

TALC
Test of Abstract
Language Comprehension

**Examples of differentiated
questions for younger children**

Questions for Home Corner

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- # What is this?
- # Find me a cup?
- # Find another one like this.
- # Where is the teapot?

Level 2

- # What do we cut with?
- # What other food can we have to eat? (objects in sight)
- # Find me a big plate.
- # Teddy is eating cake and dolly is eating strawberries. Who is the eating cake?

Level 3

- # Give teddy a drink and then give dolly some cake.
- # Tell me how to make a sandwich.
- # Teddy wants a cup of tea what does he say?
- # Teddy is eating dolly's cake. How does dolly feel?

Level 4

- # What do we need to make a cake?
- # Why can't we cook the cake in the washing machine?
- # Teddy feels ill. Why do think teddy feels ill?
- # What could we do to make teddy feel better

Questions for Water Play

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 👂 What is this?
- 👂 Find another one like this.
- 👂 What did you see in the water?
- 👂 Where is the boat?

Level 2

- 👂 Show me something we can use to catch the fish?
- 👂 What other animals live in water (objects in sight).
- 👂 Find me a red fish.
- 👂 The fish is swimming under the boat. Where is the fish?

Level 3

- 👂 Catch a fish and put it in a bucket.
- 👂 Find me something that lives in the water that does not have feet.
- 👂 What is a frog?
- 👂 Baby duck is lost, what does he say? How does he feel?





Level 4

- 👂 Why can't a fish live out of the water?
- 👂 Why did the bucket sink?
- 👂 Baby duck is lost what should he do? What would you do?
- 👂 What else could you use to catch a fish (objects not in sight).





Questions for snack time

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!





Level 1

-  What is this?
-  Which one is the banana?
-  What are these called?
-  What are you eating?





Level 2

-  What do we use to cut the apple?
-  Name some other fruit we have for snack (objects in sight).
-  Milk comes from cows. Where does milk come from?
-  What shape is your plate?

Level 3

-  Which food on your plates is not fruit?
-  What does healthy mean?
-  How do we eat a banana?
-  What happens after snack?





Level 4

-  Why do we wash our hands before we eat snack?
-  Why is the milk cold?
-  What made the butter melt on your toast?
-  Why can't we eat the banana without peeling it?





Questions for Farm Yard

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!





Level 1

-  What is this?
-  Where is the pig?
-  Find me the tractor.
-  Where are the ducks?





Level 2

-  Find me something that the farmer drives?
-  Name me some other farm animals (objects in sight).
-  The cows are eating grass and the pig is asleep. Who is sleeping? What are the cows doing?
-  Find me the big horse.

Level 3

-  Put the pig in the tractor and the horse in the barn.
-  The farmer's dog is hiding. How does the farmer feel? What does the farmer say?
-  Find me an animal that does not live on the farm.
-  What does harvest mean?

Level 4

-  The farmer's tractor won't work. What should he do?
-  How can the farmer get to the shops now?
-  The fence has fallen down. What do you think made the fence fall down?
-  Why might the horses run away?

Questions for outdoor play

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 👤 What is this?
- 👤 Find me a bike?
- 👤 What did you hear?
- 👤 What did you see?

Level 2

- 👤 Where is the big ball?
- 👤 What other toys can we play with? (objects in sight)
- 👤 Find me 2 hoops.
- 👤 What is happening?

Level 3

- 👤 Run and touch the fence and then bring the hoop to me.
Ready steady – go.
- 👤 Find me something that you can play with that does not bounce
- 👤 What does safe mean?
- 👤 Tell me how to play the game.





Level 4

- 👤 Why will the bike break if I ride it?
- 👤 Why can't we play outside when it is raining?
- 👤 What makes the car move?
- 👤 What should we do to keep safe on a bike?





Questions for Play Dough

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!





Level 1

-  What is this?
-  Find me another one like this.
-  Where is the rolling pin?
-  Where are the cutters?





Level 2

-  Which one can we use for rolling out the play dough?
-  What are you making?
-  Find me a star shaped cutter.
-  Name me some more shapes (objects in sight).

