

# Blank's Levels of Questioning

## LEVEL 1

The objects/things are present (here and now).  
What's that?

Who's that?

What are you doing?

What's the lady doing?

Find one like this.

Find one that name is this.

What did you touch?



What's that called?



## LEVEL 2

The objects/things are present (here and now), but the child has to look at them in more detail.

What's happening?

What is in the box?

Where's Spot?

What colour is the hat?

What can you do with a hat?

How are these different?

Tell me something that is a fruit.

Find the one that is ... and ...



What can you do with scissors?



Where's the chicken?

## LEVEL 3

The objects/things may or may not be present and the questions are more complex and subtle.

Find one to use with this. (Gladys is sick)

What will happen next?

Tell me something different that ...

What is a ...? (word definition)

Find the things that are not ...

Following a set of directions: → First open the box. Then put the hat in the box. Then look the box.



How are "these" the same?

## LEVEL 4

The objects/things are not present and the child must use reasoning and problem solving.

What will happen if ...?

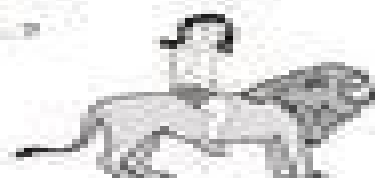
What could you do when ...?

How can we tell that ...?

What could we use for ...?

Why can't we ...?

Why is a ... made of ...?



Why can't we ride a lion?

# Marion Blank Questions Levels

**Catherine Delamain, Jill Spring**



## **Marion Blank Questions Levels:**

*Time to Talk* Jean Gross, 2013-05-21 *Time to Talk* provides a powerful and accessible resource for practitioners to help develop their own skills as well as supporting a whole school or setting approach to speaking and listening. Written by the government's former Communication Champion for children, it showcases and celebrates effective approaches in schools and settings across the country. Jean Gross helpfully summarises research on what helps children and young people develop good language and communication skills and highlights the importance of key factors: a place to talk, a reason to talk and support for talk. This practical and engaging book also provides whole class approaches to developing all children and young people's speaking and listening skills, catch-up strategies for those with limited language, ways in which settings and schools can develop an effective partnership with specialists such as speech and language therapists to help children with more severe needs, examples of good practice in supporting parents/carers to develop their children's language skills, answers to practitioners' most frequently asked questions about speech and language. This book is for all school leaders, teachers and Early Years practitioners concerned about the growing number of children and young people with limited language and communication skills.

**EYFS: A Practical Guide: A Penny Tassoni Handbook** Penny Tassoni, 2022-01-06 Get up to date on the latest EYFS framework with this brand new handbook. Written by industry expert Penny Tassoni, this comprehensive handbook is easy to navigate, colourful and accessible for all those who want to understand the latest updates to the EYFS and improve their practice. Be guided by Penny's practical and helpful advice on safeguarding and welfare and gain an in-depth understanding of the education requirements of the EYFS. Create a comprehensive curriculum for your practice that is linked to the Ofsted framework. Test yourself both in theory and practice with hypothetical questions and tips for practical application throughout the handbook. Explore suggested activities for each age range and area of learning and development. Discover the new Ofsted Feature which will help practitioners achieve Outstanding in their Ofsted inspection.

*Young Children Learning* Barbara Tizard, Martin Hughes, 2008-04-15 This fascinating account of an unusual research project challenges many assumptions about how young children learn and how best to teach them. In particular, it turns upside down the commonly held belief that professionals know better than parents how to educate and bring up children, and it throws doubt on the theory that working class children underachieve at school because of a language deficit at home. The second edition of this bestselling text includes a new introduction by Judy Dunn. Fascinating account of an unusual research project challenges many assumptions about how young children learn. Turns upside down the commonly held belief that professionals know better than parents how to educate and bring up children. Throws doubt on the theory that working class children underachieve at school because of a language deficit at home. The authors' evidence is the children's own conversations, which are quoted extensively and are delightful. The second edition of this bestselling text includes an introduction by Judy Dunn.

**Handbook of Pragmatic Language Disorders** Louise Cummings, 2021-09-22 This reference work is the first to

examine pragmatic language disorders of clients in complex and underserved populations In chapters written by a range of experts the unique pragmatic language skills of clients are examined allowing for a broad overview The text gives focus to client groups with complex cognitive and psychiatric problems and children and adults that have been underserved by clinical language services because of maltreatment and social exclusion Pragmatic disorders are examined in children with sensory loss children who have been exposed to HIV and substance abuse and adults with Huntington s disease and other complex neurodegenerative pathologies This Handbook is an essential reference for researchers and clinicians in speech language pathology linguistics psychology and education *Reading Between the Lines* Catherine Delamain, Jill

Spring, 2017-07-05 Suitable for teachers and speech and language therapists working in the fields of language and literacy and concerned with developing inferencing skills in their students this book contains a collection of 300 texts which are graded and lead the student gradually from simple tasks **Education for Inclusion and Diversity** Adrian

