

LEARNING TO USE SPEECH SOUNDS

A PACK OF ACTIVITIES FOR EDUCATION STAFF AND PARENTS



ORAL PLAY Gymnastics for lips and tongue!



During talking we move our lips and tongue all the time to make different sounds. It takes time to learn to move them in the right way.

Remember to keep it fun. Use things the child enjoys. Try and play face to face or with mirrors so they can see your mouth.

Lip Games



- rounding lips - blowing; candles, feathers, 'blow football', 'blow fish', straws, musical instruments, party blowers - kissing, blowing raspberries, noises (ooh - ghost/wind)
- spreading lips - smiling, funny faces in front of mirror, making noises (e.g. ee aah and ooh-ee-ooh-ee)

Tongue Games

- chocolate buttons - hold on tip of your tongue
- jam / honey - lick off top / bottom lip or corners or all around lip
- lollies - licking
- Mr Tongue Book - published by Bird Art



Have a go yourself to show the child.

Practise for a few minutes every day.

It's time to move on
when the child can do these games quickly and easily

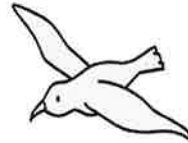
SOUND PLAY

Listening to sounds

A child need to be able to listen to sounds before he/ she can say them.

- Attract the child's attention to everyday noises around school and outside

*e.g. telephone
doors banging
voices
aeroplanes
birds*



Encourage child to tell you what he/she hears

- Gather noise-making objects / toys / animals and explore the noises they make

- Sing songs and rhymes and leave pauses for the child to finish off



- Stop / Go games, The child jumps when adult makes a sound eg banging drum, clapping hands, then the child stops jumping when there is no sound.
- Matching sounds - use pairs of 2 or 3 musical instruments, hide one set behind a barrier and the other set in front of the child. Adult plays an instrument and child has to find the matching sound. When the child has mastered this, move on to child matching 2 sounds in sequence, then 3 sounds.
- Matching a sound to an object. Collect 4 toy animals and demonstrate the sound they make. Put the toys on the floor or table and ask child to pick the animal that matches the noise the adult makes.
- LDA Sound Lotto games - matching a sound to a picture

Find a quiet place, these activities are also fun to do in a small group of 4 children.

It's time to move on

when the child is noticing more noises around them, listening to songs and matching 2 noisy objects / musical instruments

SOUND PLAY

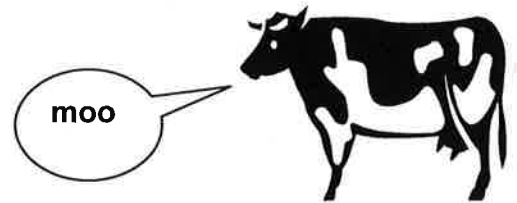
Making sounds

You need to practise making sounds on their own before you can say them in words. We use over 20 speech sounds when we talk so get practising!

Use anything the child enjoys. Try toys, real objects, books and pictures, songs.

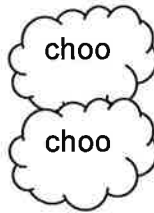
Make the sounds and encourage the child to join in:

Animal Noises: e.g. cow - "moo"
sheep - "baa"
crocodile - "ah"
snake - "sss"
monster/lion - "raah"



Vehicle Noises:

e.g. car - "brum, brum"
"beep-beep" "crash!"
train - "choo-choo"
plane - "neeah!"



Pretend Play: e.g. eating - num-num, yum-yum, mmmmm
drinking - slurp!, ggg (gulp)
pouring out - sh ___
microwave - ping!
sleeping - snoring + sh!
clock - tick-tock-brrrr (alarm)
phone - ring-ring-, brr-brr

Water Play: e.g. splash!
quack-quack

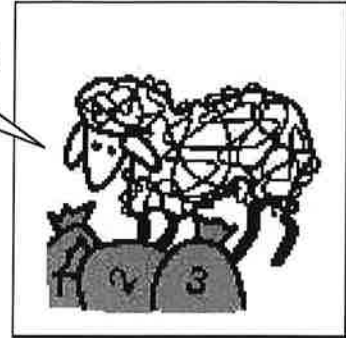
Active Play: *e.g. down a slide / swing - whee!
jumping in puddles - splash!
chase - go! Stop!
peepo - boo!
Peep-o*

Songs:

Leave out words for the child to fill in

*e.g. "baa-baa black"
"round and round the"
"and this little piggy cried (whee!)
all the way home"
Old Mac-Donald - miss out animal noises*

baa-baa



Stories and Nursery Rhymes:

Look for ones with the same words repeated over and over:

*e.g. "fee, fi, fo, fum" - Jack and the Beanstalk
"huff and puff" - 3 Little Pigs
"tap, tap, tap" - Billy Goats Gruff
Also "The Giant Turnip" and "Going on a Bear Hunt"*

Pass the sound

Adult starts with a sound is passed round the circle with each child attempting to imitate the sound.

