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Bury Paediatric Speech and Language Therapy

'l' Resource Pack

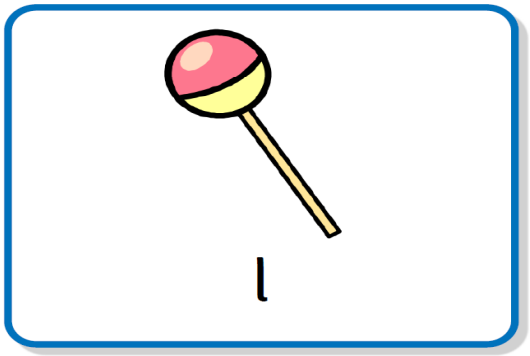
This pack is for children who are finding it difficult to produce the 'l' sound at the start or end of words.

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.

- **Stages 1 - 4** are all about listening. Your child doesn't need to say anything for these activities.
- **Stages 5 - 9** are all about production – this is when your child is practicing saying the sounds.

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

❖ **Video:** Before you start, please watch our video demonstration to support you with carrying out each stage: https://youtu.be/wRLuG2ZQSK4



Stage 1

How to practice listening for the 'l' sound

- See 'Picture Set 1' picture that represent the target sound 'l'.
- Find the other sound cue picture for the sound your child is replacing 'l' with (see additional document – sound cue pictures). We will be using 'w' as an example.
- Place the two pictures ('l' and 'w') in front of the child.
- Teach the child the sounds
- Say the two sounds at random and ask the child to point to the sound they hear.
- Prompt the child to look at your mouth for clues
- Repeat this activity a number of times until you are sure the child can consistently hear the difference between the two sounds.

Stage 2

How to practice listening for the 'l' sound at the beginning of a vowel (non-sense word)

- Keep the two sound cue pictures on the table
- Add a vowel sound to make some silly words, for example 'lee' 'way' 'wor' 'low' 'lah' 'woi' and get your child to point to the 'l' or 'w' sound cue card to identify which sound they heard.

Stage 3

How to practice listening for the 'l' sound at the beginning of a real word

- Keep the two sound cue pictures on the table
- Cut up the 'l' and 'w' word initial pictures (see additional document – sound pictures)
- Show your child a picture and label it for them.
- See if your child can identify the first sound by pointing to the correct cue picture.
- Encourage them to not say / copy the word as we are exploring their listening skills (i.e. can they hear the difference?)

Stage 4

How to practice silent sorting

- Keep the two sound cue pictures on the table
- Mix all the pictures starting with 'l' and 'w' together
- Encourage your child to sort them into two piles according to their first sound, but tell them not to say the word. This will allow us to explore how they have this word stored in their memory
- Once they have completed the sorting – go through each pile with you saying the word and encourage your child to confirm if it is in the right pile or not.

Stage 5

Use the 'l' 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 'l' sound

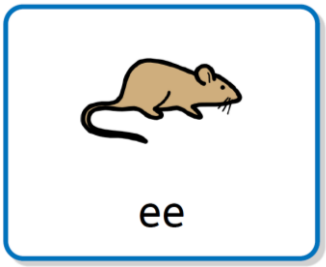
'l' is a short sound made towards the front of the mouth.

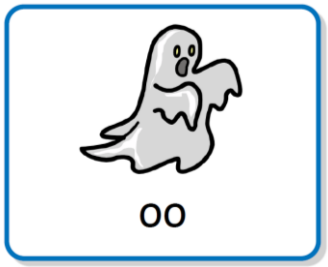
- Practice the sound with the child in front of a mirror.
- Encourage the child to stick their tongue out and pretend like they're licking a lolly pop.
- Encourage the child to look at your mouth to see what you are doing.

Stage 6

How to practice blending the 'l' sound with a vowel

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

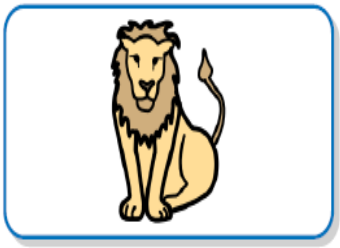


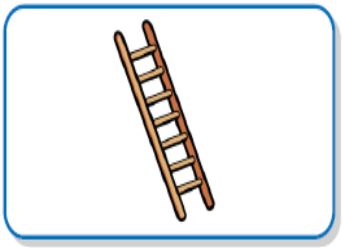


Stage 7

How to practice blending the 'l' sound at the beginning / end of real words

- See 'Picture Set 3' for words beginning with 'l'.
- Keep the 'l' 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 'l' sound initially, e.g. 'l-eaf' before blending the sounds.





Stage 8

How to practice blending the 'l' sound at the Beginning of real words in short phrases

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

An example of a phrase might be 'Green leaf' or 'Big lion'.

