

SPEECH SOUNDS

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What we will be covering today

- *Speech sounds and thinking about how they're made*
- *Phonology & Articulation*
- *Phonological development*
- *Sound listening programme*
- *Speech sound programmes*
- *Questions ?????*

Speech sounds

- Say the word ‘**aeroplane**’ and ‘**yoghurt**’ slowly. While you are doing so, think about:
 - ❖ what your tongue is doing. How many movements does it make?
 - ❖ how many different positions do you find it in?



Speech sounds

- Say the words ‘**swamp**’, ‘**mobile**’ and ‘**portable**’.
- Think what your lips are doing:
- Now say ‘**swampmobile**’ as one word.
- Think how you say the ‘p’ sound at the end of ‘swamp’
- Then say ‘**swamp**’ by itself. Compare the way the ‘p’ is pronounced and articulated.

Speech sounds

- Say the word 'for', then say 'cakes for tea' and compare the vowel sound in 'for'.
- Say 'was' then 'she was waiting' and compare the vowel sound in 'was'.

Phonology & Articulation

- Phonology is how sounds are used to carry meaning and how they are attached to words in our 'internal dictionary'
- Articulation is the physical ability to make sounds
- **You can have good articulation but phonological difficulties and vice versa**

***Phonological* development**

- Children have to learn:
 - to discriminate between different sounds in the language they hear (phonological awareness)
 - to produce different sounds (articulation)
 - stress, pitch and intonation (prosody)



Learning to use the correct speech sounds is a complicated business!

Speech sound development

Age at which 90% of children have acquired the sounds and vowels

3 years	m, b, p, h, w plus vowel sounds
4 years	k, g, t, d, n, ng, f
5 years	s, z, l, v, y, th, sh, ch
6 years	r, j

Law et al (2000)



Speech sound development

Sounds to expect by the time children enter....

- F1 – m,b,p,h,w,t,d,n vowels
- F2 – k,g,f (~ 3),s (~ 3 ½),l (~ 4 ½)
- Yr 1 – s blends (~ 4 ½ - 5)
- Yr 2 – sh, ch, j (~ 5 ½)
- Yr 3 – r (~ 7yr)
- Yr 4+ – th



Speech sounds

- Can be categorised into:

Loud/Quiet - *voiced/voiceless*
- *sounds come in pairs*

Long/Short - *fricatives/plosives*

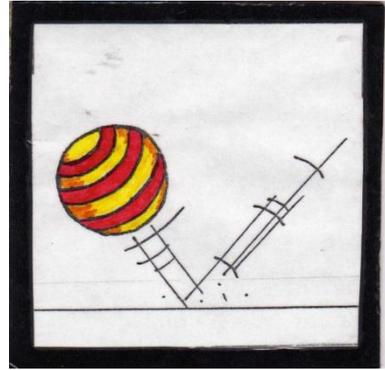
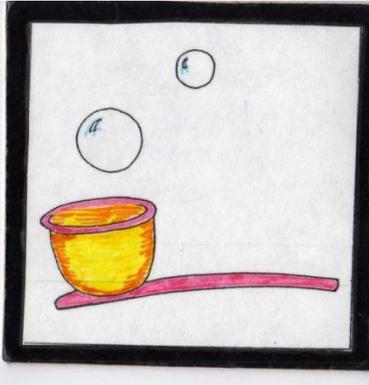
Front/Back - *place of articulation*

Also consider position in words: initial, final, medial sounds.

Phonological processes

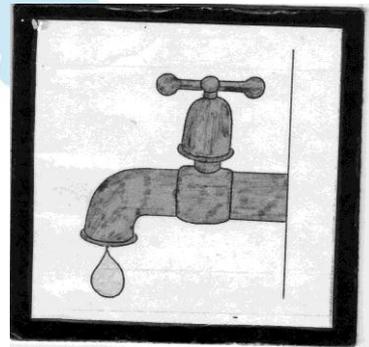
Process	Example
Initial voicing, final devoicing	Pig – ‘bik’
Delete final consonant(s)	Fish – ‘fi’
Use same consonant throughout word	Butterfly – ‘tutati’
‘Stopping’ long sounds to short	Sun – ‘dun’
Make ‘back of the mouth’ sounds at the front	Car – ‘tar’
Reduce clusters of consonants to make one consonant	Star – ‘tar’

Sound cue pictures



p

b



t

d

Don't forget - no vowels

'p' not 'puh'

