

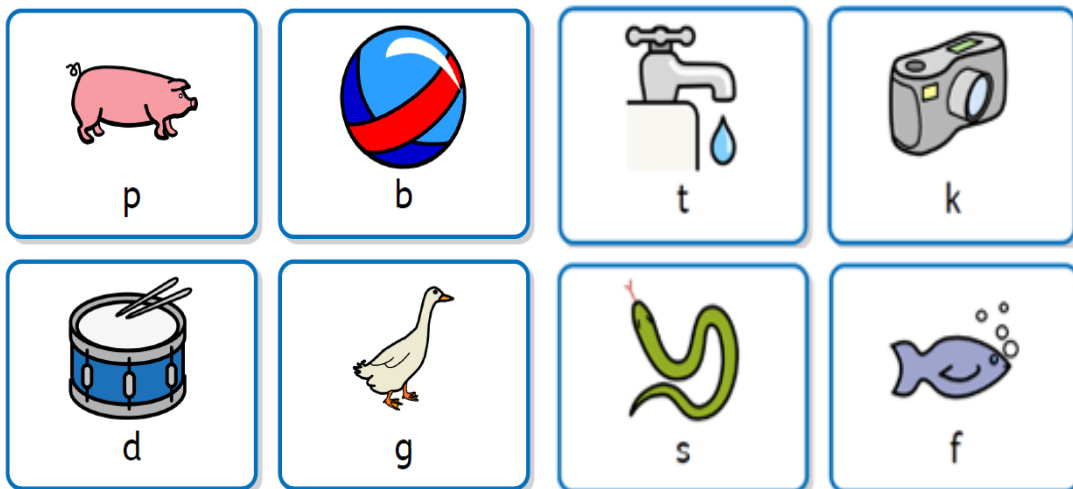
Bury Paediatric Speech and Language Therapy

'Final Consonant Deletion' Resource Pack

This pack is for children who are finding it difficult to produce sounds at the end of words.

Below are a set of stages to work through with the child. Start with Stage 1 and only move up to the next stage when you are confident that the child has achieved the current stage.

We are aiming for as many repetitions of the target sounds as possible during the activity (whether listening or producing). It is better to carry out the activities for a shorter period of time with lots of repetitions, than for a longer period of time with less repetitions.



Stage 1

Use the sound cue picture in 'Picture Set 1'.

- Ask the child to make the target sound. You might need to explain to the child how to make the sound. It can be helpful to practise this sound in front of a mirror, as this will let the child see how it is produced.

How to practice the target sound in isolation

- 'p' – Rounded lips and blow
- 'b' – Rounded lips and blow
- 't' – Tip of tongue touching the ridge at the back of the top front teeth
- 'd' – Tip of tongue touching the ridge at the back of the top front teeth
- 'k' – Produced at the back of the mouth with the tongue down
- 'g' – Produced at the back of the mouth with the tongue down
- 'f' – Top teeth biting the bottom lip
- 's' – Teeth together whilst smiling and letting out a 'hiss'

For more information on how to elicit these sounds, please refer to the resource pack for each individual sound.

Stage 2

How to practice blending the target sound with a vowel

- Use the sound cue picture from 'Picture Set 1' and vowel pictures from 'Picture Set 2'.
- Begin by practising the sound (Picture Set 1) and a vowel (Picture Set 2) with a small gap in between the two, e.g. 'ee...b' 'oo...b'
- As the child improves, encourage them to reduce the gap and blend the sounds together, e.g., 'eeb' 'oob'.



ee



oo

Stage 3

How to practice blending the target sound at the
end of real words

- See 'Picture Set 3' as choose the real words you would like to practice.
- Keep the sound cue picture from Picture Set 1 on the table as a reminder.
- Before the child is able to say the word accurately on their own, you may need to model each word first and then ask the child to repeat it back.
- It may be easier to separate the sound initially, e.g. 'cu-p, before blending the sounds.

Repeat the above for all other words the child is finding tricky.



Stage 4

How to practice blending the target sound at the end of real words in short phrases

Now the child is able to say the end sound in single words, they need to practise using the sound in short phrases or sentences.

An example of a phrase might be 'Red cup' or 'Brown dog'.

Using pictures from 'Picture Set 3', take turns to make up a phrase for each picture. You may need to model some phrases so the child understands the activity.

Repeat the above for all other words the child is finding tricky.

Stage 5

How to practice blending the target sound at the end of real words in longer sentences

Once the child can produce the target sound at the beginning of words in short phrases, then you can practice these words in longer sentences.

