# Newcastle Intervention for Phonological Awareness (NIPA)

## Manual and Session Plans

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# Introduction

This manual is the first edition of the Newcastle Intervention for Phonological Awareness (NIPA), following many iterations of the intervention in use in the Children's Speech and Language Clinic at Newcastle University. The first version, produced in 2010 has been widely used by students and clinicians. This version, the first published edition, has the addition of a richer introduction to set the context and state the importance of phonological awareness skills for all children, but particularly those with speech and language difficulties. This edition has some change to the session plans, with addition of word segmentation. The intervention and accompanying assessment are primarily for use by speech and language therapists, however teachers may also find this useful. You are welcome to copy the session plans for your own use. Please see the note above about the Creative Commons Licence. This gives you opportunity to adapt the intervention for your own context as long as you follow the conditions of the Creative Commons ShareAlike Licence. This will ensure the resource is always freely available and we can benefit from our hive knowledge and experience of phonological awareness.

There is an accompanying dynamic assessment that quickly signposts the starting point of intervention for children: The Newcastle *Assessment of Phonological Awareness (NAPA)* Stringer (2019) Newcastle University, School of Education, Communication and Language Sciences. Newcastle upon Tyne, UK.

**Please let me know if you are using the intervention so that I can keep you updated with developments. As ever, I would be grateful for feedback and comments from users. For any queries please email** Helen.stringer@newcastle.ac.uk **or visit** www.research.ncl.ac.uk/phonologicalawareness

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## How to cite this manual

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# The Importance of Phonological Awareness

## What is phonological awareness and how does it develop?

According to (Gillon, 2004), phonological awareness is the individual's awareness of the sound or phonological structure of a spoken word.

Implicit phonological knowledge enables children to recognise words that are part of their mother tongue, to self correct speech errors, and distinguish between variations of spoken words. Explicit knowledge of phonological structure of words allows a child to make connections between the spoken form of a word and its written representation (Gillon, 2004). Phonological awareness is recognised as a crucial skill for learning to read alphabetic languages.

Most of the research that gives us information about the development of phonological awareness is related to reading disorder not development of expressive phonology (speech). The phonological deficit theory, which is the predominant etiological view on dyslexia, proposes that literacy problems originate from a cognitive deficit that is specific to the representation and processing of speech sounds (Snowling, 2001). Phonological processing deficits have been demonstrated in three broad areas (Wagner & Torgesen, 1987): phonological awareness (e.g. Fischer, Shankweiler, & Liberman, 1985; Mann & Liberman, 1984), retrieval of phonological codes from long-term memory (phonological access to lexical storage evidenced by rapid automatized naming) (e.g. Bowers & Swanson, 1991), and verbal short-term (phonological) memory (e.g. Catts, 1991; Mann & Liberman, 1984). Anthony and Francis (2005) provide a succinct overview of the research. They state that phonological awareness is the ability most strongly related to literacy. A review of 52 controlled experimental studies (National Reading Panel 2000 report to US Congress) indicated that intensive phonological awareness instruction will have a significant effect on reading and spelling, with benefits for all children regardless of reading ability.

Anthony and Francis (2005) report a meta-analysis of cross sectional and longitudinal research on large populations of 2-8 year olds (Anthony & Lonigan, 2004) which concludes that phonological awareness is a single cognitive ability that manifests in a variety of skills; and individual differences in phonological awareness skills are stable across time and across different phonological awareness skills.

Two overlapping patterns of development are evident in the research on phonological awareness development (Anthony & Francis, 2005). Firstly, as children grow older they become increasingly sensitive to smaller and smaller units. They can detect and manipulate syllables at the same time as they can manipulate onset rimes, which they can do before they can detect or manipulate individual phonemes within syllables in word units (Carroll, Snowling, Hulme, & Stevenson, 2003). Secondly, children can detect similar and dissimilar before they can manipulate sounds in words and can blend phonological information before they can segment it (Anthony, Lonigan, Driscoll, Phillips, & Burgess, 2003). There is a degree of overlap (not completely linear or in stages) so children can refine skills they have acquired while learning new skills. This the same as other aspects of phonological development, where children are acquiring many phonological rules simultaneously, not one after the other in a linear progression. Carroll et al. (2003) suggest that syllabic phonological awareness skills arise totally from, or at least are so tightly integrated with, receptive lexical

knowledge that they should be considered part of typical linguistic, rather than metalinguistic development. This strengthens the argument that syllabic skills should be well established on school entry and before phoneme level skills are introduced. They further suggest that there is an important reciprocal relationship between the growth of letter sound knowledge and phoneme awareness.

This is a crucial bit of knowledge for us. Children who enter school are entered into phoneme level literacy instruction straight away. The research indicates that if they do not have good syllable level skills, they will not be able to progress with phoneme level skills. It is therefore imperative that syllable level skills are assessed on entry to school and remedial measures put in place for those children who require them.

## The impact of spoken language development

Phonological awareness develops in relation to spoken language, as evidenced by the existence of phonological awareness skills before children begin learning to read (i.e. pre-literate children). Cross linguistic studies indicate that the rate of phonological awareness development is different in different languages. For example syllable saliency e.g. children speaking Turkish, Greek and Italian (simple syllable structures, limited vowel repertoire, well marked syllable boundaries) develop syllable awareness more quickly than children who speak English or French. Pre-literate children who speak English are better at isolating singleton onsets than pre-literate Czech speaking children, who in turn are better at isolating initial phonemes from cluster onsets (there are 258 cluster onsets in Czech and only 31 in English).

Phonological rules that differ from language to language also affect the rate of phonological awareness acquisition. For example Turkish speaking children are able to delete final phonemes earlier than English speaking children because Turkish phonology requires vowel harmony (with consonants) and on a morphological level Turkish has multiple suffixes that must be selected on the basis of phonetic harmony with the word root. Children who speak English, Dutch, French and German are able to segment CVC syllables into onset and rime (C-VC) before they can segment it into body and coda (CV-C) due to the greater number of words with phonological neighbourhood density at rime level (e.g. hat, fat, mat, cat) than at body level (e.g. cat, cap, can). The position of a phoneme in a word also contributes to the difficulty of the phonological awareness task e.g. the first phoneme in syllable initial consonant clusters and the final phoneme in syllable final consonant clusters are easier to identify and manipulate than the medial consonants (see Anthony & Francis, 2005). See Clausen and Fox-Boyer (2017) for an interesting insight into the development of Danish phonology and consider how that might impact on phonological awareness development.

Articulatory factors also influence the development of phonological awareness. Manner, place and voicing all interact to determine the linguistic complexity of the word and the child is affected by this. Some sounds are more salient (easy to detect or attend to) for children and therefore affect phonological awareness development (see Anthony & Francis, 2005). Carroll et al (2003) suggest that articulatory accuracy predicts phoneme awareness.

## The impact of speech sound disorder

The evidence from cross linguistic studies leads us to question the effect of non-typical speech and language development on phonological awareness. Children with SSD do not all

perform in the same way on tests of phonological awareness. Children who make more atypical speech sound errors perform more poorly on phonological awareness tasks than children who make more typical errors or sound distortions. For children with SSD, both age and vocabulary knowledge are significant predictors of phonological awareness skill (accounting for about 33.3 % combined, with vocabulary alone predicting 27% of the variance). However, presence of atypical sound changes is the only SSD type to predict variance in phonological awareness performance (a further 6%). It is suggested that atypical sound change reflects weak phonological representations (Preston & Edwards, 2010). This would fit in with our observations of children who present in clinics with SSD: Children with articulation difficulties (i.e. sound distortions) may not have any co-occurring phonological difficulties and are also likely to have better phonological awareness skills. Children with delayed phonological development (typical sound errors) are likely to perform on phonological awareness tasks in line with younger children who have a similar level of speech development. Children with disordered phonological development (atypical sound errors) are likely to have more typical sound errors and perform in unpredictable ways on phonological awareness tasks. Furthermore, Smith, Downs, and Mogford-Bevan (1998) showed that children with SSD who had been resistant to intervention, improved significantly when phonological awareness intervention preceded more traditional (and previously unsuccessful) phonological intervention.

## The impact of language disorder

Carroll et al (2003) suggest that implicit large segmental knowledge grows out of receptive lexical knowledge and is a normal part of language development. Therefore if vocabulary knowledge is impaired the development of syllable level phonological awareness will be disrupted. Phonological processing skills are an essential part of the process of learning new words. Phonological awareness skills are required to identify the word as a single unit distinct from the phrase or sentence it occurs in. The phonological structure of the word has to be analysed, compared to other words in the lexicon and if found to be novel, stored in the lexicon. Strong phonological representations are required in order to retrieve and correctly produce the word (see Gathercole, 2006). Children with language impairment typically experience difficulty acquiring vocabulary due to a combination of phonological processing and semantic difficulties. Of the three areas of phonological processing, phonological awareness is likely to have the most impact on word learning as it is required to perform the phonological analysis required to place the new word in the lexicon. Intervention on a phonological and semantic level are both typically used to support word learning in children with language impairment. In a well designed, controlled study, Zens, Gillon, and Moran (2009) showed that phonological awareness intervention enhanced both phonological and semantic skills in word learning, whereas semantic intervention only influenced semantic skills. The children made significant gains in learning new words only when phonological awareness intervention preceded semantic intervention, leading them to conclude that a sound basis of phonological awareness is necessary for children with language impairment to use semantic skills for efficient word learning.

A longitudinal study of French speaking children with language impairment (Zourou, Ecalle, Magnan, & Sanchez, 2010) showed that children who had received intervention to bring their phonological awareness skills to an equivalent level with age matched children with typical language development were still vulnerable to literacy difficulties. The children were unable

to generalise their phonological awareness skills from oral language into the new contexts of reading and spelling. While acknowledging the interplay of other factors the tentative conclusion we can draw from this study is that children with language impairment require more robust phonological awareness skills than children with typically developing language in order to learn to read and spell.

## The impact of learning to read

When children start to encounter written language it has a significant effect on phonological awareness development, particularly at phoneme level. Children learning to read alphabetic languages with transparent orthography e.g. German, Arabic, Dutch develop phoneme awareness more quickly than children learning to read non-transparent languages such as English. The visual representation of the word has an immediate impact on phonological awareness skills e.g. rhyme is harder to detect if the words are spelt differently, it is harder to count phonemes if the number of sounds does not match the number of letters. Therefore, learning to read does not have the same beneficial effect on phonological awareness development for English speaking children as it does for e.g. German speaking children. The relationship between phonological awareness and literacy acquisition is reciprocal and is strongest during the time it takes children to develop letter sound knowledge which can take 1-3 years depending upon the orthographic transparency of the language. Reading and writing also feed back into phonological awareness development (Anthony & Francis, 2005).

## Conclusion

There is evidence that the ambient language in the child's environment influences the order and speed in which phonological awareness skills are acquired. This acquisition is further influenced by the child's proficiency in that language, being adversely affected by delayed and disordered development. Children with speech and language difficulties are at risk for literacy difficulties, which in turn will adversely affect further phonological awareness development. They are also at risk for poor vocabulary development, which is correlated with poor phonological awareness development, suggesting yet another reciprocal relationship. It is possible that children with speech and language difficulties acquire phonological awareness skills in a chaotic way when compared to the more structured sequence of typically developing children. Phonological awareness intervention is effective for children with speech and language difficulties and is possibly an essential foundation for semantic intervention to improve word learning and for speech sound intervention at a phonological level. However, children with language impairment and age appropriate phonological awareness skills have difficulty applying phonological awareness knowledge in context of literacy development, possibly indicating that learning is required beyond their age-matched peers.

