



With all of us in mind

South West Yorkshire Partnership



NHS Foundation Trust

Children's Speech and Language Therapy Department

# Rhythm & Sound

## Advice & Activities Book



This book contains lots of useful information and ideas aimed at families with a child who is having difficulties sounding out their words.

The activities enclosed can be done any time of the day. Try and practice for a few minutes every day.

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## Typical Development of Speech Sounds

**English is one of the most difficult speech systems.**

**We don't expect children to use all their sounds correctly until they are 7 years old.**

<b>Age</b>	<b>Sounds Developing</b>	<b>Typical errors at this age, and no help needed</b>
<b>Up to 2½ years</b>	p, b, m, n, w	Words may consist of repeated syllables e.g. flower becomes fafa. Sounds may be left off the end of words e.g. bike becomes bye
<b>2½ to 3 years</b>	t, d, g, k, h	Sounds may be left off the end of words e.g. bike becomes bye k/c becomes t e.g. car becomes tar g becomes d e.g. girl becomes dir
<b>3 – 4 years</b>	s, f, y  'l' begins to develop but can take up to 7 years	s becomes t e.g. sock becomes tock f becomes p/b e.g. fish becomes pish or bish y becomes l/ w e.g. yellow becomes lellow or wewow l becomes w e.g. leaf becomes weaf
<b>4 – 5 years</b>	sh, ch, v, z, j  'r' begins to develop but can take up to 7-8 years  S-Blends begin to develop e.g. sp, st, sk, sm, sn	sh becomes s e.g. shoe becomes sue ch becomes t e.g. chair becomes tair v becomes b e.g. van becomes ban z becomes d e.g. zip becomes dip j becomes d e.g. jam becomes dam  r becomes w e.g. ring becomes wing  Where 2 sounds occur together, one may be missed off e.g. spoon becomes poon or soon snake becomes naked or sake
<b>5 – 6 years</b>	th  Blends still developing e.g. pl, cl, br, cr,	th becomes f e.g. thing becomes fing th becomes v e.g. the becomes vuh  Where 2 sounds occur together, one may be missed off or simplified e.g. play becomes pay or pway brown becomes bown or bwown

## STOPPING

Some sounds in English are called **stops**

“**p,t,k,b,d,g**”

because of the way they are made

i.e. blocking off the flow of air out of the mouth.

They are short and sharp.

Other sounds are called **fricative**, or hissing sounds

“**f,s,v,z**”

these can be made for a long time until you run out of breath.

Children find these sounds harder to make because you have to position your tongue accurately in order to make a hissing sound.

Some children make words easier to say by saying a stop sound instead of a hissing sound:

**tea**

for **sea**

**bour**

for **four**

## FINAL CONSONANT DELETION

Children often make words easier to say by missing the consonant sounds at the end of a word:

**mi**

for **milk**

**bu**

for **bus**

When a lot of the sounds from the ends of words are missing it can be hard to understand what a child is saying.

## FRONTING

Many of the sounds in English are made by using the tip of the tongue in the front of the mouth.

A few sounds are made using the back of the tongue in the back of the mouth.

“ k,g,ng,c”

Many children find back sounds difficult so they word words easier to say by using a front sound instead:

**tat** for **cat**

**tar** for **car**

## BACKING

Many of the sounds in English are made using the tip of the tongue in the front of the mouth.

A few sounds are made using the back of the tongue at the back of the mouth.

“k,g,ng,c”

Some children prefer back sounds and make words easier to say by making them instead of front sounds:

**gog** for **dog**

## Correcting Speech

If your child does not speak clearly you may feel you should correct them.

The problem with correcting, is that children often do not know what they are saying wrong.



Instead repeat the word back correctly. E.g. child “tar” adult “**Yes it’s a car.**”

## **Understanding what your child is saying**

It can be frustrating for you both when you can't understand your child's speech.

Here are some ideas for dealing with this situation:

### **Let them know you have understood**

e.g. "I can see you're upset about something".

"Has something happened outside?"

