



Integrated
Treatment Services
Client-centred Therapy



Tops tips for supporting speech sound development within the classroom


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Tops tips for supporting speech sound development within the classroom:

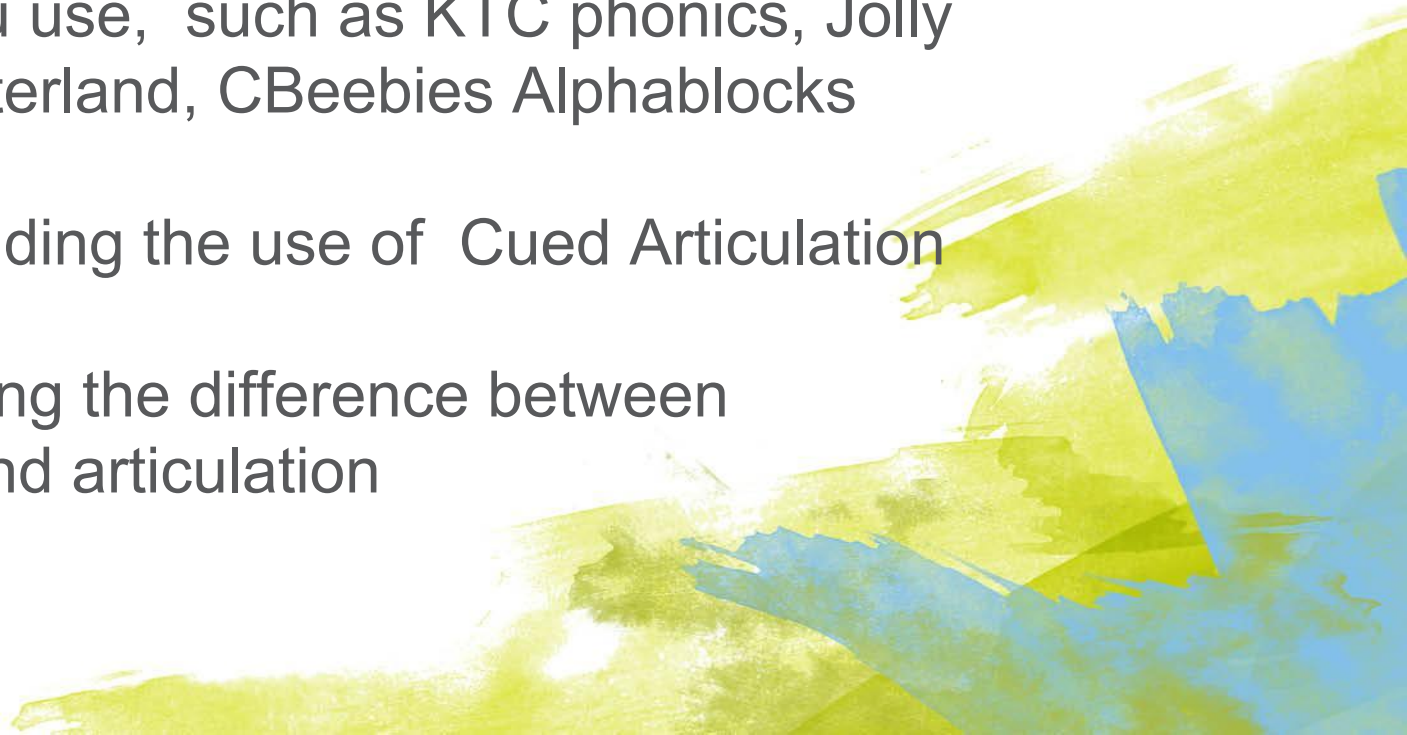
- 1) Hearing test
 - 2) Time to talk without interruption
 - 3) Use more natural repetition
- 
- A decorative graphic in the bottom right corner of the slide, consisting of several overlapping, textured brushstrokes in shades of yellow and blue.

