

## Peterborough Children’s Speech and Language Therapy: ‘Steps to Speech’ Intervention Pack

### Typical Speech Sound Development

Children’s development of speech sounds is a gradual process, whereby sounds develop over time and some sounds develop earlier than others. The table below list the sounds you should expect to hear your child use at different ages.

By age	90% of children use the following sounds in their speech
3	m, n, w, h, y, p, b, t, d, missing sounds off the ends of words
4	f, v, s, z, k, g, ng
5	sh, ch, j and consonant clusters e.g. (gl, sp, br)
5 ½	l, r
8	th

**Possible reasons for speech sound difficulties:**

- Hearing
- Delayed development
- Overuse of dummies
- Physical differences with the mouth and tongue
- Missing dentition
- Incoordination



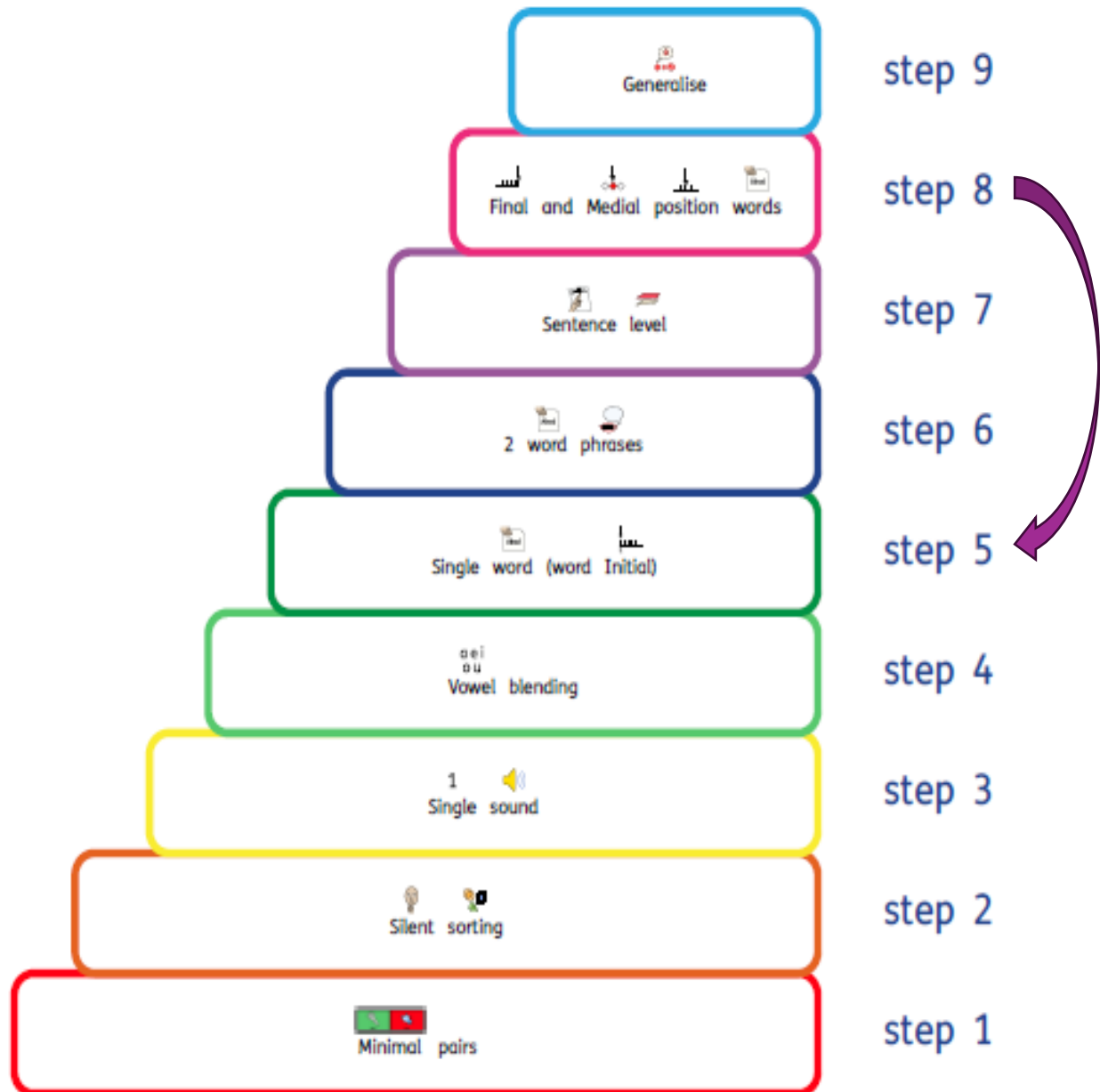
Use the **Speech Sound Screening Tool** (found at: <https://www.cpft.nhs.uk/speech-and-language-therapy-referrals> ) to support you to identify which sounds to work on with a child and which ‘step’ to start on.

**Aim to provide practise sessions at least x3 a week and use the progress tracker included (pages 28 – 29) to measure the child’s progress.**

\*Speech sound therapy can be slow in progress, and it is important that parents/school staff persevere, and repeat games and activities focused on the target sound.

\* It is normal for a child to be able to produce a sound by itself, but not use it in words. This is because a child has to learn how and when to use the sound in their speech. Repeating words correctly back to your child is the best way to help.

## ‘Steps to Speech’ Overview



### Additionally covered in this pack:

- Consonant clusters/blends (page 24)
- Multi-syllabic words (page 25)
- Tops Tips for success (page 26)
- Day-to-day speech strategies (page 27)
- Progress Tracker (pages 28 – 29)

## STEP 1: Minimal Pairs

### Aim:

This listening task will increase the child's awareness of the difference between their target sound and error sound, supporting them to store the sounds correctly, so they are ready to use them.

