



# Teach Speech

Activities and advice to help your child

## **Working with your child – things that make it easier!**

- Do 5-10 minutes practise every day. This is much better than 30 mins once a week. It stops the children getting bored and helps them remember from day to day.
- Choose a time when both you and your child are at their best. It is important that you are both alert and relaxed.
- Choose a time and place when there are as few distractions as possible, e.g. when others are at school or asleep and when the TV and radio are off.
- Sit at the same level as your child so that he or she can see your face easily.
- Work through the programme slowly over the next 12 weeks so that your child can be confident about one stage before moving on to the next.
- What your child is doing may be difficult for him or her so remember to be patient and give lots of praise and encouragement. Stickers or a star/reward chart are good for this!

Be flexible and remember to have fun!

## **Step 1 – How to make the sound**

Write your child's special sound here.

How were you told to help your child make this sound?

**Listening – Ask your child to listen while you make the sound correctly. Praise them for good listening.**

### **Practice**

Hold up your hand with fingers curled. Get your child to say the sound 5 times as you uncurl your fingers. When all your fingers are open, wave your hand and give a cheer to praise your child. See if you can work up to 10!

### **Practise**

Try making the sound using page 1 of your workbook.

## Step 2 – Joining the sound onto other sounds.

Joining the sound onto vowels is how we start working towards saying the sound in the words.

Ask your child to copy you saying each of these vowel sounds:

- ah
- ay
- ee
- eh
- ih
- eye
- oh
- aw
- uh
- oo
- oy

Now try saying the sound and then the vowel sound:

- \_\_\_\_\_ah
- \_\_\_\_\_ay
- \_\_\_\_\_ee
- \_\_\_\_\_eh
- \_\_\_\_\_ih
- \_\_\_\_\_oh
- \_\_\_\_\_aw
- \_\_\_\_\_uh
- \_\_\_\_\_oo
- \_\_\_\_\_oy

Start by leaving a little gap, then try running the sounds together.

## PRACTISE

Look at the sounds on page one of your workbook, say and colour.

### **Step 3 – Saying words that start with the sound.**

If your child can blend well then they are ready to move onto words!

Remember that he or she will probably have to think hard about how to say the word to begin with but this should get easier as you practise together.

Read through the names of the pictures starting on page two to your child. Exaggerate the sound a little and point it out, e.g. “I could hear a \_\_\_\_\_ in that one! Could you? Let’s listen again!”

### **PRACTISE**

Spend 5-10 minutes each day working with your child. It’s up to you exactly what you do. You could do a worksheet followed by a game. Try to vary the activities so that your child does not get bored!

- Choose pictures for the workbooks. Remember to colour in the pictures!
- Choose games from the next page:- you have extra pictures at the back of your workbook to use for games.

**Games:** Cut up the pictures from the extra worksheets into squares and stick them onto card. (Otherwise children can see through the paper and cheat!) You now have a pack of cards with 2 of each picture.

Now you can play more games together and have lots of fun! **Snap!**

- **Pairs/Memory**
- **Kim's game** – (lay out one of each picture, cover and take one away, or cover and try to remember what's there)
- **Lost!** - (hide one half of the pairs around the room for your child to find and match to the other set)
- **Fishing** – (catch a word fish with magnet and paperclips)
- **Guess what....?** – (give your child clues to guess what is on your hidden card)
- **Postbox** – (say your word and post)
- **Sweets/penny** – (place on top of each card and collect one for each)
- **Hide under game pieces i.e. pop-up-pirate/skittles**
- **Beanbags/socks** – (say a word and throw into basket)
- **Jump** – (draw pictures on big pieces of paper. Child to tell adult which one to jump on)
- **Water pistols** – (draw word on sheet of paper towel. Peg on washing line. Say and shoot!!)
- **Fly swat** – (use a fly swatter to swat the picture the adult gives a clue for)
- **Pets/family members!**

## Step 4 – Using words in phrases and sentences.

Your child has had lots of practise saying words by themselves and now needs to start putting them into sentences. Again, this can be tricky to start with but will get easier as you practise!

### PRACTISE

Remember – 5-10 minutes is enough, so choose perhaps one game and one worksheet, or two games from the following,

Carry on playing the **games from Step 3** but now encourage your child to use a phrase or a whole sentence:

“Snap!” – “It’s a .....

