

Communication Pyramid – Key Stage 2

The child is able to say all of the speech sounds in words, with no noticeable errors.



**Speech
Sounds**

Be positive; use lots of praise.

Repeat words clearly without asking the child to copy (modelling).

Don't tell children when they have made a mistake, use modelling instead.

If you are having difficulties understanding the child:

- Ask them to say it again
- Go back and repeat the parts of the message that you understood e.g. "going where?"
- Ask them to tell you some more about it
- Can they show or take you there?
- Communicate face to face – encourage them to use gestures

Uses grammatically correct sentences.
Uses passive sentences.
Uses clear and specific vocabulary in conversation.
Asks / answers factual and inferential questions.
Uses a variety of words.
Gives synonyms and categories in word definitions.
Uses figurative language (metaphors, personification and similies).

Expressive:
talking; signing;
vocabulary; grammar;
Use of symbols,
charts and electronic
aids

Category games: Name 5 categories, Scattergories and Hedbanz.
Simon Says – using prepositions e.g. put the book on the table, encourage them to give instructions too (take turns).

Well-established understanding of all Blanks levels.
Can follow more complicated (4-step) instructions including sequential concepts and prepositions.
Understands passive sentences.
Begins to understand jokes and riddles.

Understanding:
following directions;
receptive language;
understanding
questions

Be aware of the child's level of understanding before you give them an instruction / ask them a question (e.g. information carrying words and Blanks levels).
Reduce length of instructions.
Slow down speed of instructions.
Use repetition.
Ensure they understand the vocabulary.
Get attention first.
Visual support (pictures or symbols and written words).

Enjoys both physical activity (gross motor) and fine motor activities (drawing, cutting etc).
Wants to play fairly.
Likes riddles and jokes.
Dramatic play.

Sustained and integrated.
Able to listen and attend well in class.

Using gestures – waving and pointing.
Joins in play with other children, begins to interact.
Shares toys, takes turns with assistance.
More established pragmatic skills (looking at speaker, standing at an appropriate distance, facial expressions, turn-taking).

Play:
functional; symbolic;
imaginative

Attention and Listening:
waiting; looking;
listening; completing short tasks; joint attention

Pre-Verbal and Early Interaction:
eye contact; turn-taking; pointing

Activities such as board games (turn-taking and sportsmanship).

Use their name to help focus their attention (make sure they're looking at you).
Play games that develop their ability to listen and follow simple instructions.
Praise good listening skills – use visual good looking, listening and sitting cards.
Activities: Simon Says, Musical Statues, Ready, Steady, Go, Kim's game.

Follow their lead, play people games.
Activities: Action songs & rhymes, cause and effect toys, burst pause sequences (hiding games, ready steady go, making interesting sounds).
Eye contact: bubbles, balloons, funny faces.
Supported social groups involving turn-taking, topic maintenance and awareness of listener needs.