### Resources:

Minimal pairs pictures – these may be provided by your Therapist or can be found online below:

- <https://www.home-speech-home.com/minimal-pairs.html>
- <https://speechtherapisttools.com/our-speech-resources/minimal-pairs-speech-therapy-worksheets/>
- [Word Lists: Minimal Pairs \(speech-language-therapy.com\)](http://Word Lists: Minimal Pairs (speech-language-therapy.com))
- [BSP, speech & language resources for schools, therapists & parents \(blacksheepress.co.uk\)](http://BSP, speech & language resources for schools, therapists & parents (blacksheepress.co.uk))
- Twinkl: [Minimal Pairs - SALT - Inclusion Resources - Twinkl](#)

**Note:** A minimal pair is where 2 words are the same apart from 1 sound e.g. **fox-box**, **cap-cat**. You should choose pairs based on what the child's error and target sounds are e.g., if they replace 'k' with 't' then choose k vs t minimal pairs e.g., **kick vs tick**. If you're not sure which minimal pairs to choose, complete the service's speech sound screen & review the analysis section to identify target vs error sounds. [Speech Sound Screening Tool Form.docx \[docx\] 248KB](#) & [Speech screen pictures.pdf \[pdf\] 265KB](#)

### How to complete the activity:

- Pick a pair of the pictures (minimal pairs), e.g. car/tar.
- Place the pictures in front of the child, tell them what each of the words/pictures are and ask them to listen very carefully.
- Now, say one of the words (e.g. 'car') and ask your child to point or place an item, (e.g. brick, counter, game piece) on the picture that they hear.
- Continue doing this, saying each of the words in a random order e.g., car, car, tar, car, tar, tar, tar, car, tar, car.

To make this more fun, you could:

- Place the two minimal pair pictures on different sides of the room (or outside) and have the child run to the one you say.
- Ask the child to close their eyes and hide a penny under one of the pictures, then tell your child which picture to look under so they find the coin.
- Use the pictures alongside a game or toy, for example pop up pirate – place a sword on each of the pictures, name one of the pictures, then the child can take a turn at the game.

See the following resources on our website's toolkit to support you: [Minimal Pairs.pdf \[pdf\] 89KB](#) and [Minimal Pairs demonstration video: Listening](#)

## STEP 2: Silent Sorting

### Aim:

This activity focuses primarily on a child's listening skills. It is designed to help them change the way the words are stored in their heads. This helps to start to change the way they produce words.

### Resources:

Objects and/or pictures of words beginning with two different sounds. You could collect objects from around the school/house beginning with each sound, e.g. for 'b' you could use a ball, baby, brush, balloon etc. You could also draw pictures or cut them out of a magazine.

### How to complete the activity:

- Gather your objects/pictures beginning with the sound your child finds difficult and the sound they produce instead, for example "t" and "k".
- Find two objects/ pictures that represent the initial sounds (for example a camera may represent the c/k sound) and place them in front of the child, make sure the child knows which sound is which e.g. "this is the k sound, the camera goes k".
- Pick up one of the objects/pictures and place it by its initial sound. Then encourage the child to have a go. They should be asked to do this silently – this will help them think about the sounds in the word.
- Continue with this until all objects/pictures have been sorted.
- Review all the objects/pictures with the child and discuss any errors.

**Resource example:** Twinkl: [Sound Sort, Cut and Glue Worksheet Pack | s,a,t,p,i,n \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/sound-sort-cut-and-glue-worksheet-pack-s-a-t-p-i-n)

## STEP 3: Production of the target sound

### Aim:

Child to be able to produce a new sound consistently on its own. The child needs to be able to produce the sound accurately at this level, before they start using the sound in words.

### Resources:

Target sound picture card – objects for chosen activities e.g., post box, ball, game

### How to complete the activity:

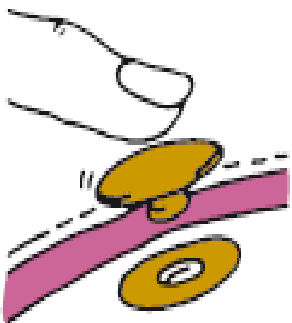
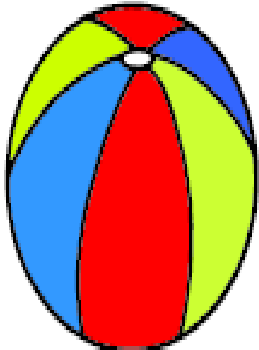


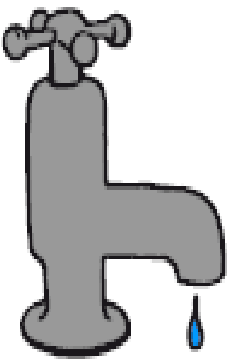
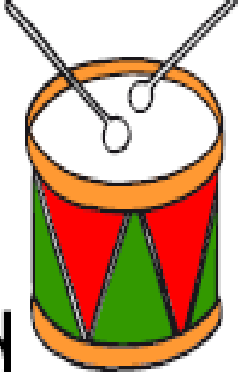
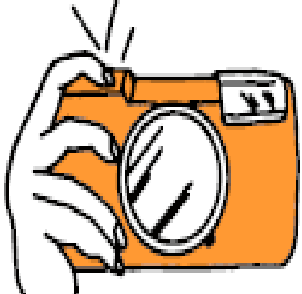


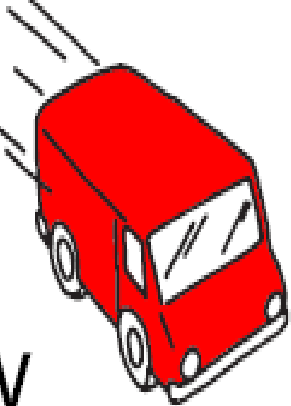
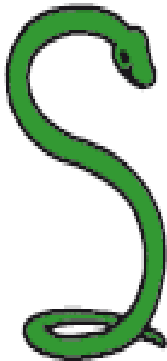
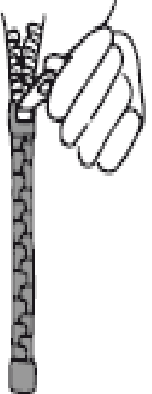
- Show the child the target sound pictures – see if the child can recall the sound by looking at the picture. If not, then model the sound to them for example 'sss a snake goes sss'
  - Practise saying the target sound (ck, t, s, sh, etc) in isolation i.e., on its own.
  - When getting your child to produce sounds in isolation, allow them to see your lips when you are making the sound and use a mirror to help support if they are having difficulty.