An example of a sentence might be 'I drink out of my red cup'

Repeat the above for all other words the child is finding tricky.

Strategies to support speech development

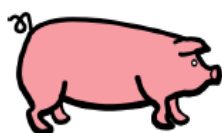
Do:

- The activities in a quiet environment
- Give lots of praise for any attempts of a sound / word
- Frequently repeat new words
- Ask your child to show you what they mean if you are having difficulty understanding
- Sit face-to-face so your child can see your lips
- Repeat words back to your child and model the correct sounds

Don't:

- Correct your child's speech
- Tell them that what they have said is wrong

Picture set 1



p



b



d



g



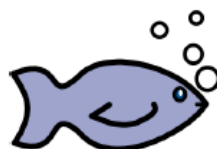
t



k

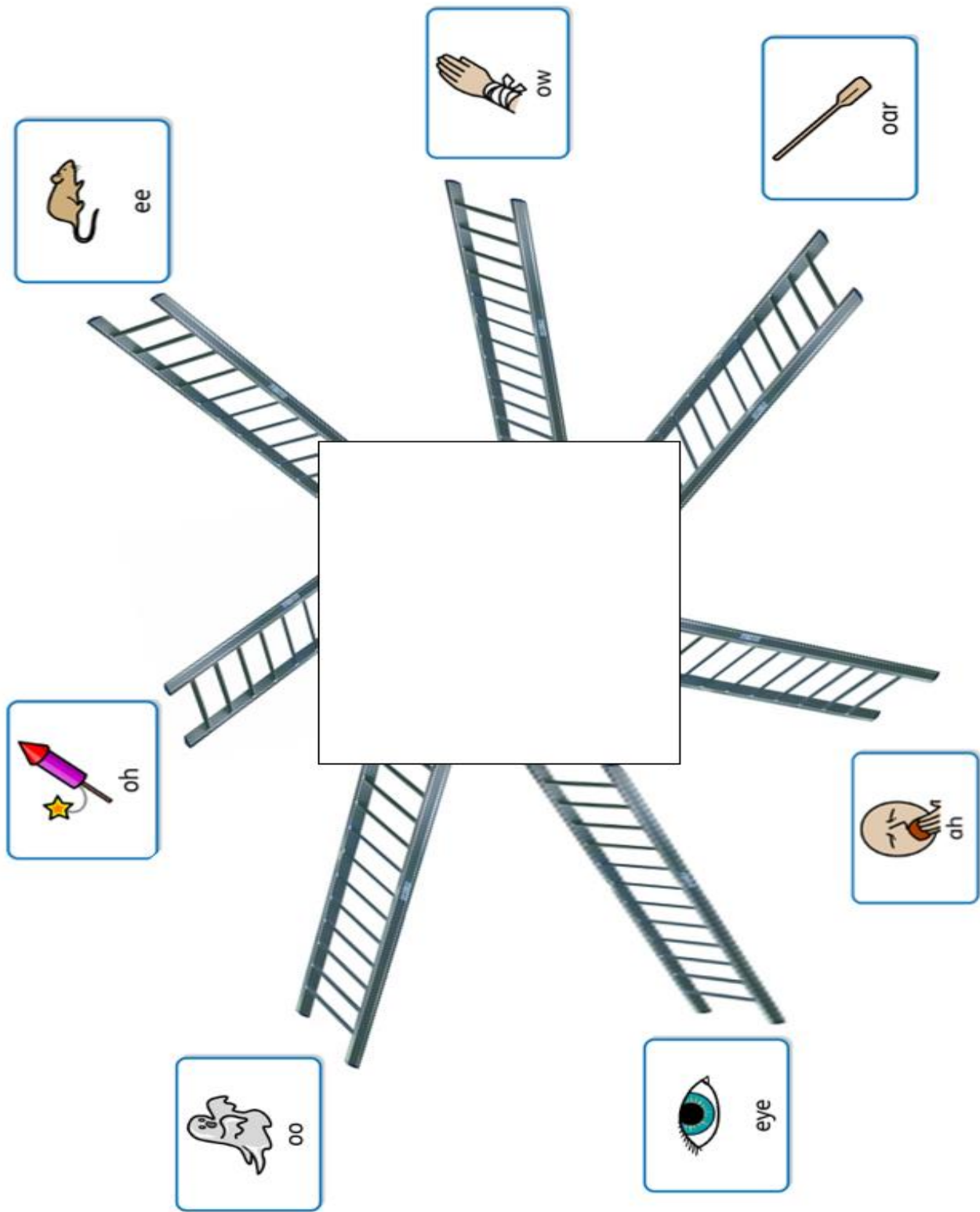


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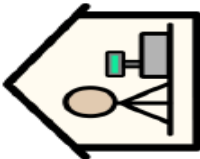










