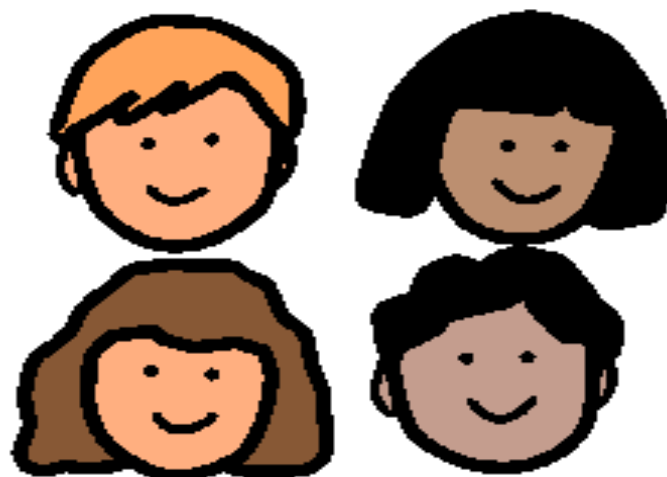


Early Years
Speech and Language Therapy (SLT)
(for 0-5 year olds)



Supporting your child's pronunciation at
home

STARTER PACK

June 2020

The Pack

This home programme pack has been designed by Speech and Language Therapists and is based on the most up-to-date research on communication development in the early years.

How-to-use this pack

1. Take a look at the **top tip**
2. Each top tip has an **activity** idea you could try
3. Think about how you can use the top tip in other **daily routines** (e.g. snack time, playtime, bath time etc.) to increase the opportunities for your child to learn throughout their day.
4. ... and finally keep it **fun** and keep it **going!**

LISTENING FIRST

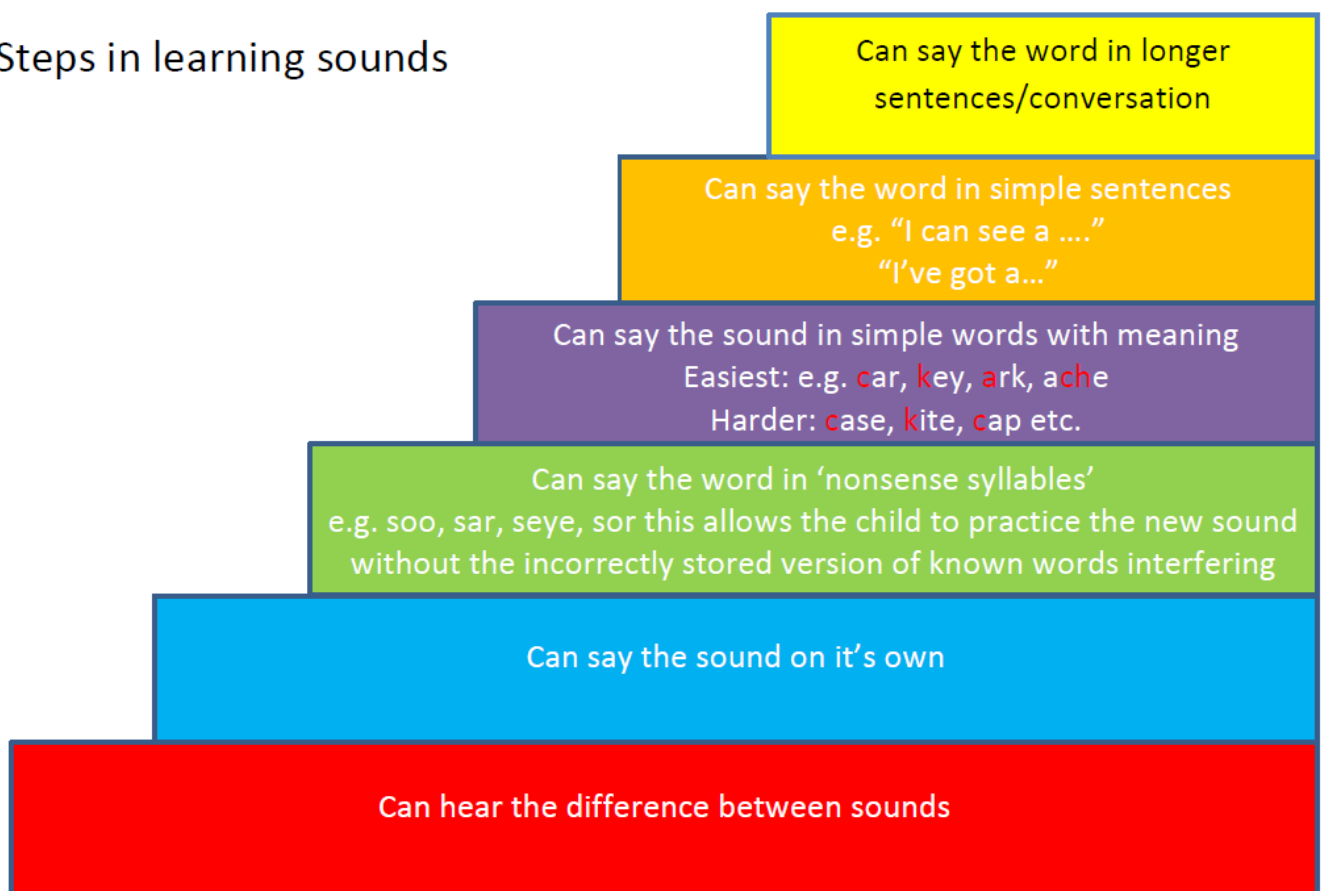
Remember that before a child is able to say a sound or letter correctly, they need to hear it lots and lots of times.

