

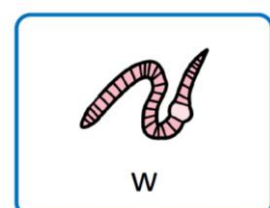
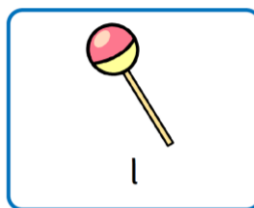
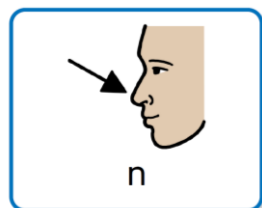
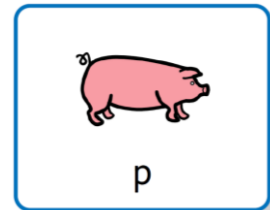
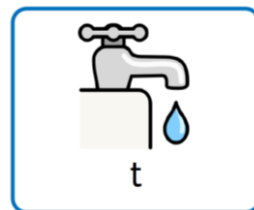
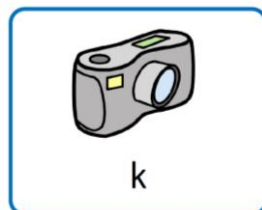
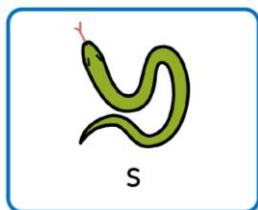
Bury Paediatric Speech and Language Therapy

S-blend Resource Pack

This pack is for children who are finding it difficult to produce the 'sp', 'st', 'sk', 'sm', 'sn', 'sw' and 'sl' sound at the start 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 'st', 'sp', 'sk', 'sm', 'sn', 'sw' and 'sl' sound cue pictures in 'Picture Set 1'.

- Ask the child to make the target sounds. You might need to explain to the child how to make the sounds. 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 s-blend sounds

All of these sounds are made up of two sounds. Practice making the each sound separately and then putting them together using the pictures as a reminder to do both sounds. See the tips below and on the next page for making each of the sounds:

's' is a long, quiet sound made at the front of the mouth.

- Practice the sound with the child in front of a mirror.
- Encourage the child to smile and produce a 'hiss' noise
- Use verbal prompts throughout, for example 'My teeth together and I can feel the air coming out'
- Encourage the child to look at your mouth to see what you are doing.

'p'

- Encourage the child to place their lips together and then release

't'

- Encourage the child to place the tip of their tongue on the ridge behind their top front teeth.

'k'

- Encourage the child to open their mouth and keep their tongue down.

'm'

- Encourage the child to place their lips together and then release

'n'

- Encourage the child to place the tip of their tongue on the ridge at the back of their top teeth

'w'

- Encourage the child to round their lips

'l'

- Encourage the child to blob their tongue out and pretend to lick a lolly pop.

Stage 2

How to practice blending s-blend sounds with a vowel

- Use the 'st', 'sp', 'sk', 'sm', 'sn', 'sw' and 'sl' sound cue pictures from 'Picture Set 1' and vowel pictures from 'Picture Set 2'. Choose one sound to focus on at a time.
- Begin by practising the 2nd part of the sound (p / t / k / m / n / w / l) (picture set 1) and a vowel (Picture Set 2) with a small gap in between the two, e.g. 'p....ee' 't...oo'.
- As the child improves, encourage them to reduce the gap and blend the sounds together, e.g., 'pee' 'too', 'kee', etc.
- Then add the 's' sound on the front. Start by leaving a small gap in between the 's' and the sounds you practiced in the step above, e.g. 's...pee', 's...too', 's...kee' etc.
- As the child improves, encourage them to reduce the gap and blend the sounds together, e.g. 'spee' 'stoo' 'skee'. Listen carefully to check they use both the consonant sounds. Use the visual cues to remind them if they miss one.



ee



oo

Stage 3

How to practice blending s-blend sounds at the beginning of real words

- See 'Picture Set 3' for words beginning with 'st', 'sp', 'sk', 'sm', 'sn', 'sw' and 'sl'
- Keep the 'st', 'sp', 'sk', 'sm', 'sn', 'sw' and 'sl' sound cue pictures 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 's' from the rest of the word initially, e.g. 's-tar', 's-pill', 's-kip'. Blend these back together as the child gets the hang of it.