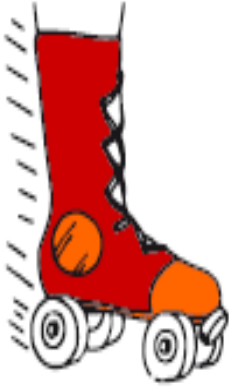


Continue to practise the sound on its own using a variety of activities:

- **Posting-** Have lots of small target sound cue pictures. Each time the child says the target sound, they can post a picture into a post box.
- **Stepping Stones-** Have lots of small target sound cue pictures placed on the floor across an imaginary river to make stepping stones. The child crosses the river by standing on the 'stones', saying each sound as it is stepped on.
- **Ball games-** Roll/throw a ball to each other. Each time the child catches or throws the ball they have to say the target sound. Make sure you join in and say the sound too.
- **Building a tower** – give the child a brick each time they practise their target sound. See how high they can make their tower before it falls down!
- **Puzzles** – give the child a puzzle piece each time they practise their target sound.
- **Turn-taking games e.g., pop up pirate, crocodile dentist, jenga etc.,** – each time the child (or adult) takes a turn they need to say their target sound.
- **Reward charts (with stickers, stamps or counters)– see examples on page 8**

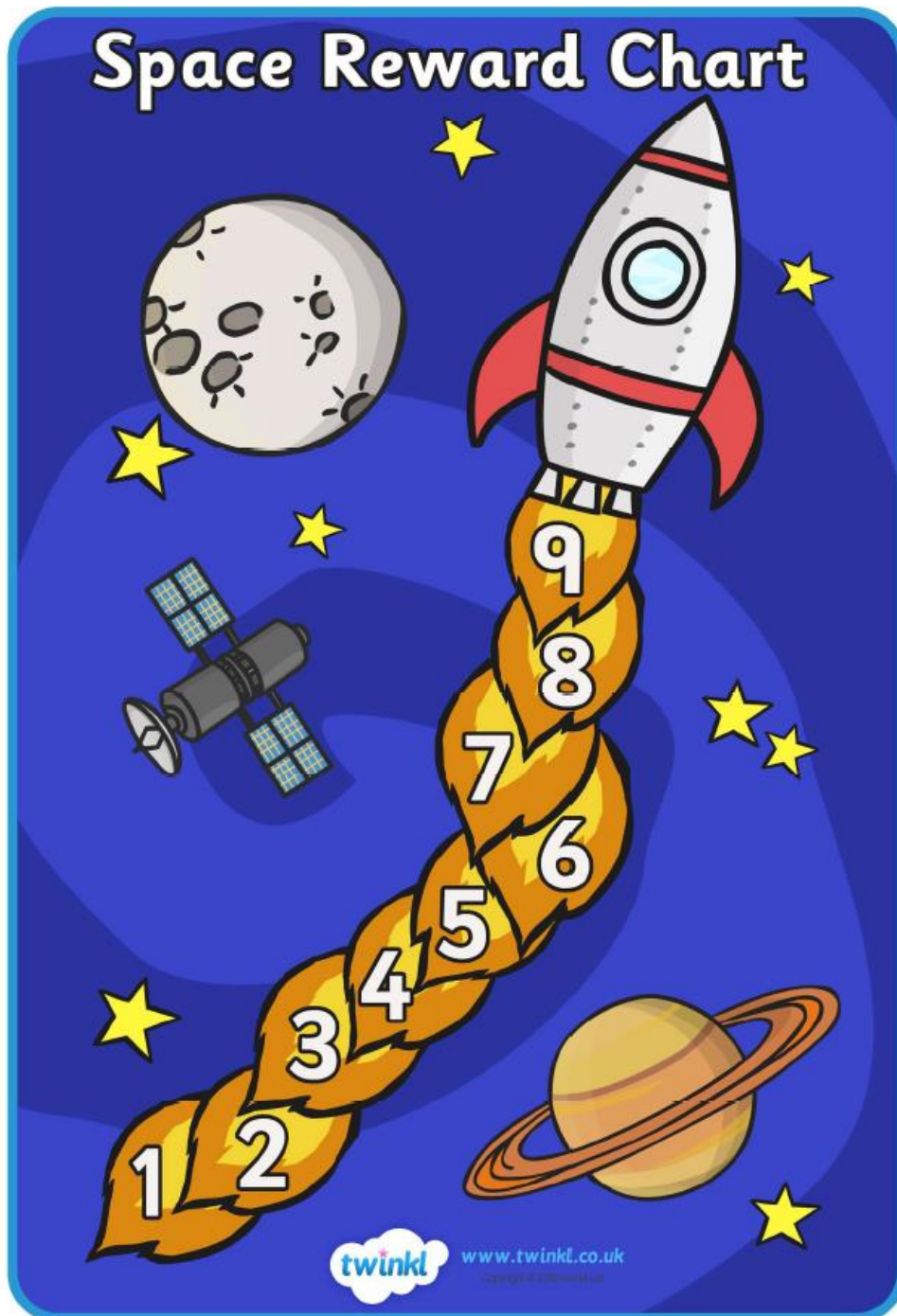
**Useful resource: Twinkl – search: Visual Supports for Speech Sounds**

**Cut up and laminate following pages: Single sounds**

 <p>p</p>	 <p>b</p>	 <p>m</p>	 <p>n</p>
 <p>t</p>	 <p>d</p>	 <p>k</p>	 <p>g</p>
 <p>f</p>	 <p>v</p>	 <p>s</p>	 <p>z</p>

 sh	 zuh as in 'measure'	 ch	 j
 l	 y	 ng as in 'sing'	 h
 w	 r	 th as in 'thumb'	 th as in 'there'

A Reward chart is an ideal resource to get lots of sound practise:



Additional reward charts:

<https://www.twinkl.co.uk/resource/t-c-098-my-princess-castle-reward-chart>

<https://www.twinkl.co.uk/resource/t-c-137-astronaut-space-reward-chart>

<https://www.twinkl.co.uk/resource/t-c-113-dragon-reward-chart-1>

## STEP 4: Vowel blending

### Aim:

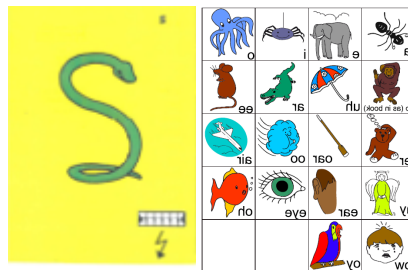
For child to start to blend the target sound with vowel sounds to support the production of target sounds and developing blending skill to produce words.

