

Speech Sound Production - /s/

| St Anthony's Primary School | Week One |

Making the Sound

- /s/ sound is called the "Smiling"
- **How:** to make the /s/ sound, we need to place our teeth together, blow air over the tongue and make a long sound.
- If you have a hand-held mirror at home, allow you child to use it to see and compare themselves to your modelling of the sound.
- **Visual Cue:** demonstrating with a smile and emphasising the /s/ sound. The smile will cue for the right positioning of the lips and teeth.
- **When:** This is a trickier sound for most children to make and it is common for them to replace it with the /th/ sound. Typically children should begin producing the sound by around **three years** and should master it by age **seven or eight**.



ACTIVITY ONE – MAGIC BAG

The aim of this activity is to help students accurately identify and produce the /s/ sound in the initial sound position of a word. This is done by correctly naming a picture card or toys/objects (if you have them available) and then syllable clapping the word out with the child.

Materials

- Picture cards of words starting with target sound /s/ (attached below)
- Sticker reward chart

Activity Explanation

1. Cut out the picture cards and place them into a “magic bag” (hat, box, bag).
2. Introduce the task *“Let’s see what’s in my magic bag/box/hat!”*
3. Pull a picture out or have the child pick one out.
4. Ask the child to tell you what it is (if they cannot, you can model it for them and ask them to imitate)
5. Now say *“Let’s clap out the word together!”*
6. Have the child clap along with you while you clap out the syllables in the word.
Example: sidewalk = side/walk
7. Ask them to have a go by themselves. It is okay if they cannot do this independently, if they are unable to you can just move onto the next word and continue the activity.
8. Repeat until all the pictures have been pulled out.
9. For every 2 words they complete correctly they can receive a sticker or stamp for their sticker chart

ACTIVITY TWO– I SPY

The aim of this activity is to help students to identify /s/ sound in the initial sound position of a word from other sounds. This is done by correctly identifying which out of three picture cards (two distractors and one target sound) has the /m/ sound in the initial position.

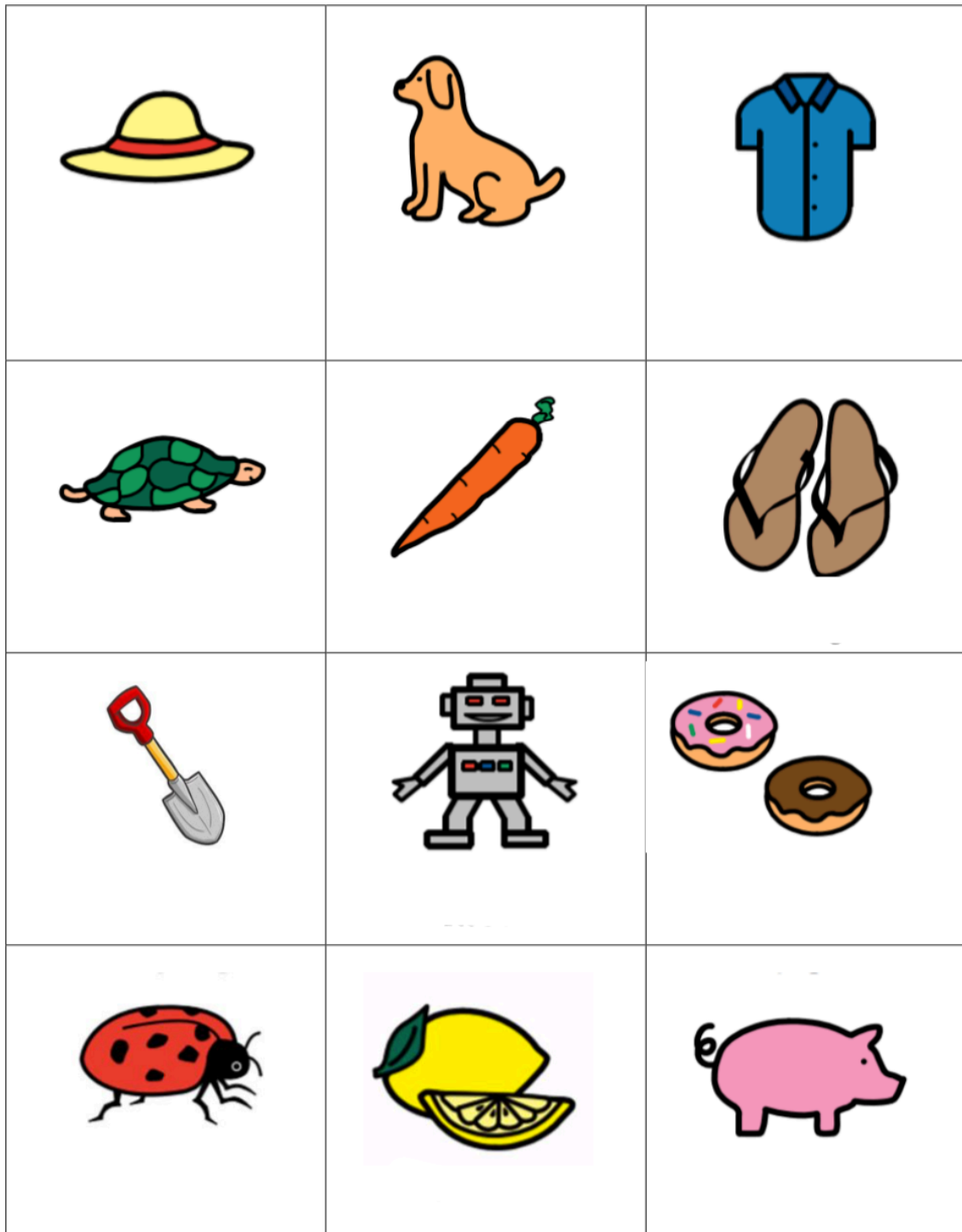
Materials

- Picture cards of words starting with target sound /s/ (attached below)
- Sticker reward chart
- Distractor picture cards







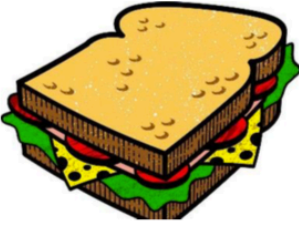


Activity Explanation

1. Place three picture cards next to each other in front of the child. Two of the picture cards should be distractors and one should be starting with the target sound /m/.
2. Say to the student *“I Spy something starting with /s/”*
3. For the first set you will be demonstrating the activity to the child. You will do this by clearly showing them which card starts with /s/ and emphasising the target sound.
4. Once you have demonstrated once you will ask them to have a go at the same set of cards on their own. If they are having difficulty you can provide further support by saying something like this *“This one starts with a /s/ but these don’t, so which one starts with a /s/”*
5. Place three new picture cards (with only one being the target) and say to the student *“I Spy something starting with /s/”*
6. Repeat until all cards have been used.
7. Once again for every 2 they complete correct they can receive a sticker for their sticker chart.

DISTRACTOR PICTURE CARDS



PICTURE CARDS – /s/

STICKER REWARD CHART