Lots of adults fall into the trap of only asking their child to say the word correctly, without having given the child the chance to hear how it should be said, lots of times.

You will find that many of these strategies do not require your child to say the sound or letter, but just to listen to you saying it.

This is helping your child to be able to say the word.

Steps in learning sounds



This diagram shows the steps children need to take towards changing how they say sounds....

It's actually quite tricky! Try changing the way you say one of your speech sounds to see how tricky it is!

Tip 1: Repeat your child's mistakes back correctly

Activity 1

When your child makes mistakes with this pronunciation, **repeat what they said back again correctly** as part of your reply. For example:

This works because:



- × **No pressure for child to repeat**
- × **Do not correct the child**
- × **Do not tell them they said it wrong**

However by using this strategy :

- ✓ **Child hears how they should have said it**
- ✓ **Child hears the right version lots of times, so they can remember it**
- ✓ **Doesn't stop the natural flow of conversation**

Once you have done this, you can then try to repeat the tricky word many times. Aim to say it at least 10 times. This sounds like A LOT! But here is an example of how to do it...



Remember:

DON'T put too much emphasis on the word, if it is over-emphasised or said too loudly it changes the sound of the word

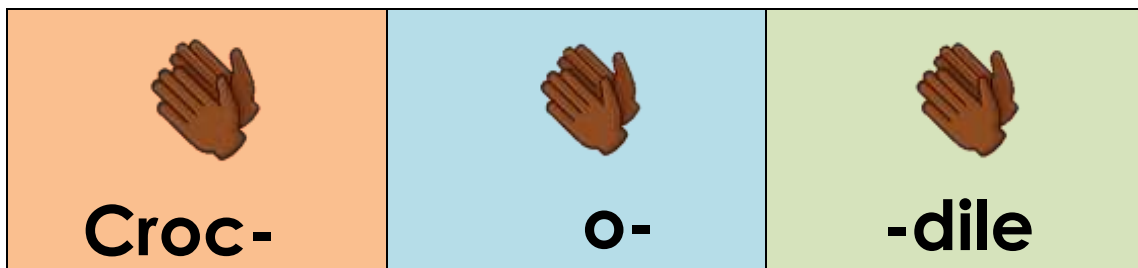
DO use nonsense and songs at times to make it fun and increase your recasts!

"Oh look at the little **cat-cat-cat-kitty-cat-cat-cat**. It's a fluffy wuffy **cat-cat-cat-kitty-cat-cat-cat**".

Tip 2: Clap out the beat of the word

Activity 2

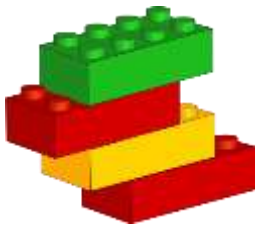
Clapping out: Clap your hands or stamp your feet to count out the number of syllables in a word e.g.



You could also try ...

Grab a bag or box and go around your house together collecting items. What can you find? A flower, a pen, a ball, etc.

Take turns to take an object out the bag, and clap out the syllables of that word. You need to do this often to see progress. So to keep it interesting, as well as clapping, another day you could...



Build towers of bricks to show the number of syllables, e.g. 2 bricks for flow-er, 3 bricks for el-eph-ant etc.

Using a drum to bang out the beats in a word



...or walk one step per syllable...



Tip 3: Use rhymes!



Rhyming words help us learn about the way words sound. The rhythm used in rhymes and songs helps makes words more memorable.

Activity 3

Rhyming songs, e.g. 'Postman Pat', or nursery rhymes with your child – miss out the rhyming word and ask your child to fill in the gap, e.g. "Humpty Dumpty sat on the wall, Humpty Dumpty had a great"

You could also try this by making up silly rhymes with people's names, e.g. Vicky, Wicky, Ticky. You can also read rhyming books, e.g. Cat in the Hat.

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great ...?????

