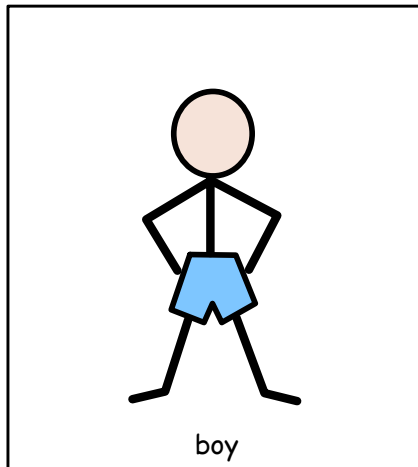
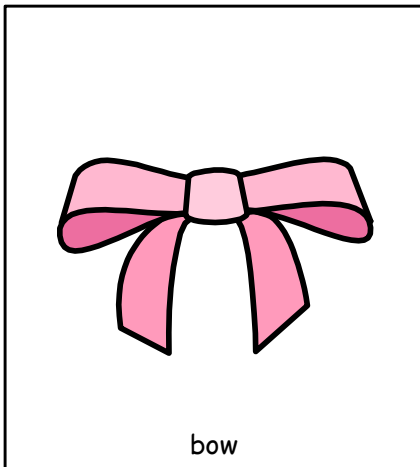
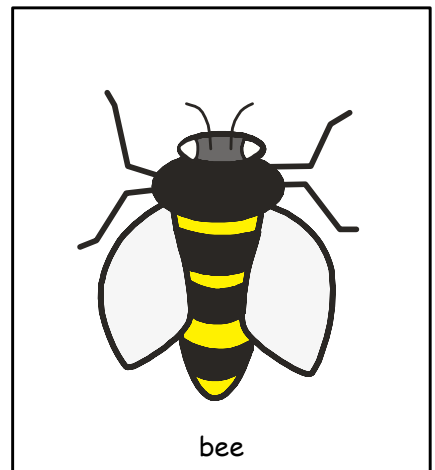
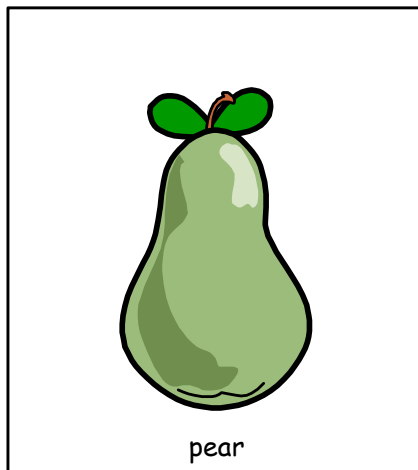
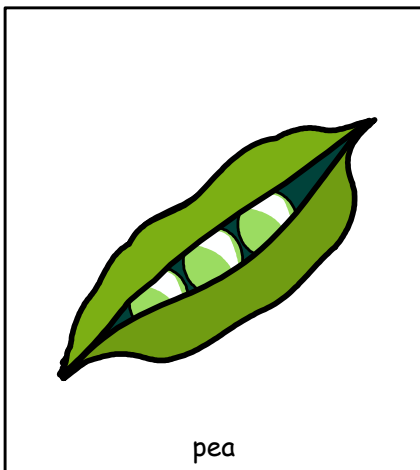
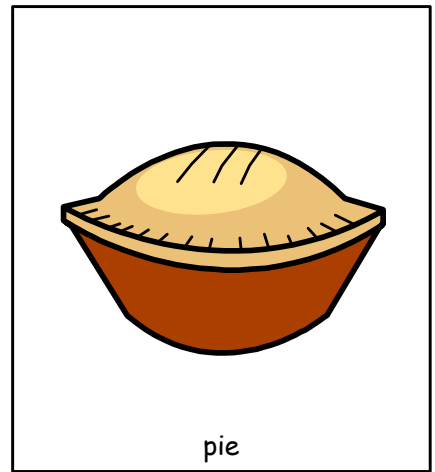
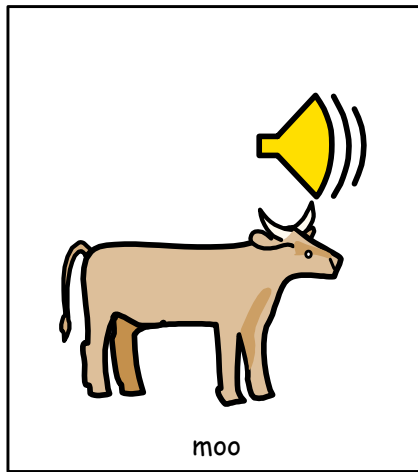
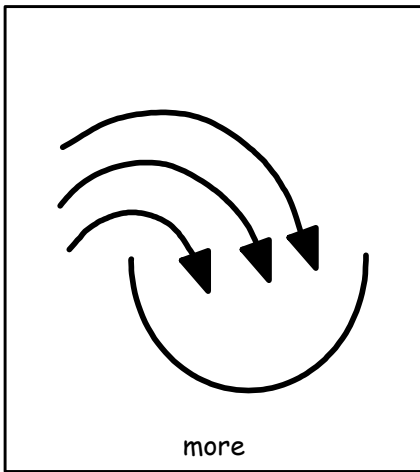
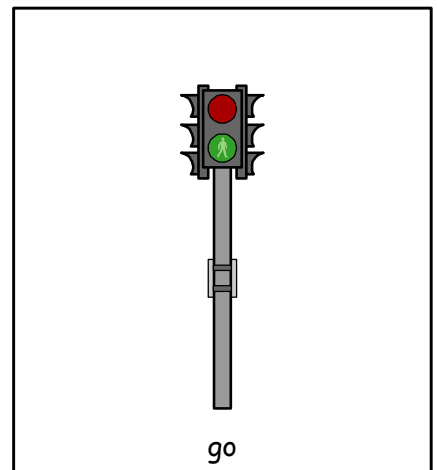