All of this research leads us to the conclusion that all children with speech and language disorders would benefit from assessment of their phonological awareness skills and intervention to a level where they exceed the level of competence of same age children with typically developing speech as a precursor to vocabulary intervention and learning to read.

# Delivery of Intervention

## The Session Plans

The session plans set out the content for each stage of the intervention. Each session plan is not actually a plan for one session, but may be a plan for several sessions or a small part of one e.g. Session Plan 4, Syllable Deleting may take four or five sessions until the child can confidently delete syllables; but Session Plan 8, Final Sound Identification From Own Production may be covered in a single activity as a step up.

It is important to start at the right level for the child and to progress at an appropriate speed. It is therefore likely that with many children, parts of each session plan are used in one session for the child e.g. you may cover initial sound identification, deletion and substitution in one activity within a session; you may use adult production and own production as a step up or down; or you may do six different activities all focusing on initial sound identification in one session. Children who start in one group are likely to progress at different rates so may not progress in the same group.

## Goal setting

Goals for intervention should always be specific, measurable, achievable and timely. For a child with phonological awareness difficulties we know (see above) that they will not learn skills without support. Therefore, the ultimate goal would always be for them to have skills at syllable and phoneme level, possibly in advance of their developmental level. The ultimate goal would be:

> For the child to have phonological awareness skills in advance of their developmental level/age

The ultimate goal for a child with speech sound disorder will always be:

- For the child to use speech sounds appropriate to developmental level/age in single words and connected speech

Long term goals contribute to the achievement of the ultimate goal. They are set to indicate achievement for the end of an episode of care. These are included in each session plan. Short term goals contribute to the achievement of the long term goals. They are achievable within a single session. These are all included in the session plans.

## Delivery Models

The sessions can be delivered by a SLT or delegated to an assistant as individual sessions or group sessions. In each case the rationale for choosing the delivery method should be well thought through. Group sessions are often very effective as a first approach, as the children get lots of opportunity for listening to models and for support. Parents and others can deliver the intervention, either as extra activities after a session, or as the main agent of intervention. If delegated sessions are used it is essential to monitor them closely to ensure the progression is appropriate and remains challenging. Always provide some form of training for the person who is going to deliver the intervention, either through observing or being part of a session that you deliver yourself; see the RCSLT Guidelines on Delegated Intervention. Individual sessions with an SLT are useful for a child who finds it hard to

progress with group or delegated delivery, or who has very unintelligible speech and will be having simultaneous articulation therapy.

## Home languages other than English

Cross linguistic studies indicate that phonological awareness progresses in a similar way in all languages (see above). If children have home languages other than English it is helpful to provide parents with activities that they can do in their home language in addition to or instead of English.

## What to say to children

The aim of the intervention is for children to acquire phonological awareness skills and for us to reduce the barriers to that as much as possible. It is important to use consistent and known vocabulary i.e. children may not know what a syllable is and will certainly not know what a phoneme is; so call them 'parts' and 'sounds'. Use 'first' and 'last' instead of 'beginning', 'initial', 'final' etc. Always check briefly that the child knows what first and last are e.g. by asking them to point to the first item in a row of items, or a picture of people running a race. Choose words that are real words for children, think about what children are interested in and what their experience is, see below for more information in *How to… choose stimulus words for phonological intervention.*

## Stimulus words spoken not written

Phonological awareness is an auditory skill not a visual skill. Unless the child is a competent reader it is essential that stimuli are only presented aurally and that any visual support is a picture and not a written word. This is important for three reasons:

1. If the child has not yet learned to read you will be distracting the child with the written word.
2. If the chid finds reading difficult you will be presenting the chid with constant reminders of an area where they are failing.
3. The English orthography is so opaque that there are very few words that have regular spelling (where the spoken word reflects the written word exactly e.g. cat and /kat/ compared to car and /kɑ:/).

If you need to differentiate between two sounds that a child says in the same way e.g. a child may say all /k/ sounds as /t/ so that car is said in the same way as tar, then use single letter symbols such as Jolly Phonics (http://www.jollylearning.co.uk/).

## Vygotsky and the Zone of Proximal Development

The aim is for the child to experience a lot of success, especially as this is an area that they have probably experienced a lot of failure. By knowing the level of performance of the child you can start an activity at that point and provide scaffolding so that the child can experience success at the next step up. Vygotsky called the point that the child is at now the zone of actual development (ZAD) and the next step on, the zone of proximal development (ZPD). Children are ready to learn at their optimum ability in the ZPD (Bodrova & Leong, 2007; Vygotsky, 1986). If you can pitch your activity, with enough scaffolding that you fade away as the child progresses, into the ZPD, the child will experience more success more quickly.

## The sequence of phonological awareness development

This programme is primarily aimed at children with speech sound disorders (SSD) rather than literacy difficulties. Rhyming* may not be an important process in the development of expressive phonology compared to its reported value in literacy development (see e.g. , Gillon (2004)). Rhyme generation is significantly harder than rhyme identification and can only be achieved once the child can manipulate initial phonemes. Hence, there is no session called *Rhyme Generation*. If the child does not appear to be able to identify rhyme after sound substitution is established, it will be necessary to teach it.

Following on from counting single syllable words in a sentence, the sequence goes from syllable level skills to phoneme level skills. Children should at least be able to manipulate syllables before moving on to phoneme level, but it is probably not necessary for them to achieve 100% accuracy on tasks before moving on.

- Syllable segmentation (2 syllable compound words→ 2 syllable non-compound words→ 3 syllable and 4 syllable)
- Syllable deletion; it may be easier to delete the first syllable than the last (delete first syllable of 2 syllable compound words→ delete last syllable of 2 syllable compound words→ delete first syllable of 2 syllable non-compound words→delete first syllable of longer words→ delete last syllable of 2, 3, 4 syllable words).
- Initial sound identification from adult production (between 2 sounds→ increasing number of sounds to choose from)
- Initial sound identification from own production (between 2 sounds→ increasing number of sounds to choose from)
- Final sound identification from adult production (between 2 sounds→ increasing number of sounds to choose from)
- Final sound identification from own production (between 2 sounds→ increasing number of sounds to choose from)
- Initial sound deletion from adult production
- Final sound deletion from adult production
- Initial sound substitution
- Final sound substitution
- Rhyme identification*
- Consonant Cluster identification (counting and identifying the sounds in CCVC words)
- Consonant Cluster deletion (deleting one of the sounds in the CC element of a CCVC word to make a real or non-word)

## Choosing where to start and how to progress

### Assessment

It is important to know the level of skill in phonological awareness the child has at the start of intervention. This can be done through therapy activities e.g. in a game, or by using this assessment: Stringer, H. (2019). *The Newcastle Assessment of Phonological Awareness (NAPA)*. Newcastle University, School of Education, Communication and Language Sciences.

Keep records of the child's performance in every session so that you always know at what stage the child is.

## Progressing from one stage to the next

The progression for children with SSD is slightly different to that for children with typically developing speech. You may decide to tailor some of the sequence to meet their specific phonological needs e.g. if final consonant deletion is a major challenge to intelligibility you may wish to work on final consonant skills before initial consonant skills. Children with typically developing speech can progress through the sequence as set out above. Not all children will progress at the same speed, some may take longer than others to master skills at a particular level. When the child can count or clap single syllable words in a sentence without support you can progress to syllable clapping. At syllable level, the child must be able to count two and three syllable words before progressing to syllable deletion. You can continue syllable segmentation to establish ability to count one syllable and longer words while working on syllable deletion.

Do not work on final and initial syllable deletion together, as this will confuse the child. If you do them in the same session make sure you insert another activity e.g. syllable counting, between them and stress to the child that you are now thinking about e.g. 'the last part of the word'. It is, however, better to establish skill in one before moving on to the other.

When the child has achieved 90-100% accuracy for syllable deletion you can progress on to initial sound identification.

When working at phoneme level always start with the child listening to you say the word (adult production) and progress to them saying the word (own production). Always start with a few sounds e.g. /k, m, t, b, d, s/ or sounds that are in the child's phonemic inventory i.e. sounds that child can say and uses correctly in their speech. Progress to using sounds that are not in the child's phonemic inventory. It is easier if you use sounds that the chid can articulate i.e. in their phonetic inventory. It can be helpful to use a visual cue if you are not sure what phoneme the child is saying e.g. Jolly Phonics pictures or actions. You may incorporate some articulation therapy into your intervention if phonetic errors are inhibiting progress.

When a child can identify a number of initial and final sounds at 90-100% accuracy you can progress to initial sound deletion. Depending on how the child responds to this will determine whether you progress to initial sound substitution or final sound deletion. Some children find it difficult to move from initial to final, others find it difficult to progress from deletion to substitution. Or the child may be doing very well with initial sound deletion and you want to maintain the momentum so move on to initial sound substitution. You may need to try an activity to find out.

A good progression at this stage is to incorporate sound identification, sound deletion and sound substitution into one sequential activity.

When the child can substitute initial sounds they will also be able to generate rhyme. You can then talk to them about rhyming words and if the child has known literacy difficulties, do more direct work on rhyme generation in consultation with their class teacher.

For children with speech sound disorders, once they can substitute initial and final sounds it may be appropriate to give them a short break in intervention and monitor spontaneous change in their expressive phonology. If cluster reduction is a prominent phonological process, progress to the CC level.

## Introduction to the Intervention Grid

The Intervention Grid sets out the progression of each skill throughout a whole episode of care or longer. It is not intended to be a guide to followed sequentially but to give an indication as to what the process of intervention should be over time. It is likely that you will be working on more than one skill and at different stages in one session. The intervention grid is translated into session plans, which again are used in a flexible way.

At each stage Step One is usually to assess. This is not a formal assessment, but a reminder that you need to know the child's current level of skill in this area before you commence, so that you are accurately targeting the intervention. The assessment may be a quick activity at the end of the previous session or reference back to the initial assessment session results.

Checking retention of a skill (i.e. does the child still know how to do it) is optional and can be done at any stage after you have finished working on a skill. It may be that you do this just a few sessions later because you want to build on the skill; or it may be that the child is progressing well and you do not think it is necessary to check at all.