Stage 4

How to practice blending the s-blend sound at the beginning of real words in short phrases

Now the child is able to say s-blend sounds in single words, they need to practise using the sounds in short phrases or sentences.

An example of a phrase might be 'long scarf' or 'pink spider'.

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

Stage 5

How to practice blending the s-blend sounds at the beginning of real words in longer sentences

Once the child can produce the s-blend sounds 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 can see a star in the sky'

Strategies to support speech development

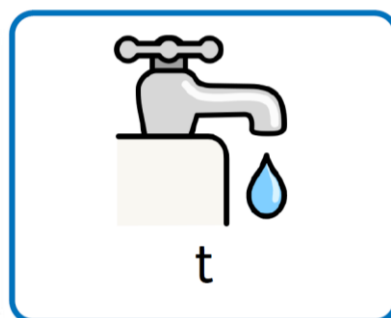
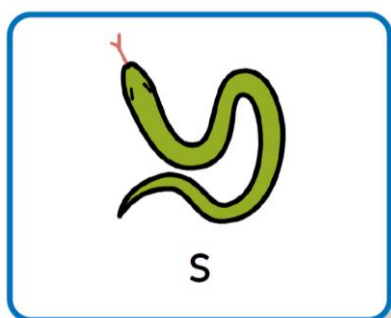
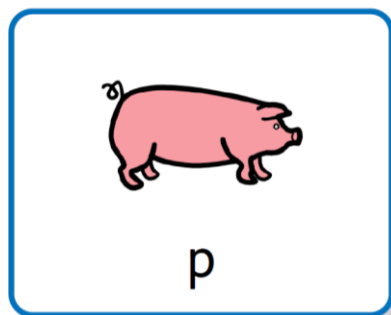
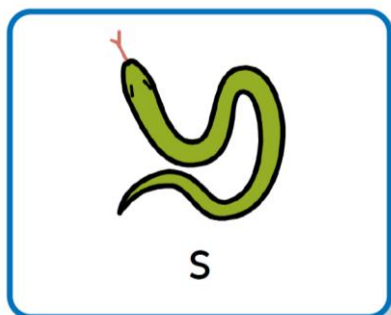