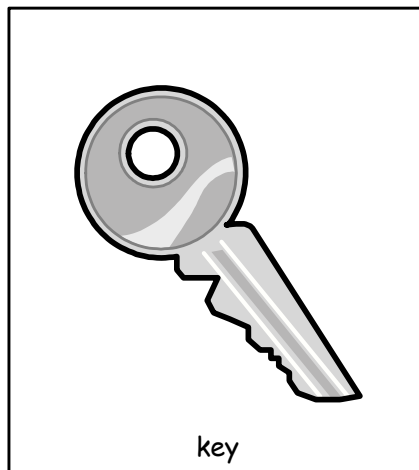
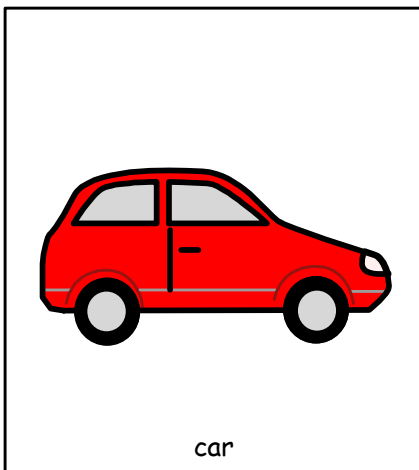
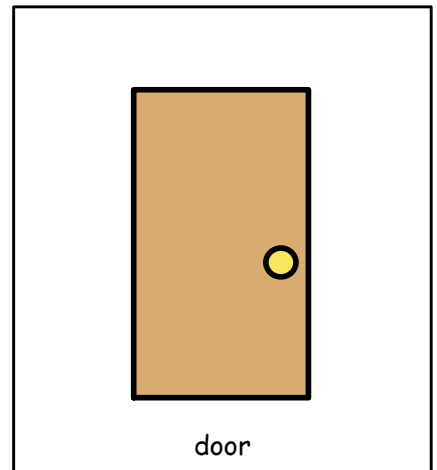
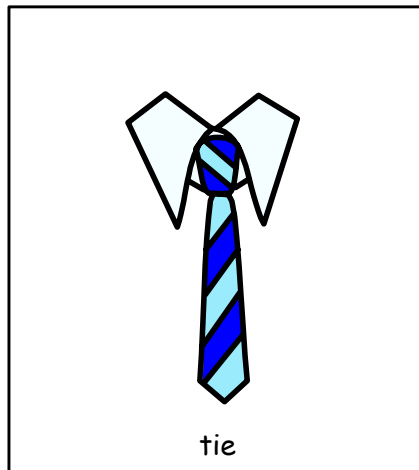
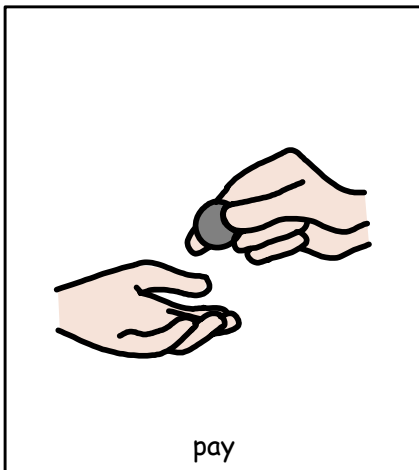
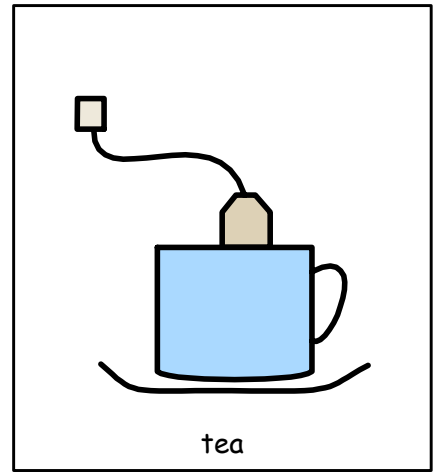
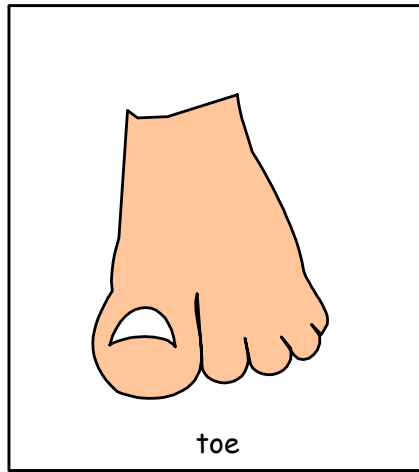
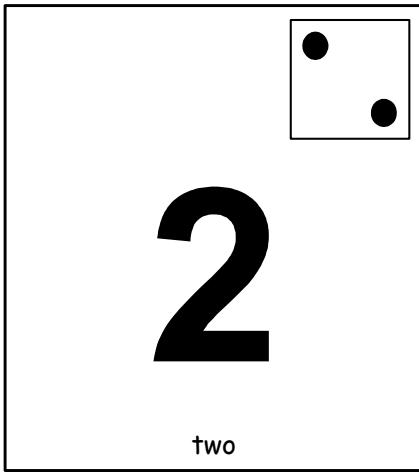


