

# Teaching Standard Australian English Speech Sounds to Students in the Northern Territory

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A Resource for Teachers



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We also acknowledge and pay respect to the Larrakia people, the traditional custodians of Darwin and the land on which we live and work.

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# Helping Students in the Northern Territory Produce Standard Australian English Speech Sounds: A Resource for Teachers

## Introduction

This manual is designed to give teachers ideas for working with Standard Australian English speech sounds in the classroom. Speech refers to the physical production of sounds to communicate verbally. Speech is the complex coordination of air flow, tongue placement and muscle movements that we interpret as units of meanings.

Language is the understanding and use of words in a structured way to communicate meaning. Language is governed by rules. Speech is the most common way to use language, but it is not the only way. We can use language by typing, texting, using sign language, or writing things down. Teachers and parents often talk about 'speech' when they are actually talking about 'language' (e.g. using a wide range of words, following instructions, understanding concepts, using grammatical markers etc.).

Communication is the exchange of messages between at least two people (one is the sender and at least one other is the receiver). Communication involves the use of language to share ideas and thoughts. Speech is one way to use language to communicate, but it is not the only way as alternate modes (e.g. signing, writing) also allow two (or more) people to communicate. Communication is a basic human right.

It is important that you are clear on the distinction between speech, language and communication, because this manual was designed to help teachers work with students to support their Standard Australian English speech sound development specifically. The focus here is the ways students produce speech sounds. Differences and difficulties with speech sounds can affect how easy someone is to understand (intelligibility). Reduced intelligibility can make it difficult for someone to communicate their thoughts effectively. Classroom teachers can support students' acquisition of Standard Australian English speech sounds in order to improve students' communication and participation in the classroom.

## Good for everyone, crucial for some.

“Good for everyone, crucial for some” has been the guiding principle behind the creation of this teacher manual. The activities in this manual provide learning opportunities for all students who are learning Standard Australian English speech sounds. Some students in your class will particularly benefit from the explicit teaching of speech sounds.

Language and literacy underpin the foundations of classroom instruction. They are the medium of education at every age level. There are ample opportunities to use explicit speech sound instruction in your lesson planning as language and literacy learning often involves instruction around speech sounds (e.g. learning the alphabet, phonics, grammar). This guide was designed to help teachers incorporate speech sound practice into everyday classroom routines. Where ever possible, use student interests to allow more opportunities to model and produce Standard Australian English speech sounds. Collaboration with community and family to gain an understanding of students’ communication skills in different contexts will also be an important factor when making decisions about students’ speech sound production goals and progress.

Note that in this manual we are typically talking about speech sounds, not letters i.e. we are working with students to say “ffff” not F. This guide is not intended to teach students the alphabet or grapheme (letter) - phoneme (sound) connections. Instead we are focused on the production of speech sounds, which are listening and speaking activities. Our learning intention is speech production (not letter recognition) even if you are using alphabet cards to prompt or represent a target sound.

All spoken languages have sounds. Children who do not have English as a first language arrive at school with rich oral language experiences in their home language and are likely fluent speakers of that language. Collaboration with community and family to understand the students’ communication skills in their home language will be an ongoing consideration when supporting speech sound production in Standard Australian English. Be sure to value students’ existing speech sound knowledge by sending the message “we all speak languages, and they all have speech sounds.”

## Online videos

There are online videos to support this text. This weblink and QR code will take you to an introductory video. From there you will be able to access other videos on this channel which were exclusively designed to support your interaction with this text. In these short online videos you will find the authors either explaining a point further or demonstrating the strategies they are suggesting in the manual. Please note that these videos were designed for teachers to view as a model, and are not intended for students.



Web address: <https://youtu.be/5ssS1GBcU9I>



Part A

**Learning to  
use Standard  
Australian English  
Speech Sounds**

# A1. Speech Sounds

## What is a speech sound?

A speech sound (also known as a phoneme) is the smallest unit of speech which is combined to create words, phrases and sentences. Two words may only differ by one sound (e.g. cat and mat) but the words refer to very different (and unrelated) objects. We emphasise here that sounds and letters are not the same thing.

For example:

The word 'cat' contains 3 sounds /c/ + /a/ + /t/ and has 3 letters.

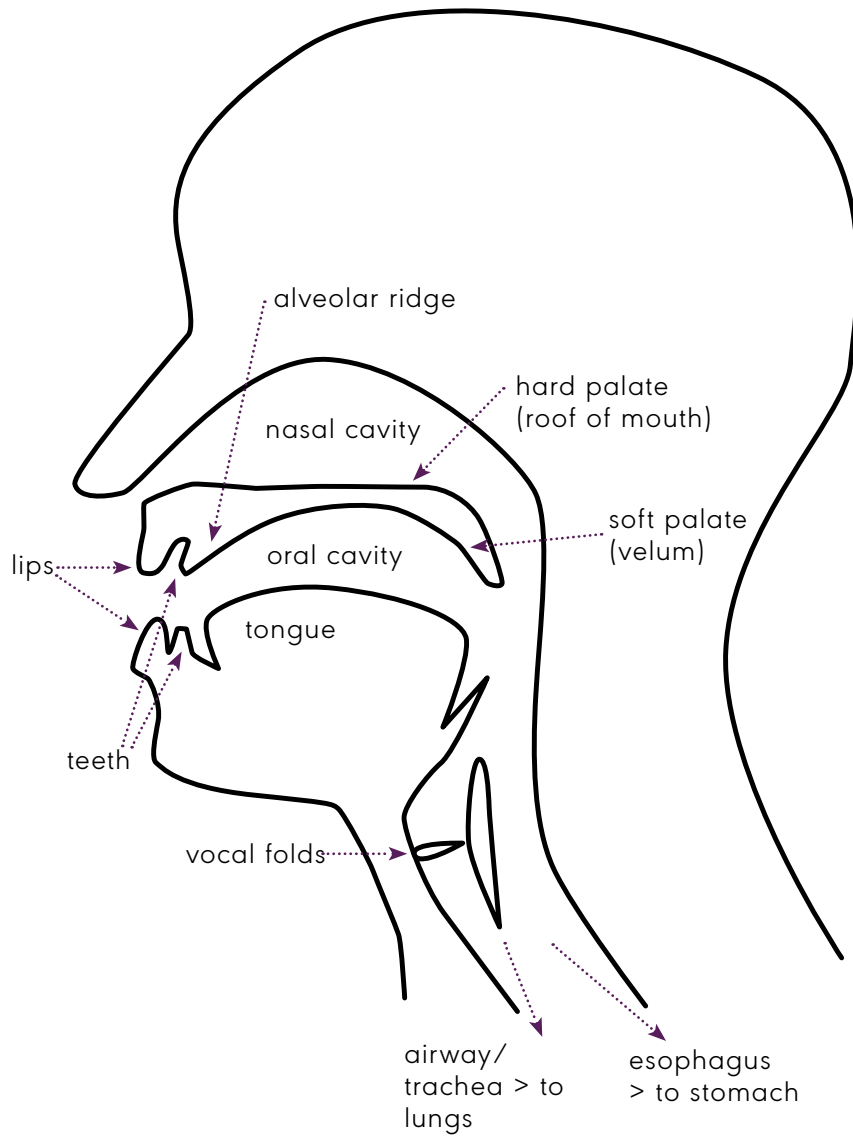
The word 'that' also contains 3 sounds /th/ + /a/ + /t/ but has 4 letters.

How do we make speech sounds?

Speech sounds are made by the complex coordination and integration of three processes. These are:

- 1. Respiration** - the movement of air from your lungs through your larynx (vocal folds) and oral cavity (mouth) out into the world.
- 2. Phonation** - the 'buzzing' created by the vocal folds vibrating at varied rates of speed to create different frequencies. The rate of vibration determines the pitch of your voice.
- 3. Articulation** - the movement of the lips, tongue, palate and teeth to shape the air flow which creates different speech sounds.

Figure 1: Speech Structures



## A2. Information about Standard Australian English Speech Sound Development

### Consonant sounds

English has 24 consonant sounds. These sounds are typically described according to the following:

- Place of articulation - WHERE speech sounds are produced
- Manner of articulation - HOW speech sounds are produced
- VOICING -vocal folds vibrate for voiced sounds and do not vibrate for voiceless sounds

### Voicing

Voicing refers to whether the sound is voiced (meaning the vocal folds are vibrating) or voiceless (meaning the air flows past the vocal folds without making them vibrate). For example, /p/ and /b/ are made in the exact same place and manner, but /p/ is voiceless and /b/ is voiced. Many English consonants are paired this way e.g. /t/ and /d/ also /k/ and /g/. You can usually identify whether a sound is voiced or voiceless by putting a finger over your throat and feeling for a vibration when you make the sound.

### Manner of articulation

- Stop** Made by completely blocking off the air flow.  
English stops: /p/ /b/ /t/ /d/ /k/ /g/
- Nasal** Made through the nose (i.e. the air passing through the nose instead of out of the mouth).  
English nasals: /m/ /n/ /ng/
- Fricative** Made when two parts of the mouth come close together and restrict the airflow without blocking it off completely.  
English fricatives: /h/ /f/ /v/ /s/ /z/ /sh/ /zh/ /th/ voiced and voiceless
- Affricate** Made by a combination of a stop sound and a fricative sound. Within a single consonant the air is first completely blocked off (making a stop sound) and then air is allowed to pass through a restricted space (making a fricative sound). The stop and fricative occur in such rapid succession that you are often unaware there were two separate movements.  
English affricates: /ch/ /j/

- Glide** Made when the tongue almost comes in contact with the mouth, altering the direction of the airflow before it leaves the mouth without blocking it off. The tongue is moving (or 'gliding') towards a place.  
English glides: /w/ /y/
- Liquid** Made when the tongue almost comes in contact with the mouth, altering the direction of the airflow before it leaves the mouth without blocking it off. The airflow glides over the tongue.  
English liquids: /l/ /r/

Place of articulation	Description and sounds
Lips	Made using both lips. /p/ /b/ /m/ /w/
Lips and teeth	Made with the top teeth resting on the bottom lip. /f/ /v/
Tongue and teeth	Made with the tongue coming between the teeth. /th/
Tongue against ridge behind teeth	Made with the tongue tip touching the ridge behind the top teeth. /t/ /d/ /n/ /s/ /z/ /l/
Tongue and roof of mouth	Made with the tongue rising up towards the roof of the mouth (also known as the hard palate). /sh/ /ch/ /j/ /y/ /zh/
Curl tongue back on the roof of mouth	Made with the tongue tip curled back towards the roof of the mouth. /r/
Back of tongue and back of roof of mouth	Made by raising the back of the tongue towards the back of the roof of the mouth (also known as the soft palate). /k/ /g/ /ng/
Exhalation of air	Made by the forceful exhalation of air. /h/

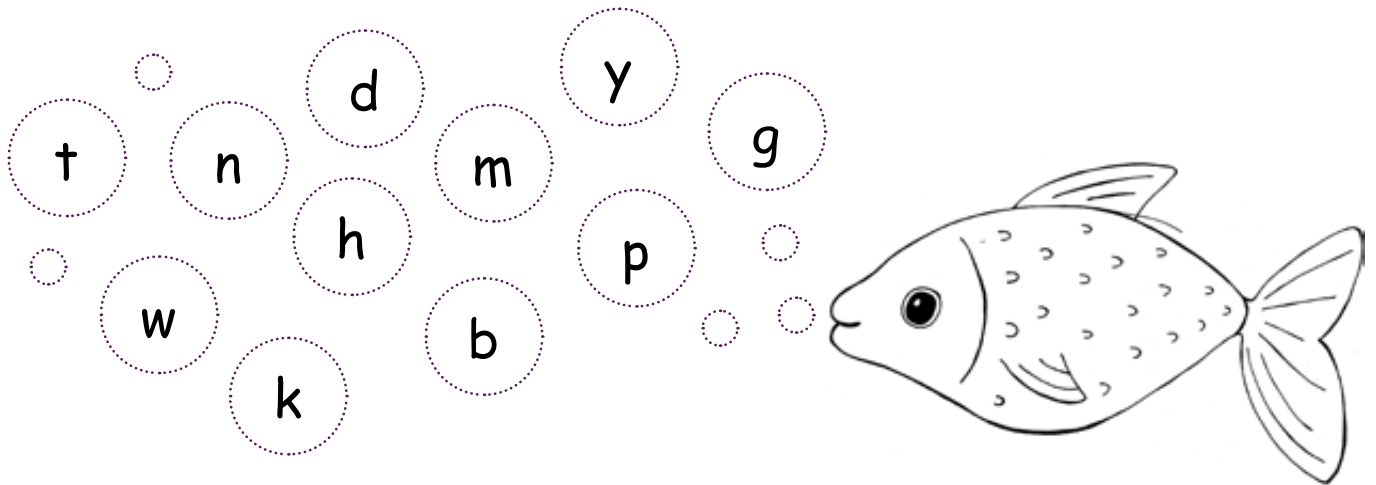
Table 1: Standard Australian English Consonant Chart

Manner	Lips	Lips and Teeth	Tongue and Teeth	Tongue Tip Against Ridge Behind Teeth	Tongue and Roof of Mouth	Curl Tongue Back on Roof of Mouth	Back of Tongue and Back of Roof of Mouth	Exhalation of Air
Stop	Voiceless	p peep		t teak			k keep	
	Voiced	b beep		d deep			g geese	
Nasal	Voiceless							
	Voiced	m meek		n neat			ng sing	
Fricative	Voiceless		f feet	s seep	sh sheep			h heap
	Voiced		v vegan	z zeal	zh measure			
Affricate	Voiceless				ch cheeky			
	Voiced				j jelly			
Glides & Liquids	Voiceless							
	Voiced	w weep		l leap	y yield	r reap		

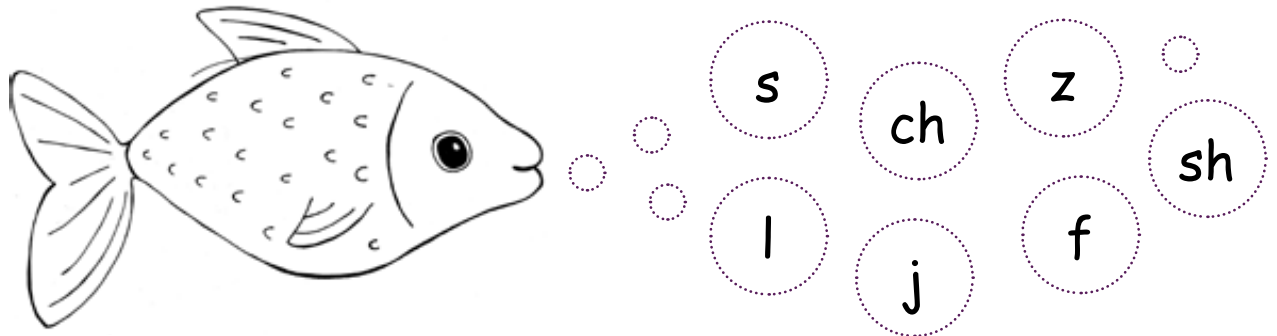
# Development of Sounds

Figure 2: Typical development of Standard Australian English Speech Sounds for Monolingual English Speakers.

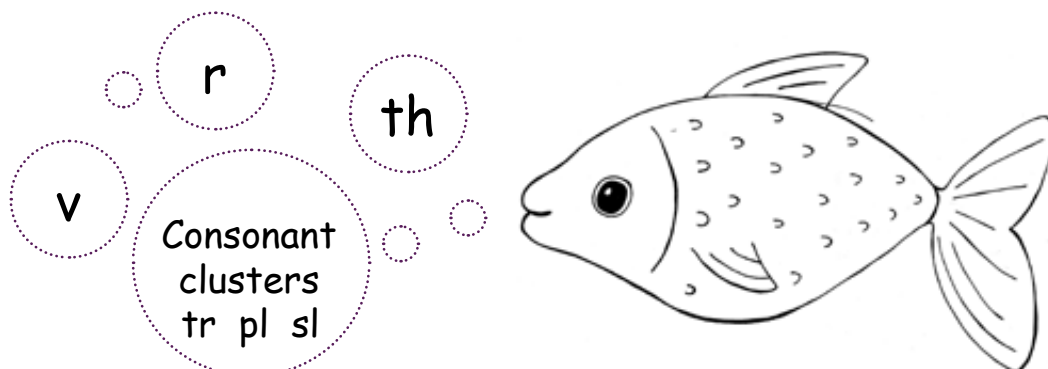
Early 0 - 3 years



Middle 3½ - 4½ years



Late 5 - 8½ years



Some English consonant speech sounds are acquired much earlier than others by monolingual English speaking children. For example, in English we expect to hear /m/ and /b/ early in the speech of a child who is only learning English. Children learning to speak English do not make speech sounds like /th/, /r/ and /v/ until much later. These speech sounds are more difficult to produce and it takes longer to learn how to control the muscles to create these speech sounds.

The development of speech sounds graphic (figure 2) can be photocopied and used as a tool for screening students in your class. Put the name of the student at the top of the page and then colour in the 'bubbles' (i.e. sound) when you hear the student make that sound correctly. This may help you choose the sounds to work on with your class.

There is no evidence in the literature to suggest that bilingual children develop speech more slowly than children who are only learning one language. We can, however, expect differences and variations in their patterns of speech sound acquisition.

Research suggests that the English speech sound acquisition sequence for children learning English as an additional language is variable depending on the student's first language.

### Consonant clusters

When two or more consonant sounds are combined, with no vowel in between, they form what is known as a consonant cluster or a 'blend' (e.g. 'st' in 'star' or 'sk' in 'ask').

A consonant cluster is harder to make than a single sound and the different combinations of sounds can affect the relative difficulty in making the blend. As a result, there is variation between the ages when children learn how to produce the different consonant clusters in Standard Australian English.

Example consonant clusters include:

/sm/, /sn/, /fl/, /fr/, /thr/, /sl/, /shr/, /bl/, /br/, /dr/, /gl/, /gr/, /sw/, /pl/, /pr/, /tr/, /kl/, /kr/, /tw/, /kw/

These consonant clusters can be:

- at the start of a word e.g. /sm/ as in 'small', /skw/ as in 'square'
- in the middle of a word e.g. /skr/ as in 'description'
- at the end of a word e.g. /ks/ as in 'books', /mp/ as in 'lamp'

Keep in mind that /sh/, /th/, /ch/ are NOT consonant clusters (i.e. two sounds). These are sounds are represented by two letters but they are not two sounds combined together.

In early language development, a child learning to speak might simplify a consonant cluster when trying to say a word by:

- not saying the cluster at all e.g. "im" for 'swim'
- taking a sound out of the cluster e.g. "sim" for 'swim'
- changing the cluster e.g. "fim" for 'swim'



Consonant clusters have been omitted from most of the example words (and pictures) we provide in this manual to avoid this additional level of complexity.

## Vowel sounds

All the vowel sounds in English are represented by only 5 letters of the alphabet (e.g. a, e, i, o, u). However, there are approximately 19 vowel sounds spoken in Standard Australian English. The context in which a vowel is used affects the way it is said. This means that a vowel sound may be said differently depending on whether it is spoken as part of a single word or in a sentence (connected speech).

Vowel sounds are made with a relatively open or unobstructed mouth and throat. Vowels are not described according to voicing, place and manner the way consonants are. Vowels are described according to their length (long or short), tongue position, and lip rounding.

### Vowel length:

The following vowels are single vowel sounds (also called considered monophthongs). We can categorise single vowel sounds into 'long' and 'short'.

#### Long vowel sounds

ee	bee
ah	car
air	hair
or	four
ooh	shoe
er	skirt

#### Short vowel sounds

ih	bin
eh	bed
a	hat
uh	cup
o	hot
oo	book
e	echidna

The following vowels are actually two vowels that are linked to each other (called diphthongs). You will notice a movement of the tongue, lips or jaw partway through as you say these sounds.

## Diphthong vowel sounds

ay	rain
eye	pie
oy	toy
oe	boat
ow	cow
ear	ear

Note that we have chosen a single orthographic way to represent the vowel sound (not the numerous ways to 'spell' a vowel sound).

## Tongue position:

Vowel charts and diagrams typically place the vowels according to where they are made in the mouth, and vowels are described relative to each other. Vowel charts are unlikely to be helpful when teaching children, they have not been included here. We have limited our descriptors of tongue position in vowels to the following: high, mid, low, front, central, and back. Specific direction for teaching vowel sounds is contained in Section D of the manual.

## Lip rounding:

Rounding is the term used to describe the position of the lips.

Lips are spread - for example 'ee' as in eat or heat



Lips are rounded and tight - for example 'ooh' as in boot, who and moon



Lips are spread and open - for example 'ah' as in car, bath and start



Lips are rounded and relaxed - for example 'or' as in four, poor and saw



## A3. Information about Aboriginal Language Speakers' Patterns of Standard Australian English Speech Sound Development

The speech sound development of children is entirely influenced by where they live because this determines the speech sounds that they have heard in their environment. Aboriginal children are often raised in multilingual communities and hear speech sounds from various Aboriginal languages, dialects, and creoles. In some rural and remote areas of the Northern Territory, children may have had lots of experience with Aboriginal languages, but little exposure to Standard Australian English before their arrival at school. In the Northern Territory 65% of Aboriginal children do not speak English at home. English is spoken in only 54% of remote and 12% of very remote area households.

### Speech sounds in Aboriginal languages in the Northern Territory.

More than 100 Aboriginal languages and dialects are spoken in the Northern Territory. These languages can vary greatly in their grammatical structures, concepts, vocabulary and speech sounds, however many of these languages share common characteristics. The major differences between the speech sounds of Standard Australian English and Aboriginal languages are summarised in table below:

Sound	Standard Australian English (SAE)	Aboriginal Languages
<b>CONSONANTS</b> Nasals and Stops	<p>Compared to Aboriginal languages, SAE has a relatively small inventory of nasal and stop consonants, at 3 places of articulation.</p> <p>Nasals - /m/ /n/ /ng/</p> <p>Stops - /p/ /b/ /t/ /d/ /g/ /k/</p>	<p>Most Aboriginal languages have a large inventory of nasal and stop consonants at 4-7 places of articulation.</p> <p>Nasals - /m/ /n/ /nh/ /n/ /ny/ /ng/</p> <p>Stops - /p/ /b/ /t/ /d/ /th/ /dh/ /t/ /d/ /dj/ /tj/ /k/ /g/ /glottal stop/</p>
<b>CONSONANTS</b> Voicing contrast	<p>There is a meaningful contrast between voiced and voiceless stop consonants in SAE.</p> <p>For example:</p> <p>peg and beg are different words, but and bud are different words, and crab and grab are different words.</p> <p>When you change the sound, the meaning of the word changes. This is a meaningful difference or contrast.</p>	<p>There is no meaningful difference between voiced and voiceless stop consonants in most Aboriginal languages.</p>
<b>CONSONANTS</b> Affricates and Fricatives	<p>There are a large number of affricate and fricative consonants at 5 places of articulation in voiced/voiceless pairs in SAE.</p> <p>Affricates - /ch/ /j/</p> <p>Fricatives - /f/ /v/ /th/ (voiced + voiceless) /s/ /z/ /sh/ /zh/ /h/</p>	<p>There are no affricate or fricative consonants in most Aboriginal languages.</p>
<b>CONSONANTS</b> Liquids and Glides	<p>SAE has a small number of liquid and glide consonants, at 3 places of articulation - /r/ /l/ /y/ /w/</p>	<p>Most Aboriginal languages also have a small number of liquid and glide consonants, at 4 places of articulation - /r/ /rr/ /l/ /l/ /w/ /y/</p>
<b>VOWELS</b>	<p>Large number of vowels - about 19 different speech sounds.</p>	<p>Small number of vowels - between 3 and 5 speech sounds, with wide variation in the actual sounds.</p>

## Speech sound development in Aboriginal languages

Children who are learning to speak Aboriginal languages as a first language also develop some speech sounds earlier than others. Like Standard Australian English, some speech sounds are easier to learn and imitate and are usually mastered earlier. Other speech sounds are more difficult to produce and usually take children longer to acquire.

For example, the Yolngu word for 'mother' begins with a later developing speech sound 'ng', and also includes retroflex nasal and stop consonants 'n' and 'd' (different to the /n/ and /d/ speech sounds in English). Yolngu children will usually learn simpler forms of this word until they can produce the later developing speech sounds, beginning with 'ama', then 'amama', 'amala', 'ngamala' and finally 'ngandi'.

## Common difficulties learning Standard Australian English

Most people learning English as an additional language will have some difficulties learning the speech sounds of English. The speech sounds that children (or adults) find difficult will depend on the speech sounds and languages with which they are already familiar. There are major differences between the speech sounds of Aboriginal languages and Standard Australian English, so we can provide some general advice regarding those speech sounds that Aboriginal children may have difficulty hearing and producing.

## Hearing and producing voiced/voiceless consonant pairs:

**/p/ and /b/ /t/ and /d/ /k/ and /g/**

These speech sound pairs all have a voicing contrast. This means that they are made in the same place, in the same way, but one is voiced (vocal folds vibrate) and one is voiceless (vocal folds do not vibrate). In English there is a meaningful difference between these speech sounds, but in many Aboriginal languages you could say the same word using either speech sound and the meaning of the word would not change.

Students less familiar with Standard Australian English will need opportunities to hear the difference between these speech sounds before then making them in isolation, then in syllables and then in words. Some students may need opportunities to learn new words to be able to hear the meaningful difference and learn to say words with appropriate voicing. That is, it will be important to support the vocabulary development of students learning English as an additional language. Knowing the word leads to an improved ability to discriminate the speech sounds.

## Producing new fricative and affricate consonant sounds:

**/f/ /v/ /th/ /s/ /z/ /sh/ /ch/ and /j/**

These speech sounds do not appear in Aboriginal languages. They may be completely new speech sounds to students who are learning Standard Australian English as an additional language.

## Producing new vowel sounds:

**'ee' (tree), 'ih' (fin), 'eh' (web), 'a' (cat)**

Standard Australian English has more than 3 times the number of vowels than Aboriginal languages. Many of the vowel sounds in Standard Australian English will be new to students who are learning Standard Australian English at school.

## A few considerations:

- English has many consonant and vowel sounds that may be new and unfamiliar to students learning English as an additional language. It is important that students are provided with explicit instructions about how and where the speech sounds are produced, as well as opportunities to listen for and practice these speech sounds.
- Students' accuracy of production will be correlated to the age at which they were first exposed to Standard Australian English. That is, the earlier the exposure, the more likely they will produce accurate Standard Australian English speech sounds. It is not essential that a student's spoken production of English speech sounds are completely accurate in order for them to be understood.
- All students benefit from rich language and literacy environments. Making speech sounds an integral part of your teaching routine will help students to learn, as well as provide opportunities for students to practice English consonant and vowel sounds.

Part B

# How To Use This Manual

## B1. How to Use this Manual

This resource has been designed for general classroom use with students who are learning English as an additional language. As a classroom teacher you are tasked with supporting students' overall language and literacy development. If you have picked up this manual, it is likely that you have noticed some difficulties or differences in the ability of some of your students to make certain sounds.

There are various ways to use this resource. For example, each week you might introduce a new consonant or vowel sound, practice it, and integrate the sound into your daily classroom routine. Alternatively, you may have noticed your students consistently make certain sound errors e.g. saying /b/ for /v/ as in "ban" for 'van' or /p/ for /f/ as in "pish" for 'fish'. In this case you may want to start with the /b/ or /p/ sounds (that they can already make) and then quickly move on to the /v/ or /f/ sound. It will be important to use lots of listening activities to help these students hear the difference between the sounds before moving onto making the new sound.

We recommend you work on the consonants as a sound group and the vowels as a sound group rather than work on the two sound groups interchangeably. This is because the approach we have taken to vowels is different to the approach used in teaching consonants. Consonants are typically easier sounds to work on. The consonant sounds and activities can be found in Section C of this manual. The vowel sounds and activities can be found in Section D of this manual.

### Working with Consonant Sounds

There is valuable information about how to select target sounds and teach consonants in Section C. Please read Section C so that you are familiar with the options before you begin printing off pages. We recommend photocopying or printing pictures on paper and then laminating the page for increased durability. Printing on cardboard will also increase durability (without the need for laminating).

#### Steps:

1. Select the consonant sound(s) you want to work on.
2. Go to Appendix 2. Print or photocopy the English Consonant Teacher Card for that sound on A4 paper. Ensure the English Consonant Teacher Card is printed back to back so the picture is on the front and the instructions are on the back.
3. Go to Appendix 3. Print or photocopy the target word pictures for the selected sound.
4. Go to Section C3. Select an activity in and print or photocopy that page for use.
5. Go to Appendix 1 and print the tracking sheet.



### EXAMPLE Steps to work on /p/:

1. Sound /p/ identified as difficult for your student(s).
2. Go to Appendix 2. Print the English Consonant Teacher Card for /p/ on A4 paper. Ensure the picture of the popcorn is on one side and the instructions for making /p/ are on the back .
3. Go to Appendix 3. Photocopy the target word pictures for /p/.
4. Go to Section C3. Photocopy the 'Beanbag Toss' activity.
5. Go to Appendix 1 and print the tracking sheet.
6. Find a suitable time in your schedule to introduce and work on /p/.

### Working with Vowel Sounds

There is valuable information about how to select target sounds and teach vowels in Section D. Please read Section D so that you are familiar with the options before you begin printing off pages. We recommend photocopying or printing pictures on paper and then laminating the page for increased durability. Printing on cardboard will also increase durability (without the need for laminating).

#### Steps:

1. Select the vowel sound(s) you want to work on (see Section D for information).
2. Go to Appendix 4. Print or photocopy the Vowel Bunyip Card on A4 paper. Ensure the Vowel Bunyip Card is printed back to back so the picture is on the front and the instructions are on the back.
3. Go to Section D2. Select an activity and print or photocopy that page for use.
4. Go to Appendix 5 (if the selected activity requires additional pictures). Print or photocopy the pages as required.
5. Go to Appendix 1 and print the tracking sheet.
6. Find a suitable time in your schedule to introduce and work on your selected vowel sound.

### EXAMPLE Steps to work on 'ooh' vowel:

1. Vowel sound 'ooh' identified as difficult for your student(s).
2. Go to Appendix 4. Print the 'Ooh' Vowel Bunyip Card on on A4 paper. Ensure the picture of the 'Ooh' bunyip is on one side and the instructions for making 'ooh' are on the back.
3. Go to Section D2. Photocopy the 'My Name is...' Vowel Familiarisation Activity and the 'My bunyip loves...' Vowel Discrimination Activity.

4. Go to Appendix 5. Photocopy the 'Vowel Bunyip Picture (large) plus objects' for Ooh bunyip. Cut out objects ready for use.
5. Go to Appendix 1 and print the tracking sheet.

### Keeping Track of Speech Sound Progress

It takes time and practice to build up the skills and confidence needed to track progress. However, once you are familiar with the activities we recommend keeping a record of the progress made. Tracking progress over time is important because it helps identify when goals have been reached or when further or specialised support may be needed.

Sound production is a fine motor skill and like any skill it needs practice. For some students you may be teaching a new skill while for others you may be retraining the movements of the tongue. It is important to give students lots of opportunities to say the sound. This work is best done often, for a short amount of time. Keeping track of how many opportunities you have actually provided is important as we would not expect a child to master a new sound after only three attempts. Students who have been offered lots of opportunities but continue to have difficulties with sounds may require more specialised support.

#### Steps:

- Select the students whose progress you wish to track (this may be all the students or only the ones whose speech you are concerned about).
- Go to Appendix 1. Print off a copy of the tracking sheet.
- Write the names of the selected students on the sheet and write the date on the top. Mark (tick/cross/circle) the number when you hear a student say the English speech sound INCORRECTLY. See example below. Ben said the target sound /p/ correctly on the first two attempts but on the third attempt he said /b/ instead. Number 3 has been crossed out to indicate the error. He then said /p/ correctly two more times but his sixth, seventh, and eighth attempts were all made in error as /b/ again before finishing his ninth and tenth attempts with an accurate /p/ sound. Ben's tracking sheet would like this:

Student Name	Sound Level
Ben	1 2 ✕ 4 5 ✕ ✕ ✕ 9 10

- Each time you work on the same sound you will use a new tracking sheet with the updated date on it. Review progress frequently (ideally every week or so).

### Hints:

- Ask the student to say the sound again if you are not sure if it was accurate. Try not to do this too often though as students may realise they have said it differently. If you notice you are repeatedly unsure of the accuracy of a student's sounds it may be more appropriate to work one on one with them.
- Watch the mouth closely as this can provide cues as to whether they are making the sound in the right place.

### Judging Speech Sound Accuracy

There will be many variations in how students use language (and consequently speech sounds) in your classroom. These are known as 'dialectal variation' and are the result of various influences including social, geographic, individual and group factors. The focus of this manual is on teaching the Standard Australian English production of a sound. You will need to make a judgement whether the student is able to make the target sound or not. Sometimes you will have visual cues to help you but often you will not e.g. seeing the lips round for /w/.

If a student's speech seems to be understood by their peers and the sound they are making is 'close enough' to the Standard Australian English production then there is unlikely to be need for further work. Similarly, if their family or community also speaks in the same way as the student you should consider the difference to be a dialectal difference that does not require work.

For example, if a student says 'bruvver' for 'brother' you may think that the /th/ sound requires work. However, you would not work on /th/ if the student's family members also say "bruvver" and the other students have no difficulty understanding the student when they speak.

### When to refer for specialised support (e.g. hearing team, speech pathologist)

If the student has been learning English for more than 2 years and continues to be difficult to understand.

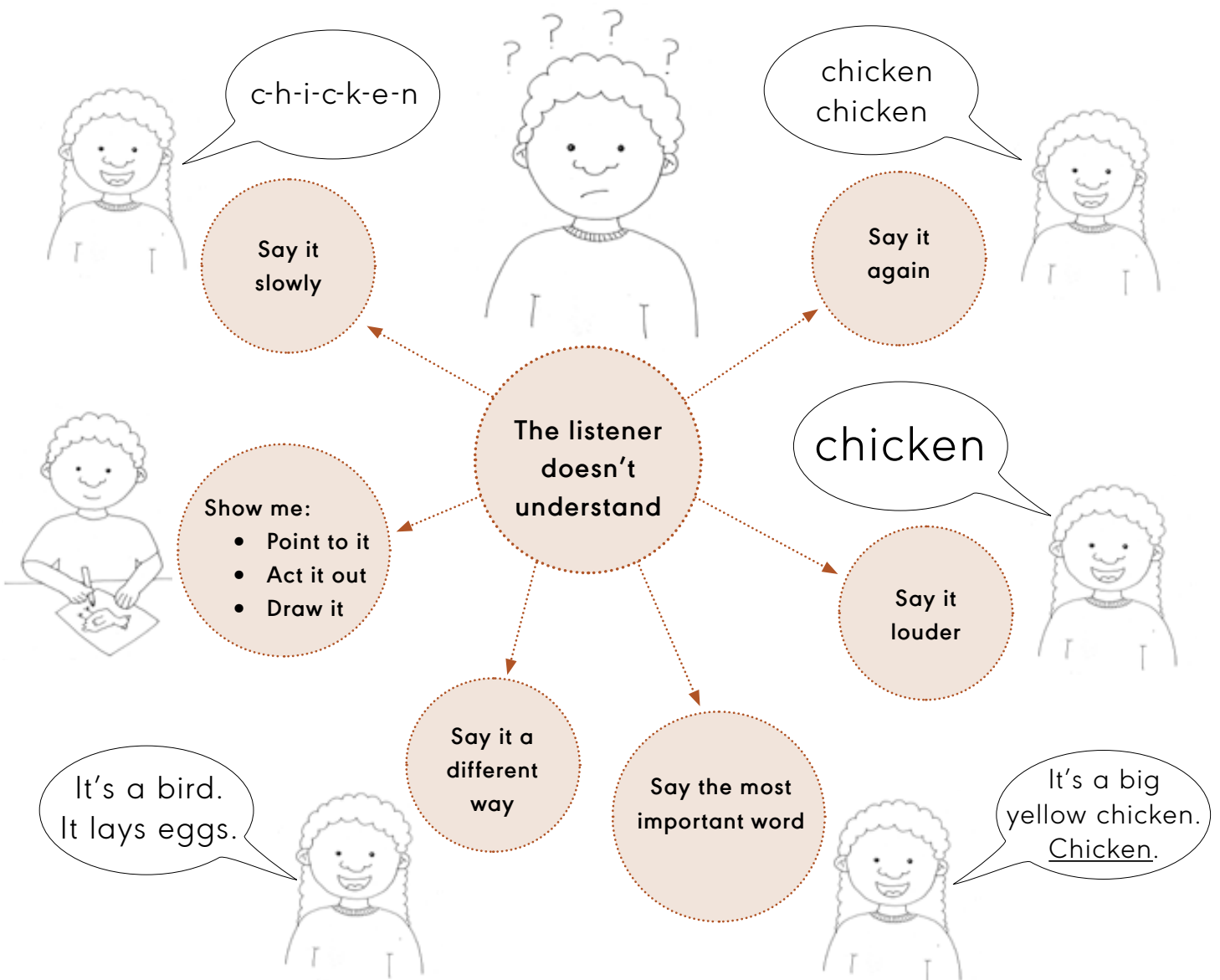
- If the student's speech differences are resulting in teasing or bullying from peers.
- If the student's peers do not understand their speech.
- If the student's parents report they do not understand the student (in their home language or in English).
- If the student is getting frustrated when they are not understood by others (i.e. the communication breakdown is resulting in distress).
- If the student is not making progress after many weeks of practice while most of your students have mastered the sound.

### Supporting communication

Adults know how to fix their own communication and will automatically say the word again, say it louder, say it a different way etc. until they are understood. Children need to be taught how to do this. Use the graphic below to teach your student(s) what they can do when someone does not understand their speech (i.e. when there is a communication breakdown). Learning to repair a breakdown is particularly important for children who are getting frustrated when their speech is not understood.

We encourage you to print this out, laminate it and make it available in the classroom as a reminder for those times when communication breaks down. Use a structured activity like book reading to practice using the strategies. You could read a line from the book e.g. 'But, where is the green sheep?' and then have your students choose one of the strategy boxes e.g. 'say it louder' and then you say the line again louder 'BUT, WHERE IS THE GREEN SHEEP?'.

### Communication breakdown and repair strategies



## Providing students with feedback

For students who are speaking in full sentences in English it will be necessary to give them clear feedback about their speech sounds as you work through these activities. Often it is very hard for students to tell if they are getting it 'right.'

Feedback should be kind, supportive and specific. For example:

Student: A **sh**icken

Teacher: Hmm. That sounded like **sh**icken but I know you mean **ch**icken. Can you try saying '**ch**icken' again using the 'ch' sound?

Student: **Sh**icken

Teacher: Great try, but that still sounded like **sh**icken. That "ch" sound a bit tricky isn't it? Let's keep working on that "ch, ch, ch" sound.

Students who are only using 1-2 words at a time to communicate in English should not be working on English speech sounds as they require more support to develop their language skills. You can help them by offering a rich language environment and encouraging them to talk as much as possible. However, you can help the student's English speech skills by letting them hear lots of accurate adult models of the target sound.

- If your student makes an error, model the correct way to say it many times back to them (without asking them to fix it up).

For example:

Student: A **sh**icken

Teacher: A **ch**icken. You see a **ch**icken. A big, fluffy chicken!

You may also choose to develop students' speech sound skills at the same time as their letter sound awareness. During letter sound lessons you may also teach the students how to make the speech sounds (even if the students are only speaking in 1-2 words at a time). Remember however, that the priority is extending spoken language rather than accurate speech sound production to go with the letters you are teaching.



Web address: [https://www.youtube.com/watch?v=\\_Sinc1Cgbkc](https://www.youtube.com/watch?v=_Sinc1Cgbkc)

## Giving feedback

### Positive feedback

If the student says the word correctly, tell them what they did right and why.

Great work, I heard you say the vvvv in TV.

Well done, you remembered to put your 't' and 'r' sounds together when you said 'train'.



### Constructive feedback

If the student says the word incorrectly, gently tell them what they did wrong and help them fix it.

Oops, I heard a 'b' sound when you said TV, can you try that 'v' sound again. Watch my mouth, see where my teeth are: vvvvvv.

Let's try that again, I heard a 'f' for fish, I'd like to see your tongue make a 'th-th-th' for **th**ank you.



## B2. Enhancing the Communication Environment

The teaching and classroom environment can impact the development of students' speech, language and communication skills. There are a number of strategies that can be used in all classrooms that benefit all students who are learning their Standard Australian English speech sounds.

### Ways teachers can enhance the communication environment:

- Use the sound field systems to amplify their voice so all students can hear. Sound field systems are particularly important for those students with otitis media (middle ear infections) or diagnosed with hearing loss.
- Display a 'sound of the week' poster or sound card in the room so all students are aware of the sound that is being targeted.

- Keep classroom noise levels down so the classroom is a conducive space to do speech activities specifically, and for learning language generally.
- Use clear and consistent symbols and images to represent different concepts. For example, using a picture card to introduce and reinforce the sound of the week i.e. the snake for 's'. This helps support written content and instruction. Have supports that are visual, and pair them with touch and movement where possible (e.g. using your arm to wiggle forward like a snake).

## Enhancing speech sound opportunities:

- Choose optimal times for working on speech sound activities. For example, if the school is quiet at certain times of day, pick 5-10 minutes to review sounds. Avoid working on speech sounds when there is obvious and distracting background noise from outside the classroom.
- Embed the sound of the week or target speech sounds within daily classroom routines. For example, morning circle time or first thing after lunchbreak. Consider having everyone tell you the sound of the week when they come and say goodbye at the end of the day.
- Embed sounds in between activities or during transition times. For example, during pack up time, ask students to pack away toys beginning with the 't' sound.
- Create a word wall with words that start with your target sound (remember the word wall doesn't have to contain noun words only). Provide opportunities for students to practice saying the sound in isolation and in these words.
- When teaching any new sound or word, it is important that students are exposed to lots of repetition and that you revisit previous target sounds on a regular basis. One idea is to review all the past sounds each morning, before you start your activities or discussion on the sound of the week. This should only add 1-2 minutes to the task.
- Repetition matters - this means thinking carefully about the number of activities done daily, and the number of times the speech sound is practiced in each activity. Not all activities and speech sound strategies will go well the first time. They need to be tried and then tried again (with adaption if needed). In general, one activity with more repetitions is optimal.
- Intensity matters - how much should you practice? Pick an amount and see how your students' progress. For example, have them practice saying the 's' sound x 20 repetitions every morning after morning news. Or saying 'j' sound 10x while doing star jumps when they come in from lunch time.
- Time matters - the earlier the exposure to sounds and sound models the better! This means it will be easier to do this work with your littlest learners and will be harder for older students who have more ingrained speech sound motor patterns.

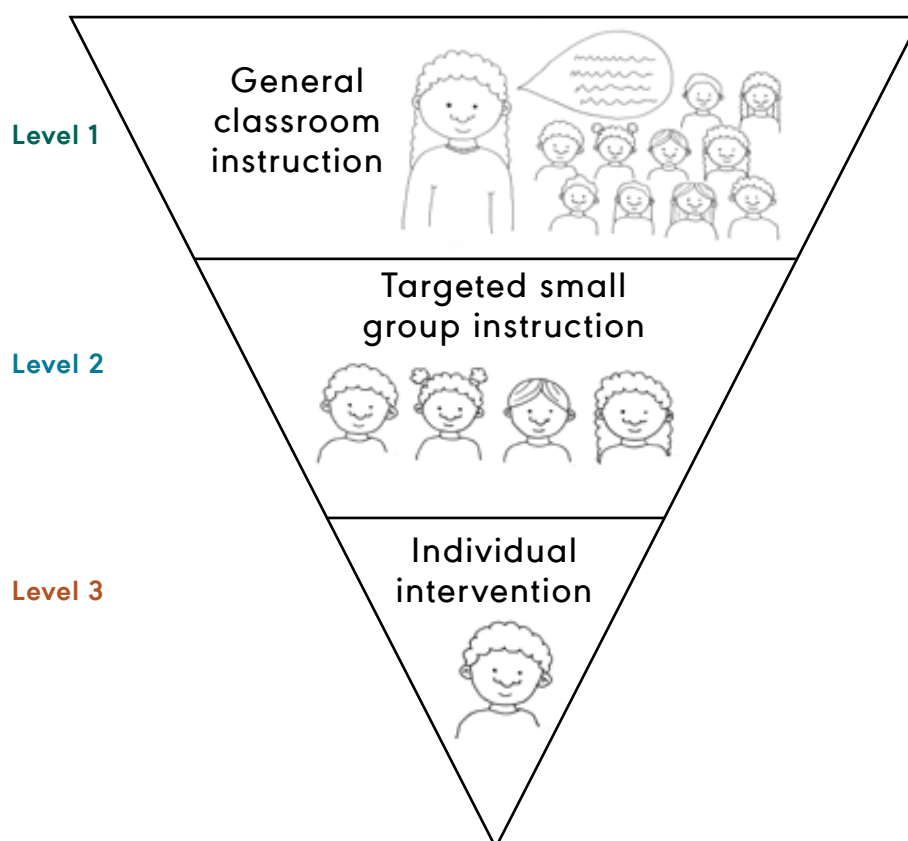
- Salience matters - the activity and strategies must be meaningful. Students must be aware of what they are learning, and why they are learning it. They also need to know when they have made the sound correctly.
- Transference or generalisation - in the training process the strategy learned needs to be applied to a range of real world activities e.g. the sound needs to be used in the classroom, in the playground, at home.

## B3. Response to Intervention Framework

The Response to Intervention (Rtl) Framework is a multi-level approach to the early identification and response to students with learning needs. The framework uses evidence-based interventions to support students throughout their learning. It is a fluid model, which means the level, and amount of support required will vary depending upon student needs. Therefore, students who are found to be struggling are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Northern Territory Schools use Rtl in the process of planning and implementing lessons and supports for students. This manual is aimed at helping educators to provide good sound production practices and strategies for level 1 (and potentially level 2). This involves providing activities that are beneficial for all students while at the same time helps those students who may ultimately require further support.

### The Response to Intervention Framework





## B4. The Impact of Ear Infections

Middle ear infection, called otitis media, is experienced globally by most children under the age of five. In Australia, 80% of children will experience an ear infection by the age of four. All types of ear infections can result in periods of temporary or fluctuating hearing loss. Severe ear infections or those that go untreated can result in permanent hearing loss. Hearing loss resulting from otitis media has been shown to disrupt speech and language development, and student learning.

The impact of ear infections may be minimised by using a wide variety of teaching strategies:

- Providing visual and tactile modes of teaching and learning (e.g. pictures to support vocabulary and language concepts, hands on exploration of the way something works).
- Managing noise in the classroom, including reducing background noise during explicit teaching times.
- Considering students' positioning in the classroom to optimize their ability to see the teacher and place them somewhere with less ambient noise.
- Using sound field systems and ensuring individual students' hearing aids are working well and being worn.

## B5. Difference versus Disorder

There is no evidence to suggest that children who grow up in multi-lingual environments are more prone to speech disorders, or that they develop speech at a slower rate than monolingual children. What we do know is that there is wide variation in the typical speech sound development of bilingual and multilingual children globally.

For bilingual children, their speech sound errors will depend on the differences between the language they are learning and their home language. Variation in speech sound development is also impacted by the number of languages that a child is exposed to, the age and timing of that exposure, and how proficient speakers are in those languages.