### **Ask them to show you what they mean**

If they are talking about something which happened at another place (e.g. nursery) ask them to show you next time you are there.

### **Talk about the 'here and now'**

If things are getting difficult, bring the conversation back to the 'here and now'. You are much more likely to understand when your child is talking about things you can see.

### **Accept some of the responsibility yourself**

e.g. "Tell me again, I wasn't listening properly". "Sometimes mummy can't hear you very well".

### **Talk about the problem with your child**

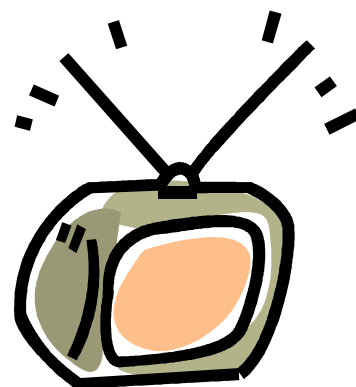
e.g. "I can see you really want to tell me something".

"It's hard when people don't understand".

## Listening

### Listen to silence

- Choose a quiet time of the day e.g. before your child goes to bed.
- Sit together for a few minutes and whisper the names of all the sounds you can hear e.g. birds outside, a car, the TV on downstairs etc.



### Where's that noise?

- Use an object that makes a noise e.g. a clock with a loud tick.
- While your child is out of the room, hide the object.
- See if they can find it by listening.





## Mouth movements

Mirrors help because they help your child to see as well as feel their lips and tongue. Encourage any games which use a mirror. E.g. Dressing up, putting make-up on or face painting.



**See if your child can copy:**

- Smiling a wide smile
  - Blowing a kiss
  - Puffing out cheeks
- Sticking out your tongue
- Wiggling from side to side
- Stretching it up and down

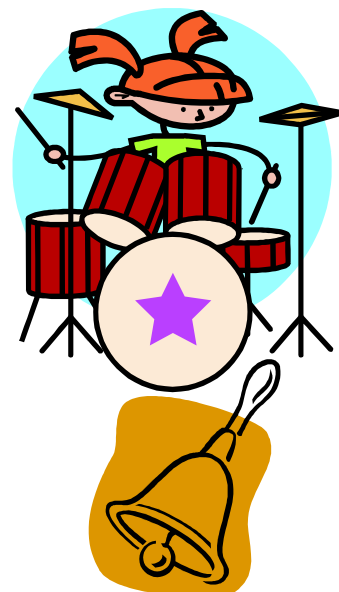


## RHYTHM

### Why is rhythm important?

Listening to rhythm helps your child to:

- Listen to the patterns of sound in spoken language
- Break sentences down into smaller chunks of sound



### Getting started with rhythm

#### **Music and movement**

Put on some music that your child enjoys. Can your child move around the room with you in time to the music?

Put on music with very different beats e.g. fast and slow. Can your child move in different ways according to the music? e.g. big steps like a soldier for marching music, tiny steps like a mouse for quiet quick music.



#### **Instruments**

Using shakers, rattles, bells or saucepan and spoon beat time to the music.

Help your child by joining in so that they can copy you. You may need to play the instruments together at first.



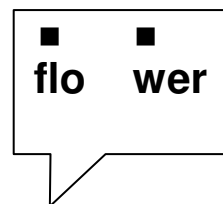
#### **Clapping**

Clapping out the rhythms of songs and nursery rhymes as you sing them to or with your child.

## SYLLABLES

### Why are syllables important?

Listening to syllables helps your child to:



- Notice that words are made up of a number of beats
- Listen to all the sounds in a word
- Mark the correct number of beats when they say longer words.

### Getting started with syllables

#### Clapping

- Clap out the rhythm with your child of familiar songs when you sing with your child, marking each beat in a word e.g.  
Ha – ppy Birth – day to you
- Take a picture or object. Say its name slowly and clap it out for your child e.g. Ra – bbit

Help your child by taking their hands and clapping out the words together until they get the hang of it and can copy you without help.

