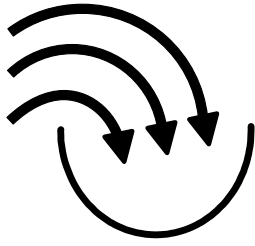


Encouraging early speech sounds in
simple words, and making
two-word phrases.

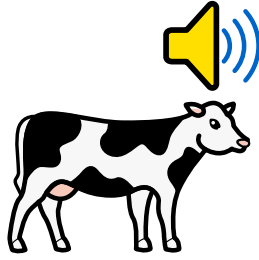
From

***An early speech and language
programme***

designed by Catherine Redmayne in
April 2000



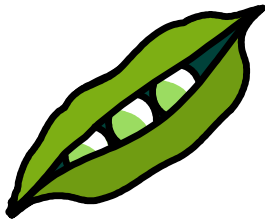
more



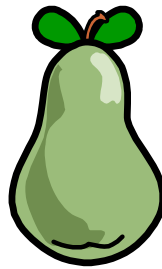
moo



pie



pea



pear



bee



bow



boy



bear

1. Name - this one is a ... Encourage the child to watch your mouth when you make a b.

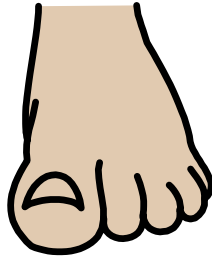
2. Post - make a postbox and ask *which one will you post?* As it goes in, try saying *bye bye pear* and so on.

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.

