



Pack for other processes









This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire Updated by Rona Gaffney 2015





Humber MHS

NHS Foundation Trust

Name: School: Overall aim(s) Where am I now? To help the child is the incorrect sound at the improve their of words skills to their full spotential The child will be able to identify the correct word in a minimal pair 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities and language therapist The child will be able to identify the correct word in a minimal pair 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities The child will be able to produce the correct sound 80% of the time during structured therapy activities	Outcome 7 the 80% of apy ties ties mitment from adults working e.	Actual	
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Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.





Ideas for minimal pairs

(Photocopy the pictures several times)

Listening Game – Place a set of pictures in front of the child. Ask the child to listen as you say the words and point to the picture/put a counter on the one they hear. If you want to make this game more difficult use a carrier phrase (e.g. I see a ...).

Sorting Game – Ask the child to sort the pictures into piles according to the first sound.

Matching Game – Shuffle the cards and place them face down on a table. Take turns to pick up 2 cards and try and get the matching pair. Ask the child to say the words. If they say them correctly they can keep the pair. If not they have to place them face down on the table again.

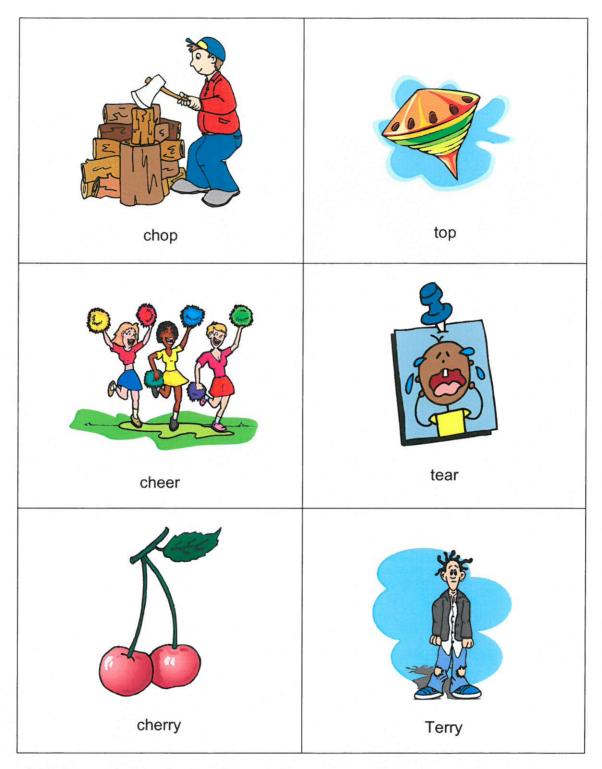
Make a sentence – Choose 2/3 cards and make a sentence with them. Then ask the child to copy the sentence. If they say the words correctly, then they can keep the cards. Continue until the child has all the cards.







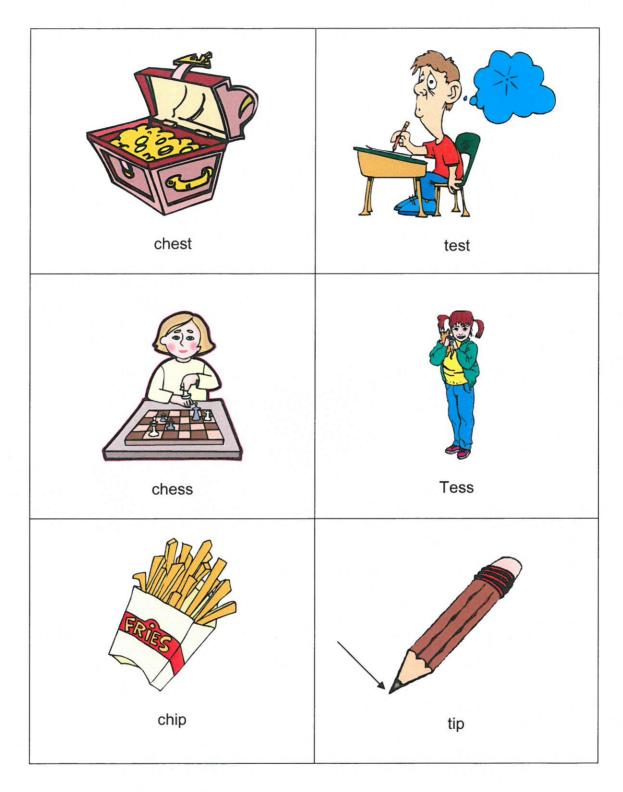
ch/t



Original concept by Karen Stockman/Joanne Leighton Updated by Rona Gaffney 03.08.12

