



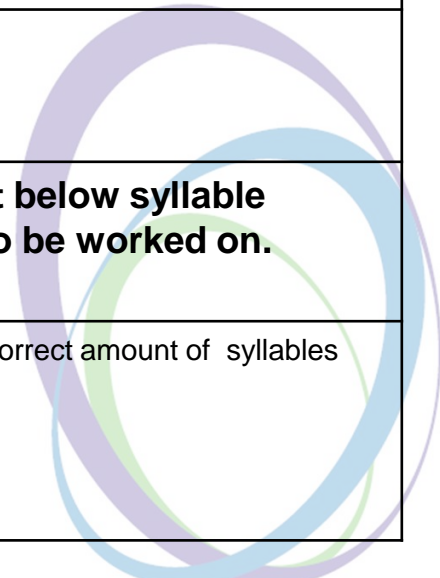
SPEECH SOUND LISTENING TARGETS

Child's Name.....



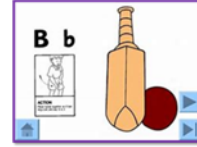


Targets	Sounds	Highlight/tick targets to be worked on.
Single speech sound discrimination (hearing the difference between sounds) Page 1.		
Sound discrimination to word level. Page 2.		
Game Ideas for listening discrimination. Page 3.		
Silent sorting to word level. Page 4.		
Minimal pairs. Page 5.		
Syllables (Page 6.)	One, two three or four syllable words	Highlight below syllable targets to be worked on.
Clapping out correct number of syllables in a word	Identifying how many syllables in a word	Producing correct amount of syllables





Discrimination hearing the difference between sounds

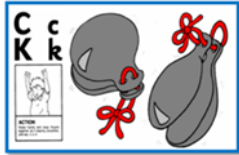


This target supports the child to think about what sound they are hearing an adult say. In our SLT department we use phonics pictures called Jolly Phonics to represent sounds.

- Place the two jolly phonic pictures of the sound your child is using and the one they should be using e.g. child uses 'd' for 's'.
- Model both sounds to the child using the sound action as visual support, pointing to the sound as you have said it. Then say to the child you will now say a sound and they have to point to the sound they think you have said. Use the action that goes with the sound to begin with as visual support. If child gets choices consistently correct. Model sounds without action.
- Don't insist the child tries if they appear reluctant to – simply model it for them to see and hear until hopefully they start to have the confidence to have a go themselves.
- Do 10 sounds within this one activity. TOP TIP: Don't directly alternate the sounds (e.g. d, s, d, s, d, s, d, s) as lots of children will then guess. Instead, do them in a random order (e.g. d, d, s, s, s, d, s, d, d, s).
- **Target will be achieved when child can identify sounds correctly 10 out of 10 attempts.**



Discrimination hearing the difference between sounds at the start or end of words.



A child needs to be able to hear the difference between the sound they are using and the sound they should be using at the start or end of words to help them with progressing to being able to produce the sound. This activity can be for any sound swap your child is using .e.g. /k/ for /t/, /d/ for /f/, /w/ for /l/ etc.

- Can your child understand the concept start and end? Your child's target may be a sound at the start or end of the word and you the adult will be using words start and end so your child will need to understand those words to enable them to follow your instructions.
- Line toys up and ask child to point to the toy at the start of the line or end of the line.
- Use a toy train or bus and ask child to point to the start or end of the train or bus.
- When child can understand start and end you can start the discrimination target you have been set.
- Place the two opposing jolly phonic sounds given for your child's targets in front of them chose about 5 opposing words from the picture sheets. You the adult then says to the child I will say a word and it might start or end with (your child's target sound and the sound they are using) e.g. child uses /t/ for /k/.
- Model a word from each sound you are working on e.g. /k/ and /t/ you say "car, this starts with /k/" and point to the /k/ jolly phonic picture, then "table this starts with /t/" and point to the /t/ jolly phonic picture or "park this ends with /k/" then point to the /k/ jolly phonic picture, then "hat this end with /t/" then point to the /t/ jolly phonic picture. To model what you want the child to do.
- Tell the child you will say the word and they have to listen and decide whether the words start or end with /k/ or /t/ in this example. Say the first word over emphasising the sound, give time for the child to respond and hopefully they will point to the correct jolly phonic picture it starts or ends with depending on the target set.
- Don't directly alternate the sounds (e.g. d, s, d, s, d, s, d, s, d, s) as lots of children will then guess. Instead, do them in a random order (e.g. d, d, s, s, s, d, s, d, d, s).



Game Ideas for listening discrimination

To make it fun and engaging, you could incorporate it into one of the following activities:-

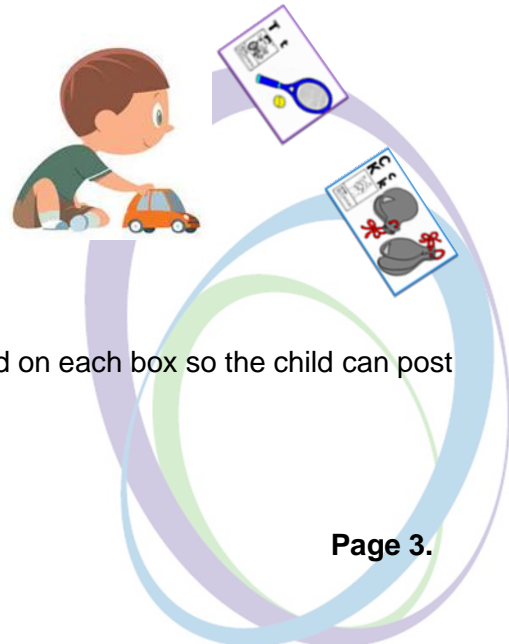
- Jump on the correct jolly phonic sound pictures



- Build a tower of bricks on place a brick on the correct jolly phonic sound.