2

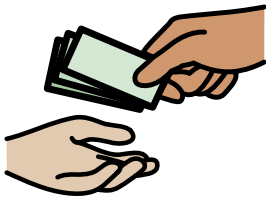
two



toe



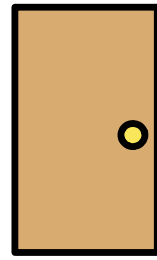
tea



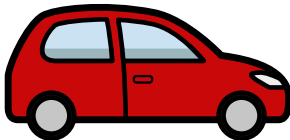
pay



tie



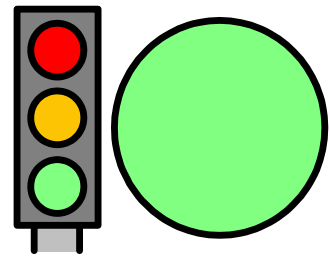
door



car



key



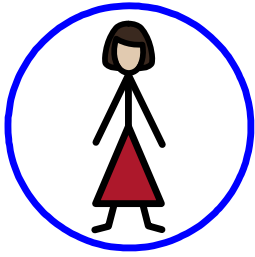
go

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

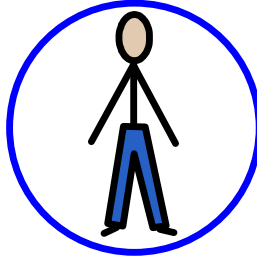
1 .Name - *this one is (a) ...*

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



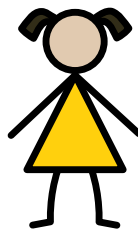
daddy



puppy