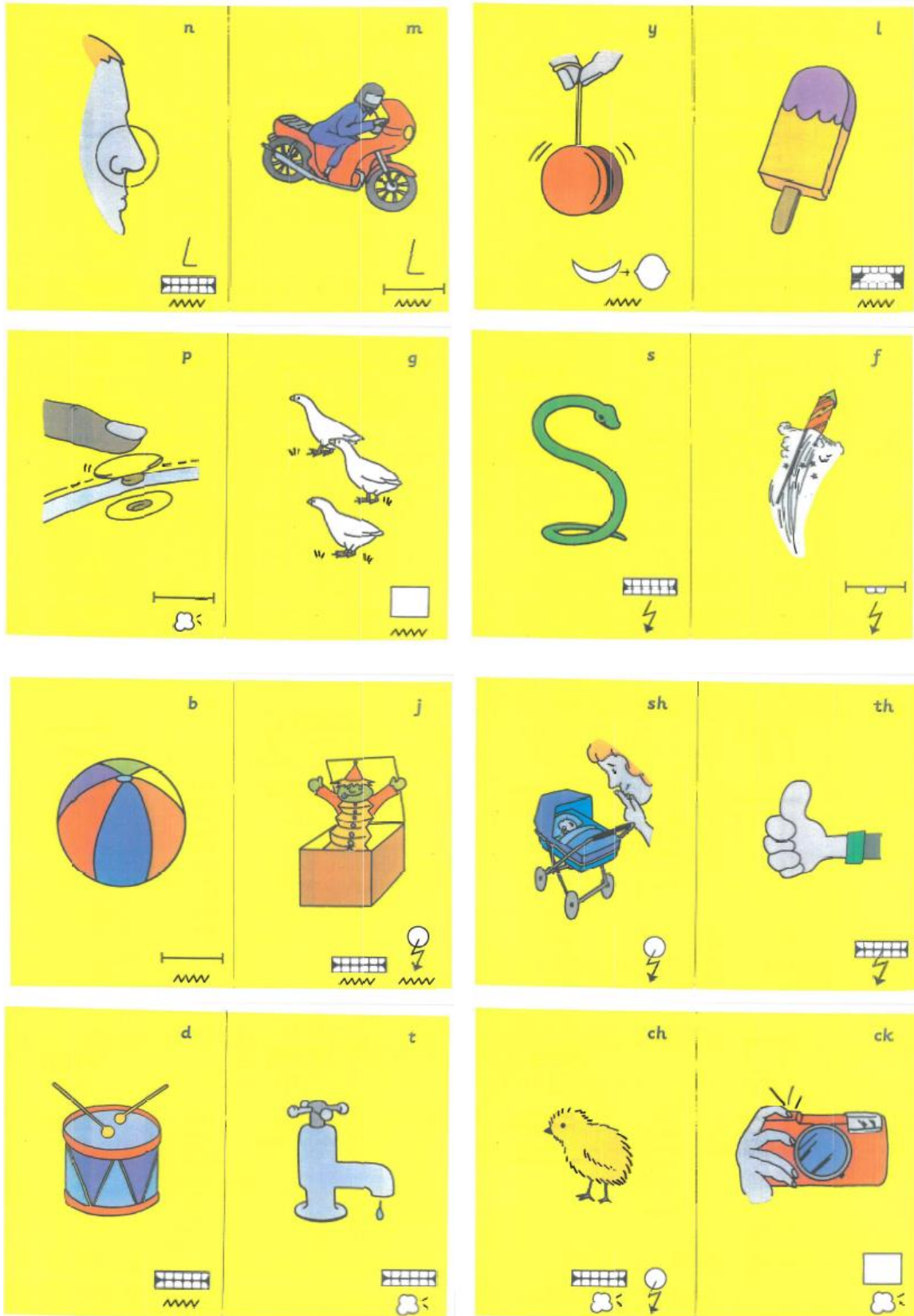
### Resources:

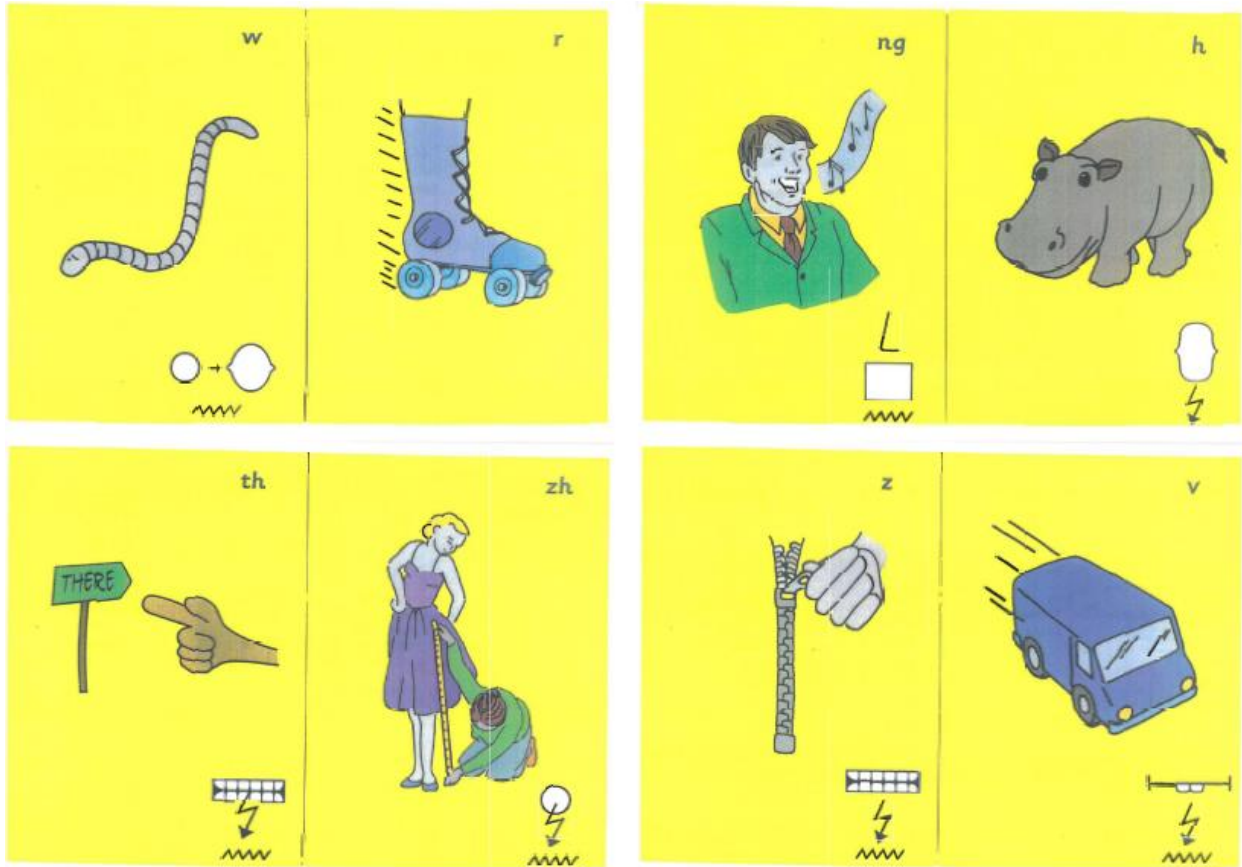
Use target sound visual, vowel sound images and blending slide or similar to 'push' the sounds together.

