

The Communication Friendly Classroom Toolkit



Purpose...

As part of our aim to make Boarshaw Primary as 'communication friendly' as possible, we have created a 'toolkit' for all teaching staff to print and display within classrooms. This approach will encourage consistency throughout the school as it provides Reception to Year 6 with the same bank of resources. As a result, the students will be familiar with these visuals as they move up the school from year to year.

Within this 'toolkit', you will find seven resources to use in the classroom. You may want to display these in a 'Communication Corner' or position them around the room. It would be beneficial for staff to print the toolkit visuals on large sheets of paper to enable students to view them from their desks.

If you have any questions about the toolkit and how it can be used, please contact Karen Deadman SALT TA

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Resource 1: Interaction Posters

The following posters should be displayed in every classroom to remind teaching staff about the importance of using 'Blank Levels', the 'Hand Rule' and the 'Traffic Lights' system.

1 NAMING

Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?

1

2 DESCRIBING

What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

2

BLANK LEVEL QUESTIONS

3 IDENTIFY

How are these the same?
Tell me something else
you could use...
Tell me a story...
Find me one to use with
this...
Tell me the beginning
middle...end...

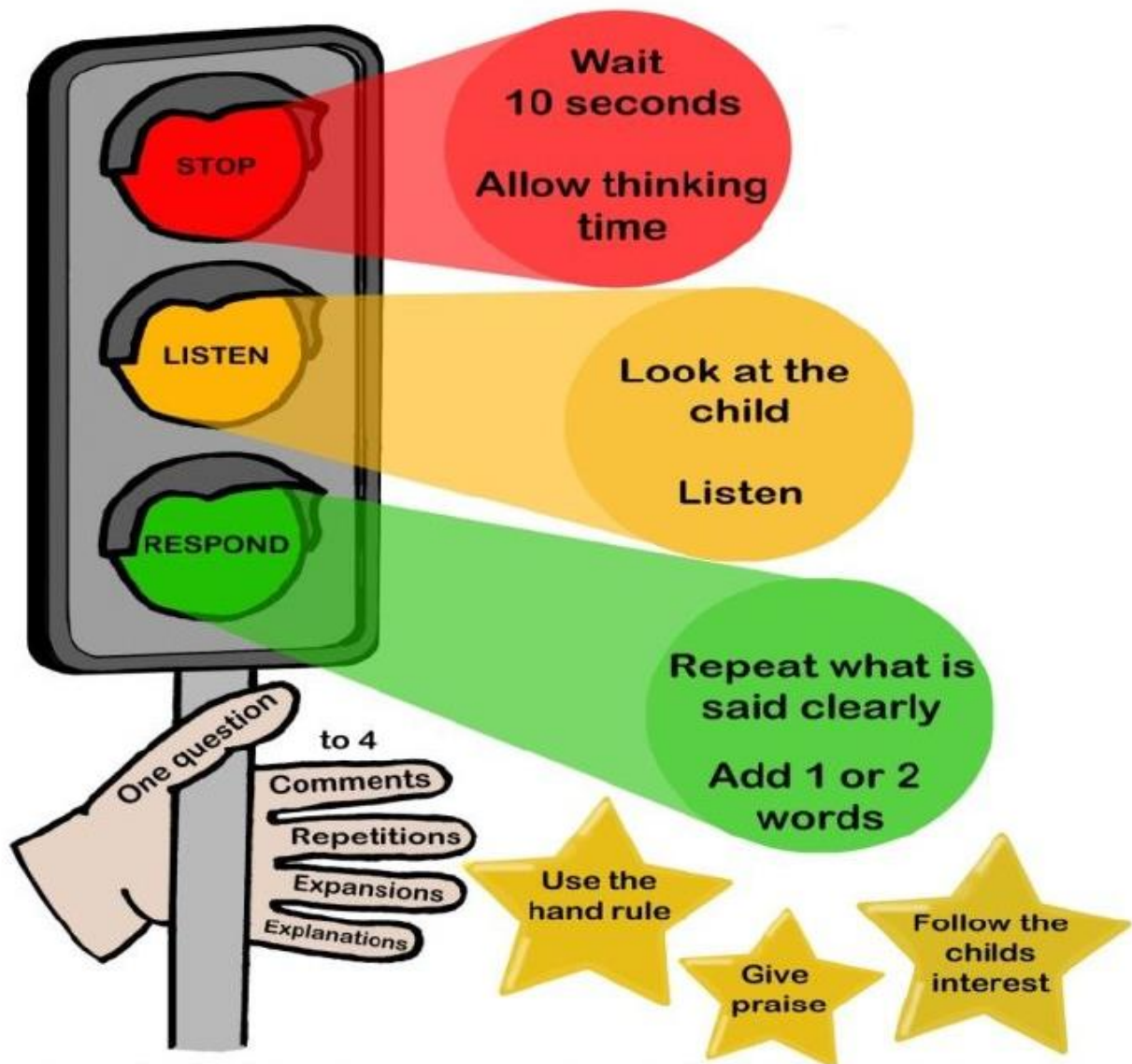
3

4

4 PREDICTING

What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?

Interaction



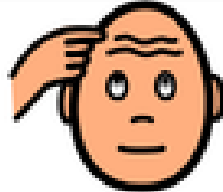




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Designed by Livi Rowe, Henrietta McLachlan, Liz Elks and Leo Wood



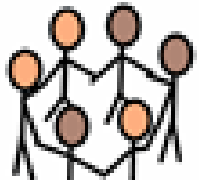
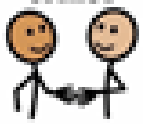