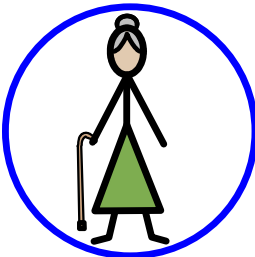
baby



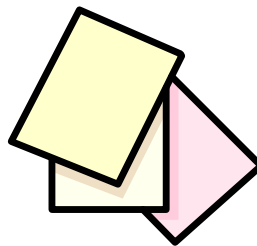
Pippa



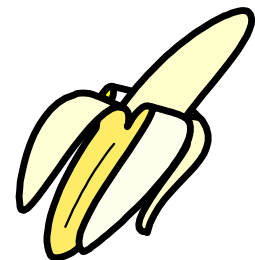
Bobby



nanny



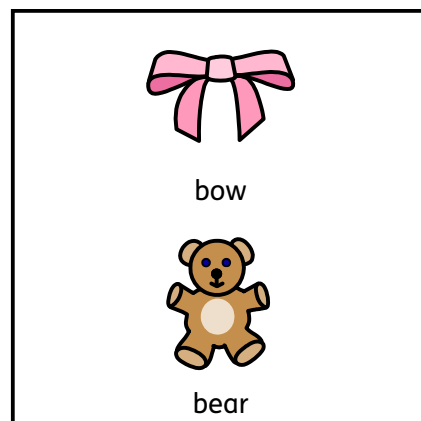
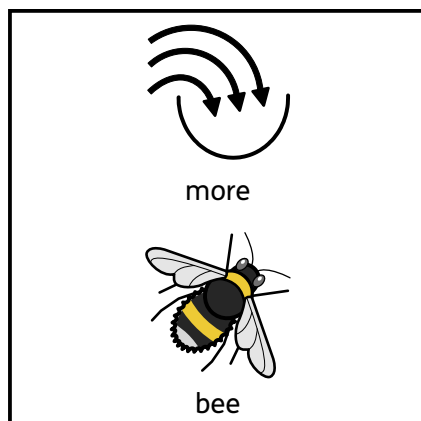
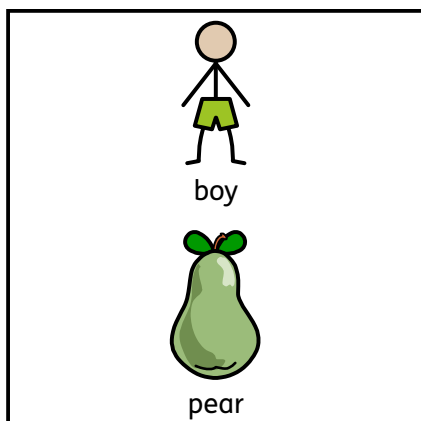
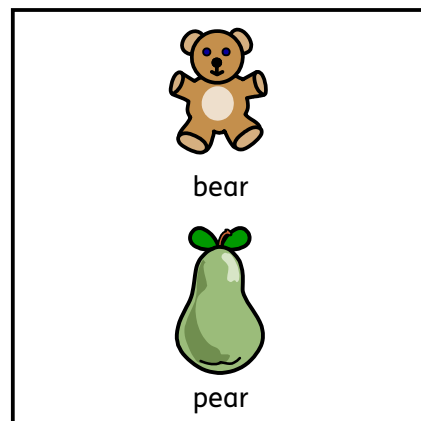
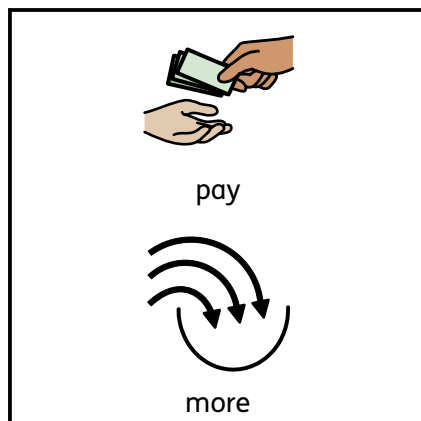
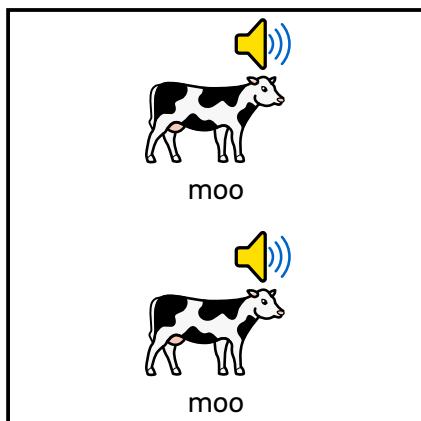
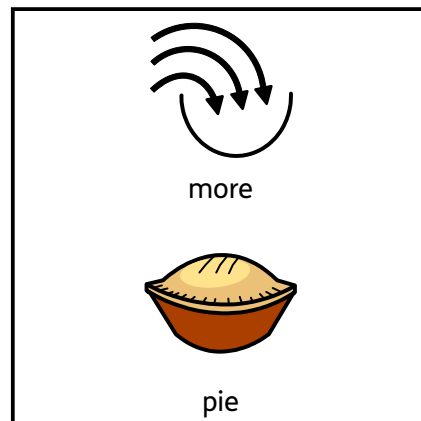
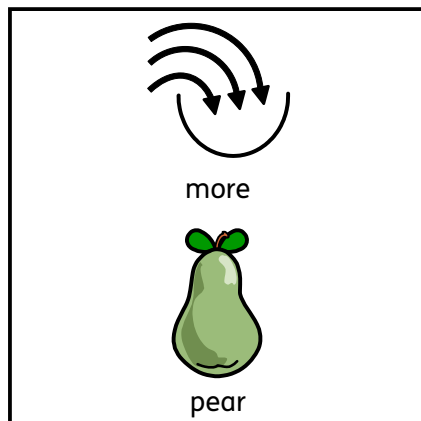
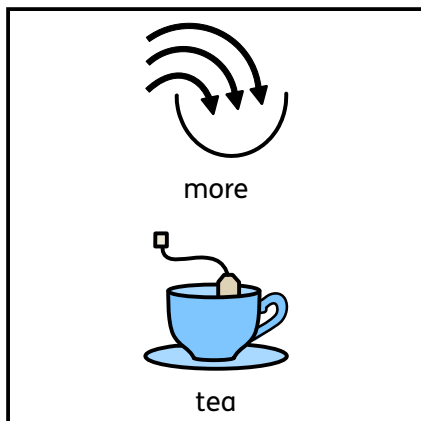
paper



