

GENERAL STRATEGIES FOR SUPPORTING SPEECH SOUND DEVELOPMENT

Repetition and modelling

Repeat back the word as it should be said. Don't correct the child but give an opportunity for him / her to hear how the word is said.

E.g. **Child:** "Tup"

Adult: "Yes, it's a *cup*"

Children need to hear how a word is said again and again so provide plenty of opportunities for this.

E.g. **Child:** "Where my *dock*?"

Adult: "Where's your *sock*? Here's your *sock*. You wear a *sock* on your foot. Look at your red *sock*. My *sock* is black."

Emphasise sounds

- Emphasise the correct sound using simple clear speech.
- Sometimes children talk too quickly - model how they should talk by slowing your speech stressing the correct sounds.
- Some children find it helpful to see the key sound written down. Draw attention to the key sound when reading stories.

Praise

Praise the child explaining why he / she has done well

E.g. 'I like your 'sss' sound at the beginning of that word'

Sound Awareness Skills

Some children also have difficulties with literacy skills and will benefit from work on sound awareness skills. This could involve working on any or all of the following:

- Syllable structure
- Identifying initial sounds

- Listening for sounds in the middle and end of words.
- Rhyme
- Blending sounds
- Listening for the difference between sounds (discrimination)

Home – school diary

A home – school book can be useful to share news and names of any key people if the child’s speech is particularly difficult to understand.

Format - The parent writes a sentence about something that happened at home, e.g. trip to swimming pool, and the child draws a picture.

The teacher is then able to cue into what the child is trying to say.

School staff can give news of the school day with a picture / widget symbol for the child to talk about with parents.

What to do when you have not understood

- Make use of gesture and mime. Encourage him /her to show you, point, use pictures, objects, actions and signs etc.
- Don’t pretend to understand what they’ve said (often they can tell because we’ve given the wrong kind of response). Be sympathetic, perhaps say that your ears aren’t working well and ask them to try again.
- If you think you have understood part of it, repeat that bit back to check you’re right and ask for clarification on the parts you didn’t understand
- Ask questions to clarify and get more information, for example:
 - “Are you talking about ...?”
 - “I know you want me to get you something, you want me to get you.....?”
 - “Something happened at school.....did it happen in the playground?.....in assembly?....in class?”
 - “I know you’re talking about an animal.....is it a big animal?.....does it live on farm?.....what colour is it?.....what noise does it make?”
- Reassure them (using a slow pace of speech yourself) that you have plenty of time to listen and see if they can tell you a little bit at a time, particularly if they are speaking quickly