#### Other activities

- Take a walk round the house and clap out the objects you see
- Dressing. Clap out clothes
- Mealtimes. Clap out food items
- Clap out the names of friends and family.

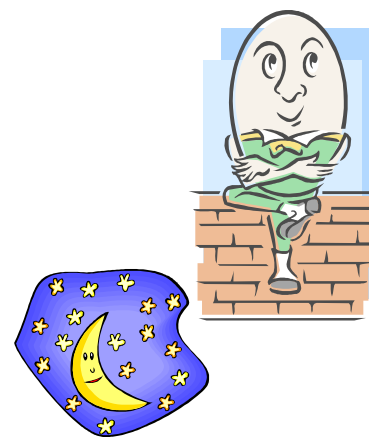
After lots of practice, take a picture or object and see if your child can clap out the name of the object without copying you.

## RHYME

### Why is rhyme important?

Listening to rhyme helps your child to:

- Notice the way a word sounds
- Notice that words can sound similar



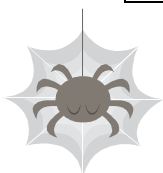
### Getting started with rhyme

#### **Nursery rhymes**

Start with nursery rhymes that have actions to go with them (or make up your own) so that your child can join in the actions with you. Slow down to make listening easier for your child. Repeat again and again!

Here are some popular rhymes:

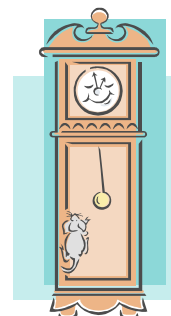
Humpty Dumpty	The wheels on the bus
Jack and Jill	Incy Wincey Spider
Baa Baa Black Sheep	Miss Polly had a Dolly
Twinkle Twinkle Little Star	Row Row Row your Boat
Round and Round the Garden	Ring a ring of Roses
Hickory Dickory Dock	Here we go round the Mulberry bush



- Once your child is familiar with a nursery rhyme try pausing at the end of a line for your child to fill in the rhyming word e.g.  
Humpty Dumpty sat on a wall  
Humpty Dumpty had a great.....

#### **Nonsense rhymes**

- Make up a chain of nonsense rhyming words e.g.  
Jelly, telly, welly, melly.



## **Nursery Rhyme Bag**

If your child enjoys nursery rhymes you can make a nursery rhyme bag.

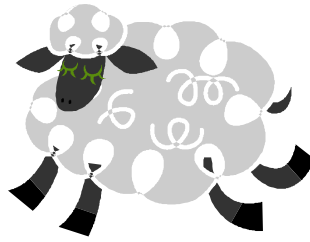
Place all the nursery rhymes cards inside the bag and take it in turns to pull out a card, and sing the nursery rhyme that is on that card.

You can also place the nursery rhymes cards on a big piece of paper (using blue tac or Velcro), and hang it up on a wall or back of a door, the child can then see the pictures and choose which one he/she wants to sing.

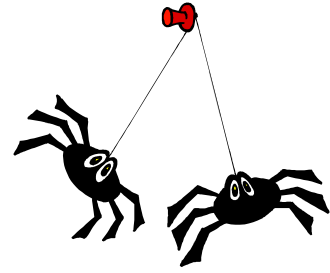




**Miss Polly**



**Baa baa Black Sheep**



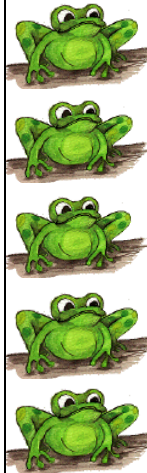
**Incy wincy spider**



**Row row row your  
boat**



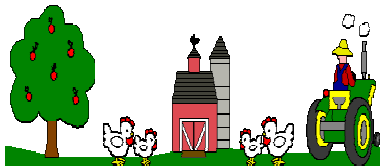
**Wind your bobbin up**



**Five  
little  
speckled  
frogs**



**Twinkle twinkle little  
star**



**Old Macdonald had a  
farm**



**The wheels on the bus**