## Intervention Grid

Ultimate goals for a child with speech sound disorder and phonological awareness difficulties:

1. For the child to have phonological awareness skills in advance of their developmental level/age
2. For the child to use speech sounds appropriate to developmental level/age in single words and connected speech

See session plans for long term and short term goals.

| Goal | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 |
|---|---|---|---|---|---|---|---|---|
| Counting single syllable words in sentences | assess | 3 word sentences | 4 word sentences | 5 word sentences | Checking retention of skill | | | |
| Syllable segmenting | assess | 2 syllable compound words | 2 syllable non-compound words | 3 syllable words | 1 -5 syllable words | Checking retention of skill | | |
| Syllable deleting | assess | first syllable of 2 syllable compound words | last syllable of 2 syllable compound words | first syllable of 2 syllable non-compound words | last syllable of 2 syllable non-compound words | first syllable of 2, 3, 4 syllable words | last syllable of 2, 3, 4 syllable words | Checking retention of skill |
| Initial sound identification from adult production | assess | between 2 sounds that the child can produce | Gradually increasing number of sounds to choose from sounds that are within the child's phonemic repertoire. When child is successful at 80-100% introduce sounds that are not in child's phonetic inventory | | | | Identifying initial sound (naming) | Checking retention of skill |

| Goal | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 |
|---|---|---|---|---|---|---|---|---|
| Initial sound identification from own production | assess | between 2 sounds | Gradually increasing number of sounds to choose from continue to 80-100% accuracy before moving on to next level | | | | Identifying initial sound (naming) | Checking retention of skill |
| Final sound identification from adult production | assess | Between 2 sounds that the child can produce | Gradually increasing number of sounds to choose from sounds that are within the child's phonemic repertoire. When child is successful at 80-100% introduce sounds that are not in child's phonetic inventory | | | | Identifying final sound (naming) | Checking retention of skill |
| Final sound identification from own production | assess | between 2 sounds | Gradually increasing number of sounds to choose from continue to 80-100% accuracy before moving on to next level | | | | Identifying final sound (naming) | Checking retention of skill |
| Initial sound deletion from adult and own production | assess | Identifying initial sound (naming) from word said by adult | CV and CVC words deleting to make real words from adult production | CV and CVC words deleting to make real words from own production | CV and CVC words, deleting to make real and non-words from adult production | CV and CVC words, deleting to make real and non-words from own production | Checking retention of skill | |
| Final sound deletion from adult and own production | assess | Identifying final sound (naming) from word said by adult | VC and CVC words deleting to make real words from adult production | VC and CVC words deleting to make real words from own production | VC and CVC words, deleting to make real and non-words from adult production | VC and CVC words, deleting to make real and non-words from own production | Checking retention of skill | |

| Goal | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 |
|---|---|---|---|---|---|---|---|---|
| Initial sound substitution | assess | Identifying initial sound (naming) | Deleting initial sound to make real or non-word rime | Blend sound from child's phonemic inventory into real or non-word rime | Continue with the same rime for 5-6 new blends | Repeat with further onset-rime combinations including sounds not in child's phonemic inventory | | Checking retention of skill |
| Final sound substitution | assess | Identifying final sound (naming) | Deleting final sound to make real or non-word | Blend sound from child's phonemic inventory into real or non-word | Continue with same word stem for -6 new blends | Repeat with further words stem-sound combinations including sounds not in child's phonemic inventory | | Checking retention of skill |
| Rhyme identification | Assess ability to say whether 2 words spoken by adult rhyme or not x10 | Assess ability to match 2 rhyming words from 2 rhyming, 1 not rhyming x10 | Assess ability to say whether 2 words rhyme from own production (picture pairs) x10 | Rhyme identification progressing from matching to identifying from adult production to identifying from own production starting according to assessment findings | | | Checking retention of skill | |
| Consonant cluster identification and manipulation | Assess ability to identify if word starts with one sound or two x10 | Count number of sounds at start of CCV and CCVC words | Name both sounds at start of CCV and CCVC words | Delete first C of CC at the start of CCVC words | Delete second C of CC at the start of CCVC words | Substitute new C into either CC position t create new word | Checking retention of skill | |

# Therapy Activities

## Intrinsic motivation

Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; pairs; posting games; cutting and pasting pictures; hopscotch; skittles etc. If using a commercial game for motivation e.g. pop up pirate, incorporate it closely into the activity so that they run together and the game is not used as a reward at the end of a therapy activity (i.e. not extrinsic motivation). Children can actually enjoy what you may think is quite a boring activity, if you do it with enough joy and enthusiasm! The following resources have some good ideas for therapy games: (Lancaster, 2008; Lancaster & Pope, 1989). Remember that children like repetition and familiarity, so you can use the same game with different stimuli.

## Word prompts

For children with speech sound disorders or children who are not very confident readers use Jolly Phonics pictures (or an equivalent used in their school) as visual prompt and to support child's production (i.e. child can point to picture even if s/he can't say sound accurately) the aim is to develop auditory skills at this stage not letter-sound knowledge.

If the child is in year 2 or above you can use lower case single graphemes to support their production. Always remember that you are working on the sounds in words and not on their spelling. Grapheme/phoneme correspondence is tricky with all but very regular words.

## Feedback and Praise

Give the child explicit, descriptive feedback and praise e.g. 'good, you listened hard and told me the first sound of the word' or 'yes, mouse starts with /m/ and you missed it off to say /aʊs/, well done'.

# How to…choose stimulus words for phonological awareness intervention

When choosing stimulus words for phonological awareness activities, it is important that the child can fully benefit from the teaching without being distracted or hampered by additional processing required for complex or inappropriate stimulus words. Carefully chosen words can aid progress; carelessly chosen words can sabotage a well planned activity. When choosing stimulus words for phonological awareness intervention take into account the following information. You will also find it helpful when choosing stimuli for phonological output and motor speech tasks.

**Words:** When choosing words it is important to think about how the child will understand the word, especially as single word stimuli don't have context to aid meaning. A lot of real words for adults are actually non-words for children because they are late-acquired or specialist words. This is often exaggerated for children with speech and language disorders because they may have a limited vocabulary compared to normally developing peers. See some of the age of acquisition resources below to help you choose appropriate words.

**Syllables:** Always think about the structure of the syllables and the way the stress falls on them when you say the word in a natural way. Don't over stress weak syllables because this

distorts how the word sounds. Be careful that a syllable junction doesn't create a consonant cluster that you didn't expect e.g. 'ice-cream' can turn into 'I scream', 'handbag' into 'hambag'. Beware! Make sure you decide how you are going to split your word at the outset. Is it ca-ter-pi-lar or cat-er-pi-lar or cat - er- pil-ar? If the child says the word in a different way to you e.g. /filəm/ instead of /film/ it is advisable to use their pronunciation so that they aren't confused (it's OK if you are!).

**Initial sounds (and final sounds):** Choose the sounds you are going to focus on carefully. Do not pick late developing sounds or sounds that have less phonological significance in English, for instance, choose /m/, /d/, /k/, /s/, /t/, /b/ not /l/, /ɹ/, /w/, /h/ or /j/. So don't choose 'lemon' but do choose 'sun'. It is usually a good idea to start off with sounds that the child can say easily and as they master the skill you are teaching, move onto sounds they find difficult. This way they can concentrate on acquiring the new skill before applying it in a more difficult context. Start off with CVC words e.g. sun, mat, mouse, moon, and increase the number of syllables when the child has mastered the skill at this level. Always choose single consonants and avoid consonant clusters in any position in the word, unless you are specifically working on them or the child is using them accurately in their speech. You can choose voiced/voiceless pairs e.g. /p/, /b/, but be careful when choosing sounds such as /t/, /k/ which can be common substitutions. This can confuse the child and you may not know what sound they are signalling. Unless you want to work on these contrasts as an additional learning goal, in which case including these contrasts in phonological awareness activities may support output changes.

**Deletion:** For syllable and sound deletion activities always say the word and the sound out loud in the most naturalistic way possible. If you add extra vowels (especially /ə/ e.g. /'dɒg/ →/'də/ + /ɒg/) or end up with a syllable that you can't easily say e.g. purple, pasta, apple; choose another word.

**Always say your word list out loud to yourself before your session**.

**How to….clinical skills guides 2009 The Clinical Educators of the Speech and Language Sciences Section, School of Education Communication and Language Sciences, Newcastle University. With thanks to Di Nicholson.**

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# The Session Plans

# Session Plan 1 Assessment

Short term goals:

1. Assess child's ability to identify/count syllables in compound and non-compound words[3,4]
2. Assess child's ability to delete syllables in 2 syllable compound words and 2 and 3 syllable non-compound words
3. Assess child's ability to identify initial sounds [5]
4. Assess child's ability to delete initial sounds
5. Assess child's ability to identify final sounds
6. Assess child's ability to delete final sounds
7. Assess child's ability to identify rhyme in CVC words

| Time | Aim | Activity | Materials | Step-down |
|---|---|---|---|---|
| 5 mins | | Introductions, establish rapport, explain structure and purpose of session. | | |
| 10mins | Assess Identify/count syllables in compound and non-compound words | Listen to me, 'greenhouse'. (Clap the syllables each time you say the word)<br>'greenhouse' has 2 parts 'green' and 'house' so I did 2 claps<br>You do it with me, 'greenhouse'<br>Well done 2 claps like this, 'greenhouse' (if child has trouble go to step down)<br>Now you do the claps for 'football', well done how many claps did you do? 'football' yes, 2 claps.<br>Continue with other words on the list | Word list and recording sheet<br>(game to act as motivator, see below[6]) | Model for child to copy<br>Do this for two items, then fade out and if child can clap independently continue with more words. Stop after 4 words if child cannot do this without support |

| Time | Aim | Activity | Materials | Step-down |
|---|---|---|---|---|
| 10mins | Assess<br>Syllable deletion | We're going to play another game now. Say hairbrush (wait for child to say word). Say it again but don't say 'hair'. Just say____? (wait for child to say brush, if they don't after 5 second gap, you say it)<br>That's right 'brush'<br>Lets try another one.<br>Say steamboat (wait for child to say word). Say it again but don't say 'steam'<br>Continue with other words on the list | Word list and recording sheet | Use your hands placed flat on table to demonstrate two parts of word, say part of word for each hand, take one away and say you have taken away hair so just have brush left. Repeat with same word. Then move on to next word. Stop if child can't do this after two demonstrations. |
| 5mins | Assess<br>Initial sound identification | Say: what is the first sound in this word?<br>If the child is very unintelligible or struggled at the syllable segmenting stage, you can say: Is the first sound in this word /?/ and include some words that do not start with that sound. | Word list and recording sheet | Give model to copy e.g. what does car start with? /k/—/ɑ:/, that's right /k/.<br>Or does car start with /k/, listen /k/—/ɑ:/, yes it starts with /k/.<br>Stop after 2 items if child can't do this. |
| 5mins | Assess<br>Initial sound deletion | Say coat, now say it again but don't say /k/, (give child space to respond then step down<br>Only 4 items. | Word list and recording sheet | Say coat, /k/-----/oʊt/, without /k/ /k/------**/oʊt/**, **/oʊt/** (with emphasis) |
| 5mins | Assess<br>Final sound identification and deletion | Say: what is the last sound in this word?<br>For each word immediately say: now say [word] without the /Final Sound/ e.g. now say moon without the /n/<br>(Only 4 items) | Word list and recording sheet | Discontinue after first trial if child cannot manage to ID final sound |

| Time | Aim | Activity | Materials | Step-down |
|---|---|---|---|---|
| 5mins | Assess<br>Rhyme identification NB this is a harder task than judging rhyme between two words | Say you are going to play a game with words that rhyme/sound the same at the end like pin bin, car far. Put 3 pictures on table e.g. cat hat pin; point to cat say name and ask child if cat rhymes with hat or pin. Say words in pairs and emphasise rime e.g. cat/hat, cat/pin.<br>(only 4 items) | Word list and recording sheet, pictures | Discontinue after 2 items |
| 5mins | Summary | Briefly describe what child has done during session e.g. you have worked hard and counted parts in words and clapped parts in words and told me the first sound in some words. You have listened carefully and showed me how clever you are… | | |

**Session 1 Word lists and recording sheet**

Name _____ Date _____

| **Syllable segmenting** | ✓/× | **Syllable deletion** | response | **IS ID** | response | **IS deletion** | response | **FS ID & deletion** | Response ID | Deletion |
|---|---|---|---|---|---|---|---|---|---|---|
| greenhouse (demo) | | **hair**brush (demo) | | car | | coat | | moon | | |
| football (2) | | **steam**boat | | mat | | cat | | cart | | |
| blackbird (2) | | **tea**pot | | dog | | mat | | bird | | |
| garden (2) | | **foot**ball | | big | | meat | | team | | |
| rabbit (2) | | **pic**nic | | mouth | | | | | | |
| baby (2) | | **ba**by | | bed | | **Rhyming words** | | | | |
| lollipop (3) | | **el**bow | | cat | | cat pin hat ✓/× | | | | |
| telephone (3) | | **bo**rrow | | cow | | house mouse fish ✓/× | | | | |
| tomato (3) | | **com**puter | | dig | | car star clock ✓/× | | | | |
| macaroni (4) | | **po**tato | | door | | kite sun knight ✓/× | | | | |
| caterpillar (4) | | **cu**cumber | | more | | | | | | |

**Notes/Rationale:**

Aim of assessment is to get information about child's current PA skills in relation to the therapy programme, so they can start in the right place. If child fails at syllable segmenting, try just one item at the next two levels and the rhyme id activity. Sometimes children can't syllable count but can delete syllables or identify first sounds. Support given at first to ensure child knows what the task is.

