Classroom communication plays an important role in everyday classroom instruction. Research suggests that both of its dimensions, verbal and nonverbal are of equal importance, yet little attention has been given to mutual interplay of their particular components. This contribution considers teacher movement as an important interlocutor of classroom nonverbal communication and gives special attention to its relevance to teacher’s verbal discourse. Using mixed method design, the contribution presents research outcomes based on data collected in school years 2011/2012 and 2012/2013 in 6th grade classes of Czech lower secondary schools. 30 teachers teaching 30 different Czech language classes were subject of standardised participant observation. Special attention was payed to teacher’s position, type of classroom activity and type of interpersonal interaction taking place in the class. The contribution suggests that teacher movement is an important predictor of teacher’s communicative practices. By examining teacher trajectories within the classroom it introduces certain cues of classroom communicative exchanges and raises awareness of hidden aspects of classroom communication procedures.