nana

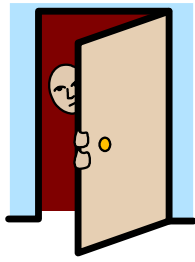
These words have a consonant-vowel-consonant-vowel (CVCV) pattern. The consonant is repeated which is much easier than words where it changes. Get the child to watch your mouth. It may help to open and shut your hand to match the lips for m b p sounds. Beware of changing the stress of the second syllable - 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.



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.

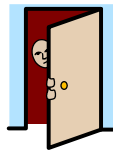
If you have dominos for the easy words then make a little toy jump along the line you have made saying all the words as quickly as possible e.g. bow bow door door car car pear pear ...



peeping



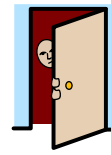
Pippa



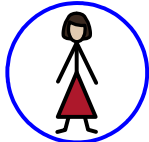
peeping



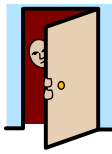
puppy



peeping



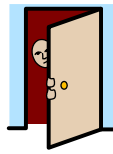
mummy



peeping



daddy



peeping



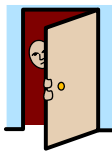
baby



peeping



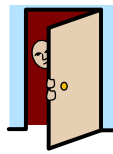
bear



peeping



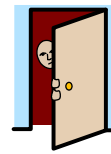
nanny



peeping



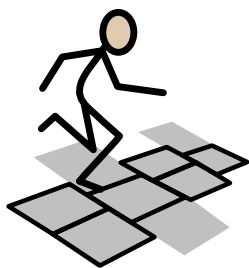
Bobby



peeping

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.



hopping



Pippa



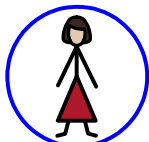
hopping



puppy



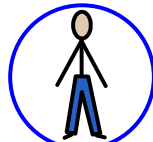
hopping



mummy



hopping



daddy



hopping



boy



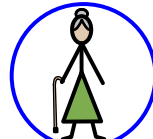
hopping



bear



hopping



nanny



hopping



Bobby



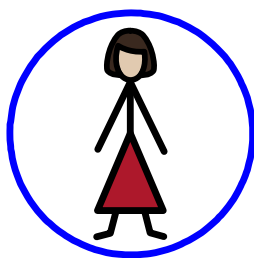
hopping

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!

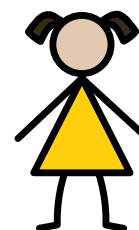
If you have toys to represent the characters (e.g. bear and puppy) then make a game acting out peeping from behind different things.



