

## Listening for Sounds Programme

The Listening for Sounds Programme can be used with children of all ages. It helps children to listen to the sounds that we use in our speech, so that they can eventually learn to use these sounds themselves. For children to use their sounds correctly, they must be able to **listen** to how each sound sounds, and be able to recognise the differences between each sound.

First of all the child will listen to the sounds that other people use in their speech, and later they must listen to the sounds that they are using and learn whether they are using these sounds correctly or not.

At first the child is only being encouraged to listen, so there may not be any changes in their speech for a while, and you may feel that the child's speech is not improving. BUT, it is important to remember that the process of listening is vital and must happen before there will be any changes in the child's speech.

In this Programme, children learn the sounds of speech through pictures, with a different picture representing each sound. The child will quickly learn which sound goes with which picture, as the picture 'makes' that sound.

For example, the picture of the **Bee** stands for the sound "**zzzzzzzz**" (Jolly Phonics)

(NB Remember, it is the sound that the picture makes and NOT the letter name that you are teaching i.e. zzzzzzzzz not zed)

## Stages of the Listening for Sounds Programme

The Listening for Sounds Programme takes the child through various stages of listening. Some children will need to go through all of the stages and other children may be able to miss some of the stages out.

It is important to only work on the stage that your Speech and Language Therapist has asked you to, moving on to the next stage only when it has been advised.

### Important Points to Remember

- Lots of repetition of the 'games' is needed at every stage, even if the child is able to find all the sounds correctly. REMEMBER it is the practise at listening that will eventually change the child's speech.
- The child comes to Speech and Language Therapy for only a short time, so it is the work they do at home and school that will eventually change their speech.
- Try to make each stage as exciting and as fun as possible. If you are not enthusiastic about the games, then the child will become bored and will not learn. Try to use as many different reward games as you can.
- If the child says words incorrectly, DO NOT correct them, but simply repeat the word back correctly e.g. "Yes it is a \_\_\_\_\_".

If you are unsure about anything, please ask your Speech and Language Therapist, who will be happy to demonstrate and explain again.

## Stage One

### Association of Sounds with Picture Symbols

- a) Cut out each of the sound pictures, and holding each of the individual cards close to your mouth, say each of the sounds in turn for the child to listen to.

Explain to the child why each picture makes that sound to make it more fun and make it easier for the child to remember that sound. They should not be asked to repeat the sound, although many children do spontaneously.

- b) After repeating (a) several times, play various games to help the child associate the sounds with the pictures.
- Hide the pictures around the room.
  - Bingo type games
  - Post the cards into a home made post box or monster's mouth.
  - Make a scrapbook out of pictures from magazines that are the same as the sound pictures

## Stage Two

### Listening To The Differences Between The Sound Pictures

Place some of the sound pictures in front of the child, beginning with two pictures and gradually increasing the choice until all the sound pictures are used at once.

You say one of the sounds, and ask the child to point to the sounds that they hear.

- Use reward games like jigsaws, Lego etc., allowing the child to pick a piece of the game every time they choose the right sound.
- Play snap with the picture cards. You turn over the pictures and ask the child to shout 'snap' when they hear the sound that you have asked them to listen for. NB make sure that the picture that they are listening for is only 4 or 5 places down the pile)
- Listening game - choose several sound pictures and put them on a blank piece of paper. Say one of the sounds. The child has to point to the one they heard you say. If they are correct they can tick the paper, or put a smiley face on it!

## Stage Three

### Nonsense Words

A vowel picture such as crocodile for “ah” may be used.

Choose 3 of the sound pictures, saying them for the child. Then say the vowel “ah” followed by one of the chosen sounds e.g. “ah – p” ask the child to point to the sound that they hear at the end of the nonsense word.

Repeat this so that you are using all of the sound pictures.

Do the same, but put the vowel sound at the end e.g. “p – ah”

- Make Spinners or Picture Dice to decide which sounds to put with the vowel sound or to choose which sound the child has to listen out for.
- Use pictures stuck to skittles to decide which sounds to use in the nonsense word.
- Use a feely bag.
- Build a tower of bricks. The child gets a brick for each correct guess.

## Stage Four

### Real Words with a Sound at the End

Real words are introduced that have one of the sounds at the end.

E.g. horseɪ, armə, eatə

- Remember it is the SOUND that is made at the end of the word and not the way that they are spelt!
- There may not always be a word to go with every sound.
- Some words may sound as if they have two sounds at the end. e.g. crisp. Do not use these kinds of words as they are too difficult.
- The letter 'r' is not pronounced at the ends of words in English.

a) Place 3 sound pictures in front of the child, saying each of them aloud.

Then show the child one of the new word pictures and say it e.g. “ark”. Ask the child to find the sound that is at the end of the word. As the child becomes able to select the sound, gradually increase the choice of sound pictures.

If the child chooses the incorrect sound picture, do not say “No”, but repeat the word back to the child using the sound they chose. Then ask them if that sounds right, allowing them to find the right sound.

If the child tries to say the words, do not correct them if they say it incorrectly. They should gradually realise that they are saying the word differently to you, and will begin to change the way in which they think the word is pronounced.

b) This stage may or may not be included.

Two or three pictures of words with different sounds at the end will be placed in front of the child. One of the sound pictures is then shown and the child is asked to find the word that has that sound at the end.

E.g. 'hop, out, hush' and the sound picture for 't'.

## Stage Five

### Real Words with a Sound at the Beginning

The child will be asked to find the sound that is at the beginning of words such as key, shoe, four.

a) Place 3 sound pictures in front of the child, saying each of them. Then show the child one of the new word pictures and say it e.g. “Pie”. Ask the child to find the sound that is at the beginning of the word. As the child becomes able to select the sound, gradually increase the choice of sound pictures.

If the child chooses the incorrect sound picture, do not say “No”, but repeat the word back to the child using the sound they chose. Then ask them if that sounds right, allowing them to find the right sound.

If the child tries to say the words, do not correct them if they say it incorrectly. They should gradually realise that they are saying the word differently to you, and will begin to change the way in which they think the word is pronounced.

b) This stage may or may not be included.

Two or three pictures of words with different sounds at the beginning will be placed in front of the child. One of the sound pictures is then shown and the child is asked to find the word that has that sound at the beginning.

E.g. ‘pie, key, door’ and the sound picture for ‘d’.



## Stage Six

### Real Words with a Sound at the Beginning and at the End of the Same Word

The child will be asked to find the sound that is at the beginning and ends of words such as coat, ship, mouse.

a) Place all the sound pictures in front of the child, saying each of them. Then show the child one of the new word pictures and say it e.g. “Pie”. Ask the child to find the sound that is at the beginning and the end of the word. If the child struggles try decreasing the number of sound pictures to choose from.

If the child chooses the incorrect sound picture, do not say “No”, but repeat the word back to the child using the sound they chose. Then ask them if that sounds right, allowing them to find the right sound.

If the child tries to say the words, do not correct them if they say it incorrectly. They should gradually realise that they are saying the word differently to you, and will begin to change the way in which they think the word is pronounced.