If child cannot do any of these, and you finish in 10 minutes, go straight into session 2.

Use result of assessment activities to decide where to start child in programme

Parent/carer to join in activities as appropriate (not assessment, but activities in remaining sessions)

[1] Phonological awareness skills underpin speech and literacy (and possibly vocabulary acquisition??) if the child has not acquired these skills without intervention they are likely to be disadvantaged in several areas. Helping the child acquire these skills in advance of their developmental level is a small advantage they deserve (HS: opinion-not particularly expert)

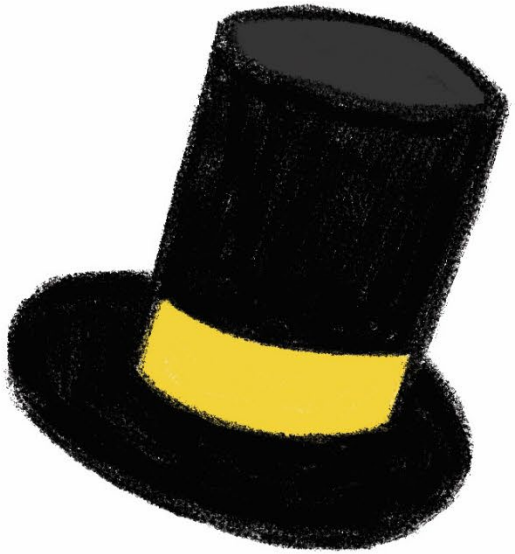
[2] Goals for episode of care. if the children respond quickly you may be able to get as far as substitution of final sounds

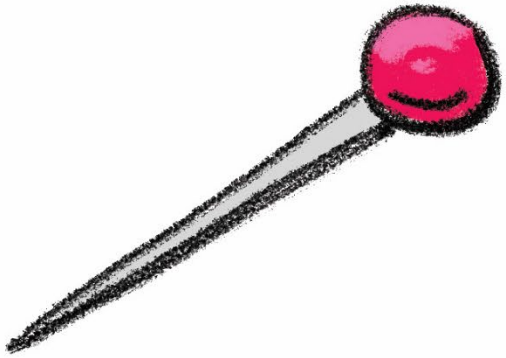
[3] can the child count up to 5 reliably? If not, you will need just to rely on clapping or pointing to the right number of bricks

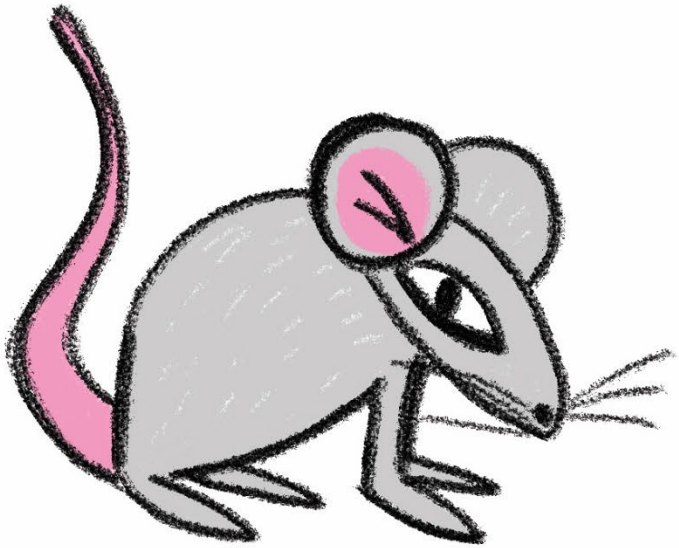
[4] if child is unintelligible just go on the number of syllables, don't worry about how they say the word

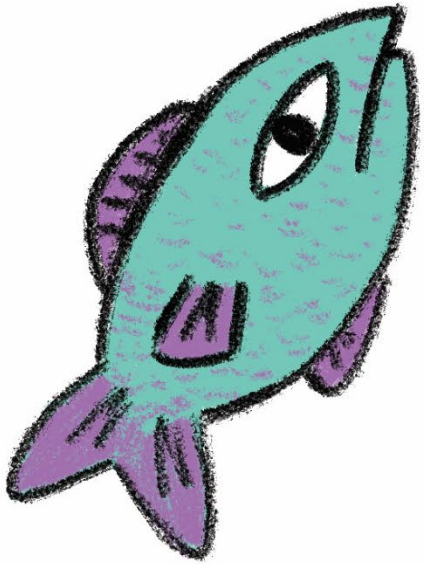
[5] child may be too unintelligible to do this and subsequent parts

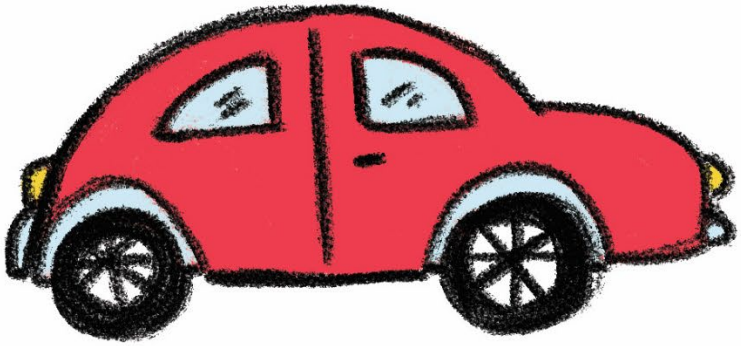
[6] Motivating activity if required: jigsaw piece by piece, building a tower of bricks to knock down, kerplunk-type game etc. that can continue over several parts of the assessment

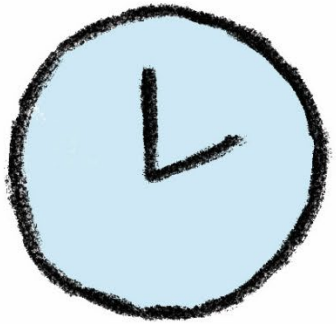


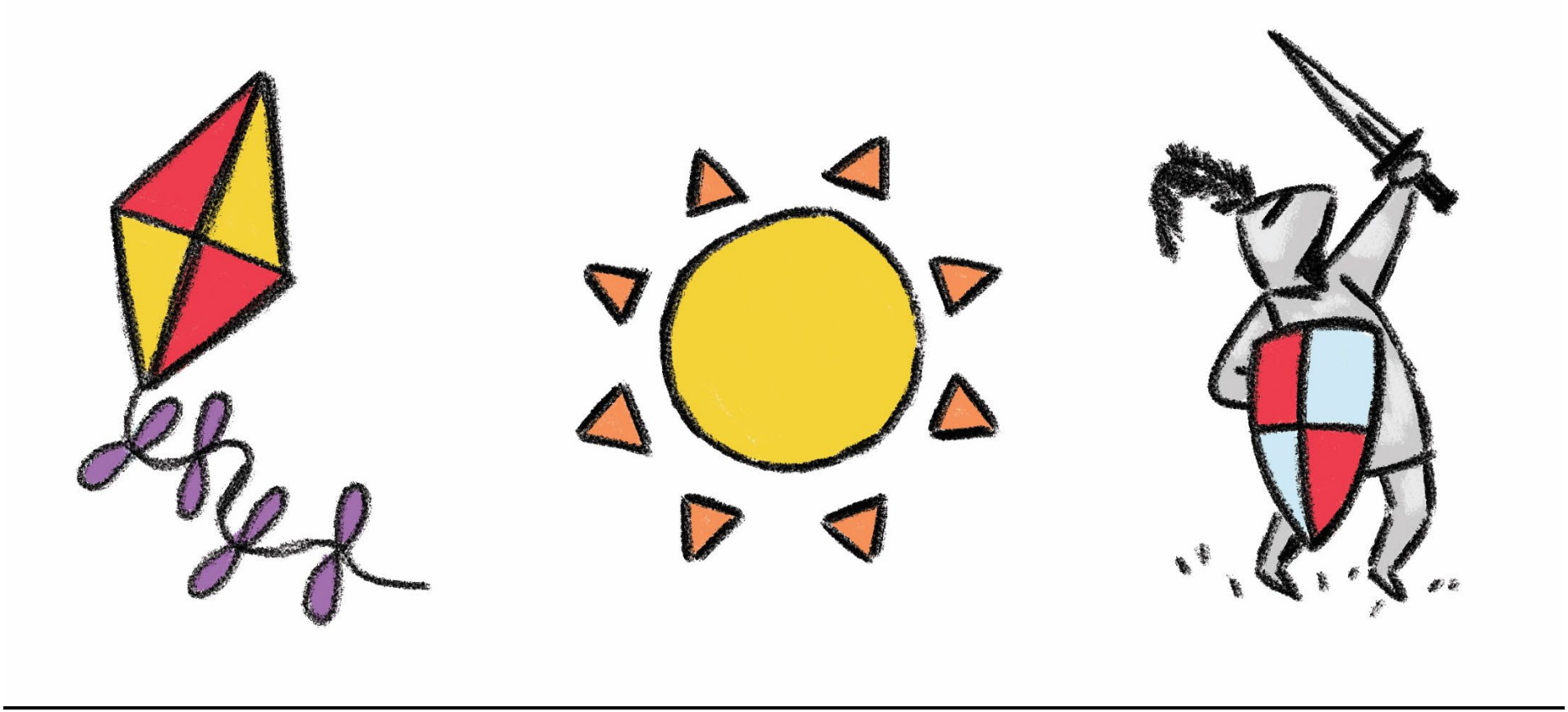












## Session Plan 2 Counting single syllable words in sentences

Long term goals:

1. The child will be able to count single syllable words in sentences from 3-5 words in length from adult and own production on 100% of trials

NB if the child does not have one to one correspondence and is not confident counting beyond 5, clapping or otherwise signalling the number of words is adequate.

