Level to start at guide

How to use this guide

- Below is a table that can be used to guide which language plan level to start at..
- For each row highlight or circle the level your child is at.

Child Profiles Guide

- If the child can do 3 out of 4 parts in one column e.g. language plan level 3, then you can try starting on the next level e.g. language plan level 4.
- If the child can do 2 in one column e.g. language plan level 1, and 2 in another column that is the next level up e.g. language plan level 2, then start on the lower level - therefore in this scenario language plan level 1.
- If a child's profile is fairly uneven e.g. one from each column, then it is recommended that targets are taken from the target bank to support your child. It is recommended to select targets from the target bank that match the lower language plan levels first for that child, as well as targets for the other areas that you've identified the child requires support with.

Level to start at:	Language Plan Level 1	Language Plan Level 2	Language Plan Level 3	Language Plan Level 4
Row 1: Following instructions with key words	• Can follow instructions with 1 key word but finds instructions with 2 key words more challenging	• Can follow instructions with 2 key words but finds instructions with 3 key words more challenging	• Can follow instructions with 3 key words but finds instructions with 4 key words more challenging	• Can follow instructions containing 4 key words
Row 2: Understanding concepts	• Needs support to follow short instructions with any of the concepts: 'big', 'in', 'on', 'under'	• Shows understanding of 'big', 'in', 'on', 'under'. • Needs support with following short instructions with 'in front of', 'next to' and 'little'	• Shows understanding of 'in front of', 'next to', 'big' and 'little'. • Needs support with following the concepts 'short', 'different', 'beside', 'today', 'tomorrow'	• Shows understanding of 'in front of', 'next to', 'different'. • Needs support with the concepts 'backwards', 'forwards', 'first', 'second', 'third'
Row 3: Answering WH questions and understanding of pictures / verbal statements / stories	• Needs support with answering simple 'where' and 'what' questions e.g. 'where is the...', 'what's this?'	• Is answering simple 'where' and 'what' questions and now needs support with answering 'who', 'what', 'where' questions based on pictures or short verbal statements e.g. Johnny went to the park to get an ice cream	• Is answering WH questions based on pictures or short verbal statements. • Needs support with answering simple WH questions relating to stories • Finds 'when' questions challenging	• Is answering simple WH questions relating to stories. • Needs support with answering 'why' and 'how' questions
Row 4: Forming Sentences	• Using single words and some 2 part phrases and now needs support with using these more consistently	• Using 2 part phrases but now needs support with consistently using 3 and/or 4 part sentences e.g. the boy is riding a bike, the boy is riding a bike in the park	• Uses sentences but now needs support with linking them together e.g. to describe a sequence of 2-3 pictures	• Is joining sentences together and now needs support with using more adjectives and time concepts to give a richer narrative