Sound cue pictures



k

g



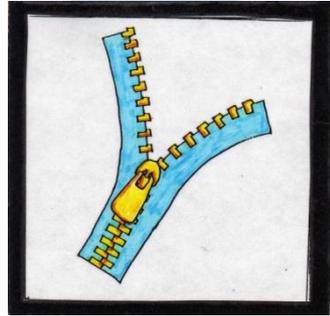
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f

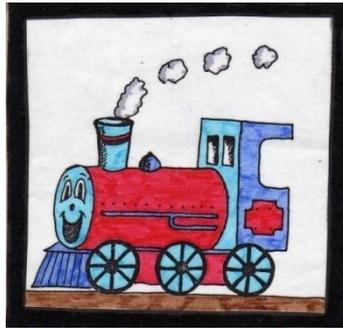
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Sound cue pictures



s

z



sh

ch



j

Sound cue pictures



m

n



i

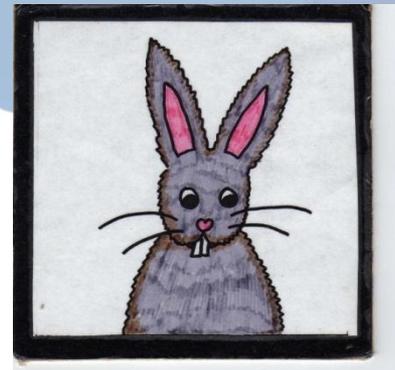
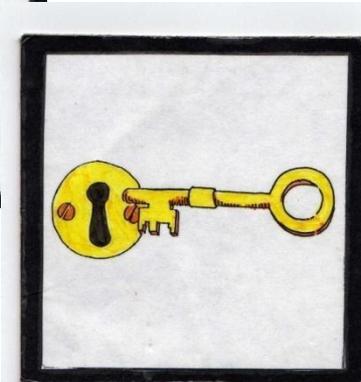
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Activity

- In your group:
Think about each sound cue picture on the sheet.
 - Is it loud/quiet?
 - Is it long/short?
 - Where is it made?

Fill in your sheet

Speech Sound Programmes



Sound listening programme

Working with sound-cue pictures

- Cut out the sound cue pictures and stick them on card.
- Before beginning, tell your child:
- ‘We are going to do some listening work. Are you ready to listen?’
- Say each sound as you place the sound picture on the work surface.
- When you are saying a sound for the child to find, make sure you do not look directly at the target picture, as this may give him/her a clue.
- Start with 2 or 3 pictures and gradually build up the number of sounds included in the activity.

Sound cue listening



Sound cue listening



To make the activity more fun and to vary the game, you can try the following:

- Play 'fishing' by attaching a paper clip to each of the sound cue pictures and asking the child to 'fish' for the sound you say.
- Stick the pictures around the room and ask your child to find the sound.
- Make a posting box and ask the child to 'post' the sound picture.
- Link the activity with a game for each 'good try' or correct answer (eg a child has a turn to make a frog jump)

- Praise your child for a correct answer, e.g. say 'good listening'. If he/she chooses the wrong picture, repeat the sound and let him/her have another go. If he/she still doesn't get it, show the correct picture and say the sound again.
- Your child may copy the sound, but does NOT have to at this stage. This is a listening activity, it is important for children to be able to hear the differences between sounds before they can make all sounds in the right places.

Loud/quiet sound sorting



Loud/quiet sound sorting



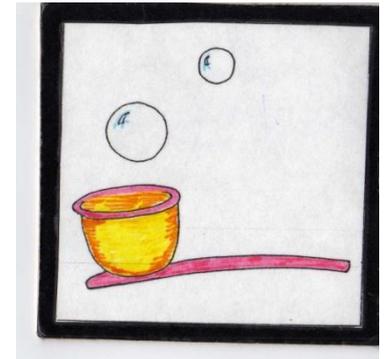
Long/short sound sorting



Front /back sorting



Sound Discrimination Task



Sorting objects



Sorting pictures



'Minimal Pairs' - Listening



Word Production



Sentence production



When to move on or ask for help

- It is important for the child to be confident at each step before moving on and it can sometimes take a long time to achieve what may look like a simple step.
- Varying the reward activity can often increase attention and motivation.
- If you don't seem to be getting anywhere or you have any concerns, please ask your S<
- If you decide to move to the next step, it is always useful to 'warm up' by going over earlier steps

Sound programmes

- Generalising use of sounds into everyday speech can be achieved through gentle prompting ,e.g. ‘pardon?’, looking for words in reading or topic vocabulary.
- Don’t correct in connected speech until words are used easily in practice sentences.
- Speech sound programmes are for each individual and should not be transferred to another child without discussing this with your S<. A general programme may be shared and carried out in a small group if agreed, Eg Sound listening programme