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

Stage 9

How to practice blending the 'l' sound at the beginning of real words in longer sentences

Once the child can produce the 'l' 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 saw a big lion'

Strategies to support speech development

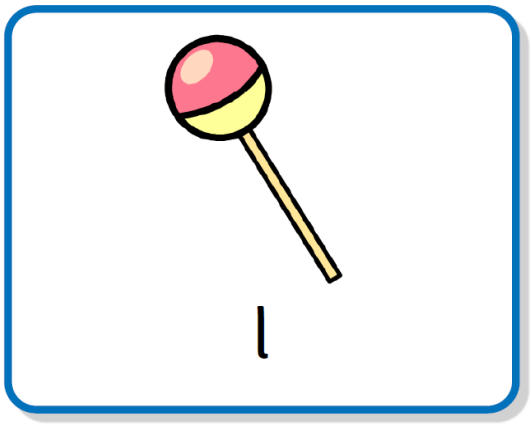
Do:

- 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 difficultly 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



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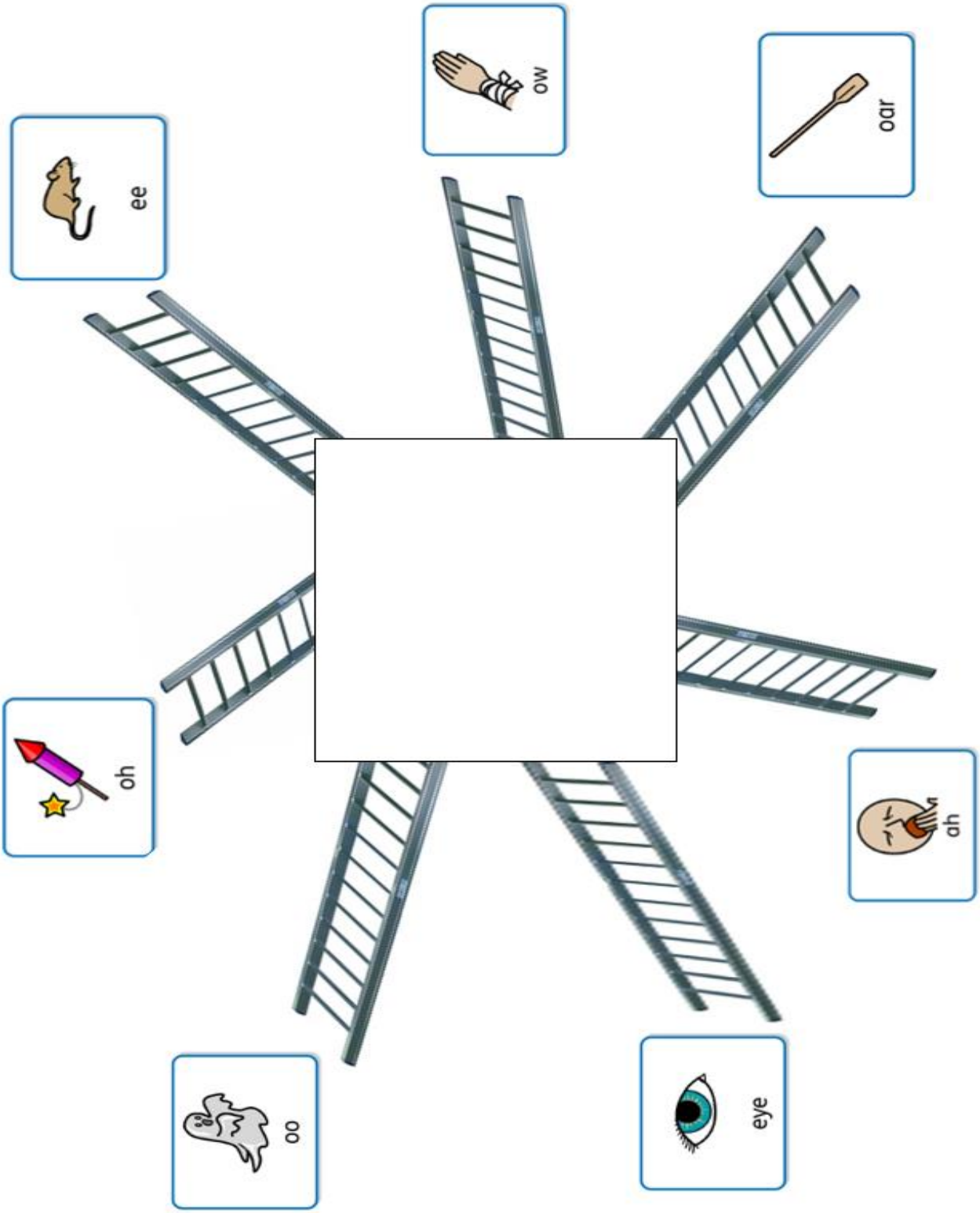
Picture set 2



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Picture set 3

/l/ initial

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/l/ final

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Record of practice

(1/2) Please record the dates of practice and a short comment about how the session went.

Date	Comment

(2/2) *Please record the dates of practice and a short comment about how the session went.*

Date	Comment