Ashman, 2014-08-01 For special education courses in schools of early childhood primary and secondary education *Education for Inclusion and Diversity* 5e continues to build on the concept of inclusive curriculum and the diversity of learning needs This Australian text gives students a broad understanding of the principles of inclusive education and the ways in which teachers can accommodate the differing learning needs of their students It has been written by experts in the field of inclusion and special needs education with the particular aim of teaching students how to apply the ideas that have been presented in each chapter **100 Ideas for Secondary Teachers: Supporting EAL Learners** Catharine Driver, Chris

Pim, 2018-04-19 No matter what you teach there is a 100 Ideas title for you The 100 Ideas series offers teachers practical easy to implement strategies and activities for the classroom Each author is an expert in their field and is passionate about sharing best practice with their peers Each title includes at least ten additional extra creative Bonus Ideas that won t fail to inspire and engage all learners \_\_\_\_\_ From EAL experts Chris Pim and Catharine Driver come 100 ideas for providing secondary teachers with strategies and activities to support the induction assessment and learning of students with English as an additional language EAL in tutor time in specific subjects and at whole school level There is so much pressure on teachers to deliver engaging and innovative lessons that both adhere to the demands of the curriculum and get the necessary results Having to plan lessons implement strategies and create effective resources for EAL students can be a challenge and with over 15% of secondary school students exposed to a language other than English in their home according to 2016 data from the Department for Education it is a challenge affecting every teacher This book provides practical plans for giving EAL learners general support but also includes ideas linked to specific subjects especially key problem areas such as mathematics and science to help EAL learners get the most out of lessons 100 Ideas for Secondary Teachers Supporting EAL Learners is a treasure trove of adaptable ideas to use for students who are beginners and advanced learners of EAL

*100 Ideas for Primary Teachers: Supporting EAL Learners* Chris Pim, 2018-04-19 No matter what you teach there is a 100

Ideas title for you The 100 Ideas series offers teachers practical easy to implement strategies and activities for the classroom Each author is an expert in their field and is passionate about sharing best practice with their peers Each title includes at least ten additional extra creative Bonus Ideas that won t fail to inspire and engage all learners This book is a brand new title in the bestselling 100 Ideas series providing primary teachers with strategies and activities to support the induction assessment and learning of pupils with English as an additional language EAL According to data collected by the Department for Education in 2016 over 20% of pupils in primary schools are exposed to a language other than English in their home making this an essential resource for every teacher EAL expert Chris Pim offers a range of ideas for use both in the classroom and to adopt as a whole school approach There is an emphasis on using ICT throughout the book featuring advice on where to find the best software resources and websites Ideas include setting up the classroom parent conferences cross cultural maths effective questioning techniques and running a Young Interpreter Scheme 100 Ideas for Primary Teachers Supporting EAL Learners is a treasure trove of adaptable ideas to use for pupils who are beginners and advanced learners of EAL

**Reading Between the Lines Set Two** Catherine Delamain,Jill Spring,2018-06-14 This monograph presents a novel typology of relational and territorial perspectives on legitimacy and identity This typology is then applied to two different political and historical contexts namely the trajectories of the metropolitan region Amsterdam in the Netherlands and the metropolitan region Ruhr in Germany The historical discussion spans 500 years providing valuable depth to the study Taken as a whole the book provides a new perspective within the territorial relational dichotomy and the geographies of discontent debate Its key insights are that identity and political legitimacy are embedded in history and that both relational and territorial perspectives on these issues are time and place dependent This book will be stimulating reading for advanced students researchers and policymakers working in political geography human geography regional studies and broader social and political sciences

*Understanding Research in Early Education* Margaret M. Clark,2005-11-22 This second edition of *Understanding Research in Early Education* examines and discusses both recent and historical research in understandable yet rigorous language and evaluates a wide variety of large and small scale research reports and projects The research is set in its historical context and related to recent reports and contemporary issues Margaret Clark highly respected in the field uses her own unique approach to illustrate how to avoid common pitfalls in misrepresenting research findings what questions should be asked in order to help inform students own research projects how findings can be applied and used in the classroom or nursery to improve practice The book is divided into clear sections for ease of use and is suitable for those with no prior expertise in research and research methodologies It will prove an invaluable and fascinating read for undergraduate and postgraduate students taking courses in early years education and practitioners undertaking continuing professional development

**Better Behaviour** Jarlath O'Brien,2021-01-13 What does it take to improve the behaviour of the children you teach This second edition of Jarlath O'Brien s insightful practical guide for teachers and those training to teach combines

psychological research authentic classroom experience and the lessons learned from improving behaviour in schools You will be challenged to think about your own practice question accepted orthodoxies and to develop an empowered and confident approach to improve the behaviour of the children you teach This new edition includes A new chapter on how to work with a class where behaviour isn't good enough New expanded discussion of bullying A new How would you deal with this situation feature exploring tricky scenarios A new interview feature offering useful perspectives from early career teachers A new further reading feature so you can explore selected topics in more depth

