

# Speech Programme for 's'

Child's Name:

Targets:

- To discriminate between 's' and 'd' in words.
- To produce the 's' sound clearly.
- To use 's' accurately in words.

Speech and Language Therapist:

This programme is only intended to be used with the named child.

## SECTION 1 - DISCRIMINATION

The aim of this section is for your child to practice hearing the difference between the 's' and 'd' sounds. Introduce this sound by showing your child the 's' picture card (found on the next page) or you can use the written letter. Model the sound to your child and ask them to listen to you and watch your mouth.

**Activity:** Every time your child hears you say the 's' sound ask them to raise their hand. For every correct answer allow your child to have a turn on a game/colour in part of a picture. Remember to say the sounds not the letter names e.g. 's' not 'suh' or 'ess'. An example is provided below:

s s d s d d s d s s d d s s d

Next you can blend the sounds with vowel sounds so your child can practice hearing the difference between longer strings of sounds.

**Activity:** Using the ladder sheet (provided) ask your child to move a counter up the correct ladder every time they hear the 't' or 'k' sound at the beginning of each blend. For example:

soo dee sah dow doo see doo sow

You can repeat this activity now listening for the sound at the end of the blend. For example:

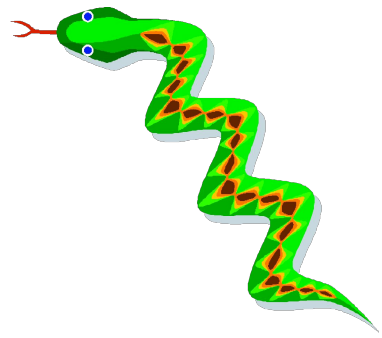
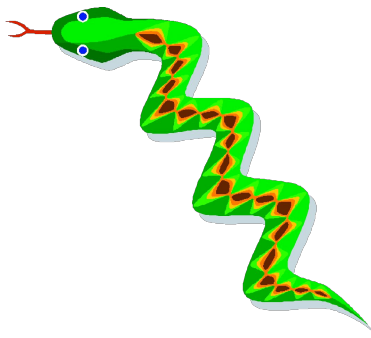
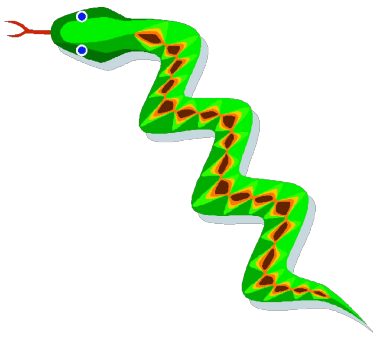
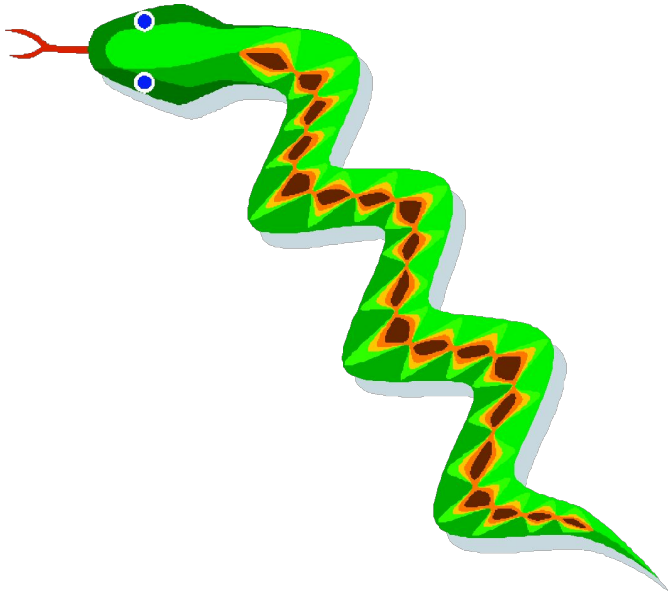
ood ees ahd ows oos eed oos owd

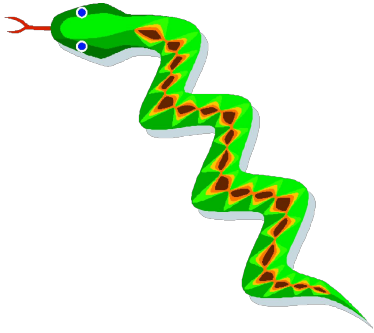
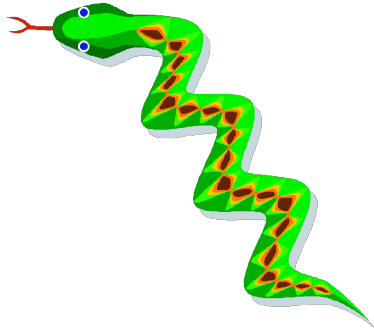
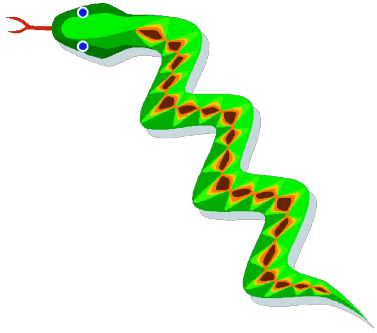
Pairs of words that sound very similar to each other are called 'minimal pairs' e.g. take/cake. Use the 's/d' minimal pairs pictures in the following activity to practice hearing the difference between the two sounds.