“Pairs” – “..... and .....

“Lost!” – “I found a .....

“Fishing” – “I caught a ....”

“Guess what ...?” – “Is it a .....

Use your imagination to think of other games.

Remember that children love games that adults might think are silly!

Choose worksheets from the phrase/sentence section of your workbook.

## Step 5 – Remembering to use your new sound!

You and your child have been working really hard and your child should now be able to say words with the sound easily.

The next step is to make it a habit. This means keeping up your practise until the new sound is produced automatically. This step is **really important** because your child needs to **remember** to use the new sound, otherwise all your hard work will be wasted!

### PRACTISE

Keep doing your 5-10 minutes a day but now you can use a wider range of activities. Here are some ideas:

- Rhyme and story
- Take some picture cards and make up a story. Can your child tell **you** the story or make up one of their own?
- Get your child to make up a story about something beginning with their sound.
- Tell your child a story and 'forget' to use the sound. See if your child can spot the mistakes. Children usually think it's very funny when grown ups make mistakes!



## **Step 6 – Saying words that end with the sound.**

Now your child is ready to move onto words that end with the sound!

### **PRACTISE**

Use the pictures with the sound at the end to practise the games and activities from Step 3.

## **Step 7 – Using the sound at the end of words in phrases and sentences.**

### **PRACTISE**

Look back at Step 4. Do exactly the same thing for your words with the sound at the end.

## **Step 8 – Remembering to use the sound at the end of words.**

Look back at Step 5. Do exactly the same thing for your words with your sound at the end.

**REMEMBER AND HAVE FUN!!!!**

## Correcting

Your child will forget to say their sounds at times. It is important to correct them in a helpful way so as to support their use of the sounds and not discourage them from trying.

You will need to support and correct your child at each step of the programme. There are 4 levels of correction which gradually reduce the amount of support given to increase your child's independence.

**Level 1:** This is very direct and gives lots of help.

- respond to their message
- explain their error
- Tell them HOW to do it
- show them the sound and model the correct production  
E.g. Child: "It's a tey" Adult: *"It is a key! Key has a our /k/ sound at the beginning. Remember to open your mouth really wide. Listen... Key!"*

**Level 2:** This has slightly less help.

- respond to their message,
- explain their error,
- show them the sound and ask them to fix it.  
E.g. Child: "It's a tey" Adult: *"It is a key! I think you forgot your /k/ sound on 'key'. Can you fix it?"*

**Level 3:** This is even less help again

- Repeat their error and ask them to fix it.  
E.g. Child: "It's a tey" *Adult: "you got a tey?"*

**Level 4:** This just asks them to repeat it and correct it.

E.g. Child: "It's a tey" *Adult: "What was that?"*

## Contact Details:

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*NHS Tayside Children and Young People's Speech and Language Therapy Service*



**Tuesdays between 9.30am and 11am**

**Thursdays between 4pm and 6pm**

Our Advice Line number is: **01382 740 317**

Age	Your child will probably use these	Your child may NOT use these sounds
18 months - 3 years	m, n p, b, t, d w, h 	<ul style="list-style-type: none"> <li>Your child may not use sounds at the end of words</li> </ul>
3 years - 4 years	m, n p, b, t, d, k, g w, h, y f, s	<ul style="list-style-type: none"> <li>Some long sounds like 's, f, v, sh, ch' may not have developed so he may say 'bideo' for video, 'bish' or 'bid' for fish or 'dun' for sun.</li> <li>He may not use 'k' and 'g' sounds but use a 't' or 'd' instead so he may say 'dar' for car and 'det' for get.</li> </ul>
4 years - 5 years	m, n p, b, t, d, k, g w, h, y, l f, v, s, perhaps sh	<ul style="list-style-type: none"> <li>Blend sounds like 'sp', 'st', 'bl', 'cr' may not have developed so he may say 'poon' for spoon, 'bue' for blue and 'cisp' for crisps.</li> </ul> 
5+ years	m, n p, b, t, d f, v, s, z, sh, ch, j w, h, y, l, r, th Blends may start to develop eg 'sp', 'st', 'bl' 'cr'	<ul style="list-style-type: none"> <li>Children often don't learn to use 'th' and 'r' sounds until they are at least 6 years old. Many adults don't use the 'th' sound and it is unlikely that a speech and language therapist would work on it.</li> </ul>