Short term goals:

1. The child will be able to clap the number of single syllable words in 3 word sentences with 100% accuracy
2. The child will be able to count the number of single syllable words in 3 word sentences with 100% accuracy
3. The child will be able to clap the number of single syllable words in 4-5 word sentences with 90% accuracy
4. the child will be able to count the number of single syllable words in 4-5 word sentences with 90% accuracy

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures. **Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Clapping single syllable words in 3 word sentences | *We are going to clap along to what I say. I will say three words and we will clap each time I say a word.*<br>*Listen to me, 'grass is green'*. [Clap each time you say a word]<br>*You do it with me, 'grass is green'* | Counting words | Model for child to copy<br>If a visual cue is needed, draw lines on a piece of paper to match the number of words.<br>Do this for two items, then fade out and if child can clap |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | | *Well done 3 claps like this, 'grass is green'* [if child has trouble go to step down]<br>*Now you do the claps for 'cars are fast', well done how many claps did you do? 'cars are fast' yes, 3 claps.*<br>Continue with other sentences on the list | | independently continue with more sentences. If child cannot manage independent clapping, continue with models or simultaneous clapping |
| | Counting single syllable words in 3 word sentences | Same activity as above but ask child to tell you how many claps/words there are in the sentence instead of you telling them. | Say the sentence and ask the child how many words without clapping | Continued modelling: clap and count the words |
| | Clapping single syllable words in 4 & 5 word sentences | *We are going to clap along to what I say again. I will say some sentences and we will clap each time I say a word.*<br>*Listen to me, 'grass is green'*. [Clap each time you say a word]<br>*You do it with me, 'girls can run fast*<br>*Well done 4 claps like this, 'girls can run fast* [if child has trouble go to step down]<br>*Now you do the claps for 'boys can jump high', well done how many claps did you do? 'boys can jump high' yes, 4 claps.*<br>Continue with other sentences on the list | Counting words as you go | Model for child to follow |
| | Count single syllable words in 4 & 5 word sentences | Same activity as above but ask child to tell you how many claps/words there are in the sentence instead of you telling them. | Fade out clapping | Provide models for child to copy |
| | Practise at home | Clapping and counting single syllable words in 3-5 word sentences | | |

**Session 2 Word list and record sheet**

Name _____ Date _____

| 3 word sentences | ✓/× clap | ✓/× count | 4 word sentences | ✓/× clap | ✓/× count | 5 word sentences | ✓/× clap | ✓/× count |
|---|---|---|---|---|---|---|---|---|
| Grass is green | | | Jane can run fast | | | Boats sail on the sea | | |
| Cars are fast | | | Sam can jump high | | | The bird built a nest | | |
| Max is sad | | | Dogs can eat bones | | | The dog digs a hole | | |
| Carl is tall | | | The sun is hot | | | The cat licks its lips | | |
| Dad is loud | | | The car is black | | | John shouts to his dog | | |
| Cats can purr | | | Cats can climb trees | | | Grace smiles at her cat | | |
| Dogs can bark | | | Mum cuts the hedge | | | Fish swim in the sea | | |
| Fish can swim | | | Dad made the tea | | | The red car is fast | | |
| Mice are small | | | I ate some cake | | | The black clouds have rain | | |
| Trees are tall | | | The box is red | | | We ate all the crisps | | |

## Session Plan 3 Syllable segmentation

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will be able to clap the number of syllables in 2 and 3 syllable words with 100% accuracy
2. The child will be able to count the number of syllables in 2 and 3 syllable words with 100% accuracy
3. The child will be able to clap the number of syllables in words with 1 to 4 syllables with 90% accuracy
4. the child will be able to count the number of syllables in words with 1 to 4 syllables with 90% accuracy

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Clap syllables in 2 and 3 syllable words | *Listen to me, 'cowboy'*. [Clap the syllables each time you say the word]<br>*'cowboy' has 2 parts 'cow' and 'boy' so I did 2 claps*<br>*You do it with me, 'cowboy'*<br>*Well done 2 claps like this, 'cowboy'* [if child has trouble go to step down]<br>*Now you do the claps for 'sunshine', well done how many claps did you do? 'sunshine' yes, 2 claps.*<br>Continue with other words on the list | Counting syllables | Model for child to copy<br>Do this for two items, then fade out and if child can clap independently continue with more words. Stop after 4 words if child cannot do this without support and use single syllable words |
| | Counting syllables in 2 and 3 syllable words | Same activity as above but ask child to tell you how many claps/parts there are in the word | Say the word and ask the child how many parts without clapping | Continued modelling: clap and count the syllables |
| | Clap syllables in 1 to 4 syllable words | As above. 1 syllable words can be particularly hard in this context and may need additional support | Counting syllables as you go | Support for 1 and 4 syllable words |
| | Count syllables in 1-4 syllable words | As above | Fade out clapping | Provide models for child to copy |
| | Clap syllables in 2 and 3 syllable words repeat activity for extra practice and to measure for 100% correct | *Listen to me, 'cowboy'*. [Clap the syllables each time you say the word]<br>*'cowboy' has 2 parts 'cow' and 'boy' so I did 2 claps*<br>*You do it with me, 'cowboy'*<br>*Well done 2 claps like this, 'cowboy'* [if child has trouble go to step down] | Increase rate/speed that words are presented to child | Model for child to copy<br>Do this for two items, then fade out and if child can clap independently continue with more words. Stop after 4 words if child |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | | *Now you do the claps for 'sunshine', well done how many claps did you do? 'sunshine' yes, 2 claps.*<br>Continue with other words on the list | | cannot do this without support |
| | Practise at home | Clapping and counting syllables in 2 and 3 syllable words | | |

**Session 3 Word list and record sheet**

Name _____ Date _____

| **2/3 syllable clapping** | ✓/× | ✓/× | **2/3 syllable counting** | ✓/× | **1-4 syllable clapping** | ✓/× | **1-4 syllable counting** | ✓/× |
|---|---|---|---|---|---|---|---|---|
| cowboy (demo) | | | steamboat | | greenhouse | | rainbow | |
| sunshine | | | pasta | | tiger | | house | |
| rainbow | | | party | | cat | | beetle | |
| finger | | | elbow | | kitchen | | computer | |
| pencil | | | rabbit | | dinosaur | | spaghetti | |
| balloon | | | spider | | diplodocus | | caterpillar | |
| telephone | | | tractor | | picnic | | television | |
| computer | | | ambulance | | cucumber | | spider | |
| spaghetti | | | monster | | macaroni | | roundabout | |
| hamburger | | | dinosaur | | calculator | | chicken | |
| tomato | | | caravan | | dog | | shower | |
| butterfly | | | window | | zebra | | camera | |

## Session Plan 4 Syllable deleting

Briefly check that the child knows what first and last mean before you start the activities related to those concepts. Children find working with opposite concepts in the same session confusing, so work on one at a time and if you need to work on them in the same session separate them with another activity and make the concept change very explicit.

This session plan will take several sessions to complete as there is a lot to cover and children can find this a hard skill to learn.

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials

Short term goals:

1. The child will be able to delete the first syllable of 2 syllable compound words
2. The child will be able to delete the last syllable of 2 syllable compound words
3. The child will be able to delete the first syllable of 2 syllable non-compound words
4. The child will be able to delete the last syllable of 2 syllable non-compound words
5. The child will be able to delete the first syllable of 2, 3, 4 syllable words
6. The child will be able to delete the last syllable of 2, 3, 4 syllable words

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Delete the first syllable of 2 syllable compound words | For all of these activities use a visual cue to support the child e.g. two bricks, two pieces of paper, a picture of the word cut into two etc<br><br>*This time we are going to say some words and miss off a part so we only say some of the word. Say 'cowboy'* [point to a brick on each syllable] *now we're going to say it again but not say the first part* [cover or remove the first brick]. *We're just going to say 'boy'. Now you say it with me*. Repeat this example with the child saying it with you. Then continue with the other words on the list | Say to the child: *say 'cowboy', now say it again, but don't say 'cow'.*<br><br>Reduce the visual cue so that the child is relying more on the auditory input | Provide full scaffolding for the child so that you are saying the words together. Gradually fade out your scaffolding as the child gains confidence |
| | Delete the last syllable of 2 syllable compound words | For all of these activities use a visual cue to support the child e.g. two bricks, two pieces of paper, a picture of the word cut into two etc.<br><br>*This time we are going to say some words and miss off a part so we only say some of the word. Say 'cowboy'* [point to a brick on each syllable] *now we're going to say it again but not say the last part* [cover or remove the last brick]. *We're just going to say 'cow'. Now you say it with me*. Repeat this example with the child saying it with you. Then continue with the other words on the list. | Say to the child: *say 'cowboy', now say it again, but don't say 'boy'.*<br><br>Reduce the visual cue so that the child is relying more on the auditory input | Provide full scaffolding for the child so that you are saying the words together. Gradually fade out your scaffolding as the child gains confidence |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Delete the first syllable of 2 syllable non-compound words | For all of these activities use a visual cue to support the child e.g. two bricks, two pieces of paper, a picture of the word cut into two etc.<br><br>Say to the child: *say 'picnic', now say it again, but don't say 'pic'.* Then continue with the other words on the list.<br><br>At this point it is important that you do not distort the word when you delete the syllable and if a syllable has /ə/ in it, maintain the vowel, do not over-stress it e.g. pasta /pastə/ don't say /pas/ just say /tə/. | Include some harder words if the child finds this easy e.g. words with a weak last syllable so that the stronger syllable is deleted.<br><br>Reduce the visual cue so that the child is relying more on the auditory input | Provide full scaffolding for the child so that you are saying the words together. Gradually fade out your scaffolding as the child gains confidence. |
| | Delete the last syllable of 2 syllable non-compound words | For all of these activities use a visual cue to support the child e.g. two bricks, two pieces of paper, a picture of the word cut into two etc.<br><br>Say to the child: *say 'picnic', now say it again, but don't say 'nic'.* Then continue with the other words on the list. | Include some harder words if the child finds this easy e.g. words with a weak last syllable so that the stronger syllable is deleted.<br><br>Reduce the visual cue so that the child is relying more on the auditory input | Provide full scaffolding for the child so that you are saying the words together. Gradually fade out your scaffolding as the child gains confidence. |
| | Delete the first syllable of 2, 3, 4 syllable words | For all of these activities use a visual cue to support the child e.g. bricks, pieces of paper, a picture of the word cut into pieces according to the number of syllables etc.<br><br>Say to the child: *say 'spaghetti', now say it again, but don't say 'spa'. Yes, 'getti'.* Then continue with the other words on the list. | Include some harder words if the child finds this easy e.g. words with a weak last syllable so that the stronger syllable is deleted.<br><br>Reduce the visual cue so that the child is | Provide full scaffolding for the child so that you are saying the words together. Gradually fade out your scaffolding as the child gains confidence. Do more two syllable words at first then three syllable words |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | | At this point it is important that you do not distort the word when you delete the syllable and if a syllable has /ə/ in it, maintain the vowel, do not over-stress it e.g. /fɪŋgə/, don't say /fɪŋ/ just say /gə/. | relying more on the auditory input | |
| | Delete the last syllable of 2, 3, 4 syllable words | For all of these activities use a visual cue to support the child e.g. bricks, pieces of paper, a picture of the word cut into pieces according to the number of syllables etc.<br>Say to the child: *say 'dinosaur', now say it again, but don't say 'saur'. Yes, 'dina'.* Then continue with the other words on the list.<br>At this point it is important that you do not distort the word when you delete the syllable and if a syllable has /ə/ in it, maintain the vowel, do not over-stress it e.g. /fɪŋgə/, don't say /gə/, just say /fɪŋ/. Activity as above | Include some harder words if the child finds this easy e.g. words with a weak first syllable so that the stronger syllable is deleted.<br>Reduce the visual cue so that the child is relying more on the auditory input | Delete the last syllable of 2, 3, 4 syllable words |
| | Practise at home | Deleting last syllable<br>Deleting first syllable | | |