Tops tips for supporting speech sound development within the classroom:

4) Ensuring parents are aware of which literacy schemes you use, such as KTC phonics, Jolly Phonics, Letterland, CBeebies Alphablocks

5) Understanding the use of Cued Articulation

6) Appreciating the difference between phonology and articulation






Speech Sound Development Timeline

| Sound | Approximate age at which children can normally produce sounds: | |
|---|--|-----------------|
| | 50% of children | 90% of children |
| Common vowel sounds | 1.5 - 2 years | 3 years |
| p, b, m, n, t, d, w. | 1.5 - 2 years | 3 years |
| K, g, f, h, y. | 2.5 – 3 years | 4 years |
| ng, s | 2.5 – 3 years | 5 years |
| l | 3 – 3.5 years | 6 years |
| sh, ch, j, z, v | 3.5 – 4.5 years | 6 years |
| r | 4.5 – 5 years | 7 years |
| th (in thigh), th (in the) zh (in vision) | 4.5 – 5 years | 7 years |

Speech sound development

- Children's attempts at producing speech sounds can continuously improve until they get it right

| | | 2 year old | 3 year old | 4 year old |
|--|----------|------------|------------|------------|
|  | spoon | bu | poon | spoon |
|  | cup | tu | tup | cup |
|  | hospital | obi | hodel | hospital |

What is Cued Articulation

- A set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.
- It represents sounds visually to compliment auditory information
- Teaches how to make sounds NOT letters e.g. Hand sign is the same for **Cat**, **Choir** and **Kick**

This is a link to a powerpoint on Cued Articulation

<http://integratedtreatmentservices.co.uk/?resource=cued-articulation>

Jane Passy devised the cues while working with a group of children with severe Speech and Language problems. Teachers found that not only did using the cues help the children with difficulties, but it raised the sound awareness skills of everyone in the class

Jane developed the system to include 26 consonants and 23 vowel sounds

For more information you can watch this video click the links in your accompanying handout - <http://integratedtreatmentservices.co.uk/?resource=cued-articulation-consonants>



Tops tips for supporting speech sound development within the classroom:

7) Providing parents with good resources rather than leaving them to source their own

8) Labelling around the classroom and some support on sight reading

9) Calling upon you SLT for help and being aware of what approaches you might ask them to consider - Talk Tools, The Nuffield Dyspraxia Programme, Cued Articulation.

10) Understanding the use of Talk Tools

What is Talk Tools

Talk Tools is an oral motor placement therapy approach. The approach incorporates sensory and tactile input, by using a range of specifically designed tools. The multi sensory approach consists of a range of hierarchies and programmes to develop and strengthen key motor skills, such as Jaw stability, lip closure and tongue elevation and also to improve feeding skills.

For more information you can go to our website <http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/talk-tools/>

Talk Tools - an introductory video

click this link in your accompanying handout

<https://youtu.be/Y4P6vCPTjUk>



Tops tips for supporting speech sound development within the classroom:

11) Being aware of language development and considering using Colourful Semantics to support this skill.

12) Be aware of the age timeline for development of speech sounds

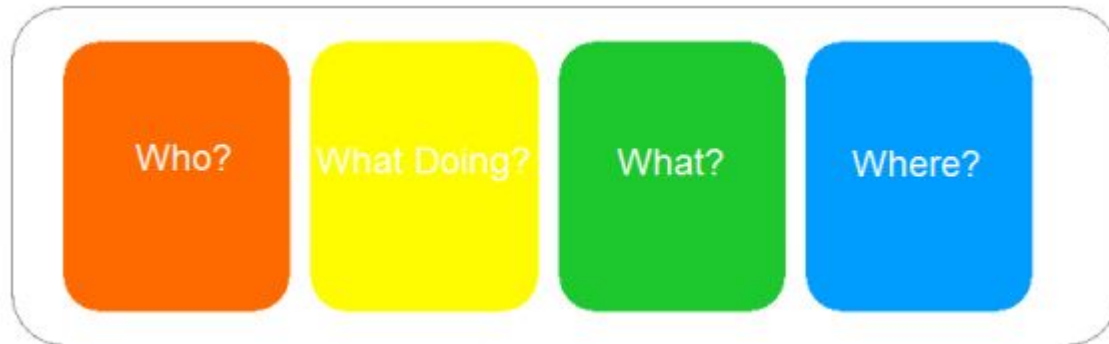
13) Referral to a Speech and Language Therapist can be made by parents or yourselves directly to the SLT department it does not need to come through a GP.

What is Colourful Semantics?

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.



What is Colourful Semantics?