**Activity:** Play 'Islands' Place the pictures on the floor. Say the word for the child and get the child to run to the right island. Make sure you don't look at the picture you say

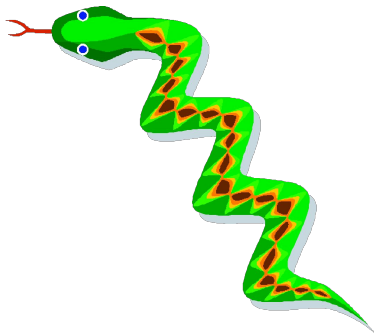
as this could guide your child. This will help your child learn that if a different sound is used the meaning of a word might change.

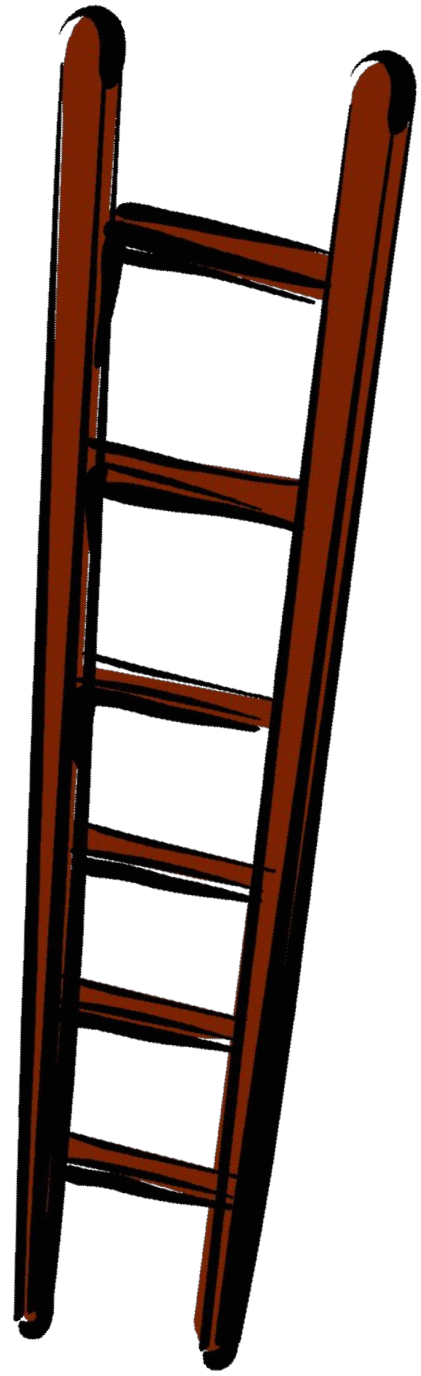
's' picture cards – you can cut these out





's' and 'd' ladders

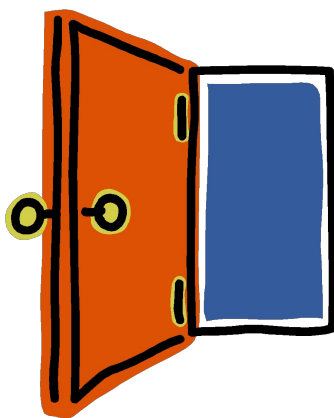




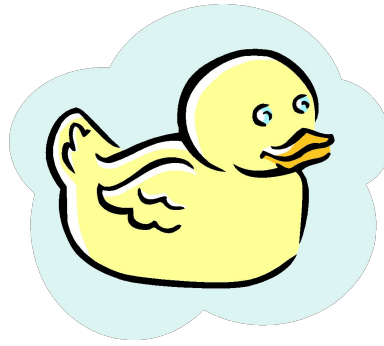
's' and 'd' minimal pairs



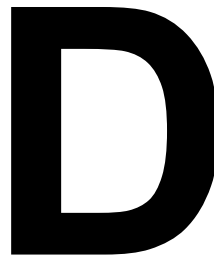
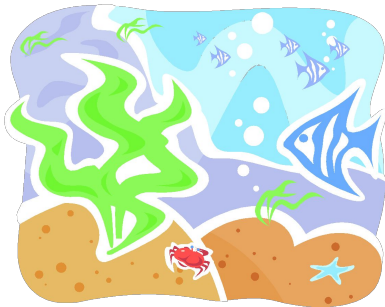
sad/Dad



saw/door



duck/suck



sea/D

## SECTION TWO - PRODUCTION

Whilst teaching your child how to say the 's' sound the use of a mirror might be helpful so they can watch their mouth/tongue. You may have to explain words such as 'front' and 'back' to your child to make sure that they understand the directions you are giving them.