Encouraging early speech
sounds in simple words, and
making two-word phrases.

From
*An early speech and language
programme*
designed by
Catherine Redmayne
in April 2000

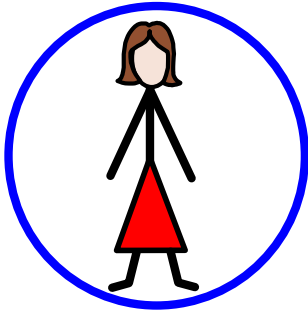


1. Name - *this one is a ...* Encourage the child to watch your mouth when you make a b.
2. Post - make a postbox and ask *which one will you post?* As it goes in, try saying *bye bye pea* and so on.
3. Story - you say the storyline and point for a word *I saw a ... (bee) on my ... (pear).*
4. Choose two pictures and try alternating e.g. *pea pear pea pear*. It might be helpful to cover the ones you are not using - or draw the two you choose elsewhere.

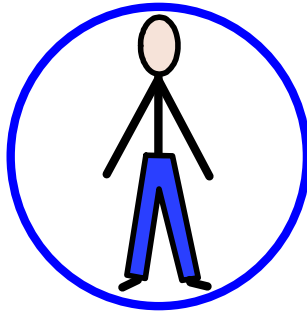


Regardless of the spelling, these words have only two sounds. The words have been chosen because these consonants are normally acquired fairly early.

1. Name - *this one is (a) ...*
2. Post - make a postbox and ask *which one will you post?* If *go* is sounding okay, you can say *go key* etc. as you post. Otherwise stick to *bye bye ...*
3. Story - you say the storyline and point for a word e.g. *I dropped some ... (tea) on my ... (toe).*



mummy



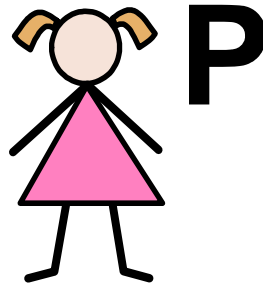
daddy



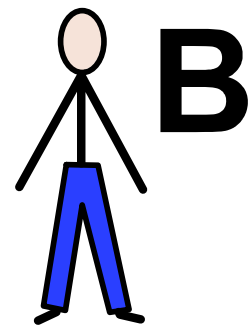
puppy



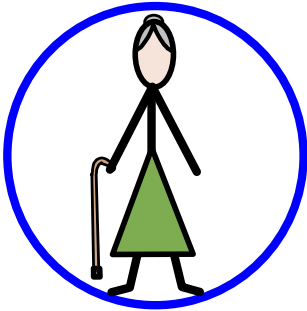
baby



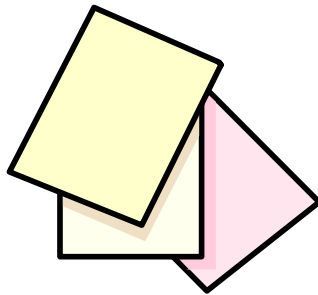
Pippa



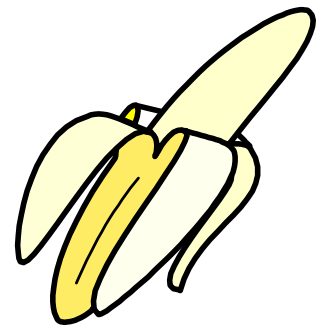
Bobby



nanny



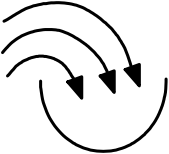
paper



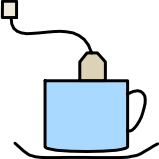
nana

These words have a consonant-vowel-consonant-vowel (CVCV) pattern. The consonant is repeated which is much easier than words where it changes. Get the child to watch your mouth. It may help to open and shut your hand to match the lips for m b p sounds. Beware of changing the stress of the second syllable - do not teach mistakes like baBEE paPER!

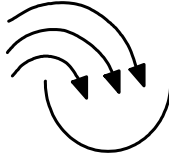
Omit any words that you cannot get the child to copy - just try again in a few days.