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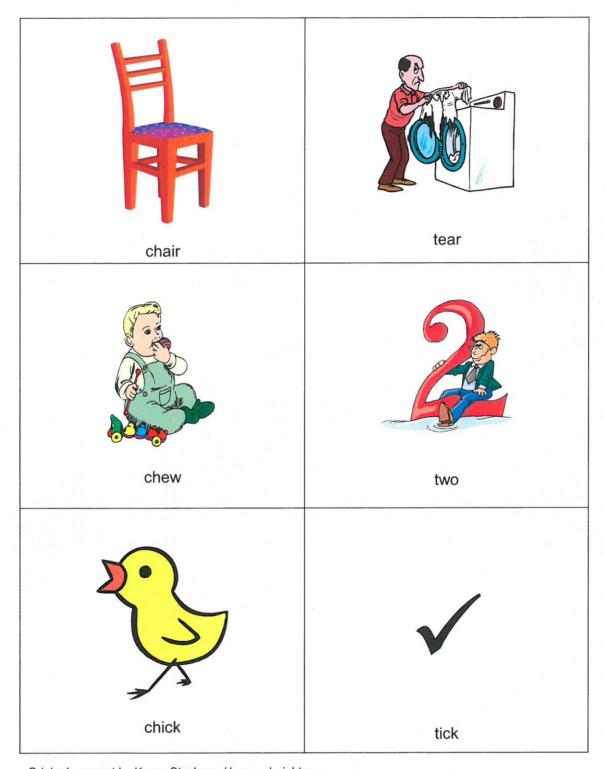




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f/b

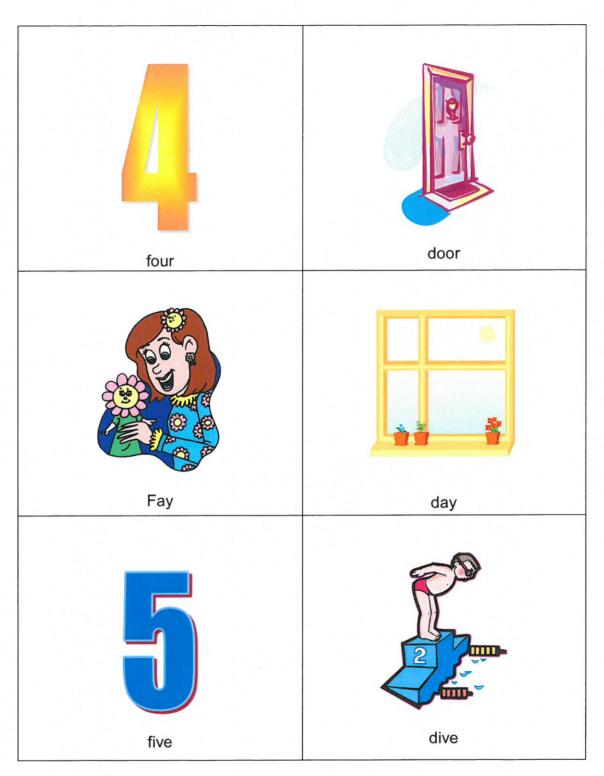


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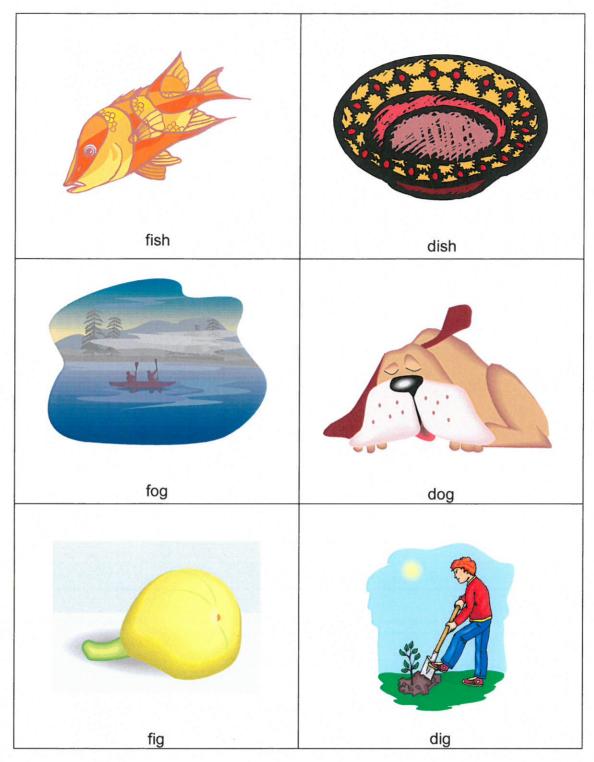
f/d