### How to complete the activity:


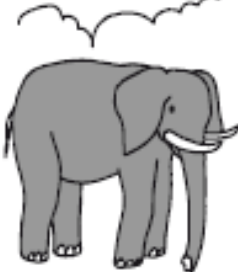
















- Use the image of the sound you are working on (consonant) and start to blend with vowel sounds.
- Use resources such as the slide (see below) to encourage child to push or slide the sounds together for example: S+OO > "SOO" rather than "S-OO"
- This process also supports VC (vowel-consonant) productions for example: OO +S > "OOS"
- Some CV/VC words are not real – Alien words, others are real words such as – S+ee= 'Sea', S+eye = 'sigh' – start to introduce these real words more as blending develops.







Vowels:

 a	 e	 i	 o
 oo (as in book)	 uh	 ar	 ee
 er	 oar	 oo	 air
 ay	 ear	 eye	 oh
 ow	 oy		

Blending slide:



## STEP 5: Single Word level (beginning)

### Aim:

For your child to use the Target sound at the beginning of words consistently

### Resources:

Words sheets with target sound at the beginning. Objects that fit these criteria, images from magazines.

Picture resources:

- HomeSpeechHome: [65 Speech Therapy Word Lists for Speech Therapy Practice \(home-speech-home.com\)](https://www.homespeechhome.com/65-speech-therapy-word-lists-for-speech-therapy-practice/)
- Speech Therapy Talk: [Word Lists For Speech Therapy - Speech Therapy Talk](https://www.speechtherapytalk.com/word-lists-for-speech-therapy/)
- Specific sounds mats/pictures/games from Twinkl: [Speech Sound Activities - SALT - Inclusion - Teaching Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/speech-sound-activities-salt-inclusion-teaching-resources)

### How to complete the activity:

Word level activities can be via play - Through play-based activities It is important to:

- o **Emphasise** the target sound in words.
- o Remember to **prompt** your child to remember their target sound.
- o Encourage as many **repetitions** as possible.

**Turn-taking games:** Choose a turn-taking game e.g. pop-up pirate, monkey business, crocodile dentist, buckaroo. Encourage your child to choose a word to say before taking each turn.

**Scrapbook:** Look through magazines and newspapers you may have in your house with your child. Together find pictures that begin with your target sound and cut them out and stick them onto paper/card/cereal box to create a scrapbook. Once completed, you can then look back at it with your child and name and talk about the pictures.

**Feely bag:** Go on a hunt around your house and garden with a feely bag or a pillowcase. Find 5-10 objects that start with the target sound. Place them in the feely bag/pillowcase. You can then play 'What's in the bag?' and guess what objects are going to come out of the bag from clues/the feel of the object/the shape of the object/the sound of the object in the bag. Change the contents of the bag each week.

**Speech sound walk:** Find pictures or take photos of 5-10 words that start with the target sound that you can spot on a familiar walk that you do. Make a lotto board using the pictures or photos or save the photos on your phone. Next time you go on the walk, spot the different items on your lotto card. Use a pen or bingo dabber or

sticker to mark off when you have found the target word. Or you could show your child the next target word you want them to find on your phone screen and scroll to the next one when they have found it.

**I spy:** Gather some objects/pictures (from magazines, packaging, or your own drawings) beginning with your child's target sound and place these around the room. Then start a game of 'I spy' using the target sound; 'I spy with my little eye, something beginning with sss', and see if they can guess the word. If the child guesses a word that does not start with the target sound then discuss this.

**Treasure hunt:** Gather some objects or pictures beginning with your child's target sound and hide them around the house or garden. Go on a treasure hunt together finding the items you have hidden and say the word when you find it.

**Speech Race:** Stand at the beginning of a hallway, or at one end of a room. Give the child their target sound, word or phrase and ask them to repeat it 5x. After the five productions they get to take a step forward for every correctly produced word (if the child is struggling to produce the target sound in the word, model the word and get them to repeat on each try, they can also gain a step forward for lots of effort behind trying even if incorrectly produced). If they got 3/5, then it's three steps forward. They take it in turns with their parents, siblings etc. Then give them the next word or phrase. The goal is to get to the end of the hallway/ room. Whoever gets to the end of the room/ hallway first, wins!

**Scavenger hunt:** Make sure you have some objects in the room or house beginning with your child's target sound. For example, for 't' you might have 'towel' 'train' 'toothpaste' etc. On each turn, ask your child to find an object beginning with their target sound and bring it back to you as fast as they can. You could involve other family members, to turn it into a race or competition. When they've found their object, you can say the word together to practise the sound.

**Bowling:** Collect some empty plastic bottles/cans/tins (drink bottles, washing up liquid etc) and write a list of words beginning with your child's target sound. Set the bottles up like bowling pins. Take it in turns with your child to roll a ball to see how many bottles you knock over, then say a word on your list that many times, for example if you knocked over 4 bottles you have to say the word 4 times. Then move onto the next word and see how many bottles you can knock over. Continue this working through your list of words.

**Kim's game:** Gather some pictures/objects beginning with your child's target sound and place them in front of the child. Let the child have a look at all the items and check they know what all the words are. Then cover the items with a towel/blanket. You can then either:

- a. Ask the child to name how many things they can remember
- b. Remove one item and then remove the towel and see if the child can guess what item you have taken.

## STEP 6: Mixed 2 word phrase level

### Aim:

These activities are designed for your child to practise their target sound(s) in 2-word phrases. This is important as it will support them to develop sentences.

### Resources:

Words with target sound in all positions, adjectives and action words to use

### How to complete the activity:

- Develop into phrase level by using adjectives to add to the target word and then use a carrier phrase (i.e. a repetitive phrase). For example., 'I spy...' 'I can see...' .
- Mixed phrases are where the phrase will vary each time. This can be achieved in various ways with varying levels of structure
- **NOTE:** Important to reinforce correct production of a target sound with **specific praise** e.g., Child: 'A blue boat' Adult: 'Good job, I heard your X sound'.


