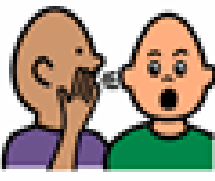

Resource 2: Listening Rules

Display this listening rules poster in your classroom and go over it with the students before any group activities (e.g. using a fun chant). If attention/listening skills begin to dip, refer back to the poster and provide a clear reminder.

The rules of good listening	
Ears listening	
Eyes looking	
Brain thinking	
Take turns	
Sit still	

Resource 3: 'Volume scale'





You may find that some children talk 'too loudly' or 'too quietly' in your classroom. Display this 'volume scale'. Encourage the children to look at this and think about 'turning' their voice 'up' or 'down' when appropriate. Use the colours and numbers to allow for consistency (e.g. 'Jake, I need a purple voice please because we are doing silent work now').

5		Emergency/ Screaming Voice
4		Yelling/ Outside Voice
3		Loud/ Group Voice
2	TURN AND TALK 	Partner Talk/ Small Voice
1		Personal Conversation/ Whisper Voice
0		Quiet/ No Voice

Resource 4: 'News Sharing Board'

Have a laminated copy available for 'news sharing' on a Monday morning or before any small group activities takes place. Pass the sheet around the circle and encourage each student to share some news about their weekend (e.g. a place they visited, a film they watched etc.). As the students go through their news, ask them to tick each 'question word' off with a board marker. If the students miss any important information out, use the visual as a reminder (e.g. 'Great story but you haven't ticked the 'where' box. Can you share that with us too?'). Ask the student to wipe the board clean before passing it on to the next. This will encourage speaking, listening and narrative skills. If you have time, it can also be a tool to develop social skills. Ask each child to ask a question relating to X's news and listen carefully to the answer. This will encourage turn-taking and topic maintenance.