Level 3

-  Roll out the play dough and then find me the circle cutter.
-  Tell me how you made your (e.g. sausages)
-  What might happen to the play dough next? (when putting play dough through a press, etc)
-  What does smooth mean?

Level 4

-  Why can't we roll out the play dough with the cutter?
-  What could you do if you did not have a rolling pin?
-  What made the play dough go flat?
-  Why is it called play dough?

Questions for Sand Pit

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 🐚 What is this called?
- 🐚 Find me a bucket?
- 🐚 Where is the spade?
- 🐚 Find another one like this.

Level 2

- 🐚 What are you making?
- 🐚 Find me something we can use for digging?
- 🐚 Find me the little bucket.
- 🐚 The crab is hiding under the sand and the star fish is in the bucket. Where is the crab?

Level 3

- 🐚 Find me the digger and then hide it under the sand.
- 🐚 Tell me how to make a sandcastle.
- 🐚 What might happen next? (as you lift the bucket up to reveal sandcastle).
- 🐚 I like your shells for decoration. What does 'decoration' mean?





Level 4

- 🐚 What made the sandcastle fall down?
- 🐚 What can we do to stop the sandcastle falling down next time?
- 🐚 The crab is stuck in the sand. What can he do?
- 🐚 What other things might you find at the seaside (objects out of sight).





Questions for Story Time

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!





Level 1

-  What is this called?
-  Where is the....?
-  What did you see?
-  Find me the.....





Level 2

-  Who?
-  What?
-  Where?
-  What is happening?

Level 3

-  Tell me the story.
-  What might happen next?
-  How does feel?
-  What happened at the beginning/end?

Level 4

-  Why?
-  What could she do?
-  What would you do.....?
-  How do you know.....?

Questions for Dolls House

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 🗨️ What is this called?
- 🗨️ Find another one like this.
- 🗨️ Where is the bath?
- 🗨️ Where are the chairs?

Level 2

- 🗨️ What do we use a chair for?
- 🗨️ We sleep in a
- 🗨️ Mum is cooking tea and the boy is in his bedroom playing.
What is mum doing? Where is the boy? Who is cooking?
- 🗨️ What is happening?

Level 3

- 🗨️ Make the girl hide under the bed and hide the boy in the bath.
- 🗨️ The boy is jumping on the table. What might happen next?
- 🗨️ The boy jumping on the table. What does mum say?
- 🗨️ What does 'ticking-off' mean?





Level 4

- 🗨️ How can we tell this is the kitchen?
- 🗨️ Why will the boy get into trouble?
- 🗨️ Mum has burnt her hand cooking. What should she do?
- 🗨️ Why can't we sleep in a bath?





Questions for car mat and garage

These are just some of the questions you could ask. To keep play child led change some of the details to match the objects that the child is playing with. Also try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!





Level 1

-  What is this?
-  Where is the fire engine?
-  What did you hear?
-  Find the police car.





Level 2

-  Find the red car.
-  The car is going to the garage to get some petrol. What is the car doing? Where is the car going?
-  What is happening?
-  What else has wheels? (objects in sight).

Level 3

-  The car has arrived at the garage. What happens next?
-  Find me something else we can drive that is not a car.
-  The car won't start. What does the driver say? How does the driver feel?
-  What does 'frustrated' mean?

Level 4

-  Why will the cars crash?
-  What could the silver car do to avoid a crash?
-  Oh hdear! The cars have crashed. What should we do?
-  Why should we wear seat belts when in a car?




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**Examples of differentiated
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Literacy

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!




Level 1





-  Name items, real or pictures, e.g. 'What's this?'
-  Find named items, e.g. 'Show me the.....'
-  Find matching items, e.g. 'Find another....like this'

Level 2





-  Answer 'Who?', 'What?', 'Where?' questions about information that has just been given, shown or read. This requires recall.
-  Identify by properties or attributes, e.g. 'Who is kind/mean/generous/ugly/beautiful?'
-  Categorise examples, e.g. 'Name another character in a story' or show a picture of groceries, 'What fruits can you see?'
-  Give another example, e.g. 'Yes, X is a character. What other characters are in the book?'