## Example case studies

### Case study 1:

A child was born in Kalkarindji, Northern Territory to Warlpiri speaking parents. The child has been exposed to only Warlpiri at home and his first exposure to English was when he began preschool.

At preschool the child comments and labels objects in Warlpiri. He also combines words to form sentences in Warlpiri. His parents report that he is able to respond to and follow directions in Warlpiri, tells them short stories and uses Warlpiri words to gain their attention. Parents also report that they are able to understand him most of the time in conversation. He has very few words in Standard Australian English. He is beginning to say some words in English. For example, "pish" for 'fish' and "tun" for 'sun'.

**This is an example of 'typical' speech language development in a child who is bilingual.**

### Case study 2:

School staff have concerns about the speech and language development of a student in year three. The girl was born in Maningrida to Burarra speaking parents. She has been exposed to Burarra since she was a baby. Her first exposure to Standard Australian English was when she commenced preschool (5 years ago).

The girl is producing very few words in English and the words she does produce are very difficult to understand. The teacher met with her parents after school to find out whether they had concerns about their daughter's communication skills. Her parents reported that they are worried because the girl only says a few sentences in Burarra. Her siblings, cousins and Aunties have difficulty understanding her in her home language and have to ask her to repeat what she has said.

**The example above indicates possible speech sound and language difficulties. It is recommended the child be referred to Speech Pathology for support.**

## When you think there is a problem

If you cannot understand more than 75% of a student's speech, check in with the family. Find out if they also have concerns about the student's speech in their home language.

If communication is difficult for the student both at school and at home, refer them to a speech pathologist. This would also be a good time to refer a child for a hearing check.

Part C

# Teaching Standard Australian Consonant Sounds

Students who are learning Standard Australian English as an additional language may need extra support develop their knowledge of English speech sounds. This section of the manual is intended to provide activities and ideas to work on consonant sounds.

## C1. Listening Activities

The activities in this section are about building general speech sound awareness. This involves your students' participation in listening games. The focus here is on hearing the English consonant sounds, not worrying about students' production of the target speech sound.

If you have a sound field system in your classroom make sure it is on. These activities could be used for 5-10 minutes during your morning routine, or when the students return to the classroom after lunch. Keep it simple and fun.

When you work on speech sounds in the classroom, an interactive way to begin would involve building general awareness about students' tongues, mouths and voices and the movement that occurs when speech sounds are produced.

You can use a written grapheme (alphabet letter) here or the English consonant cards in Appendix 2, but the focus is on listening and feeling the sound in your mouth.

### Activity: Tuning into speech sounds

- Have a student pick a speech sound (this could be from English or their home language). Everyone says the speech sound together. Have students think about what the speech sound 'feels' like. Now have them describe what happens in their mouth when they make this speech sound.

For example:

When I make a "k" sound, my tongue goes back, and when I put my hand on my neck I can feel my tongue move.

When I make a "m" sound my lips buzz together.

**Note:** Be sure to talk about the speech sound, not the letter name ("mmmmmm" versus M "em")

- Play another game with students using their hands, mouths and voices. This time ask them questions like:

How does your mouth move when you make "w"?

Where does the tongue touch when you say "d"?

Do your lips move when you say "k"?

Does the air come out your nose when you say "d"? "oo"? "m"?

What difference do you feel between "s" and "sh"?

Where does the tongue touch when you say "l"?

## Hearing Speech Sound Differences

- a. Games and activities for hearing speech sound differences (These can be done as a whole class, but might be best done in small groups).
- b. These games and activities can be done with just speech sounds (e.g. contrasting /p/ and /b/) or with words (e.g. contrasting pat and bat).

## Why compare words?

Word pairs can be a very effective tool for helping students to pay attention to speech sounds in words. When we speak, we make adjustments to the message if we are not understood. By using word pairs that reflect difficult contrasting speech sounds, students can develop the understanding that by saying the word with a different speech sound, they are actually saying a different word with a different meaning.

For example:

Using 'bat' when they mean 'pat'. Both these words can be paired with actions (e.g. flying like a bat and patting a dog) so when you use the words, you can add the action to help make clear which word you are talking about (picture cards would be fine too).

You can play games, where you say a sentence and ask:

"Is this a silly sentence?"

I'm going to bat the dog.

I saw a pat flying last night.

Be sure to give feedback and keep it fun.

"I heard a b-b-b, but I think you meant to say p-p-pat. I am going to p-p-pat the dog"

"Pat? Or Bat? I heard you say p-p-pat and I think you meant to say I saw a b-b-b-bat flying last night"

You might want to draw their attention to the voice on/voice off quality.

## Activity: Word pairs

These can be adapted for whole group, small group or individual use

1. **Familiarisation:** Prior to the activity familiarise the student with the words you want to teach and their associated pictures. There are pictures provided in Appendix 2 and 3 for these activities however you may find you need to create additional picture cards if there are other word pairs your students are struggling with.

Talk first about the meaning of the words to help ensure students understand the vocabulary

For example:

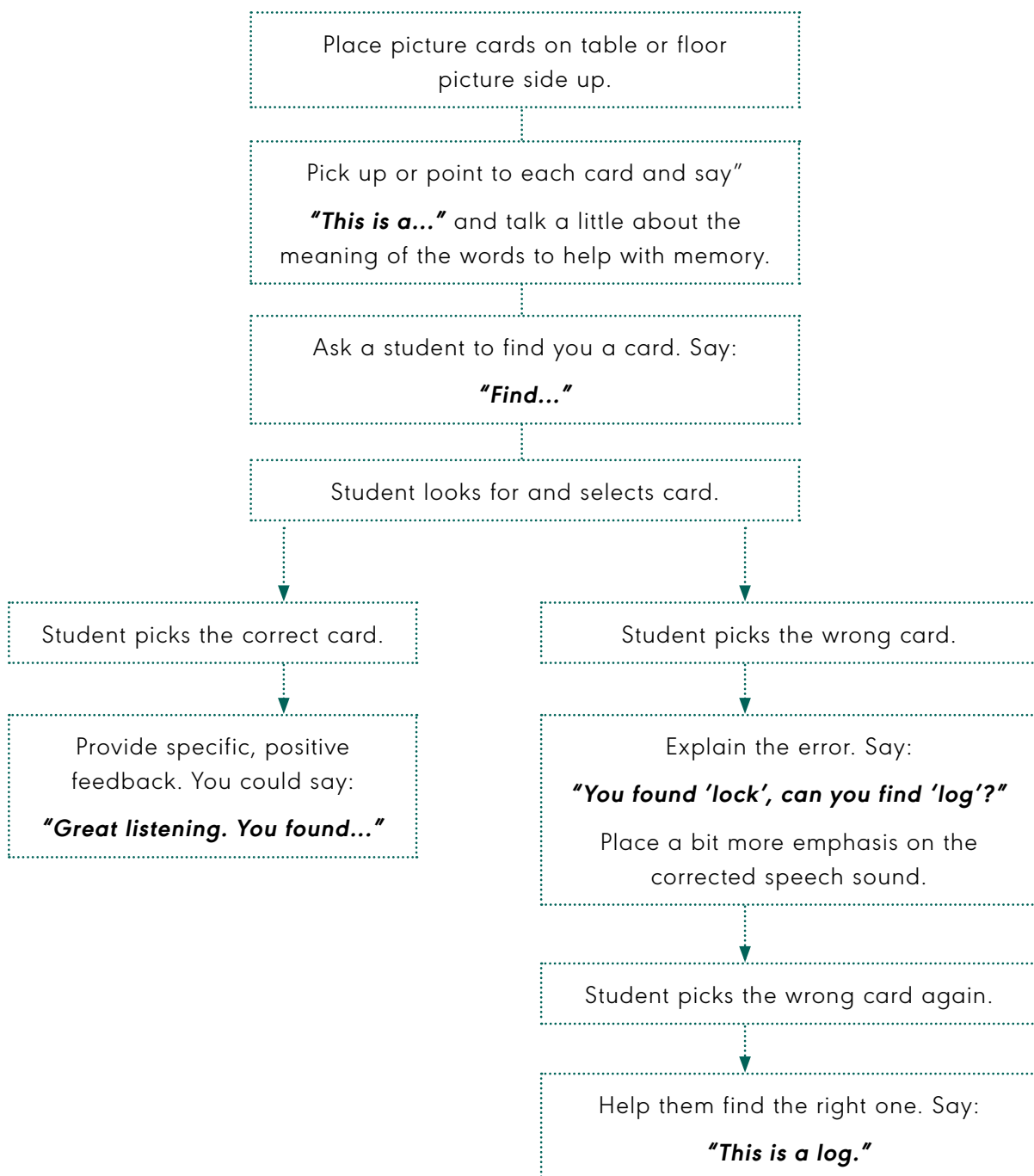
This is a *lock* to lock up the gate or keep something safe.

This is a *log* which is a big bit of wood.

2. **Listen and pick up:** Once the students are familiar with the two vocabulary words and associated pictures, ask them to listen to you say a word while you hold up the two picture cards. Have someone come up and guess which word you are saying. They can point to the picture that matches the word.

Provide praise for correct responses (e.g., “great listening, that’s a *lock*”) or feedback following an incorrect response (e.g., “the *log*? The word I said sounds like log, but it’s different. Listen again and show me the *lock*”).

## Familiarisation + Listen and Pickup



## C2. Teaching English Consonant Sounds

In appendix 1 you will find individual A4 English consonant sound cards which can be printed (front and back) to use as visual prompts in your whole group teaching. You can laminate these and use the collection to work with students. These cards provide you with the prompts for teaching each sound.

Students learning to recognise and say new speech sounds will benefit from information about the speech sound in terms of as many 'sensory' qualities as possible. This might mean you want to explore how the speech sound looks (using a mirror) with your class, or how the speech sound feels in the mouth or on the hand, as well as listening to the speech sound. Help students to appreciate that each speech sound is unique and that in English, individual speech sounds often carry meaning. For example "s" at the end of the word often means there is more than one (cat versus cats).

Though a speech sound may share some qualities with other speech sounds, each speech sound has its own distinct identity. The pictures are used as a visual reminder of the speech sound's identity e.g. "Did you hear the 'snake' sound (ssssss) or the 'be quiet' sound (shhhhh)?"

We have provided short videos online which can be accessed via the QR code. The videos are models for teachers to demonstrate the kinds of things we might say to students. This QR code will take you to a brief introduction to the Standard Australian English consonant section of the manual. This will also get you to the YouTube channel where the other videos are housed.



Web address: <https://youtu.be/o1TyMGiDmX8>

### Voice on/voice off

Many of the English consonants are in voiced/voiceless pairs. This means that the speech sound is made in the same way and the same place - the only difference is the voicing (e.g. /p/ and /b/; /f/ and /v/). This difference can be quite tricky for Aboriginal students learning English as an additional language.

- To help cue when the voice is **on** talk about how when the voice is used, the throat will vibrate. Have the student feel their throat to see if they can feel the vibrations.
- To help cue when the voice is **off** talk about how there is no vibration in the throat. The student can feel their own throat and practice making speech sounds with their voice on and off to feel the difference.

## C3. Activity Ideas for Target Consonant Sounds

Attached we have a whole series of activities for use in your classroom. These activities start by listening to the sounds. Activities then move onto saying the sounds on their own, then in a word (with the target sound at the start of the word). Once students are producing the sounds in words they can be extended to a phrase/sentence level by having the students use the words in phrases you give them (e.g. "I see...") or make up a sentence using the word.

### When is a good time to practice speech sounds?

Think about your regular classroom routines. When is a good time for you to spend 5-15 minutes practising speech sounds with your students? Students will benefit from regular practice listening and targeting consonant speech sounds. Make practice a part of any routine or daily classroom activity.

### How do I get students to practice speech sounds?

- The following activity sheets have been designed to photocopy or print off and use as a prompt.
- They all refer to picture cards and we have provided 6 picture cards for each consonant. Photocopy or print the picture cards for the sound you are working on.
- You might want to make multiple copies (e.g. 6 copies so you have 36 pictures) if you are playing with the whole class.
- Alternatively you can create additional picture cards by searching the internet. As a word of caution: When picking words to use, avoid words with consonant blends at the beginning. For example, if your target sound is /s/, avoid words like sNake and sLide and sTar. Consonant blends are considerably harder for students.

When working on speech sounds, students will really benefit from two things:

1. **Repetition.** You can say the same words and have them practice the same words many, many, many times. For English language learners it might be beneficial to work with a small collection of target words (as provided) rather than a wide variety of words, because we are working on correct production of the sound. The task is hard enough without adding other complexities.
2. **Consistent feedback.** When you hear a correct sound let students know about it! Be excited! Say "Yeah, that's right, I heard you say "f" in five. Well done." When it is not correct, let them know also "hmmm I think you meant to say "th-th-th" in thank you, I heard you say the "d" sound. Can you try again, for "th" your tongue pokes out between your teeth. That's right "th" "th" "now, thank you."



# What's the sound Mr. Wolf?



Sound

## Activity:

- Played like the game "What's the time Mr. Wolf?"
- Can be done in small groups, or as whole class.

## Instructions (as a listening game):

- All the students stand in a line and are told to listen for a target sound (e.g. /s/). When they hear the sound they will take one step forward.
- The teacher starts off as 'Mr. Wolf' and stands at the other end of the classroom or playground (within hearing distance) facing the students (so they can see your mouth).
- The students call out "what's the sound Mr. Wolf?"
- The teacher says /s/ (or other non-target sound).
- The students who think they hear the target sound move forward one big step.
- Repeat this process, with Mr. Wolf producing /s/ and other non-target sounds randomly.
- Eventually when the students ask "what's the sound Mr. Wolf?" the answer is "lunch time" and the wolf chases the students back to the starting line.
- This can be used to informally assess who is and who is not hearing the target sound. It will be harder for student if Mr. Wolf is facing away from them.

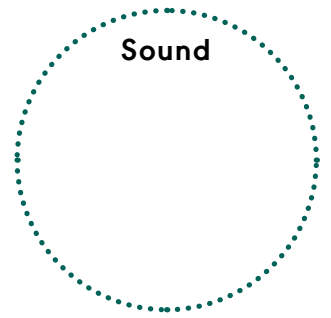
## Extension:

- You can play this game as a sound production game, rather than a listening game.

## Instructions (as a sound production game):

- All the students stand in a line.
- The teacher starts off as 'Mr. Wolf' and stands at the other end of the classroom or playground (within hearing distance).
- Mr Wolf has their back to the group and is facing away from the students.
- The students call out "what's the sound Mr. Wolf?"
- The teacher says /s/ (or other target sound).
- The student's move five steps producing /s/ with each step.
- Eventually when the students ask "what's the sound Mr. Wolf?" the answer is "lunch time" and the wolf chases the students back to the starting line.
- The first student who is tagged by the Wolf becomes Mr. Wolf the next time it is played.

# Beanbag Toss



## Activity:

- Use the six pictures per consonant sound provided, or create more picture cards of words which start with the target sound.
- Students take turns throwing a beanbag and labelling the picture it lands on.
- Can be done in pairs, small groups, or as a whole class.

## Materials:

- Beanbag / coin or other small item.
- Printed and cut out pictures for target sound.

## Instructions:

- Lay out all of the cards on the floor.
- The students take turns tossing a beanbag at the cards, and then labelling the word the beanbag lands on or closest to.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. "Sun! Your turn, say... Sun."
- Remember to emphasise your target sound.
- Once the students are familiar with the cards/items they should be able to say the words without needing to copy you.
- You can also put the picture on a bucket or other plastic container and have them throw the beanbag into the vessel, then say the word.

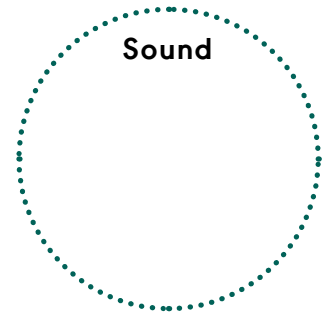
## Extension

### Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. "I landed on the ....**SUN**", "I got ....**SUN**."
- Ask your students to make up a sentence about the card e.g. "The **SUN** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Find the Sticker



## Activity:

- Students take turns to turn over picture cards one at a time, saying the word, looking for a sticker you have hidden under the cards.
- Can be done in pairs, small groups, or as a whole class.

## Materials:

- A small sticker still attached to the backing paper.
- Printed and cut out pictures for target sound.

## Instructions:

- Lay out the cards, face down, in a grid pattern. Without the students seeing, hide the sticker under one of the cards.
- Students take turns to turn over cards one at a time, labelling the cards as they go. The student who finds the sticker first is the winner and gets to keep it.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. "Sun! Your turn, say... Sun."
- Remember to emphasise your target sound.

## Extension

### Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. "I have a .....**SUN**", "I got .... **SUN**."
- Ask your students to make up a sentence about the card e.g. "The **SUN** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Fishing



Sound

## Activity:

- Students take turns “fishing” for cards using a magnet tied to a pole.
- Can be done in pairs, small groups, or as whole class.
- Can be done at the sound or the word level. You can make a whole collection of small cards which just have the sound printed on them.
- If you are working on /f/ you can have the students draw and cut out their own fish and the target word for each turn is simply “fish”.

## Materials:

- Magnet tied to a pole with string.
- Printed and cut out pictures for the target sound (each card needs to be stapled or have a paper clip attached).

## Instructions:

- Scatter the pictures (or the letter cards) around the space. We have only provided 6 target picture cards. You can either duplicate them (e.g. four of each picture) or create your own additional cards.
- Students take turns “fishing” for cards using a magnet tied to a pole and then saying the sound or word that was ‘caught’.
- For the first few times, you might need to say the sound/word first and then ask the student to copy you e.g. “e.g. S-s-s-s-s you found a s-s-s-s.”
- Once the students are familiar with the picture cards they should be able to say the sounds or without needing to copy you.

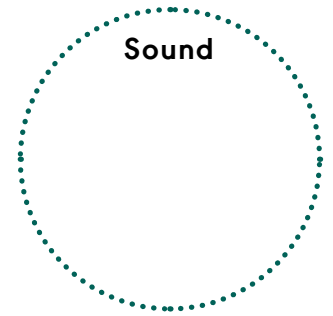
## Extension

### Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. “I caught a ....**SUN**”, “I got ....**SUN**.”
- Ask your student to make up a sentence about the card e.g. “The SUN is yellow.”

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Go Fish



## Activity:

- Students play the card game “Go Fish”, practise saying words containing the target sound as they aim to have the most pairs of cards.
- Best played in pairs and small groups.

## Materials:

- Four (or more) sets of printed and cut out pictures for target sound, shuffled.

## Instructions:

- Deal 5 cards per student and put the rest into a pile.
- Players aim to get a pair of cards e.g. ‘sun’ – ‘sun’.
- Students take turns asking the other students for the matching card.
- e.g. “Do you have ‘sun’? If the student has that card, they pass it to the student asking the question. If not, they say, “No. I don’t have ‘sun’. Go fish.”
- Then the player asking the question picks up a card from the pile. If a player runs out of cards whilst playing, they take a card from the pile.
- The player with the most matches at the end of the game is the winner.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. “Sun! Your turn, say... Sun.”
- Remember to emphasise your target sound.
- Once the students are familiar with the cards they should be able to say the words without needing to copy you.

# Hide and Seek



Sound

## Activity:

- Students look for words containing the target sound and practice saying them.
- Can be done in small groups, or as a whole class.

## Materials:

- Printed and cut out pictures for target sound OR items beginning with target sound.

## Instructions:

- Hide the cards/items around the room.
- Say to students "We're going to go looking for pictures or things starting with our special sound."
- Have the students look around the room for the cards/items. When they find one, they bring it back to teacher and tell the teacher what they have found. They then take the card/item with them and hide it in a different spot, before looking for their next card/item and repeating the process.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. "Sun! Your turn, say... Sun."
- Remember to emphasise your target sound.
- Once the students are familiar with the cards/items they should be able to say the words without needing to copy you.

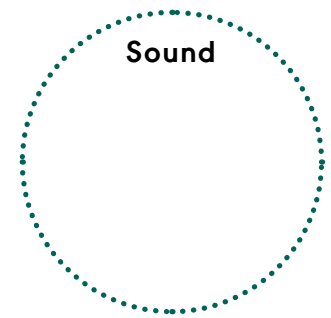
## Extension

Phrase/Sentence level:

- Ask your students to say a simple sentence when they have their turn e.g. "I found a .....**SUN**."
- Ask your students to make up a sentence about the card/item e.g. "The **SUN** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Jumping / Stepping / Hopping



## Activity:

- Students practise jumping, hopping or stepping onto target words. This can be set up as stepping stones to cross a river or lily pads.
- Students take turns to hop on a lily pad, and say the sound or word that is stuck there.
- Can be done in pairs, small groups, or as whole class.

## Materials:

- Cut out circles for stepping stones or lily pads or any shape that relates to student interest and classroom themes.
- You can even use chalk drawn shapes on pavement or hula hoops.
- Printed and cut out pictures for target sound and blu tack to stick words to lily pads.

## Instructions:

- Students “step/hop/jump” to the lily pad then say the sound/word they find there. Students then hop to the next lily pad.
- For the first few times, you might need to say the sound or word first and then ask the student to copy you e.g. “Sun! Your turn, say... Sun.”
- Remember to emphasise your target sound.

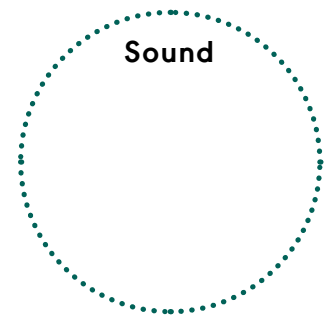
## Extension

Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. “I’m stepping on... **SUN**” or “I’m hopping on .... **SUN.**”
- Ask your students to make up a sentence about the card e.g. “The **SUN** is yellow.”

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Memory



## Activity:

- Students play the card game “Memory” (also known as “Concentration”), practising saying words containing the target sound as they aim to have the most pairs of cards.
- Best played in pairs and small groups.

## Materials:

- Two sets of printed and cut out pictures for target sound, shuffled.

## Instructions:

- Lay out all of the cards face down in a grid pattern. Students take turns flipping over two pictures. When a student turns over the two pictures, the student names each picture. The student does this whether the pictures match or not.
- If the pictures match, the student gets to keep that pair.
- The student with the most pairs at that end of the game is the winner.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. “Sun! Your turn, say... Sun.”
- Remember to emphasise your target sound.

## Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. “I found a ....**SUN**”, “I got ....**SUN**.”
- Ask your students to make up a sentence about the card e.g. “The **SUN** is yellow.”

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.



# Musical Speech



Sound

## Activity:

- Played like the game “Musical Chairs”, students march around the room to music. They stop at a picture card or item, taking turns to say what they have landed on.
- Can be done in small groups, or as whole class.

## Materials:

- Music.
- Printed and cut out pictures for target sound OR items beginning with target sound.

## Instructions:

- Place the cards or items around the space in a circle. Start with the same number of cards/items as students.
- Put some music on and have the students march around the circle of cards/items until the adult stops the music.
- When the music stops, each student races to move to the card/item they are closest to. Each student has a turn saying the word on the card/item they land on.
- Don’t forget to provide feedback after each turn.
- Take one card/item away from the circle and play the music again. Students again race to stand next to an available card/item when the music is stopped the next time. The student left standing without a card/item is taken out of the game. Remaining students have a turn saying the word on the card/item they land on.
- This procedure is continued until only one student remains. This student is the winner.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. “Sun! Your turn, say... Sun.”
- Remember to emphasise your target sound in your own speech.

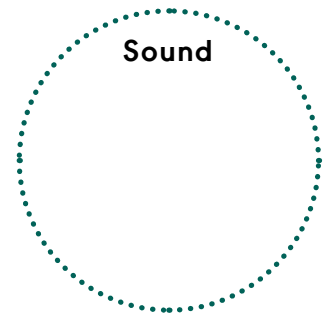
## Extension

### Phrase/Sentence level:

- Ask your students to say a simple sentence when they have their turn e.g. “I landed on a .....**SUN**.”
- Ask your students to make up a sentence about the card/item e.g. “The **SUN** is yellow.”

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Posting



## Activity:

- Students take turns to pick a card, say the sound or word and then “post” the card into an empty tissue box, cereal box, shoe box or egg carton.
- Can be done in pairs, small groups, or as whole class.

## Materials:

- Tissue box, cereal box, shoe box or egg carton. The box can be decorated or plain.
- Printed and cut out pictures for target sound or words.

## Instructions:

- Students take turns to pick a card, say the word and then “post” the card into the empty box.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. “Sun! Your turn, say... Sun.”
- Remember to emphasise your target sound.

## ALTERNATIVE

### Alternative:

- **For small groups:** The teacher has the stack of picture cards (or a single speech sound card) and a game with lots of game pieces. For example: Lego, Connect Four, Pop-up Pirate, puzzles. The student says the word (or just the sound) and is given a Lego block, puzzle piece or a game piece. There is no end to the ways this can be used. You can have each student say the sound 3 times before getting a piece. If you are doing a puzzle, give them the edge pieces first!

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# Tug of War



Sound

## Activity:

- Students move a counter along a line of picture cards and practice saying words containing the target sound.
- Can be done in pairs.

## Materials:

- Die.
- Counters.
- Printed and cut out pictures for target sound.

## Instructions:

- Place all of the pictures in a line on the floor. Students take it in turns to roll the die. Start in the middle and use a counter to move the given number of pictures along the line, saying each word. The next student rolls the die and moves the counter the given number in the opposite direction. The winner is the first student to get to the end of the line in their direction.
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. "Sun! Your turn, say... Sun."
- Remember to emphasise your target sound.

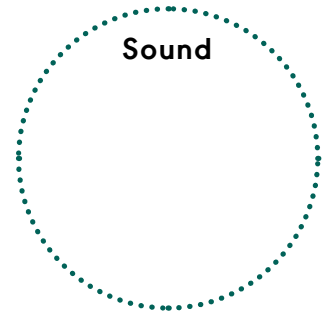
## Extension

### Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. "I landed on a ....**SUN**", "I got ....**SUN**."
- Ask your students to make up a sentence about each card e.g. "The **SUN** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

# What's in the mystery bag?



## Activity:

- Students take turns to reach into 'mystery bag' and then say what they found.
- Can be done in pairs, small groups, or as whole class.

## Materials:

- Lunch box/dilly bag/pillow case/paper bag.
- Printed and cut out pictures for target sound OR items beginning with target sound.

## Instructions:

- Put all the cards (or items) in the 'mystery bag'.
- Say to students "We're going to take turns finding out what's in the mystery bag today."
- Select one student at a time to reach into bag and select 1 card (or item).
- For the first few times, you might need to say the word first and then ask the student to copy you e.g. "Sun! Your turn, say... Sun."
- Remember to emphasise your target sound in your own speech.

## Extension:

### Phrase/Sentence level:

- Ask your students to say a simple sentence first e.g. "I found a .....**SUN**", "I got ....**SUN**."
- Ask your students to make up a sentence about the card e.g. "The **SUN** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

Part D

# Teaching Standard Australian English Vowel Sounds

In appendix 4 you will find individual A4 sized English Vowel Teacher Cards which can be printed (front and back) to use as visual prompts in your whole group teaching. You can laminate these and use the collection to work with students. These cards provide a description of each vowel and a character to represent the sound.

Vowels can be extremely tricky to represent because of all the different ways to spell them. Vowels can also be difficult to teach as all the action happens inside the mouth and there is little that can be seen from the outside. We have allocated a bunyip character to each vowel and selected a single way to spell it, in an attempt to overcome the inherent challenges in representation. Each bunyip is named after the vowel sound it represents. The following visual cues have been included to assist in categorising the buniyps:

- long vowels= tall and thin buniyps
- short vowels= short and fat buniyps
- diphthong vowels= tall and fat buniyps
- sound cues= each bunyip has an item or feature that is consistent with the way their name is pronounced e.g. Er bunyip has a bird in his hand.

We do not suggest you teach all the vowel sounds at once. Start with the long vowels as children usually find these easier. Then move onto short vowels, and then finally some of the trickier diphthongs.

When you start teaching students vowel sounds, have fun playing with the vowel sounds and your voice. Place your hand in front of your neck on your larynx ('voice box') and as you say "ah" feel the vibration and how the sound is uninterrupted. The vibration is the voicing and the uninterrupted sound means that your lips, teeth and tongue don't stop the airflow from your lungs through to your mouth to make the vowel sound. Try saying "ah, ee, ii, oo, uu". Notice how your lips and tongue move into different positions to make the vowel sounds.

Experiment and talk with students about changing the shape of the lips and the position of the tongue to make different vowel sounds. The lip position shapes are not exact for vowel production but can help as a visual cue. The position of the tongue in the mouth will also need to change (front/middle/back and high/middle/low) to produce the different Standard Australian English vowel sounds.

# D1. Activity Ideas for Target Vowel Sounds

To teach student vowel sounds we have created a series of bunyip characters to represent the vowels. We have selected a single way to spell each vowel to act as the bunyip's name.

## Listening activities

Provide lots of good examples of clear vowel sounds by introducing the buniyps. Repeat the bunyip vowel sound and the target vowels many times. There are many ways to do this, but the more interesting and unusual the content, the more likely children are to remember them. Once students are familiar with the way vowels sound, teach them to hear and identify the difference between vowel sounds (i.e. discriminating between vowels).

## Vowel familiarisation activity ideas

(exposure and increased familiarity with the way vowels sound):

- My name is.....
- The buniyps go on a holiday....

## Vowel discrimination activity ideas

(identifying the difference between vowels):

- My bunyip loves....
- Lost property!!

## Talking activities

- Once students can tell the difference between the way the different vowels sound, they are ready to move onto saying the vowel sounds on their own (i.e. producing the vowels).
- Once they are able to produce the vowels on their own (e.g. 'ee') you should move them onto saying the vowels in words (e.g. 'bee'), then in phrases ('big bee'), and then in sentences ('look at the big bee'). Extension activities are at the bottom of the activity pages.
- You should consider a referral to a speech pathologist if your student is still having difficulty making the vowel sounds after a lot of practise.

## Vowel production activity ideas

- Bunyip, what's your name?
- What does your bunyip like?

## Listening activity

### Vowel familiarisation activity ideas

(exposure and increased familiarity with the way vowels sound)

# My name is.....

## Activity:

- Teacher introduces the vowel bunyip family to the class. Students only have to listen to the different vowel sounds (not say them).
- Teacher aims to say the target vowel as many times as possible (e.g. repeatedly saying the bunyip's name and the things that bunyip likes).
- Teacher emphasises the target vowel and creates links between the items and the bunyip. The teacher may choose to only introduce one vowel bunyip at a time.

## Materials:

- Vowel bunyip picture (large) with items the bunyip loves (items contain the same vowel sound). See appendix 4 and 5.

## Instructions:

- Say to class "We have a new family joining our class. They are a family of buniyps! Does anyone know what a bunyip is?"
- Engage in short discussion about what a bunyip looks like, where it lives, etc. For example, "A bunyip is a big, mythical creature from Australian Aboriginal mythology. They are said to live in swamps, billabongs, creeks, riverbeds, and waterholes."
- Introduce one bunyip at time, saying its name and the things it loves. Make up a story about the bunyip using lots of words that include the same vowel sound.
- For example:
  - "This is Er. Er LOVES **birds**. Every morning Er gets out of bed, opens the window and sings 'Good morning, my beautiful **birds**!' Er then puts on her **shirt** and her **skirt, curls** her hair and goes to **work**."
  - "Er bunyip has a brother called Uh. This is Uh. Uh bunyip is short and fat. Uh bunyip LOVES to jump in the **mud**. He also loves his **mutt "Dutt"**. Everyone says "**Dutt**" is a funny name for a dog, but Uh doesn't care. Uh and Dutt go **hunting ducks** together. At lunch time they share a **bun** and some **nuts**."
  - "This is lh bunyip. lh likes **kids** and he has a pet **pig**. lh and the **pig** like playing games like hide and seek. One day lh **hid** from his **pig**. He **hid** in a box with a **lid**. He **hid** for a long time until finally the **pig** knocked the **lid** off the box.
- When reading these vowel stories be sure to emphasise the words in bold.





## Listening activity

### Vowel Familiarisation Activity Ideas

(exposure and increased familiarity with the way vowels **sound**)

# The bunyips go on a holiday....

## Activity:

- Teacher re-introduces the vowel bunyip family to the class.
- Students only have to listen to the different vowel sounds (not say them).
- Teacher aims to say the target vowel as many times as possible (e.g. repeatedly saying the bunyip's name and the things that bunyip likes).
- Teacher emphasises the target vowel and creates links between the items and the bunyip.
- Teacher now talks about all the different vowel bunyips at the same time.

## Materials:

- Vowel bunyip picture (large) with items the bunyip loves (items contain the same vowel sound). See appendix 4 and 5.

## Instructions:

- Say to class "Remember our bunyip family?"  
Here they are again (say all vowel names below):
  - Tall and skinny bunyips for long vowels:
    - Ee (as in 'bee')
    - Ah (as in 'car')
    - Air (as in 'hair')
    - Or (as in 'four')
    - Ooh (as in 'shoe')
    - Er (as in 'skirt')
  - Short and fat bunyips for short vowels:
    - Ih (as in 'bin')
    - Eh (as in 'bed')
    - A (as in 'hat')
    - Uh (as in 'cup')
    - O (as in 'hot')
    - Oo (as in 'book')
    - E (as in 'echidna')

- Tall and fat bunyips for diphthong vowels;
  - Ay (as in 'rain')
  - Eye (as in 'pie')
  - Oy (as in 'toy')
  - Oe (as in 'boat')
  - Ow (as in 'cow')
  - Ear (as in 'ear')

Say to class "The bunyip family are going on a holiday together. They need to pack all their things up".

- Make up a story about each bunyip and what they want to take with them on their holiday.
- Remember, the more interesting the story the more likely the children are to remember the character.

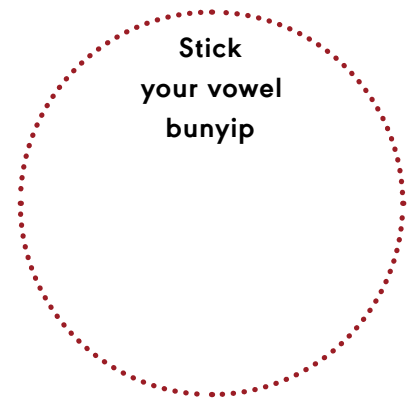
Example stories

- "Er bunyip wanted to bring her bird. Uh bunyip is bringing his mutt "Dutt" with him. Oe bunyip stubbed her toe while she was packing and yelled "Oh no! My toe!". Uh bunyip and Ooh bunyip ran in to check on Oe bunyip..."

## Listening activity

### Vowel Discrimination Activity Ideas (identifying the difference between vowels):

# My bunyip loves...



#### Activity:

- Students take turns identifying which items the bunyip would like (i.e. items containing the same vowel sound).

#### Materials:

- Vowel bunyip picture (large). See appendix 4.
- Objects or cut-out pictures of items below containing vowel. See appendix 5.

#### Instructions:

- Say to student(s) "This bunyip's name is \_\_\_\_\_. \_\_\_\_\_ bunyip loves things that have the same vowel sound as the one in his/her name. "\_\_\_\_\_" (say bunyip name).
- Say the name of each pictured item as you place it in front of the student(s) and slightly exaggerate the vowel sound in each one e.g. "Here is a \_\_\_\_\_", "Here is a \_\_\_\_\_", "Here is \_\_\_\_\_", and "Here is a \_\_\_\_\_".
- Then pick up one item at a time and say to the students "Hmm, e.g. \_\_\_\_\_". Does \_\_\_\_\_(name) bunyip want a '\_\_\_\_\_'"?
- Continue asking the student(s) until all the correct items have been given to \_\_\_\_\_ bunyip.
- Provide feedback:

If your student says the bunyip wants the wrong item,

**SAY:** "You said \_\_\_\_\_ bunyip wanted '\_\_\_\_\_', but '\_\_\_\_\_' has the '\_\_\_' vowel sound. '\_\_\_\_\_' belongs to the \_\_\_\_\_(name) bunyip. \_\_\_\_\_ bunyip only wants things that have the '\_\_\_' sound in them."

If your student says the bunyip wants the right item,

**SAY:** "Great listening- \_\_\_\_\_ bunyip does want a '\_\_\_\_\_' because '\_\_\_\_\_' has the '\_\_\_' vowel in it!"

NB: If a student is still NOT able to discriminate accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

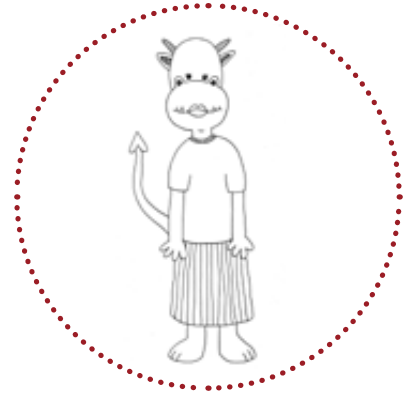
## Listening Activity (Completed Example)

## EXAMPLE

## Vowel Discrimination Activity Ideas

(identifying the difference between vowels):

## My bunyip loves...



## Activity:

- Students take turns **identifying** which items the bunyip would like (i.e. items containing the same vowel sound).

## Materials:

- Er vowel bunyip picture (see appendix 4).
- Objects or cut-out pictures of items below (see appendix 5):
  - Bird
  - Skirt
  - Cow
  - Purse

## Instructions:

- Say to student(s) "This is bunyip's name is Er. Er bunyip loves things that have the same vowel sound as the one in her name. "Er".
- Say the name of each pictured item as you place it in front of the student(s) and slightly exaggerate the vowel sound in each one e.g. "Here is a **bird**", "Here is a **skirt**", "Here is a **cow**", and "Here is a **purse**".
- Then pick up one item at a time and say to the students "Hmm, e.g. **skirt**". Does Er bunyip want a 'skirt'?"
- Continue asking the student(s) until all the correct items have been given to Er bunyip.
- Provide feedback:

If your student says the bunyip wants the **wrong item**,

**SAY:** "You said Er bunyip wanted 'cow', but 'cow' has the 'ow' vowel sound. 'Cow' belongs to the Ow bunyip. Er bunyip only wants things that have the 'er' sound in them."

If your student says the bunyip wants the **right item**,

**SAY:** "Great listening- Er bunyip does want a skirt because skirt has the 'er' vowel in it!"

NB: If a student is still NOT able to discriminate accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

## Listening Activity (Completed Example)

## EXAMPLE

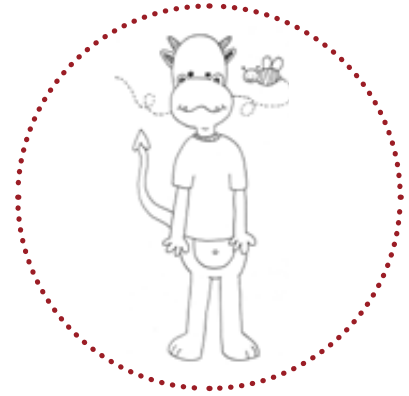
### Vowel Discrimination Activity Ideas

(identifying the difference between vowels):

## My bunyip loves...

### Activity:

- Students take turns **identifying** which items the bunyip loves (i.e. items containing the same vowel sound).



### Materials:

- Ee vowel bunyip picture (see appendix 4).
- Objects or cut-out pictures of items below (see appendix 5):
  - Bee
  - Skirt
  - Tree
  - Key

### Instructions:

- Say to student(s) "This is bunyip's name is Ee. Ee bunyip loves things that have the same vowel sound as the one in his/her name. "Ee".
- Say the name of each pictured item as you place it in front of the student(s) and slightly exaggerate the vowel sound in each one e.g. "Here is a **bee**", "Here is a **skirt**", "Here is a **tree**", and "Here is a **key**".
- Then pick up one item at a time and say to the students "Hmm, e.g. **tree**". Does Ee bunyip want a 'tree'?"
- Continue asking the student(s) until all the correct items have been given to Ee bunyip.
- Provide feedback:

If your student says the bunyip wants the **wrong item**,

**SAY:** "You said Ee bunyip wanted 'skirt', but 'skirt' has the 'er' vowel sound. 'Skirt' belongs to the Er bunyip. Ee bunyip only wants things that have the 'ee' sound in them."

If your student says the bunyip wants the **right item**,

**SAY:** "Great listening- Ee does want a tree because tree has the 'ee' vowel in it!"

NB: If a student is still NOT able to discriminate accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

## Listening Activity

### Vowel Discrimination Activity Ideas

(identifying the difference between vowels):

# Lost property

## Activity:

- Students take turns returning the mixed up items to the bunyip it belongs to (i.e. items containing the same vowel sound).

## Materials:

- Vowel bunyip pictures (appendix 4).
- Objects or cut-out pictures of various items that belong to the bunyip family (appendix 5).
- Cut out picture of a woman (this could be from a magazine or a drawing).
- 'Lost property' box.

## Instructions:

- Say to student(s) "Oh no! The bunyip family went on holiday and had a lovely time eating pizza and reading books....BUT.....while they were away there was big cyclone!! The wind was so strong that it blew their things all over the town! Now they have to go to lost property and get them back."
- Choose 3-4 buniyps and take them on a walk to walk to get to 'lost property' (have a box containing a selection of different cut-out pictures or objects- at least two of which belong to the buniyps you have selected).
- Say to student(s) "The buniyps arrived at lost property. They will go in one at a time to get their things. The woman who works there is going to say the name of one of the objects and you need to tell me whether it belongs to the bunyip or not. Are you ready?"
- Choose one bunyip to hold up and say "Hello, my name is '\_\_\_\_\_' bunyip and I have lost some things".
- Hold up the woman who works at lost property and say to students "Hello '\_\_\_\_\_' bunyip. Let's have a look."
- Then pick up one item at a time and say to the " '\_\_\_\_\_' bunyip, did you lose a \_\_\_\_\_?".
- Slightly exaggerate the vowel sound in each one.
- Continue asking the student(s) until all the correct items have been given to all the bunyip.

Continued over page.



- Provide feedback:

If your student says the bunyip wants the wrong item,

SAY: "You said \_\_\_\_\_ bunyip lost a '\_\_\_\_\_', but '\_\_\_\_\_' has the '\_\_\_' vowel sound. '\_\_\_\_\_' belongs to the \_\_\_\_\_(name) bunyip. \_\_\_\_\_ bunyip only has things that have the '\_\_\_' sound in them."

If your student says the bunyip wants the right item,

SAY: "Great listening- \_\_\_\_\_ bunyip did lose a '\_\_\_\_\_' because '\_\_\_\_\_' has the '\_\_\_' vowel in it!!!"

NB: If a student is still NOT able to discriminate accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

## Talking Activity

### Vowel production

(saying the vowel on its own):

# Bunyip, what's your name?

## Activity:

- Students take turns **saying** the bunyip names (i.e. vowel sounds).

## Materials:

- Vowel bunyip pictures (appendix 4).
- 'Magic bag' for putting large bunyip pictures in.

## Instructions:

- Say to student(s) "Remember our bunyip family? We are going to practice learning their names properly".
- Select a bunyip picture from out of the bag.
- Hold up bunyip picture and say the name "\_\_\_\_\_" (say **vowel only** e.g. 'er' not "er bunyip").
- Ask students to copy you.
- Continue to select a bunyip from the bag and have students imitate you until you have named all the buniyps.
- Provide feedback:

If your student says the wrong name,

**SAY:** "You said '\_\_\_\_\_' but this one is called '\_\_\_\_\_' . Say it again with me '\_\_\_\_\_'. "

If your student says the right item,

**SAY:** "Great talking- this bunyip's name is '\_\_\_\_\_'"

## Extension

### Vowels on their own:

- Ask your students to say the bunyip name (i.e. vowel) without copying you first

### Vowels in phrases:

- Ask your students to say hello or goodbye to buniyps e.g. "hello \_\_\_\_\_" (vowel sound only e.g. "hello Er")

NB: If a student is still NOT able to say the vowel sound accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.





## Talking Activity

### Vowel production:

(saying the vowel sound in words)

# What does your bunyip love?

### Activity:

- Students take turns **saying** an item that the bunyip loves (i.e. items containing the same vowel sound).

### Materials:

- Vowel bunyip pictures (appendix 4).
- 1 object or cut-out picture of items containing the vowel that matches the bunyip (see appendix 5).

### Instructions:

- Match the bunyip to its item ahead of time (you could blu-tak it to the picture or use some tape).
- Say to student(s) "Remember our bunyip family? Today we are going to take turns saying what our bunyip loves".
- Select a bunyip picture with its paired item attached. For example: Er bunyip and a toy 'bird'
- Hold up the bunyip and say to student(s) "This bunyip's name is \_\_\_\_\_. \_\_\_\_\_ bunyip loves \_\_\_\_\_ (item name). Can everyone say "\_\_\_\_\_ " (item name)?"
- Continue to select a bunyip from the bag and have students imitate the **item name only** you until you have named all the items.
- Provide feedback:

If your student says the wrong word,

**SAY:** "You said '\_\_\_\_\_' but this one is called '\_\_\_\_\_'. Say it again with me '\_\_\_\_\_'. "

If your student says the right word,

**SAY:** "Great talking- it is '\_\_\_\_\_' "

### Extension

#### Vowels in words:

- Ask your students to say the item the bunyip loves without copying you first.

#### Vowels in phrases and sentences:

- Ask your students to say a simple phrase first e.g. "big duck," "got duck," or "love duck."
- Ask your student makes up a sentence about the item e.g. "The **duck** is yellow."

NB: If a student is still NOT able to say the words accurately after many weeks of practice, please consider referral for a hearing assessment and to a speech pathologist.

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# Appendices

# Appendix 1: Keeping track

Write down the names of the students you are monitoring and keep track of their progress by circling when the target sound is **not** accurate.

Student Name	Word Level	Phrase/Sentence Level
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10



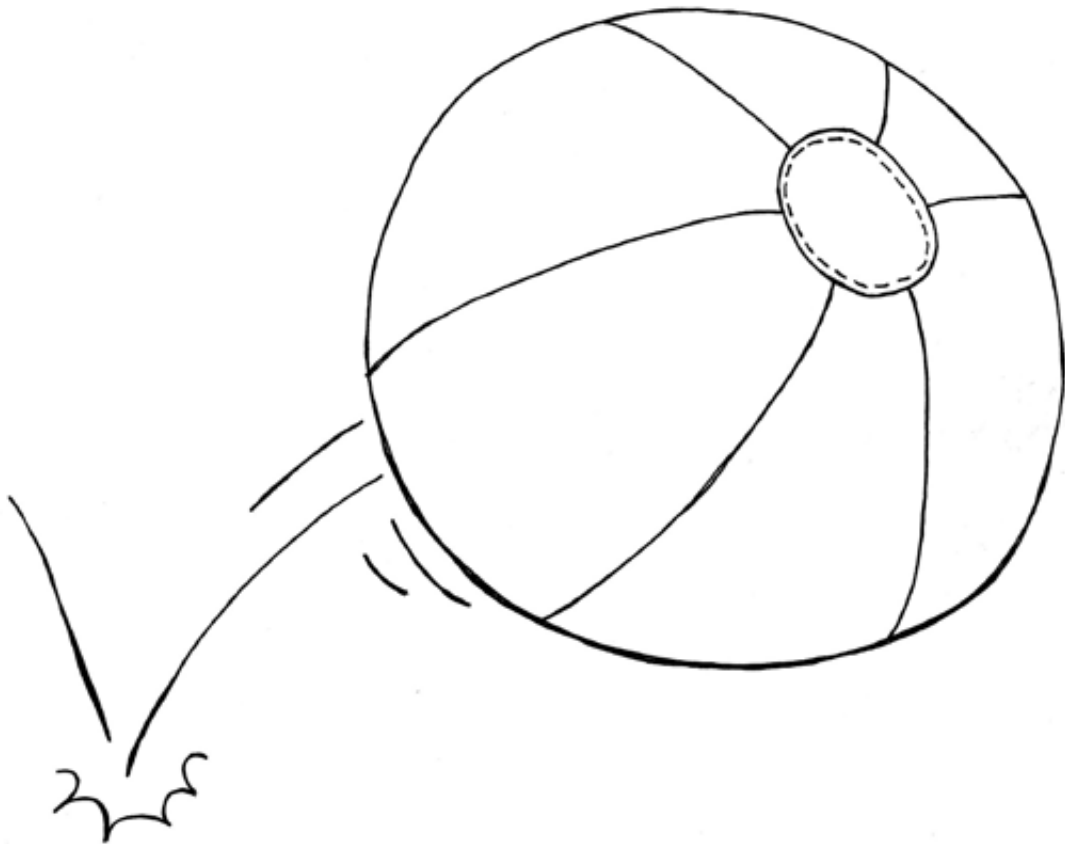
## Appendix 2: English Consonant Teacher Cards

This appendix contains reproducible consonant cards for teachers to use when teaching the English consonant sounds. Remember that the focus is on how the consonants sound, not their letter name.

