



SPEECH PRODUCTION TARGETS BOOK

For

Child's Name.....





How speech sounds develop

A child needs to be able to produce sound in:-

1. Isolation (On its own)

2. In a word.

3. Within a phrase

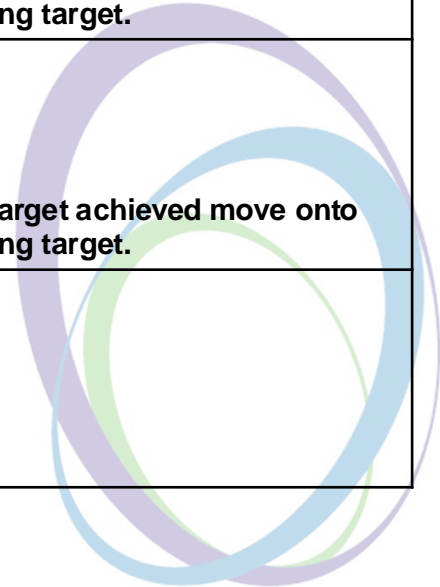
4. Within a sentence

5. Within everyday conversation.

- Most children will need to work through the above stages before being able to use their key sound in connected speech.
- The speech therapist / assistant will tick or highlight the targets that your child needs to work on in this book depending on what stage they are at.
- It is important that you read page 4 before you start.
- If the child achieves the target set by the therapist / assistant, you can move onto the next target.



Speech Target	Speech Sound / sounds	Target to be worked on.
<p>Page 4</p> <p>Recommendations and Ideas on how to work on the child's speech target/targets.</p>		<p>Parents and school staff, read page 4 before starting.</p>
<p>Page 5.</p> <p>Target - Producing sound in isolation. (on it's own)</p>		<p>Once target achieved move onto following target.</p>
<p>Page 6.</p> <p>Target - Production of key sound to consonant vowel or vowel consonant level.</p>		<p>Once target achieved move onto following target.</p>
<p>Page 7.</p> <p>Target - Production of key sound at the start, middle or end of words to word level.</p>		<p>Once target achieved move onto following target.</p>
<p>Page 8.</p> <p>Target - Production of key sound at the start, middle or end of words to phrase level.</p>		<p>Once target achieved move onto following target.</p>
<p>Page 9.</p> <p>Production of key sound at the start, middle or end of words to sentence level.</p>		<p>Once target achieved move onto following target.</p>
<p>Page 10.</p> <p>Using key sound in everyday conversation.</p>		<p>Once target achieved move onto following target.</p>





RECOMMENDATIONS AND IDEAS ON HOW TO PRACTISE SPEECH TARGETS

Recommendations

- Practise is recommended little and often 10 minutes a day is more beneficial than two longer sessions a week as it will have a greater impact on their speech sound development.
- Model words, phrases and sentences using a slower rate of talking so your child can hear their key sound clearly.
- If your child indicates they do not want to attempt their key sound or refuses to practise or can see they are struggling with their sound stop practising. Practise should be fun and not a negative experience for your child and could possibly impact on their confidence in communicating.
- Model words as they should be said to your child over emphasising their key sound, so they are hearing the correct model but without expectation for them to repeat and say it if they find practising their sound difficult.
- Children vary in the way they respond to practising their speech targets some like to practise by playing a turn taking game, others might find it difficult to sit and attend to practising their key sound so practise on the out and about or in a less structured way in the home.

How to practise

- Some children like to play turn taking games, saying a word, phrase or sentence and taking a turn. Other children might need the incentive of game after practising their speech target.



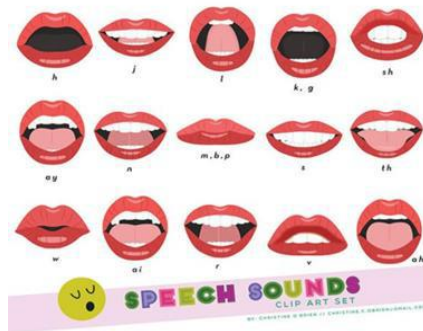
- We have busy lives so you could practise the child's speech target when you are out and about or in the home point out things that start or end with your child's key sound, see if they can name them. Can they identify and say things that start with their key sound. Can they use and produce that word in a phrase. Remember if they are reluctant to say the word, just model it to them without expectation for them to repeat it.