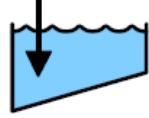
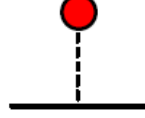



### Activity Ideas- Mixed Phrases

- **Colours-** ask the child to select a colour (*see resource attached*) and a target word to create a 2-word phrase e.g., red boat, blue bean.
- **Action Words-** Create silly 2-word phrases e.g., hopping boat, singing light -*your child may enjoy acting out the action word when saying the phrase where possible.*
- While playing word level game, an adult may encourage the child to make up a phrase or an adult may choose a random phrase relating to target word for the child to repeat. e.g., a child lands on 'hat' – Adult models 'a big hat' and encourages the child to imitate.

Alternate the position of the target word with a second word, these can be random keeping the activity amusing e.g. red car – car park

- Hide vocabulary cards around the room and your child must find them using the phrase 'I can see...' or 'I spy...'

**Suggestion:** cut these out and pick a card randomly to make a silly phrase.

 fast	 slow	 big	 little	 smooth
 rough	 long	 short	 loud	 quiet
 spotty	 stripy	 spiky	 sticky	 smelly
 dark	 light	 heavy	 light	 fluffy
 blue	 green	 red	 yellow	 pink
 deep	 high	 funny	 grumpy	 magic

## STEP 7: Sentence Level

### Aim:







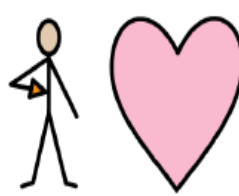


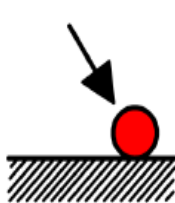


These activities are designed for your child to practise their target sound(s) in sentences. This is important as it will support them to generalise the sounds into their spontaneous speech.

### Resources:

- See **sentence starters** to put in front of target word pictures (e.g., words beginning with 's' -> child: 'I have a sock')
- See the **silly sentences resource** (verbs & places) to create 'silly sentences' by putting *after* a target word picture i.e., target word + yellow picture + blue picture (e.g., words beginning with 's' -> child: 'The seal is running in the park')

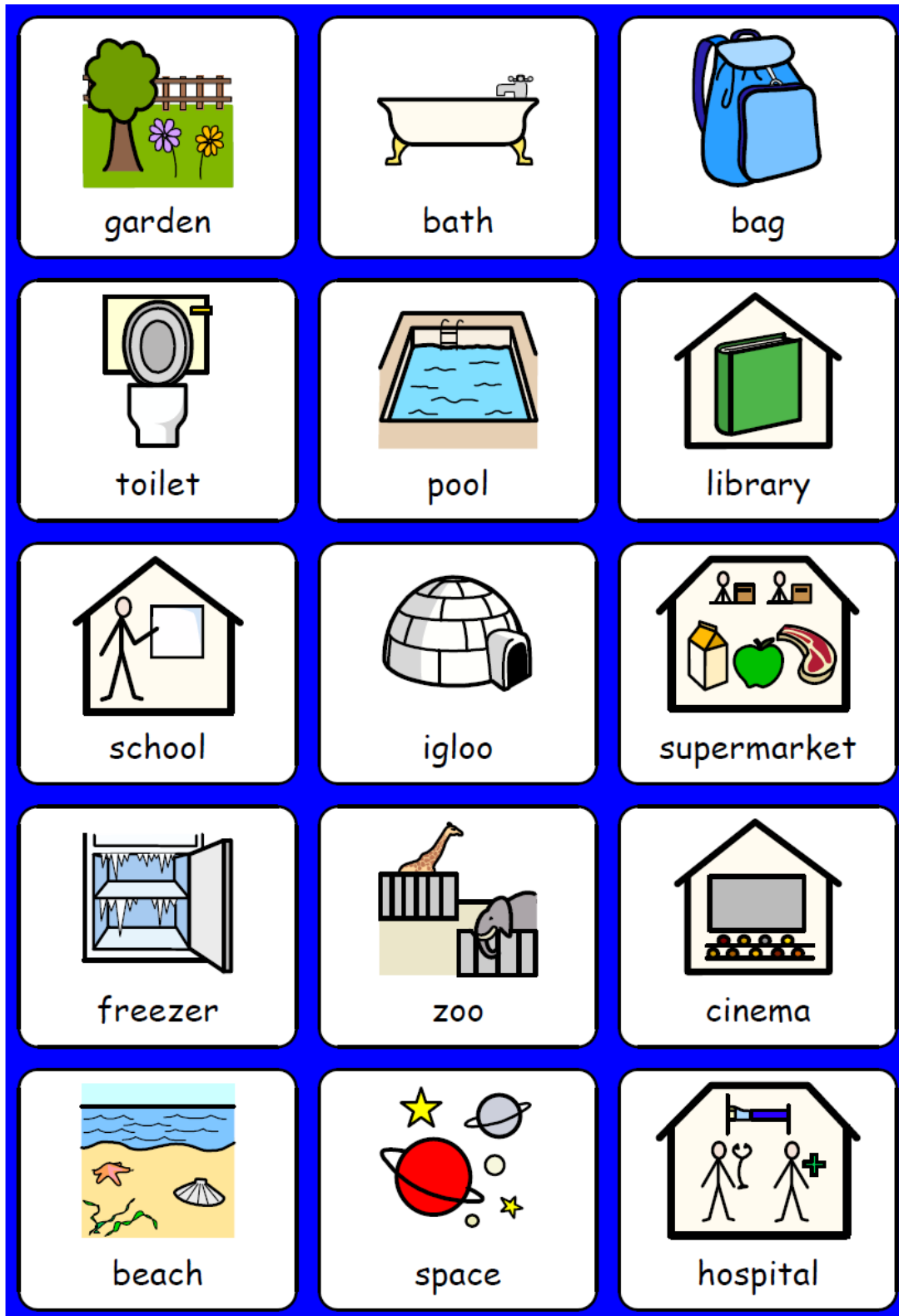
See sound specific sentence level activities on twinkl – e.g., [Initial s Sound Story - Story with S Words - KS1 Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/ks1/initial-s-sound-story-story-with-s-words-ks1-resources)

### Sentence starters (made on widgit/inprint):

 I have a ...	 Where is the...?	 I need a ....	 I see a ...
 I found a....	 Do you like...?	 I like.....	 What is a ...?
 I grew a ....	 There is a...	 I hear a.....	 I lost my...