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f/t

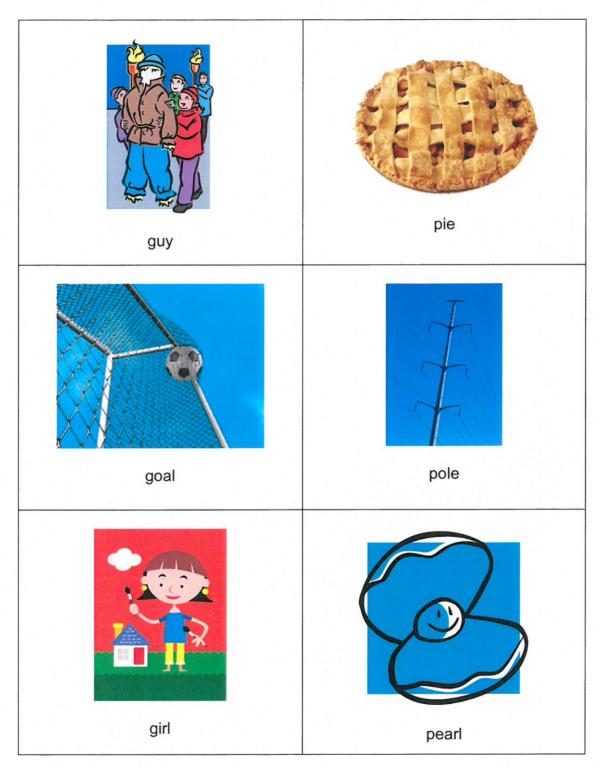








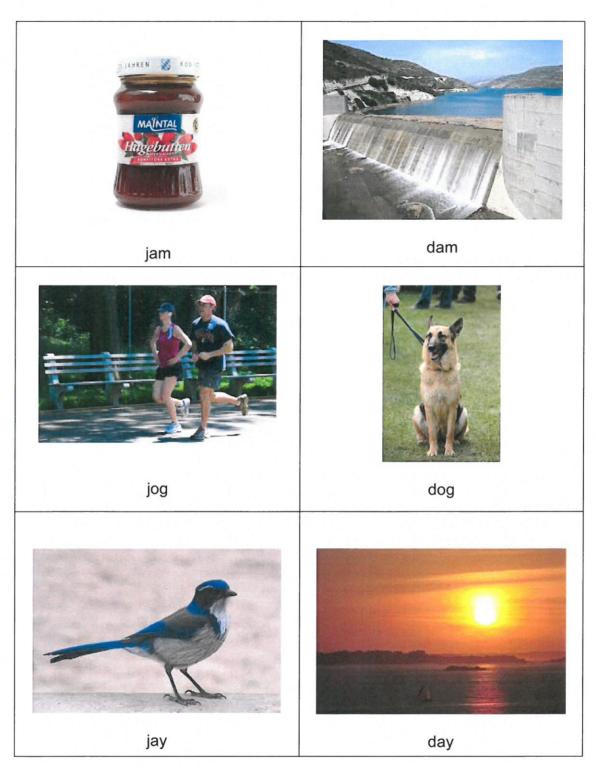
g/p



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j/d



