

Colour coding the sounds of speech

Colour coding links **speech sounds** which you *hear* to **where they are made** in the mouth (what you can *feel* and *see*) and what the corresponding **letter looks like**. It is multi-sensory because the children are encouraged to **feel and see where** the sounds are made. We also encourage the children to **feel and see how** the sounds are made and to become aware of loud and quiet sounds.

Blending is the process of saying the sounds in a word and then ‘running’ or ‘sliding’ them together to make the word, e.g. ‘c—at’ or ‘c--a—t’ is cat. This is a skill your child will need to learn. It is easier to learn to blend long sounds (e.g. **m,n,s** rather than **c,t,p**).

It helps blending if sounds can be said with as little vowel sound as possible following the sound e.g. ‘s’ not ‘suh’.

Colour	Reason for colour	Where sounds are made	Sounds
Red/pink sounds	Lips/lipstick red Quiet sounds pink	made with your <i>lips</i>	voiced/loud - b v m w voiceless/quiet - p f
Light blue /dark blue	Blue veins under the tongue Quiet sounds Light blue	made with your <i>tongue tip</i>	voiced/loud - d z n l r voiceless/quiet - t s
Green sounds	Between blue/yellow; flat grass lawn....	made with the flat part of the front of the tongue	j sh ch y
Yellow /orange sounds	At the back where you need a torch to see. Quiet sounds yellow Loud,voiced sounds orange	made at <i>the back</i> of your tongue	voiced/loud - g ng voiceless/quiet - c k ck h nk
Black sounds	Coming through a dark tunnel of varying shape	made by the tongue in the middle of the mouth	Vowels – a e i o u
Other sounds: q : yellow (c) and red (w) x : yellow (c) and blue (s) y : consonant- green vowel= black			

Talking about stories

Remember as well as reading the words, children really benefit from looking and talking about the story through the pictures. If they are ready to do so, try to encourage your child to say what they think will happen on the next page before he/she turns over.