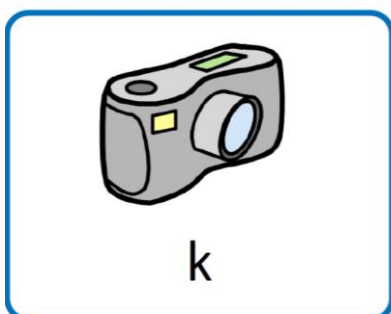
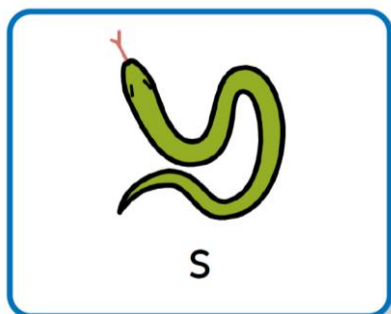
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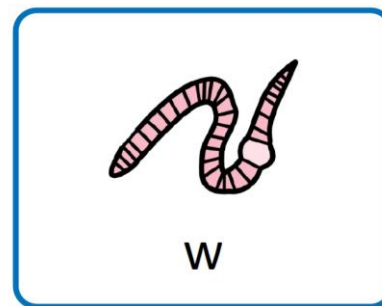
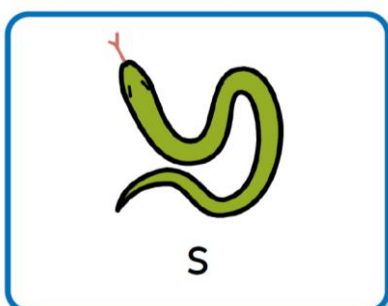
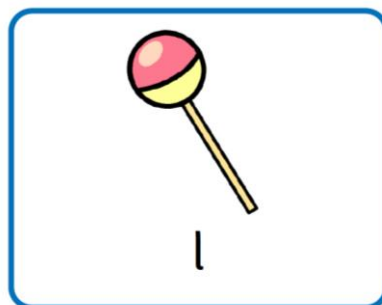
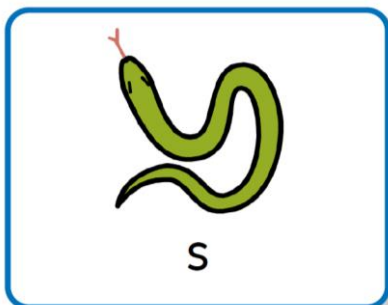
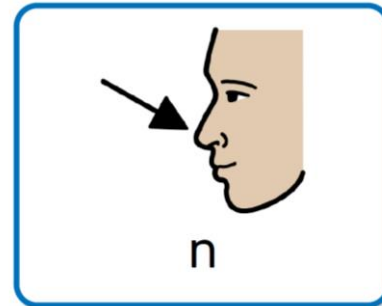
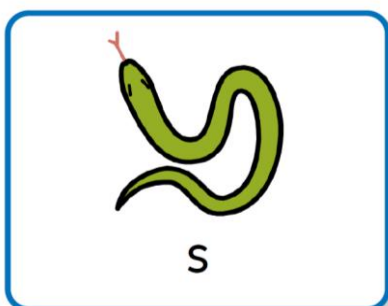
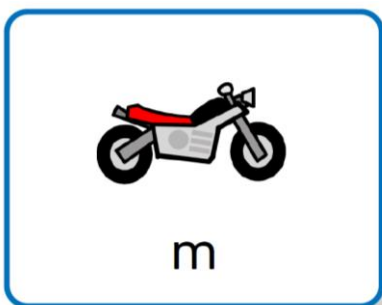
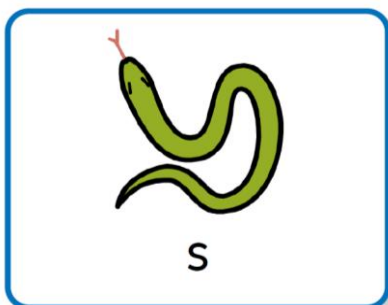
- The activities in a quiet environment
- Give lots of praise for any attempts of a sound / word
- Frequently repeat new words
- Ask your child to show you what they mean if you are having difficulty understanding
- Sit face-to-face so your child can see your lips
- Repeat words back to your child and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