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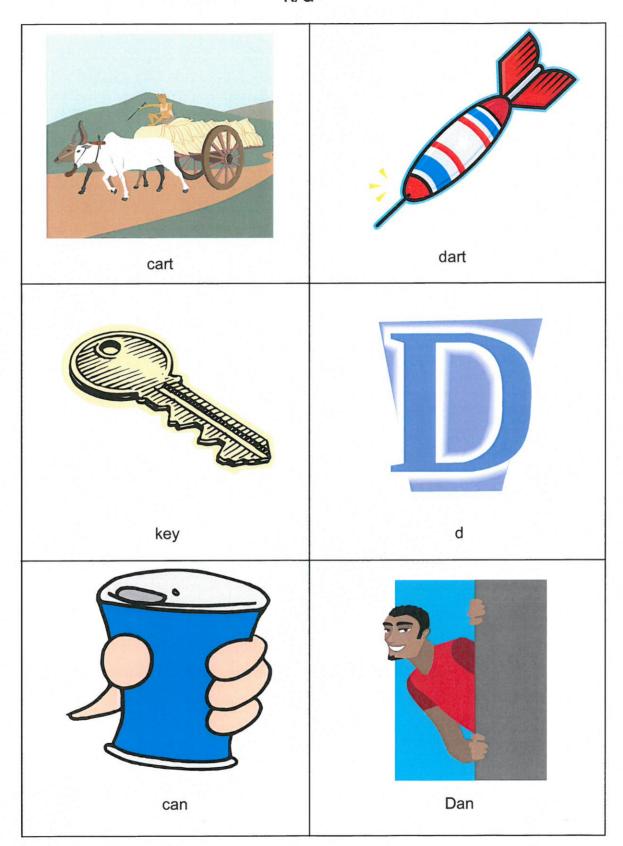


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k/d



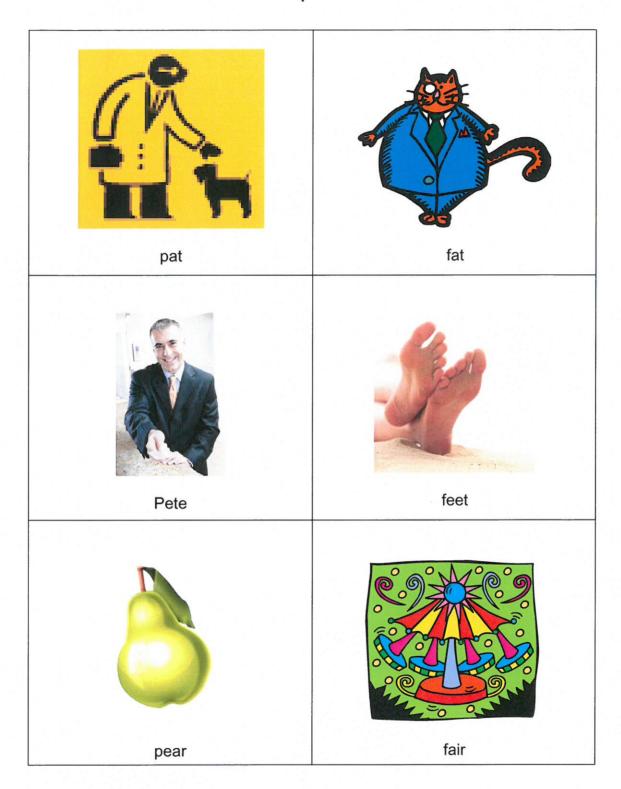
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p/f

