

Next Steps following completion of The Progression Tools

Communication Area	Universal Support (Select 1-2 relevant strategies as required)	Targeted Support
Understanding Spoken Language	- Gain the child's attention prior to giving an instruction or explanation of something. https://communicationhub.org/wp-content/uploads/2022/12/How-To-Support-Attention-and-Listening.pdf - Repeat instructions directly to the child. - Allow extra time for the child to process, follow and respond to instructions and spoken information. - Provide the child with an 'asking for help' prompt to use in the classroom. https://communicationhub.org/wp-content/uploads/2023/10/Asking-for-Help.pdf https://communicationhub.org/wp-content/uploads/2023/09/HOW-TO-Use-asking-for-help-visuals.pdf https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-Use-Asking-for-Help-Visuals.pdf	3 – 7 Years 'Comprehension Builders' group https://communicationhub.org/wp-content/uploads/2024/04/CLCH-SLCN-Comprehension-Builders-Group.pdf 4 – 7 Years 'Language for Thinking' https://communicationhub.org/wp-content/uploads/2023/03/WHAT-IS-Language-for-Thinking.pdf 5 + 'Using Visualisation to Support Understanding'

	• Break down lengthy instructions into smaller steps. • Write down instructions and questions on a mini whiteboard. • Use a task planner to structure tasks for the child to follow. ➤ https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-Use-a-Task-Planner.pdf • Check the child has understood what you have said by asking them to explain it in their own words. • Consider the different types of questions being asked and the complexity involved in these: ○ https://communicationhub.org/wp-content/uploads/2022/12/What-are-Blanks-Levels-of-Questions.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/What-are-Blanks-Level-1-Questions.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/What-are-Blanks-Level-2-Questions.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/What-are-Blanks-Level-3-Questions.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/What-are-Blanks-Level-4-Questions.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/How-To-Use-Blanks-Questions-when-Reading.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/How-To-Use-Blanks-Questions-in-the-Playground.pdf ○ https://communicationhub.org/wp-content/uploads/2022/12/How-To-Use-Blanks-Questions-in-Science.pdf	○ https://communicationhub.org/wp-content/uploads/2023/03/WHAT-IS-Using-Visualisation-to-support-understanding.pdf
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Understanding and Using Vocabulary	• Teach the sound and meaning of words when introducing new vocabulary. • Provide the child with repeated exposure to new vocabulary. • Provide the child with repeated opportunities to use new vocabulary in peer discussions, and in their written work. • Use pictures, diagrams, and videos to help explain new words and concepts where possible. • Use visuals such as Word Webs / Word Wizards. • Teach words relating to time, and model how to support the use of these words in context. • Provide the child with a wide range of verbs to express their thoughts. • Support the child's understanding of a range of words relating to measurement and how to use these in the correct context.	3 – 5 Years • 'Box Clever' group 5 – 11 Years • 'Vocabulary Builders (Word Aware)' group ◦ http://thinkingtalking.co.uk/
Sentences	• Provide the child with sentence starters related to the topic of discussion / work. • Ask the child a question and give them a couple of minutes to think of an answer before asking them to share their answer. • Use visual sentence strips: ◦ https://communicationhub.org/wp-content/uploads/2023/01/Colourful-Semantics-Sentence-Strips.pdf • Provide the child with word banks of key words, including adjectives, connectives or key words to use in their spoken and written answers. • Provide the child with sentence starters related to the topic of discussion / work. • Use partner talk tasks to allow the child to share their ideas and practice answers with a peer/ adult.	3 – 5 Years • 'Sentence Builders' group ◦ https://communicationhub.org/wp-content/uploads/2023/03/WHAT-IS-Sentence-Builders.pdf ◦ https://communicationhub.org/wp-content/uploads/2022/12/CLCH-SLCN-Sentence-Builders-Group.pdf 3-6 Years • 'Using Shapes to Support Sentences' group ◦ https://communicationhub.org/wp-content/uploads/2026/04/CLCH-SLCN-

	• Teach the child how to use mind maps to help them plan their ideas for writing. • Teach paragraph structures – The child is likely to need extra practice and support to learn these. Present these visually where possible. • Teach story structure using visual support e.g., story planners and story mountains. ○ https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-use-a-story-planner.pdf ○ https://communicationhub.org/wp-content/uploads/2023/10/Narrative-Planner.pdf	Using-Shapes-to-Support-Sentences.pdf
Storytelling and Narrative	• Provide the child with word banks of key words to use in their spoken and written answers when retelling stories. • Teach story structure using visual support e.g., story planners and story mountains: ○ https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-use-a-story-planner.pdf ○ https://communicationhub.org/wp-content/uploads/2023/10/Narrative-Planner.pdf • Teach the child sequencing skills: ○ https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-Support-Sequencing.pdf • Provide the child with sentence starters related to the topic of discussion/ work. • Ask the child a question and give them a couple of minutes to plan/ think of an answer before asking them to share their answer	'Narrative Builders' group: • https://communicationhub.org/wp-content/uploads/2023/03/WHAT-IS-Narrative-Builders.pdf • https://communicationhub.org/wp-content/uploads/2022/12/CLCH-SLCN-Narrative-Builders-Group.pdf

	• Use partner talk tasks to allow the child to share their ideas and practice answers with a peer/ adult. • Teach the child how to use mind maps to help them plan their ideas for writing. • Teach paragraph structures – The child is likely to need extra practice and support to learn these. Present these visually where possible.	
Speech Skills	• Support the child's phonological awareness: ◦ https://communicationhub.org/wp-content/uploads/2022/12/HOW-TO-Support-Phonological-Awareness.pdf • Model speech sounds in context. ◦ https://communicationhub.org/wp-content/uploads/2022/10/HOW-TO-Teach-Speech-Sounds.pdf	
Social Interaction	• Include the child in break time / lunchtime clubs and involve them in activities that they might enjoy with peers with similar interests e.g. board games, card games, roleplay. • Increase the structure of lessons and tasks so that the child knows what will happen next e.g. use of whole class timetable for the lesson, and structured task planners for individual tasks. • Increase the structure of group work tasks by assigning clear roles and rules. • The child may benefit from knowing how long a task will last, use digital timers, and display these to the whole class. • Support the child to understand non-literal language such as sarcasm and humour by explaining these directly. • Consider the classroom environment – The child may be easily distracted when the door is open.	EYFS and KS1 • Emotional Language Builders ◦ https://communicationhub.org/wp-content/uploads/2023/02/CLCH-SLCN-Emotional-Language-Builders-Group.pdf Key Stage 2 + • Language for Behaviour and Emotions ◦ https://communicationhub.org/wp-content/uploads/2023/03/WHAT-IS-Language-for-Behaviour-and-Emotions.pdf

	• Support the child to reflect on and understand what has happened when there have been misunderstandings with peers using visual support such as Comic Strip Conversations. • See events on the Bi-borough Communication Hub for staff learning workshops on comic strip conversations and stories to support social understanding: ○ https://communicationhub.org/events/	All Ages • 'Lego Therapy' group: ○ https://communicationhub.org/wp-content/uploads/2022/12/CLCH-SLCN-Lego-Therapy-Group.pdf
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