

DEVELOPING SPEECH SOUNDS

Some children need a bit of extra help when developing their speech sounds for a variety of reasons. Below are some ideas to support your child's development of the sounds at the end of the words. Some of the games involve rhyming words, by developing the understanding and use of rhyme, children can learn to mark the final consonants of words in a more fun way.

Your child's targets are to:

- Be exposed to consonants.
 - Recognise words that have the same ending / rhyme.
 - Recognise words that start with the same sound
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- Model the sound that your child says incorrectly. So if they say 'tish' for fish the aim is for you to say the correct pronunciation as many times as possible. E.g. You would reply, 'Yes fish a big fish, I like fish, fish fish fish.' Your child is not expected to repeat any of these models and sometimes, it is only realistic for you to say a word twice before a child moves on. 2 models to 1 error is still better than nothing!
 - Find words that start or end with the same letter. This can be done when travelling in the car, going shopping or tidying up. E.g. 'Oh look a bus that ends in 's'. What else ends with a 's', cars, cats, etc.'
 - Rhyming words, find words that rhyme. This can be done when reading nursery rhymes, or poems. Point out the letters as you say them, e.g. 'Cat in the hat, oh look. Cat and hat rhyme. They end with the same sound. Can we find any other words that rhyme?'
 - Make a 'sound bag' or 'sound box'. Have fun with your child finding objects around the house that start with a certain sound. E.g. this could be an 's' box one week and then an 'f' bag the next. As you find things you can say, yes that is a 'fan, it starts with 'f'. Good finding! These objects can then be used for the next few activities.
 - Post the cards or objects that start with the sound you are working on. E.g. you name them as they go in the box. E.g. you choose 's' words. 'saw, see, Sue (I call many of the girl toys in my collection Sue or Sam)! Emphasis the sound of each word as you post them. If your child wants to do the talking, great. If they get it wrong, model / recast the word. So you use the correct pronunciation and say the word at least 3 times.
 - Hide and seek with the cards / toys. Who can find the most cards with the same endings. Take it in turns to say the words clearly.
 - Encourage your child to post toys or other objects into a box and say "bye bye x" or "x has gone" after each one.
 - Kim's game. Place the cards on a tray. The number can vary from 3 cards up or 3 items depending on your child's ability to remember what is there. Your child closes his/her eyes while you take a card away. Your child then has to say which card / toy that is missing.