Level 3

-  Summarise information, e.g. 'What happened to X?'
-  Choose a suitable title or name for a story e.g. 'What can you call your story?'
-  Retell a short sequence of events or a story, e.g. 'Tell me what happened'

-  Identify what a character might think or say about a situation in the story, e.g. 'What was the boy thinking?' and 'What did his Mum say?'
-  Identify how a character might feel in a situation, e.g. 'How was the boy feeling?'
-  Make a simple prediction about what might happen next. For some children this will be extremely hard support them by:
 - Retelling the sequence of events so far for them.
 - Highlighting the critical elements of the event.
 - Linking the event in the story to the child's personal experience.
-  Define words, e.g. 'What does suspicious mean?'

Level 4

-  Inference, e.g. 'How can we tell...?', 'How can we tell that this character is feeling angry/happy, is poor, has committed this crime, etc.?' Again the child may need support in identifying the critical information in order for an inference to be made.
-  Justify a prediction made at Level 3, e.g. 'Why do you think that X will happen?'
-  Justify the action of a character, e.g. 'Why did a character behave in that way?'
-  Solve a problem. 'If X happens or doesn't happen, what should the character do?', e.g. 'If the dog doesn't come home before bedtime, what should the boy do?' Apply the situation to the child's own personal experience.

MATHS

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 🌻 Name items, real or in pictures e.g. shapes, angles, mathematical symbols.
- 🌻 Find named items.
- 🌻 Find matching items.

Level 2

- 🌻 Identify by properties or attributes e.g. more than, the least, total, first, last, heaviest, lightest, smallest.
- 🌻 Categorise examples, e.g. types of triangles.
- 🌻 Name other shapes in the same category, e.g. types of triangle/4-sided shapes.

Level 3

- 🌻 Identify items that could fit a certain category with specific criteria.
- 🌻 Identify what other items could not fit into a given category.
- 🌻 Understand a series of instructions to complete a sum.
- 🌻 Explain how to complete a sum/mathematical application.
- 🌻 Define words and symbols.

Level 4

- ☼ Inference – i.e. give reasons and evidence why this particular item fits a given set of criteria, e.g. ‘How can we tell this is an X?’
- ☼ Define compound words.
- ☼ Justify why something was done.
- ☼ Solve a problem which requires reasoning skills and not just working out. For example mathematical application.

SCIENCE

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- ✿ Name equipment.
- ✿ Find equipment by name.
- ✿ Match pieces of equipment with others that have the same function.

Level 2

- ✿ Identify by properties or attributes e.g. 'Which material is flexible/rigid?'
- ✿ Identify items by a description of their function, e.g. 'What pumps blood in the body?', 'Which could you use to make clothes?' . Try this first where the items or pictures of the items are in front of the child; in later lessons, try this where the items are not visible.
- ✿ Categorise items, e.g. 'Yes, a whale is a mammal, what other mammal can you think of?'
- ✿ Describe what is happening e.g. 'What happens to the shadow?'

Level 3

- ✿ Recount, in sequence, the steps taken in an investigation. The task will be easier if the child has the materials in front of him to give a visual reminder. Initially support the child, either:

- by supplying the information (sentence strips or photos) for the child to correctly organise, or
- by giving alternatives, e.g. 'Did you do X or Y next?' or a prompt 'What happened after you did X?' for each step.
- ‡ Name something that's in the category but has an exception, e.g. 'Which bird can't fly?'
- ‡ Name something that does not fit the category. 'Which of these materials is rigid but not transparent?'
- ‡ Predict the outcome of the investigation. This prediction must be obvious. 'This slope has a rough surface. How fast will the car go?'
- ‡ Define words and technical terms e.g. 'What does transparent mean?'

Level 4

- ‡ Justify a prediction made a Level 3, e.g. 'Why will X happen?' or 'Why did Y happen?'
- ‡ Present a solution to a possible problem, e.g. 'The soil is really dry, what should we do?'
- ‡ Justify why a certain course of action has been taken, e.g. 'Why did we use equipment X rather than equipment Y?'
- ‡ Make a judgement, e.g. 'How do you know X happened?'