Don't:

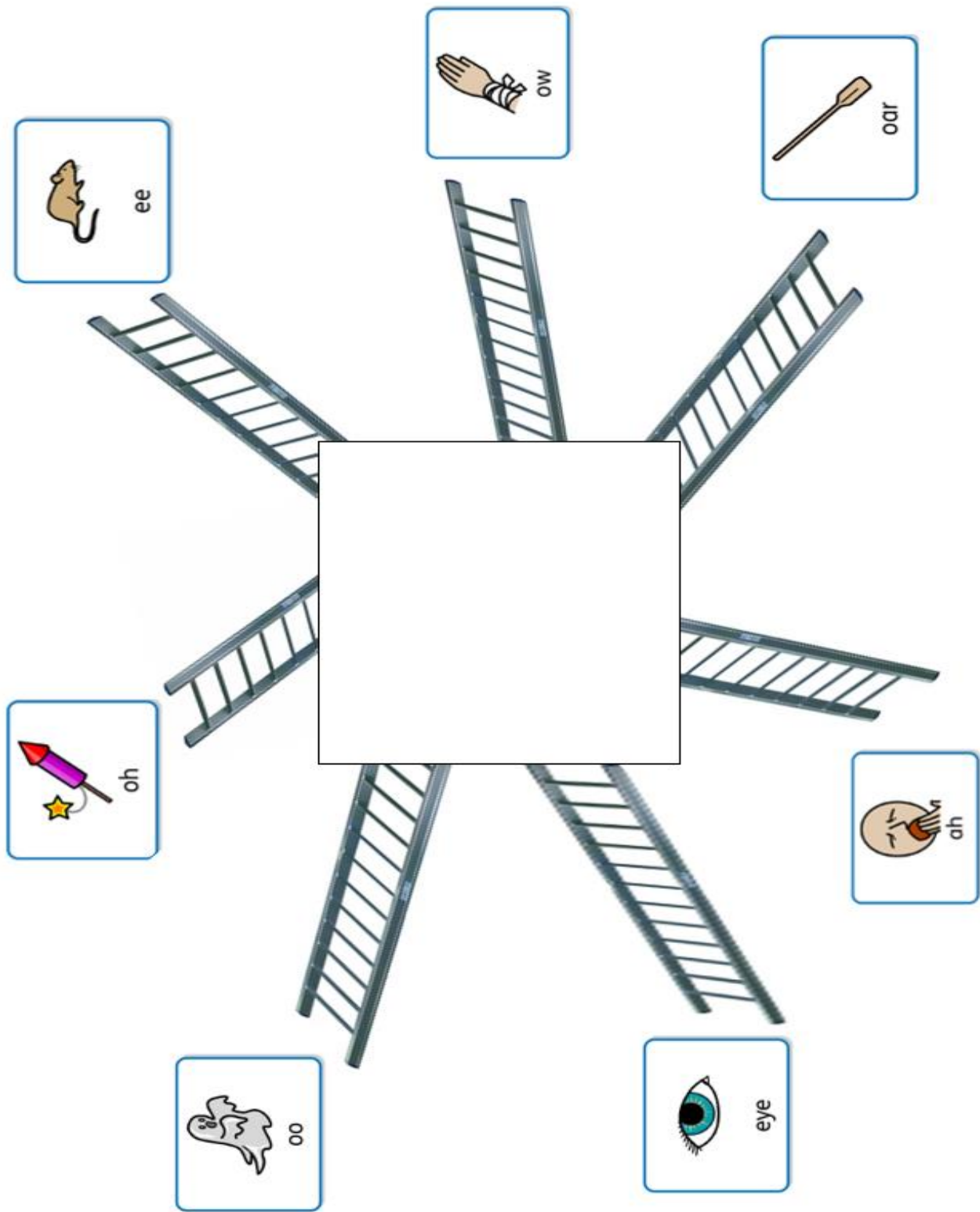
- Correct your child's speech
- Tell them that what they have said is wrong