more



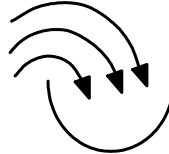
tea




more




pear




more




pie



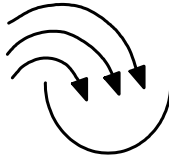
moo




moo




pay



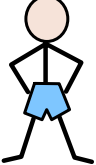
more




bear



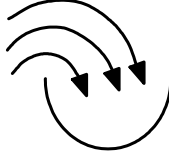
pear




boy




pear




more



bee



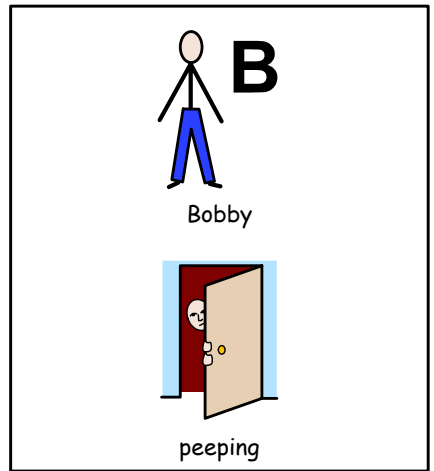
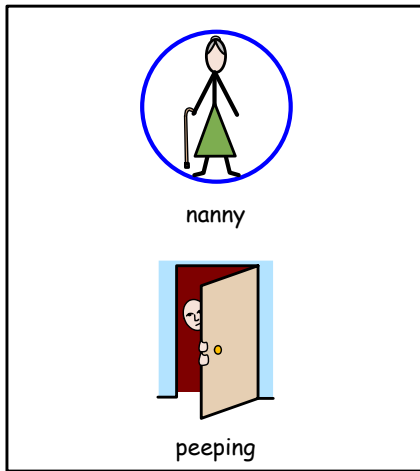
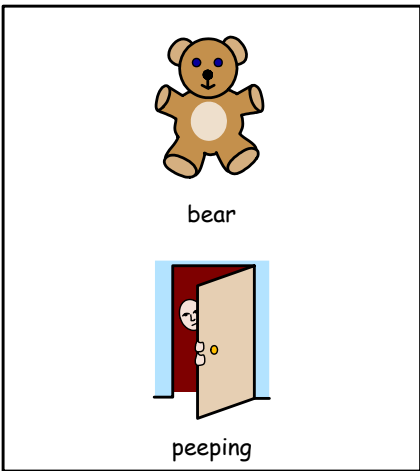
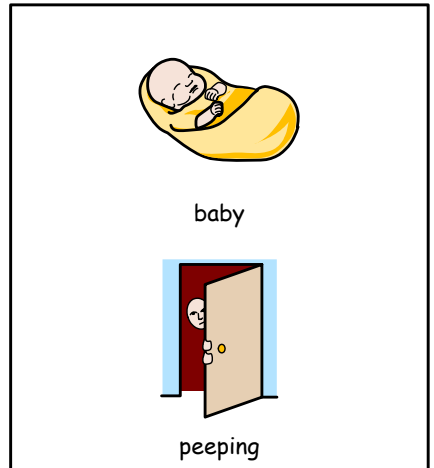
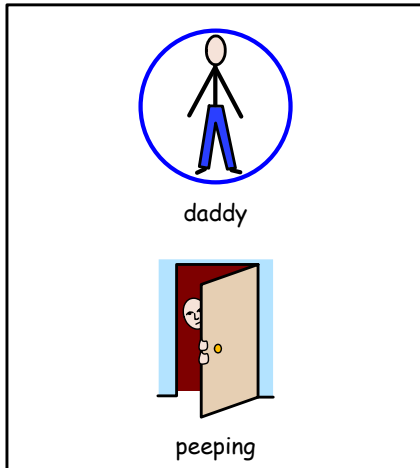
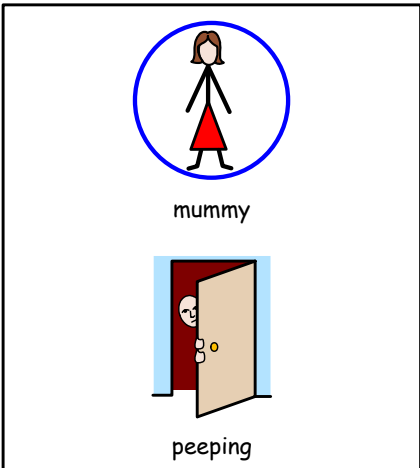
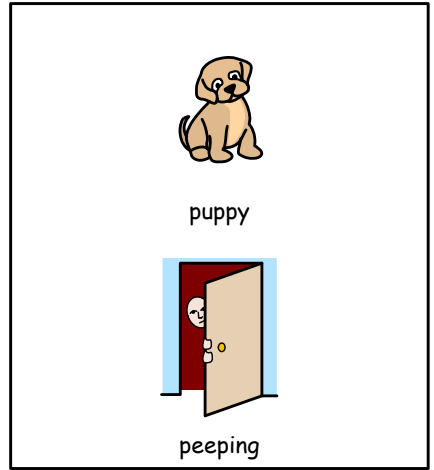
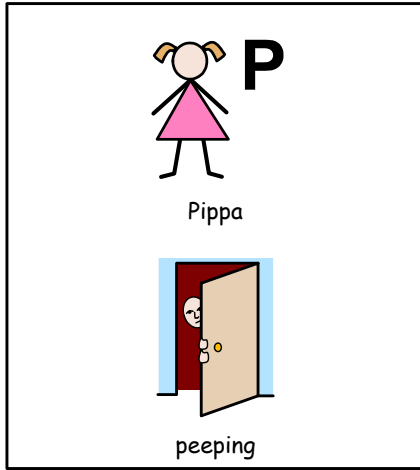
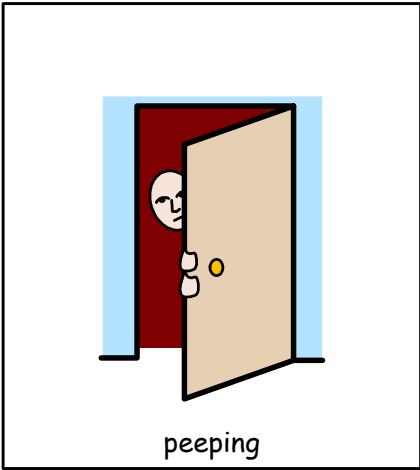
bow