These cards were designed to be printed front and back, with the consonant and picture on the front (for the students to see) and the instructions on the back (for the teacher to see).

## Appendix 2

**b**



A large, bold, black lowercase letter 'b' is centered on the page. The letter consists of a vertical stem on the left and a rounded bowl on the right.

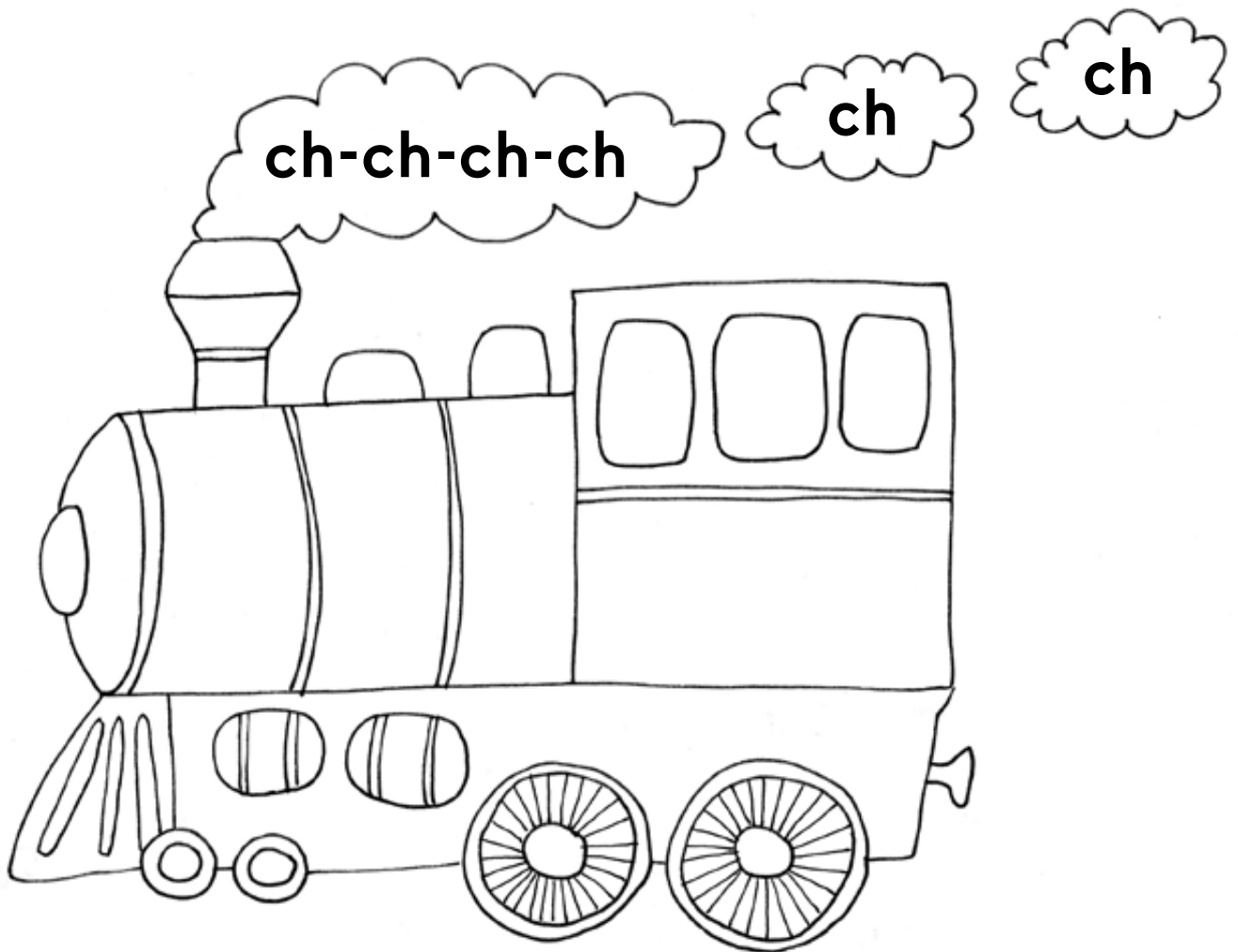
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**Remember to say the sound “b” (you are not naming the letter)**

- Demonstrate the sharp, explosive quality of the “b” by comparing with “m”.
- Make sure the voice is turned on.
- The “b” sound can be a bouncing ball sound. Pretending to bounce a ball “b, b, b” with your hand reinforces the explosive quality of the sound.
- The “b” sound is a loud pair of the “p” sound.



ch



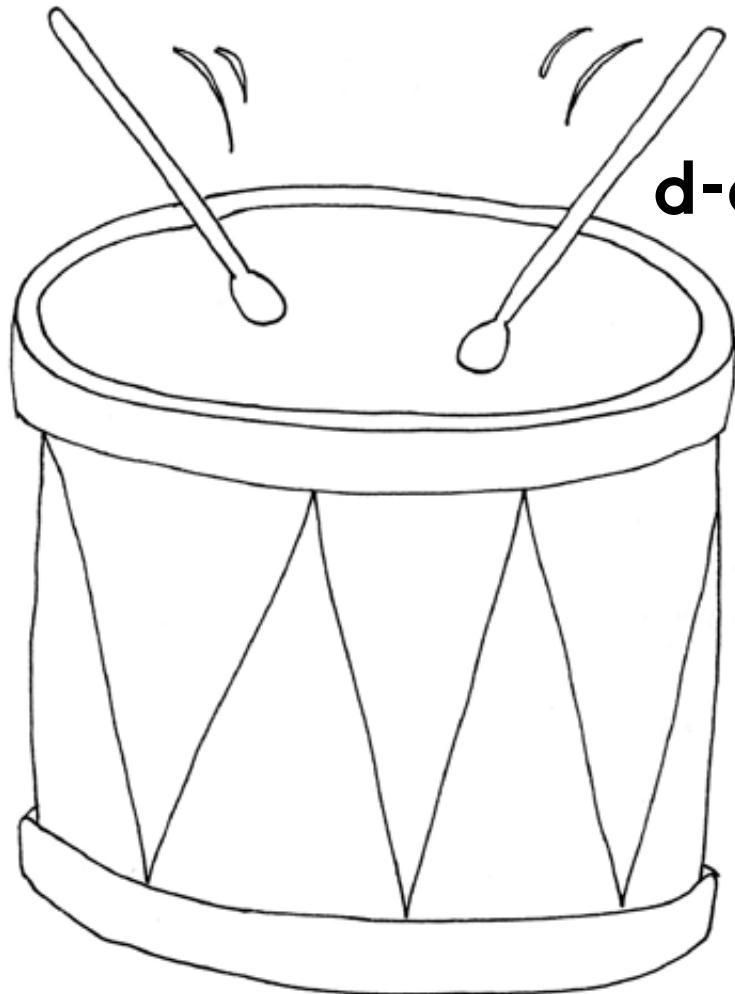
ch

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### Remember to say the sound "ch"

- Show the student that the tongue should be up behind the top teeth.
- Air comes out of the mouth in a central stream. Place your hand in front of the mouth and feel the rush of air.
- Show the student that "ch" is a short, sharp, explosive sound.
- Make sure the voice is turned off.
- If the student is having difficulty, try combining the speech sounds "t" and "y" to make "ch". Have them say "ut...yar" faster and faster until the speech sound in the middle becomes "ch".
- The "ch" sound is usually identified as the 'sneezing' sound "ah...ch", or an old steam train "ch, ch, ch."

d



d-d-d-d

A large, bold, black lowercase letter 'd' is centered on the page. The letter consists of a circular bowl on the left and a vertical stem on the right.

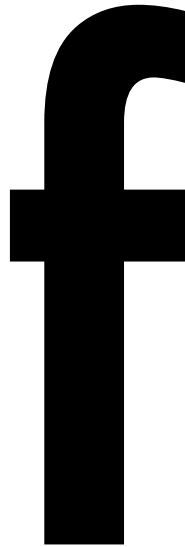
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**Remember to say the sound “d” (you are not naming the letter)**

- Show the student that the tongue tip should be up behind the top teeth.
- Demonstrate that “d” is a short, sharp sound (compare with “m”).
- Make sure the voice is on.
- The “d” sound may be a drum sound - beating the drum “d d d” highlights the explosive and ‘loud’ qualities of the sound.
- The “d” sound is the loud pair of the “t” sound.

f





---

### Remember to say the sound "f" (you are not naming the letter)

- Show the student that the teeth should rest on the bottom lip - 'bunny teeth'. If you describe this as 'biting' the lip, make sure the contact is gentle and will allow air to pass through when the student blows.
- Show the student that they blow to make the speech sound. Hold your hand in front of your mouth to feel the air escaping.
- You can also practice with a mirror so the student can see if their teeth and lips are correctly placed.
- Make sure the voice is turned off - with "f" there is no vibration in the throat.
- The "f" sound may be identified as the 'fly spray' sound - spray flies with a continuous "ffffff" or spray each fly "f, f, f".
- The "f" sound is the quiet pair of the "v" sound.

# g



g

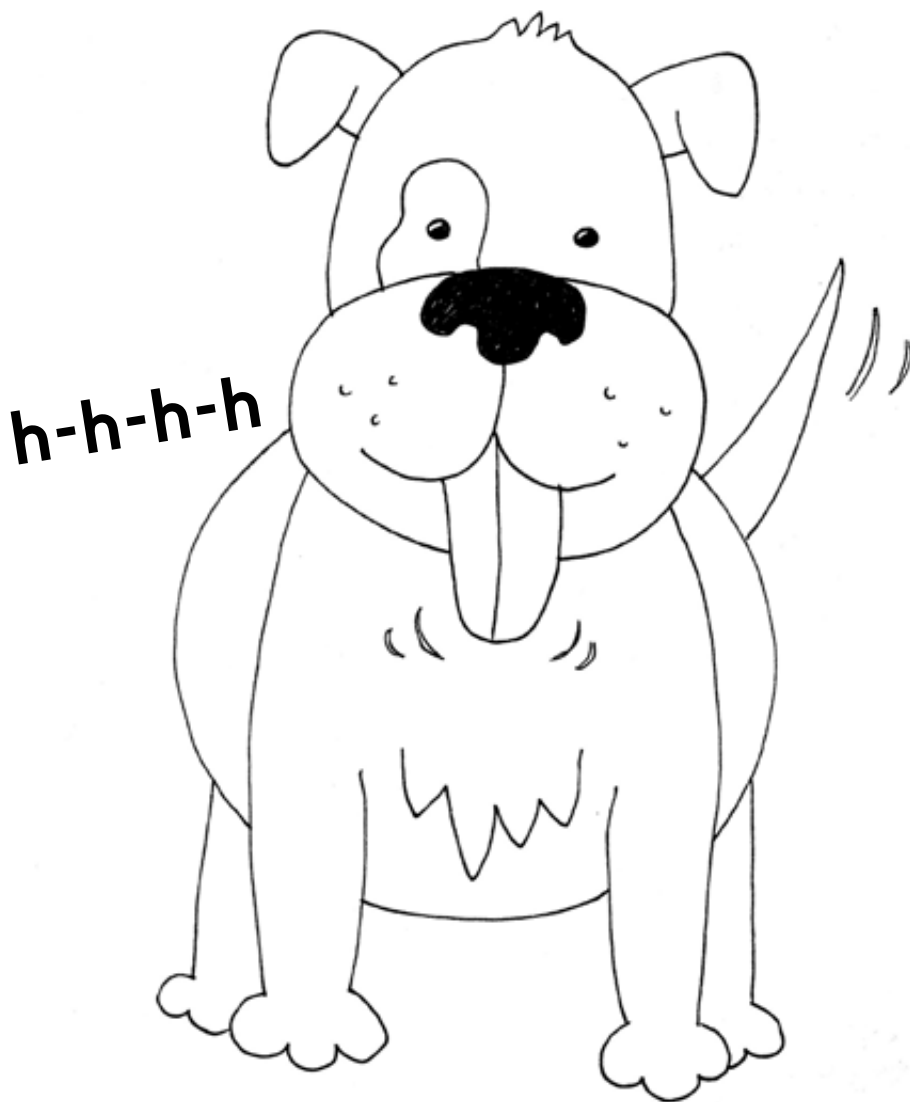
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**Remember to say the sound "g" (you are not naming the letter)**

- Show the student that this sound is made at the back of the mouth.
- Make sure the voice is turned on and compare the loud "g" sound with the quiet "k" sound.
- Tickle the back of your neck to help the student remember to pull their tongue back.
- The "g" sound may be identified as the 'gargling' or 'gulping' sound.
- The "g" sound is the loud pair of the "k" sound.



h



# h

---

## Remember to say the sound "h" (you are not naming the letter)

- Show the student that the mouth must be open to make this speech sound.
- Show the student how the air escapes by having them put their hand in front of their mouth while they say "h".
- Use feathers or tissues to show how much air is blown out on "h".
- Make the "h" breathing on a mirror and make it go foggy.
- Make sure the voice is turned off.
- The "h" sound may be identified as someone laughing "ha, ha, ha" or a hot dog panting - practise the panting sound "h,h,h".

j



j

---

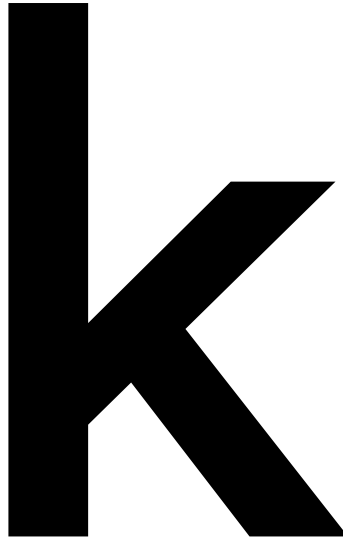
**Remember to say the sound “j” (you are not naming the letter)**

- Show the student that the tongue should be up behind the top teeth.
- Make sure the voice is turned on.
- If the student is having difficulty, try combining the sounds “d” and “y” to make “j”. Say “ud...yar” more and more quickly until the middle consonant becomes a “j”.
- The “j” sound may be identified as the ‘jumping’ sound.

**k K**

**k-k-k-k**



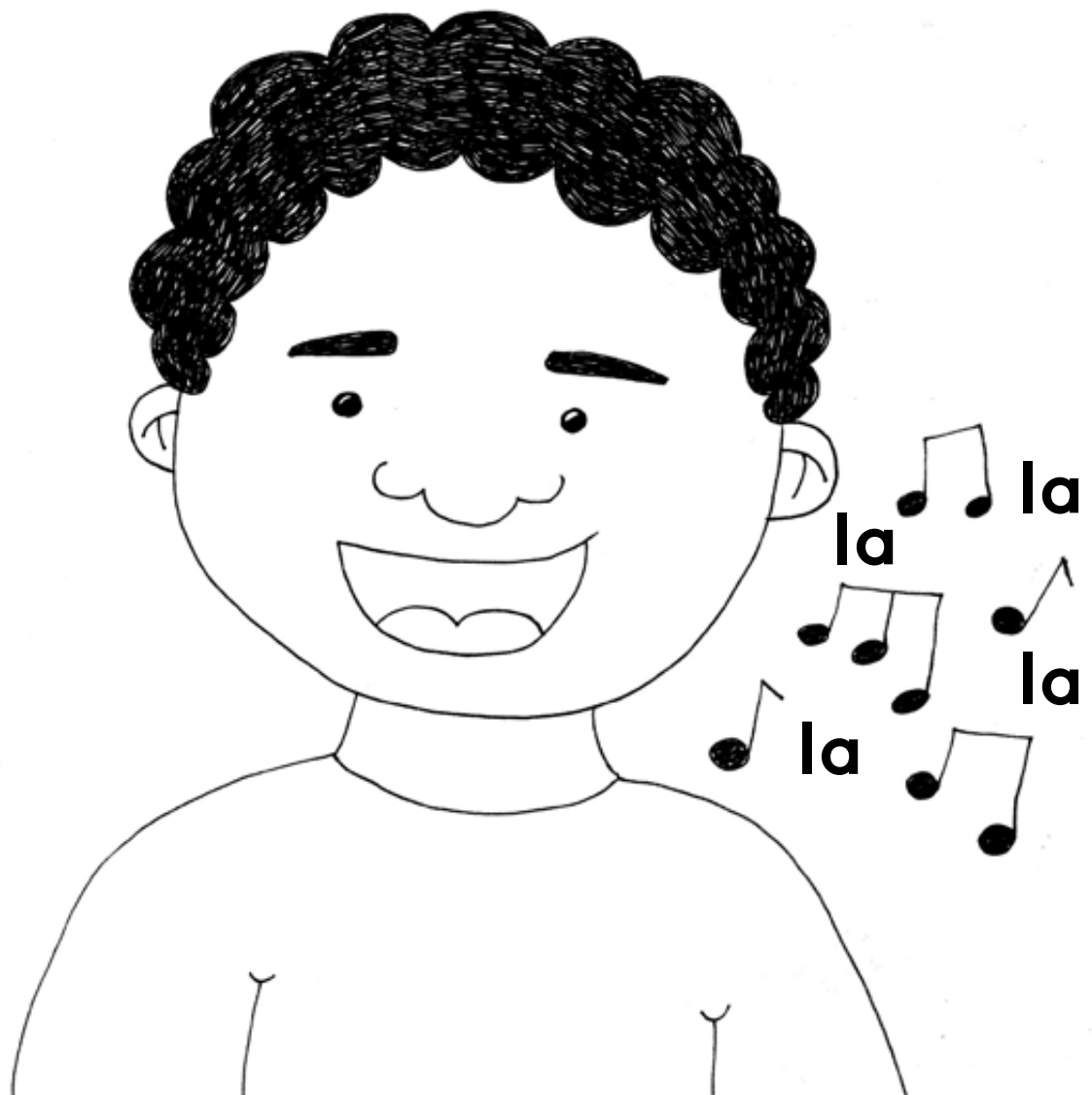


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**Remember to say the sound “k” (you are not naming the letter)**

- Model k-k-k-kookaburra.
- Show the student that this sound is made at the back of the mouth.
- Make sure the voice is turned off and compare voiceless “k” with the voiced “g”.
- Show the student that “k” is a short, sharp sound.
- The “k” is the quiet pair of the “g”.
- The “k” may be represented as the ‘coughing’ sound “k k k.”

I





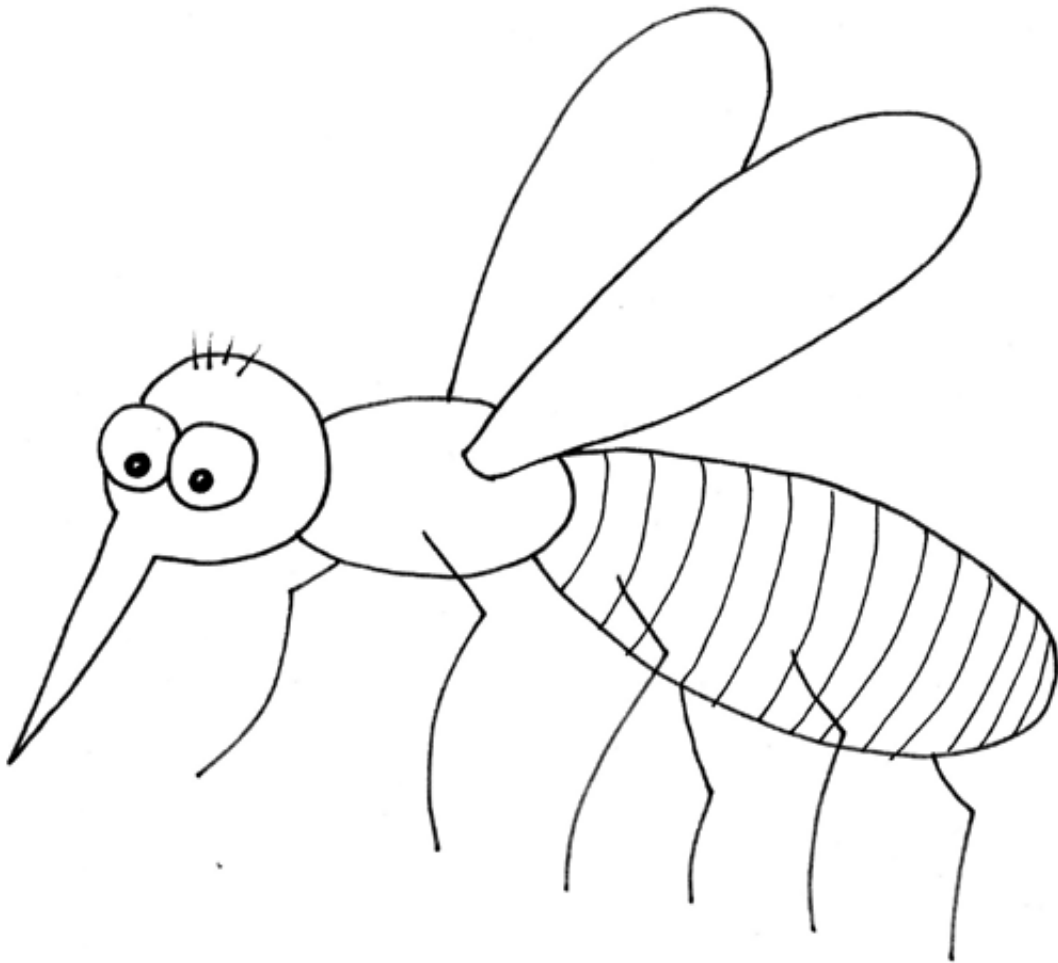
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### Remember to say the sound "l" (you are not naming the letter)

- Show the student that the tongue tip should be behind the top teeth, and drops to the bottom of the mouth when the sound is released.
- Make sure the voice is turned on.
- The "l" sound may be the 'singing sound' - in this case the tongue alternates between pushing up to the roof of the mouth and relaxing to the bottom of the mouth - sing "la, la, la".



m



m

---

**Remember to say the sound “m” (you are not naming the letter)**

- Make sure lips are pressed together.
- Use a mirror so that student can see that their lips are closed.
- Show the student that the “m” is a long continuous sound, not a short sharp one.
- Make sure the voice is turned on.
- Make sure the sound is being directed through the nose. When the sound is said correctly, you will be able to feel the vibration by touching the side of the nose with the finger. If you place a mirror under your nose when saying this sound, it will fog up.
- The “m” sound may be identified as a car motor, a mosquito, the ‘humming’ sound or the sound we make when something is yummy - “mmm, mmm”.

n



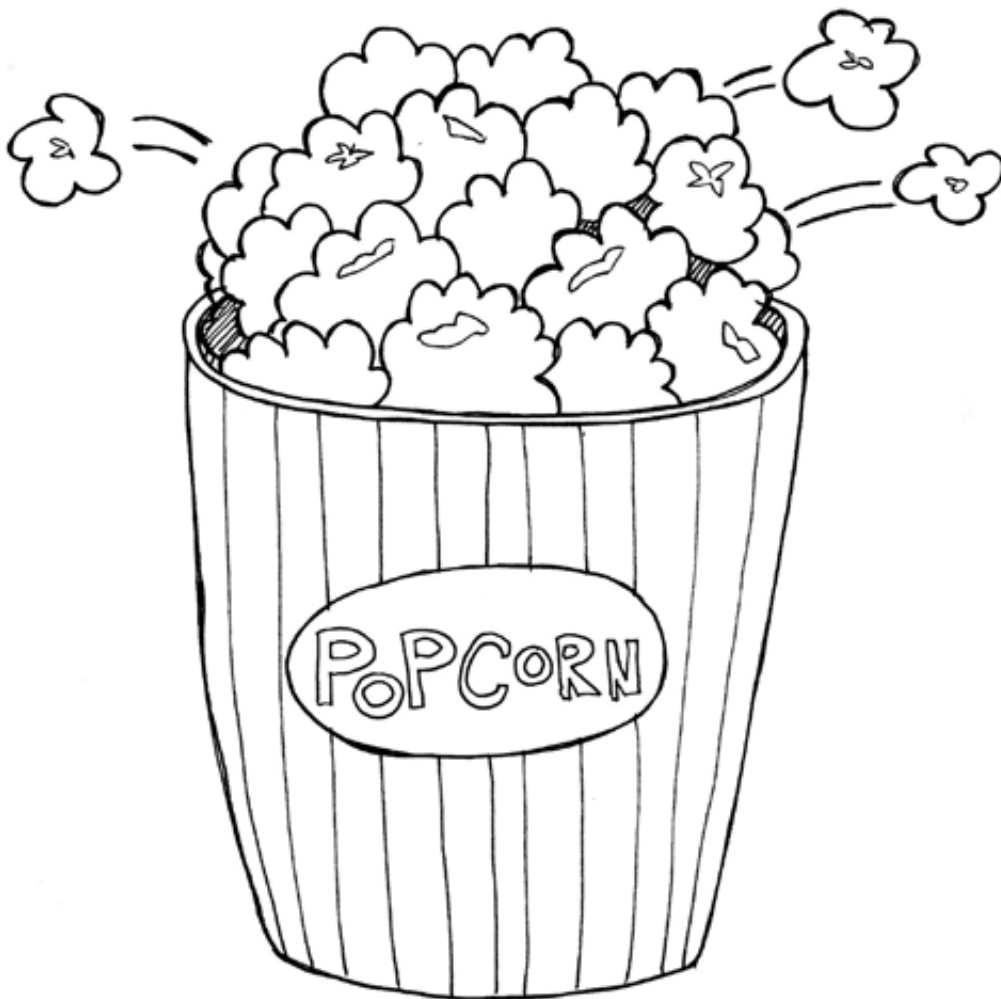
n

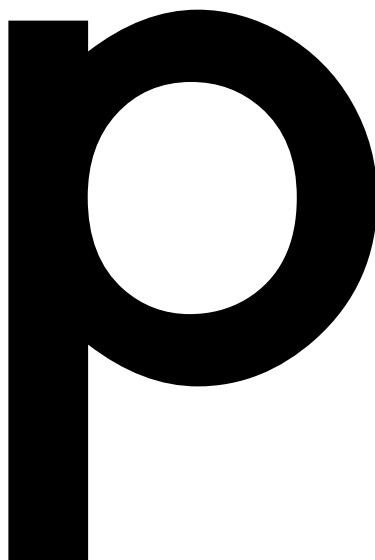
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**Remember to say the sound “n” (you are not naming the letter)**

- Show the student that the tongue tip should be up behind the top teeth like “t” and “d”.
- Contrast the difference between “m” and “n” by looking in the mirror as you say them.
- Show the student that “n” is a long, continuous sound.
- Make sure the voice is turned on.
- Make sure the sound is coming through the nose (see “m”). A mirror under the nose will fog up when we say the “n”.
- The “n” may be identified as ‘humming with the lips open’.

p



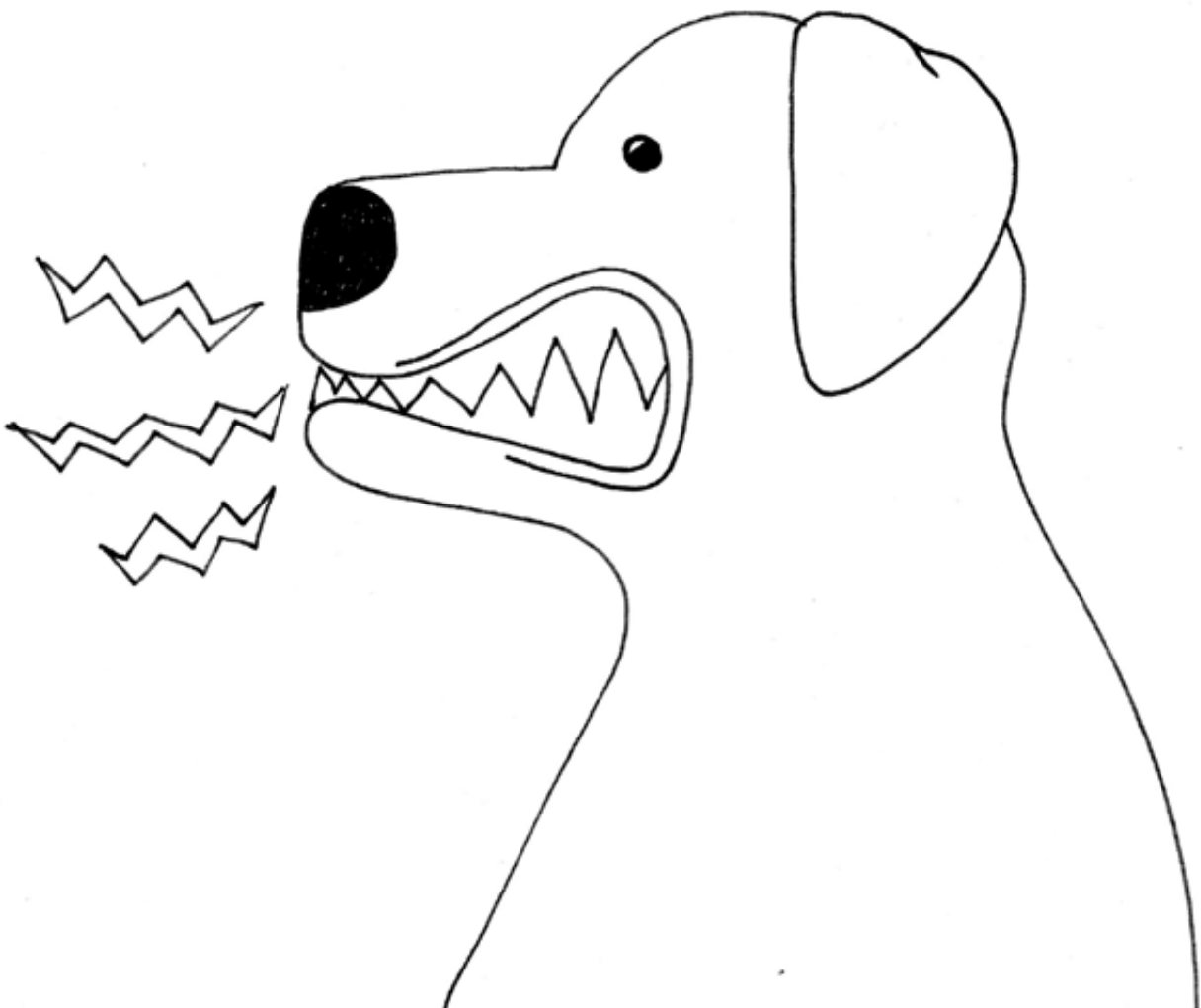


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### Remember to say the sound “p” (you are not naming the letter)

- Make sure lips are pressed together.
- Feel the puff of air on your hand as the lips ‘pop’.
- Demonstrate that “p” is a short, sharp, explosive sound by comparing with “m”.
- Make sure the voice is turned off for “p”.
- Blowing a feather or tissue when saying “p” will show the student how the air explodes for this sound.
- The “p” sound may be identified as the ‘popcorn’ sound or the sound of popping bubbles. Play with bubbles (or pretend to) – chase them and say “p,p,p” as you pop them.
- The “p” sound is the quiet pair of the “b” sound.

r



r

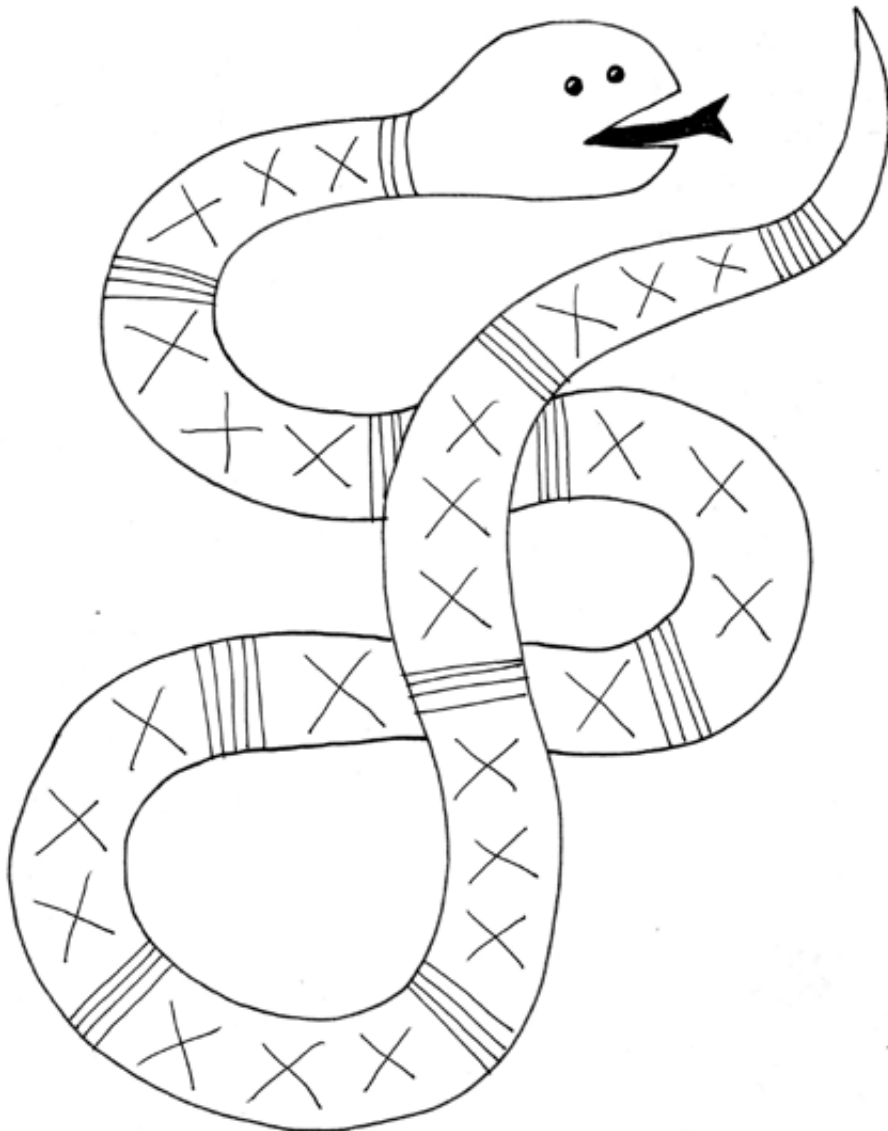
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### Remember to say the sound “r” (you are not naming the letter)

- The position of the tongue can vary a lot when making this speech sound.
- Show the student that they should use the tongue up towards the roof of the mouth to make the sound and not to round the lips as in the “w” sound.
- Encourage a smiling mouth. Discourage rounding of the lips as much as possible. A mirror can help the student see the shape of the mouth and to see if they are making a “w” sound instead.
- Make sure the voice is turned on.
- The “r” sound may be identified as the growling or roar of a lion or a dog. Describing the tongue movement for the “r” as “like a dog sitting up begging” is often helpful to cue the student in to the correct posture. If the student tends to round their lips towards a /w/ when attempting this speech sound, continue with the dog analogy to “show our teeth” when we “growl” so the lips are kept spread.



# S



# S

---

## Remember to say the sound "s" (you are not naming the letter)

- You can make this sound with the tongue tip behind the upper or lower teeth.
- Show the student that "s" is a long, continuous sound. See how long the student can make a snake sound last - "sssssss...".
- Have the student feel the air escaping by placing their hand in front of the mouth.
- Make sure the voice is turned off.
- If the student has difficulty placing their tongue, have them say the "t" sound first to get the tongue up behind the teeth. Saying "ts" or "t..t..t..s" may help as these speech sounds are usually made in a similar place from the ridge behind the top teeth.
- You can also try and have the student make the "s" sound by pretending to pull the sound out between the teeth with a string.
- "s" can be a tricky speech sound for students who do not have their front teeth.
- The "s" sound is usually represented as the 'snake' sound.

# sh



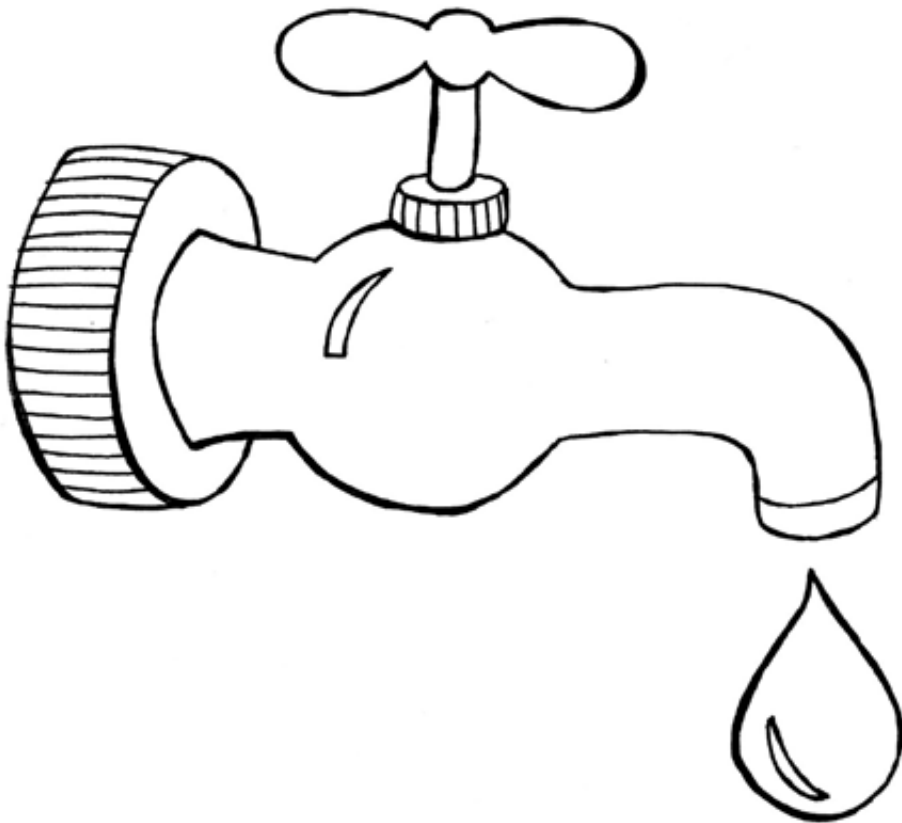
# sh

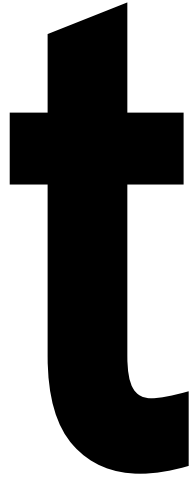
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## Remember to say the sound "sh"

- Show the student that "sh" is a long, continuous sound.
- Try rounding the lips (make like a fish, protruding your lips).
- Make sure the voice is turned off.
- If the student can say "s" correctly have them say "s" and then pull the tongue back slightly to say "sh".
- Have the student feel the air escaping by placing their hand in front of the mouth.
- The "sh" sound is usually called the 'be quiet' sound - put a finger to your mouth and push your lips out towards your finger as you tell someone to "shhhhhh!"

t



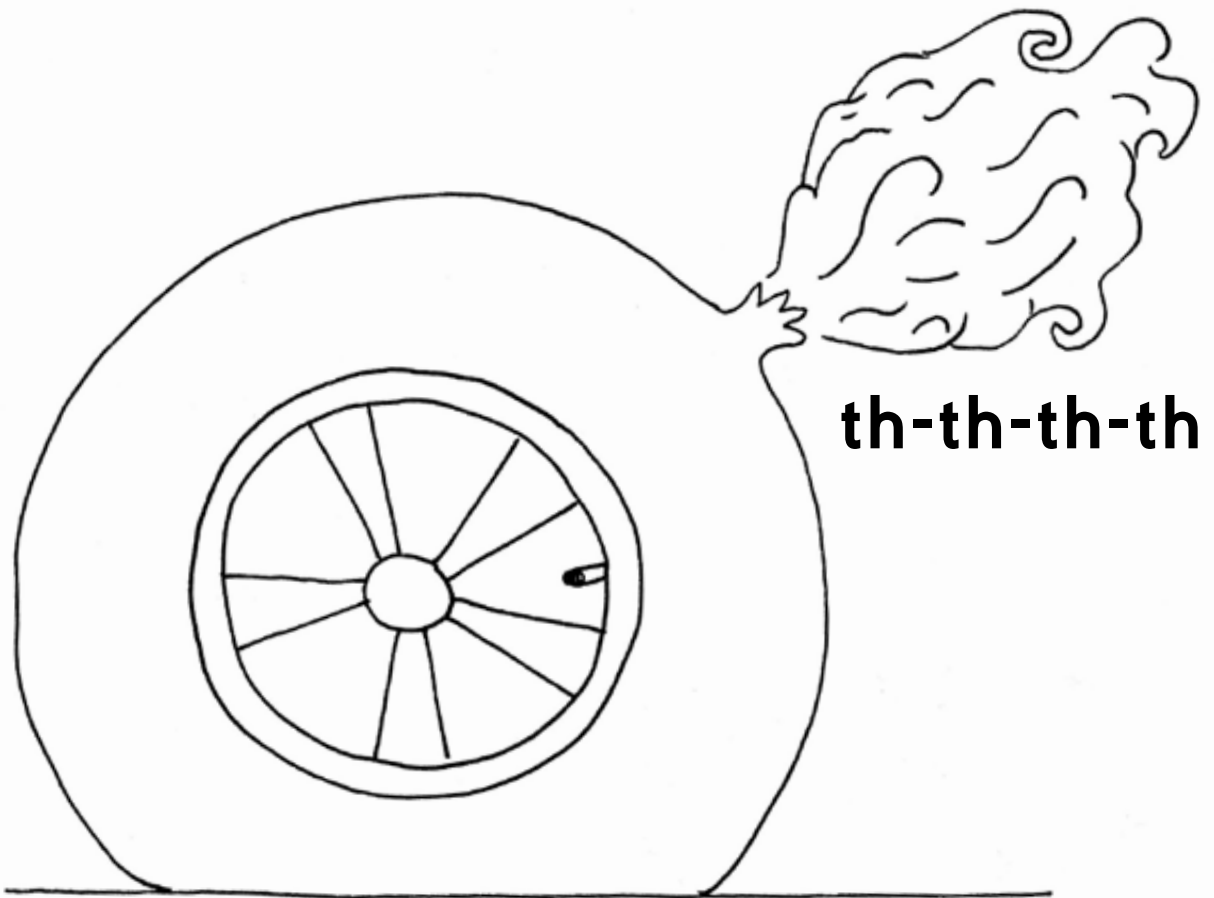


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**Remember to say the sound "t" (you are not naming the letter)**

- Show the student that the tongue tip should be up on the ridge behind the top teeth.
- Show the student that the "t" is one of the short, sharp 'explosive' sounds.
- Make sure the voice is off.
- The "t" sound can be identified as a tap dripping "t,t,t" or the ticking of a clock.
- The "t" sound is the quiet pair of the "d" sound.

# th



th

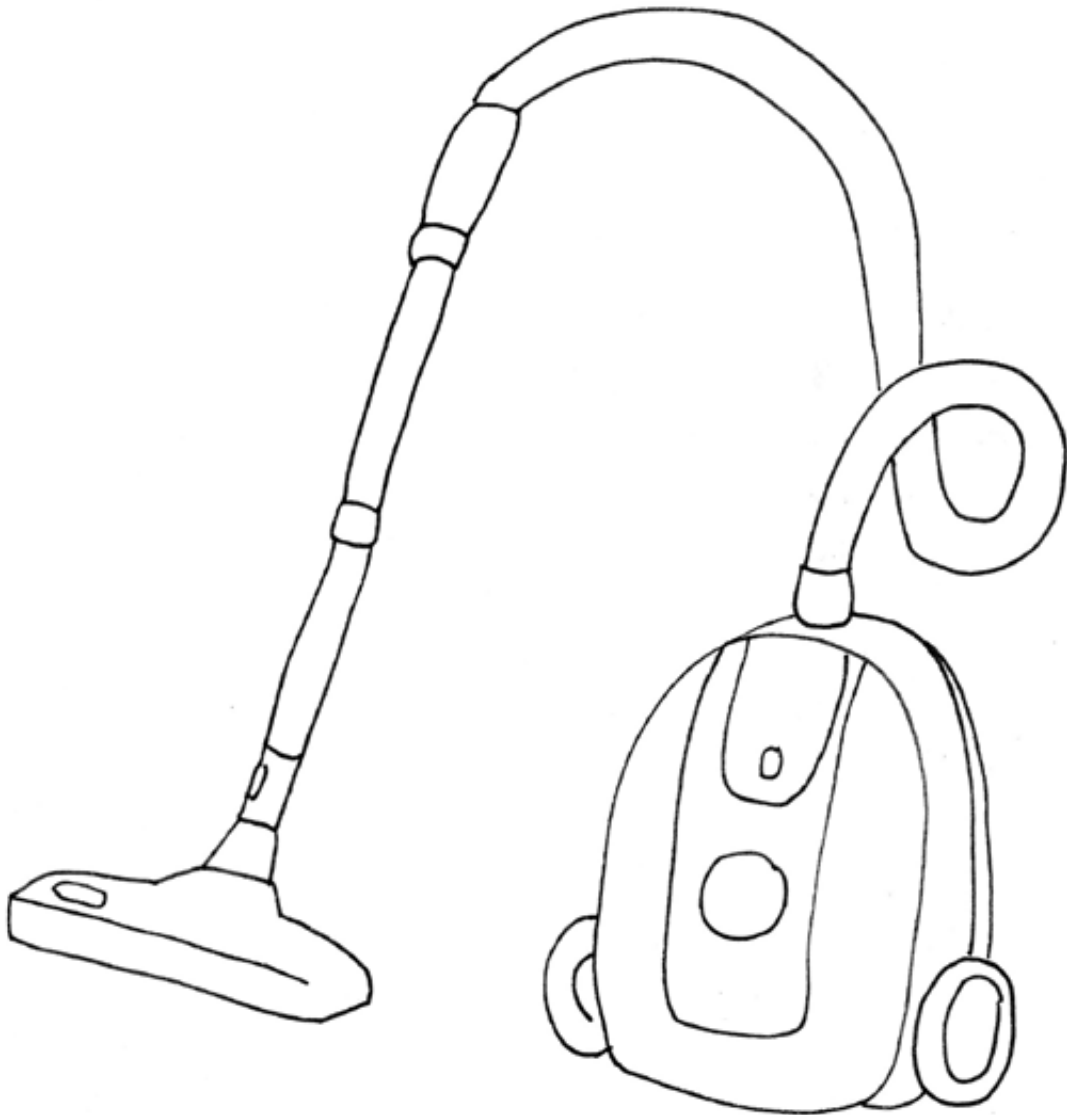
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### Remember to say the sound "th"

- Show the student that the tongue should be pushed out between the teeth. Make sure only the tip of the tongue sticks out, not the whole tongue.
- Use a mirror so that the student can see where the tongue is.
- Show the student that they must blow to make the sound.
- Make sure the voice is turned off for the 'quiet' "th" sound and on for the 'loud' "th" sound.
- "th" can be identified as the sound of a leaky tyre as the air comes out.



