

## Speech Activities

### Listening to Speech Sounds in Words // All Ages

If your child is having trouble producing specific speech sounds, first check the age at which that sound is typically acquired (on the Communication Carousel and speech sounds chart). Learning the speech sounds of English is a gradual process, and there can be variation between children in the order specific sounds are acquired.

If you have concerns about your child's production of a particular speech sound, first check that they are able to hear the difference between that speech sound and other speech sounds when the sounds are produced on their own (as discussed in the 'Listening to Individual Speech Sounds' activity sheet). If they are successful at those activities, you can then try the following listening games. If difficulties persist, then please refer to the Speech and Language therapy service.

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#### Listening to Sounds in Words

Your child has to be able to hear the difference between speech sounds, e.g. 'k' and 't' when these are used in words. If they are producing cap as 'tap', the first stage is to see whether they can hear that the word starts with the 'k' sound. Can they point to the correct picture if you say 'cap' when presented with a picture of a cap and a tap? These listening activities will raise your child's awareness of speech sounds used within words.

All the following games are **listening** games/activities (auditory input games). The aim is for your child to **hear** words beginning with the sound he or she has difficulty with, not to say them. If s/he does repeat the word it may be better to react only if s/he says it well or better than usual. When you play the games, try to say the words as often as possible e.g. "oh you've got the castle" (or comb/cat/cup etc). "Where's the castle gone?" "You need the castle now." "Can you find the castle?"

The first step is to find lots of pictures beginning with the target sound. You can look in catalogues, find picture cards from games, print pictures off the internet or photocopy pictures from books. Your child should help you find the pictures and you should talk about them as you add them to a special picture box/file. You can then play the following games with the pictures.

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#### Hiding game

Hide individual pictures round the room. You can then ask your child to go and find a specific picture, or ask them to find all of the pictures, bring them back to you, and you name them.

#### Stepping stones

Stick individual pictures on larger pieces of paper cut to look like stones and spread them out on the floor. Tell your child which stone to jump onto.

Photocopy the pictures twice onto card or coloured paper if possible and cut them up. Use 5-8- pairs face down. Take it in turns to turn up 2 pictures at a time. If the two pictures are the same, the player keeps them and has another turn. The winner is the player with the most pairs.

### Shopping

Use objects rather than pictures if possible. All of the objects should begin with the target sound (e.g. carrot, comb, cup, corn, cake cabbage, card) Tell your child to fetch 1-3 things from the shop, naming each one.



**Three in a row** (noughts and crosses, but with pictures)

Cut up the pictures and paste in a 3 x 3 square. You'll also need two sets of 5 counters. Like noughts and crosses, the object is to make a 'line' (diagonal, horizontal, vertical) of 3 counters. Take turns, naming each picture as the counter is placed.

### Snake and Ladders

Photocopy the pictures, stick them into numbered squares, and draw snakes/ladders. You'll need counters and a dice/spinner.

### Fishing

Using a magnetic fishing game. Attach pictures to the fish (using paper clips).