bear

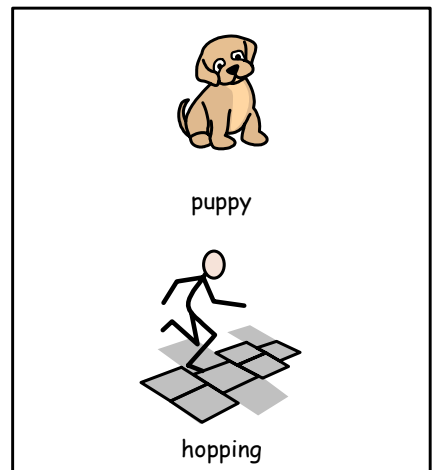
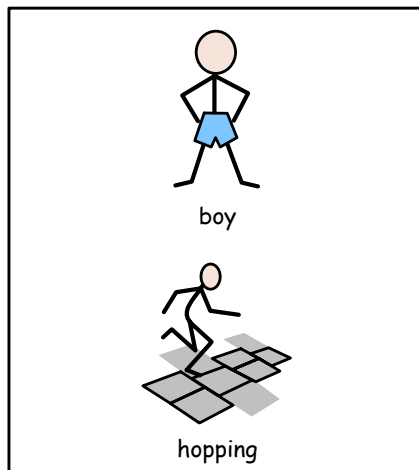
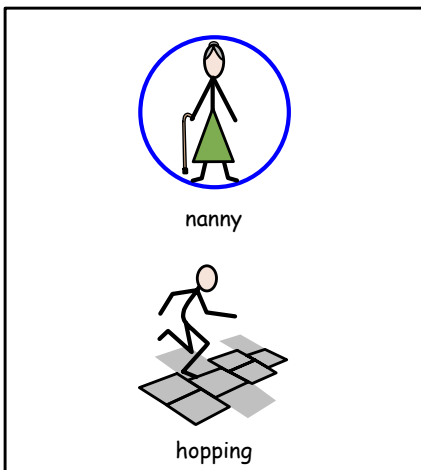
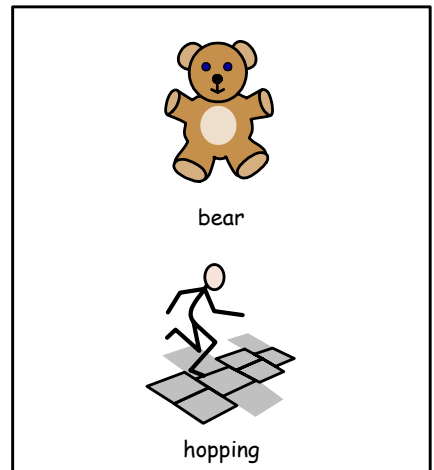
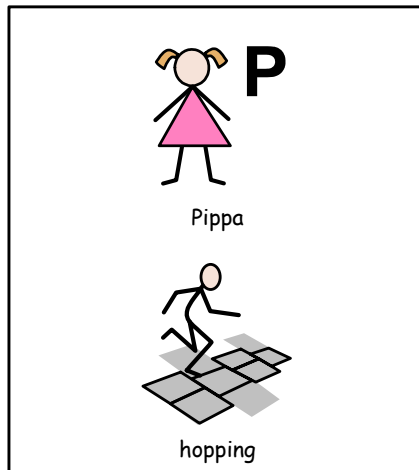
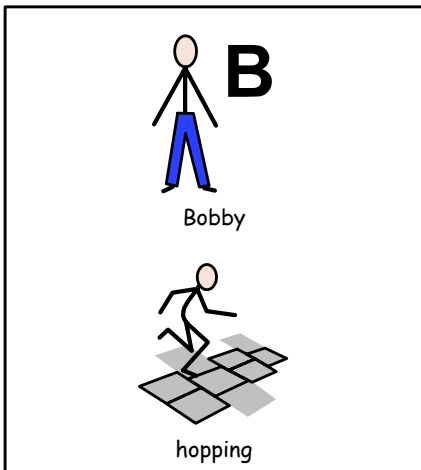
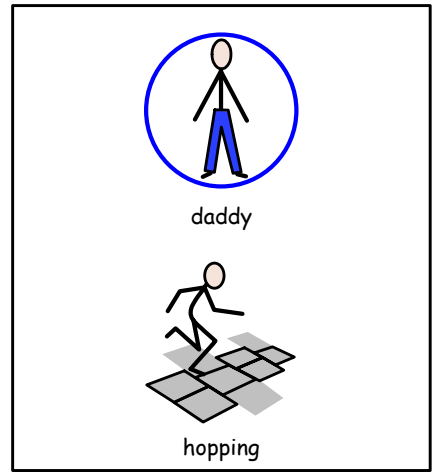
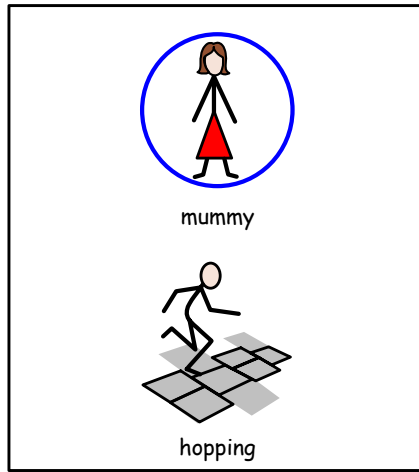
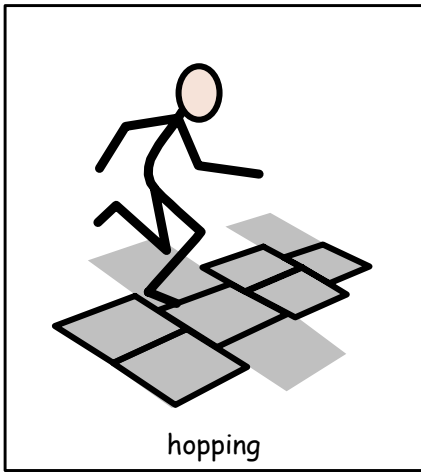
You have practised the CVCV words where the consonant doesn't change. Words like *(s)martie* will often lose the *t* because there is a change. I find children tend to retain the consonants in two CV words - so *more tea* might be right when *martie* is wrong! Do lots of practice with the combinations - do not worry that they do not make mature grammatical phrases.