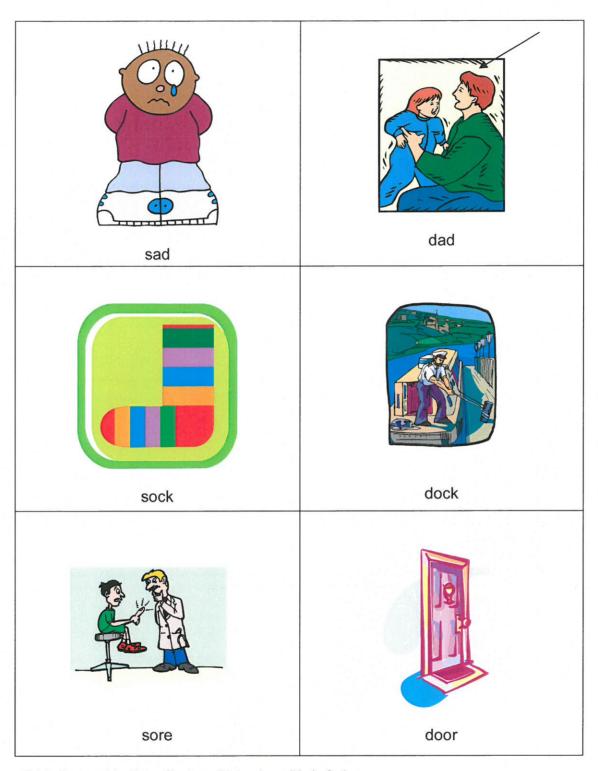








s/d

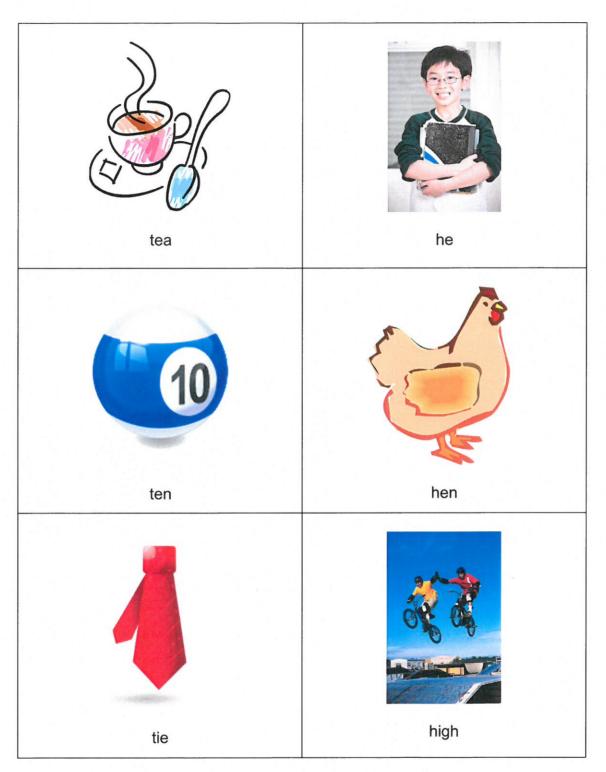


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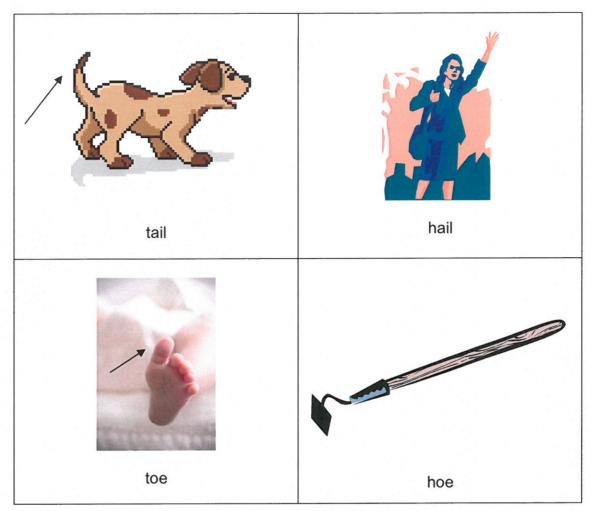