### **Constructing Educational Achievement**

Sivanes Phillipson, Kelly Ku, Shane Phillipson, 2014-06-03 International interest focuses on why pupils from East Asia tend to outperform pupils from the West and scholars have proposed a number of possible explanations to account for these international trends Using Vygotsky's theory 1978 as a conceptual framework to construct school achievement this book puts forward culturally relevant context for understanding developmental aspects of children's school achievement and their implication to classroom practice and education progress Converging the two important lines of inquiry the child factor and the sociocultural factor this book showcases evidence based scholarly works from across the globe that shed light on causes of academic achievement in different contexts The book brings together eminent scholars from early childhood primary education secondary and vocational education who expertly capture the vitality of development and processes of specific child factors and their interaction with their environment that explain their school achievement Foregrounded in the five planes of cultural historical institutional social personal and mental the research explain how children think learn and form the will to perform amidst the changing social and family environment and challenging school and educational environment

Beating Bureaucracy in Special Educational Needs Jean Gross, 2023-07-18 Are you overwhelmed by the amount of paperwork that SEND generates in your school Would you like to spend more time improving the quality of teaching and learning for pupils with SEN or disabilities If so this is an essential book for you Beating Bureaucracy in Special Educational Needs shows how schools can tackle SEND bureaucracy by reducing the need for provision that is additional to or different from that available to all pupils through developing inclusive environments curricula and teaching This means placing fewer children on SEND registers and focusing SEND Code of Practice procedures squarely on those pupils with more complex needs Fully revised and updated the fourth edition of this bestselling practical text demonstrates what can be achieved with new case studies describing schools with outstanding SEND provision inclusive teaching and successful partnerships with parents The book also explores how SENCOs can effectively reduce their workloads by making the most of technology and by distributing responsibility to class and subject teachers and middle and senior leaders rather than operating as a lone voice A toolkit of ready to use proformas also available as an online resource includes a model policy to give to Ofsted information for parents including the facts on Velcro 1:1 support in the classroom strategy sheets for all the main types of SEND provision maps and proformas to help you plan monitor and evaluate your provision Full of helpful and achievable strategies this book

is an essential resource for school leaders SENCOs and anyone undertaking national SENCO qualifications It shows how to put responsibility for supporting children with additional needs firmly back where it belongs and will help you in the words of one SENCO get your life back     Learning Disabilities Suzanne Gage Brainard,1975     **Researching the Early Years Continuum** Pat Broadhead,1996 Makes a case for considering the years from birth to eight as a continuum of development and learning The text draws on research undertaken by nursery and primary teachers in conjunction with LEAs and by HE staff     **Learning Disabilities: Issues and Recommendations for Research, 1974** National Institute of Education (U.S.),1974     **Working with Parents** Roy McConkey,2025-08-05 In the 1980s working with parents in the education and care of their children was more often preached than practised by professionals However recent government committees and legislation both in the UK and USA at the time had repeatedly stressed the importance of parental participation This applied not only to children with special needs but to all children and indeed there was considerable evidence to suggest that parents wanted to be involved and that the child benefited as a result Originally published in 1985 Working with Parents aimed at professionals in training or newly qualified drew together for the first time many examples of how partnership with parents can evolve and be successful It not only gives detailed suggestions for working with parents on a one to one basis but also describes how to handle parent groups organise courses give effective talks and use video The author draws on his wide and well known experience to give specific instances such as his work on language with children with learning disabilities that illustrate general principles The book is written in a lively practical style and should still be of great value to teachers in both special and mainstream education and others such as speech therapists psychologists and community workers This book is a re issue originally published in 1985 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication     Childhood Language Disorders in Context Nickola Nelson,1993 Here is a comprehensive introduction to language disorders in children one whose two fold developmental contextual perspective acknowledges that children s language learning systems include not only their skills knowledge and biological abilities but also their language background family settings and the context in which they are attempting to learn language The text s primary focus is on perspectives from normal development and the bulk of the coverage is devoted to examination of expectations for early infant through toddler middle preschool through early elementary and later middle elementary through adolescent stages of learning language These developmentally geared divisions are then used to guide discussions of language assessment and intervention for children who are not learning language normally yet who have characteristics in common with their peers who are     The Reading Remedy Marion Blank,2006-03-06 It s shocking but true Forty percent of children experience significant difficulty in learning how to read But it doesn t have to be that way In this groundbreaking new book internationally recognized developmental psychologist and educator Dr Marion Blank explains why current reading education is failing our children She goes on to describe her revolutionary new reading system Phonics Plus Five which is based on her

forty plus years of experience in teaching children from all backgrounds to read The Reading Remedy offers step by step instructions reproducible forms and mini books that parents can start using right away to implement Dr Blank s system

*Helping Children Learn* Sara Meadows,Asher Cashdan,2017-09-13 Originally published in 1988 this volume presented a new understanding of how teachers in early childhood education helped children learn It carefully and critically reviews different teaching approaches and evaluates two innovatory teaching techniques which were at the focus of recent action research studies and which complemented the traditional early childhood curriculum at the time The book is intended for all those concerned with early education including students in initial training or those doing inservice courses for children between 3 and 7 Its contents will still be of relevance to people interested in playgroups and parent education

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