V



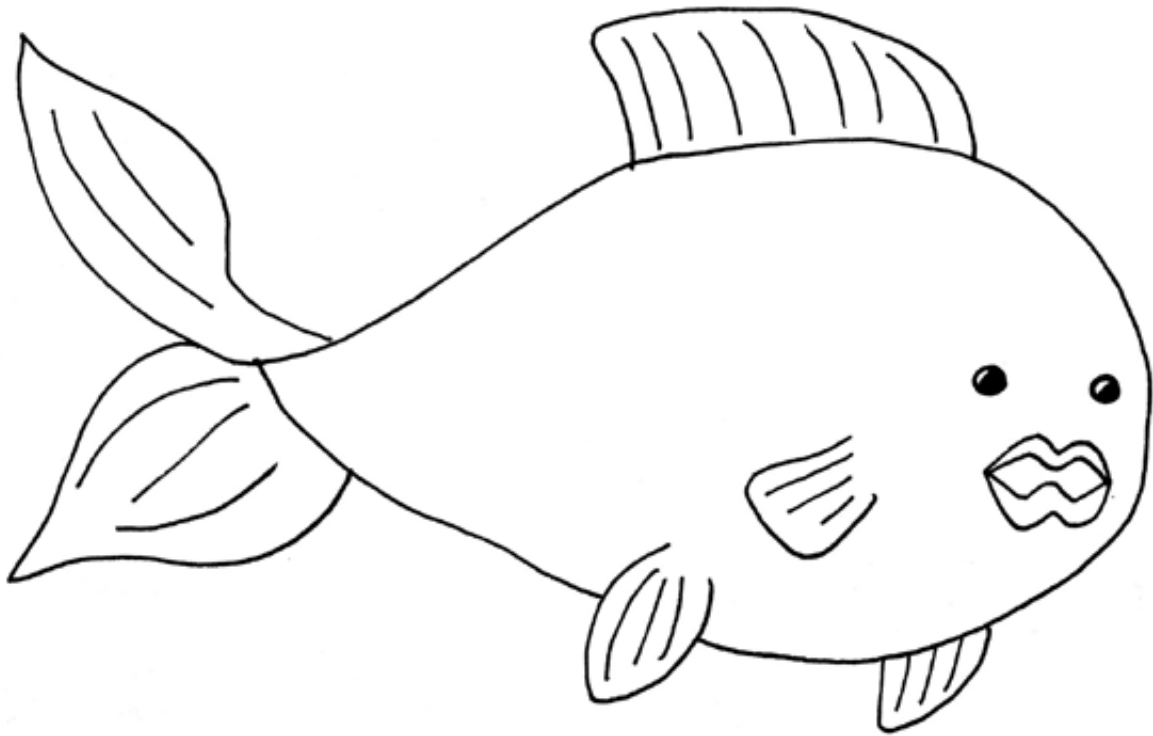


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**Remember to say the sound "v" (you are not naming the letter)**

- Show the student that the teeth should rest on the bottom lip. Tell them to bite the lip, but make sure the contact is gentle and will allow air to pass through when they blow.
- Practise with a mirror so the student can see if their teeth and lips are correctly placed.
- Show the student that they blow to make the sound. Hold your hand in front of your mouth to feel the air escaping.
- Make sure the voice is turned on.
- The "v" sound may be called the 'vacuum cleaner' sound "vvvvvvv".
- "v" is the loud pair of "f".

W



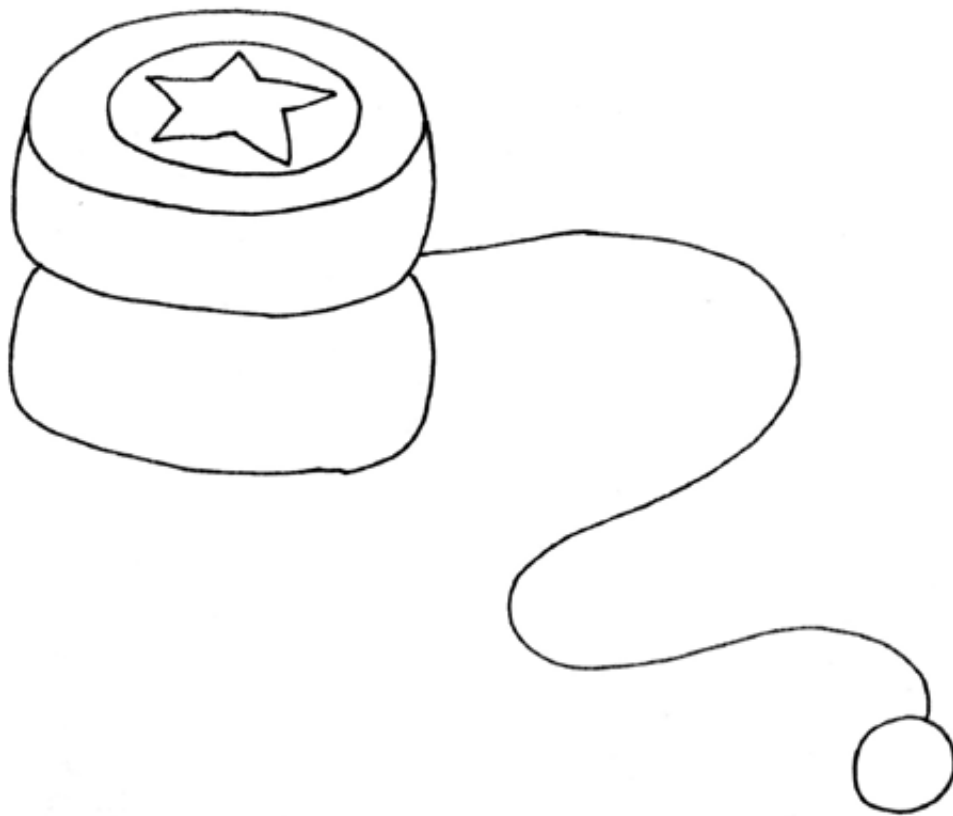


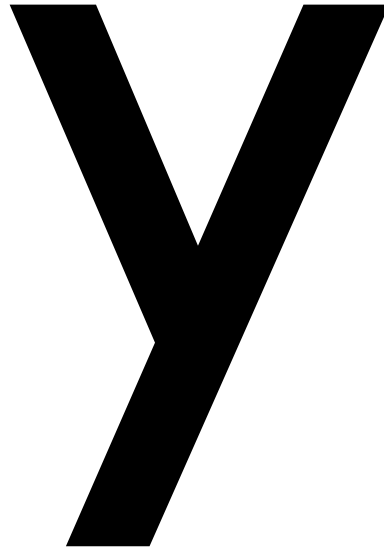
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**Remember to say the sound “w” (you are not naming the letter)**

- Show the student that the lips should be in a round shape for this sound. Use a mirror to help the student see the shape of the mouth.
- Make sure the voice is turned on.
- Pretend you are a goldfish with a round mouth and say “w, w, w.”

Y



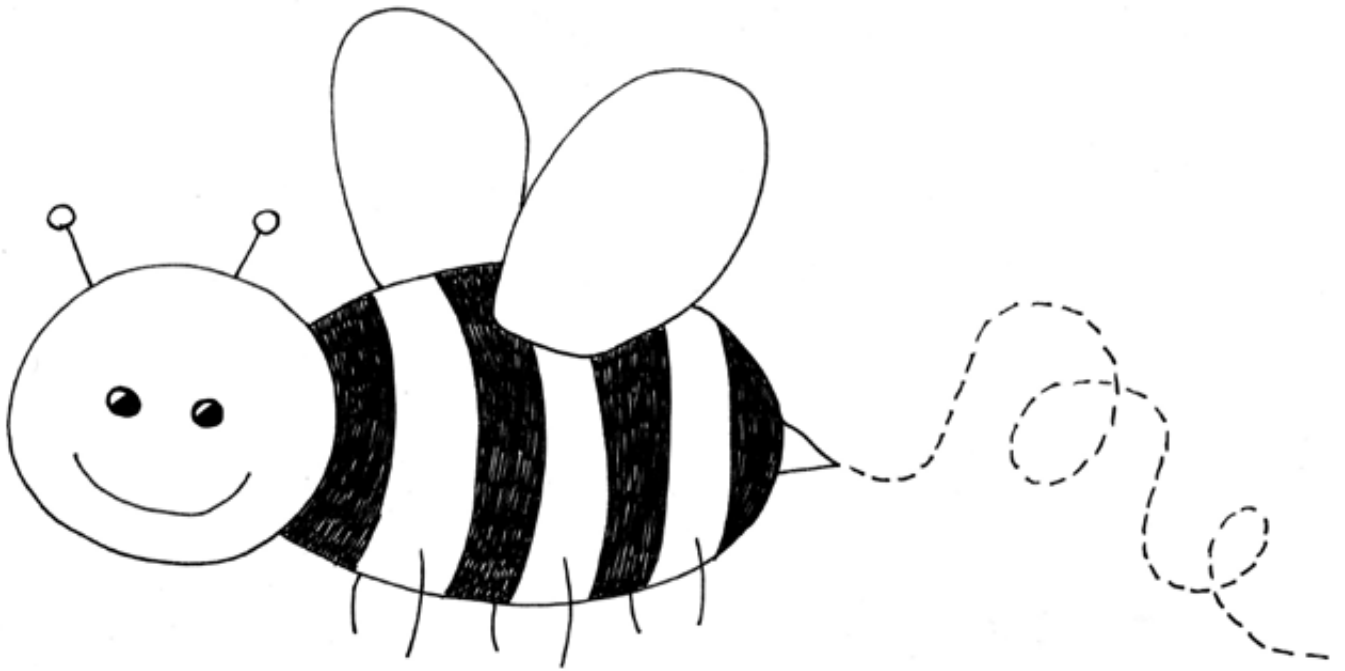


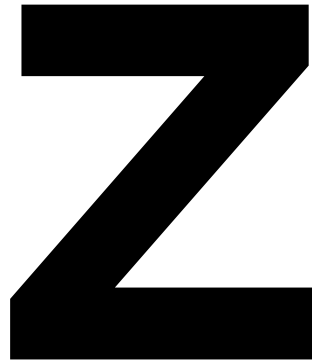
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**Remember to say the sound “y” (you are not naming the letter)**

- If a student has difficulty producing the “y” sound, try first having them say “ee, ee, ee” and “uh, uh, uh.” Then combine the sounds, “ee-uh”. As they say the sound combination quickly, it will blend together to resemble the “y” sound.
- Make sure the voice is turned on.
- The “y” may be identified as a yoyo as it has a bouncy quality to the sound.

Z





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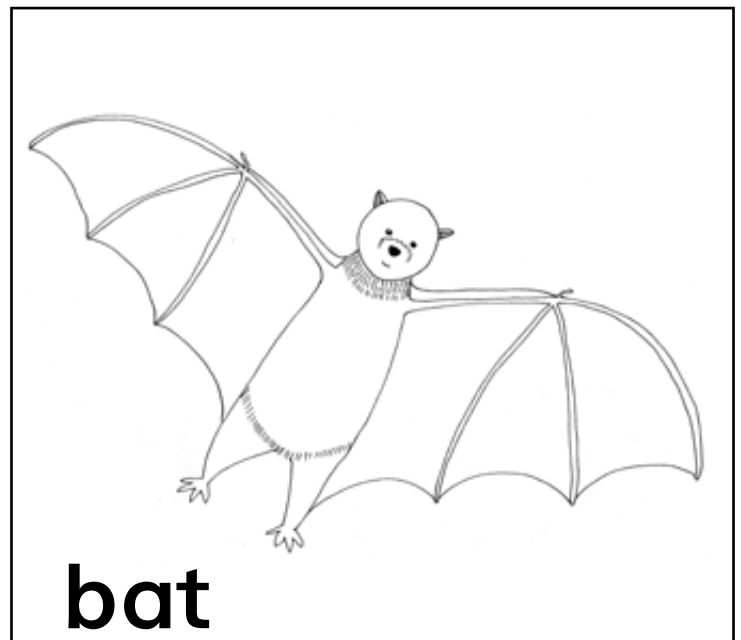
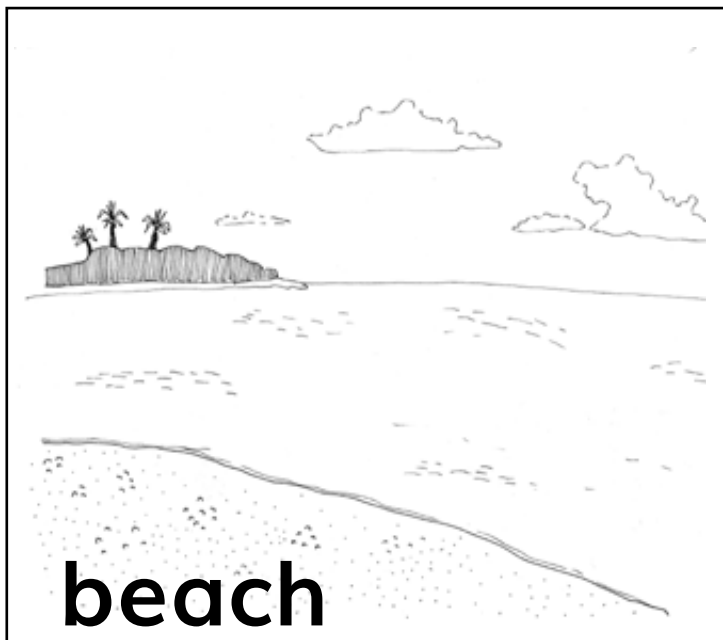
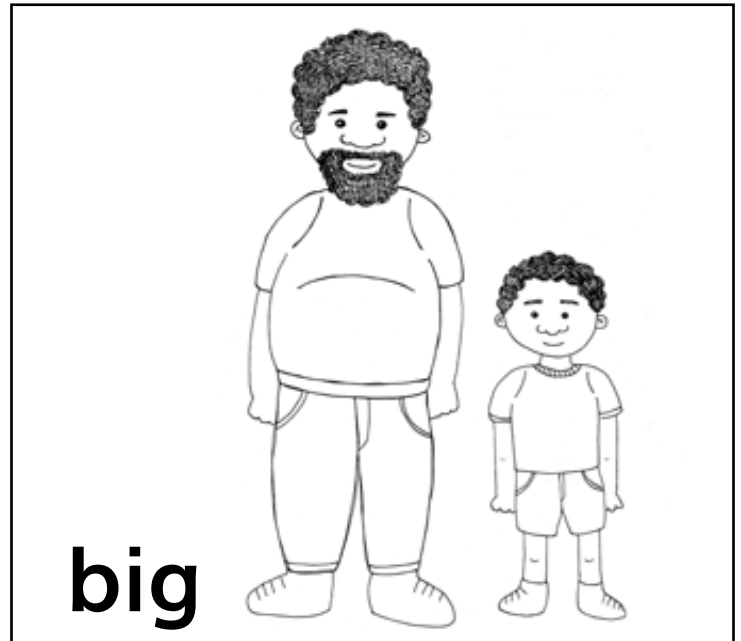
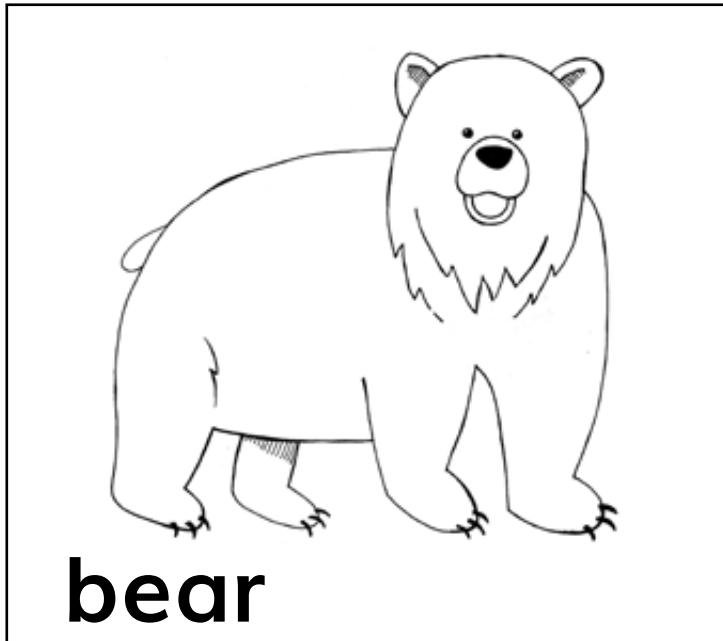
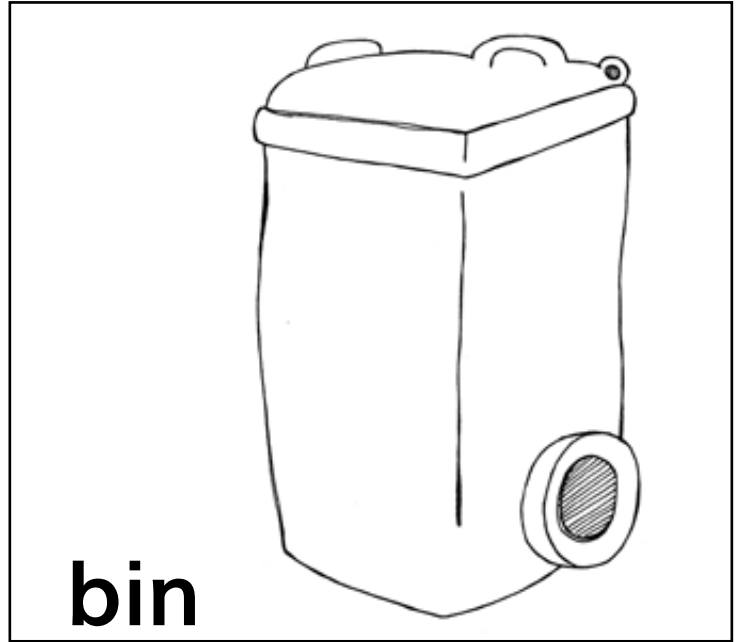
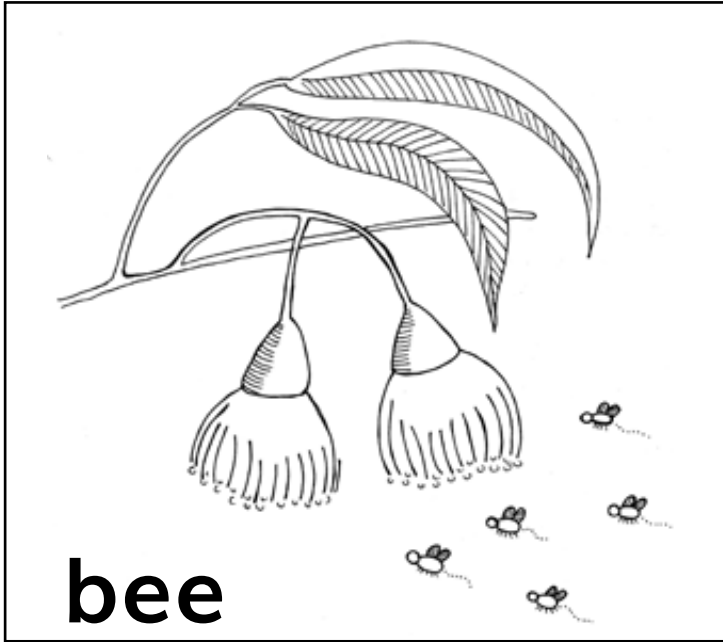
**Remember to say the sound "z" (you are not naming the letter)**

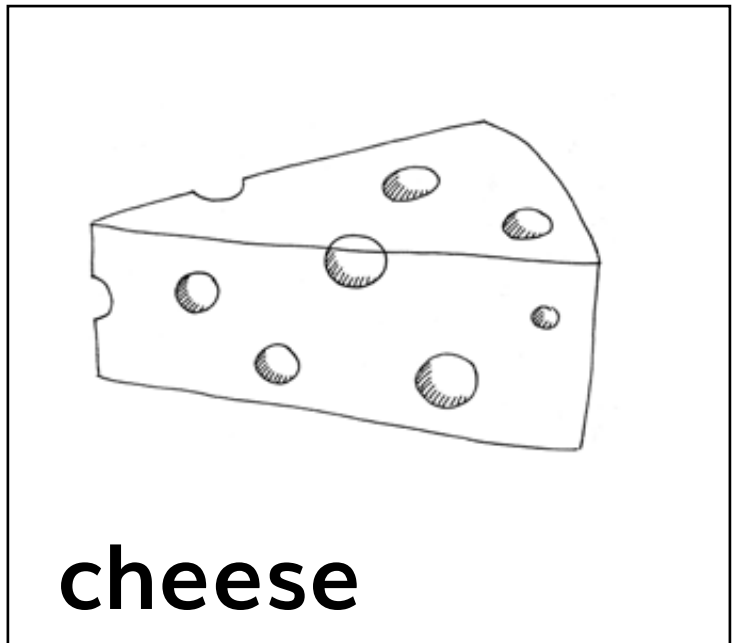
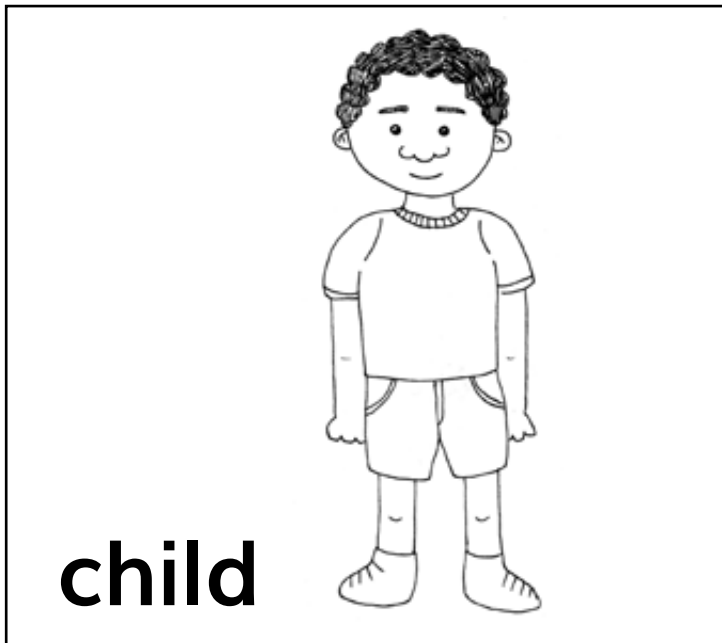
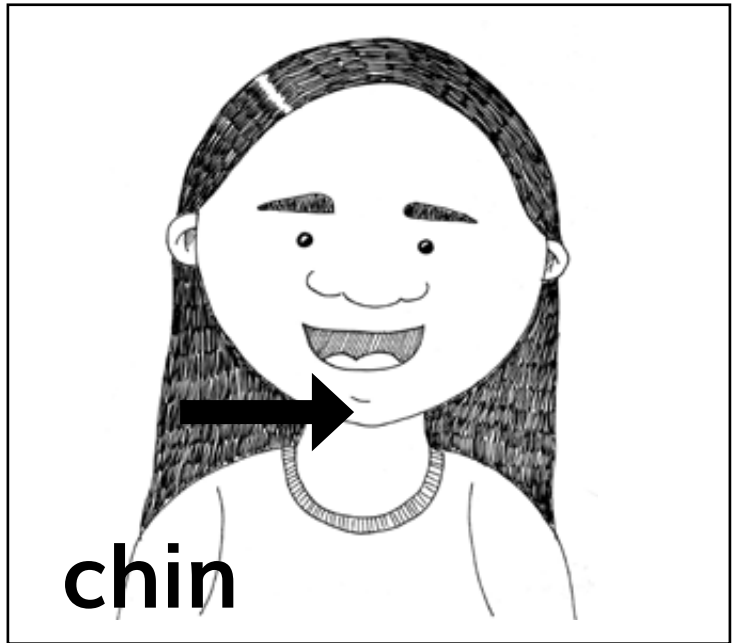
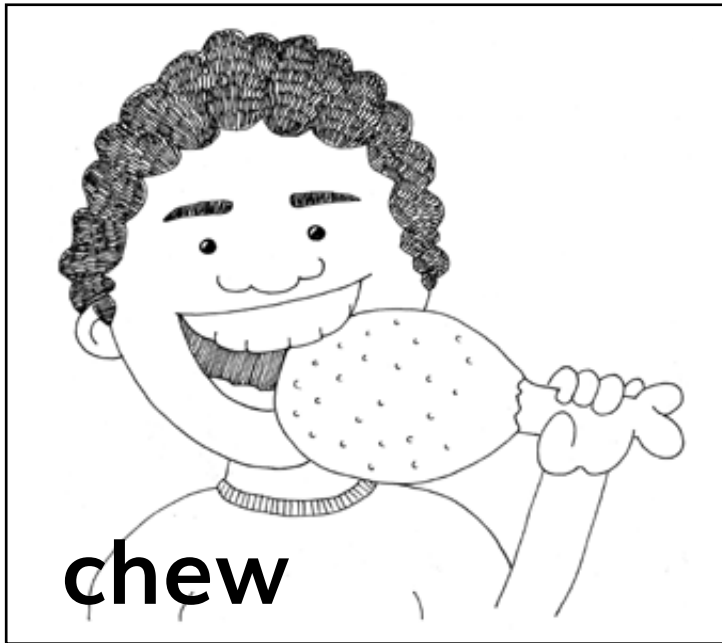
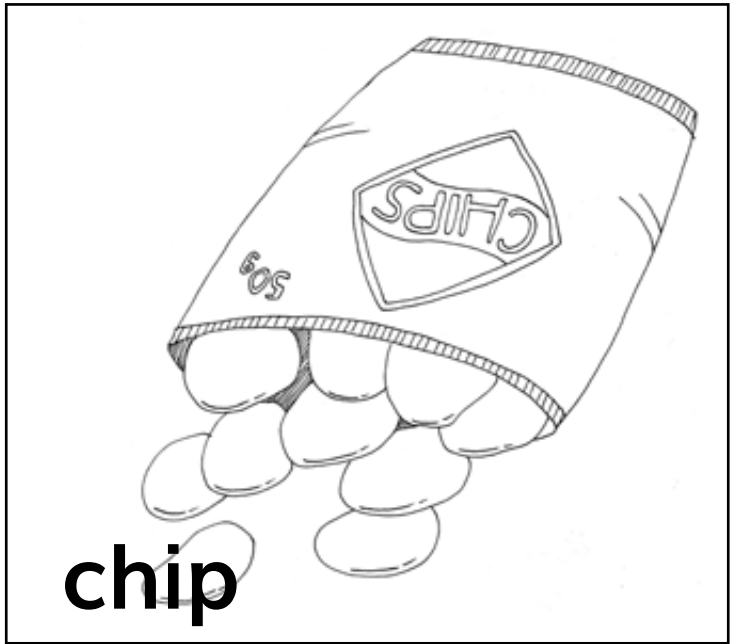
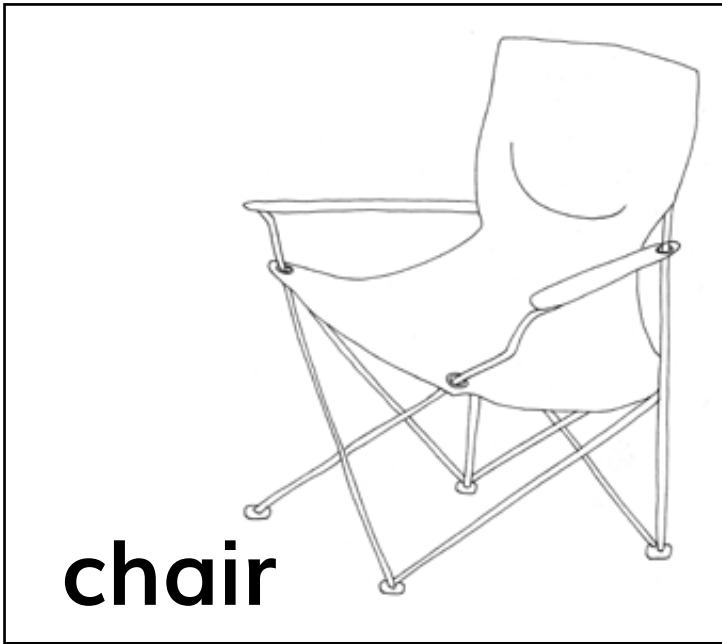
- You can make this speech sound with the tongue tip behind the upper or lower teeth.
- Demonstrate that "z" is a long, continuous sound.
- Have the student feel the air escaping by placing their hand in front of the mouth.
- Make sure the voice is turned on.
- If the student has difficulty placing their tongue, have them say the "d" sound first to get the tongue up behind the teeth. Saying "dz" or "d..d..d..d..z" may help.
- Practice the "z" sound as a 'buzzing bee' sound "zzzzzzz."
- "z" is the loud pair of "s".



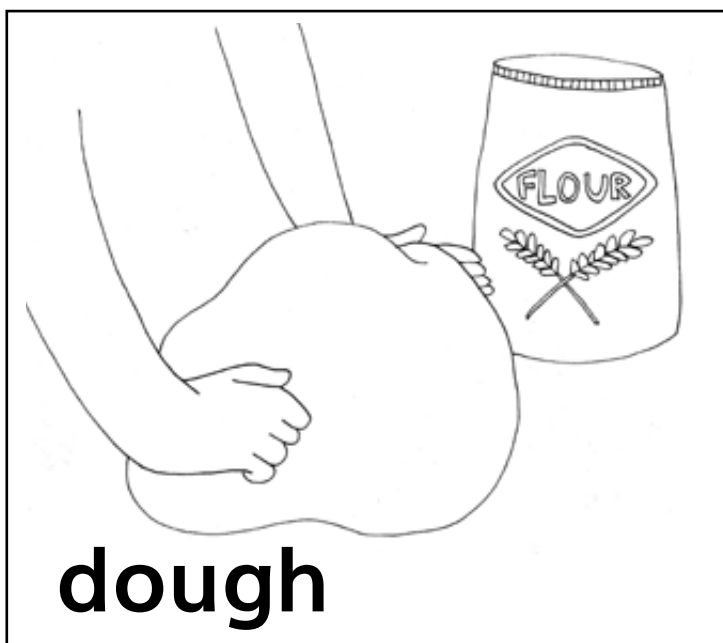
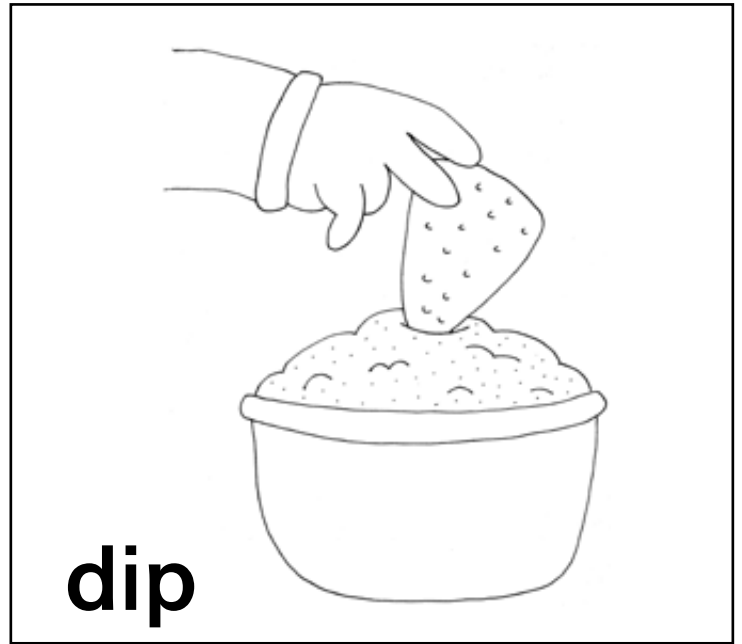
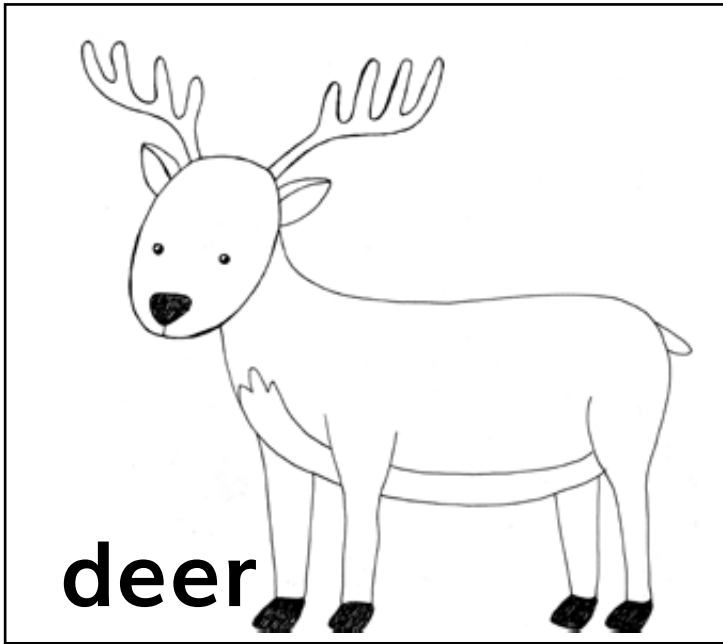
**Target words for /b/ sound practice**

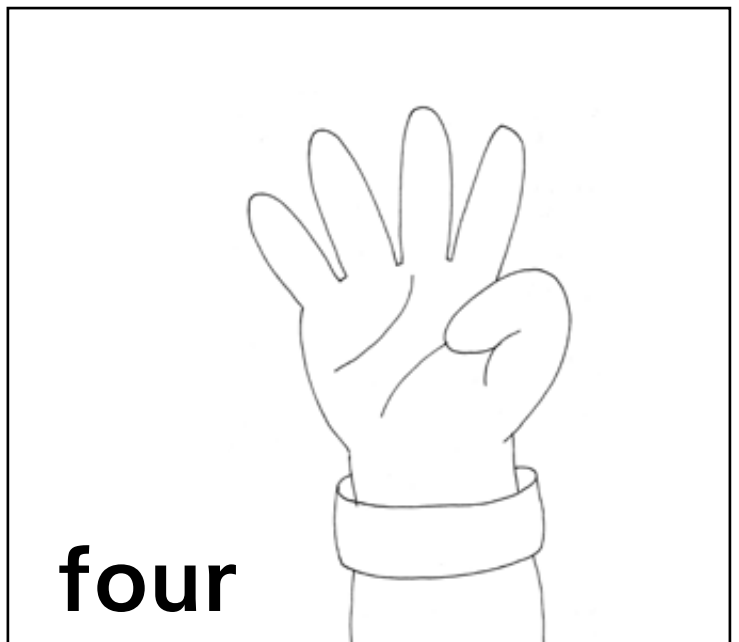
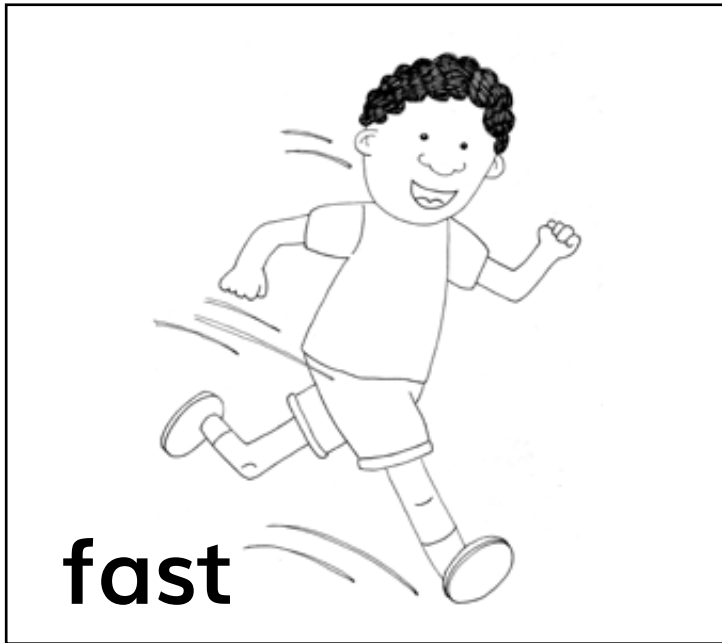
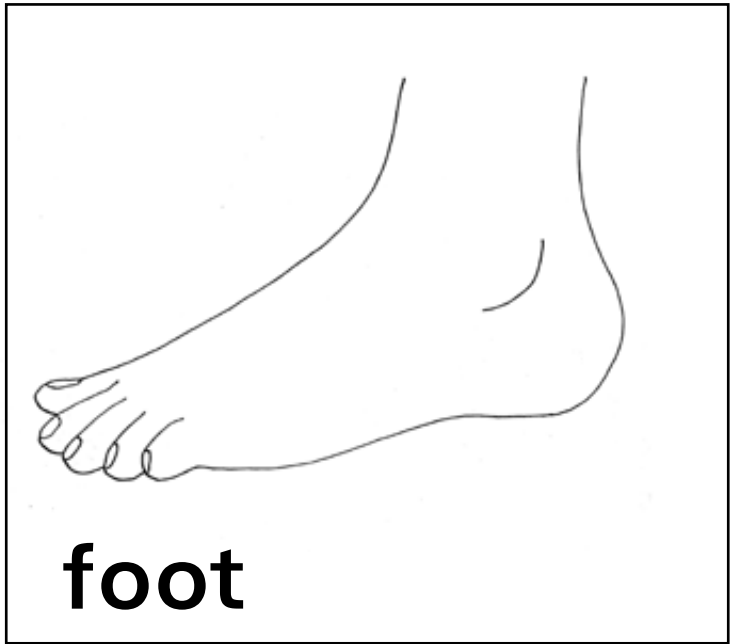
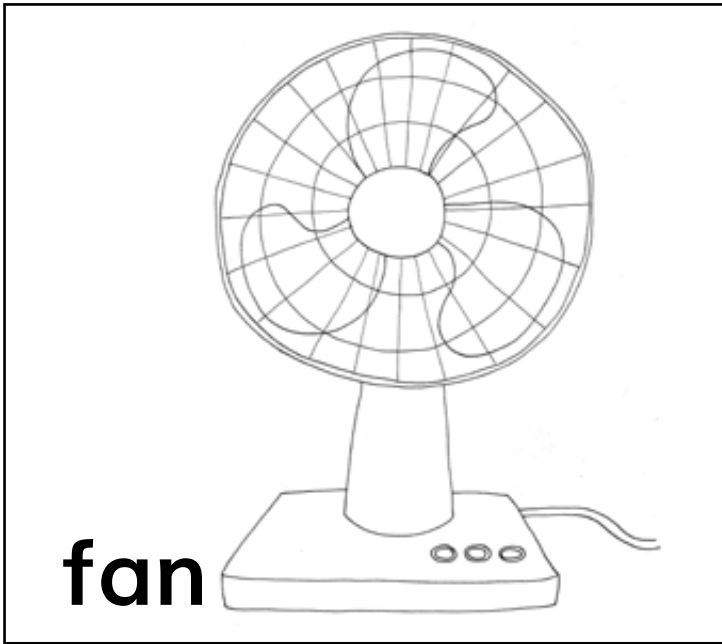
These words were selected as contrastive pairs for the /p/ words





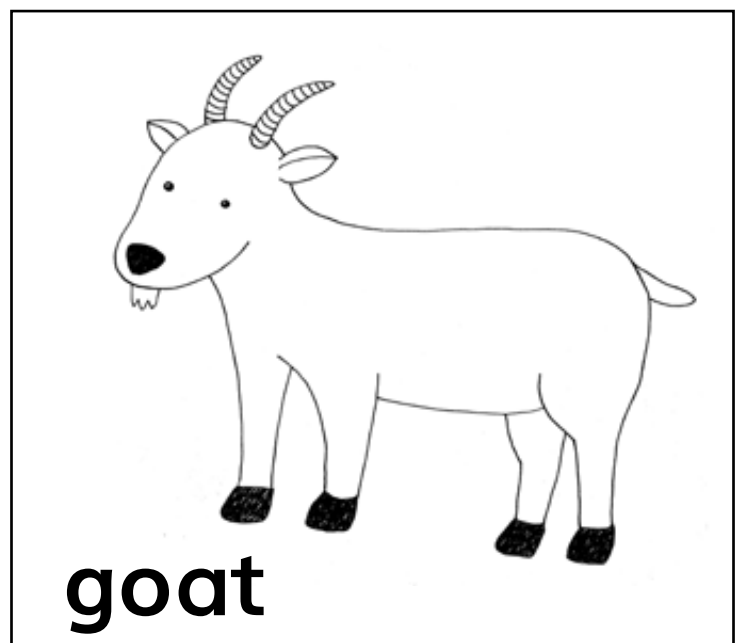
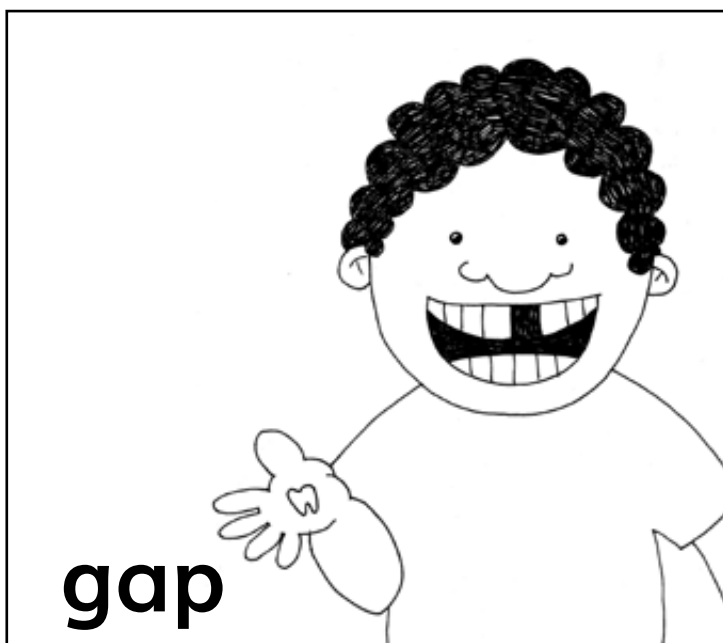
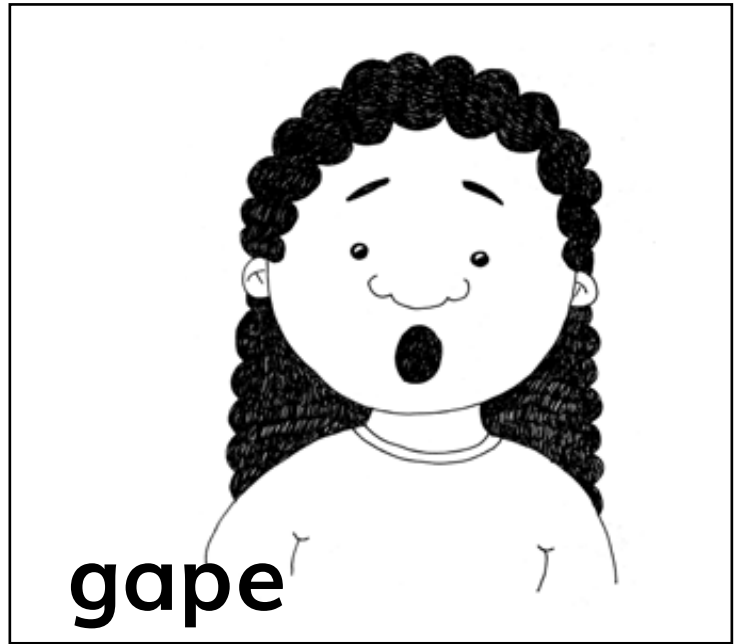
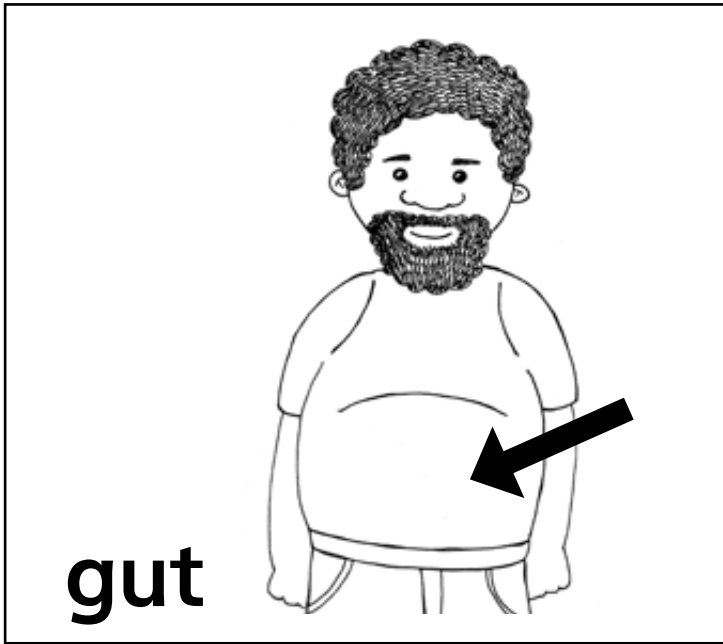
These words were selected as contrastive pairs for the /t/ words