t/h













t/sh

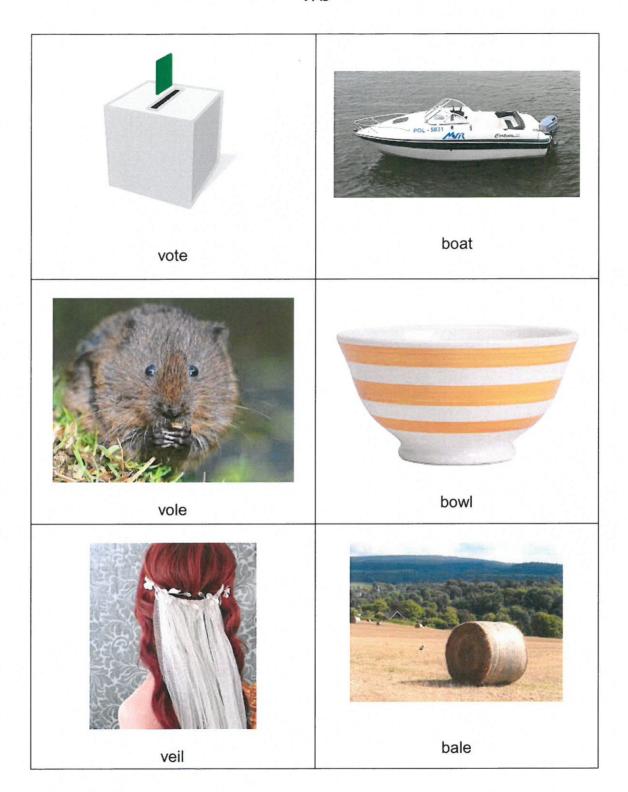








v/b









w/l



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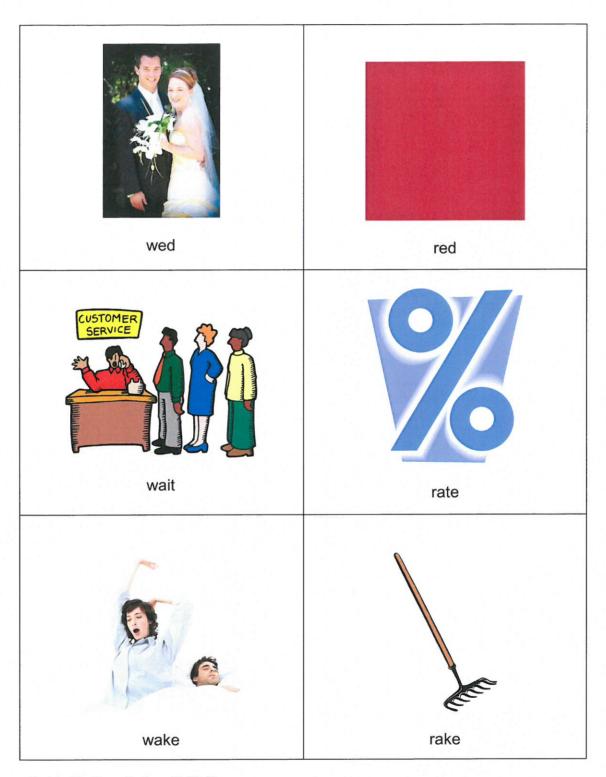
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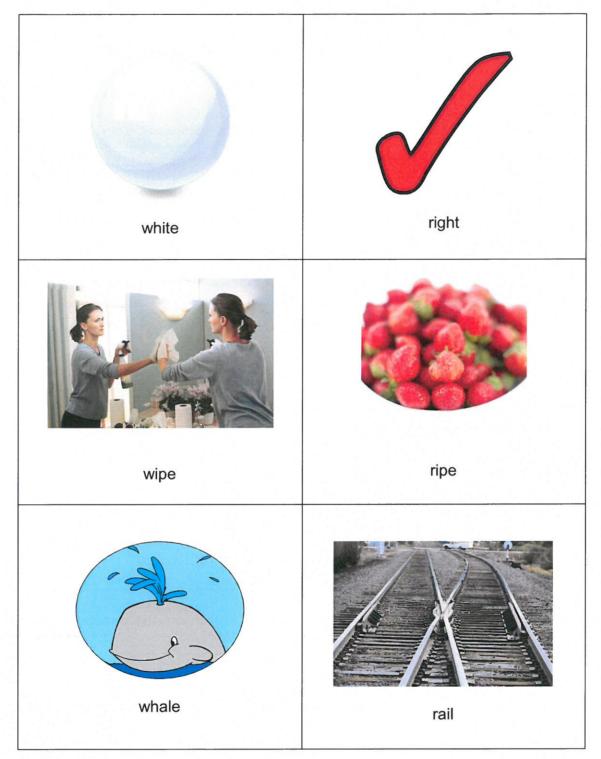


w/r



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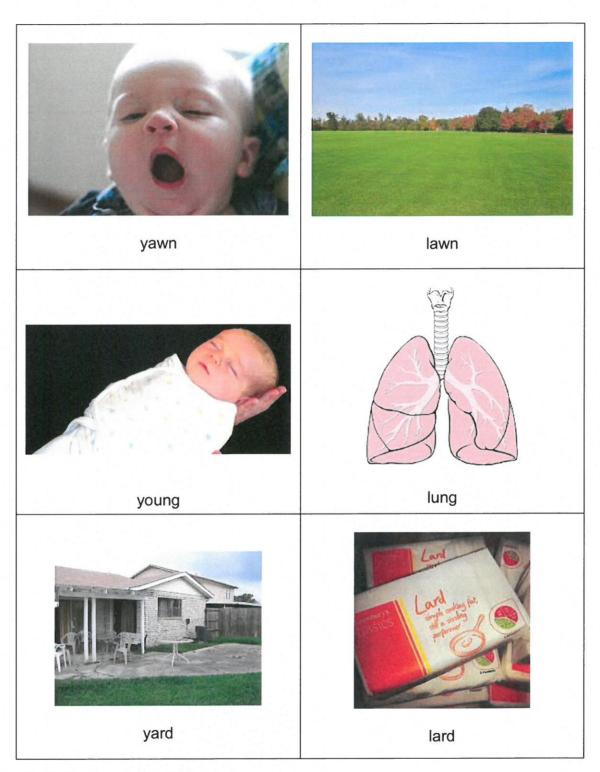