Follow this link in your handout to watch our introductory Colourful Semantics video

<http://integratedtreatmentservices.co.uk/?resource=introduction-colourful-semantics>



Training in Colourful Semantics?

We can provide training on-site or at one of our centralised training dates with Alison Bryan the programme creator

Email us on training@integratedtreatments.co.uk for more information or go to our website here

<http://integratedtreatmentservices.co.uk/our-clients/schools-academies/colourful-semantics-training/>

Who?

What Doing?

What?

Where?

Thank you for watching

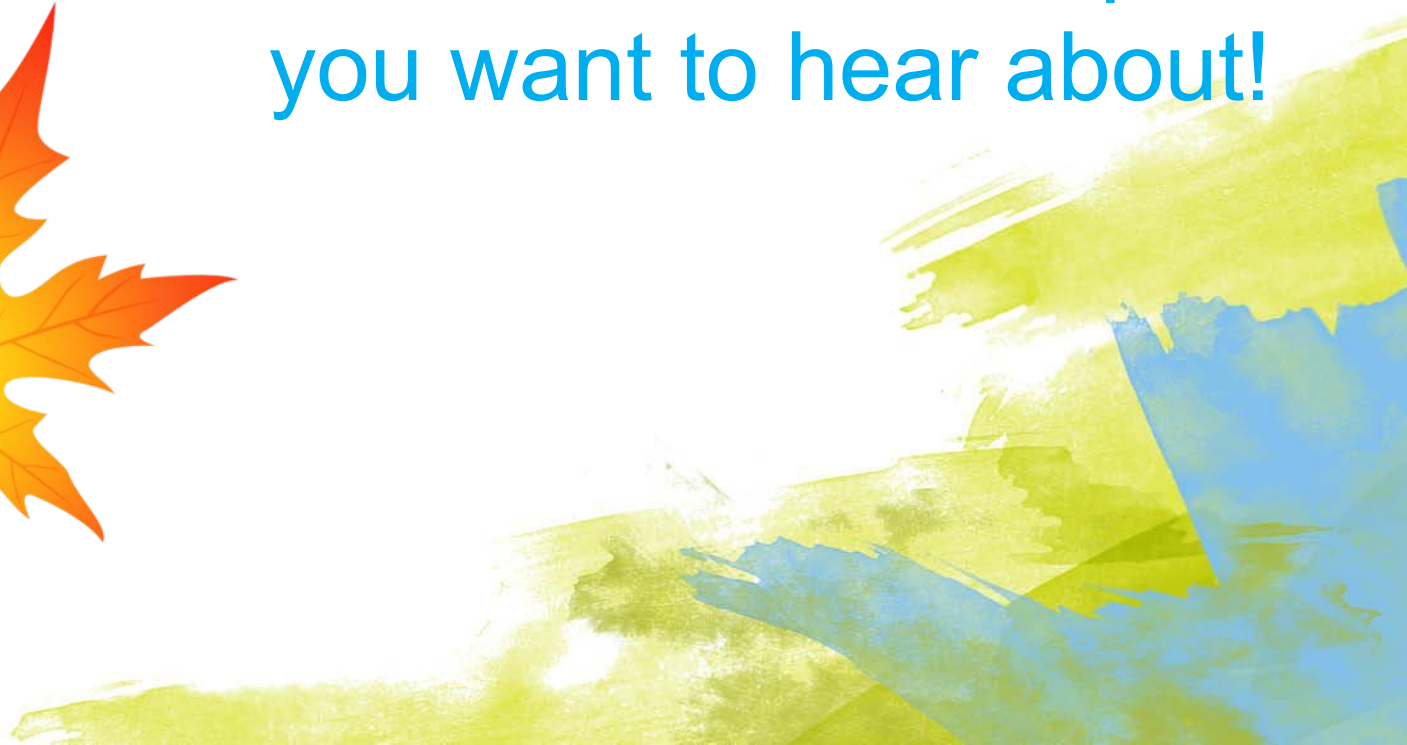
If you would like to provide us with any feedback or request assistance with implementing any approaches or ideas within your settings or sessions do get in touch via our contact details on the next slide.

We can provide training or direct therapy support to therapists and teaching staff

CONTACT US

Here's to a great year ahead!

Do let us know if there are other topics
you want to hear about!



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