Silly sentences (made on widgit/inprint):





## STEP 8: Consider other word positions

It may be that your child only had difficulty with their target sound just at the start of a word. Or it may be that your child finds it tricky in all word positions (beginning, middle and end). If this is the case, revisit step 4 (word level) onwards, focusing on the target sound in the word position that your child finds tricky.

Please see examples:

	Initial	Medial	Final
/p/	Pig	Apple	Tap
/ch/	Cheese	Teacher	Beach
/s/	Sock	Messy	Bus
/g/	Gate	Tiger	Hug
/v/	Van	Seven	Cave

If you require additional resources to support other word positions (e.g., medial, or final), please contact the service or use resources such as:

[Speech Sound Activities - SALT - Inclusion - Teaching Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/speech-and-language-therapy/speech-sound-activities-salt-inclusion-teaching-resources)

[65 Speech Therapy Word Lists for Speech Therapy Practice \(home-speech-home.com\)](https://www.home-speech-home.com/65-speech-therapy-word-lists-for-speech-therapy-practice)

## STEP 9: Generalisation

When working on specific sound targets, we get to a stage where the child can use the sounds in words and sentences during structured activities, but they have not yet transferred the sounds into conversation / their everyday talking. We need to help them 'generalise' their sounds into everyday speech. This is the last stage of speech sound practise but can be one of the hardest and longest steps. It can take a lot of time and needs practise and patience.

### Conversational Practise

Some older children may benefit from practising their target sounds within conversational activities and/or within guided reading practise. Ensure that the child is aware of what sounds they are trying to look out for/remember and explain that you are going to remind them when they forget.

Example conversational activity (from twinkl):



**Twinkl:** Would you rather?, conversation starter cards

**Everyday:** Talk to me about what you did at the weekend, Talk to me about your favourite movie

### Classroom Strategies

- **Secret symbols:** Create a symbol/picture with the child which represents their target sound/s and decide somewhere they can stick this (in their workbook, on their pencil, on a bookmark) to remind them of their sounds. See example below made on widgit/inprint:

KEY: tap=t / snake=s / jelly=j / chick =ch



- **Key word practise:** School and/or parents to choose with the child 5 – 10 key words that are useful everyday words containing the child's target sound/s e.g., friend's names, everyday items, favourite activities/tv programmes etc. These words are to be written somewhere for the child and adult to view e.g. on the fridge, in a workbook, on a display board. The aim is for the child to try and remember using their target sound/s in these words, and adults to monitor and remind the child if they forget. Some children may benefit from this being linked in with a reward chart. Once the child is remembering to say most of the words correctly consistently, you may then wish to select a new set of words to practise.
- **Adult support/reminders:** School staff and/or parents to be aware of which sound/s the child is working on generalising (ensure that they are confident at word and sentence level first!) and listen out for these during the day. When appropriate remind the child e.g., 'doesn't that have your new sound in it, have another go', 'can you say that with your 's' sound'.

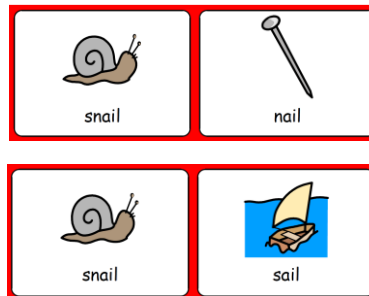
## Working on consonant clusters/blends

Consonant clusters and consonant blends (the terms are interchangeable) are when there are two consonants next to each other – there are three types of consonant cluster/blends: /s/ clusters, // clusters, /r/ clusters.

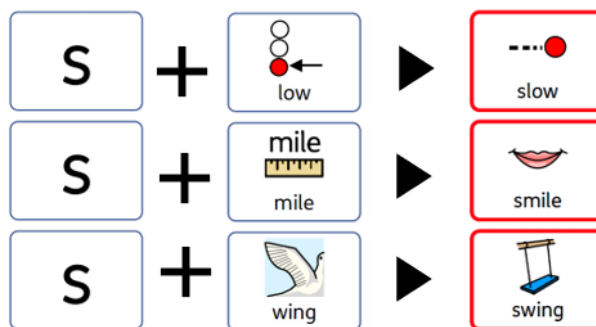
/s/ clusters	// clusters	/r/ clusters
sl, sm, sn, sp, st, sk, sw	pl, bl, cl, gl, fl, sl	pr, br, tr, dr, cr, fr

Children often miss out one of the sounds in the cluster e.g., **sp**ider -> sider or bider, and sometimes children will replace the cluster with a different sound altogether e.g., spider -> fider.

**Step 1:** Minimal pairs – listening to the difference (depending on their error) e.g., snail v nail OR snail v sail. Minimal pairs can be found on twinkl ([Consonant Cluster Activities - SALT - Inclusion Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk)) or you can make your own using widgit/inprint.



**Step 2:** Transition sheets – s + nail = snail (you can ask the service for these)



**Step 3:** Single words (see step 4 p15)

**Step 4:** 2-word phrases (see step 5 p17)

**Step 5:** Sentence level (see step 6 p19)

**Note:** We tend to start with practising consonant clusters at the beginning of words, but they are also in the middle and at the end of words too! E.g., **stamp**, **easter**, **best**

## Working on multi-syllabic words

Some children will shorten long words (often those with 3 + syllables) by missing out a syllable e.g.,

- potato (3 syllables) -> 'tato' (2 syllables)
- banana (3 syllables) -> 'nana' (2 syllables)
- washing machine (4 syllables) -> 'washing sheen' (3 syllables)

### Step 1: Syllable identification

- To begin with it is helpful to draw the child's attention to thinking about how many syllables are in a word. The child may find it easier if you refer to syllables as 'claps' or 'taps' i.e., 'how many claps are in it?'. You need to model syllables first, for the child to begin to understand how you are breaking up words:
  - Try clapping out people's names e.g. 'Em-i-ly'.
  - Tap on the table the number of syllables in objects around you e.g. 'book' 'pen-cil' 'ru-ler'.
  - Point out items in books/ catalogues and identify the syllables e.g. 'ae-ro-plane', 'sun-shine'
- Collect pictures/objects which represent 2, 3 and 4 syllable words, and lay out a visual for 2, 3 & 4. Encourage the child to choose one picture/object at a time and to say and clap/tap out the word. Support the child to count their claps/taps and place onto the correct visual. Continue until the child has sorted all the pictures/objects.