f

Picture set 2



Picture set 3

/p/ final

/b/ final

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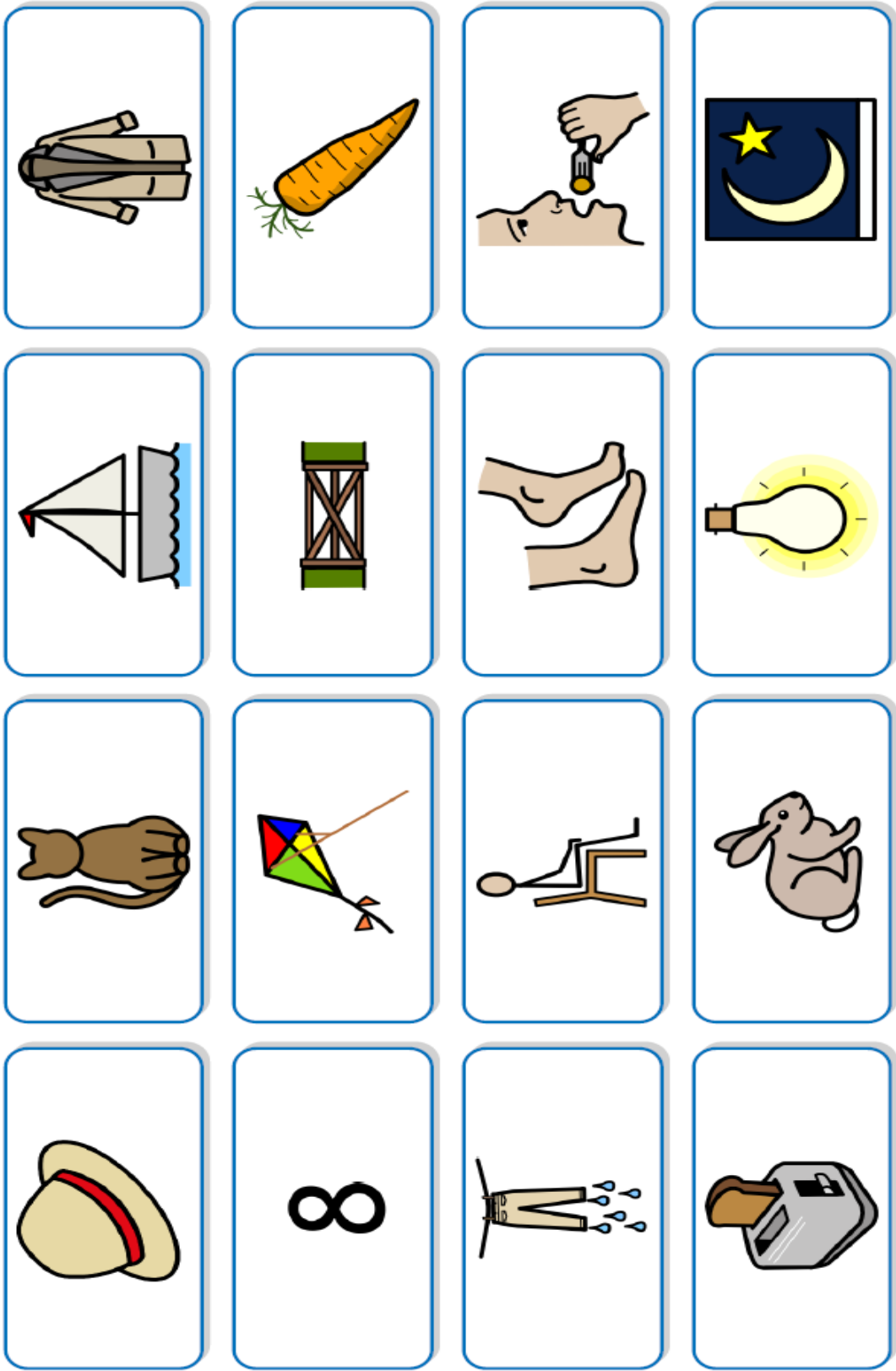
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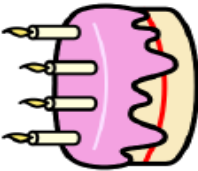



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