Bobby



mummy



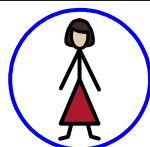
Pippa



Bobby



hair



mummy



hair



Pippa



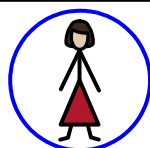
hair



Bobby



eye



mummy



eye



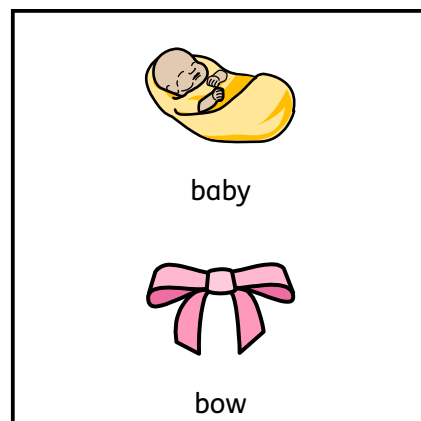
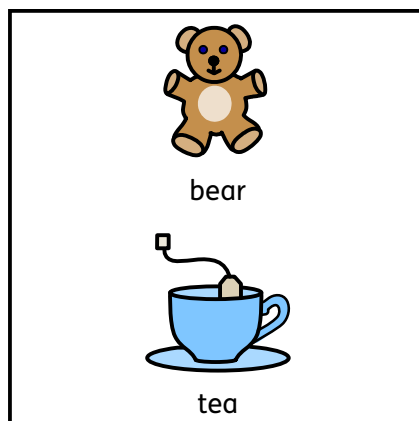
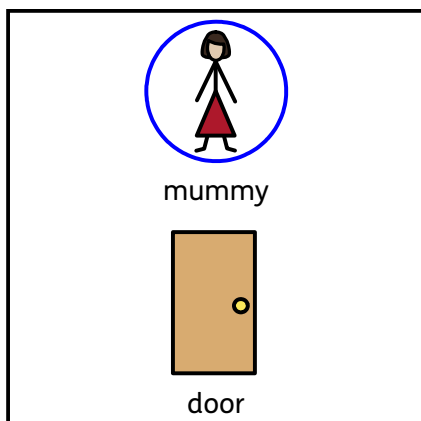
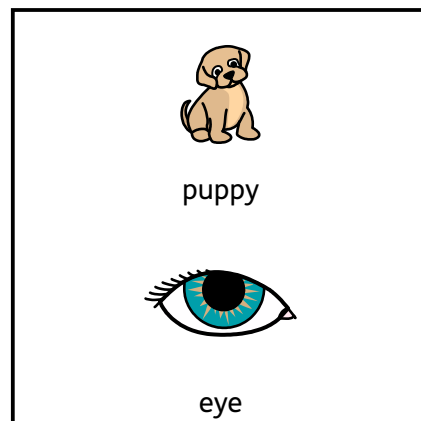
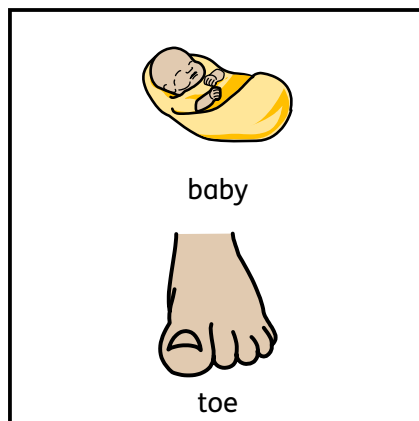
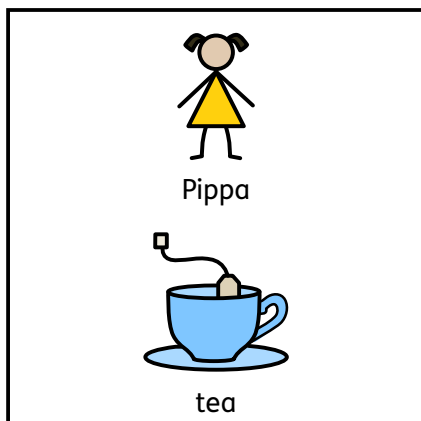
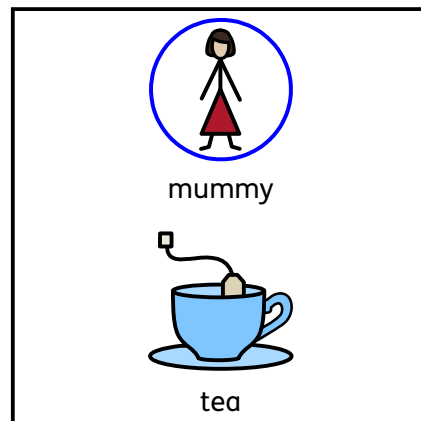
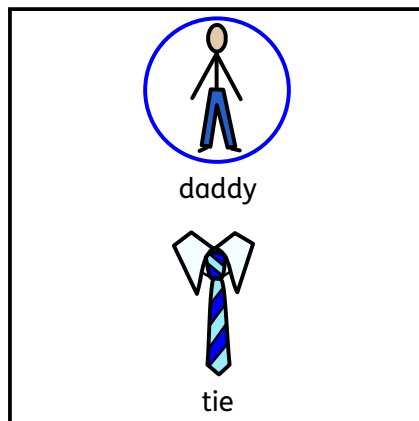
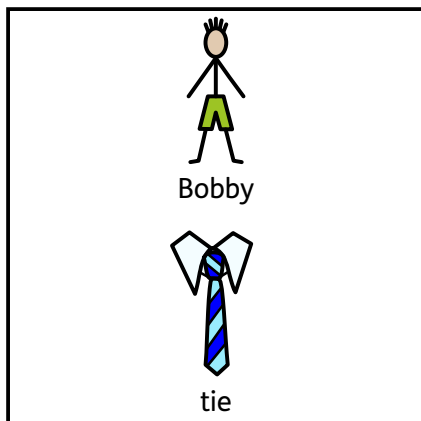
Pippa