If you have dominos for the easy words then make a little toy jump along the line you have made saying all the words as quickly as possible e.g. *bow bow door door car car pear pear ...*



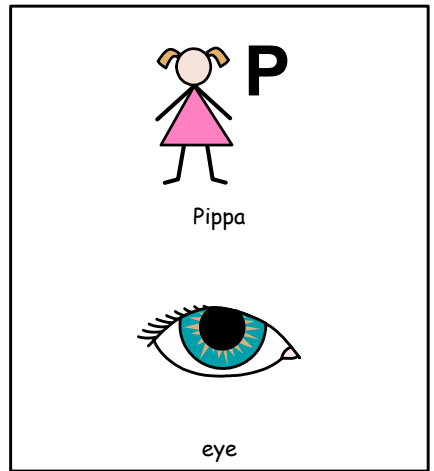
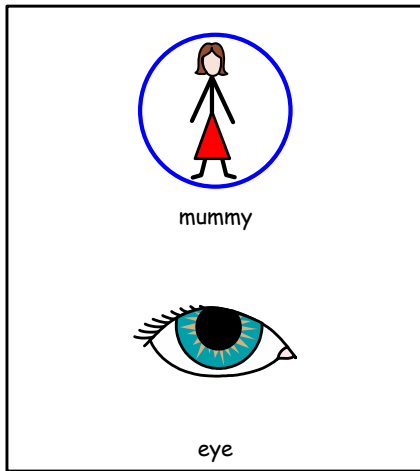
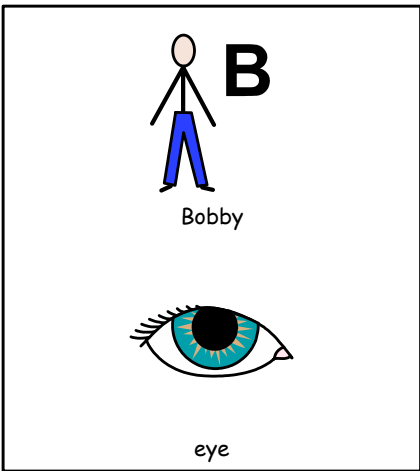
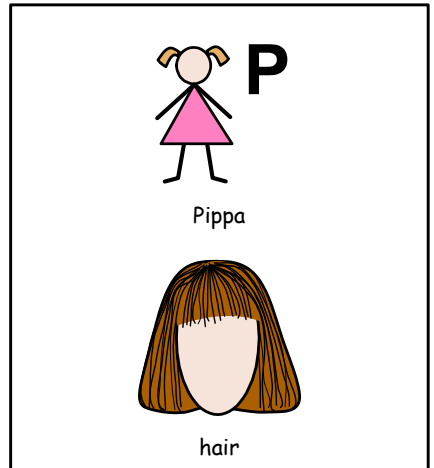
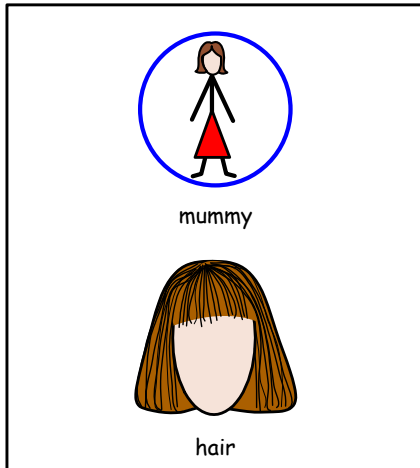
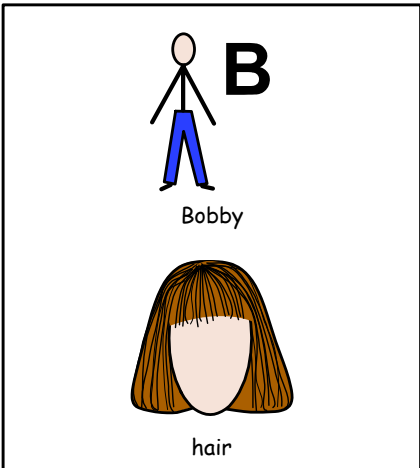
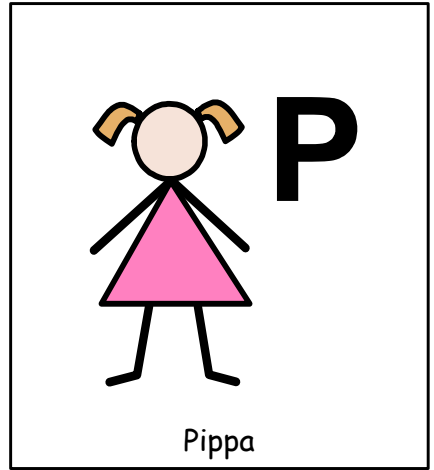
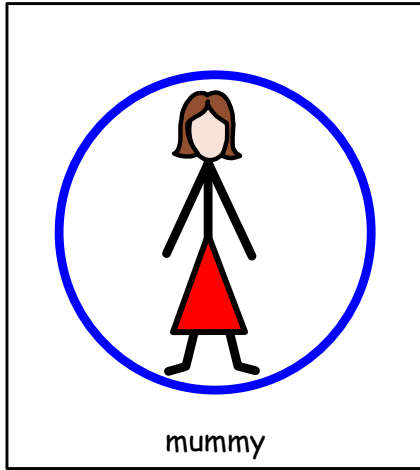
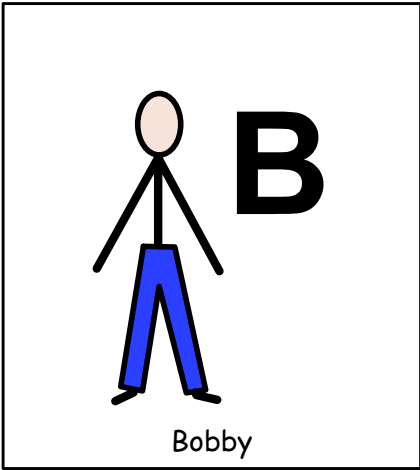
Do not expect the -ng sound on *peeping*. But we want to hear all the other consonants. As before, beware of changing the stress in the words just because you are trying to 'model' how to do it!

