

HOW CAN I HELP?

1. Remember that what your child says is as important as how he/she says it.
2. Provide a good 'model' for your child by repeating his/her words clearly, rather than telling your child how to say it or asking him/her to repeat it
e.g. child: "Daddy tar"
parent: "yes, that's Daddy's car".
3. Dummies can make it difficult to talk - try to keep them for sleep times only.
4. Try to have some time to play and talk with your child - without the television on! Children enjoy playing and talking - make play times FUN and enjoy helping your child to talk.
5. Your child is not lazy - he/she can only learn at his/her own pace.
Praise any efforts your child makes at talking.

Once your child has been discharged you can ask for another appointment by:

- phoning us on Tel: : 024 7644187/7684444189
- returning this slip to the address below:

Speech and Language Therapy Service,
Coventry and Warwickshire Hospital,
Stoney Stanton Rd, Coventry CV1 4FH

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Child's Name: _____ Date of birth: _____
Therapist: _____ Date: _____

I would like:

- To discuss my child's speech with a therapist. Please 'phone me on Tel:
- My child to be seen by a therapist. Please send me an appointment.

Parent's Signature: _____ Date: _____

SPEECH AND LANGUAGE THERAPY



SPEECH ADVICE FOR PARENTS

WHAT IS "SPEECH"?

When we talk about "speech", we mean the way your child says words i.e. the sounds he/she puts together to form words. These sounds are formed using the lips, tongue, teeth, palate and nasal cavity.

HOW DOES SPEECH DEVELOP?

Children learn speech sounds gradually, starting from early babbling at a few months old.

Most children follow a similar pattern of development as they acquire speech. An average pattern of development may follow these stages:

- by 2½ years → m n p b t d w
- by 3½ years → k g f s l y h
- by 4½ years → ch j v z sh
- by 5½ years → r th and blends e.g. cr, gl, sp thr

- By 7½ years → all sounds should be used.

WHAT MISTAKES ARE ACCEPTABLE?

Between the age of 2 and 4 years especially, your child's speech will be developing quickly, and may display some of the following common patterns:

- Final Consonant Deletion
 - i.e. missing off the last sound.
 - e.g. "beak" → "bea"
 - "teeth" → "tee"
 - "grass" → "gra"

This may not affect all sounds at the end - often 'n' and 'm' can be used at the end without too much difficulty.

- Cluster Reduction
 - i.e. missing out one sound where two or more occur together
 - e.g. "snake" → "nake" or "sake"
 - "spoon" → "poon" or "soon"
 - "plate" → "pate" or "late"
 - "vest" → "vet"
- Fronting
 - i.e. where the sounds made at the back of the mouth (k/g) are replaced by sounds made at the front of the mouth (t/d)
 - e.g. car → "tar"
 - go → "do"
 - leg → "led"
 - back → "bat"
- Stopping
 - i.e. where 'long' sounds (e.g. f, v, s, z, sh) are replaced by

'short' sounds (e.g. p, t, d)

e.g. fish → "pish"

sun → "tun" or "dun"

zip → "dip"

video → "bideo"

shoe → "doe"

□ Voicing

i.e. where 'quiet' sounds (e.g. p, t, k, s) are replaced by 'loud' sounds (e.g. b, d, g, z).

e.g. "pea" → "bee"

"table" → "dable"

"back" → "bag"