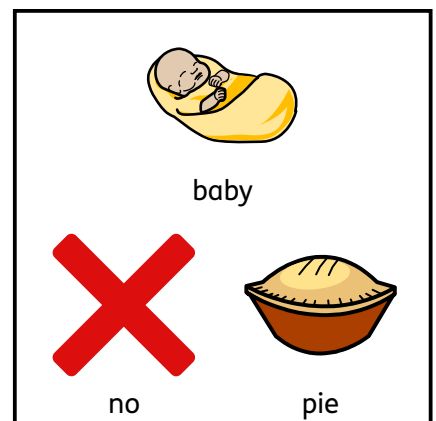
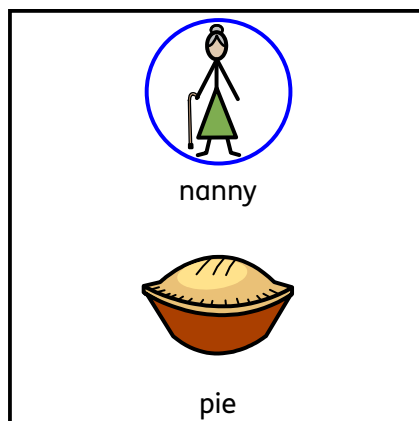
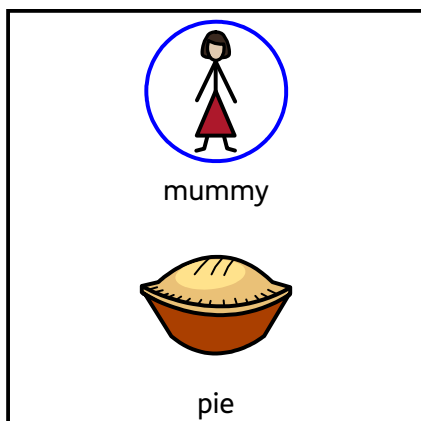
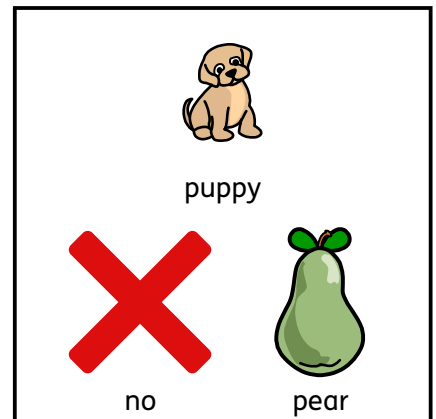
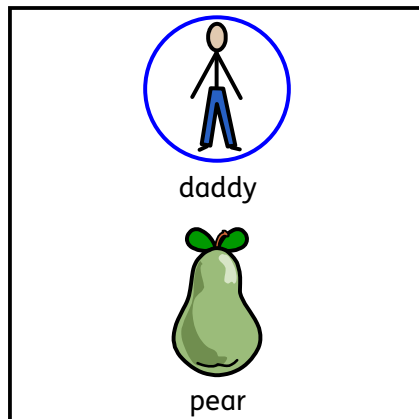
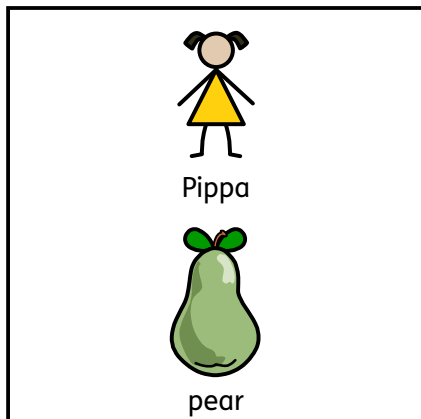
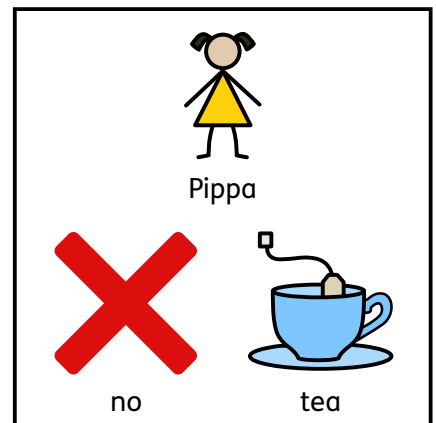
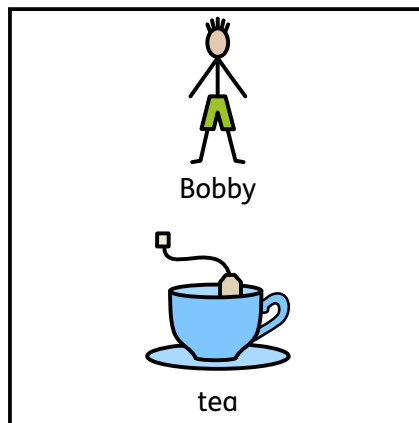
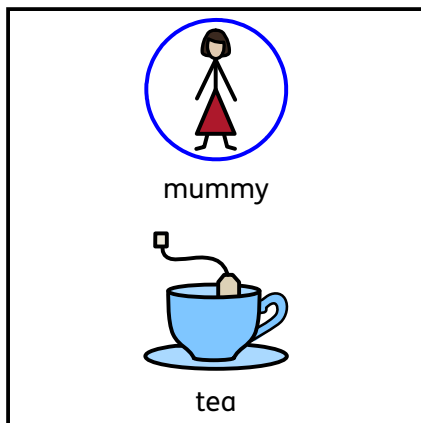
eye

