

Beginning to Predict

Lesson 9 of 14 on Verbal Reasoning

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Thinking with Language

The Blank Language Scheme was developed by Blank, Rose and Berlin in 1978. It is a structured approach to encouraging a child in developing their verbal reasoning skills.

At level 1 - This child is required to match simple language they hear to an immediate object or material.

At level 2 - The child has to listen to language and match it to what they are looking at, but then also focus more selectively on parts of it.

At level 3 - The child learns to use language to talk about stories and events, to retell information and develop his understanding of experiences based on 'common links'.



Types of Language - Blanks Levels of Questioning (Blank, Rose and Berlin 1978)

Types of Question	Examples
Ask the child to sequence pictures in order	Can the child sequence pictures or stories and everyday activities.
Ask the child to tell a story or describe an event	Use language to sequence a story and retell information about it e.g. Tell me how to make a sandwich.
Ask the child to summarise the story	Using a single sentence e.g. What happened in the pictures?
Ask the child to make simple predictions	Use language to talk about what will happen next e.g. What will happen next? What is X going to do next?
Ask the child to talk about what a person/character feels	Using clues and information to take on the role of another e.g. How does X feel?
Ask the child to give a definition of a word	Use language to say what a word means e.g. What is a?
Ask the child to follow instructions	Following a set of directions e.g. Get the cup and bring it to me.
Ask the child to follow similarities and negatives	Identifying similarities e.g. How are these the same? (both hot) and understanding negatives e.g. Find one that is not red.



Making predictions about other people

Talk about what is happening for the child and model language so that they are able to form simple predictions.

Look at picture cards and leave the last one of the sequence out. Can the child make a prediction about what might happen next?

Make predictions about books that are familiar and relate to the child's experiences. Then start thinking about making predictions beyond that.

Whilst carrying out other activities or with a group of peers, encourage the child to watch and make simple predictions about what they might do.

Discuss and predict events that are happening in the child's future.

Look at pictures of new or less familiar situations and talk about what might happen next.