Picture set 1










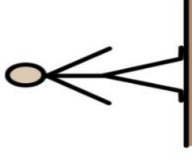




Picture set 2



Picture set 3

s-clusters: /st/ initial

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Picture set 3

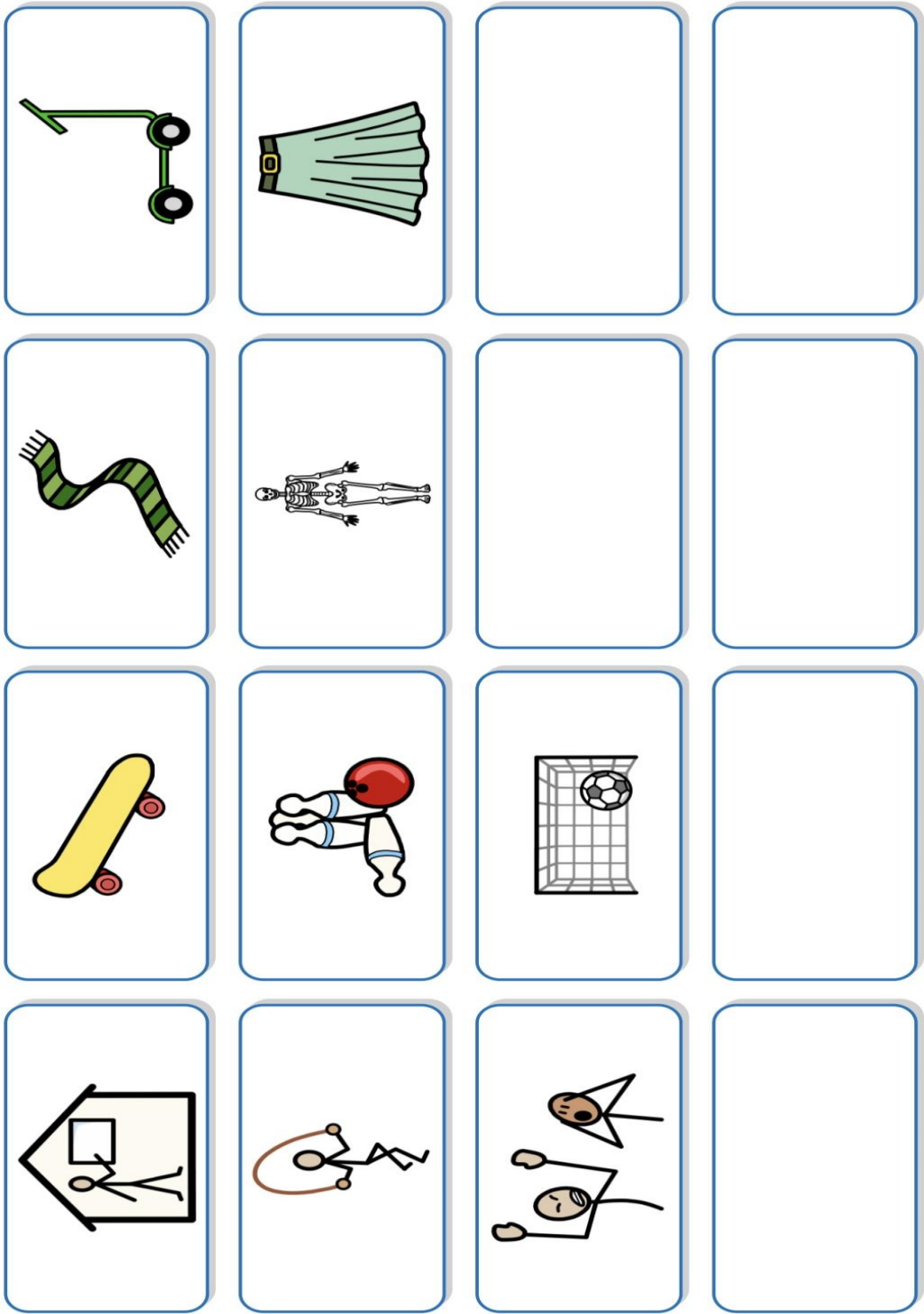
s-clusters: /sp/ initial

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Picture set 3

s-clusters: /sk/ initial






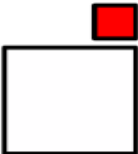
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Picture set 3

s-clusters: /sm/ initial




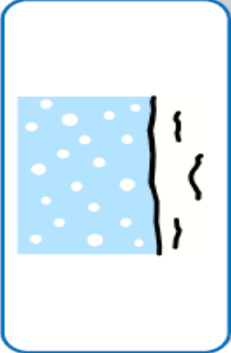

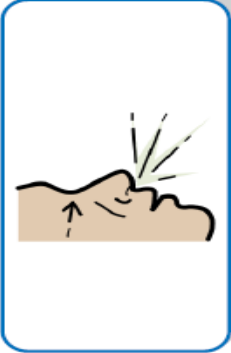
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Picture set 3

s-clusters: /sn/ initial

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Picture set 3

s-clusters: /sl/ initial

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Picture set 3

s-clusters: /sw/ initial

[illegible]

[illegible]