y/l



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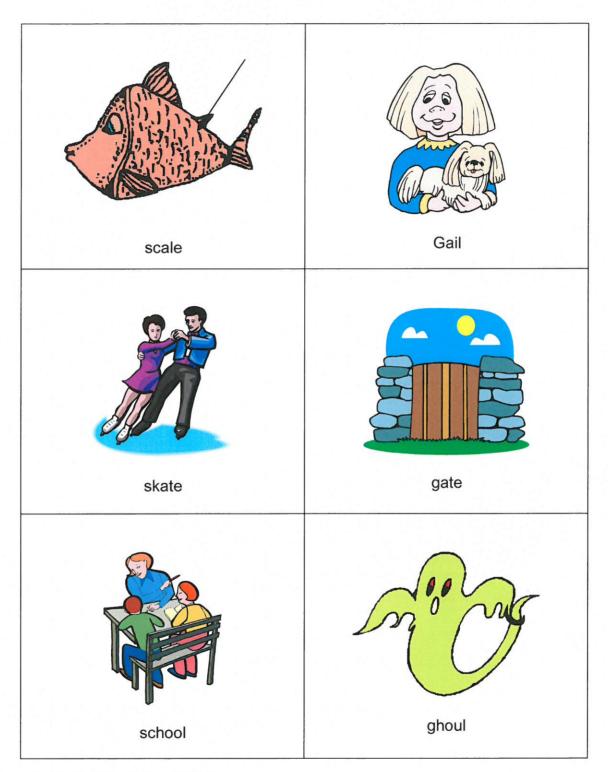


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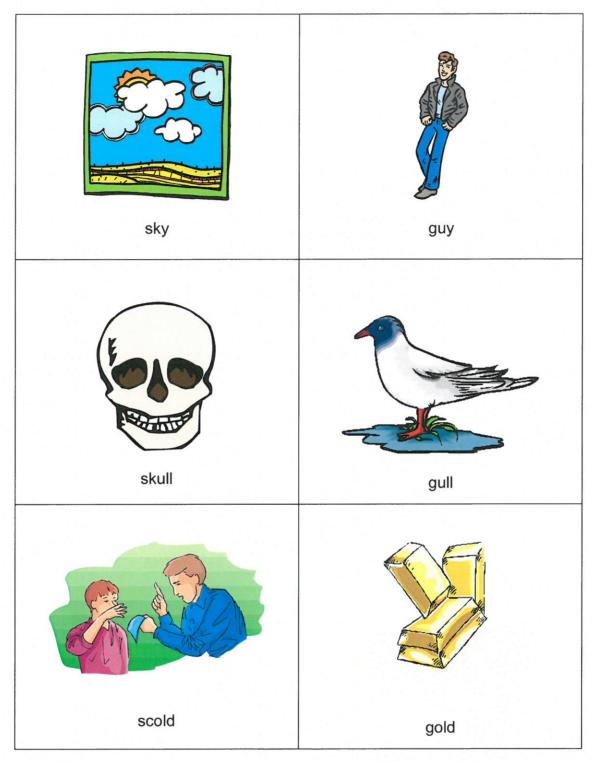


sk/g









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sp/b



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st/d

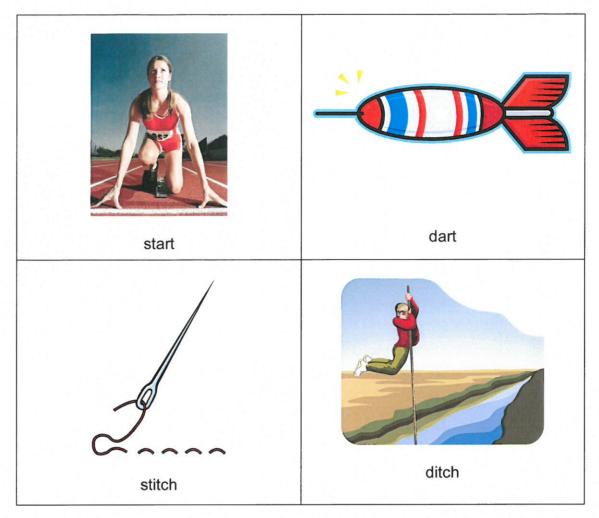


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