous experiences





# Celebrating our Successes

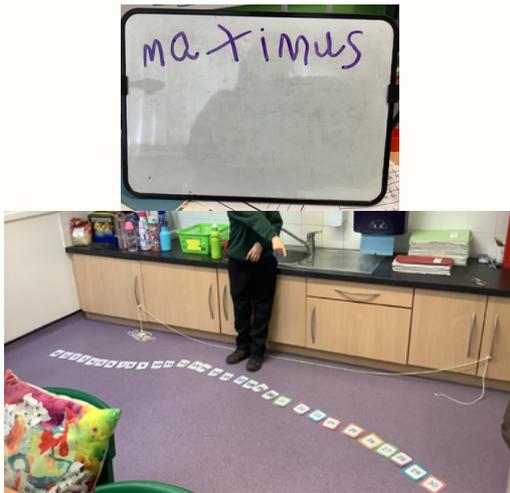


## Summer 1



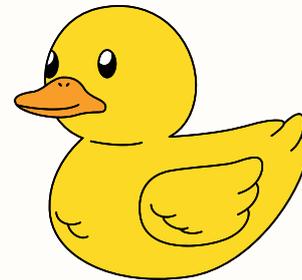
### Maximus Y2 (NW)

After a week of practice, pegging numbers and the letters of his name on a washing line, Maximus has independently written his name and ordered 0-30! He is absolutely beaming and feels very proud of himself, as we feel of him too. What an achievement!



### HF Y5 CLB pupils

Charlie, Szymon and Ayce have written some fantastic factfiles on ducks inspired by meeting Nursery's ducklings. They presented their work beautifully and it clearly demonstrates their learning after thorough research into their curiosities. Pay special attention to their 'Did you know?' sections if you take a peek as their unique interests shine through!



### Jasmine- Nursery (NW)

The Early Years Inclusion Team came and provided some training for both staff and Jasmine on how to use PECS (Picture Exchange Communication System) and after two days she spontaneously sought out her drink card, approached and tapped her teacher and handed over the card to indicate she was thirsty and wanted a drink. Remarkable progress in such a short space of time- a real indication of the intelligence underneath her communication barrier. Well done Jasmine! You've blown us away :)





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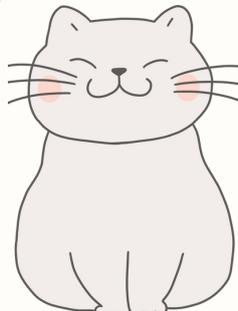


## Summer 1



### Ayla-Mae Y2 (NW SLB)

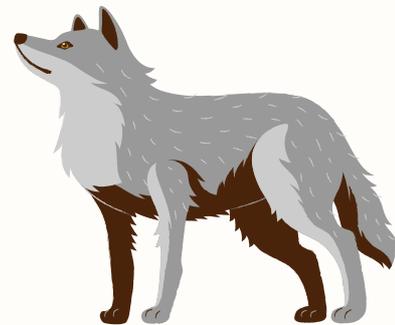
Ayla-Mae has been learning to write her name for over a year and this April Mrs Taylor proudly brought her and her English book to see multiple members of SLT where she proudly shared her independent writing of her own name including capital letters in the right place and the hyphen. We are all so proud of her! The motivation of cat sticker rewards is clearly paying off!



### Sienna Y4 (HF)

Mr Smith and Miss Bondarenko are so proud of the effort Sienna put into her recent independent writing- a story about a wolf.

She used her neatest writing, remembered to start sentences with capital letters, organised her writing with paragraphs and even started one with a fronted adverbial.



### Asher Y2 (NW)

At the start of the year Asher expressed a personal goal of making it on to accelerated reader on his pupil passport. He was worked really hard but continued to struggle to pass the first stage. We are so proud that he never gave up and has read at home every day with his parents and with an adult in school. This half-term Asher was given another opportunity to try and he passed- getting a level of 1.5. This is such a fantastic achievement for a child who started Yr 2 on ph2 of Little Wandle. Asher has achieved this through hard work and determination and Miss Craig and Miss Hodgson are so proud of him. His peers gave him a massive cheer when he was able to share his news.