Use everyday sounds, animal sounds, transport sounds, speech sounds

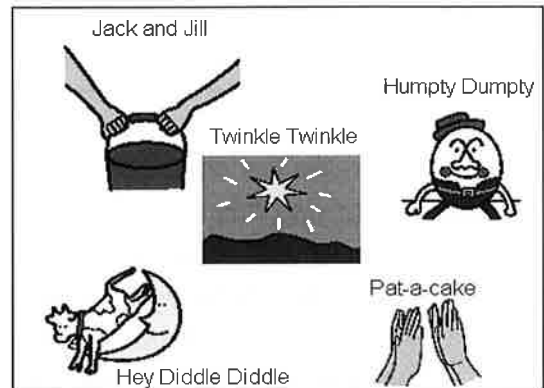
The Speech and Language Therapist will provide specific speech sound activities for individual children referred to the SLT service.

FUN WITH PHONICS - NURSERY

The child needs to be aware of sounds and the way we use them to talk.

Rhyming Games

- Sing nursery rhymes together
- Read rhyming story books,
e.g. "Cat in the Hat", "Chicken Licken"
- Make up 'silly' words that rhyme,
e.g. "apple - wapple, sapple, mapple"



First Sound Games

- Choose 3 objects, each starting with a different sound.
Give the child clues about which one you are thinking about:
e.g. "It starts with 'c' and you drink out of it"
- Hunt for objects that start with the same sound. Ask the child to collect them in a bag
- Guess what I'm talking about:
e.g. "It starts with 'd' and it barks",
"It starts with 'b', it bounces and you kick it"



Don't forget to use the sound and not the letter name, *e.g. whisper "p" not "pea"*

"How many beats in the word?" games

- Clapping people's names, Sam-i-a, John, Us-man, Chris-to-pher
- Put objects on a table, clap out the number of beats in the name of the object. Can the child guess which one you are thinking of? (Don't forget "a-pple" and "o-range" will both have the same number of beats and for this game you need some long and some short words)

LINKING SOUNDS TO EARLY LITERACY SKILLS

Some children have difficulties pronouncing sounds which may make their speech hard to understand, *e.g. saying 'loo at dat ta' instead of 'look at that car'.*

Some children also have difficulties developing literacy skills.

It is possible to develop speech and literacy skills by developing sound awareness skills (Phonological Awareness).

These skills are:

- Syllable structure
- Identifying initial sounds
- Listening for sounds in the middle and end of words
- Rhyme
- Blending sounds
- Listening to the difference between sounds - sound discrimination

There are a range of activities in the Letters and Sounds Pack - Phase 1

General strategies for speech sound development

Repetition and modelling

Repeat back the word as it should be said. Don't correct the child but give an opportunity for him / her to hear how the word is said.

Eg Child: 'Tup'

Adult: 'Yes, it's a cup'

Children need to hear how a word is said again and again so provide plenty of opportunities for this

Eg Child: 'Where my dock?'

Adult: 'Where's your sock? Here's your sock. You wear a sock on your foot. Look at your red sock' My sock is black'

Emphasise sounds

Emphasise the correct sound using simple clear speech.

Sometimes children talk too quickly, model how they should talk by slowing your speech stressing the correct sounds.

Some children find it helpful to see the key sound written down. Draw attention to the key sound when reading stories

Praise

Praise the child explaining why he / she has done well

Eg. 'I like your 'sss' sound at the beginning of that word'

Mime and Gesture

If the child finds it difficult to get his / her message across, encourage him /her to show you, use gesture etc

Ask questions to clarify eg 'Are you talking about ...?'

Sound Awareness Skills

Some children also have difficulties with literacy skills and will benefit from work on sound awareness skills.

Syllable structure

Identifying initial sounds

Listening for sounds in the middle and end of words.

Rhyme

Blending sounds

Listening for the difference between sounds (discrimination)

Home - school diary

A home - school book can be useful to share news if the child's speech is particularly difficult to understand.

The parent writes a sentence about something that happened at home eg trip to swimming pool, and the child draws a picture.

The teacher is able to cue into what the child is trying to say.

School staff can give news of the school day with a picture / widget symbol for the child to talk about with parents.

