



SEND Support Services: Working on Speech Sounds



Age Range: 3- 9 years

Who can use this: Parents/Teachers/TAs,
following guidance from a Speech and
Language Therapist

When to seek extra support:

- If the child or young person gets frustrated and/or says they can't talk properly
- If they withdraw from talking
- If you feel your child is still not making progress

Who needs this?

Children who are experiencing:

- Delayed speech
- Unintelligible speech

Your Speech and Language Therapist will advise which sounds you should be working on.

What can you do?

Working with children/young people with speech difficulties can be challenging for them, here are some things you can do:

- Practise little and often. Pick a time of day when your child is feeling relaxed and you have time available. 10 minutes each day is better than one long session once a week.
- Most children react well to positive reinforcement and praise when they get an item right - if they make a mistake, model the correct sound or word for them before moving on to the next item.
- Don't make your child repeat the word or sound, but pause to allow them to have a go if they want to.
- Be creative with your choice of activities, using ones which your child finds motivating.

SEND SUPPORT SERVICES: Speech and Language Team

Aesca House, South View, Ashington, Northumberland NE63 0SF, Tel 01670 624802
FACEBOOK: <https://m.facebook.com/speechandlanguageteam/?ref=bookmarks>

Activities to try:

The following activities use pictures of items or objects that include your child's target sound. They can be used with the pictures provided by your speech therapist. If you don't have any pictures, or would like to use new ones, you could cut some out of a catalogue or magazines / comics.

Spinner Game - Place the picture cards in a circle around a spinner (a pen or an empty bottle) Spin the bottle and then your child names the picture that it points to.



Board Games - Any simple board game or turn taking game can be used e.g. (Pop-up-Pirate, Snakes and Ladders, colouring pictures) – before taking each turn your child is asked to name a target picture.

Hide and Seek – Hide the pictures in various places around the room, ask your child to find the pictures and name each one as it is found.



Posting - Encourage children to name each picture before they post it in a postbox (a simple cardboard box). Reinforce production of target words by asking your child to repeat each word as the postbox is emptied.

Fishing - Attach a paperclip to each picture card, tie a magnet to a piece of string and fix to a stick (or pencil). Your child can 'fish' for the pictures by holding the magnet over the paperclip and attempting production of the target word as each picture is caught.



Ball Game – Place all picture cards face down on the floor and bounce a ball or throw a bean bag on each one in turn. When the ball lands on a picture card your child picks up the card and produces the target word.

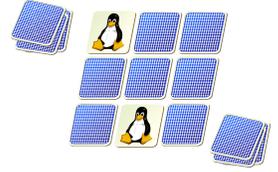
- **Skittles** – Place each picture card under a skittle (or empty plastic bottle or can). Take turns to try to knock down as many skittles as possible and ask your child to name the pictures found underneath.
- **Snap** – Using two identical sets of picture cards play the traditional 'Snap' card game, both naming each picture as it is placed down on the central pile.



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- **Pairs** – Using two identical sets of picture cards, place the cards face down on a table. It is important not to use too many pairs of cards at a time. Take it in turns to turn over 2 cards and name the target word. If the cards match the player keeps the pair and takes another turn. If they don't match the player turns the cards face down on the table again and the next person takes their turn. The winner is the person with the most pairs of picture cards.



- **Who/What Am I?** – Place a set of picture cards face up on a table. Give your child some clues about one of the pictures and he/she has to guess which picture it is and then name it.



Remember - your child is being asked to change the way they speak, or produce sounds which they find difficult. Don't underestimate how difficult this is for them - it could take a long time. Making the speech work fun and interesting will make it easier for your child and you will be helping them to develop their speech.

Useful Links for more ideas and information

- www.afasic.org.uk
- www.thecommunicationtrust.org.uk/projects/talkingpoint

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