All the King's horses
And all the King's men
Couldn't put Humpty
Together ...?

A cartoon illustration of Humpty Dumpty, a yellow egg-shaped character with a red nose and a blue bow tie, sitting on a brick wall.

Tip 4: Use the sound as much as possible

Once you've noticed what sound your child finds difficult, you can try to repeat it as much as possible during daily routines, for your child to hear.

Activity 4

Listening game: Think of as many words as you can that start with the sound your child is working on. Spend 5 minutes each day when focus on using these words as much as you can!

You could also try...

Making this into a lotto game using a board with pictures of the items, and some pieces of paper with matching pictures.

Using pictures of the words to make a pairs game, and match up the words.

Making up stories using these words! You can use this one if your child can't say 'k' sounds yet!

This is Kate. 

Kate's dad is the king.



The king likes to give Kate everything.



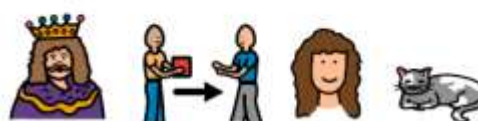
The king gives Kate some candy.



The king gives Kate a kite.



The king gives Kate a cat.



The king gives Kate a cookie.



The king gives Kate a kiss and says goodnight.



Tip 5: Think about the first sound in a word

Activity 3

I Spy: Look around for words beginning with the sound/letter your child finds difficult to say. Play 'I Spy' with all words which start with that sound.



You could also try...

- Drawing 2 or 3 pictures starting with different sounds. Say the first sound of one of the pictures (e.g. 'k' for cow) and ask your child to colour in which picture he thinks it is.
- Using a lotto game/ puzzle/ book or a selection of toys – ask your child to find things that begin with a certain sound, e.g. /s/. Remember to use the sound and not the letter name. You can make the activity easier or harder by changing the number of choices available.
- Making a scrapbook and sticking / colouring/ drawing pictures that begin with the sound your child is working on
- Collecting lots of things that start with the sound your child is working on, and another sound e.g. /b/ (balloon, ball), k (cat, cup) and t (teddy, tie). Mix them up together in a bag or box, then ask your child to sort them according to the first sound.

Reducing Your Child's Frustration

Children with speech difficulties can become frustrated when they are not understood. Below are some strategies you can try to reduce your child's frustration...

1. Look and listen

- Look at your child when they are talking and listen with interest.
- Try to be face to face with your child.
- When your child's speech is difficult to understand, let him/her know that you are listening or that you have time to listen.
- Keep a positive expression on your face.



2. Interpret what your child is saying and give choices to check you have understood

- You may not always understand what your child is trying to say but give it your best guess.
- Use 'clues' such as time of day and situation to help you work out what your child might be talking about.
- e.g. if it is the morning and you are in the kitchen your child may be talking about breakfast.
- Repeating back what you think your child has said lets them know you have understood and gives them a chance to correct you if you are wrong!
- Offering choices also allows your child to point or gesture if they are having difficulty being understood.



3. Try not to pretend that you have understood

- Children are often aware when they are not understood.
- If you haven't understood them, you could say something like: "oh sorry, my ears are not working today", "Can you show me what you mean?" Or "Did you mean 'cake' or 'gate'"?



4. Encourage your child to 'show you'

- Encourage your child to use different ways of communicating to support their talking.
- E.g. pointing, pointing to pictures, gestures and acting out what they are trying to say.



Websites

You may also find the following websites helpful:

- ❑ Our speech and language therapy website: <https://www.clch.nhs.uk/services/speech-and-language-therapy-children>
- ❑ **NSPCC's** 'Look, Say, Sing, Play' campaign' with the following link <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/look-say-sing-play/sign-up>
- ❑ **Vroom:** Boost your child's learning with **Vroom's** fast and fun tips to your phone or via email. <https://www.vroom.org>
- ❑ The **Hungry Little Minds** campaign provides lots of ideas that can help boost your child's learning. www.hungrylittleminds.campaign.gov.uk
- ❑ **Local Offer website:** (search "SEND local offer with the name of your borough). This website has lots of useful information for parents about local help for children with additional education and/or health needs
- ❑ **Parent forums:** Contact for support if your child has additional education/health need
 - Parents Active (Hammersmith & Fulham) www.parentsactive.org.uk
 - Full of Life (RBKC) www.fulloflifekc.com
 - Make it Happen (Westminster) www.wppg.org.uk
- ❑ **The Communication Trust:** for what to expect at different ages www.thecommunicationtrust.org.uk
- ❑ **ICAN:** a children's communication charity www.ican.org.uk

CLCH NHS Trust

The speech and language therapy service is provided by Central London Community Healthcare NHS Trust.

For more information visit www.clch.nhs.uk or call us on **020 7266 8777**