<p>4;0 – 4-05 yrs</p>	<ul style="list-style-type: none"> Speech immaturities still evident but usually understood by others sometimes uses front sounds t,d instead of back sounds 'k,g' (e.g. cook -> 'toot') May omit /s/ in blends e.g. smoke – 'moke'. 	<p>cat – 'tat' scissors – scissors purse – purse girl – 'dir' fork – 'fork' spoon – boon' elephant – 'ewifunt'</p>	<ul style="list-style-type: none"> Always substitutes 'short' sounds t/d or p/b for 'long' sounds s/f (e.g. sofa -> 'topa') in all word positions (Speech not improving and / or sounds 'unusual' rather than immature)
<p>4;06 - 4;11 yrs</p>	<p>Speech should be intelligible but following still common</p> <ul style="list-style-type: none"> 's' and 'l / r' blend errors 'sh, ch, j, r, th' produced in immature fashion 	<p>snake - nake swing - wing flower - fower church – turts judge - dudz letter – yetter(wetter) this – dis / vis red – wed green – geen / gween sheep – seep television – tewivizion</p>	<ul style="list-style-type: none"> Always uses front sounds t,d instead of back sounds 'k,g' (e.g. cake -> 'tate'). Can't imitate 'k/g'. (Speech not improving and / or sounds 'unusual' rather than immature)
<p>5;0 – 5;11 yrs</p>	<ul style="list-style-type: none"> Occasional errors with 's' and 'l/r' consonant blends imitates 'l, sh, ch, j' (and possibly 'r' and 'th') sounds but may still produce immaturity in words 	<p>flower - fyower church – churts string – swing / sting judge - judz letter – yetter(wetter) this – dis / vis red – wed green – geen / gween sheep – seep television – tewivizion</p>	<ul style="list-style-type: none"> Never uses 's' or 'l/r' blends accurately always produces 'ch, j, sh', or 'l' in an immature manner. (Speech is not improving and / or sounds 'unusual' rather than immature)
<p>6;0 – 7;0 yrs</p>	<ul style="list-style-type: none"> sometimes produces isolated words inaccurately due to 'habit' difficulty with 'th' and 'r' may persist beyond 7 yrs 	<p>this – dis / vis thin - fin red – wed green –gween</p>	<ul style="list-style-type: none"> Child has lisp affecting one or more sounds (NB SLT will advise but unlikely to offer input until child is at least 7 yrs)

REFERRAL GUIDELINES: SPEECH

AGE	Acceptable speech skills for age (see below) Refer to SLT if additional factors such as; <ul style="list-style-type: none"> • Severe level of concern from parent and / or school staff • History of speech and / or language difficulty in immediate family • Other areas of the child's communication skills are delayed 	Possible cause for concern. Refer to SLT if child fits the descriptor related to their age band (or related to a younger age band)
2;0 – 2;05 yrs	<ul style="list-style-type: none"> • Uses small range of sounds and syllable structures • Often (but not always) omits consonants at the end of words. 	<ul style="list-style-type: none"> • chiefly vocalises • few vowels • few consonants.
2;06 – 2;11yrs	<ul style="list-style-type: none"> • Uses all vowels and at least / p b t d n m w / consonants in short words. • usually puts a consonant at the end of words (may not be correct consonant) • many words produced in an immature manner 	<ul style="list-style-type: none"> • Few vowels • Few consonants • Restricted syllable structures e.g. mainly consonant-vowel combinations such as mummy -> 'muh', bed -> 'beh'
3;0 – 3;05 yrs	<ul style="list-style-type: none"> • <i>imitates</i> a range of sounds (e.g. all vowels and consonants p,b,t,d,c/k,g m,n,f,s,w,y,l) but may not use these consonants accurately in words • regularly uses 'short' sounds e.g. t/d or p/b instead of 'long' sounds e.g. sofa -> 'topa') 	<ul style="list-style-type: none"> • May omit <i>most / all</i> consonants at the beginning (e.g. car -> '_ar'), or end (e.g. bed -> 'be_') of words • Words produced in several different ways (e.g. spoon -> 'boo', 'oon', 'bun').
3;06 - 3;11yrs	<ul style="list-style-type: none"> • speech clarity 'break downs' when child has a lot to say • regularly uses front sounds t,d instead of back sounds 'k,g' (e.g. cook -> 'toot') • still producing many simple words in an immature manner 	<ul style="list-style-type: none"> • 'favourite' sound (e.g. g or d) substituted for many other sounds. • Word doesn't sound anything like target. • Speech not improving and / or sounds 'unusual' rather than immature