The 's' sound is made at the front of your mouth. Tell your child to smile with their lips slightly apart and ask them if they can see their teeth. Instruct them to close their teeth and blow the air through them to make a 'hissy' noise. Remind them to keep the tip of their tongue touching behind their teeth. Practice saying the sound on its own and talk about it being made at the front of their mouth.

**Activity:** When practicing the sound on its own you can use the 's' picture cards, every time they pick up a card encourage them to say the sound. You can motivate them by letting them have a turn on a game or feeding the card to a monster/toy after they say 's'.

The next step is to practice blending the 's' sound with vowels. Using the blending board practice saying the 's' sound with a vowel sound – both at the beginning and the ends e.g. 'soo' 'oos'.

Make sure that your child does not separate the two sounds and they are joined together smoothly. Some blends may also be words, e.g. 'sea' and you can talk about this with your child once they have produced the blend correctly.

Usually children find it easier to say new sounds at the beginning of words but some may find it easier to say them at the end. It is worth you trying in both word positions to see what is easiest for your child. You should begin with what your child finds easiest. You will need to give your child some prompts to remember to say the 's' sound at a word level and encourage them to listen to your productions of the words. It might be helpful for you to make some deliberate mistakes to see if your child can spot them.

**Activity:** Using the 's' pictures you can play the suggested games. You can also use the minimal pair pictures but ask your child to do the talking and you have to guess which word it is they have said.

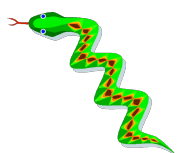
Blending board



eye



ooo












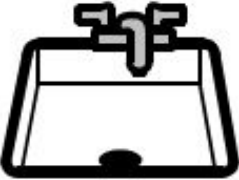








### Game Ideas:










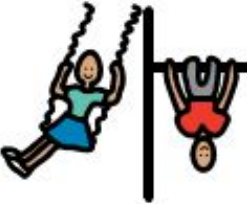






- Snap: use either 2 identical pictures or two pictures that begin with the same sound. Ask the child to say snap and then name the pictures.
- Pairs: as above. The child matches two pictures and tells you what they are.
- Feely bag: put lots of things beginning or ending in the 's' sound and/or 's' pictures in a bag. Ask the child to pull one out and tell you what they have found.
- Hide and Seek: hide pictures around the room and ask the child to find them.
- Stepping Stones: place pictures on the floor and ask the child to cross a crocodile infested river by standing on the stepping stones (pictures) and saying the words as they step on them.
- Board games: place the pictures in a pile face down. Ask the child to choose a picture and say the word before having a turn at the board game.
- Quiz: put pictures on the table and give clues until the child can guess the picture that you are talking about.
- Magic Box: give the child a picture and get them to pull pictures out of the box to try and match it to their picture.




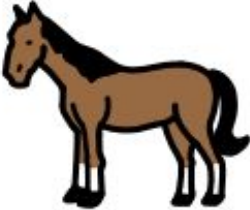




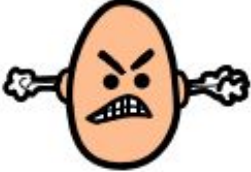






\*You could also introduce a sticker/reward chart for your child. Every time that they complete a practice session they can choose a sticker or reward point for their chart.

\*It is recommended that you practice these activities with your child for about 10 minutes per session every day...don't worry if you miss a few days. If your child is becoming tired of the activities think of some new ideas/motivators for them and give them a break for a few days before starting again.

\*If you are unsure of how to prompt your child and give them feedback related to the sounds that they are making, please speak with your Speech and Language Therapist.

<p>sit</p> 	<p>sand</p> 	<p>sock</p> 	<p>soap</p> 
<p>sun</p> 	<p>seal</p> 	<p>sad</p> 	<p>sink</p> 
<p>soup</p> 	<p>sing</p> 	<p>suitcase</p> 	<p>sick</p> 
<p>saw</p> 	<p>salt</p> 	<p>same</p> 	<p>soda</p> 

whistle 	pencil 	dresser 	dinosaur 
listen 	messy 	baseball 	muscle 
glasses 	recess 	babysitter 	princess 
chasing 	medicine 	pacifier 	motorcycle 

<p>compass</p> 	<p>dress</p> 	<p>bus</p> 	<p>horse</p> 
<p>house</p> 	<p>octopus</p> 	<p>cactus</p> 	<p>mouse</p> 
<p>furious</p> 	<p>Texas</p> 	<p>circus</p> 	<p>stegosaurus</p> 
<p>asparagus</p> 	<p>grass</p> 	<p>chips</p> 	<p>Chris</p> 