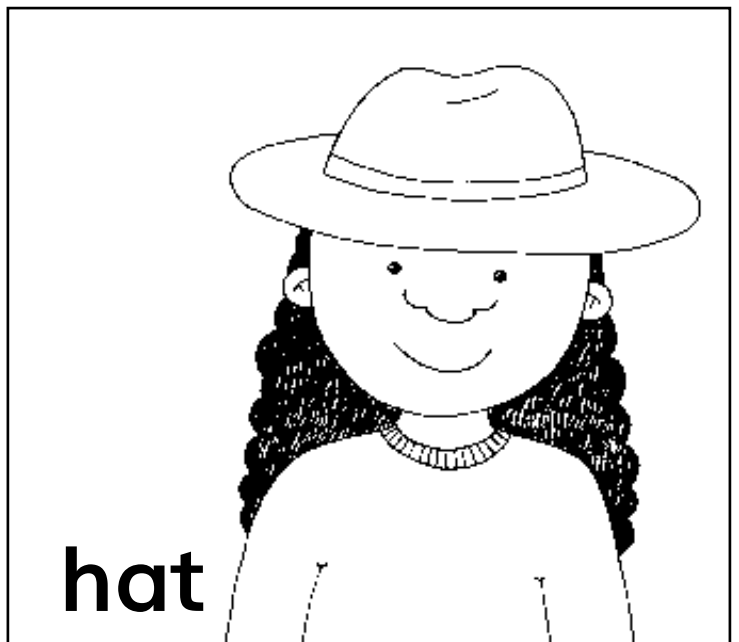
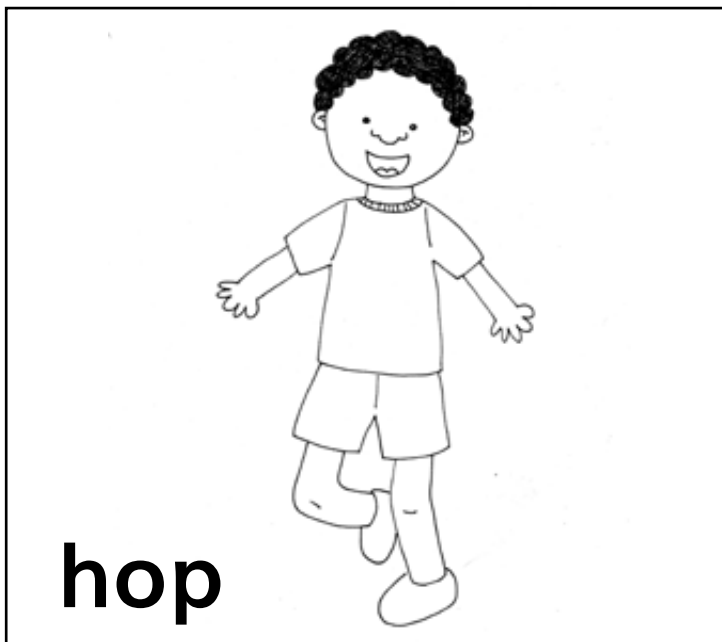
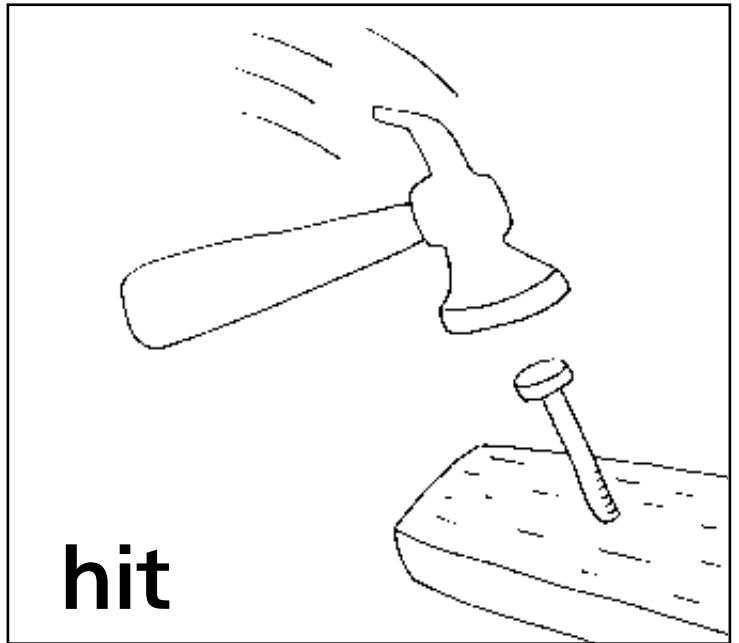
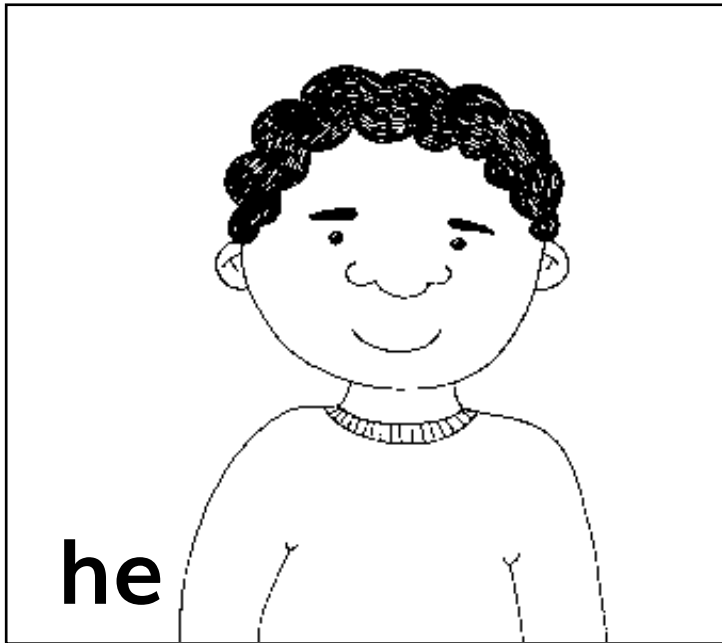
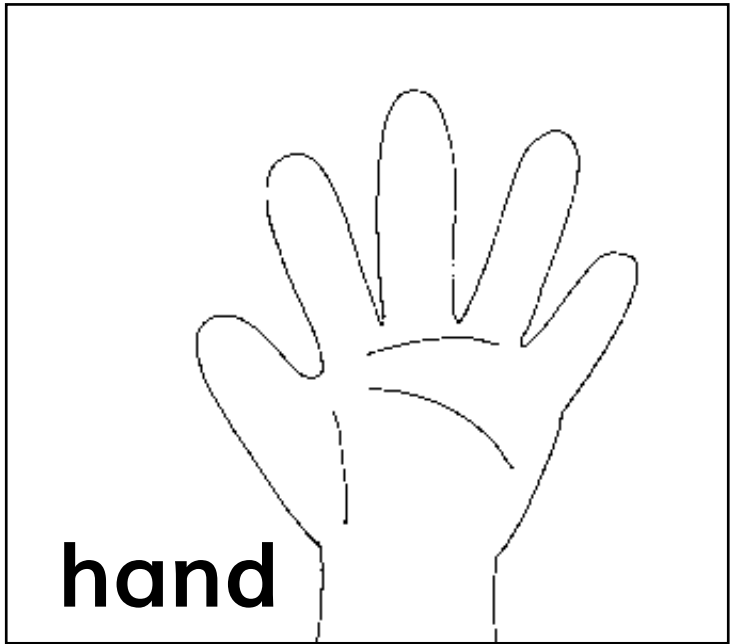
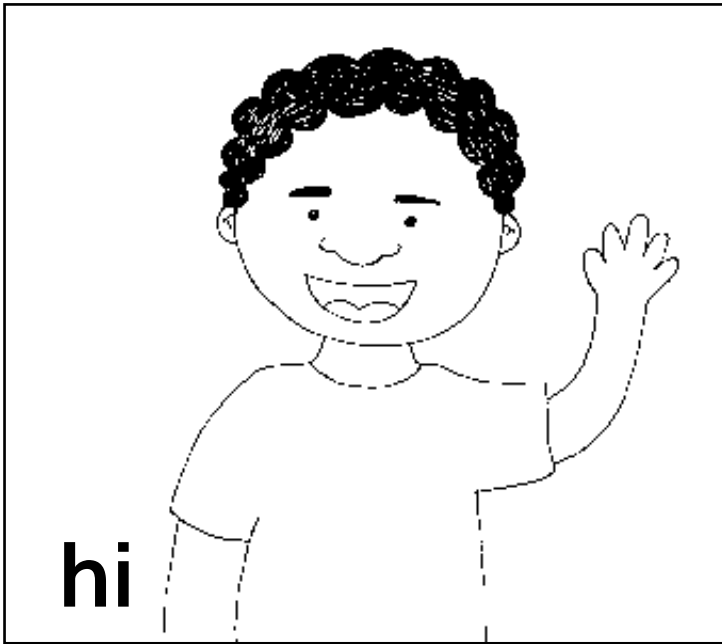


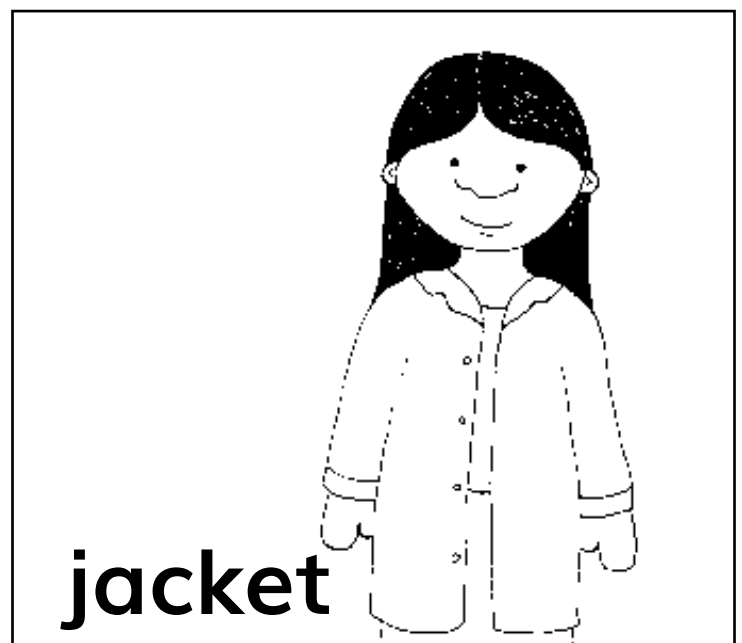
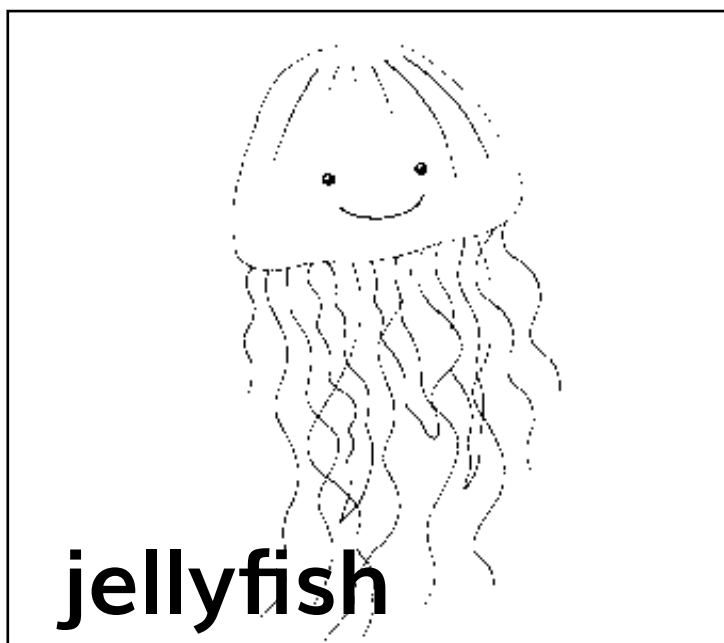
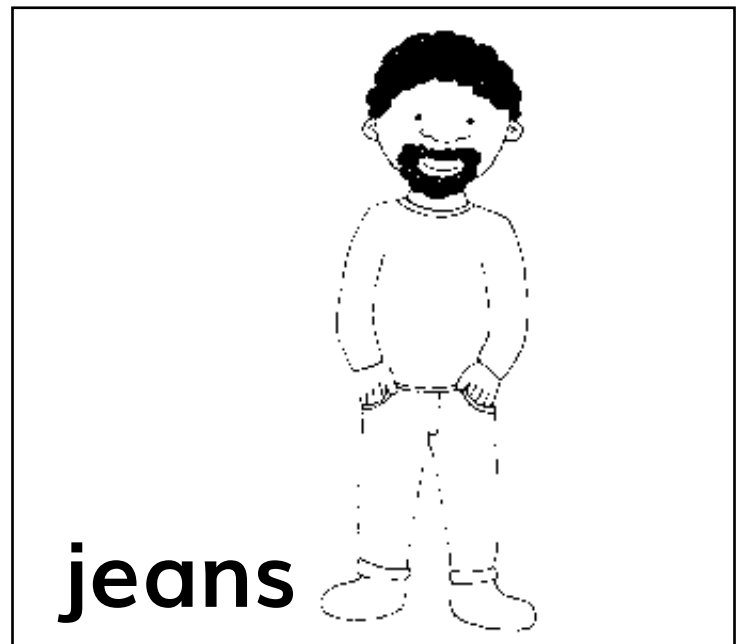
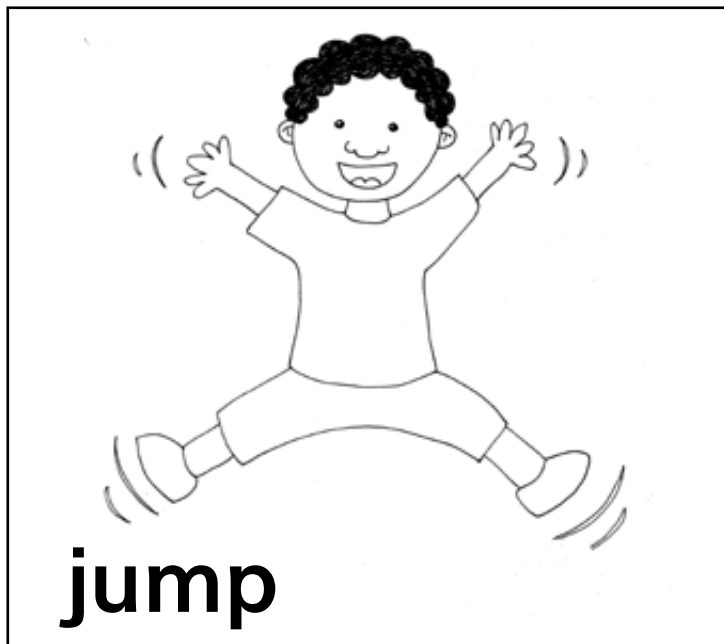
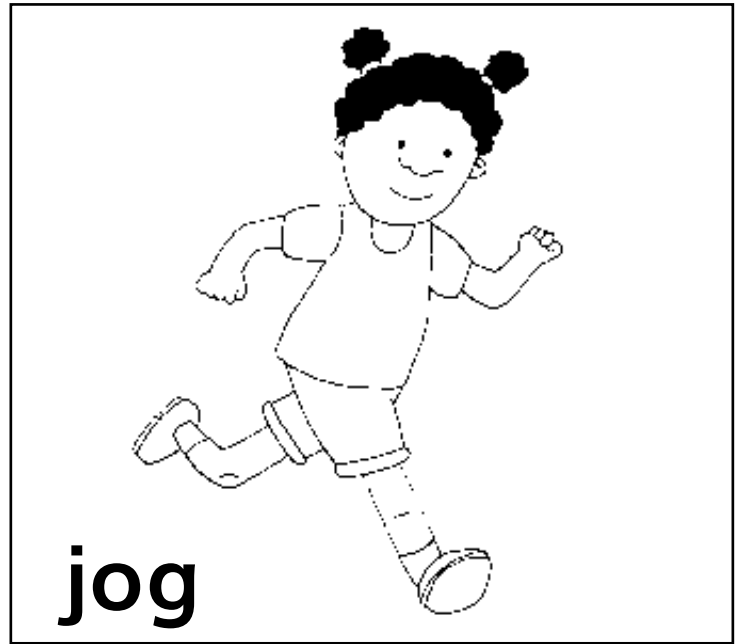
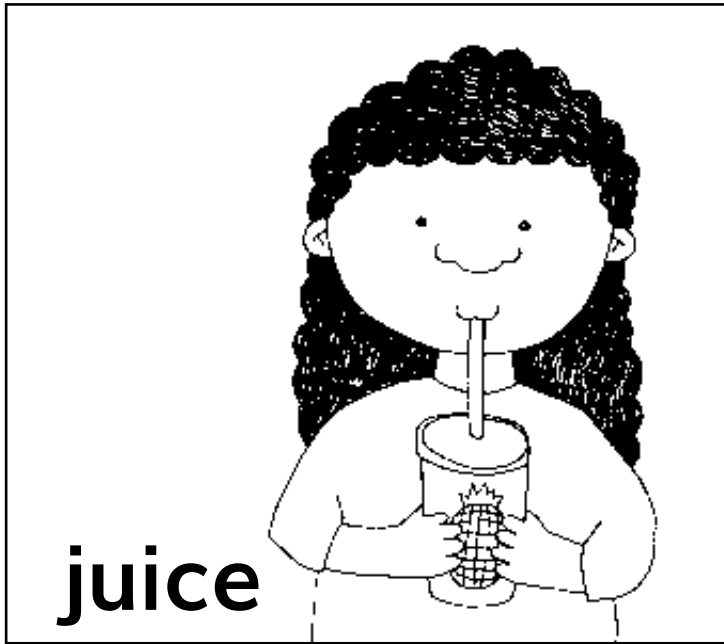


## Target words for /g/ sound practice

These words were selected as contrastive pairs for the /k/ words

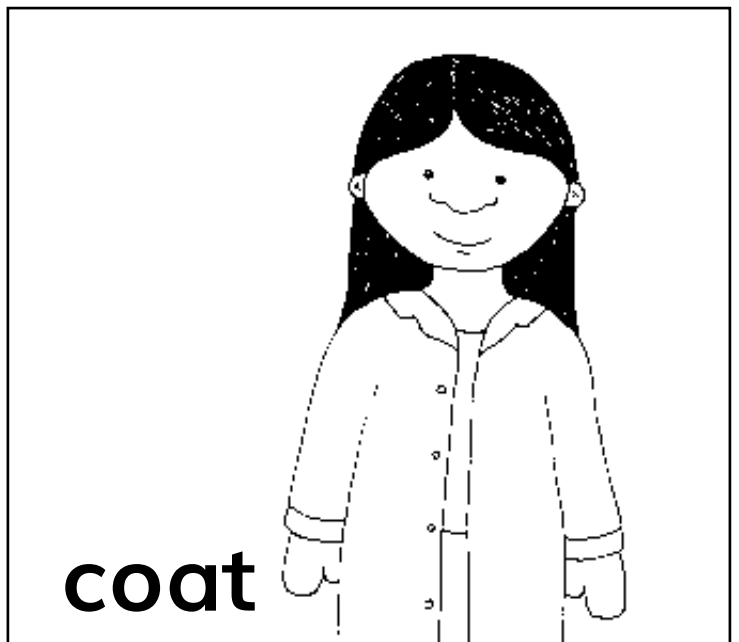
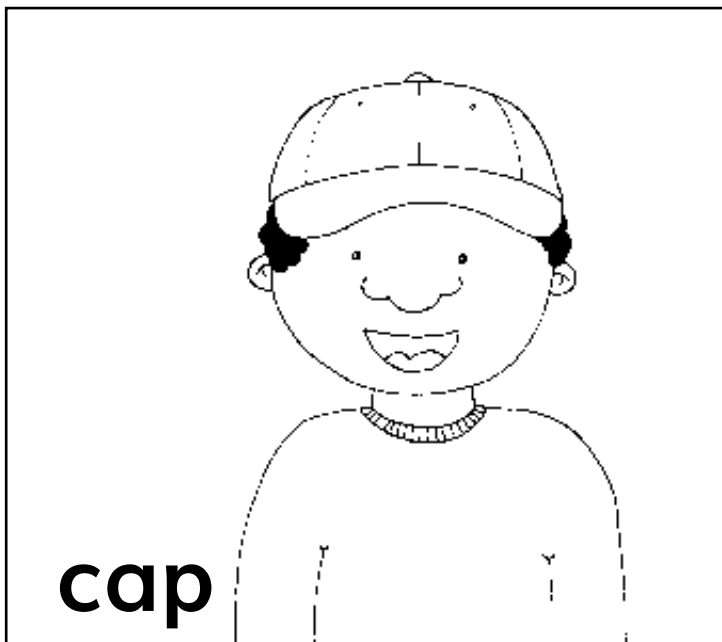
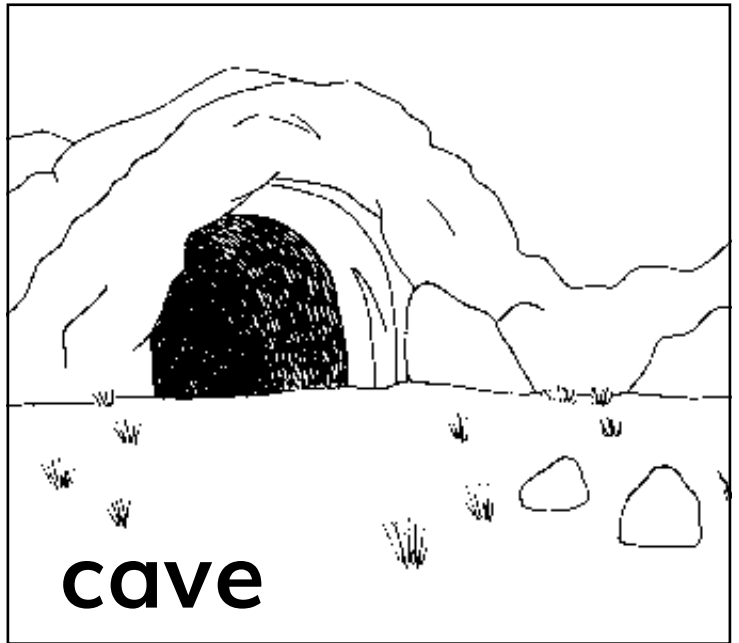
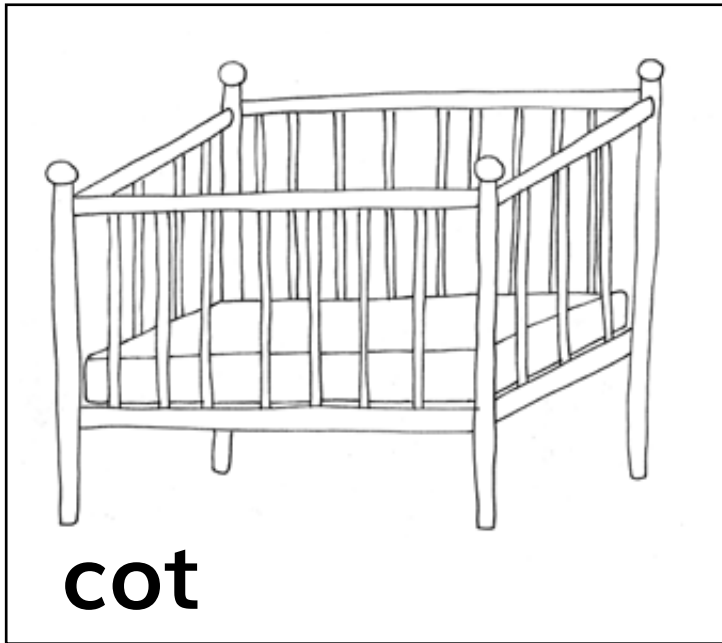
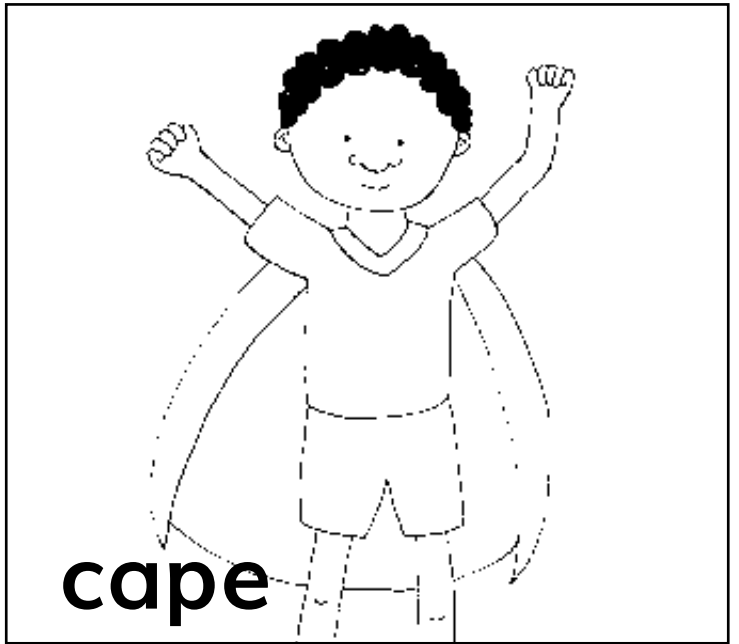
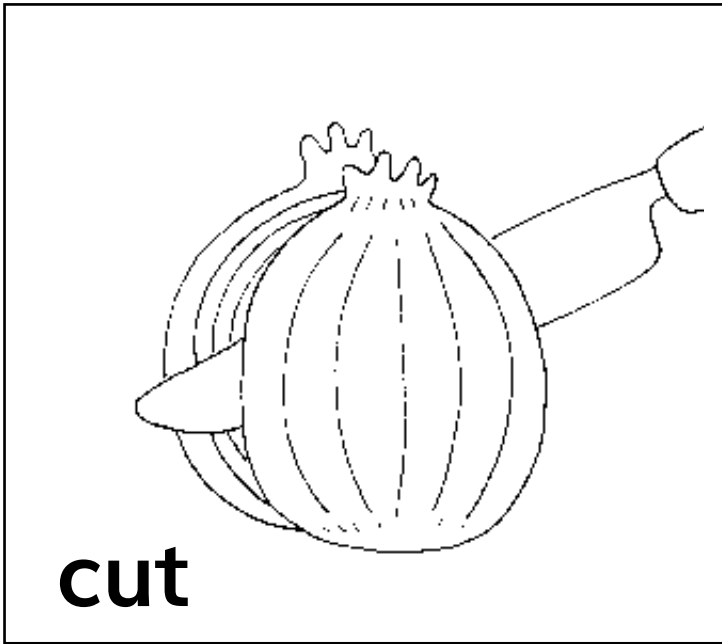




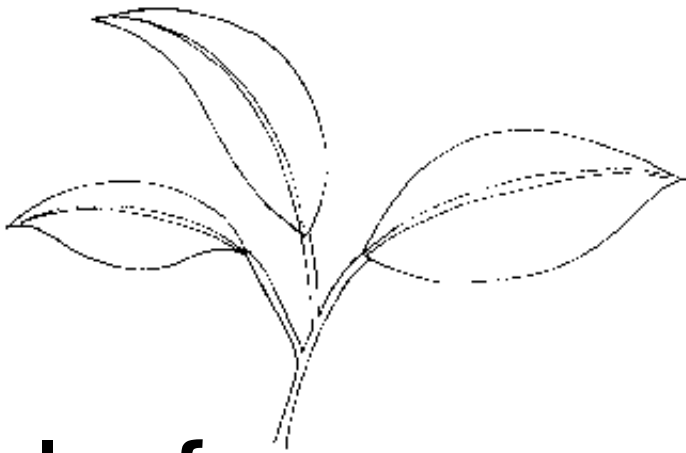


120 Target words for /k/ sound practice

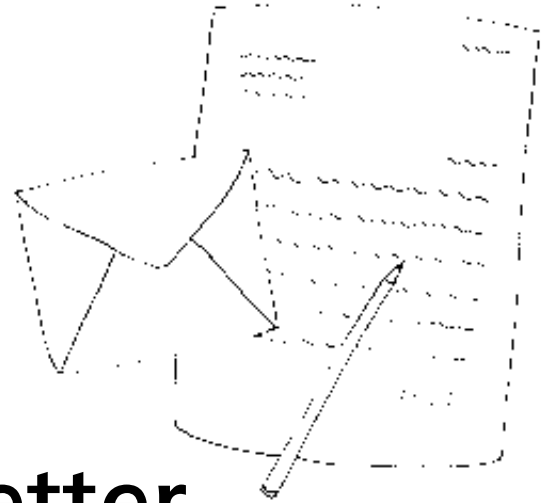
These words were selected as contrastive pairs for the /g/ words







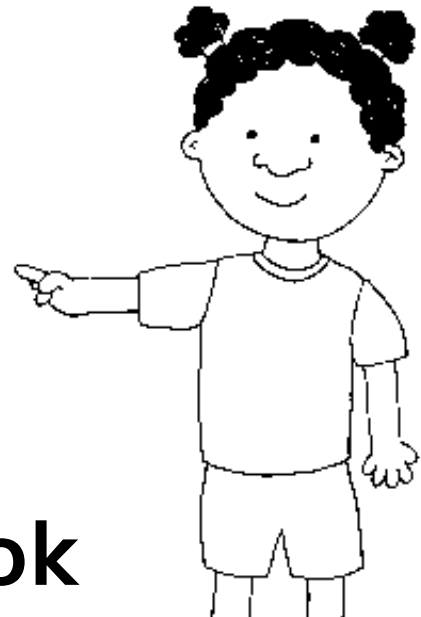
**leaf**



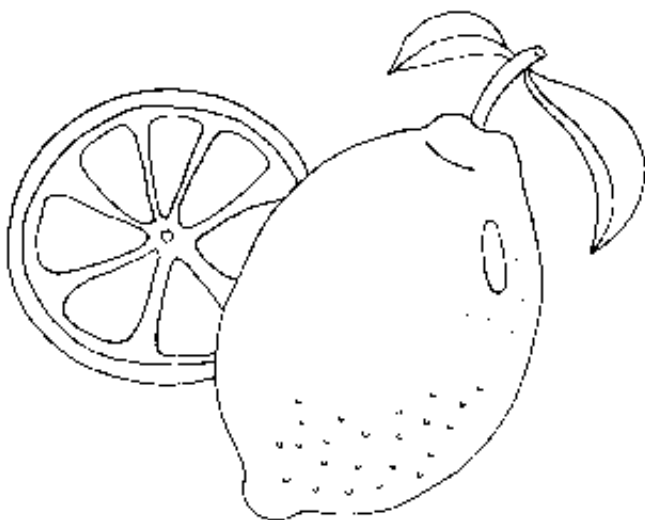
**letter**



**lick**



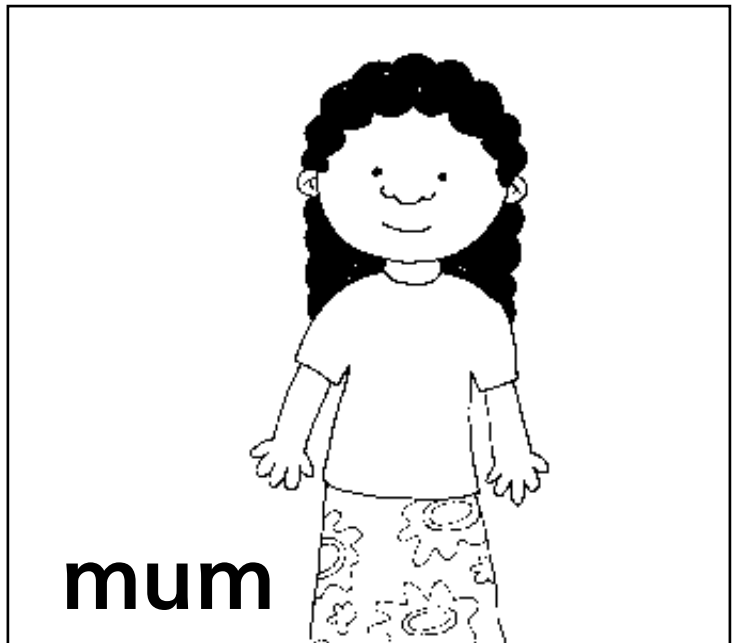
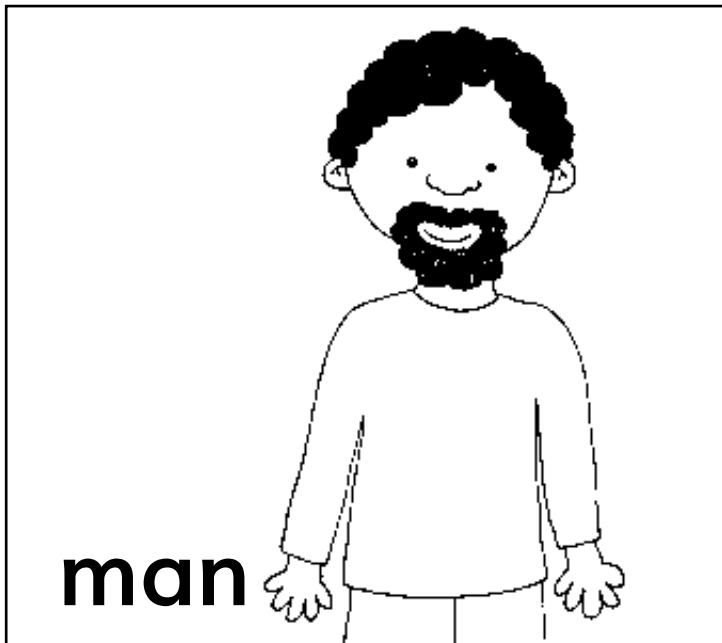
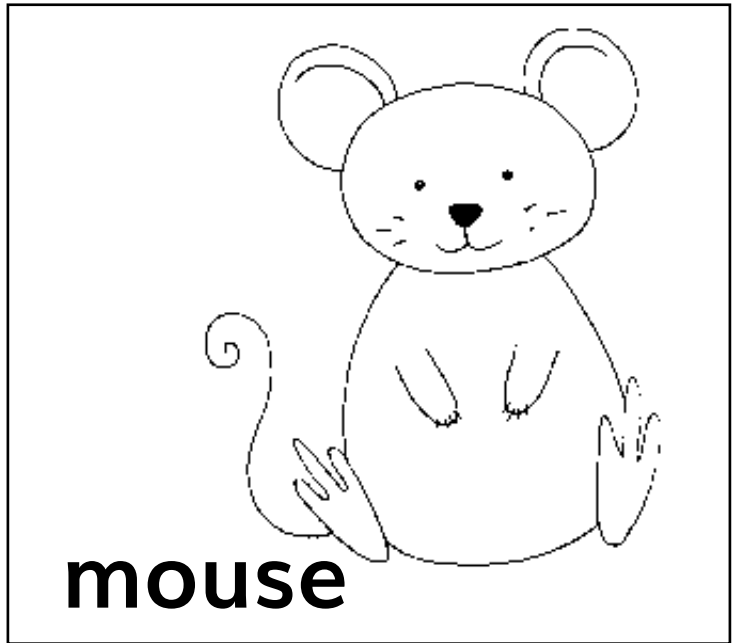
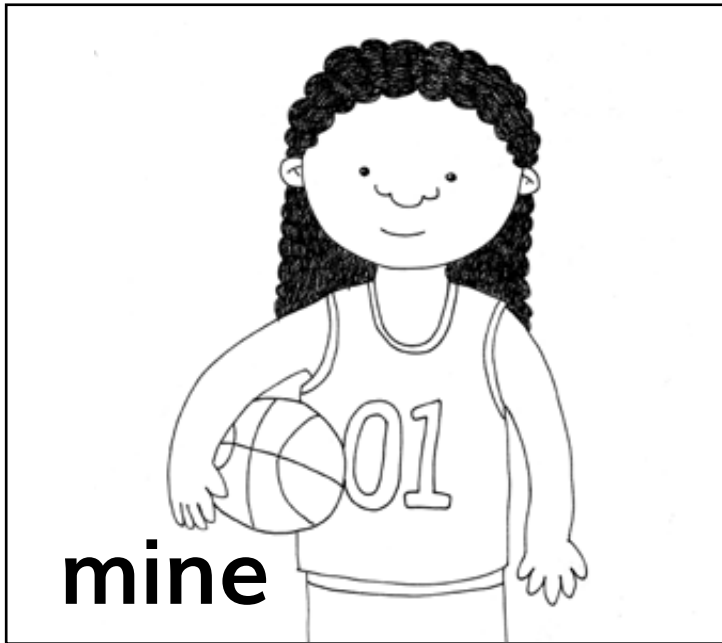
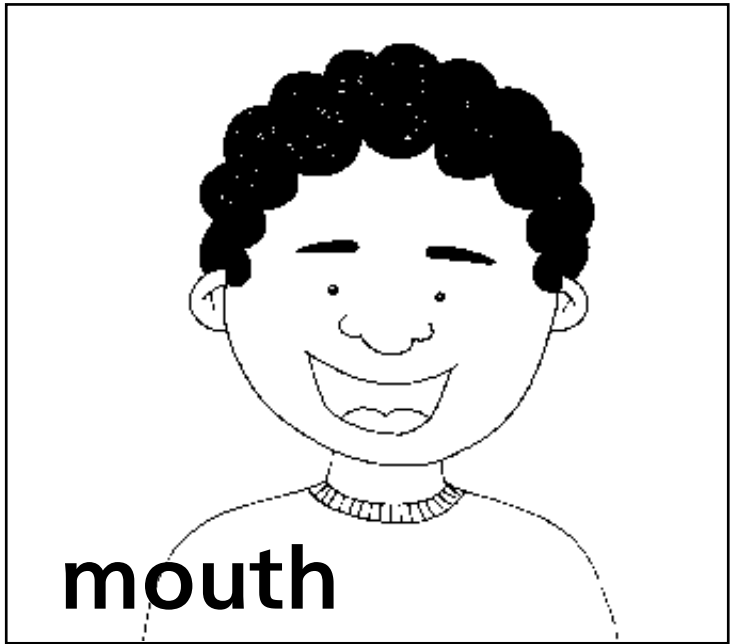
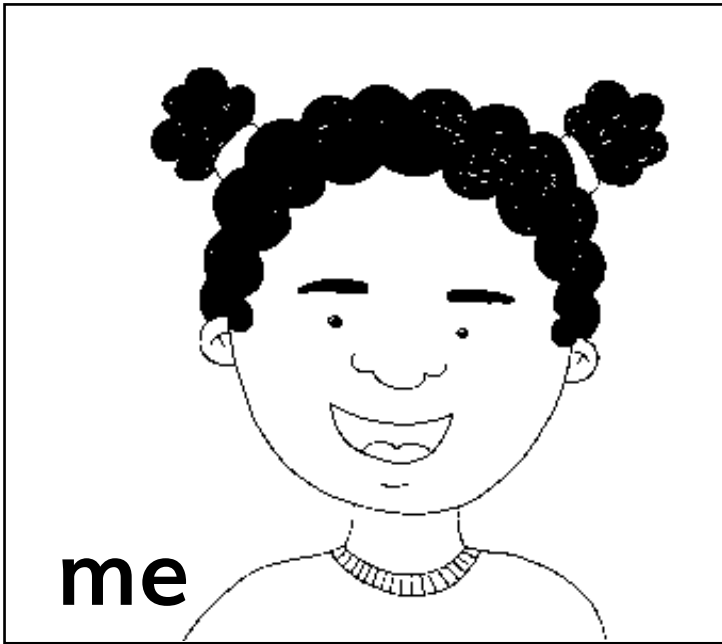
**look**

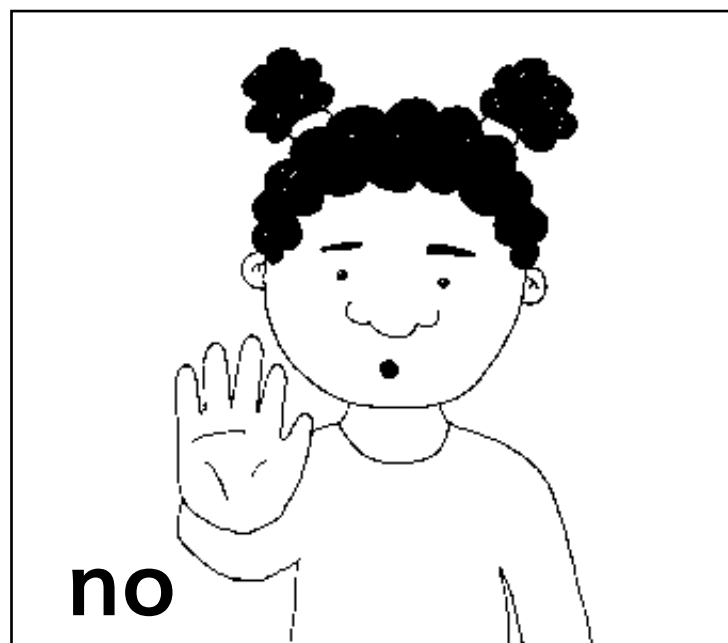
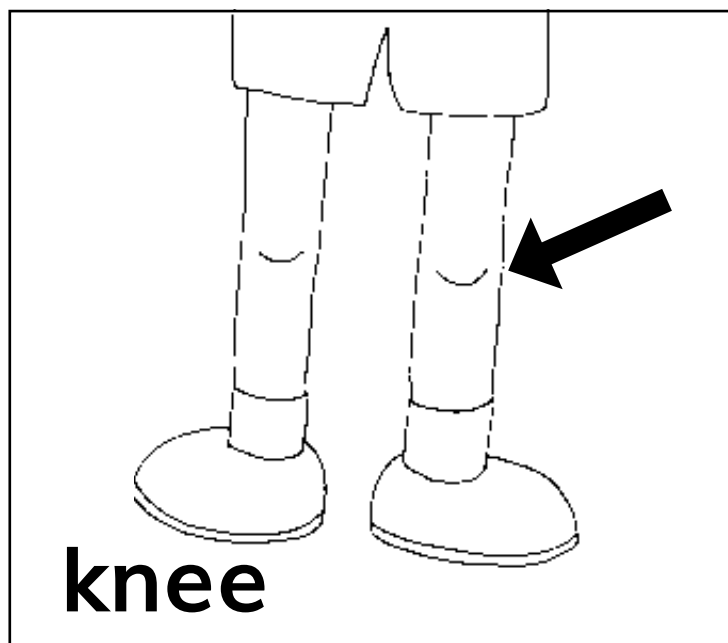
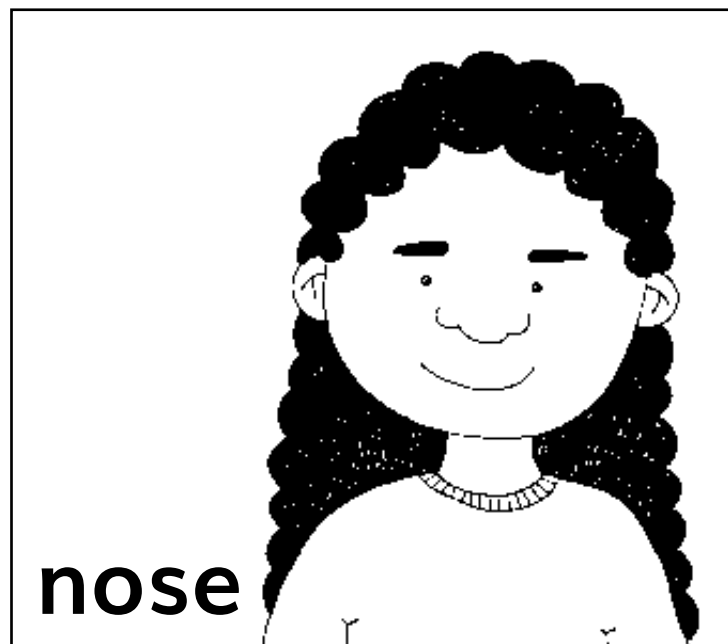
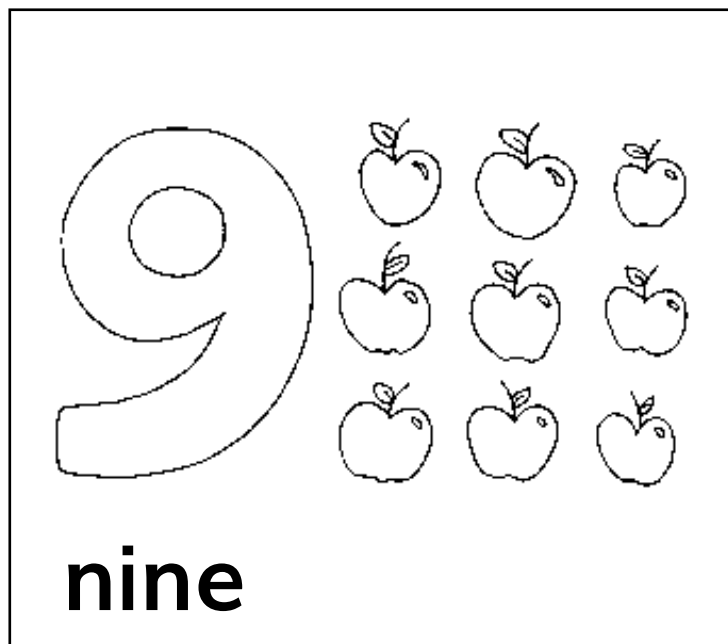
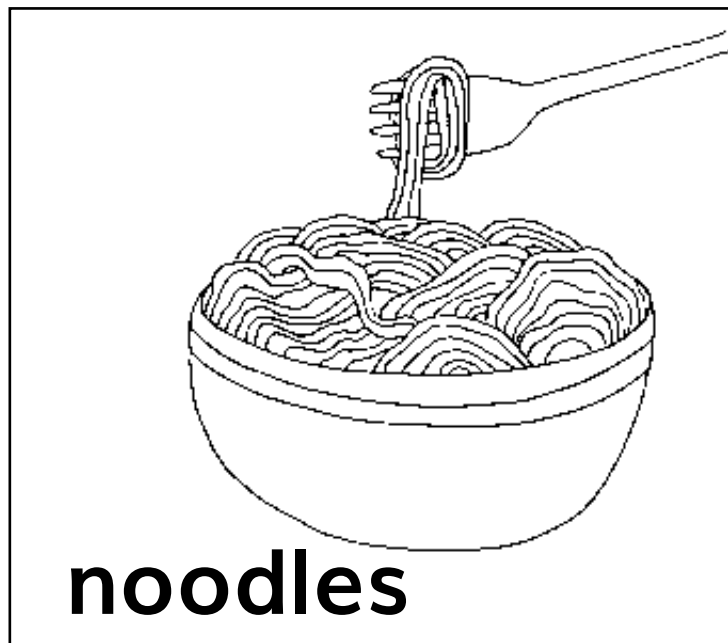
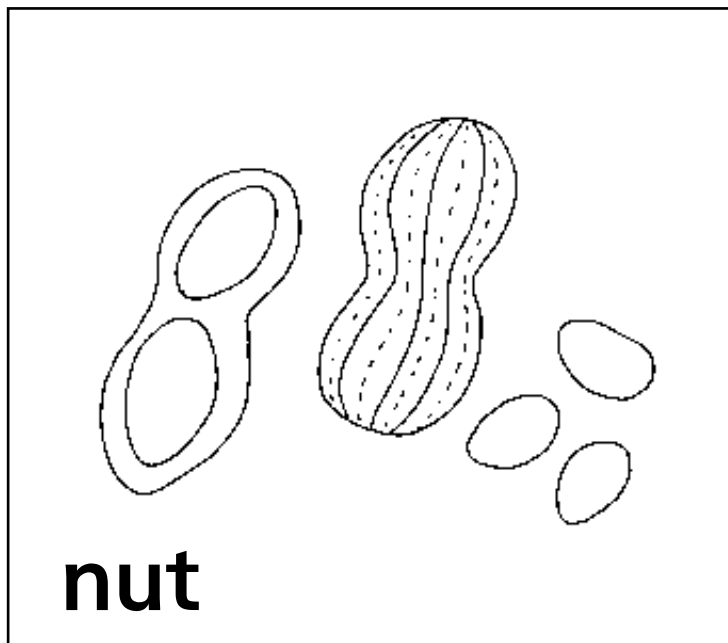


