

What is verbal reasoning?

Verbal reasoning is the ability to understand facts, to consciously making sense of things, to apply logic, to make justifications and to create beliefs based on new or existing information.

Verbal reasoning skills enable us to:

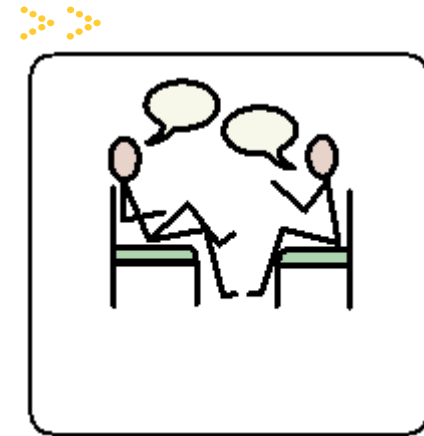
- See the bigger picture, instead of focusing too much on small details
- Have knowledge of the world
- Separate fact from fiction
- Have knowledge of social situations
- Use our imagination and have perception of others
- Sequence information and use story telling skills

How can I use the Blank language scheme to help my child at home?

- Identify your child's Blank level by asking your child's class teacher or contacting the speech and language therapists in school.
- Initially choose a particular activity to practise using Blank questions (but be careful not to bombard your child with questions)- a book or adult led play based activity is best.
- Use ideas of types of questions to ask (available from your child's class teacher or the speech and language therapists in school)
- When you are familiar with the type of questions to ask, you can incorporate these into everyday routines or activities

If you have any questions or would like further advice about your child's language and communication then please contact either Vicky Rouse, Cleo Barron or Laura Collins at Riverside school- 02392 250138.

Blank Language Scheme



At Riverside school we have been using the Blank Language Scheme to ensure that the language and questions staff use are tailored to the children's ability. You may see your child's current 'Blank level' in their school report or on some of their targets, or on a display board in the classroom.

(Devised by Blank, Rose and Berlin 1978)

What is the Blank language scheme?

- A language tool for staff to use to support children's verbal reasoning skills and understanding of abstract language and questions.
- Divides questions and directions into four levels which become increasingly complex.
- This helps us to use language at an appropriate level for individual children's abilities.

What are the four levels?

Level one- Naming:

Uses language about concrete objects that the child can see (the materials are the answers) e.g.

What is this?

Show me a...

Pick up...

Level two- Describing:

Exploring the objects further by using describing words. Looks at attributes, functions, things that go together, categories etc. (The materials are a prompt but answers may need to draw on existing knowledge) e.g.

Show me the yellow fruit

Find me a fruit you can peel

Tell me another fruit that you like

What can you cut the apple with?

Level three - Re-telling:

Retelling an event or narrative, empathising with characters, predict what might happen next, define what words mean.

What happened?

What will happen next?

What does peel mean?

Level four- Justifying:

Child has to think about relationships between objects, people and events, give reasons as to why things have happened, justify why things have happened or why a particular prediction has been made e.g.

Why is it better to eat an apple than chocolate?

Two children want an apple but only one is left, what could they do?

Why did you put the apple in the bin?