

## Speech and Language Support Sheet 21

### Working on Speech Sounds

#### Stage 1 - Can they copy?

See if they can copy the target sound from an adult or say it when shown a Phonics picture

- If they can, practice the sound regularly on its own (Stage 3)

If they can't, try Stage 2.

#### Stage 2 -Can they copy when looking?

- Encourage him/her to look at your lips and tongue to help show how the sound is made
- Look in mirrors together and copy the lip/tongue same that is needed
- Talk about where the tongue has to go for example, if a child cannot say the /f/ sound you might say, "Put your teeth on your bottom lip and then blow."

Once the sound is being made move onto Stage 3

#### Stage 3- Can they say the sound on its own?

For example, if you are practicing the /t/ sound you would practice saying /t/, /t/, /t/ multiple times in a row. Aim for 10 clear repetitions of a sound in a row. When you feel they can say the sound consistently on its own move onto Stage 4

Make sure adult is modelling just the sound rather than adding an 'er' or 'e' on the end.

#### Stage 4 -Can they say it with vowels and into words

**4a** With a vowel **unblended** (i.e. with a small pause) If the target sound was "p"

Child to copy adult: p – a p – e p – i p – o p – u OR a – p e – p i – p o – p u – p

**4b** With a vowel **blended** (i.e. both sounds together)

Child to copy adult: pa pe pi po pu OR ap ep ip op up

These will make 'silly words'.

Praise "I heard a good /p/ there!" or "I heard a b...can you try p?"

Once your child can say the sound blended with a vowel you can move the sound into simple words, small phrases and then in sentences. Only then will your child start to generalise this sound into all speech.

If you can't get past any individual stage within a 3-4 weeks of **regular practice** at least 3 times a week consider a making a referral to Speech and Language Therapy

Together with you, in your local community