**lemon**



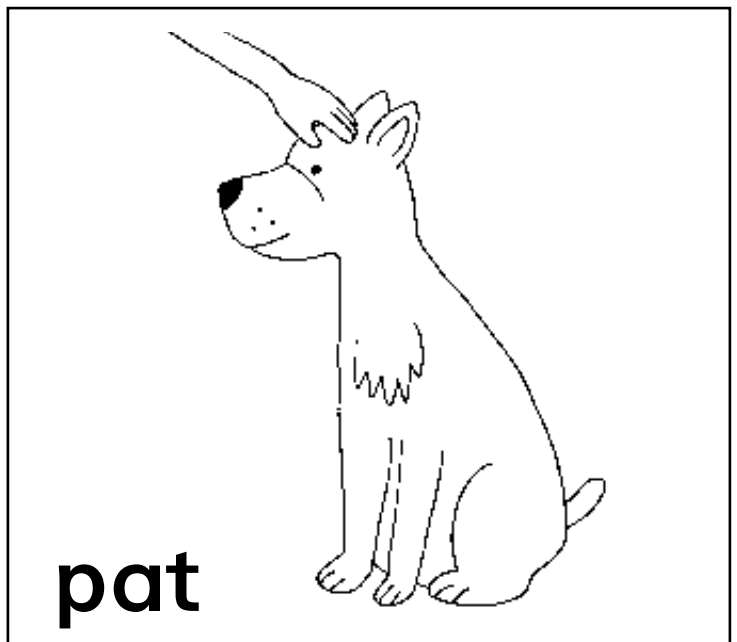
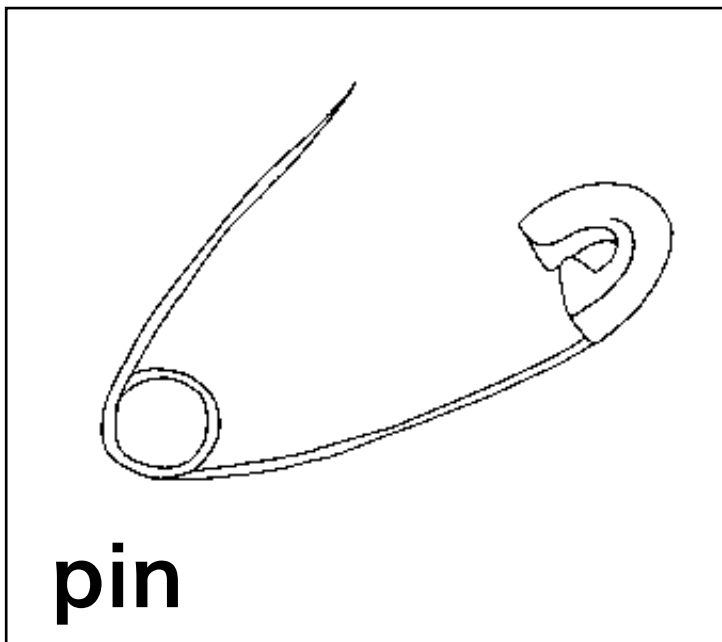
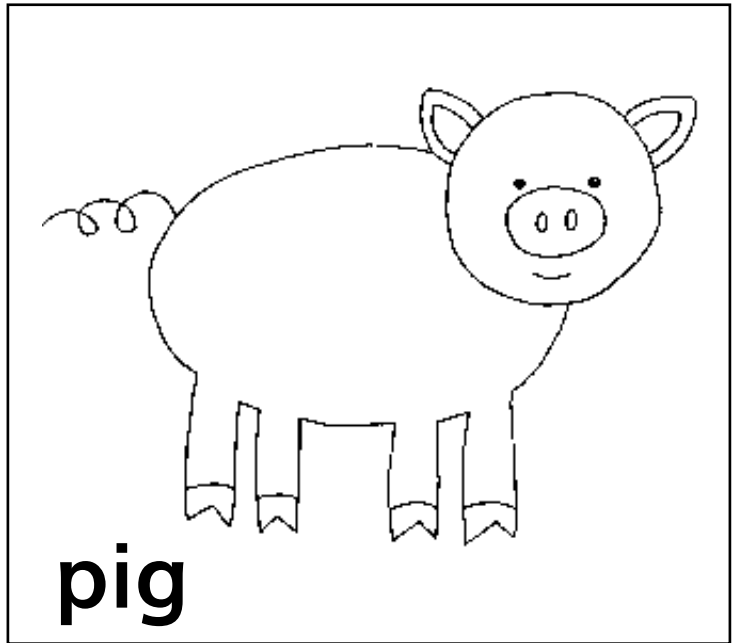
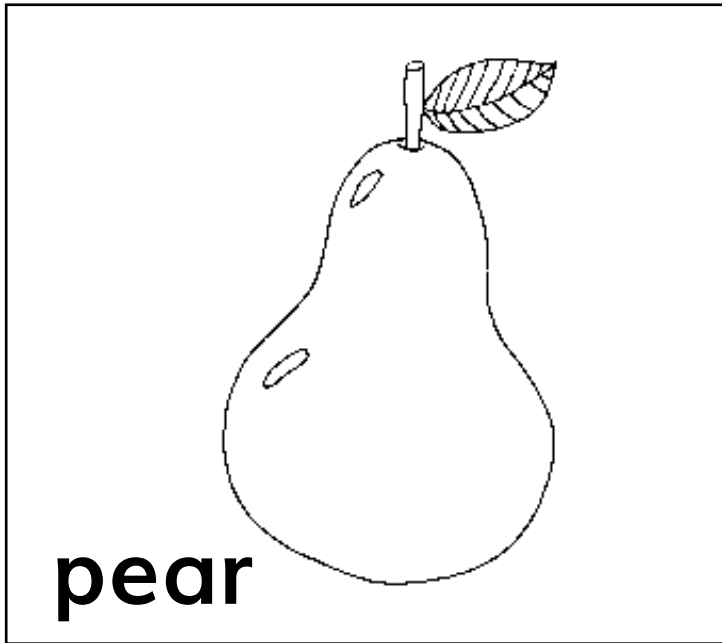
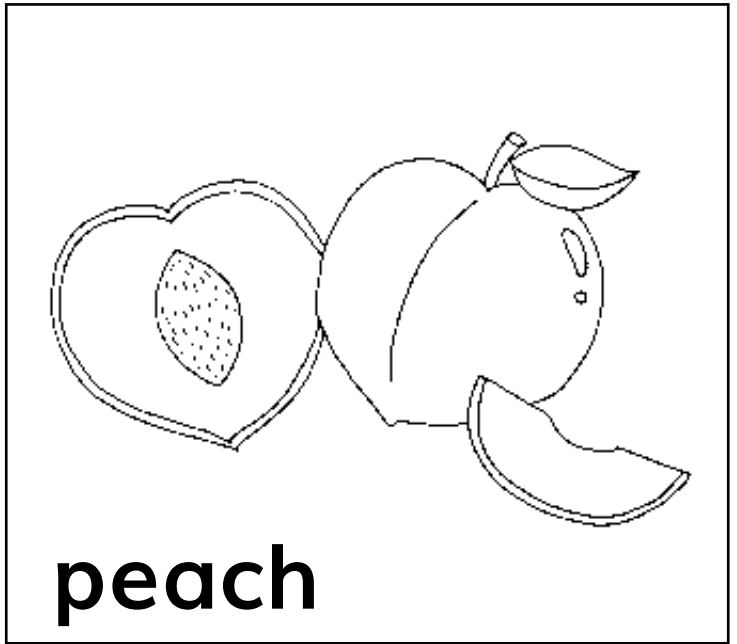
**lip**





124 Target words for /p/ sound practice

These words were selected as contrastive pairs for the /b/ words

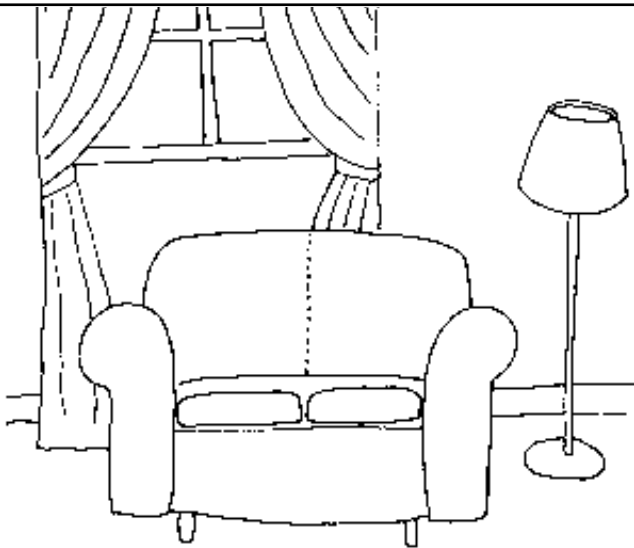




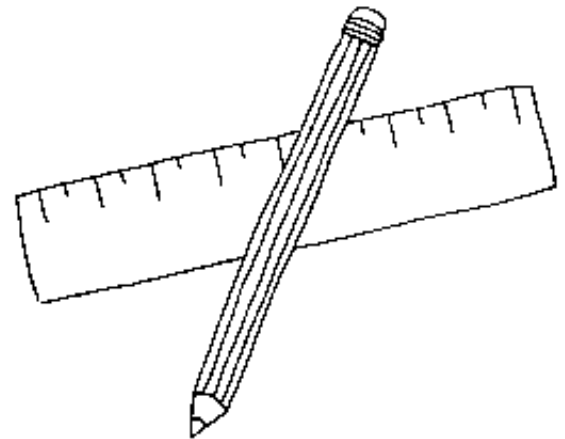
**run**



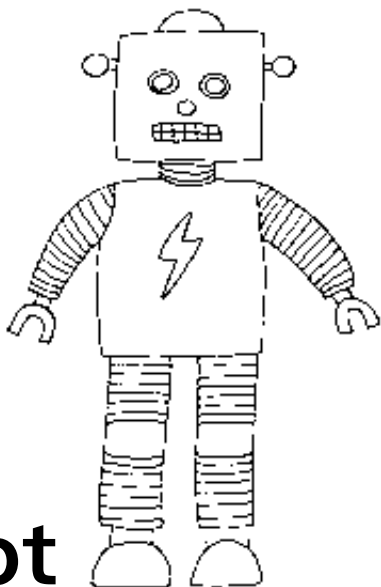
**rain**



**room**



**ruler**



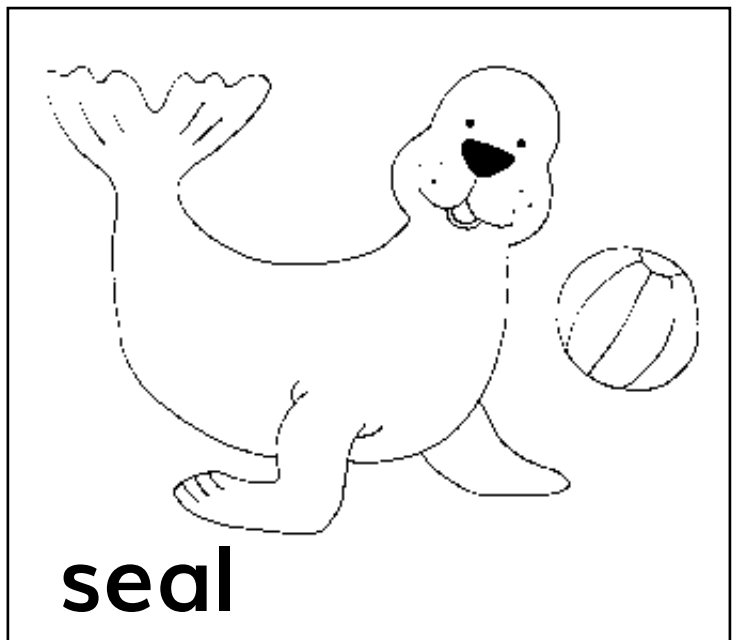
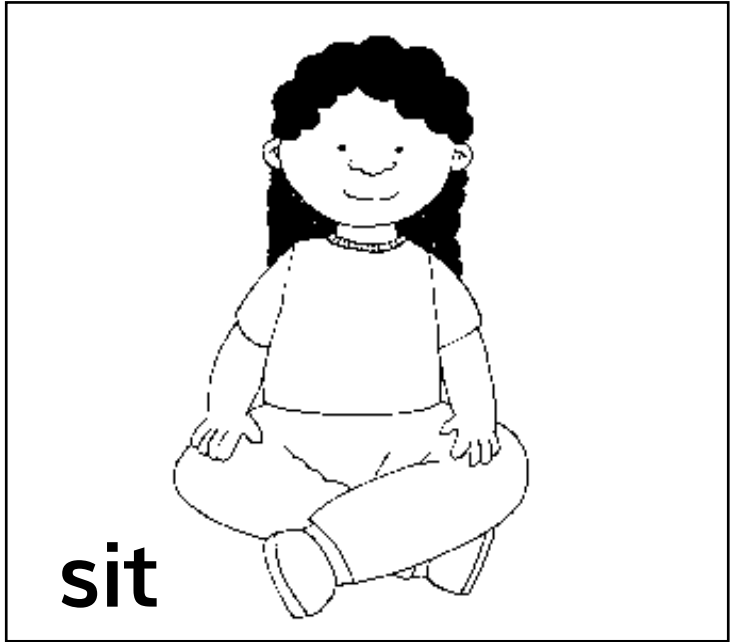
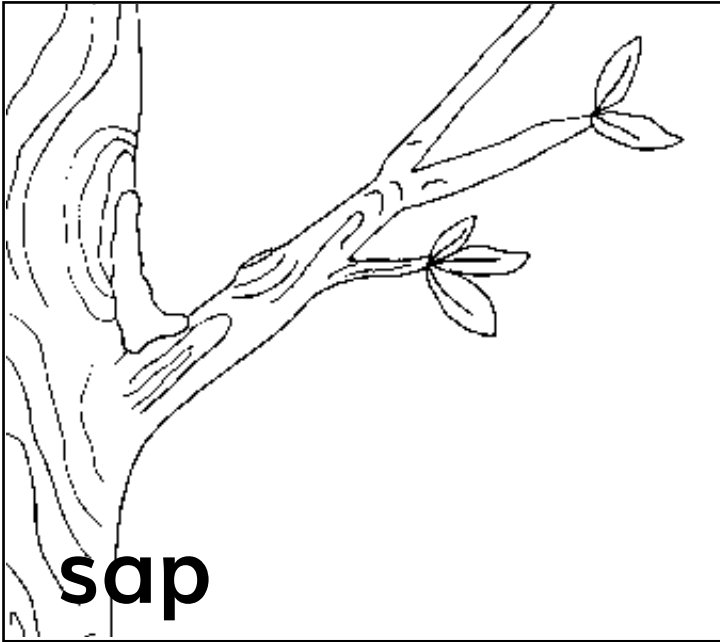
**robot**

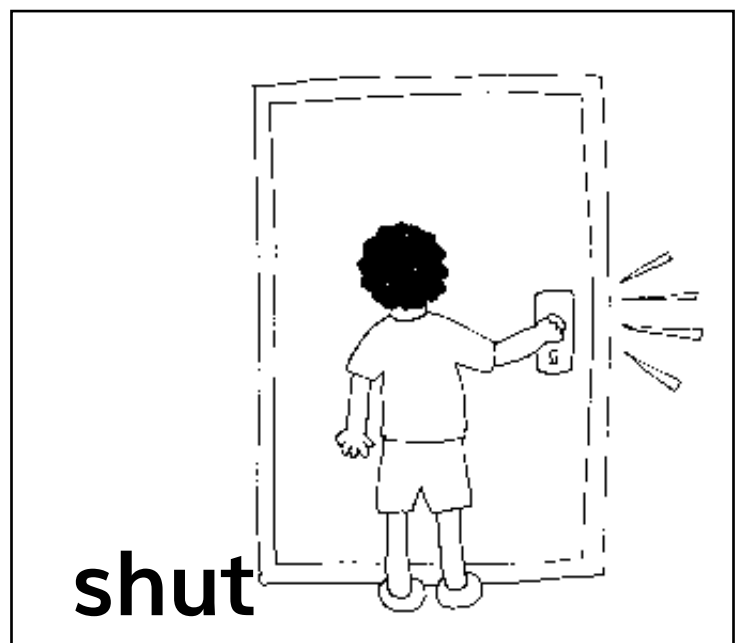
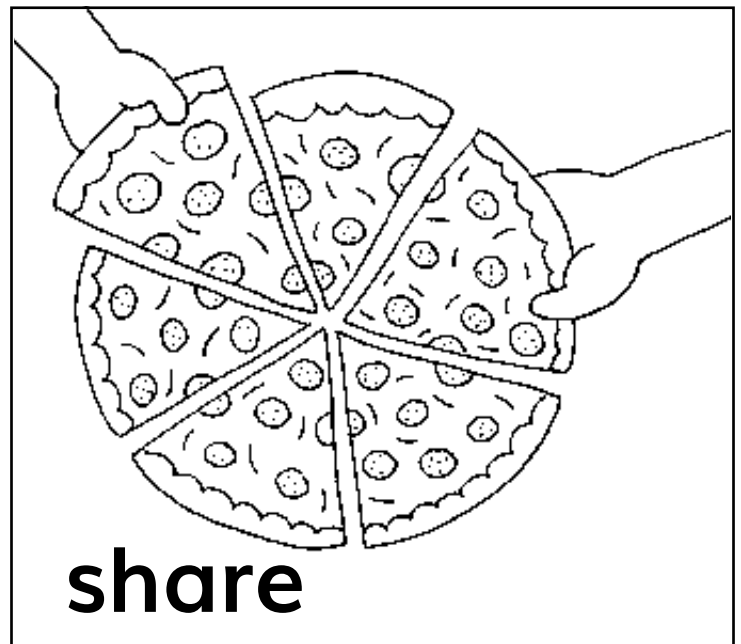
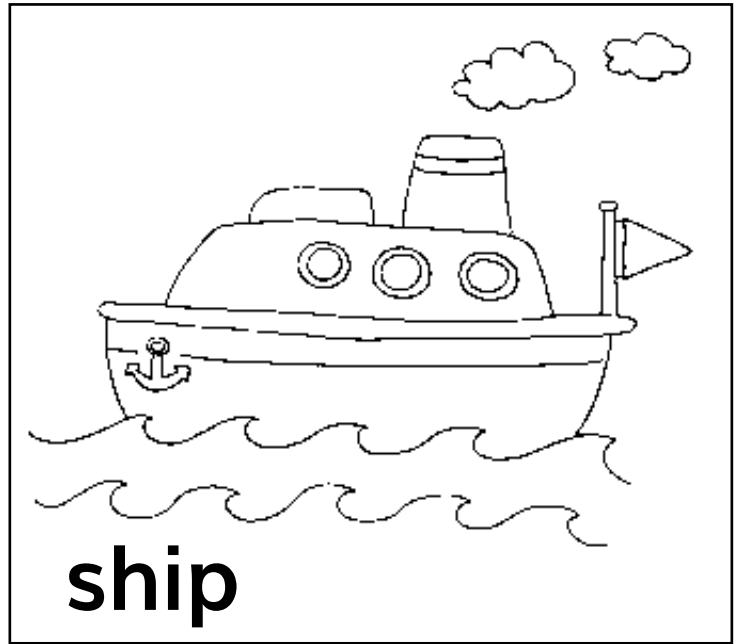
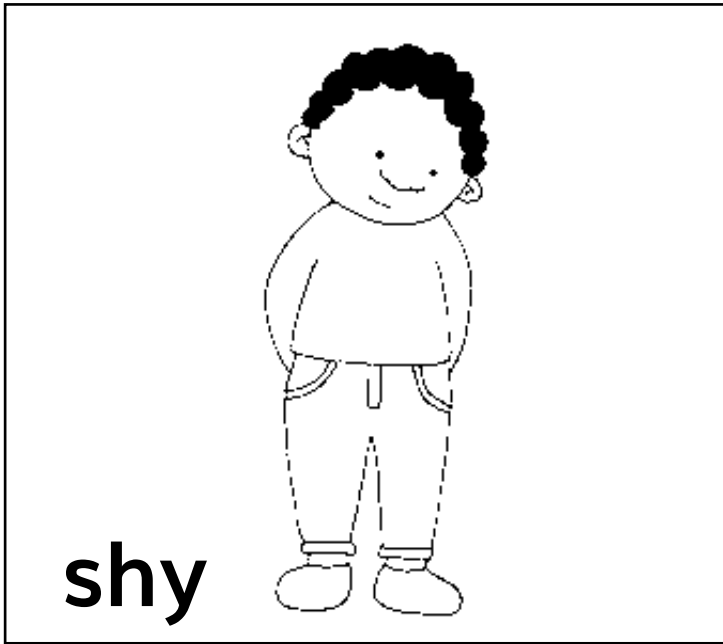


**rooster**

126 Target words for /s/ sound practice

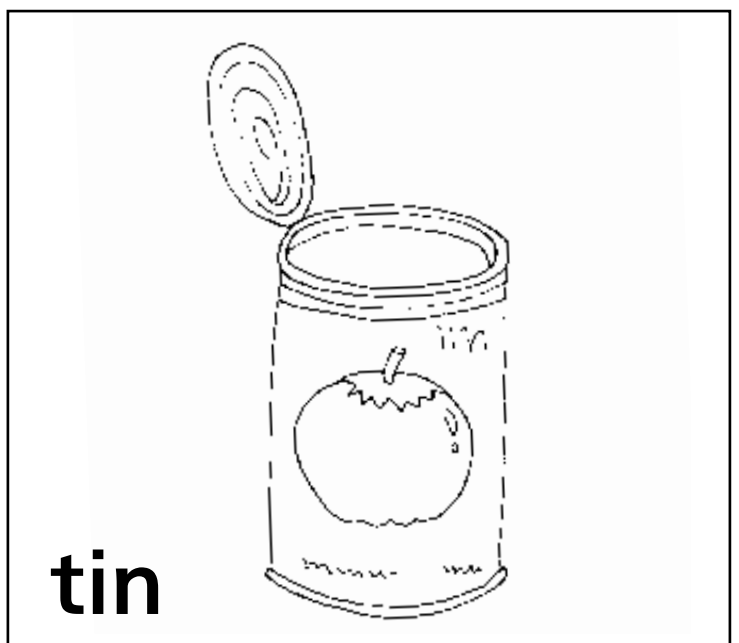
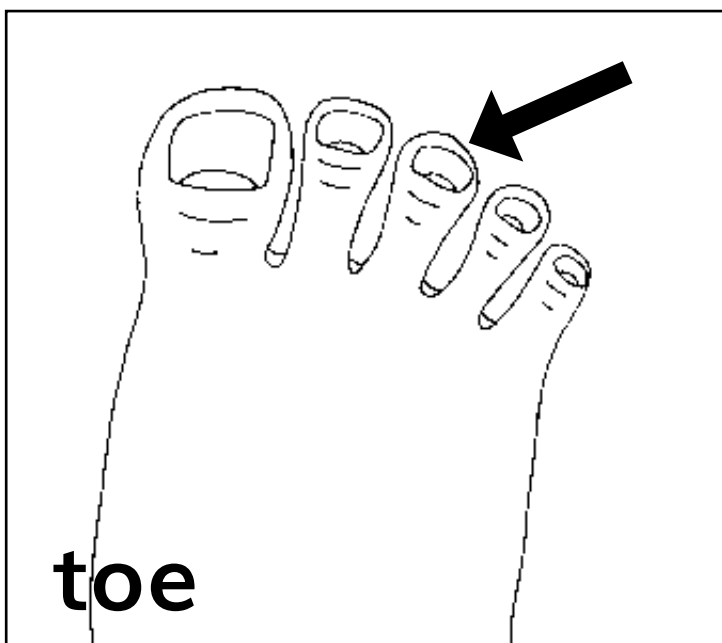
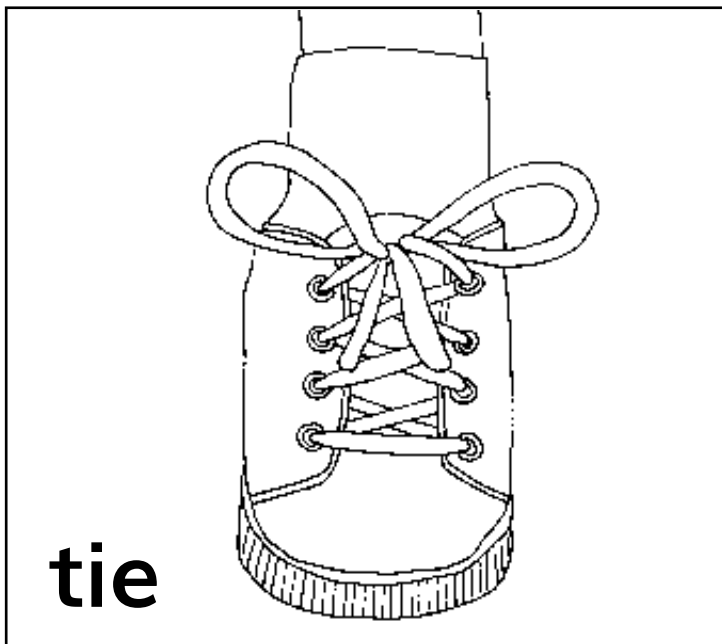
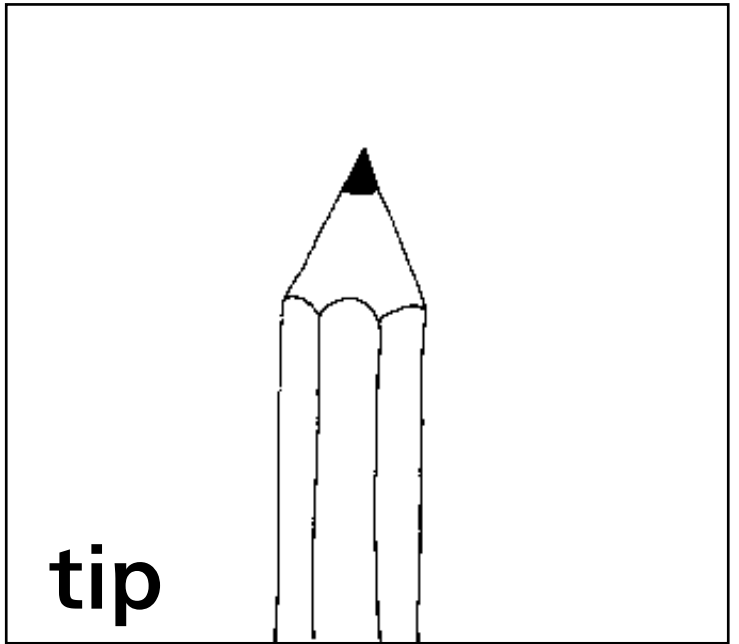
These words were selected as contrastive pairs for the /z/ words



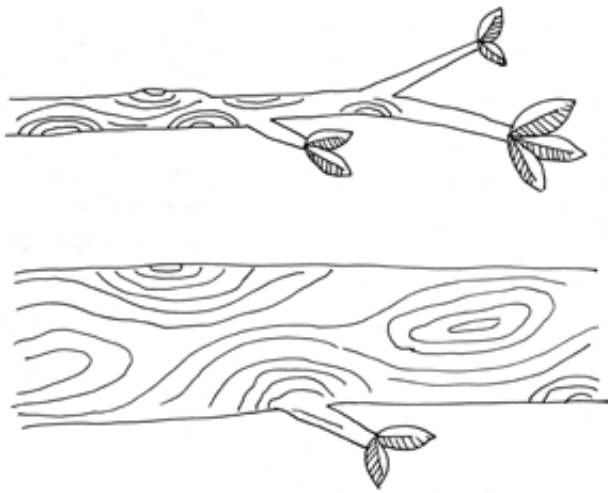


128 Target words for /t/ sound practice

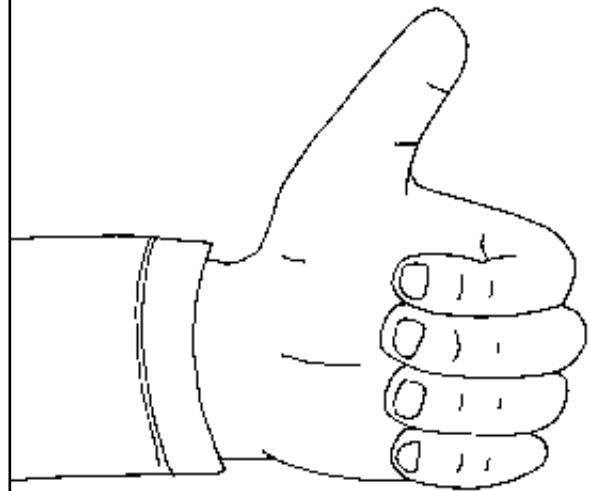
These words were selected as contrastive pairs for the /d/ words







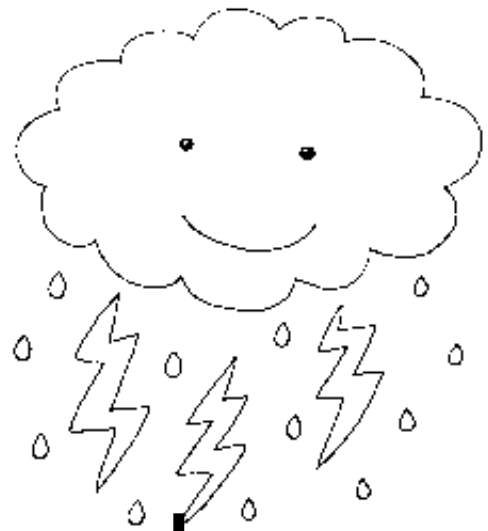
**thick**



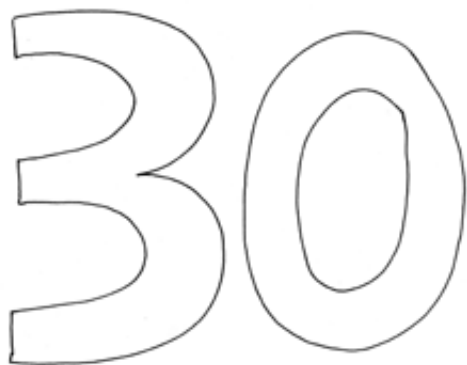
**thumb**



**thirsty**



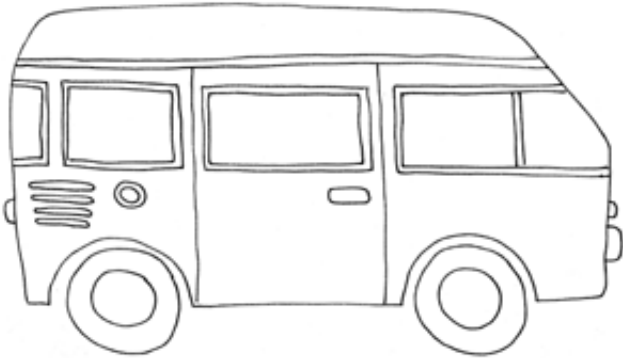
**thunder**



**thirty**



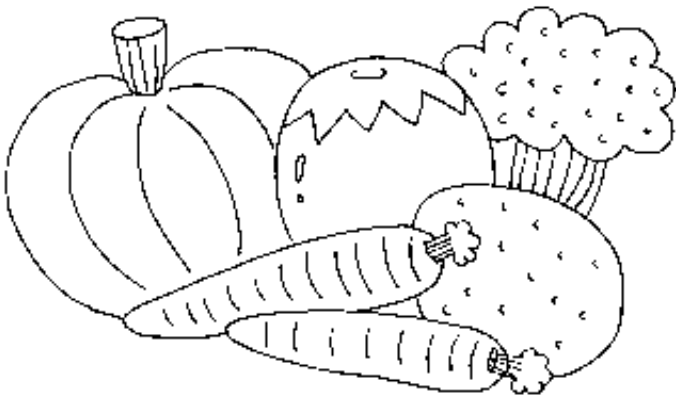
**Thursday**



**van**



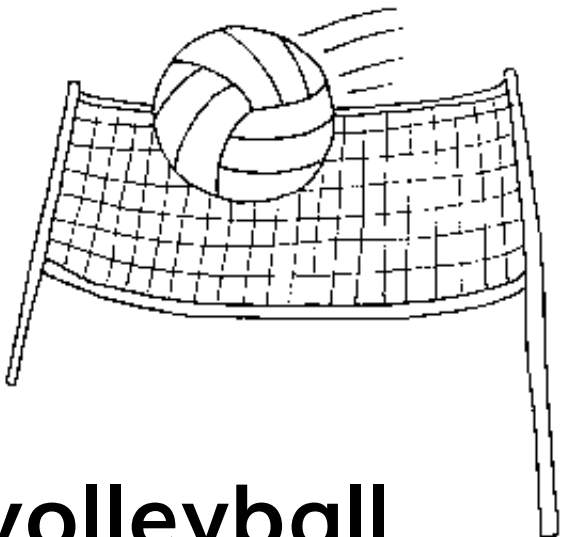
**vet**



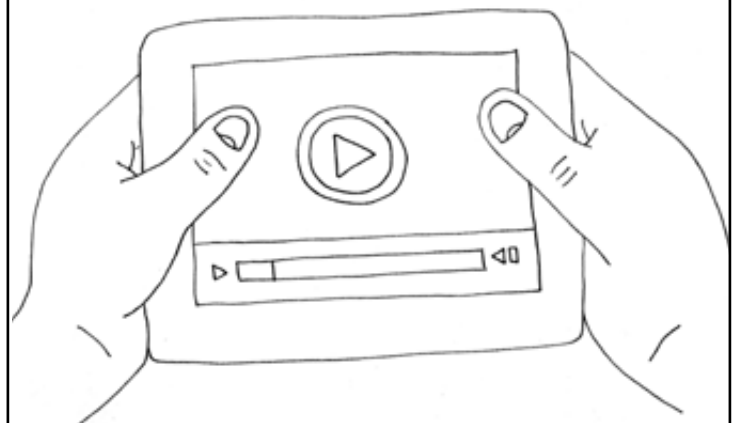
**vegetable**



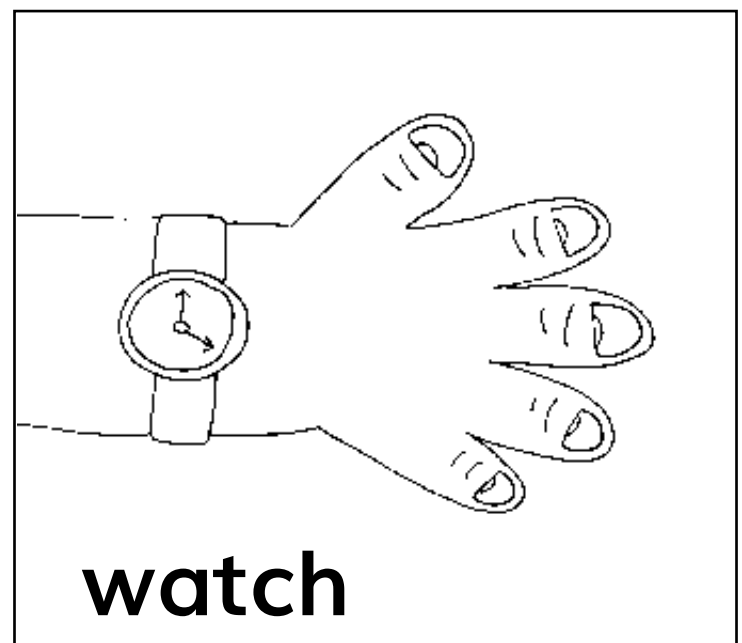
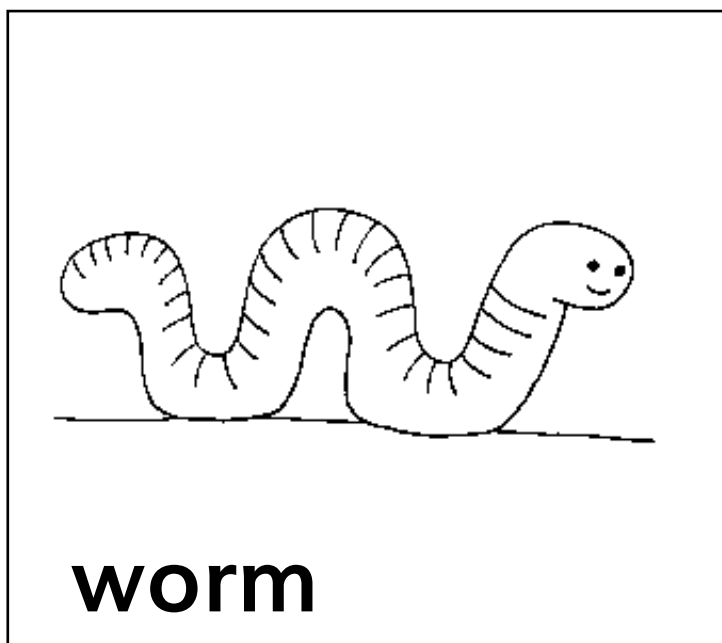
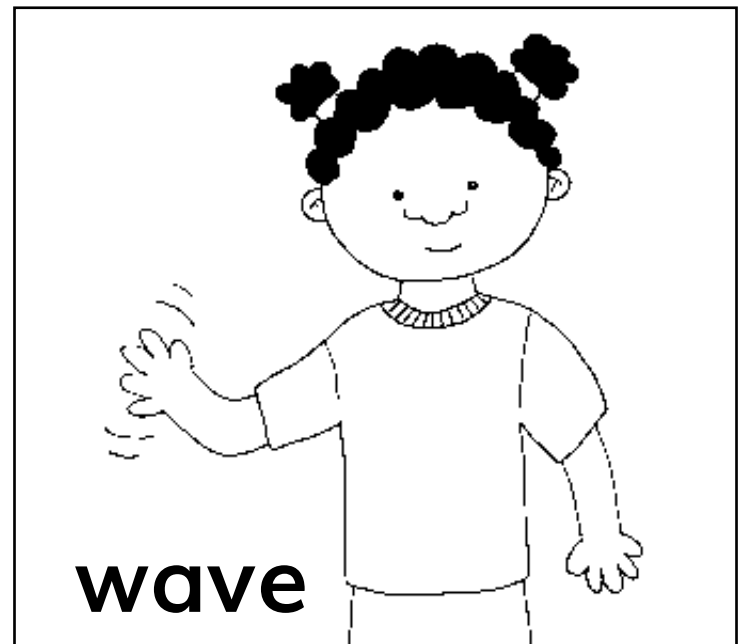
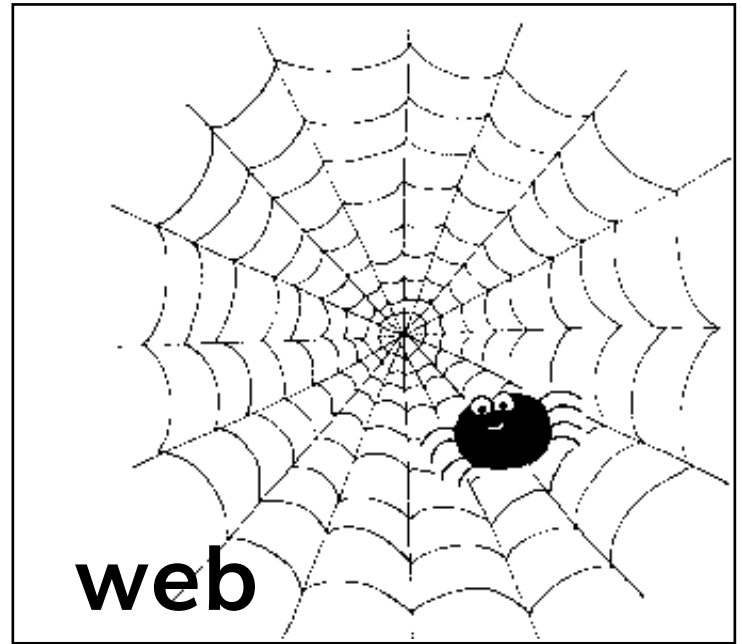
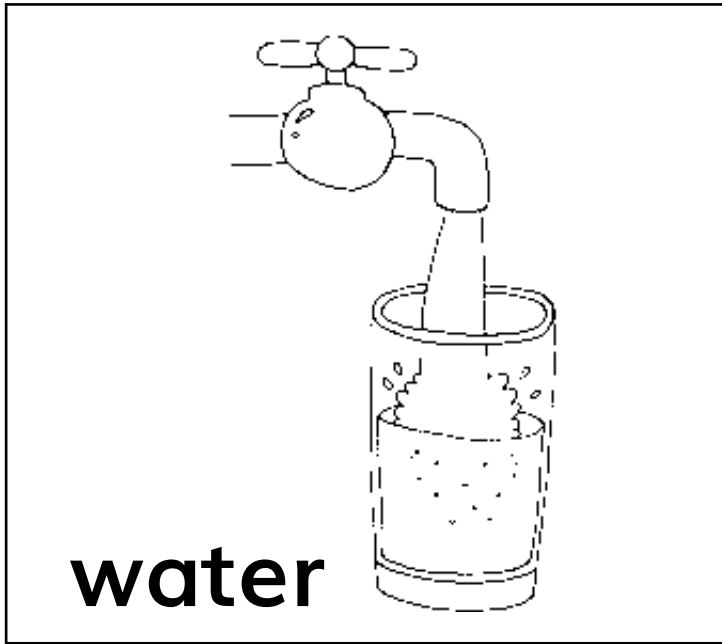
**vacuum**



**volleyball**



**video**





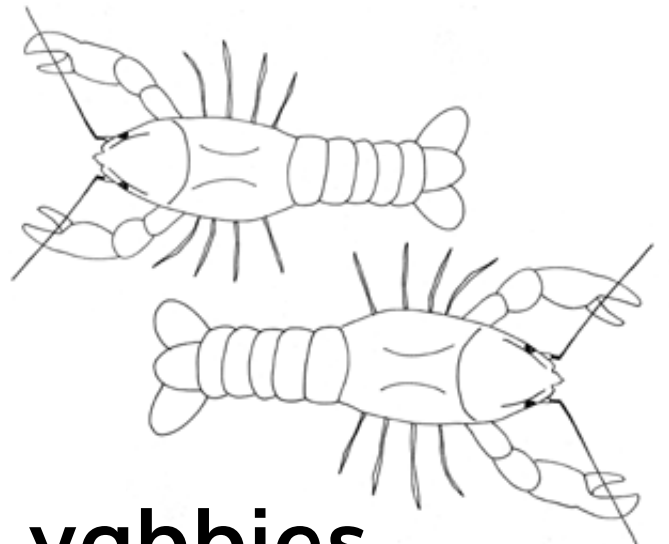
yawn



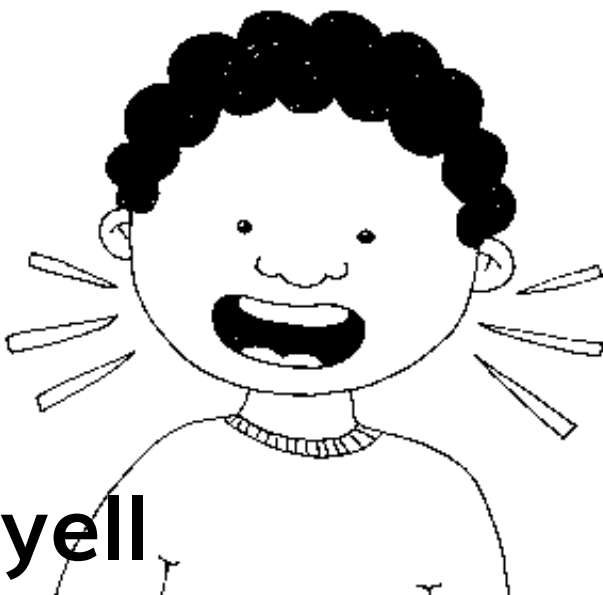
yes



you



yabbies

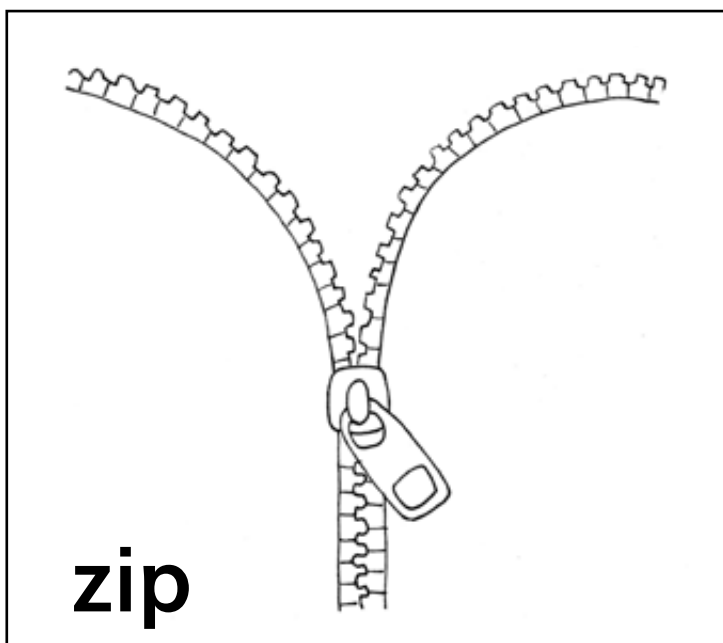
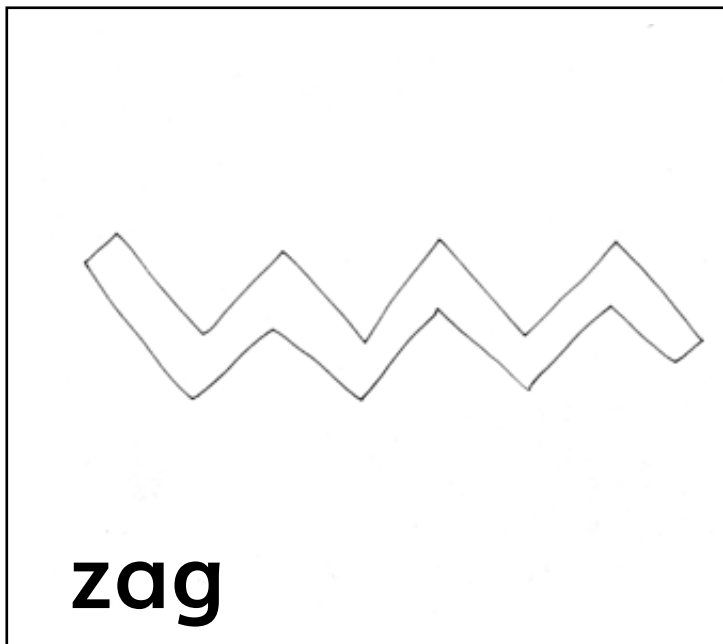
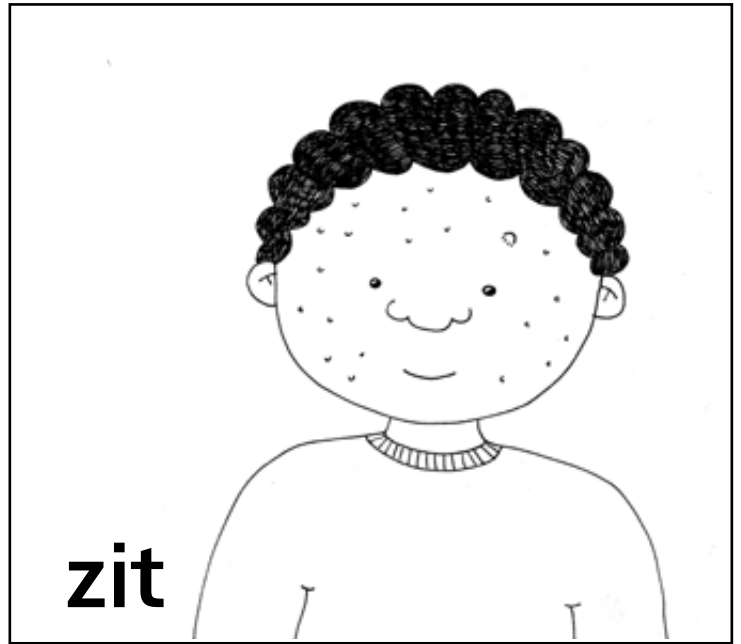
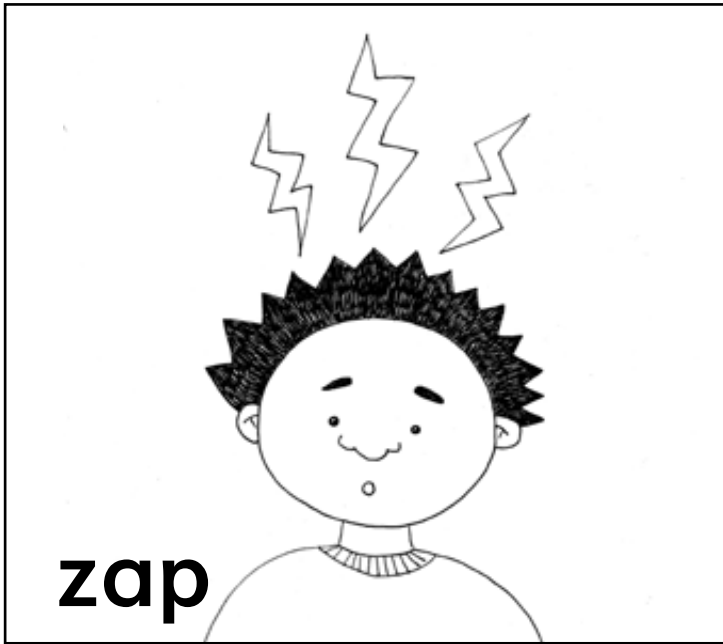


yell



yummy

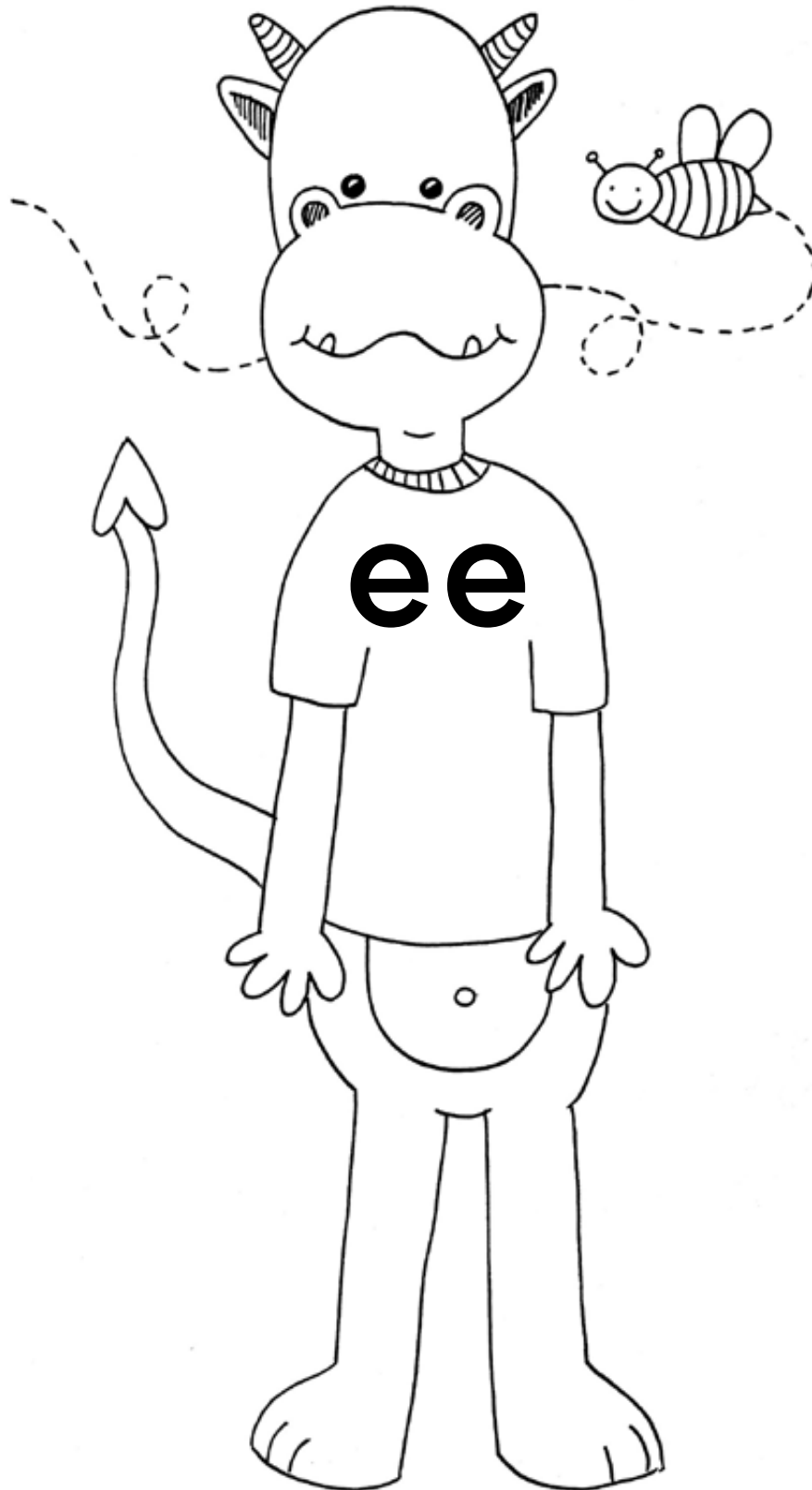
These words were selected as contrastive pairs for the /s/ words



## Appendix 4: Standard Australian English Vowel Teacher Cards

This appendix contains reproducible vowel cards for teachers to use when teaching the Standard Australian English vowel sounds. Remember that the focus is on how the vowels sound, not how they are spelled.