If you have toys to represent the characters (e.g. bear and puppy) then make a game acting out peeping from behind different things.



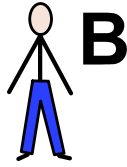
Again, don't expect to hear the -ng.

If the child has toys he can name correctly (e.g. *bunny hippo tiger*), they too can play peeping and hopping.




Before you start on this page, check the child can show not only his own hair and eyes but also the hair and eyes on a toy. E.g. have a bear and doll and ask him to show *bear's eye/ dolly's hair*.


You can confirm the phrases with the correct *Bobby's hair* etc. but you probably won't hear the 's from the child.




Bobby



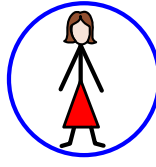
tie



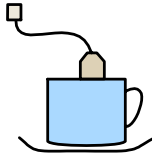
daddy




tie



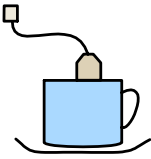
mummy




tea




Pippa




tea




baby



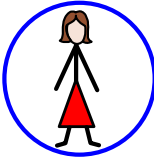
toe



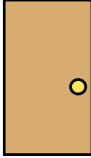
puppy




eye



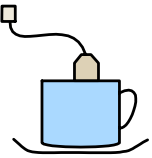
mummy




door




bear



tea

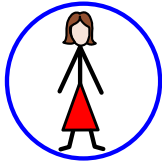


baby

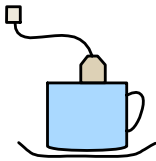


bow

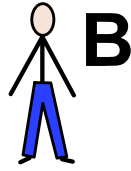
Again, use similar phrases in play - toys can have bows, you can have a tea party and label everyone's tea, label doors you go past if you know the name of someone there.



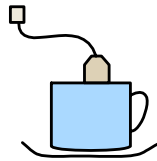
mummy



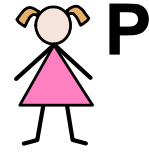
tea



Bobby



tea



Pippa

(no tea)



Pippa



pear



daddy



pear



puppy

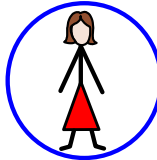
(no pear)