**Session 4 Word list and record sheet**

Name _____ Date _____

| **syllable deletion 2 syllable compound words** | first ✓/× | last ✓/× | **syllable deletion 2 syllable non-compound words** | first ✓/× | last ✓/× | **First syllable deletion 2-4 syllable words** | ✓/× | **Last syllable deletion 2-4 syllable words** | ✓/× |
|---|---|---|---|---|---|---|---|---|---|
| cowboy | | | picnic | | | cucumber | | dinosaur | |
| sunshine | | | elbow | | | television | | elbow | |
| rainbow | | | rabbit | | | hamburger | | picnic | |
| greenhouse | | | monkey | | | umbrella | | window | |
| blackbird | | | pencil | | | Friday | | finger | |
| postbox | | | surprise | | | Newcastle | | caravan | |
| football | | | garden | | | balloon | | lollypop | |
| teabag | | | cartoon | | | curly | | pencil | |
| horsebox | | | funny | | | telephone | | telephone | |
| steamboat | | | begin | | | computer | | calculator | |
| T-shirt | | | dentist | | | spaghetti | | spaghetti | |
| cupcake | | | mobile | | | trousers | | butterfly | |
| see-saw | | | buggy | | | tomato | | peppermint | |
| playmate | | | biscuit | | | elephant | | magic | |
| snowman | | | dolphin | | | banana | | aeroplane | |

## Session Plan 5 Initial sound identification from adult and own production

**NB when choosing stimulus words they are all CVC or CV and there are no consonant clusters in the words.**

**Use the words on the word list below, but if the child has very limited expressive phonology you may choose to start with sounds that are in their phonemic inventory and gradually progress to those that are not. If the child has articulation difficulties that affect one or more sounds you may either address that as a separate issue in intervention, use a visual cue e.g. jolly phonics or grapheme, or avoid that sound**

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will be able to identify the first sound of a word said by the adult (adult production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory)
2. The child will be able to identify the first sound of a word said by the adult from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory)
3. The child will be able to identify the first sound of a word said by themselves (own production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory)
4. The child will be able to identify the first sound of a word said by themselves (own production) from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory)
5. The child will be able to identify the initial sound of words from their own or adult production on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Identify the first sound of a word said by the adult (adult production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory) | Say *we are going to listen for the first sound in a word now and say what it is, the first sound in boy is /b/. Can you hear that? /bɔɪ/, /b/, /bɔɪ/. That's right, the first sound in boy is /b/. Listen to bag, what's the first sound in bag? Listen /bag/,/b/, /bag/; yes the first sound in /bag/ is /b/*<br>Continue with words in list<br>[be careful not to add /ə/ to consonants] | Instead of going through all words with the same sound together, mix the words up so that the child has to listen harder. | Maintain the full scaffolding/ modelling support as long as necessary until you know the child is listening for the first sound. Use Jolly Phonics as visual cue for the first sound only if needed, e.g. picture of the stimulus word plus JP picture of first sound. |
| | Identify the first sound of a word said by the adult from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory) | As above but with a broader range of sounds. NB all consonants do not have to be included, but the child has to demonstrate some confidence in listening for and identifying the sound. | Do not supply visual support (pictures), move on to own production | Maintain the full scaffolding/ modelling support as long as necessary. Use Jolly Phonics as visual cue for the first sound only if needed, e.g. picture of the stimulus word plus JP picture of first sound. |
| | Identify the first sound of a word said by themselves (own production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two | Using the same word list as before; show the picture to the child and say e.g. *What's this? Tell me the first sound.* [do not repeat the word back to them, do not give them an adult model] | Move on to next step | If necessary on the first one or two items provide feedback or scaffolding, but then ensure the child is working completely from own production. Provide visual |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | sounds the child has in their phonemic inventory) | | | cues in form of JP pictures if necessary to check child is saying correct sound e.g. choice of three or four pictures to choose from |
| | The child will be able to identify the first sound of a word said by themselves (own production) from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory) | As above using the broader range of sounds word list. | Move on to next step | |
| | The child will be able to identify the initial sound of words from their own or adult production on 100% of occasions | This is a checking activity that will give information about how well embedded the skill is. Using the words in the word list or any others, ask the child to say the first sound of a word that either you or they have said. | | |
| | Practise at home | Identifying first sound from small range of sounds, increasing the range of sounds and progressing from adult production to own production. | | |

**Session 5 Word list and record sheet**

Name _____ Date _____

| Initial sound identification Limited range | Adult production ✓/× | Own production ✓/× | Initial sound identification Limited range | Adult production ✓/× | Own production ✓/× | Initial sound identification Broad range | Adult production ✓/× | Own production ✓/× |
|---|---|---|---|---|---|---|---|---|
| boy | | | tin | | | house | | |
| bag | | | top | | | light | | |
| bat | | | tail | | | goal | | |
| bin | | | toe | | | rat | | |
| ball | | | ten | | | nail | | |
| cat | | | sun | | | wall | | |
| car | | | sea | | | hat | | |
| cone | | | sock | | | fin | | |
| kite | | | six | | | sheep | | |
| cot | | | saw | | | fish | | |
| dig | | | mouse | | | shark | | |
| dot | | | mat | | | lamb | | |
| door | | | map | | | chair | | |
| dog | | | moon | | | chick/hen | | |
| dice | | | match | | | zip | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | watch | | |
| | | | | | | witch | | |
| | | | | | | van | | |
| | | | | | | pig | | |

## Session Plan 6 Final sound identification from adult and own production

**NB when choosing stimulus words they are all CVC or VC and there are no consonant clusters in the words.**

**Use the words on the word list below, but if the child has very limited expressive phonology you may choose to start with sounds that are in their phonemic inventory and gradually progress to those that are not. If the child has articulation difficulties that affect one or more sounds you may either address that as a separate issue in intervention, use a visual cue e.g. jolly phonics or grapheme, or avoid that sound**

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will be able to identify the last sound of a word said by the adult (adult production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory)
2. The child will be able to identify the last sound of a word said by the adult from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory)
3. The child will be able to identify the last sound of a word said by themselves (own production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory)
4. The child will be able to identify the last sound of a word said by themselves (own production) from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory)
5. The child will be able to identify the final sound of words from their own or adult production on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Identify the last sound of a word said by the adult (adult production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two sounds the child has in their phonemic inventory) | Say *we are going to listen for the last sound in a word now and say what it is, the last sound in web is /b/. Can you hear that? /wɛb/, /b/, /wɛb/. That's right, the last sound in web is /b/. Listen to sob, what's the last sound in sob? Listen /sɒb/,/b/, /sɒb/; yes the last sound in/sɒb/,/ is /b/*<br>Continue with words in list<br>[be careful not to add /ə/ to consonants] | Instead of going through all words with the same sound together, mix the words up so that the child has to listen harder. | Maintain the full scaffolding/ modelling support as long as necessary until you know the child is listening for the last sound. Use Jolly Phonics as visual cue for the last sound only if needed, e.g. picture of the stimulus word plus JP picture of last sound. |
| | Identify the last sound of a word said by the adult from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory) | As above but with a broader range of sounds. NB all consonants do not have to be included, but the child has to demonstrate some confidence in listening for and identifying the sound. | Do not supply visual support (pictures), move on to own production | Maintain the full scaffolding/ modelling support as long as necessary. Use Jolly Phonics as visual cue for the last sound only if needed, e.g. picture of the stimulus word plus JP picture of first sound. |
| | Identify the last sound of a word said by themselves (own production) from a limited range of sounds on 100% of occasions (/k, t, m, d, b, s/ or a choice of two | Using the same word list as before; show the picture to the child and say *What's this? Tell me the last sound.* [do not repeat the word back to them, do not give them an adult model] | Move on to next step | If necessary on the first one or two items provide feedback or scaffolding, but then ensure the child is working completely from own production. Provide visual |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | sounds the child has in their phonemic inventory) | | | cues in form of JP pictures if necessary to check child is saying correct sound e.g. choice of three or four pictures to choose from |
| | Identify the last sound of a word said by themselves (own production) from a wide range of sounds on 100% of occasions (including sounds the child does not have in their phonemic inventory) | As above using the broader range of sounds word list. | Move on to next step | |
| | Identify the final sound of words from their own or adult production on 100% of occasions | This is a checking activity that will give information about how well embedded the skill is. Using the words in the word list or any others, ask the child to say the last sound of a word that either you or they have said. | | |
| | Practise at home | Identifying last sound from small range of sounds, increasing the range of sounds and progressing from adult production to own production. | | |

**Session 6 Word list and record sheet**

Name _____ Date _____

| Final sound identification Limited range | Adult production ✓/× | Own production ✓/× | Final sound identification Limited range | Adult production ✓/× | Own production ✓/× | Final sound identification Broad range | Adult production ✓/× | Own production ✓/× |
|---|---|---|---|---|---|---|---|---|
| web | | | hat | | | map | | |
| sob | | | gate | | | nose | | |
| jab | | | boat | | | goal | | |
| tub | | | kite | | | teeth | | |
| pub | | | goat | | | nail | | |
| sock | | | dice | | | wall | | |
| beak | | | mouse | | | leaf | | |
| duck | | | bus | | | sun | | |
| sack | | | horse | | | sheep | | |
| shark | | | house | | | fish | | |
| red | | | comb | | | man | | |
| bird | | | sum | | | witch | | |
| bed | | | thumb | | | ball | | |
| road | | | lamb | | | egg | | |
| sad | | | jam | | | zip | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | watch | | |
| | | | | | | shell | | |
| | | | | | | van | | |
| | | | | | | pig | | |