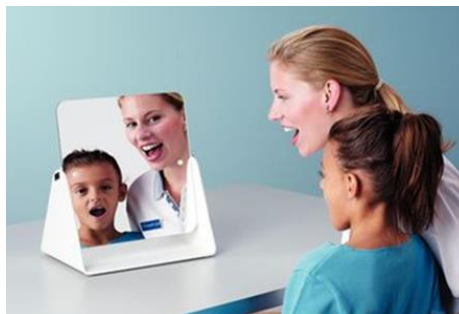


Producing sound in isolation (on it's own)

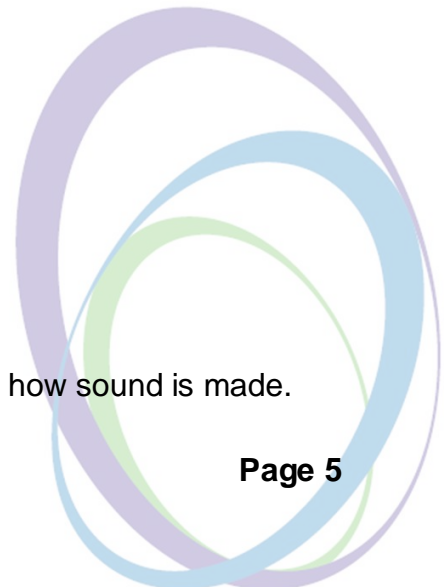
- You (the adult) can practise the sound, getting a feel for how it is made. Where is the **tongue**? What shape are your **lips** in? Are your **teeth** apart or together?
- If you are totally aware of how the sound is made, you are the **best person** to help your child produce their sound.
- As adults we do not pay attention to how much we use our mouth, lips and teeth to make sounds.
- To help them when you model the key sound over emphasise it to them (make sound more pronounced). Sit opposite your child so they can see your face and mouth. The child needs to be able to see how the sound is made, the shape of the lips, where the tongue is and teeth.



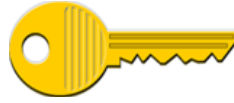
- You can practise sound using a mirror so the child can see themselves making the sound. Model sound in the mirror and ask child to copy.



- Remember to over emphasise sound so your child can see how sound is made.



Production of key sound at the start or end of words (consonant vowel or vowel consonant level)



Show a word or non-word to the child let them have a go at saying the word. If they mispronounce sound, model the word to the child over emphasising the key sound and let them try again.

Strategies to use to help them produce sound to consonant vowel or vowel consonant level:-

- Model consonant vowel or vowel consonant with a pause e.g. “c...ow” or “ee...f”, we use a pauses in speech therapy to give time to the child to hear, place and to help them retain sound. Pauses reduce with practise.
- Use the jolly phonic sound and vowel pictures provided as a visual prompt. Point to each sound and perform the action as you say the sounds.
- Use verbal prompts say word / non word back to your child as they said it e.g. child says “tow for cow” you repeat “tow” if the child hears the error they might repeat and produce sound accurately. If not give them a choice “is tow or cow”. These verbal prompts will help the child to process and produce sound more consistently in consonant vowel and vowel consonant words and non-words.
- Once child is consistent at saying sound after adult model, let them have a go on their own using the above verbal prompts to help them retain their key sound.



Target will be achieved when the child can retain their key sound followed by a vowel or vowel followed by a sound at least 10 out of 10 attempts. You can then move onto sound to word level.





Production of key sound at the start, middle or end of words to word level.



Show the child one of the words with their key sound in. Let them have a go at saying the word on their own. If they mispronounce sound, then model word to the child over emphasising their key sound.

Strategies to use to help them retain sound to word level.

- Model a word with a pause to the child with e.g. key sound is /k/ “c...ard” or “pi...ck”. The pause is to give time for the child to hear their new sound, place it for them to hopefully produce it. If working on a sound in the middle of words place the pause before the sound in the middle e.g. “a...pple
- Model words slowly, if you model the word too quickly without a pause the child might not hear and tune into the key sound you want them to produce.
- Use verbal prompting strategies to help the child retain their key sound.
- Say the word back to the child as they said it e.g. child says, “dun for sun”. You the adult repeats “dun” if the child hears the error they will hopefully repeat “sun”. If not, then give them a choice “Is it dun or sun”. This strategy will help the child to process and produce sound more consistently in words.
- Once you hear the child consistently retaining their key sound after adult model, let them have a go by themselves.
- Use the above verbal prompting strategies to help the child retain their key sound at the start or end of word without adult model.

Cluster sounds (two consonants together at the start of a word e.g. sp, sn, bl, gr)

- You will need to model these sounds with a pause between the two consonants e.g. “s...pider” or “b...lue” to give time to the child to hear both sounds to hopefully enable them to retain both sounds and the rest of the word.
- Follow the above strategies.



Target will be achieved when the child can retain their key sound to word level at least 10 out of 10 attempts. You can then move onto production of key sound to phrase level.





Production of key sound at the start, end or middle of words to phrase level.



