

Say a word back to the pupil as it should be said, slightly exaggerating the sound they find difficult to say. Don't ask them to copy you (e.g. "my tup is red", "your **cup** is red).



Give the pupil lots of praise for the things they do well.



Don't pretend you have understood when you have not. Repeat back what you have understood and ask questions to fill in the gaps (e.g. "You did something at the weekend... are you talking about somewhere you went?")



Strategies to Support Pupils

With Speech

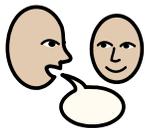
Sound Difficulties



Encourage non-verbal communication (e.g. nodding, pointing, showing you, gesturing) to help you to understand what the pupil is saying.



Share important words and information and the way the child says them between family, friends and nursery/school ((e.g. family names, pets, recent events).



Take the blame (e.g. "my ears aren't working properly today").

d = s



Get to know the pupil's pattern of errors (e.g. if they always say 'd' in place of 's') to help you to work out what they are saying.



**Birmingham
Community Healthcare**
NHS Foundation Trust

Speech and Language Therapy