These cards were designed to be printed front and back. The vowel bunyip should be on the front (for the students to see) and the instructions for making the vowel sound are on the back (for the teacher to see).



## Long Vowel Bunyip

### as in "bee"

- The lips are unrounded, they are long, and almost in a smile.
- The jaws and teeth are almost completely closed.
- This is a high vowel where the tongue is high in the mouth.

#### Words to practice 'ee'

beat	leap	mean	weed
meat	weep	clean	see





## Long Vowel Bunyip

'ah'

### as in "car"

- The lips are unrounded.
- The jaw is lowered and the mouth is open.
- This is a low vowel where the tongue is low in the mouth.

#### Words to practice 'ah'

arm	bar	heart	car
farm	park	art	far



## Long Vowel Bunyip

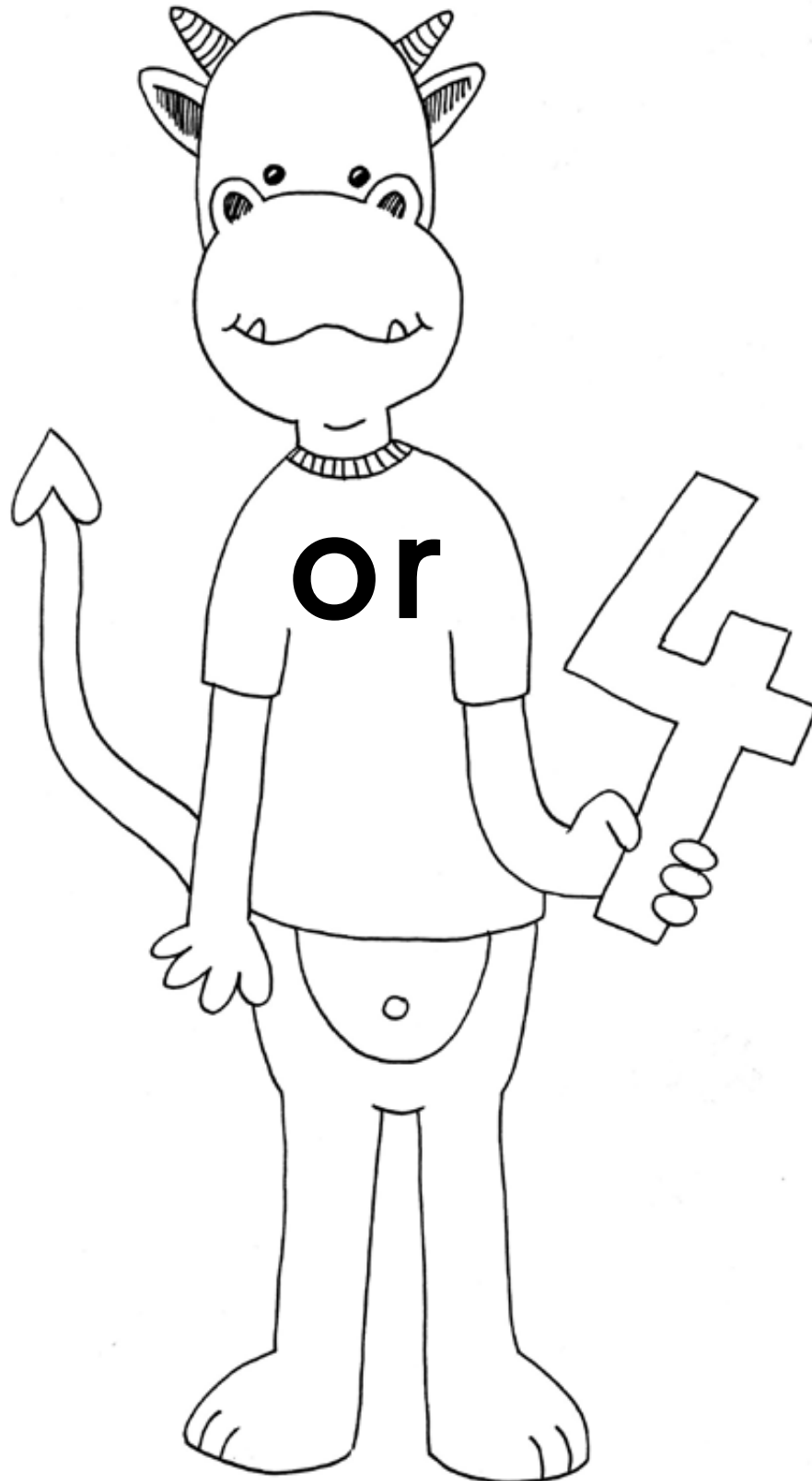
'aɪr'

### as in "hair"

- The lips are unrounded.
- The teeth are almost closed and the mouth is slightly open.
- This is a central vowel where the tongue is in the middle of the mouth.

#### Words to practice 'air'

care	bear	there	air
share	wear	where	hair



## Long Vowel Bunyip

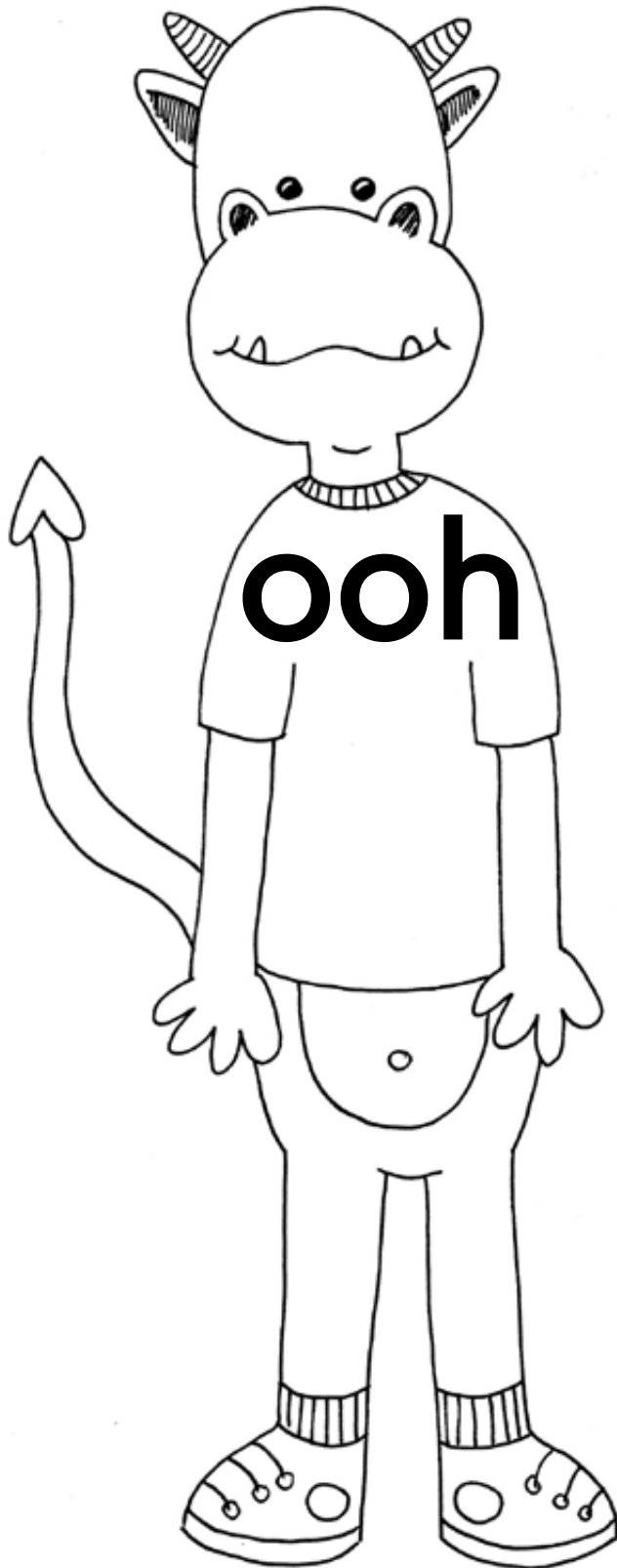
'or'

### as in "four"

- The lips are rounded.
- The mouth is half open.
- This is a back vowel where the highest point of the tongue is in the back of the mouth.

#### Words to practice 'or'

door	corn	warm	sort
more	fall		



## Long Vowel Bunyip

'oooh'

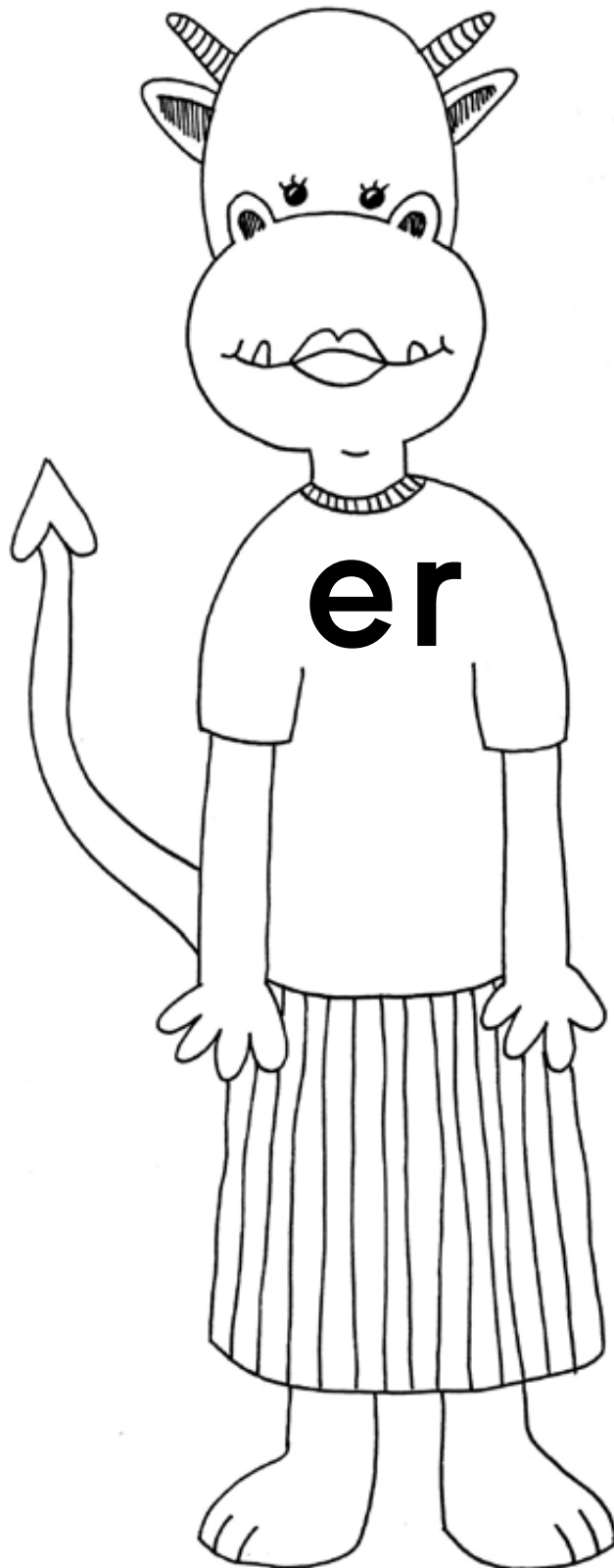
as in "shoe"

- The lips are rounded.
- The jaw is almost closed and the tongue is in a high central position.

### Words to practice 'oooh'

rude	moon	hoop	two
dude	spoon	mood	





## Long Vowel Bunyip

### as in "skirt"

- The lips are relaxed and unrounded.
- The jaw and mouth are half open.
- The tongue is in a central position.

#### Words to practice 'er'

heard	curl	burn	work
bird	shirt	hurt	shirt

### Example 'er' story:

This is Er. Er LOVES **birds**. Every morning Er gets out of bed, opens the window and sings 'Good morning, my beautiful **birds!**' Er then puts on her **shirt** and her **skirt**, **curls** her hair and goes to **work**.



## Short Vowel Bunyip

### as in "bin"

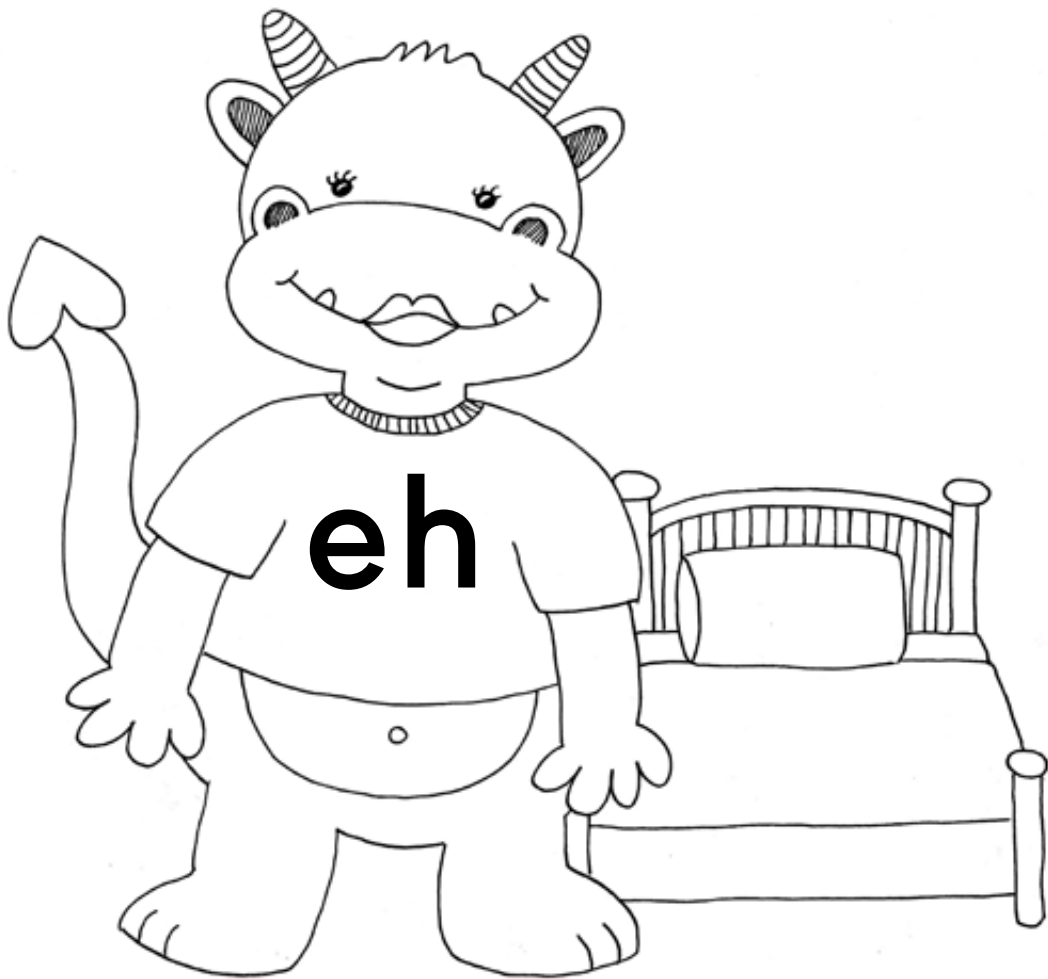
- The lips are stretched, completely unrounded.
- The teeth are almost together and the jaw is almost closed.

#### Words to practice 'ih'

hit	pig	wing	dip
fit	dig	sing	lip

### Example 'ih' story:

This is lh bunyip. lh is short and fat. lh likes **kids** and he has a pet **pig**. lh and the **pig** like playing games like hide and seek. One day lh **hid** from his **pig**. He **hid** in a box with a **lid**. He **hid** for a long time until finally the **pig** knocked the **lid** off the box



## Short Vowel Bunyip

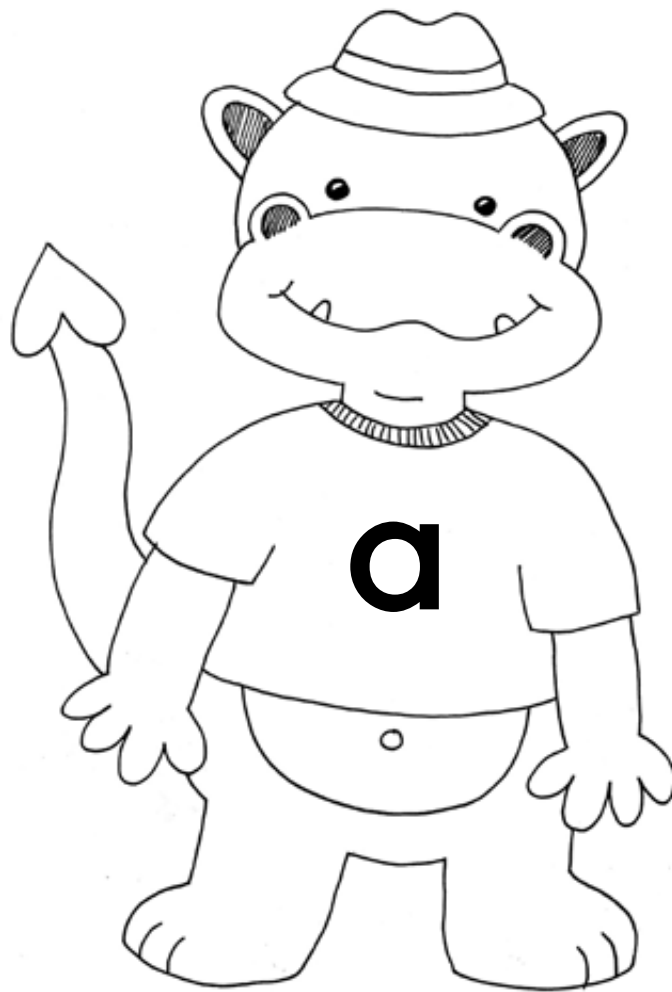
'eh'

### as in "bed"

- The lips are stretched, completely unrounded.
- The jaw and teeth are half open.
- The tongue is in the middle of the mouth (between high and low).

#### Words to practice 'eh'

get	peg	head	deck
met	leg	bed	wet



## Short Vowel Bunyip



### as in "hat"

- The lips are unrounded.
- The jaw and teeth are open.
- The tongue is in low, behind the bottom teeth.

#### Words to practice 'a'

wrap	sack	hat	hang
lap	rack	mat	bang





## Short Vowel Bunyip

'uh'

as in "cup"

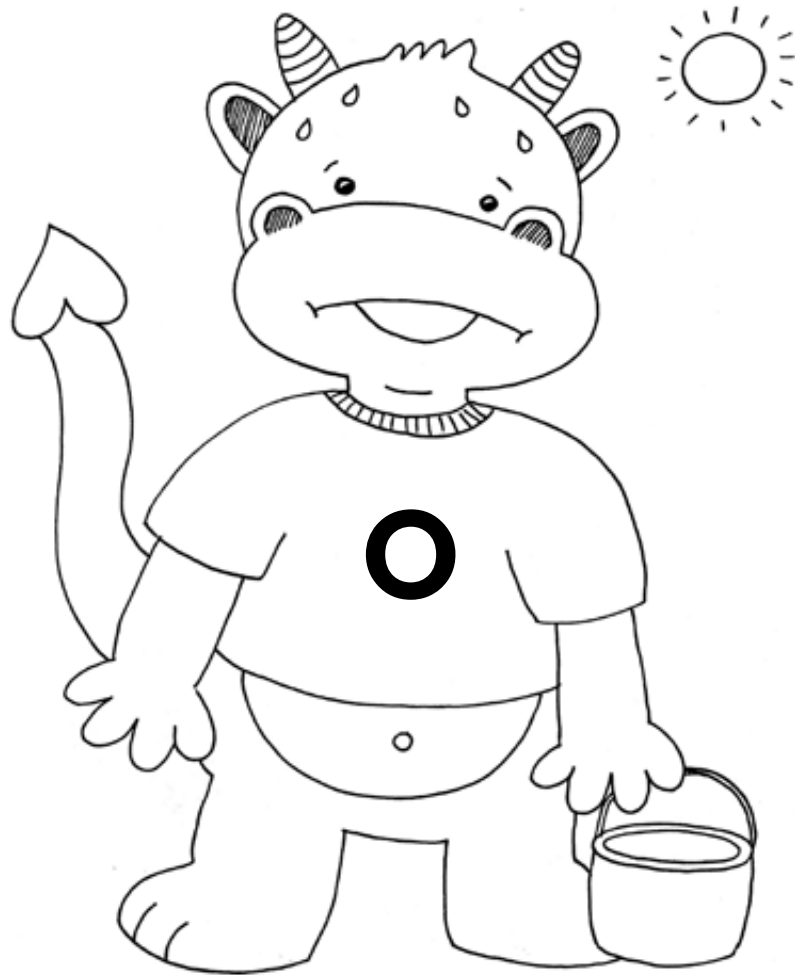
- The lips are unrounded.
- The jaw is lowered and the mouth is open.

### Words to practice 'uh'

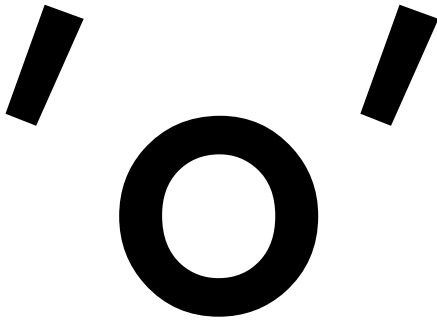
gut	up	mud	luck
cut	cup	nut	bun

### Example 'uh' story:

This is Uh. Uh bunyip is short and fat. Uh bunyip LOVES to jump in the **mud**. He also loves his **mutt "Dutt"**. Everyone says "**Dutt**" is a funny name for a dog, but Uh doesn't care. Uh and Dutt go **hunting ducks** together. At lunch time they share a **bun** and some **nuts**.



## Short Vowel Bunyip

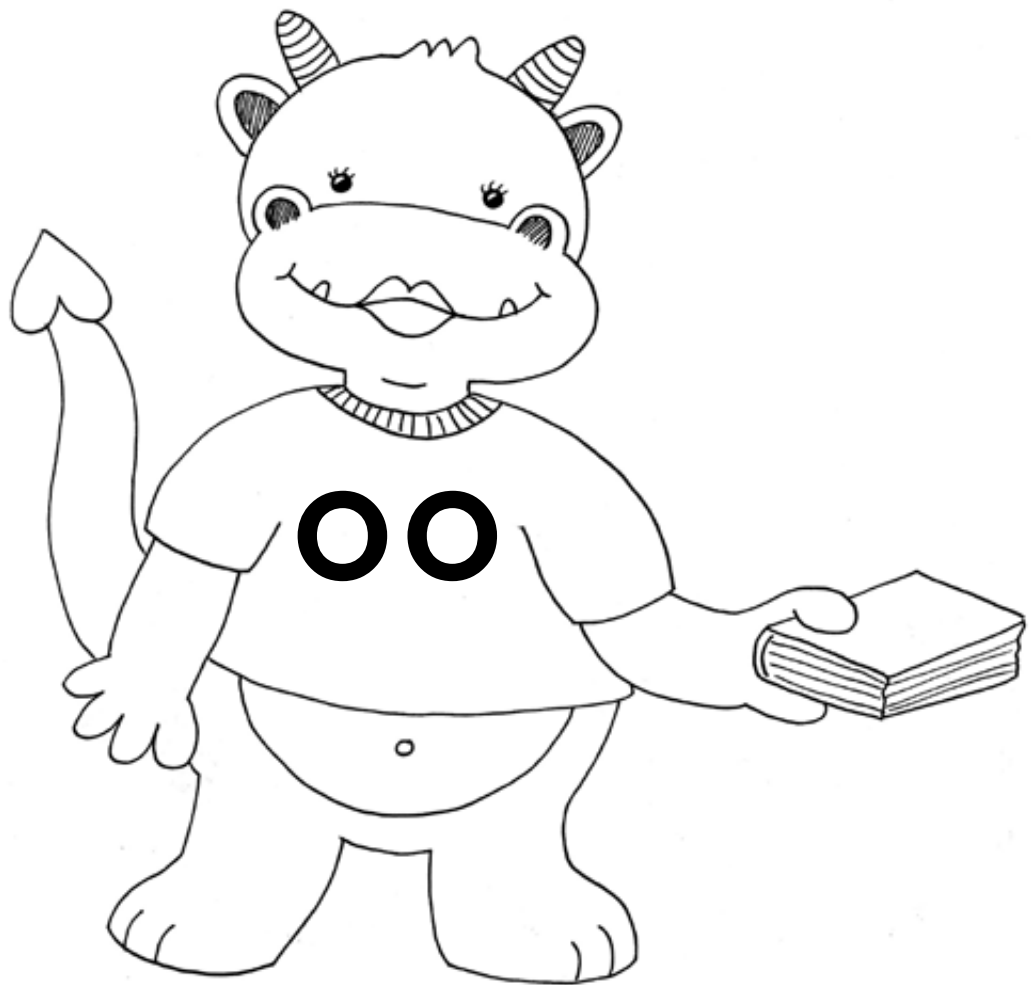


### as in "hot"

- The lips are rounded.
- The jaws and teeth are open.
- The tongue is in the middle of your mouth.

#### Words to practice 'o'

pot	lock	nod	job
hot	sock	rod	rob



## Short Vowel Bunyip



### as in "book"

- The lips are rounded.
- The jaws and teeth are almost completely closed.
- The tongue is high in the back of the mouth.

Words to practice 'oo'			
hook	put	hood	cook
book	soot	look	



## Diphthong Vowel Bunyip



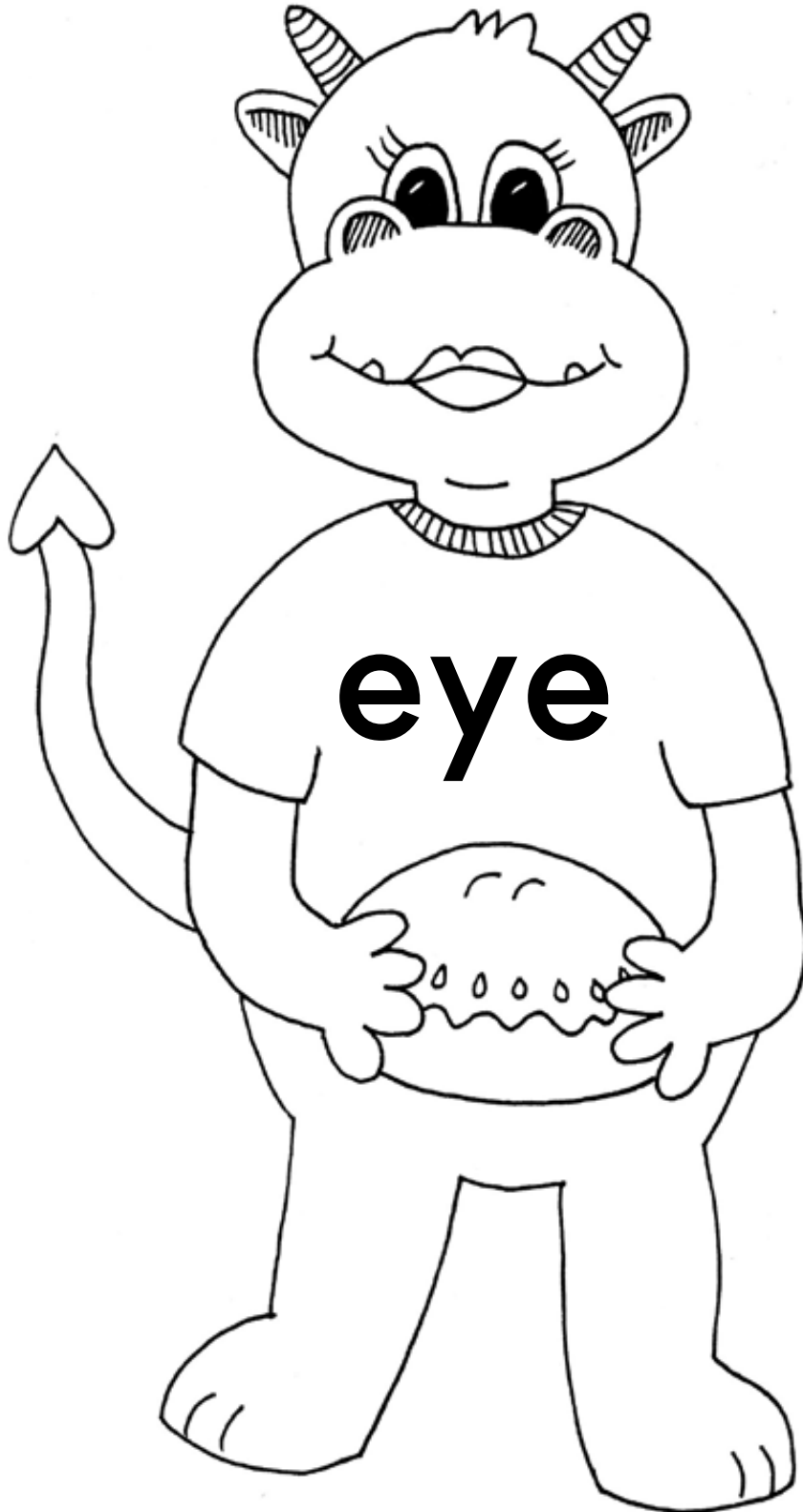
### as in "rain"

- This sound starts with an open mouth and jaw and ends with a closed mouth and jaw.
- Have students practice saying "aaaaayyyy" emphasising the open then closed mouth.
- The tongue feels like it hardly moves at all.

#### Words to practice 'ay'

pay	ache	aim	wait
day	bake	frame	late





## Diphthong Vowel Bunyip

'eye'

### as in "pie"

- This sound starts with an open mouth and jaw and ends with a closed mouth and jaw.
- Have students practice saying "eeeeyyyy" emphasising the open then closed mouth.
- The tongue feels like it hardly moves at all.

#### Words to practice 'eye'

high	night	my	fly
pie	bite	white	cry



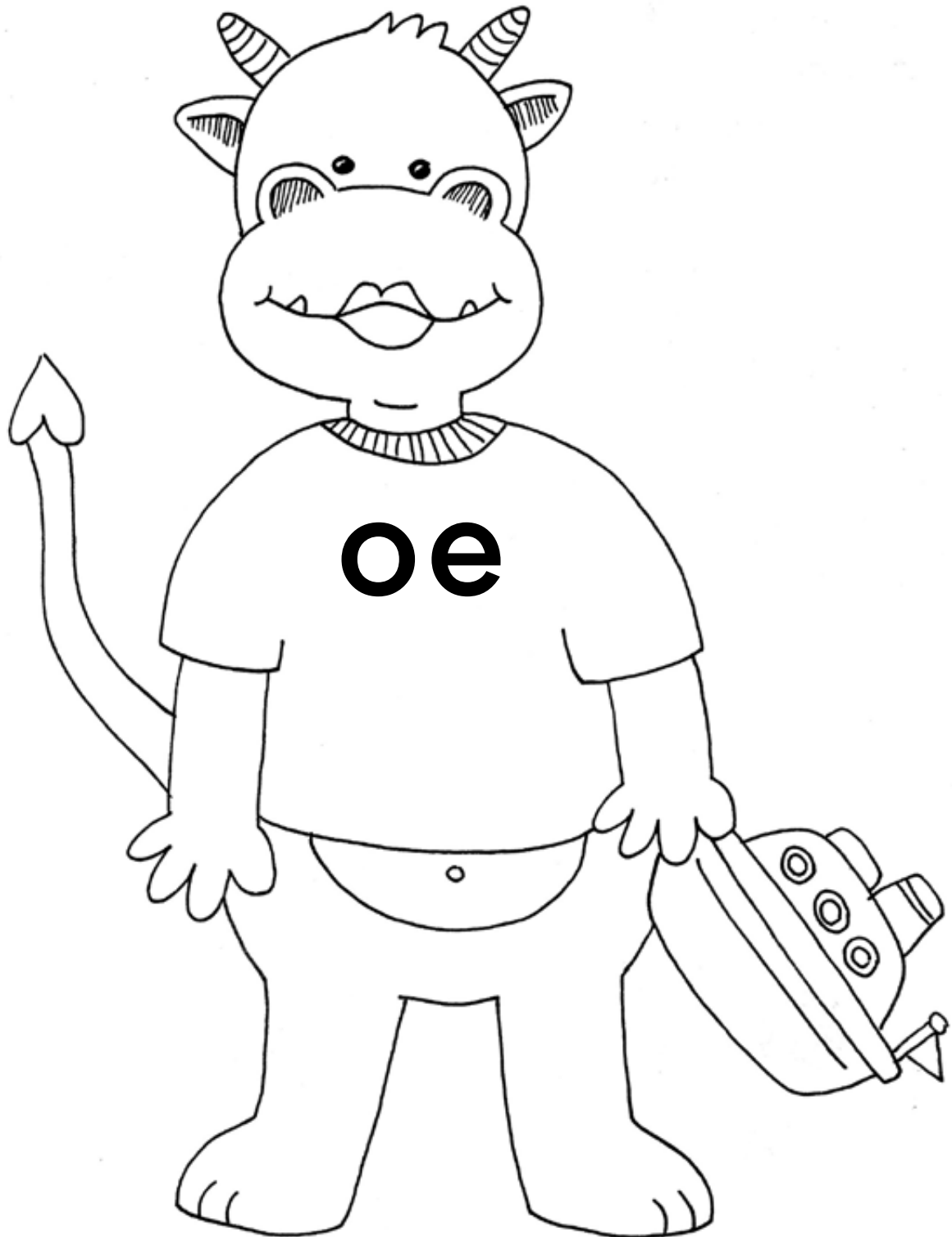
## Diphthong Vowel Bunyip

### as in "toy"

- This sound starts with rounded lips and ends with stretched lips.
- Have students practice saying "oooooyyyy" really emphasising the tight rounded lips and then the way the corners of your mouth move back.

#### Words to practice 'oy'

toy	annoy	oil	noise
boy	joy	coin	voice



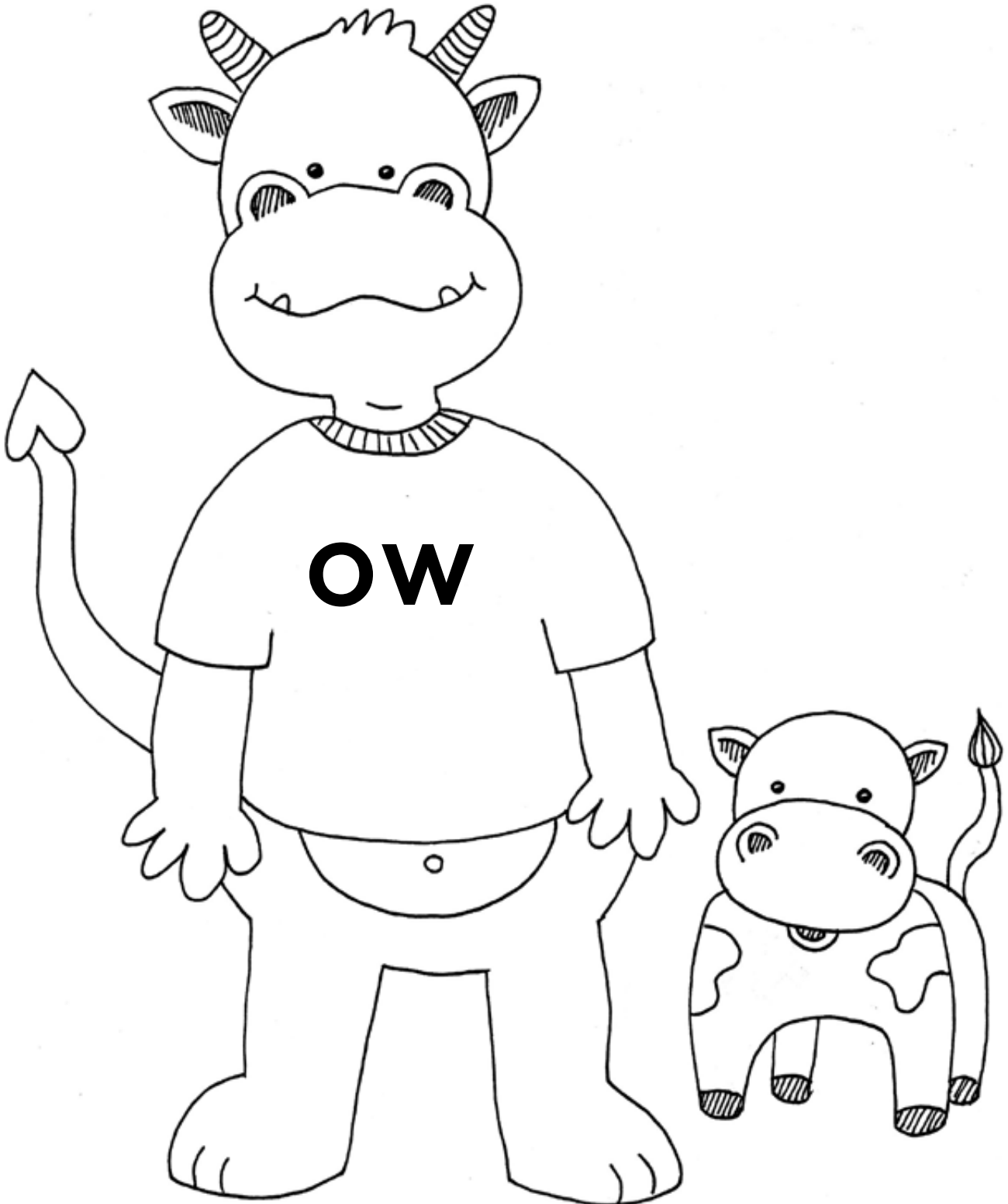
## Diphthong Vowel Bunyip



### as in "boat"

- This sound starts with an open rounded mouth and ends with a closed rounded mouth.
- Have students practice saying "oooo wwww" (as in no) emphasising the open then closed mouth.

Words to practice 'oe'			
toe	road	boat	low
no	load	coat	throw



## Diphthong Vowel Bunyip

'ow'

### as in "cow"

- This sound starts with a wide open rounded mouth and ends with a closed rounded mouth.
- Have students practice saying "oooo www" (as in now or ouch) emphasising the open then closed mouth.

#### Words to practice 'ow'

now	out	south	flower
cow	shout	how	cloud





## Diphthong Vowel Bunyip

'ear'

### as in "ear"

- This sound starts and ends with a half open unrounded mouth.
- The movement occurs in the tongue (it moves from front to back).

