

## Long and Short Sounds

Some sounds are 'long' and can last for a long time. Other sounds are 'short' and occur very quickly. For example a drum beat is short whereas a sound shaker makes a long sound.

We can also describe speech sounds as being long or short.

- Some long sounds are: f v s z sh
- Some short sounds are: p b t d k g

Some children confuse these sounds and this can make their speech unclear. For example, if a child uses short sounds instead of long ones, they might say 'tea' instead of 'sea' or 'she' – this is called **STOPPING**.

### Long & Short Concept

In order to change their own speech, children need to understand where sounds are made. So we need to teach them what 'LONG' and 'SHORT' mean.

#### Talk about long and short:

- People and animals with long and short hair
- Long and short socks
- Long and short pencils
- Long and short queues

#### Activities:

- Sorting: sort out long and short objects e.g. pencils, scarves, socks, ribbons, rulers, string.
- Threading: thread beads onto a long piece of string if the adult says 'long' and onto the short piece of string if the adult says 'short'. Swap over so the child is telling the adult what to do. Make some mistakes and see if the child can tell you.
- Hair: draw pictures of some faces without hair. Ask each other to draw either long hair or short hair on the head.
- Washing line: draw some long and short socks on a washing line. Ask each other to colour in a long sock or a short sock.



If your child is able to easily say whether things are long or short, you can move to the next stage – **Non Speech Sounds**.



## Non Speech Sounds

Before a child can make changes to their speech they need to understand about different types of sounds.

They have to identify sounds when they make them or when they hear them e.g. hear a drum beat know it is a short sound.

### Activity

- Adult makes a sound with an instrument (bought ones or homemade) and the child has to say whether it is long or short
- Do this several times randomly alternating between long and short (see list below)
- Now let the child make the sounds and you decide whether it's long or short. You can make errors and ask the child if you are right or wrong. They love adults making mistakes!

#### LONG Sounds

Blowing a recorder for at least 3

Seconds

Shaking a shaker (or rice / cereal in a box)

#### SHORT Sounds

One drum beat (or tap the table)

One tap on a triangle

Once the child can make and identify long and short non speech sounds easily they can move onto to the next level: **Speech Sounds**.



## Speech Sounds

Before a child can make changes to their speech they need to understand about the different types of speech sounds.

They have to identify speech sounds when they make them or when they hear them e.g. hear a 't' sound and know it is 'short'

### Activities:

- Adult makes a speech sound and the child has to say whether it is long or short.
- Do this several times randomly alternating between long and short sounds ( see list below)
- Now let the child make the sounds and you decide whether it is long or short. You can make errors and ask the child if you are right or wrong. They love adults making mistakes!

### LONG Sounds

f (ffffff not fuh)

v (vvvvv not vuh)

s (sssss not suh)

z (zzzzz not zuh)

sh (shhhh not shuh)

### SHORT Sounds

p

b

t

d

k

g

Once the child can make and identify long and short speech sounds easily they can move onto to the next level: **Words.**



## Words

### Listening

Before you start; read [Top Tips for Working on Speech Sounds](#).

This needs to be fun your child so carry out the therapy alongside games.

Your child needs to listen and identify whether a word begins with a long or short sound.

### Using the rhyming 'word' pictures (also called 'minimal pairs'):

You will need at least 5 pictures of each word to play the game.

#### LONG

Fan

Sea

Shoe

Van

#### SHORT

Pan

Tea

Two

Ban

- Choose one pair of rhyming words, e.g. 'fan' and 'pan'
- Shuffle the pictures,
- Pick one up without letting the child see and say what is on it e.g. 'fan' or 'pan'
- The child then has to tell you whether that word begins with a long or short sound.

Now use a different pair of words and start the game again

Once the child is able to do this easily they are ready to move to the next level: [Words: Talking](#).



## Words

Before you start; read [Top Tips for Working on Speech Sounds](#).

This needs to be fun your child so carry out the therapy alongside games.

Now the child needs to say the words for the adult to listen to.

### Using the rhyming 'word' pictures (also called 'minimal pairs'):

You will need at least 5 pictures of each word to play the game.

#### LONG

Fan

Sea

Shoe

Van

#### SHORT

Pan

Tea

Two

Ban

Use **one pair** of rhyming words at a time.

- Place one pair of rhyming 'word' pictures face up on the table, in front of the adult.
- Give the child all the other pictures.
- Now the child can pick a picture and say it for the adult to listen to.
- The adult has to point to the picture of the word that they heard.
- The child will say all the pictures and the game is finished.
- Now use a different pair of words and start the game again

Warning!!

- Make sure you point to the picture the child says; not what you think they say or mean
- It is likely at first they will say the wrong word but don't put any pressure on the child to change their pronunciation they will try match their sounds to yours with practise
- If they start to use both sounds at the beginning of the word e.g. 'fpan'. They are beginning to change their speech for the better. Praise them and don't worry!

Keep practising.

## Sentences

Before you start; read **Top Tips for Working on Speech Sounds**.

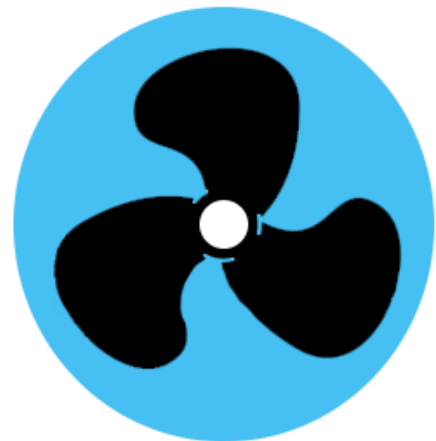
This needs to be fun your child so carry out the therapy alongside games.

When your child can say both words of the pair e.g. fan and pan, try putting them into a sentence

Play these games to practice. They all involve giving an instruction to the other person.

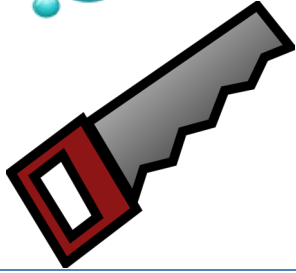
### Activities:

- Favourite toy: Place a favourite toy (e.g. Buzz Lightyear) between you, take turns to pick up a picture and say 'give Buzz the fan' or 'give Buzz the pan.'
- Car: Place the pair of pictures on the floor between you or on a table. Leave the rest of the set in a pile face down. Take turns to pick up a picture and say to each other 'drive the car over the fan' or 'drive the car over the pan'. You or your child then drives the car over the correct picture.
- Drawing: Pick up a picture and tell the other person to draw or colour a fan or pan picture.



# TARGET SOUND:

S / D MINIMAL PAIRS



**Saw**



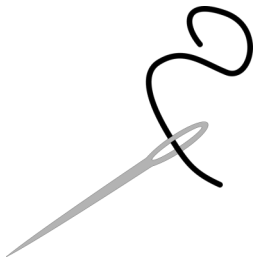
**Door**



**Say**



**Day**



**Sew**



**Dough**



**Sock**



**Dock**



**Sun**



**Done**

# TARGET SOUND:

/F, B/ MINIMAL PAIRS



**fox**



**box**



**phone**



**bone**



**feed**



**bead**



**foal**



**bowl**



**fin**



**bin**