nanny



pie



mummy



pie



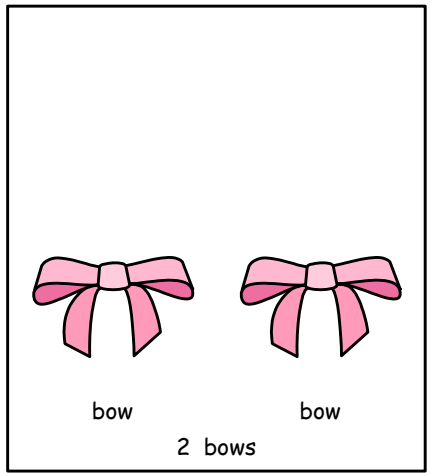
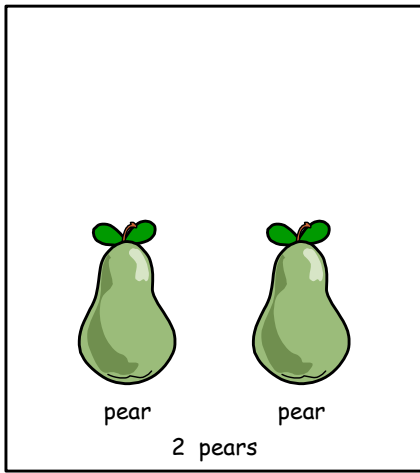
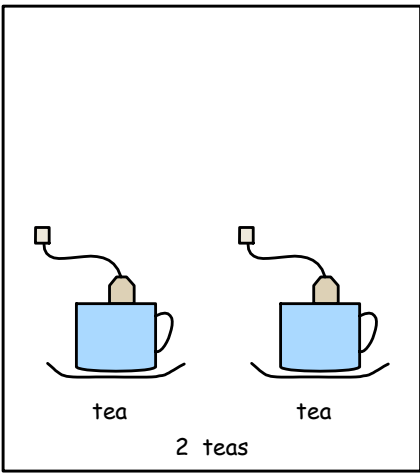
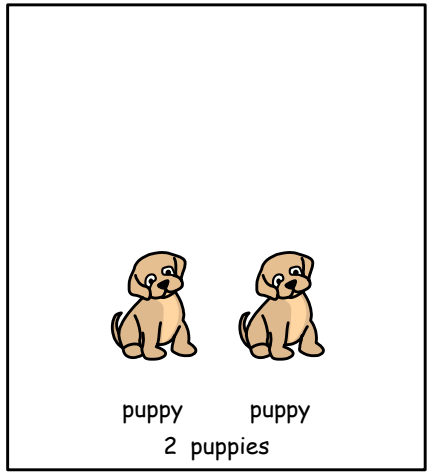
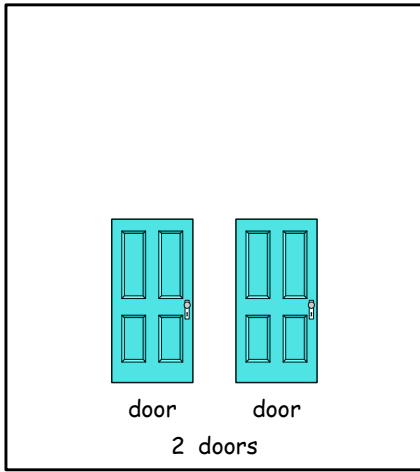
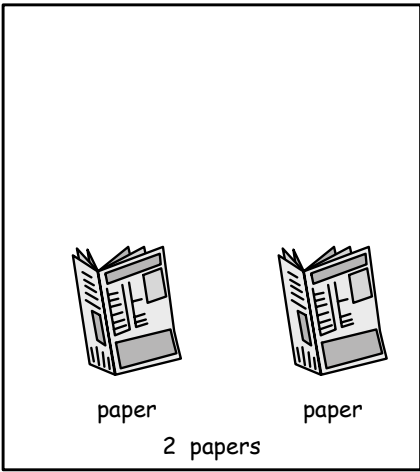
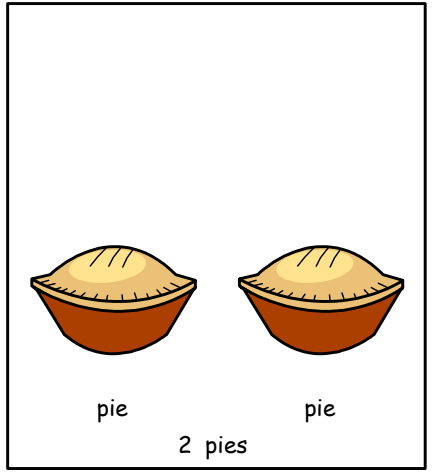
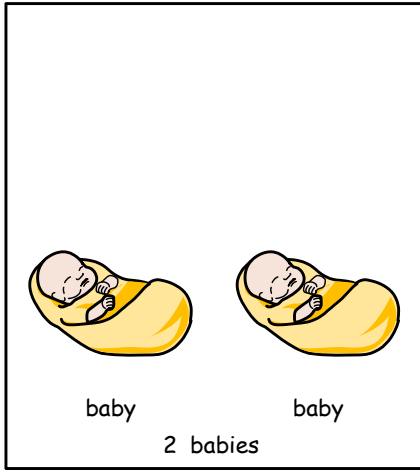
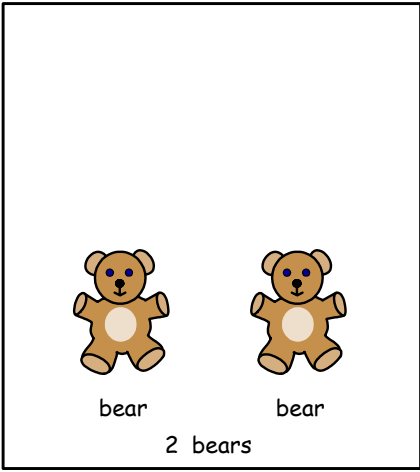
baby

(no pie)

Feed in bright remarks for the first two e.g.

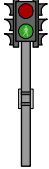
mummy's got tea, Bobby's got tea and then point to the third picture and make a sad face *oh dear - no tea, Pippa's got no tea.*

Do this several times before expecting the child to give back the picture labels.




Numbers are not very real to young children. But they often appreciate the difference between one and two! After that comes *lots*.

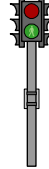
Encouraging counting *one, two* and then model *good - two bears*.



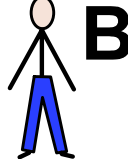
go



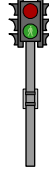
daddy




go



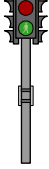
Bobby




go



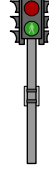
nanny



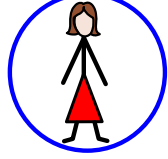
go



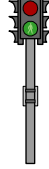
car




go



mummy



go



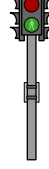
Pippa




go



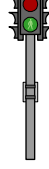
puppy



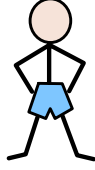
go



baby



go



boy

The back sounds k and g are hard for young children to find. Sometimes it helps to touch your throat to show where the g is coming from. Sometimes you can 'drag out' the k into the sort of shooting noise boys make in the throat and find the sounds from that.

Do not practise a mistake - if he can't say the *go*, then give this page a miss!