### Step 2: Practising saying multi-syllabic words

Play games with multi-syllabic words. If the child struggles to say a word encourage them to break it down into syllables (claps or taps). They may need support from the adult to break down the word and put it back together again using all the sounds within the word.

**Please Note: If a child is still having difficulty with particular sound e.g., 'ch', we wouldn't then expect the child to use the 'ch' sound correctly in a multi-syllabic word, until that had been practised within therapy.**

#### Resources:

- From our website's toolkit: [Syllable identification.pdf \[pdf\] 132KB](https://www.cpft.nhs.uk/download/syllable-clapping-leafletpdf.pdf?ver=8995&doc=docm93jijm4n791) resource leaflet found at: <https://www.cpft.nhs.uk/download/syllable-clapping-leafletpdf.pdf?ver=8995&doc=docm93jijm4n791>
- From twinkl: [https://www.twinkl.co.uk/search?q=multisyllabic+words&c=244&ca=345&ct=SaLT&r=teacher&from\\_similar=1](https://www.twinkl.co.uk/search?q=multisyllabic+words&c=244&ca=345&ct=SaLT&r=teacher&from_similar=1)

## Top tips for success:

**Keep records:** Keep a record of progress (see progress tracker at the end of this pack)

**Little and often:** 10 minutes every day is better than 30 minutes twice a week.

**Lots of repetitions:** You should aim for a child to say a target sound **at least 70 times per session**, to see good progress. This might sound like a lot but you can include supports/tricks such as: reward charts (stickers, stamps), ask the child to say each sound/word five times, ask the child to say the word on your turn as well as theirs, ask the child to say their target sound/word the number of times they've rolled on a dice.

**Specific Feedback & Praise:** Try to avoid generic feedback such as 'good job', 'well done' or 'that wasn't right'. When the child has said it right, tell them why e.g., 'that was a good k sound', 'well done, I heard your 's' sound in that word'. If the child has said a word wrong also tell them why e.g., 'I didn't hear your 't' sound, can you try that again', 'you used a 'b' sound, but I want a 'f' sound, have another go'. If the child is still struggling say 'good try' and move onto the next word.

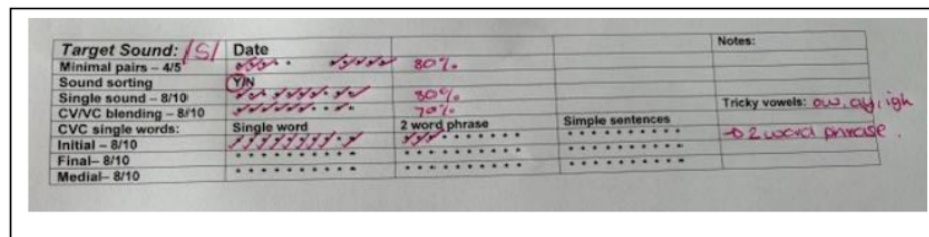
**Be creative:** Include the child's interests, have fun and mix it up!

## Day-to-Day Speech Strategies:

- Repeat words or phrases back to your child clearly rather than correcting them. For example, if they said, 'there's a **tea**, you could say 'yes, there's a **key**'.
- Do not insist on your child repeating words back to you correctly - this could lead to frustration.
  - o However, you may wish to occasionally offer choices if an error is observed e.g., your child: 'a tea' Adult: 'a tea or key?' your child: 'a key' Adult: 'yes, the key, well done, I heard a lovely 'k' that time'
- Reinforce clear speech through **specific praise** e.g., I heard your back sound/lovely clear k/g sound.
- Try to interpret your child's speech for others if required.
- When you cannot understand your child:
  - o Encourage **them to show** you what they want or want to talk about.
  - o Asking your child **a closed question**, e.g. 'did it happen at school or at home?' to try and work out the context of what he is saying.
  - o **Shift the blame** to the adult by saying something along the lines of 'I'm sorry my ears aren't working very well today; I didn't hear you'.
- React to what your child says, not how clearly they say it.

## Speech Sound Practise Progress Tracker

Example:



<b>Target Sound:</b>	<b>Date</b>			<b>Notes:</b>
Minimal pairs – 4/5	* * * * *	* * * * *		
Sound sorting	Y/N			
Single sound – 8/10	* * * * * * * * *			
CVVC blending – 8/10	* * * * * * * * *			<b>Tricky vowels:</b>
<b>CVC single words:</b>	<b>Single word</b>	<b>2 word phrase</b>	<b>Simple sentences</b>	
Initial – 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Final– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Medial– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	

<b>Target Sound:</b>	<b>Date</b>			<b>Notes:</b>
Minimal pairs – 4/5	* * * * *	* * * * *		
Sound sorting	Y/N			
Single sound – 8/10	* * * * * * * * *			
CVVC blending – 8/10	* * * * * * * * *			<b>Tricky vowels:</b>
<b>CVC single words:</b>	<b>Single word</b>	<b>2 word phrase</b>	<b>Simple sentences</b>	
Initial – 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Final– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Medial– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	

<b>Target Sound:</b>	<b>Date</b>			<b>Notes:</b>
Minimal pairs – 4/5	* * * * *	* * * * *		
Sound sorting	Y/N			
Single sound – 8/10	* * * * * * * * *			
CV/VC blending – 8/10	* * * * * * * * *			<b>Tricky vowels:</b>
<b>CVC single words:</b>	<b>Single word</b>	<b>2-word phrase</b>	<b>Simple sentences</b>	
Initial – 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Final– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Medial– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	

<b>Target Sound:</b>	<b>Date</b>			<b>Notes:</b>
Minimal pairs – 4/5	* * * * *	* * * * *		
Sound sorting	Y/N			
Single sound – 8/10	* * * * * * * * *			
CV/VC blending – 8/10	* * * * * * * * *			<b>Tricky vowels:</b>
<b>CVC single words:</b>	<b>Single word</b>	<b>2-word phrase</b>	<b>Simple sentences</b>	
Initial – 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Final– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Medial– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	

<b>Target Sound:</b>	<b>Date</b>			<b>Notes:</b>
Minimal pairs – 4/5	* * * * *	* * * * *		
Sound sorting	Y/N			
Single sound – 8/10	* * * * * * * * *			
CV/VC blending – 8/10	* * * * * * * * *			<b>Tricky vowels:</b>
<b>CVC single words:</b>	<b>Single word</b>	<b>2-word phrase</b>	<b>Simple sentences</b>	
Initial – 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Final– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	
Medial– 8/10	* * * * * * * * *	* * * * * * * * *	* * * * * * * * *	