- Push a car onto the correct phonics sound picture.



- Make two post boxes and stick each jolly phonic sound on each box so the child can post their choices.





Silent Sorting



Before we actually say a sound, we think the sound.

- Place the two opposing jolly phonic sound pictures in front of your child and have about 5 of the opposing sound pictures e.g. your child's target sound is /s/ and they use /d/ e.g. (sun becomes dun). Model all the words to the child and then place them face down on the table.
- Tell the child they can choose a picture to look at and think whether the word starts with /s/ or /d/ and place it on the correct sound it the word starts with. Remember to remind them not to say the word.
- When child makes a choice if they get any wrong place the word on that sound they have indicated. When all choices are made go through them with your child leaving any the child got incorrect until last over emphasising the sound when you say it. The child may then indicate the word should go on the other sound if so great if not do not worry model word again saying this word starts with and place word on correct jolly phonic sound picture, so the child is hearing the sound at the start of the word and seeing which sound it should be placed on.
- **Target will be achieved when the child can sort the sounds correctly at the start of words at least 10 out of 10 attempts.**



Minimal pairs

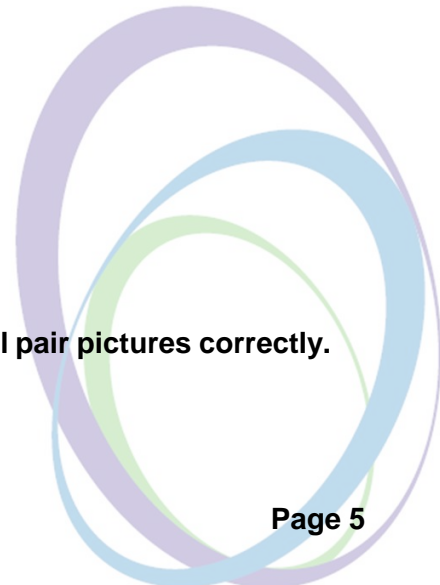
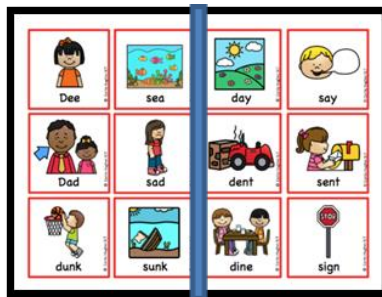
Minimal pairs are words that differ by one sound which then changes the meaning e.g. “key / tea”. Working on this will help the child to hear and identify that by changing one sound in a word will change the meaning.

Activity Ideas to work on this target:-

- **Barrier game:** - Have two set of the minimal pair pictures provided by your speech and language therapist/assistant. Model each picture words to the child. Place a barrier between you and the child and have a set of pictures each. Say one of the picture words and ask the child to find it and ask them to show you, show the child the picture you asked for. If it does not match and the child has selected “tea” instead of “key” say “key” does that sound like “tea”, you have now shown them the picture so they then should find “key”.



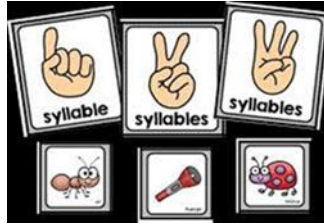
- **Bingo:** - Make two grid boards with differing minimal pair's pictures in the grids, cut up another set of the pictures and place them in a bag or face down on a table. Choose one and you the adult name it, see if the child can identify whether it is on their board or not and can they match the picture on their board.



- **Target will be achieve when child can match all their minimal pair pictures correctly.**



Syllable Clapping



This activity supports your child's awareness of the number of sound/parts within words. Some children reduce multi syllable words e.g. saying a 3-syllable word with 2 syllables "elephant becomes elant". Working on syllables will help your child to hear how many parts there are in words and help them to develop their sound awareness.

- Place pictures of objects in a bag that have one, two or three syllables in them e.g. "ball, car, book, tiger, apple, baby, elephant, dinosaur, banana" etc.
- Pull an object out and model the word to the child clapping out each part with a slight pause between each syllable e.g. "ti...ger" the slight pause is to help child hear all the parts. Ask child to copy.
- If they clap out incorrect number of syllables you can help them by touching their hands and helping them clap out the correct number of parts. Or use visuals such as dots on card one dot, two dots and three dots or bricks etc.
- Ask them how many claps they did.
- Do not worry if the child is unable to recognise how many parts/claps or break up words into the correct number of syllables.
- Simply model the words back to the child with a slight between each syllable and tell them how many parts syllables the word has so they can see and hear until they can have a go themselves.
- If a child breaks up a word correctly but does not say all the sounds e.g. they say "e...ee..an" for "elephant" they have still got this correct as they broke up the word into the correct number of syllables.
- **Target will be achieved when the child can break up and produce one, two and three syllable words accurately and identify how many syllables in each word.**