# Session Plan 7 Initial sound deletion from adult and own production

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will Identify the initial sound of word said by adult on 100% of occasions
2. The child will delete the first sound from CV and CVC words from adult production to make real words on 100% of occasions
3. The child will delete the first sound from CV and CVC words from own production to make real words on 100% of occasions
4. The child will delete the first sound from CV and CVC words from adult production to make real and non-words on 100% of occasions
5. The child will delete the first sound from CV and CVC words from own production to make real and non-words on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Identify the initial sound of word said by adult on 100% of occasions | Say *Tell me the first sound of…[*say word]. The aim of this part of the activity is to help the child focus on first sound and to briefly recap initial sound identification | | Use scaffolding, picture cue with Jolly Phonics if necessary |
| | Delete the first sound from CV and CVC words from adult production to make real words on 100% of occasions | Say *You are good at listening and saying the first sound of a word. Now we are going to say the words and miss off the first sound. The first sound of pin is /p/, if we miss it off we say /ɪn/. /pɪn/, /p/, /ɪn/. You say it with me /pɪn/, /p/, /ɪn/. Good. Now, what's the first sound of tin? Yes /t/, now we miss off the /t/ and say…../ɪn/* . [leave a pause and give the child opportunity to say the rime] | Move on to own production | Use scaffolding for as long as necessary. |
| | Delete the first sound from CV and CVC words from own production to make real words on 100% of occasions | As above, but show child picture of stimulus *What's the first sound of this word? Well done, now cut off the first sound and say…?* [Do not say the word, so that the child is using his own production] | Move on to the next step | Try not to say the word for the child, but scaffold by eliciting the word e.g. *what's this one? well done, now what's the first sound? Yes, now let's miss off the first sound and say*…[say the rime if the child does not say it without support] |
| | Delete the first sound from CV and CVC words from adult production to make real and non-words on 100% of occasions | As above for adult production, but using the appropriate word list | Move on to own production | Continue scaffolding if necessary. |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Delete the first sound from CV and CVC words from own production to make real and non-words on 100% of occasions | As above, but asking the child to say the word from a stimulus picture. | The child does not say the word out loud, but silently (in their head) | Support with adult production, or scaffolding as above |
| | Practise at home | First sound deletion to make a real word<br>First sound deletion to make a non-word | | |

**Session 7 Word list and record sheet**

Name Date

| Initial sound identification | ✓/× | Initial sound deletion real words | Adult production ✓/× | Own production ✓/× | Initial sound deletion non-words | Adult production ✓/× | Own production ✓/× |
|---|---|---|---|---|---|---|---|
| pin | | pin | | | moon | | |
| fat | | tin | | | horse | | |
| cat | | cat | | | light | | |
| bin | | bin | | | toe | | |
| fin | | fin | | | ten | | |
| tin | | fat | | | jar | | |
| mat | | mat | | | sea | | |
| sat | | sat | | | sock | | |
| hat | | hat | | | six | | |
| ham | | ham | | | saw | | |
| | | lamb | | | mouse | | |
| | | cape | | | head | | |
| | | dice | | | map | | |
| | | mice | | | kite | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | ball | | | match | | |
| | | fall | | | look | | |
| | | cart | | | car | | |
| | | hair | | | fish | | |

## Session Plan 8  Final sound deletion from adult and own production

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will  Identify the final sound of word said by adult on 100% of occasions
2. The child will delete the last sound from VC and CVC words  from adult production to make real words on 100% of occasions
3. The child will delete the last sound from VC and CVC words  from own production to make real words on 100% of occasions
4. The child will delete the last sound from VC and CVC words from adult production to make real and non-words on 100% of occasions
5. The child will delete the last sound from VC and CVC words from own production to make real and non-words on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Identify the final sound of word said by adult on 100% of occasions | Say *Tell me the last sound of…[*say word]. The aim of this part of the activity is to help the child focus on last sound and to briefly recap initial sound identification | | Use scaffolding, picture cue with Jolly Phonics if necessary |
| | Delete the last sound from CV and CVC words from adult production to make real words on 100% of occasions | Say *You are good at listening and saying the last sound of a word. Now we are going to say the words and miss off the last sound. The last sound of meat is /t/, if we miss it off we say /mi:/. /mi:t/, /t/, /mi:/. You say it with me /mi:t/, /t/, /mi:/. Good. Now, what's the last sound of make? Yes /k/, now we miss off the /k/ and say…../maɪ/* . [leave a pause and give the child opportunity to respond] | Move on to own production | Use scaffolding for as long as necessary. |
| | Delete the last sound from CV and CVC words from own production to make real words on 100% of occasions | As above, but show child picture of stimulus *What's the last sound of this word? Well done, now cut off the last sound and say…?* [Do not say the word, so that the child is using his own production] | Move on to the next step | Try not to say the word for the child, but scaffold by eliciting the word e.g. *what's this one? well done, now what's the last sound? Yes, now let's miss off the last sound and say*…[say the first part of the word if the child does not say it without support] |
| | Delete the last sound from CV and CVC words from adult production to make real and non-words on 100% of occasions | As above for adult production, but using the appropriate word list | Move on to own production | Continue scaffolding if necessary. |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Delete the last sound from CV and CVC words from own production to make real and non-words on 100% of occasions | As above, but asking the child to say the word from a stimulus picture. | The child does not say the word out loud, but silently (in their head) | Support with adult production, or scaffolding as above |
| | Practise at home | Last sound deletion to make a real word<br>Last sound deletion to make a non-word | | |

**Session 8 Word list and record sheet**

Name Date

| Final sound identification | ✓/× | final sound deletion real words | Adult production ✓/× | Own production ✓/× | Final sound deletion non-words | Adult production ✓/× | Own production ✓/× |
|---|---|---|---|---|---|---|---|
| meat | | meat | | | moon | | |
| make | | make | | | mouse | | |
| shoot | | shoot | | | light | | |
| sheep | | sheep | | | fish | | |
| time | | time | | | shark | | |
| soap | | soap | | | comb | | |
| boat | | boat | | | bed | | |
| bike | | bike | | | sock | | |
| wave | | wave | | | red | | |
| tooth | | tooth | | | map | | |
| | | goat | | | kite | | |
| | | road | | | match | | |
| | | nose | | | look | | |
| | | rose | | | five | | |
| | | beak | | | leaf | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | whale | | | mouth | | |
| | | | | | bird | | |
| | | | | | net | | |

## Session Plan 9 Initial sound substitution

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will identify the first sound of word said by adult on 100% of occasions
2. The child will delete the first sound from CV and CVC words from own production to make real and non-words on 100% of occasions
3. The child will blend sound from child's phonemic inventory onto real rime on 100% of occasions
4. The child will continue with the same rime for real or non-word for 5-6 new blends on 100% of occasions
5. The child will repeat with further onset-rime combinations including sounds not in child's phonemic inventory on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Identify the first sound of word said by adult on 100% of occasions | Say *Tell me the first sound of…[*say word]. The aim of this part of the activity is to help the child focus on first sound and to briefly recap initial sound identification | | Use scaffolding, picture cue with Jolly Phonics if necessary |
| | Delete the first sound from CV and CVC words from own production to make real and non-words on 100% of occasions | Say T*ell me the first sound of pin [wait for child to respond, or provide scaffolding] now say pin without the /p/.Again, this activity is to recap initial sound deletion.* | | use visual cues and scaffolding as required |
| | Blend sound (from child's phonemic inventory) onto real word rime on 100% of occasions | Use strong visual cueing here e.g. with coloured bricks, JP sounds, swapping the first one and keeping the others the same. Say *We're going to say the word now and swap the first sound; pin, take away /p/ and say /b/ bin. Do it with me pin, bin* [do visual swapping of sound rather than talk it through each time] do lots of practice at this level, progressing to sequences using the same rime, see word list | Remove visual cues and sped up pace of activity | talk this through with full scaffolding as many times as required until the child starts to say the new word on his own. Some children are helped by going through the say the word→ initial sound ID→ IS deletion→ IS substitution sequence several times with visual support |
| | Continue with the same rime for real or non-word for 5-6 new blends on 100% of occasions | Show the child a picture e.g. cat, W*e're going to swap the first sound lots of time and sometimes it will make a silly word Say cat now miss off the /k/ and say /p/, now /m/, /t/, /h/* [continue with more sounds then introduce a new rime in the same way] | Move onto the next step | scaffold, use visual cue and then fade out to auditory only |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Repeat with further onset-rime combinations including sounds not in child's phonemic inventory on 100% of occasions | As above | | |
| | Practise at home | initial sound substitution | | |

**Session 9 Word list and record sheet**

Name Date

| Initial sound identification | ✓/× | Initial sound deletion | ✓/× | Initial sound substitution | ✓/× | Initial sound substitution continuing rime | ✓/× | Initial sound substitution continuing rime | ✓/× |
|---|---|---|---|---|---|---|---|---|---|
| pin | | pin | | pin→bin | | pin →bin | | man→pan | |
| fat | | tin | | hat→cat | | bin→tin | | pan→can | |
| cat | | cat | | sun→bun | | tin→fin | | can→van | |
| bin | | mouse | | tea→sea | | cat→hat | | rose→nose | |
| fin | | map | | fire→tyre | | hat→mat | | nose→hose | |
| tin | | fat | | map→tap | | mat→fat | | ball→ wall | |
| mat | | mat | | coat→goat | | fat→rat | | wall→fall | |
| sat | | kite | | rat→cat | | kite→light | | fall→tall | |
| hat | | hat | | mouse→house | | light→night | | cap→map | |
| ham | | saw | | dish→fish | | sing→ring | | map→tap | |
| | | | | van→pan | | lip→zip | | | |
| | | | | rose→nose | | zip→rip | | | |
| | | | | kite→light | | bun→run | | | |
| | | | | lake→cake | | run→sun | | | |
| | | | | chair→pear | | pop→mop | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | ball→wall | | mop→top | | | |
| | | | | cap→tap | | lake→cake | | | |
| | | | | cat→rat | | cake→rake | | | |

# Session Plan 10 Final sound substitution

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. The child will identify the last sound of word said by adult on 100% of occasions
2. The child will delete the last sound from VC and CVC words from own production to make real and non-words on 100% of occasions
3. The child will blend sound from child's phonemic inventory onto the end of CV stem to make real or non-word on 100% of occasions
4. The child will continue with the same CV stem for real or non-word for 5-6 new blends on 100% of occasions
5. The child will repeat with further CV stem combinations including sounds not in child's phonemic inventory on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness.**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Identify the last sound of word said by adult on 100% of occasions | Say *Tell me the last sound of…[*say word]. The aim of this part of the activity is to help the child focus on last sound and to briefly recap final sound identification | | Use scaffolding, picture cue with Jolly Phonics if necessary |
| | Delete the last sound from VC and CVC words from own production to make real and non-words on 100% of occasions | Say T*ell me the last sound of meat [wait for child to respond, or provide scaffolding] now say meat without the /t/.Again, this activity is to recap final sound deletion.* | | use visual cues and scaffolding as required |
| | Blend sound (from child's phonemic inventory) onto real or non-word rime on 100% of occasions | Use strong visual cueing here e.g. with coloured bricks, JP sounds, swapping the last one and keeping the others the same. Say *We're going to say the word now and swap the last sound; cat, take away /t/ and say /p/ cap. Do it with me cat, cap* [do visual swapping of sound rather than talk it through each time] do lots of practice at this level, progressing to sequences using the same rime, see word list | Remove visual cues and sped up pace of activity | talk this through with full scaffolding as many times as required until the child starts to say the new word on his own. Some children are helped by going through the say the word→ final sound ID→ FS deletion→ FS substitution sequence several times with visual support |
| | Continue with the same rime for real or non-word for 5-6 new blends on 100% of occasions | Show the child a picture e.g. cat, W*e're going to swap the last sound lots of time and sometimes it will make a silly word Say cat now miss off the /t/ and say /p/, now /m/, /d/, /f/* [continue with more sounds then introduce a new rime in the same way] | Move onto the next step | scaffold, use visual cue and then fade out to auditory only |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Repeat with further onset-rime combinations including sounds not in child's phonemic inventory on 100% of occasions | As above | | |
| | Practise at home | final sound substitution | | |