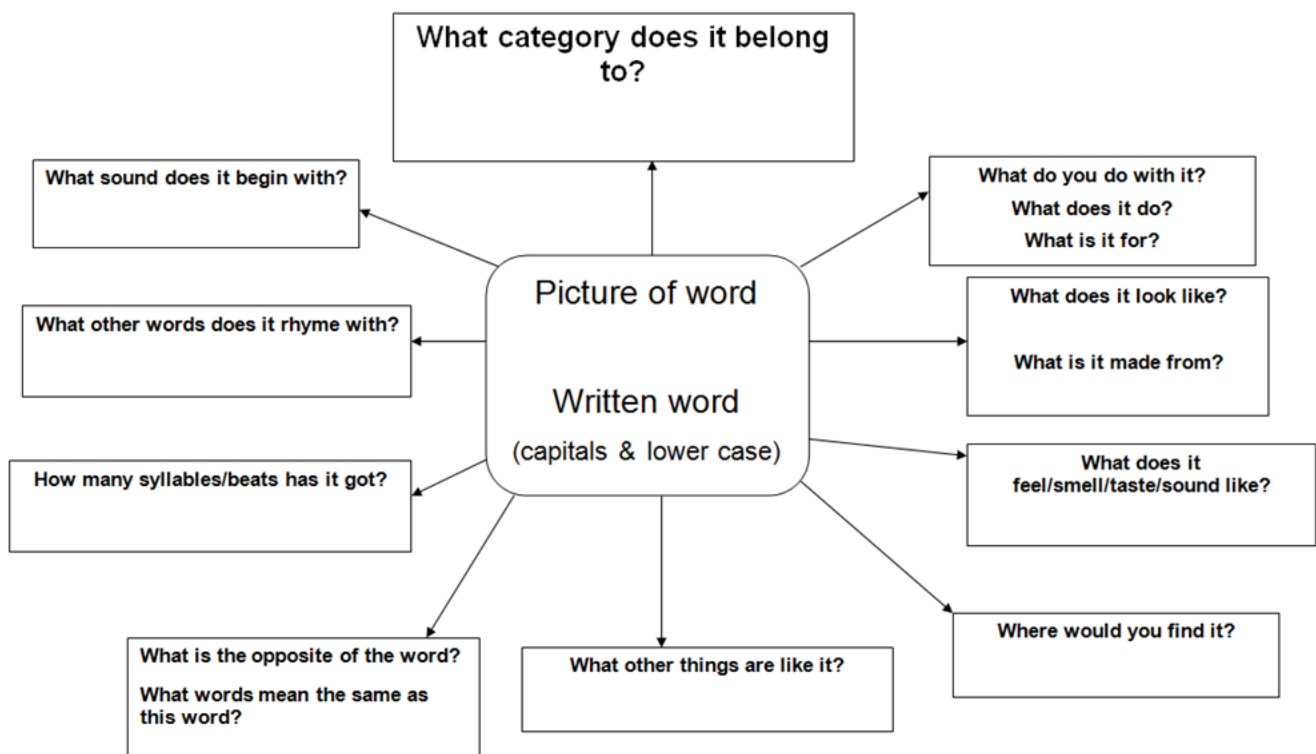
MY NEWS...

who 	
where 	
when 	
what happened 	

Resource 5: Word Web Template

Word webs encourage students to make lots of connections so that words can be stored in different ways. They can be used when introducing new topic vocabulary. Stick this template up in the classroom as a prompt for creating word webs together (e.g. as a class on the board) as well as a reminder for older (e.g. KS2 students) to create their own webs when tackling new vocabulary. Make the webs even more visual by adding drawings/cartoons to encourage students to remember definitions. If you don't have time to complete a whole web when learning the word, pick out some of the key boxes and focus on these.

WORD WEB



Resource 6: Feelings Scale

Make discussions about feelings more visual by displaying this basic resource in the classroom. Use the colours and numbers consistently to make emotion expression nice and simple for students who may struggle (e.g. 'I can see you're at a yellow, Katie. Would you like to talk about the work with me?').

Feelings Scale

1		I'm happy & confident
2		I'm feeling ok
3		I'm a bit worried
4		I might need some time out soon
5		I'm very angry or worried

Resource 7: Whole Class Visual Timetables

Enlarge, print and laminate the timetable template below. Each morning, either draw on or print symbols for the activities of the day then rub them out/remove them when completed. Visual timetables allow for predictability and reduce anxiety; especially for students who find the idea of 'change' difficult. They also help students with attention difficulties as they act as a motivator to complete jobs (e.g. 'Look at the timetable. You can see you only have ten minutes of writing left then it will be lunch time'). If you find it easier to use your whiteboard instead of the paper template, feel free to do this as an alternative. You can also find useful visual timetable templates and symbols on the Twinkl website.

Today's Timetable								
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