



SOUND CUES

HOW TO DO IT

WHAT TO SAY

OTHER CUES

P, B, M

These sounds are made by putting your lips together. They pop for /p/ and /b/ they hold and the nose buzzes for /m/

p/b "pop your lips"
"pop your air"
m "yummy sound"
and rub your tummy while you mmmm.

b/p whole hand flick - thumb holds all fingers let pop it out.
m place your index finger horizontally where your lips meet

T, D, N

Tongue tip contacts the bumpy ridge on your palate behind teeth. It's quick for t/d/. For /n/ it's held longer and the nose buzzes.

Tap your tippy tongue
Find your bumps
Do your nose sound

One finger flick for /t/d/ while you make the sound,
finger on side of nose for /n/

K, G, NG

The back of the tongue contacts the back of the palate. Quick for k/g. For 'ng' (as in bang, ring) the duration is longer & the nose buzzes

k "back sound". Try coughing, making sound effects like crunching, excavator digging, dinosaur stomping or gulping for g

Gentle finger touch under chin near where the neck meets the chin - either show the child on yourself or touch cue for the child.

H

open mouth and air flow out.

Puppy sound. Hold hand out under chin to feel the air and pant like a puppy. Hold up a tissue in front of mouth and try to make it move with air from the h.

Can start with a big breath in, but fade that cue as quickly as you can. We don't want to have to take a big breath mid-sentence.



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F, V

Bottom lip pulls in and top teeth contact bottom lip.
Air flows between teeth and lower lip.
Voice also buzzes for /v/.

"bunny teeth' sound because your top teeth are visible like a bunny.
Put your teeth on your lip. Let me hear your air through your teeth.

gently press under the bottom lip either on the child's face or show on your face.
Side by side in mirror for visual feedback

S, Z

tongue constricts airflow on the bumpy ridge of the palate behind the teeth.
Tongue tip can either be behind top or bottom teeth. 'z' the voice also buzzes

'snake' or 'long' sound. Stretch out a /t/. If tongue is between teeth (lisp), say close your teeth or bite the apple or tuck tongue behind bottom teeth.

Trace the shape of a snake on child's arm. Pull thumb and index finger together and pull it out as if sliding along a string. Careful not to clench the jaw - nearly shut jaw is best for control & transfer to connected speech

SH

sh middle of tongue constricts air in middle of palate almost like a bowl. lips protrude.

sh quiet sound. put index finger to your lips as if "shushing" someone and say "sh". If it sounds weak "make it windy" put your lips out or make fishy lips

gently squeeze the cheeks where the dimples are/would be adjust your finger placement to find the best spot. If it sounds weak or distorted try "match my sound"

CH, J

ch and j (as in cheese and jump) are like a very quick /t/ sound followed by a 'sh'.
There is a quick tongue tip contact followed by continuous airflow.
Voice buzz for j.

Put index finger to your lips as if "shushing" someone like for "sh" but quickly tap the finger to your lips. If it sounds weak "make it windy"

quickly squeeze the cheeks where the dimples are/would be adjust your finger placement to find the best spot. If it sounds weak or distorted try "match my sound"



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TH

We spell two sounds with th. One is voiceless like 'think', 'thumb', or 'bath' and the other is voiced (vocal chords vibrate) like 'the, them, that'. Air flows continuously while the tongue is between the teeth

Stick your tongue out, bite your tongue, put your tippy tongue between your teeth. Aim for just the tongue tip between teeth (not sticking out too far) to help with transfer to connected speech.

look in the mirror together. Practice making the air flow through the centre of the tongue between the top teeth

L

Tongue tip lifts to the bumpy ridge behind the top teeth. The voice turns on while air goes along the sides of the tongue.

"licky sound", "lifty sound" or the "singing sound" if they can do a "lalala". Lift your tongue, lick your teeth inside your mouth (use mirror)

place a spoon on the bumpy ridge to show where to put the tongue. place a blob of peanut butter or cream cheese behind teeth and lick

R

Back of tongue bunches at the back of the mouth. Sides of back of tongue are strong against inside of top molars, tongue tip lifts or flips back. lips purse. Jaw slightly open.

Snarly sound. Do snarly lips, teeth open a bit, Pull your tongue back. Stretch the back of your tongue sideways like putty so it touches your back teeth.

make sh sound to get the snarly lips
practice opening the mouth just a bit
press sides of tongue against top molars
flip tongue back
mirror really helps

W

Lips round. The 'w' sound is actually an 'oo' paired with another vowel. So if you say "whoa" it's like quickly saying 'oo oh' or "oo ite" for white

circle lips
see 'oo' cues below.

Looking in a mirror helps for this one. Gently squeeze two spots between nostrils and upper lip together.



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Y

The 'y' is actually like an 'ee' before a vowel. So 'yes' is like saying 'ee es' and 'yogurt' is like saying 'ee ogurt'.

start with your smiley sound, or do cheesy teeth. If there is a break between the ee and the next vowel, say it slow together to help blend.

Look in a mirror. Touch child's cheeks with index and thumb and pull back slightly to help with lip retraction

O

'o' as in 'go' is made by a circular constriction of the top and bottom lips together.

circle lips
gently squeeze
cheeks at dimple spot

Use a mirror. Make sure lips are rounding as described (not protruding like a fish, or compensating for lack of lip movement by opening and closing the jaw)

OO

The 'oo' sound, as in "shoe" or "blue" is made by the top lip contracting and squishing toward the centre.

I also call this circle lips. Most kids don't get the distinction between 'oh' and 'oo' muscle contraction, and they don't really need to

Looking in a mirror helps for this one. gently squeeze two spots between nostrils and upper lip together.

E

Lips retract slightly like a smile and the teeth are almost together

Smiley sound
Let's see your teeth.
Cheesy sound

Look in a mirror. Touch child's cheeks with index and thumb and pull back slightly to help with lip retraction