**Session 10 Word list and record sheet**

Name Date

| Final sound identification | ✓/× | Final sound deletion | ✓/× | Final sound substitution | ✓/× | Final sound substitution continuing CV | ✓/× | Final sound substitution continuing CV | ✓/× |
|---|---|---|---|---|---|---|---|---|---|
| meat | | meat | | cat→cap | | cat→cap | | lake→lane | |
| make | | make | | cart→card | | cap→can | | lane→late | |
| shoot | | shoot | | boat→bowl | | can→cad | | late→laze | |
| sheep | | sheep | | gate→game | | cad→caf | | laze→lade | |
| time | | time | | map→man | | caf→cap | | hard→half | |
| soap | | soap | | cap→can | | tin→till | | half→hark | |
| boat | | boat | | tin→ till | | till→tim | | hark→harp | |
| bike | | bike | | sun→suck | | tim→tick | | harp→harl | |
| wave | | wave | | rat→ram | | tick→tif | | harl→harm | |
| tooth | | tooth | | cool→coof | | tif→tip | | heap→heal | |
| | | | | hat→ ham | | gate→game | | heal→hean | |
| | | | | pig→pim | | game→gale | | hean→heed | |
| | | | | wave→wape | | gale→gave | | | |
| | | | | tick→till | | gave→gade | | | |
| | | | | game→gave | | pin→pit | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | lake→lane | | pit→pick | | | |
| | | | | hard→half | | pick→pig | | | |
| | | | | heap→heat | | pig→pim | | | |

# Session Plan 11 Rhyme Identification

**Ultimate goals:**

1. For the child to use speech sounds appropriate to developmental level/age in single words and connected speech
2. For the child to have phonological awareness skills in advance of their developmental level/age

**Long term goals:**

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

**Short term goals:**

1. Assess ability to say whether 2 words spoken by adult rhyme or not x10
2. Assess ability to match 2 rhyming words from 2 rhyming, 1 not rhyming x10
3. Assess ability to say whether 2 words rhyme from own production (picture pairs) x10
4. Rhyme identification progressing from matching to identifying from adult production to identifying from own production starting according to assessment findings

| Time | Aim | Activity | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | | | |
| | Assess ability to say whether 2 words spoken by adult rhyme or not x10 | Say *Do you know what a rhyme is? Yes, the last part sounds the same like mat pat the at part is the same. We're going to listen for some rhyming words. You tell me if these words rhyme fat pat, yes they rhyme. How about car cap? No they don't do they ar and ap are not the same* [continue with the rest of the list] | | support with model to copy if necessary |
| | Assess ability to match 2 rhyming words from 2 rhyming, 1 not rhyming x10 | *This time you listen and tell me which two words rhyme car, rat, mat, yes rat and mat rhyme* [continue with word list] | | support with model to copy if necessary |

| | | | | |
|---|---|---|---|---|
| | Assess ability to say whether 2 words rhyme from own production (picture pairs) x10 | Show child two pictures and ask him if the words rhyme, do not say the words so that he has to make the judgement form his own representation | | prompt by asking him to say the words out loud and if necessary work through the correct production to work out any errors due to production |
| | Rhyme identification progressing from matching to identifying from adult production to identifying from own production starting according to assessment findings | If child cannot reliable identify rhyming words at this stage then start activities to teach this skill | | |

**Session 11 Word list and record sheet**

Name Date

| **Rhyme judgement** | ✓/× | **2 rhyming words from 2 rhyming, 1 not rhyming** | ✓/× | **Own production from pictures** | ✓/× | **Follow up activities** | ✓/× |
|---|---|---|---|---|---|---|---|
| fat pat | | car rat mat | | cat hat | | | |
| can man | | house mouse sun | | man pig | | | |
| sun tun | | fin car tar | | pan man | | | |
| rat mit | | pit hit pin | | red lake | | | |
| red man | | can cat pan | | cake rake | | | |
| red head | | lake house rake | | house mouse | | | |
| sat fat | | chair fair chase | | cheese peas | | | |
| lake cake | | cheese coat peas | | dog rat | | | |
| tame take | | goat rat mat | | lake coat | | | |
| hear heat | | cake lake pale | | coat goat | | | |

## Session Plan 12 Consonant cluster identification and manipulation

Long term goals:

1. The child will be able to count and delete syllables in multi-syllabic words from adult and own production on 100% of trials
2. The child will be able to identify, delete and substitute initial sounds from adult and own production on 100% of trials
3. The child will be able to identify, delete and substitute final sounds from adult and own production on 100% of trials

Short term goals:

1. Assess ability to identify if word starts with one sound or two x10
2. The child will accurately count number of sounds at start of CCV and CCVC words on 100% of occasions
3. The child will name both sounds at start of CCV and CCVC words on 100% of occasions
4. The child will delete first C of CC at the start of CCVC words on 100% of occasions
5. The child will delete second C of CC at the start of CCVC words on 100% of occasions
6. The child will substitute new C into either CC position to create new word on 100% of occasions

* Activities with intrinsic motivation should be used as carriers for the activities when appropriate. These include games such as lotto; snakes and ladders; posting games; cutting and pasting pictures; hopscotch etc.

For all activities use Jolly Phonics pictures and actions as visual prompt and to support child's production (i.e. child can point to picture or make action even if s/he can't say sound accurately).

**Do not use written words for any of the activities, unless the child is in year 1 or above and is confident with print, the aim is to develop auditory skills not phoneme-grapheme awareness**

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Introductions | Introductions, establish rapport, explain structure and purpose of session. | | |
| | Assess ability to identify if word starts with one sound or two x10 | Say *Some words start with just one sound like cat. What sound does cat start with? Yes, /k/. Some words start with two sounds like spoon. Spoon starts with /s/ and /p/ /sp/ /spu:n/. Now you say it with me /spu:n/ starts with /s/ and /p/ /sp/ /spu:n/. Good, now youtell me if these words start with ne sound or two sounds sounds* [repeat with remaining words] | | maintain scaffolding for as long as the child needs it |
| | Accurately count number of sounds at start of CCV and CCVC words on 100% of occasions | *We're going to do some more, tell me how many sounds there are at the start of these words* | Two syllable words | maintain scaffolding for as long as the child needs it |
| | Name both sounds at start of CCV and CCVC words on 100% of occasions | *You are good at saying if a words has two sounds and you are good at telling me what the first sound of a word is, now tell me what the first two sounds are of step, yes /s/ and /t/. Now we'll do some more* [continue with list] | Two syllable words | maintain scaffolding for as long as the child needs it |
| | Delete first C of CC at the start of CCVC words on 100% of occasions | *You are good at saying if a words has two sounds and you are good at telling me what the first sounds are, now we are gong to say the words and miss out one of the sounds and still say the other like this /stɒp/ /tɒp/. What did I miss out? Yes /s/. You say /stɒp/ and miss out the /s/. Well done* [continue with the rest of the word list] | Non-words and two syllable words | maintain scaffolding for as long as the child needs it<br>Give visual support e.g. Jolly Phonics pictures or actions |

| Time | Aim | Activity* | Step-up | Step-down |
|---|---|---|---|---|
| | Delete second C of CC at the start of CCVC words on 100% of occasions | *This time we're going to miss out the second sound. Listen spoon starts with /s/ and /p/ if we miss out /p/ we have soon. Do it with me spoon starts with /s/ and /p/, miss out /p/ and say soon. Well done.* [continue with the rest of the word list] | Non-words and two syllable words | maintain scaffolding for as long as the child needs it<br>Give visual support e.g. Jolly Phonics pictures or actions |
| | Substitute new C into either CC position to create new word on 100% of occasions | *This time we're going to swap in a new sound instead of one of the first sounds to make a new word like this swap, stop I swapped a /t/ for the /w/. Do it with me swap stop. You do these now. Say pram, now take away the/ p/ and say/t/. Well done tram* | | Scaffolding and visual support to ensure success in early attempts or if struggling |

**Session 12 Word list and record sheet**

Name Date

| **Initial C/CC assessment** | ✓/× | **Segmenting C/CC** | count ✓/× | say ✓/× | **Segmenting C/CC** | count ✓/× | say ✓/× | **Step up counting CCC** | count ✓/× | say ✓/× | **First C Deletion from CCVC** | ✓/× |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| spoon | | step | | | stoop | | | spider | | | stop→top | |
| swing | | swing | | | stool | | | trousers | | | pram→ram | |
| moon | | smoke | | | stop | | | trickle | | | grub→rub | |
| smile | | pram | | | swap | | | tricycle | | | star→tar | |
| snow | | star | | | swift | | | tripod | | | trip→rip | |
| sea | | trip | | | stall | | | flower | | | track→rack | |
| feet | | tree | | | queen | | | swallow | | | black→lack | |
| three | | three | | | quick | | | quickly | | | swing→wing | |
| pig | | spoon | | | train | | | treasure | | | stair→tear | |
| star | | spot | | | steam | | | trouble | | | claim→lame | |
| | | spill | | | smack | | | crispy | | | clap→lap | |
| | | swipe | | | flat | | | | | | fright→right | |
| | | snow | | | slip | | | | | | bride→ride | |
| | | trap | | | green | | | | | | flap→lap | |
| | | crown | | | grass | | | | | | drug→rug | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | flow | | | sky | | | | | | drip→rip | |
| | | flop | | | school | | | | | | bleed→lead | |
| | | free | | | scoop | | | | | | bless→less | |

| **First C Deletion from CCVC step up** | ✓/× | **Second C deletion from CCV(C)** | ✓/× | **Second C deletion from CCVC step up** | ✓/× | **C substitution in initial CC** | | | ✓/× |
|---|---|---|---|---|---|---|---|---|---|
| sting→ting | | spoon→soon | | clutter→cutter | | swap | w→t | stop | |
| bling→ling | | trap→tap | | clapping→capping | | pram | p→t | tram | |
| flat→lat | | tree→tee | | station→tation | | slip | s→k | clip | |
| spoon→poon | | please→peas | | plaster→paster | | clog | k→f | flog | |
| spider→pider | | slide→side | | plank→pank | | tree | t→θ | three | |
| trousers→rousers | | slip→sip | | trolly→tolly | | slip | s→f | flip | |
| trickle→ rickle | | clean→keen | | pretend→petend | | slime | s→k | climb | |
| tricycle→rycicle | | try→tie | | flower→fower | | drum | d→k | crumb | |
| tripod→ripod | | clap→cap | | princess→pincess | | pray | r→l | play | |
| flower→lower | | prick→pick | | cricket→cicket | | frog | r→l | flog | |
| swallow→wallow | | cling→king | | cradle→cadle | | bleed | l→r | breed | |
| quickly→wickly | | queen→keen | | crown→cown | | prick | p→t | trick | |
| treasure→reasure | | clot→cot | | glamour→gamour | | blight | b→s | slight | |
| trouble→rubble | | blight→bite | | cream→ceam | | block | b→k | clock | |
| crispy→rsipy | | bright→bite | | crisps→cisps | | glade | g→b | blade | |
| fleet→leet | | crook→cook | | stone→sone | | glass | g→k | class | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| slide→lide | | prop→pop | | sticky→sicky | | pray | p→t | tray | |
| prop→rop | | draw→daw | | step→sep | | cloud | l→r | crowd | |