Show the child one of the pictures with their key sound in and ask them to think up a phrase/sentence. If they struggle or cannot think of what to say or mispronounce sound within the phrase, model a phrase to the child for them to copy.

Strategies to use to help them retain sound to phrase level:-

- Model the phrase to the child for them to copy and repeat.
- Model phrase using a slower rate of talking. The child needs to hear their key sound amongst all the other sounds in words.
- Use verbal prompting strategies:
 - Saying the phrase back to them as they said it, e.g. child says, “I saw a big tar” (car), you repeat “I saw a big tar” if they hear error they will hopefully repeat “car”, if not then give them a choice “is it I saw a big tar or car”. This strategy will help child to process and use sound more consistently within the phrase.
- Do not worry if child does not repeat the whole phrase back, as long they have reattempted their sound in the word that is great.
- When child is producing their key sound consistently within a phrase after adult model, they can move onto thinking up phrases on their own.
- Use the strategy saying phrase back as they said it or phrase back giving them a choice to help them retain their key sound when attempting phrases on their own.



Target will be achieved once child can retain their key sound within a phrase at least 10 out of 10 attempts without adult model. You can then move onto using sound in longer sentences.





Production of key sound at the start, end or middle of words in longer sentences.



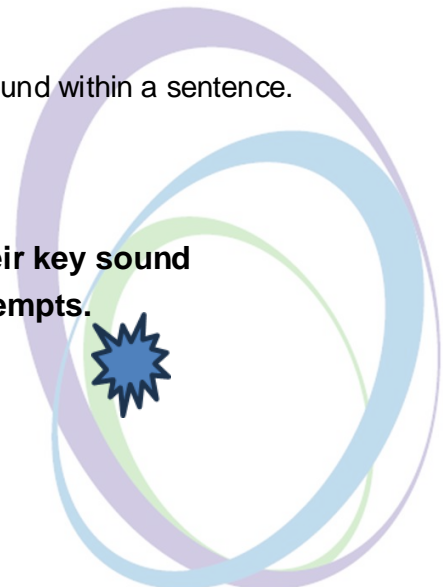
Show the child one of the pictures with their key sound in and ask them to think up a sentence. If they struggle or cannot think of what to say or mispronounce sound within the phrase you model the sentence to the child for them to copy.

Strategies to use to help them retain sound to longer sentence level:-

- Model the sentence to the child for them to copy and repeat.
- Model sentence using a slower rate of talking, your child needs to be able to hear all the sounds within the words.
- Use verbal prompting strategies to help the child retain their key sound within the phrase. Saying the sentence back to them as they said it or by giving them a choice.
- When child is producing their key sound consistently within a sentence after adult model, they can move onto thinking up sentences on their own.
- Use the verbal prompting strategies to help them retain their key sound within a sentence.



Target will be achieved once child can retain their key sound within a sentence at least 10 out of 10 attempts.





Using key sound in everyday conversation.

Choose a time in the day that your child is most chatty and say to them for the next 15 to 20 minutes you will remind them to use their new sound. If you hear them mispronounce their key sound say the word back to them as they said, they should then repeat word accurately. If not, then give them a choice the way they said it and the correct way.

This strategy will help the child to process and use their key sound more consistently in everyday talking.

Ideas to help you child use their sound in everyday talking

- **Sound walk** – Walk around the house/park/shops together and try and spot as many words that begin with your child's new sound as you can. Try to talk about these in sentences, rather than simply labelling them (e.g. "There's some tomato soup on that shelf")
- **Scrapbook** – Collect and cut out pictures from magazines/papers/catalogues that have the new sound in and make a scrap book of the pictures together that you can talk about.
- **Pretend phone call** – When playing pretend to phone each other and talk about something which has lots of words with your child's new sound in (this could be something in a book/story, a made up or real event, or pictures you're looking at).
- **Story Telling** – Chose a picture story book (from home, school or the library) that contains your child's new sound, a book that your child does not have to read but can simply describe what is happening in the pictures. You can also do this without a book by thinking of a topic or character which contains the target sound and making up a story about it (e.g. "Silly Sally in the sandpit).
- **Quiz** – Play a fun quiz together, with easy questions that mostly begin with your child's new sound (e.g. What goes moo?, What do you wear on your feet?, What number comes after 5?, What lives under water?, How old are you?, We eat with a knife and....?, etc.)
- **Recording** – Record your child talking on a tape and play it back. See if they can hear whether the old way or new sound was being used.
- **Messages** - Ask your child to relay a message to another person at home or at school, reminding them to use their new sound.
- **Catching your child using the new sound**- when you first start noticing your child use their new sound in everyday conversation, give lots of praise (you could also use rewards such as a marble in a jar every time you hear the new sound used, or something similar).