



Lift Off To Language Key Stage 1

NHS Speech and Language Therapy Team

Aims

- To introduce Lift Off To Language (LOTL) - Key Stage 1 programme
- To understand the Language of Learning Model (Blank) that underpins the programme
- To discuss how the LOTL pilot will work

Lift Off To Language

- Why are language programmes needed?
- LOTL for 3-5's
- LOTL for 2's
- LOTL for Key Stage 1

Language Groups can support:

Attention & Listening

Comprehension

Depth of Vocabulary

Speech sounds

Social communication skills

Sentence building and narrative skills

They are:
Flexible in
time and
commitment

Target
particular
children or
skills

LOTL KS1 - Using the Programme

- Group considerations
- Session outline

The Language of Learning Model (Blank)

- The Blank model separates questions and directions into four levels.
- Blank, Rose and Berlin (1978) developed the model after studying language used by teachers in the classroom.
- The levels show how understanding of abstract language develops for children.
- 65% of five year old children (P-levels 7-8) understand at levels 3-4

The Blank Levels



Abstract

Blank Level 4: Reasoning	<p>Looking at relationships between objects and using their own knowledge to problem solve.</p> <p>Age range: 5+ years Skills: Problem solving, justifying, inference.</p>
Blank Level 3: Think about it	<p>Looking at the object in context, making links to restructure their experience. The child uses language to talk about language. Pictures and objects may help at this level.</p> <p>Age Range: 4-5 years Skills: Following instructions, planning and giving instructions, making predictions, definitions, thinking from another perspective, extra conditions, sequencing, <u>retelling</u>.</p>
Blank Level 2: Describing	<p>Looking at part of the object and listening for details. Pictures/objects will support understanding.</p> <p>Age Range: 3-4 years Skills: who, what and where questions, looking at attributes, categorising, functions of objects</p>
Blank Level 1: Naming	<p>Looking at the whole object, in the here and now. Objects and pictures are needed.</p> <p>Age Range: 2-3 years Skills: Naming, matching</p>

Concrete



Blank Level 1 - Naming

**Look at the whole object:
Pictures and objects are required for this
level**

What is this?



ve me the magnet

Blank level 1 - Naming

Find one like this



What is it?

Point



ə



Blank Level 2 – Describing

Talk about parts of the object:

Pictures and objects are required for this level
Describing the characteristics of objects.

- Attributes: colour size texture
- Categorising



Blank Level 2 - Describing Function



**Answering who,
and where questions:**

what



?

they .

doing?

Where are

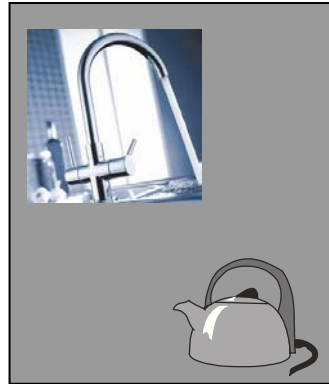
What are they

Blank Level 3 - Think about it

Re-telling events:

Pictures may help at this level. The child uses language to talk about language.

Follow instructions



Blank Level 3 - Think about it

Making predictions:

What happened?

What will happen next?

What will he say?

How does he feel?

When?



Blank Level 3 –Think About It

Definitions: What is a book?



Plan and give **directions**

Thinking of something from **someone else's perspective**

Extra conditions

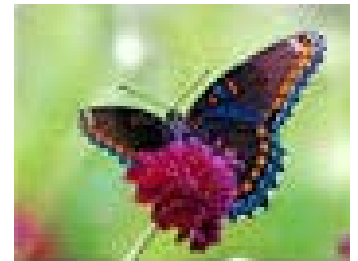
Blank Level 3 –Think About It

Sequencing

Tell a story, give news, describe an event

How events fit together

How predictions can be made



Blank Level 4 - Reasoning

Problem solving:

The child uses language to talk about causes and make predictions



Problem solving:

- Own experience
- Move towards abstract problems
- Problem solving from another person's point of view



Blank Level 4 - Reasoning

Justifying

- Why did that happen?
- How do you know the plant needs water?

Inference

- How does the boy feel, how do we know he is sad?



Top Tips for using Blanks

- Try to achieve a balance of questions to comments, we suggest four comments to every one question you ask. Remember, children will respond to your model.
- It is important to ensure we ask questions at a level a child can access, but model the next level for them to learn from

Activity One

- Work in groups to sort the questions into levels 1-4
- Identify at which level the child/children you support understand.

**Who Should We
Choose for the Group?**

Planning the Groups

Planning should be done jointly between teacher and TA to ensure classroom targets and observations are incorporated.

In groups, plan your first session using the planning proforma.

On a separate piece of paper, note down some comments and questions you could use for each Blank level within the activity.

Evaluating the Group

- Progress records
- Tracker

Top Tips

- Allow each child time to respond
- Use lots of positive praise throughout
- If a child doesn't answer then allow them time to respond then try giving them a forced alternative
- When introducing a new topic to the children, start with level one questions first

Questions