DESIGN AND TECHNOLOGY

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- ✂ Name equipment.
- ✂ Find equipment by name.
- ✂ Match one tool with another that has the same function.

Level 2

- ✂ Identify items by a description of their function – try this first where the equipment is in front of the person; in later lessons, try this where the things are not visible.
- ✂ Categorise items of equipment, e.g. that cut or stick.
- ✂ Give another example within the category, e.g. other things that could be used to cut a particular kind of material.

Level 3

- ✂ Recount the steps taken to make something. The task will be easier if the child has the materials in front of him to give a visual reminder. Initially support the child, either
 - by supplying photos for the child to correctly organise, or
 - by giving alternatives, e.g. 'Did you do X or Y next?' or a prompt 'What happened after you did X?' for each step.
- ✂ Name something that is in the category, but has an exception.
- ✂ Name something that is not in the category.

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- ✂ Predict the outcome.
- ✂ Define words and technical terms.

Level 4

- ✂ Present a solution to a possible problem – perhaps a difficulty in construction, or how could X be improved?
- ✂ Justify why a certain course of action has been taken, e.g. 'Why should we join these materials with X rather than Y?'

GEOGRAPHY

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!

Level 1

- 🌐 Name items, real or pictures etc.
- 🌐 Find named items.
- 🌐 Find matching items e.g. 'Find another sign-post like this one.'

Level 2

- 🌐 Identify by properties or attributes, e.g. 'Look at the map and show me a red/yellow road' or 'How is a church drawn on a map?'
- 🌐 Categorise items, e.g. 'Find all the rivers. Write down their names.'. 'What do you think these brown shapes are?'
- 🌐 Explain what is happening, e.g. 'What is happening?' or 'What you see in a picture?'
- 🌐 Identify what other items might fit the same category, e.g. 'What other colours are used to show a road?'

Level 3

- 🌐 Name something that's in the category, but has an exception, e.g. 'Which church is not in a village?'
- 🌐 Name something that does not fit the category, e.g. 'Which of these coloured lines does not represent a road?'
- 🌐 Recount, in sequence, anything that is a step-by-step event, e.g. 'Which roads would you walk along to get from the post-office to the school?' The task will be easier if the child has the

materials or pictures in front of him to give a visual reminder and support the organisation of thought. Initially support the child either:

- by supplying the information (sentence strips or photos) for the child to correctly organise, or
 - by giving alternatives ('Does X or Y happen next?') or a prompt ('What happens after X?') for each step.
- 🌐 Predict the outcome of a course of action, e.g. 'If the river floods which houses will get wet?'
 - 🌐 Define words and technical terms. 'What are flood defences?'




Level 4

- 🌐 Justify the prediction made at Level 3, e.g. 'Why do you think X will happen?'
- 🌐 Present a solution to a possible problem, e.g. 'What could they do to stop the flooding?'
- 🌐 Justify why a certain course of action has been taken, e.g. 'Why is a good idea not to build houses on that flat area by the river?'
- 🌐 Make a judgement – how does the child know something, e.g. 'How do you know that this house on the map is on a hill?'





History

These are just some of the questions you could ask older children. Try and think of your own questions too but make sure they are at the appropriate level and remember not to ask too many!






Level 1

-  Name items, real or pictures.
-  Find named items.
-  Find matching items.

Level 2

-  Answer 'Who?', 'What?', 'Where?' questions about information that has just been given, shown or read. This requires recall.
-  Identify by properties or attributes, e.g. 'Which picture shows wealth/poverty/peace/wartime?'
-  Categorise examples, e.g. recall causes of X event, what were the 3 main aims of X?
-  Give another example.

Level 3

-  Summarise information.
-  Retell a short sequence of an historical event – much easier for the child to give a recount immediately after hearing it.
-  Gradually increase the time-lag between hearing and recounting the events.
-  Identify what a historical figure might have thought or said about a situation.
-  Identify how people might have felt in a situation, e.g. children in a Victorian school.