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.



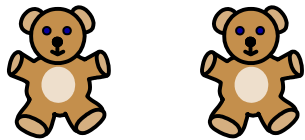
Again, use similar phrases in play - toys can have bows, you can have a tea party and label everyone's tea, label doors you go past if you know the name of someone there.



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.



bear

bear

2 bears



baby

baby

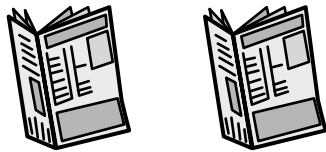
2 babies



pie

pie

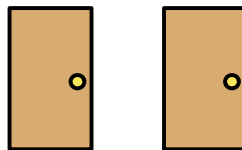
2 pies



paper

paper

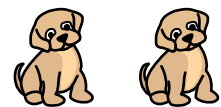
2 papers



door

door

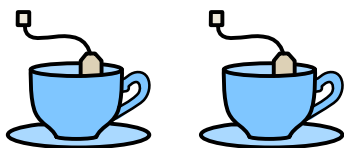
2 doors



puppy

puppy

2 puppies



tea

tea

2 teas



pear

pear

2 pears



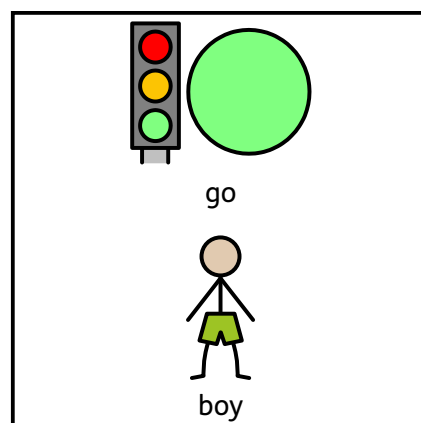
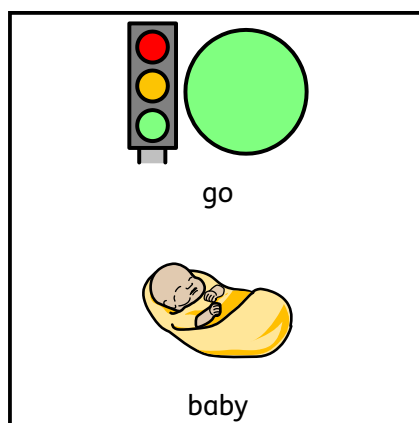
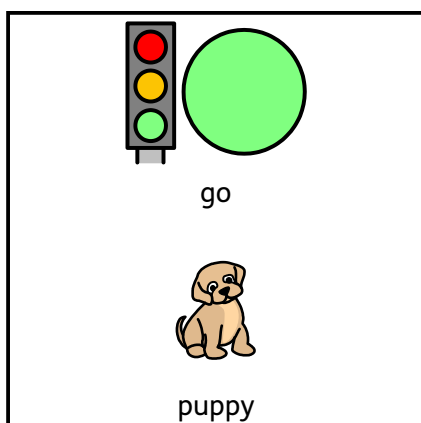
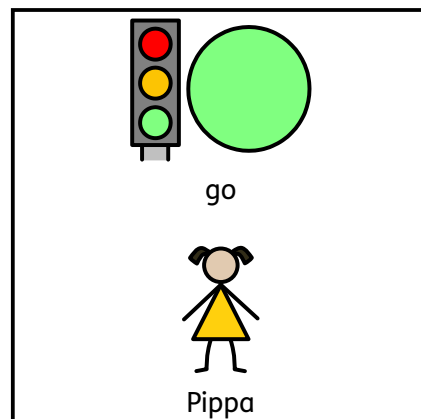
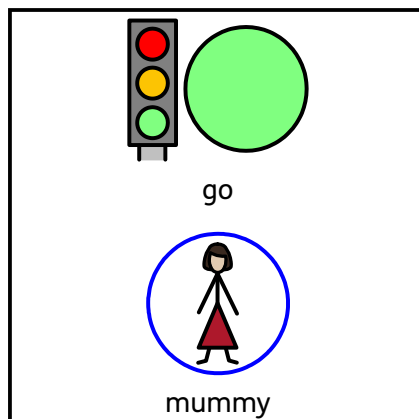
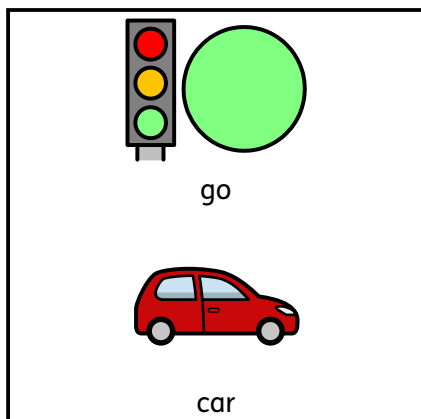
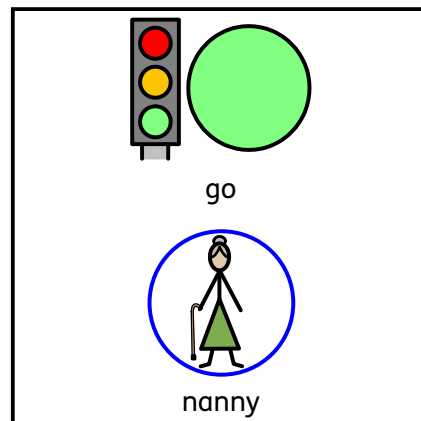
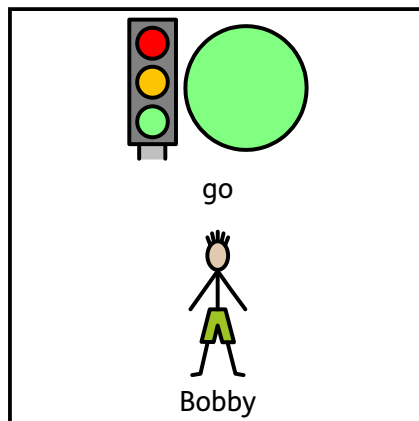
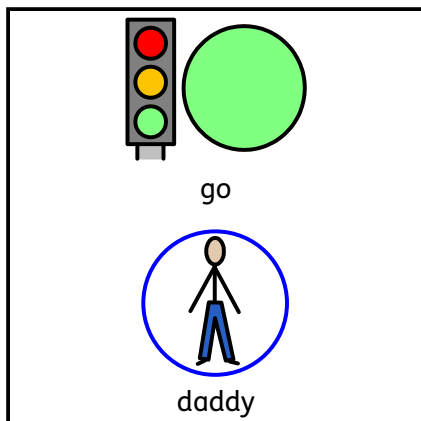
bow

bow

2 bows

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*.



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!