

# Supporting Speech in the Classroom

Children gradually acquire speech sounds as they grow, and specific sounds emerge at different ages. They are still developing speech sounds in junior and senior kindergarten, and even at grade one entry!



[https://cdn.csu.edu.au/\\_data/assets/pdf\\_file/0019/3119104/Treehouse-A4.pdf](https://cdn.csu.edu.au/_data/assets/pdf_file/0019/3119104/Treehouse-A4.pdf)

This treehouse illustrates the **average age of acquisition** for English speech sounds

- **Example:** /l/ develops between age 4-5
- **Example:** “th” develops between 5-6

Speech sounds and age acquisition can vary across language.

Children learning multiple languages may need extra support if sound errors are noted in **all** languages.

Speech sounds are learned by **watching, listening** and **practicing**. The school day is a great time to do this! You are already providing speech support during daily literacy instruction. Watching, listening and building awareness of individual sounds are components of literacy instruction. This is great for all students, including those with mild speech delays.

## How Can I Help?

- During one-on-one interactions with your students, listen for speech sound errors and support them by using these strategies: **Modelling, recasting, and/or encouraging correction**.
- If a student can repeat the sound, then you can use all three strategies. If a student cannot repeat the sound, then they can be supported with modelling and recasting.
- For additional information on how to support specific sounds (e.g. /f/, /l/, /s/ blends), please refer to the **specific sound handouts** listed on the Resources for Educators page. You may notice that many students in your class have the same sound errors, so it may be beneficial to take extra time to talk about those sounds.

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# Strategies for Supporting Speech During the School Day

	What is it?	How to do it?	Example S=Student, A=Adult
<b>Modelling</b>	<p>Provide an example of the target speech sound without any explanations, expectations, or demands from students.</p> <p>Target Sound = the sound that a student is working on.</p>	<ul style="list-style-type: none"> <li>Emphasize the target sound in words without overexaggerating or distorting the sound</li> <li>Bring attention to your face (e.g. cue the student to watch your face, point to your mouth)</li> <li>Identify the sound you are modelling (e.g. "Kitten. That starts with the /k/ sound!")</li> <li>Repeat, repeat, repeat!</li> </ul>	<p><b>Modelling for /k/</b></p> <p>A: It's cold outside today! Let's get our coats on. Coats starts with the /k/ sound! A: After class you can go climb outside. A: Yes, you can have more cars! Oh wow, this car can drive so fast!</p>
<b>Recasting</b>	<p>Repeat the speech error back to the student, correctly.</p> <p>If a sound error is heard, then recast the word with correct speech production.</p> <p>The recast is provided without any explanations, expectations, or demands from students.</p>	<ul style="list-style-type: none"> <li>Emphasize the target sound in words without overexaggerating or distorting the sound</li> <li>Bring attention to your face (e.g. cue the student to watch your face, point to your mouth)</li> <li>Model the word again using the correct sound, not the sound error</li> <li>Repeat often!</li> </ul>	<p><b>Recasting for /f/</b></p> <p>S: Look at my past car. A: Oh, is your car fast? It looks fast. Let's see if we can make the car go fast again. Fast starts with the /f/ sound, fast!</p> <p><b>Recasting for /g/</b></p> <p>S: I need to det that. A: I can get that for you! I think I can reach it. Yup, I got it. Here you go. Go starts with the /g/ sound!</p>
<b>Encourage Correction</b>	<p>Ask the student to correct their speech error, but only for sounds that you know they can produce.</p> <p>This strategy allows students to become aware of their errors so they can try words again.</p> <p>Use this strategy with modelling and recasting.</p>	<ul style="list-style-type: none"> <li>Bring the error to the student's attention</li> <li>Provide a correct model of the target sound or word</li> <li>Encourage the student to try the word again</li> </ul>	<p><b>Encourage Correction of /l/</b></p> <p>S: It's a wion. A: Oh, lion! Lion starts with /l/, try again with the /l/ sound. Lion.</p>