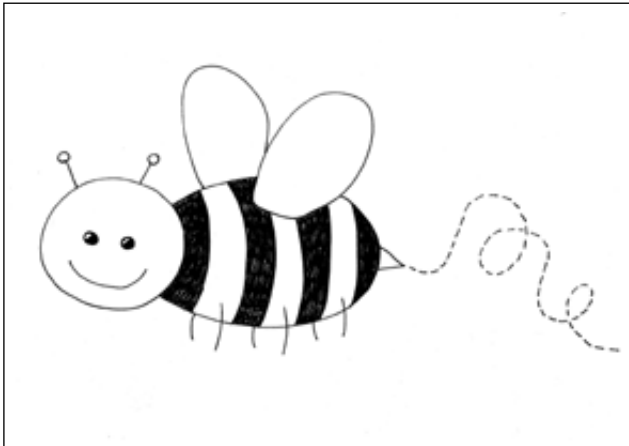
#### Words to practice 'ear'

ear	deer	near	fear
weird	hear	gear	cheer

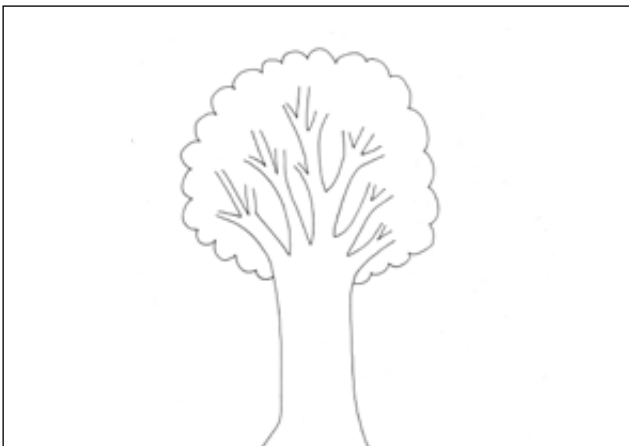
## Appendix 5: Bunyip Reproducible for Vowel Activities

### Long Vowel Bunyip Picture Plus Objects

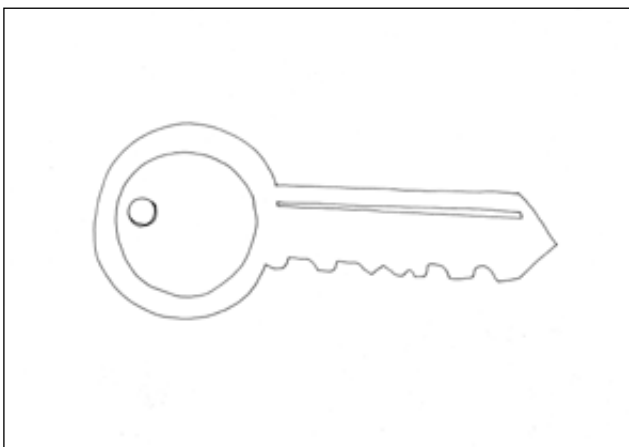
# 'ee' vowel



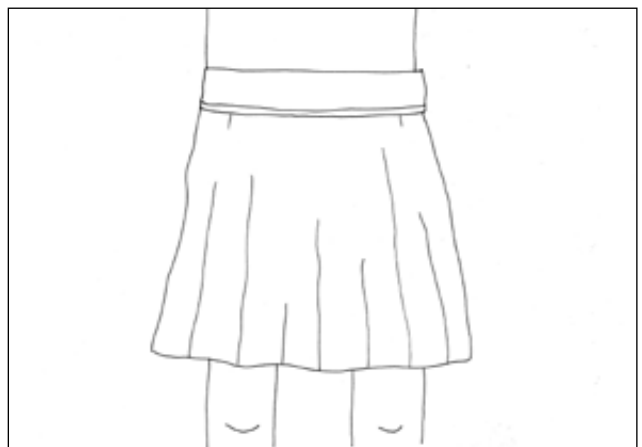
bee



tree



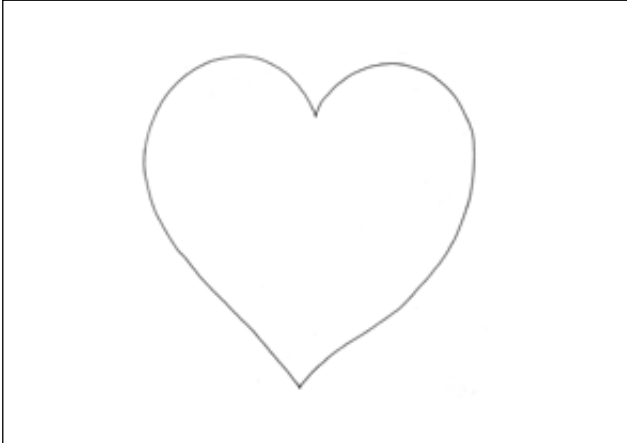
key



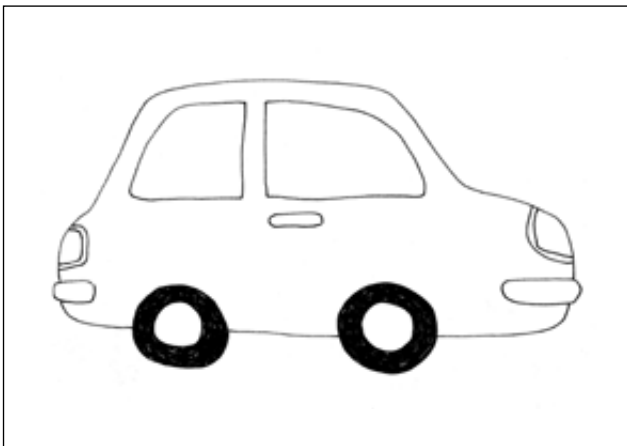
skirt

Long Vowel Bunyip Picture Plus Objects

# 'ah' vowel



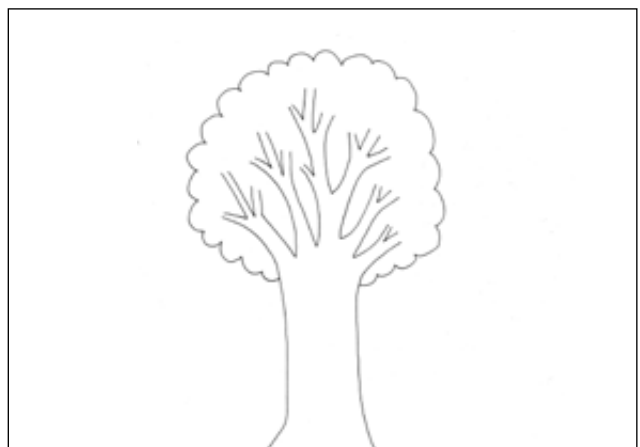
heart



car



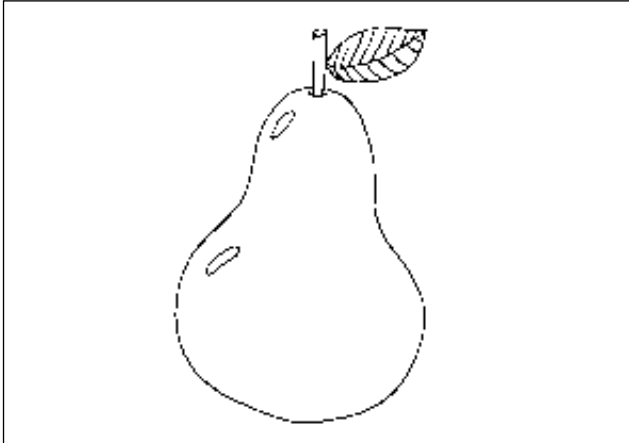
arm



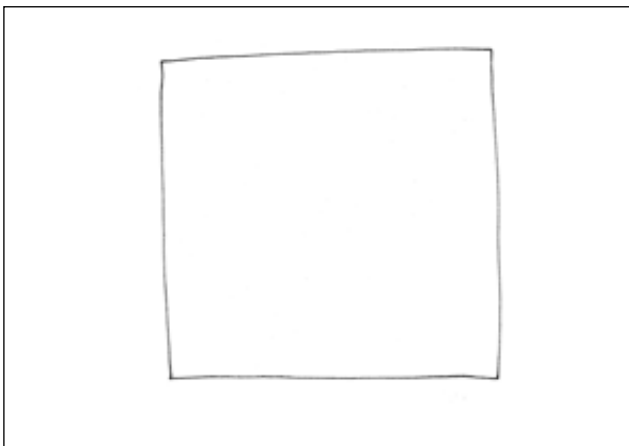
tree

Long Vowel Bunyip Picture Plus Objects

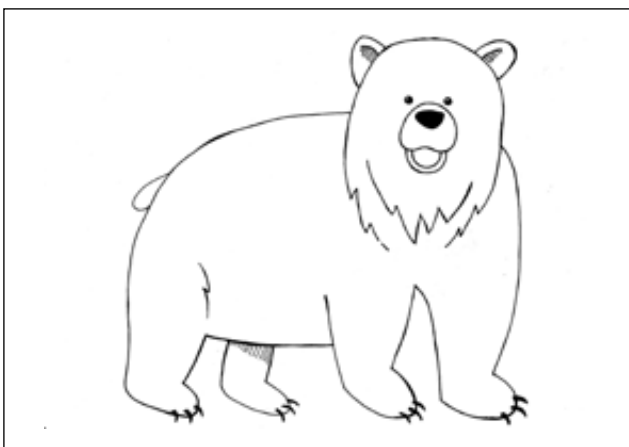
# 'air' vowel



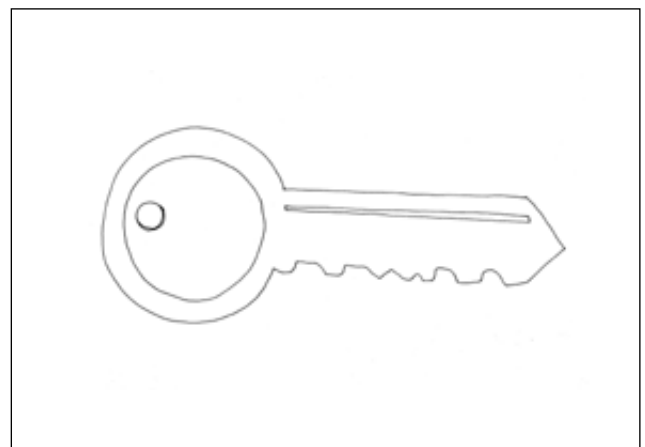
pear



square



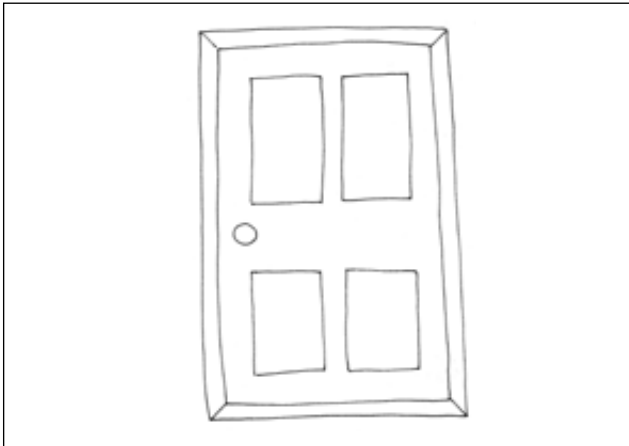
bear



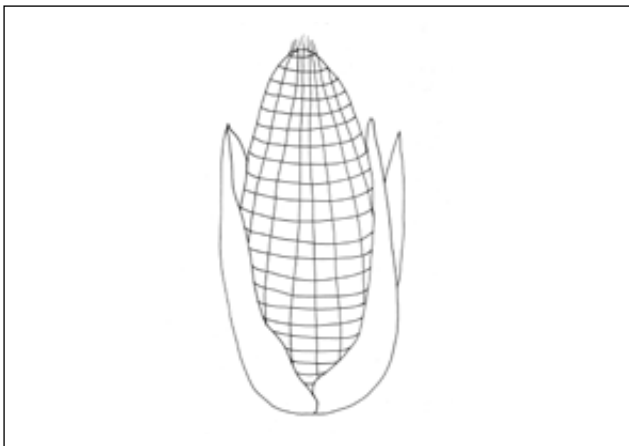
key

Long Vowel Bunyip Picture Plus Objects

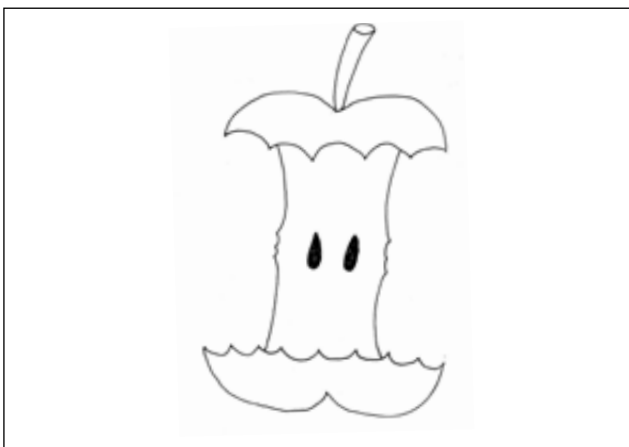
# 'or' vowel



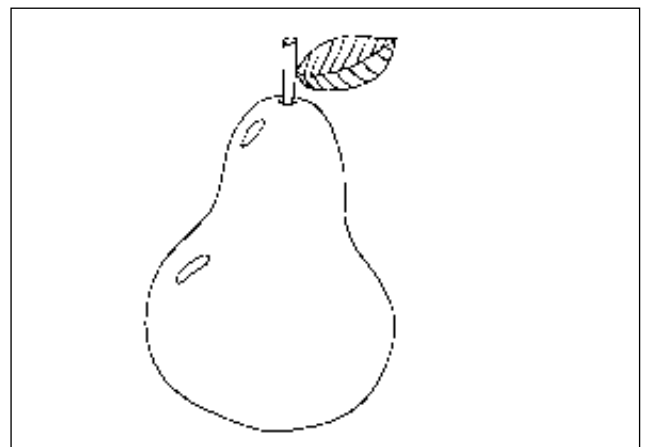
door



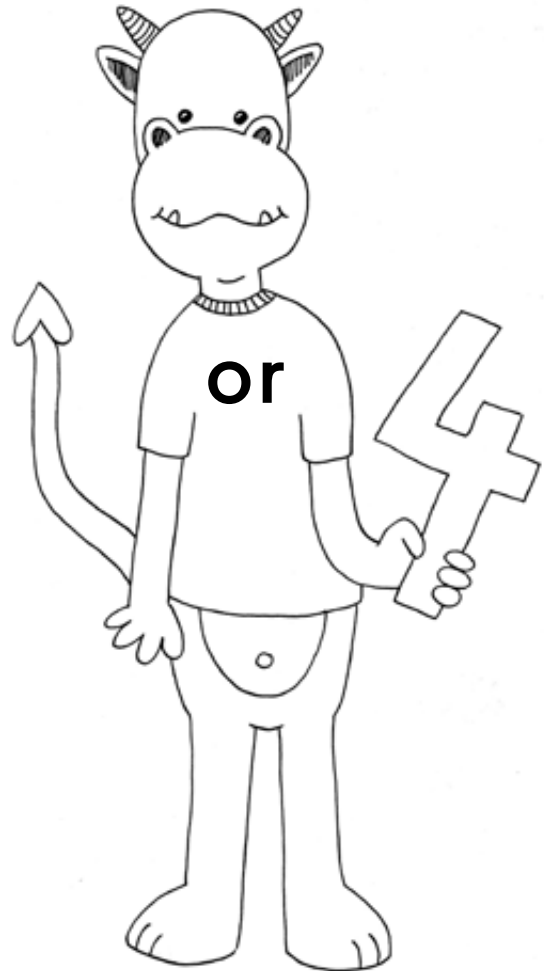
corn



core



pear



Long Vowel Bunyip Picture Plus Objects

# 'ooh' vowel



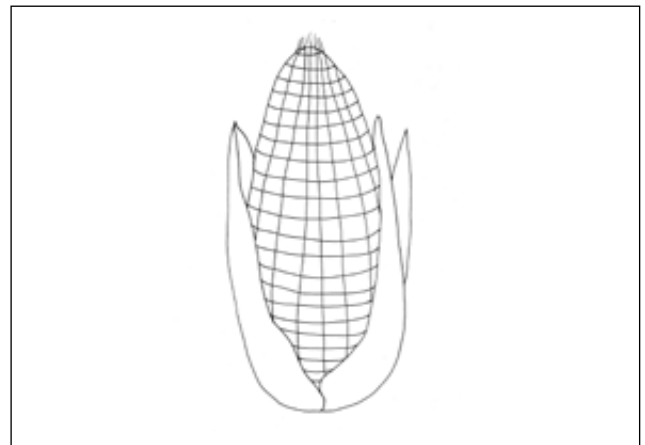
boot



two



roo

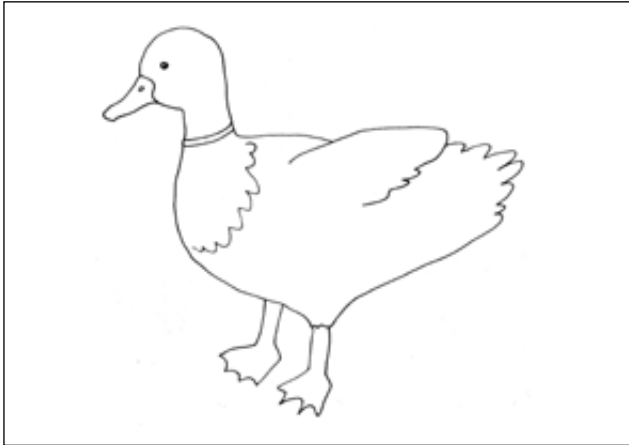


corn



Long Vowel Bunyip Picture Plus Objects

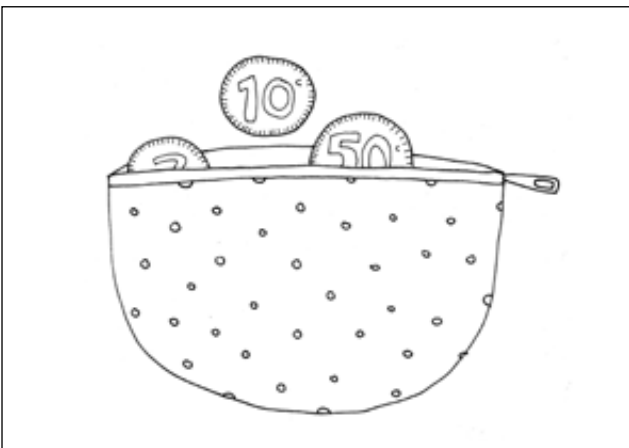
# 'er' vowel



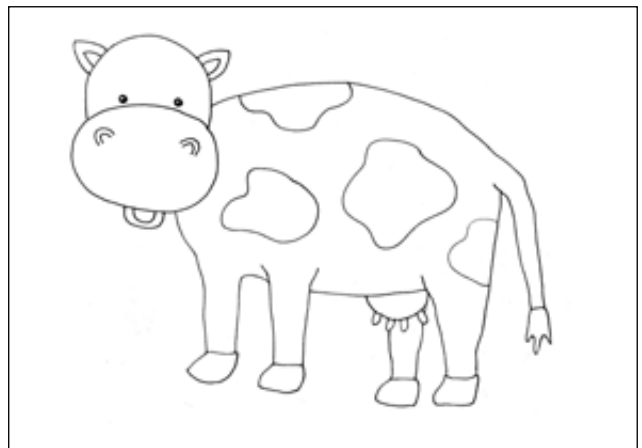
bird



skirt



purse



cow



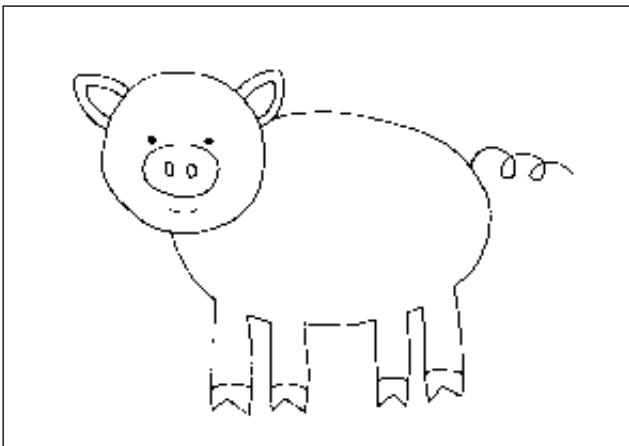


Short Vowel Bunyip Picture Plus Objects

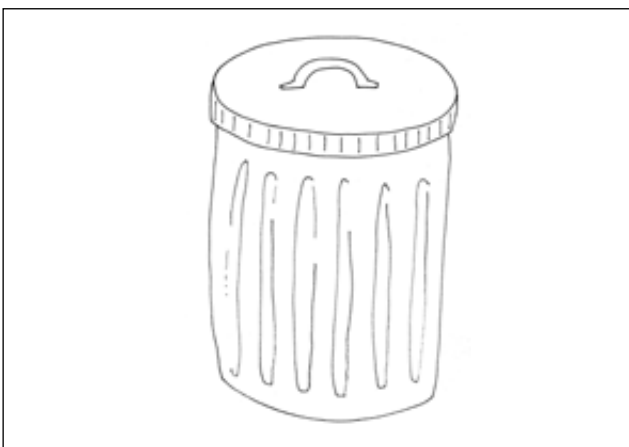
# ih' vowel



kid



pig



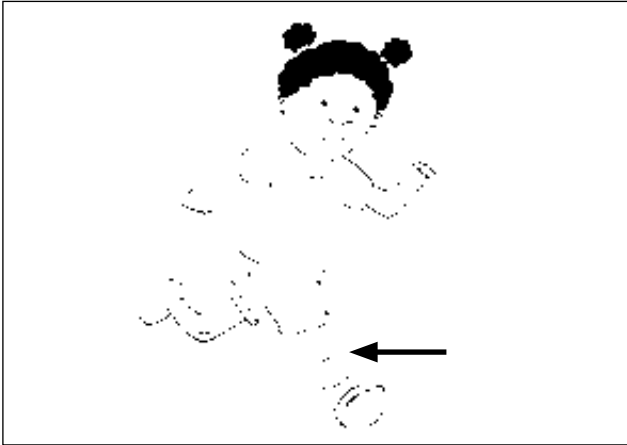
lid



boot

Short Vowel Bunyip Picture Plus Objects

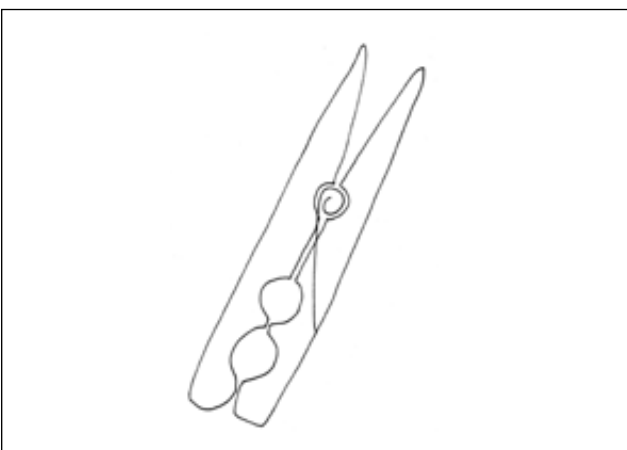
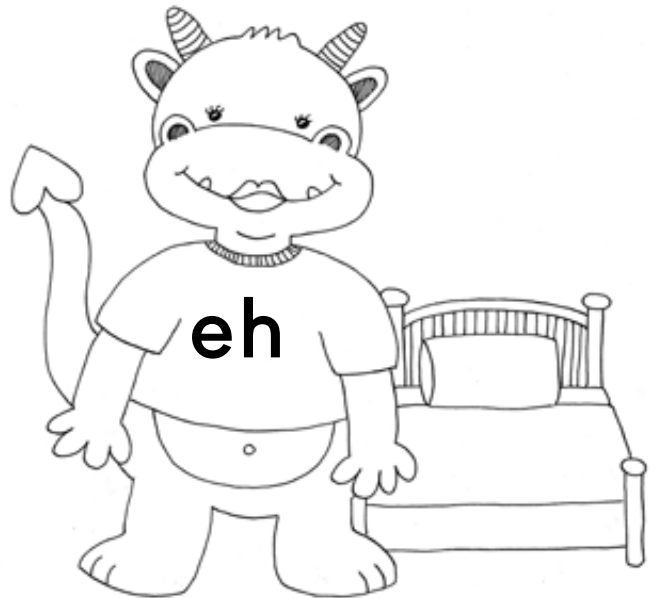
# 'eh' vowel



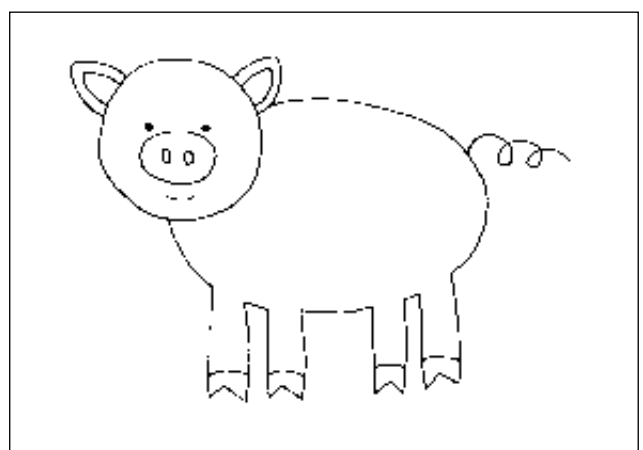
leg



head



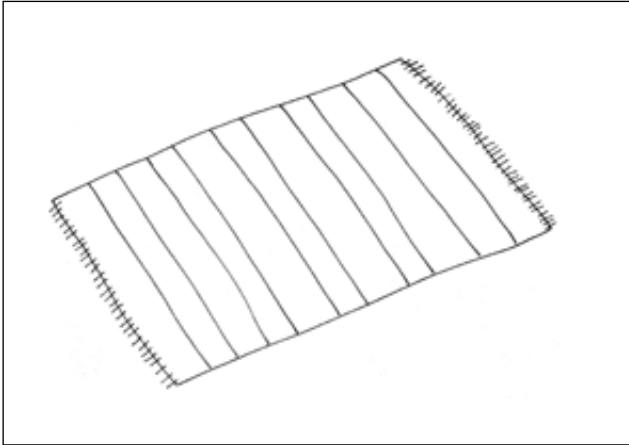
peg



pig

Short Vowel Bunyip Picture Plus Objects

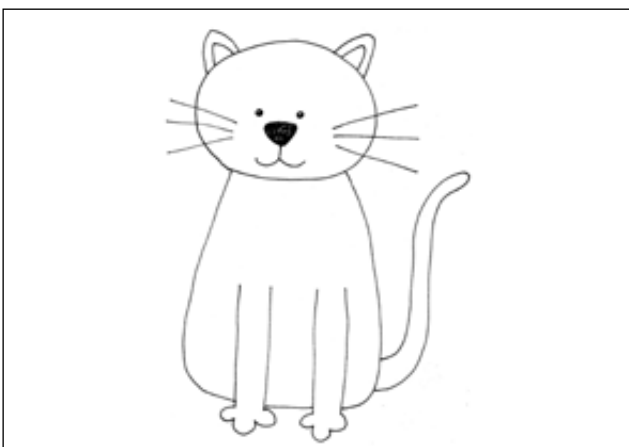
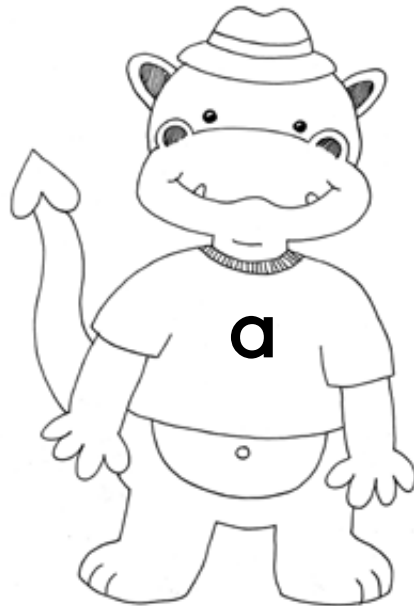
# 'a' vowel



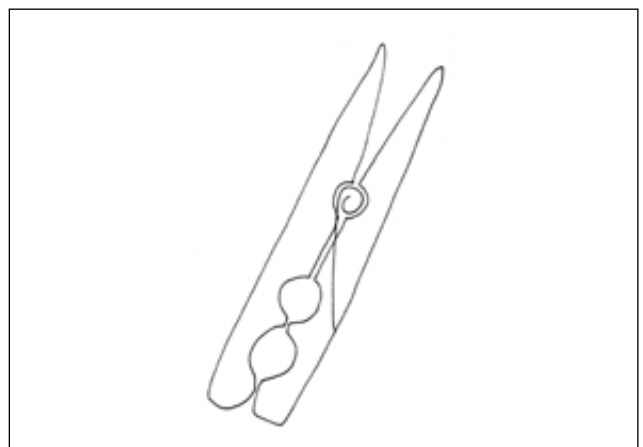
mat



map



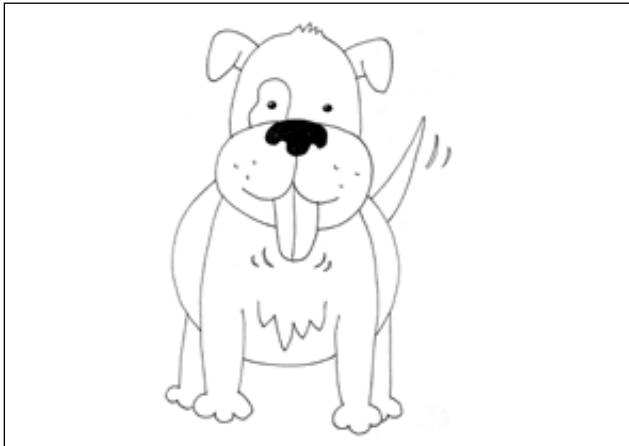
cat



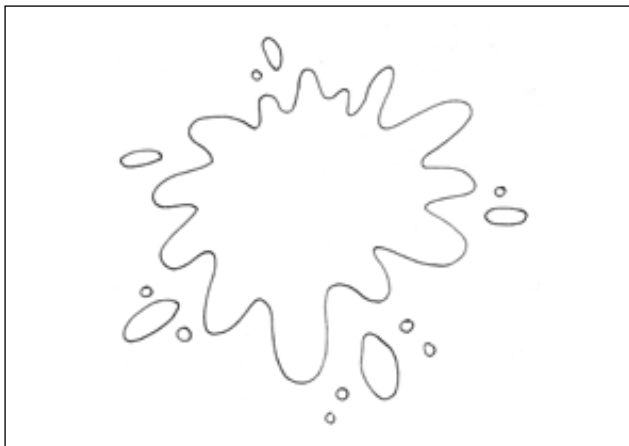
peg

Short Vowel Bunyip Picture Plus Objects

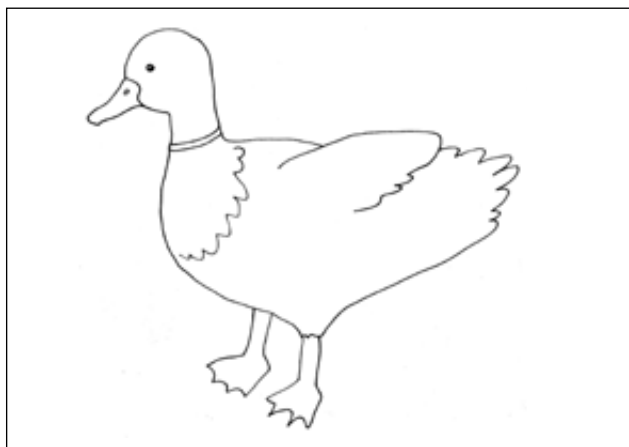
# 'uh' vowel



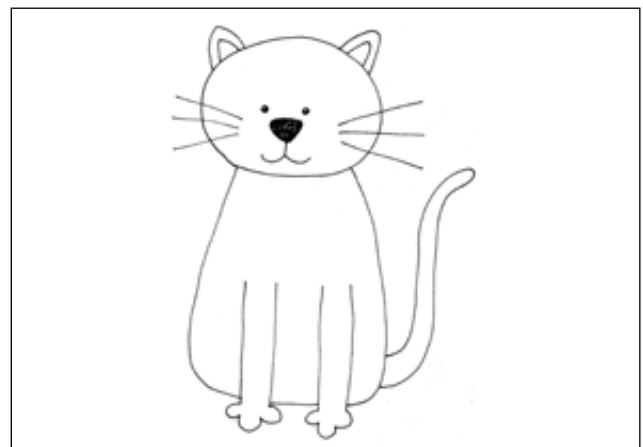
mutt (dog)



mud



duck



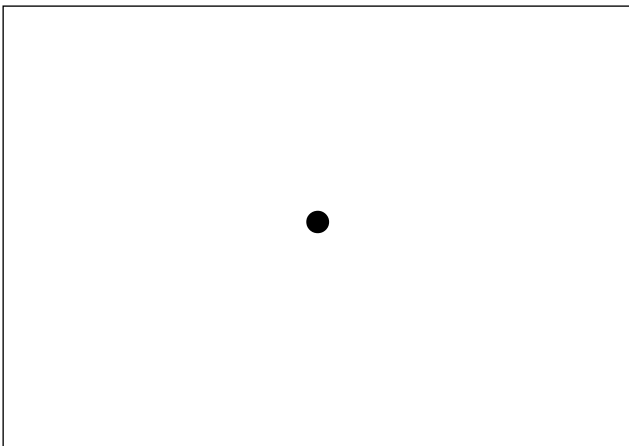
cat

Short Vowel Bunyip Picture Plus Objects

# 'o' vowel



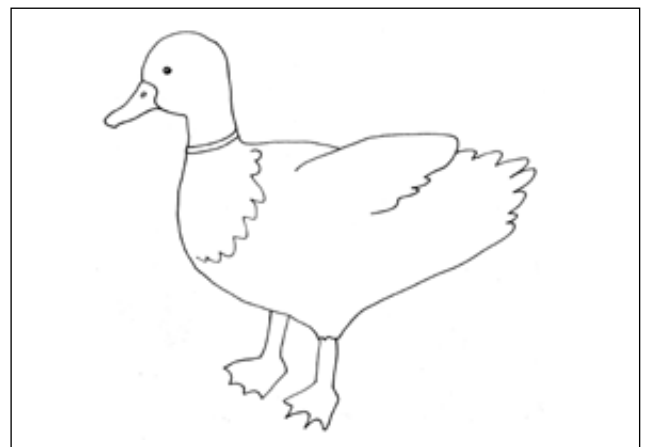
pot



dot



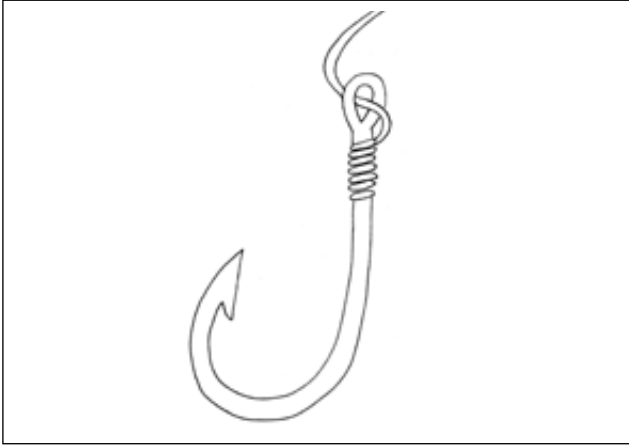
mop



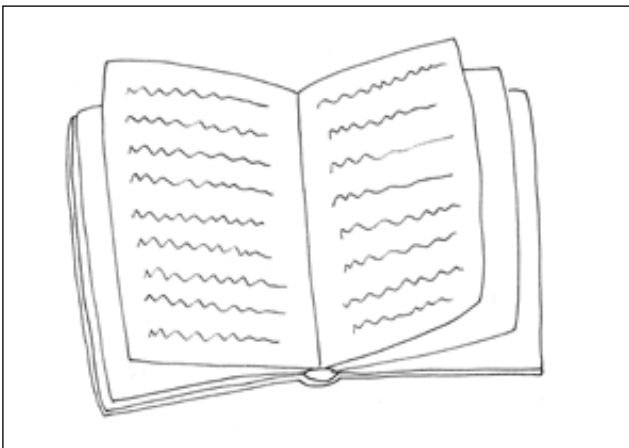
duck

Short Vowel Bunyip Picture Plus Objects

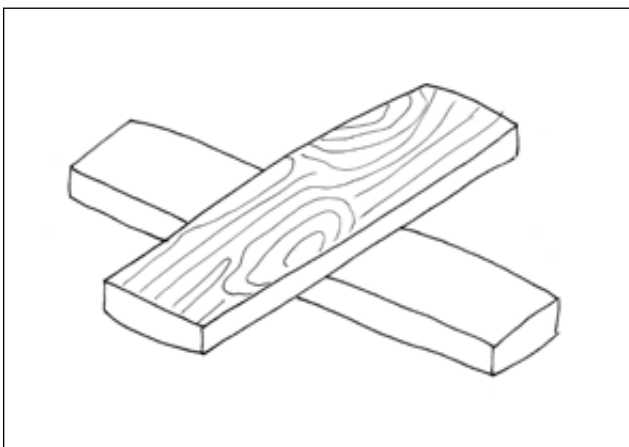
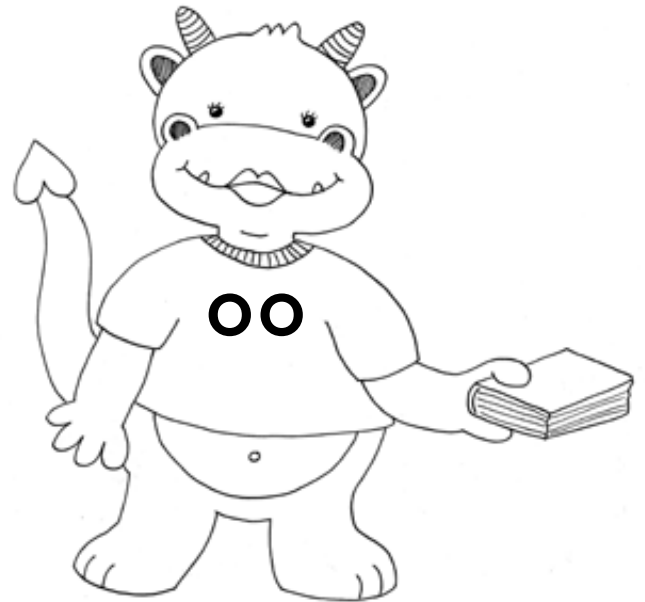
# 'oo' vowel



hook



book



wood



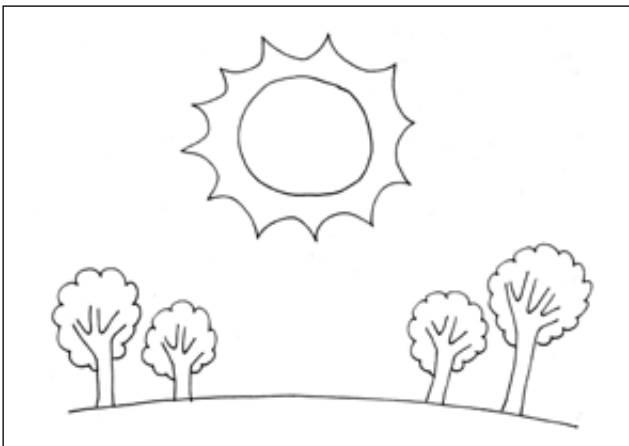
pot

Diphthong Vowel Bunyip Picture Plus Objects

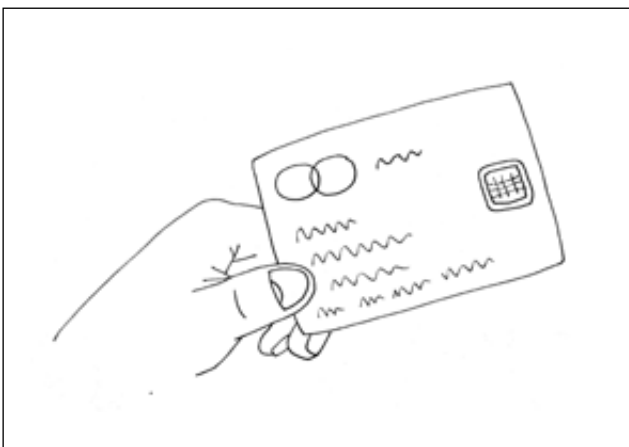
# 'ay' vowel



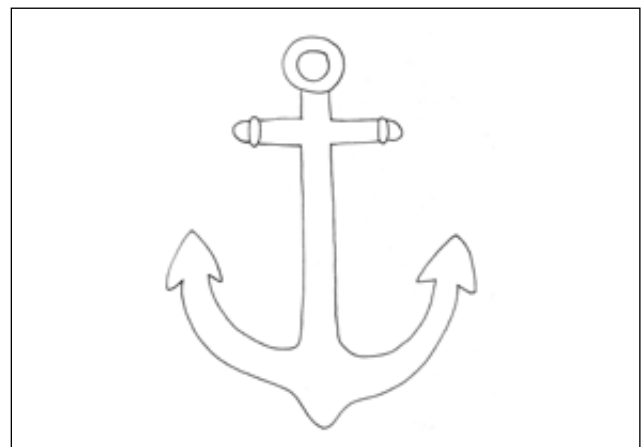
bay



day



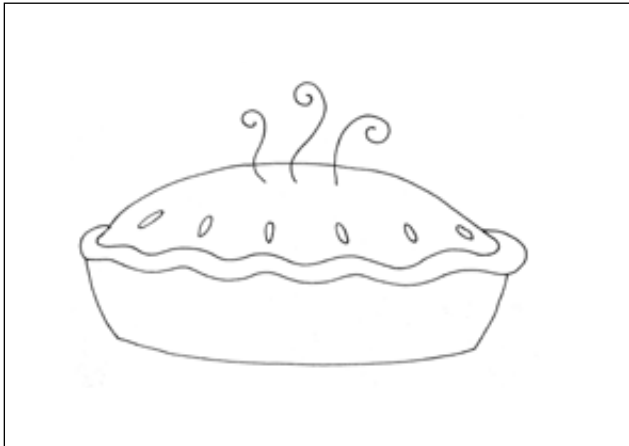
pay



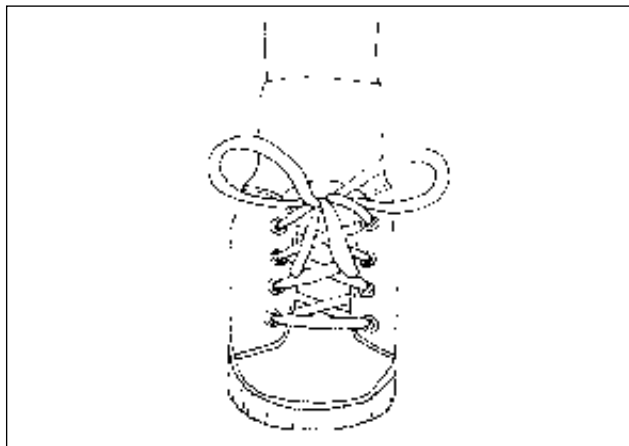
anchor

Diphthong Vowel Bunyip Picture Plus Objects

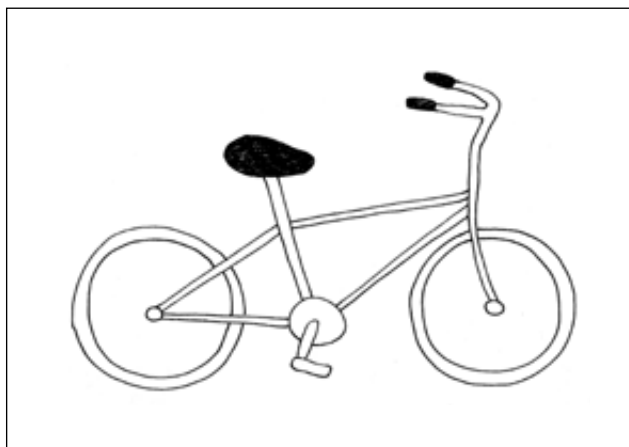
# 'eye' vowel



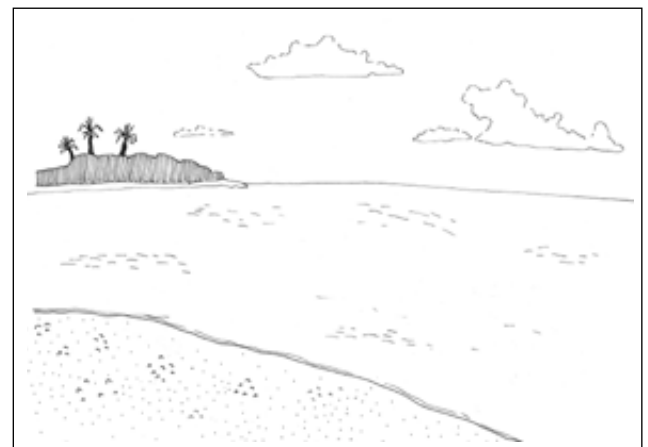
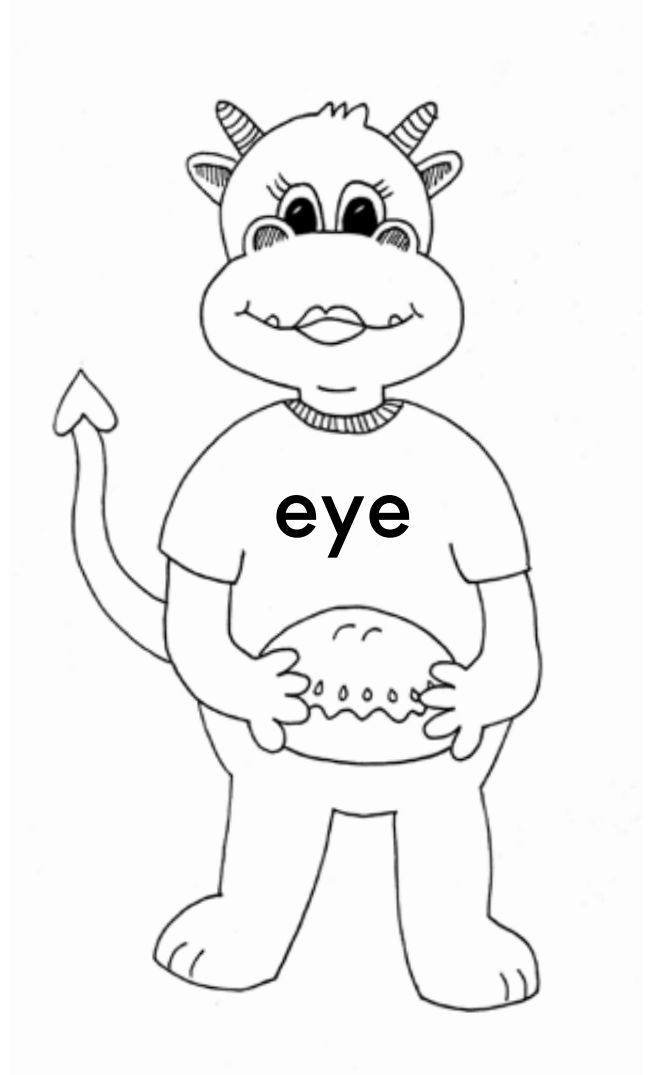
pie



tie



bike



bay

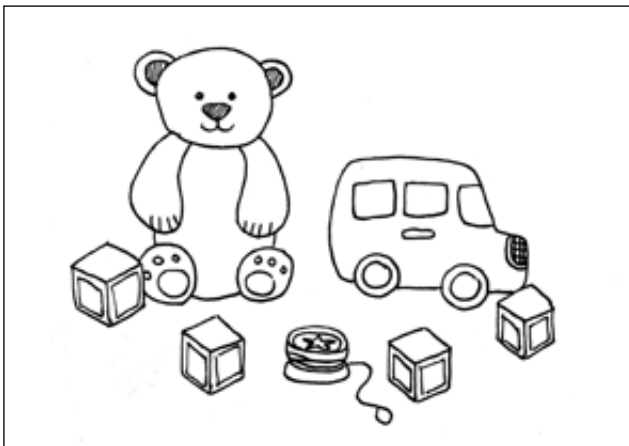


Diphthong Vowel Bunyip Picture Plus Objects

# oy vowel



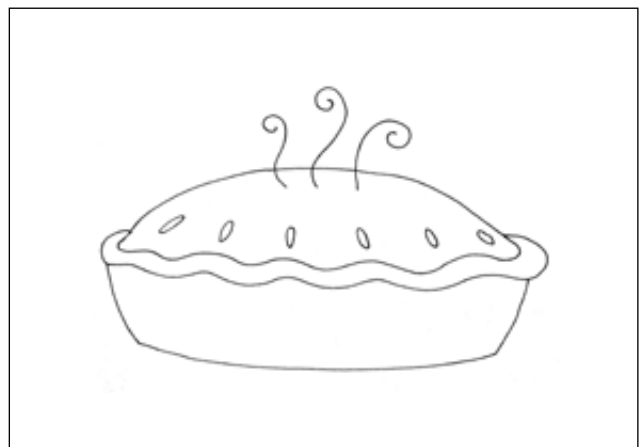
annoy



toy



boy



pie

Diphthong Vowel Bunyip Picture Plus Objects

# oe vowel



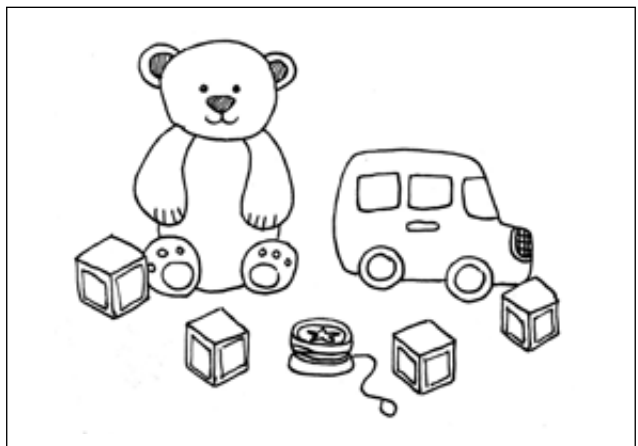
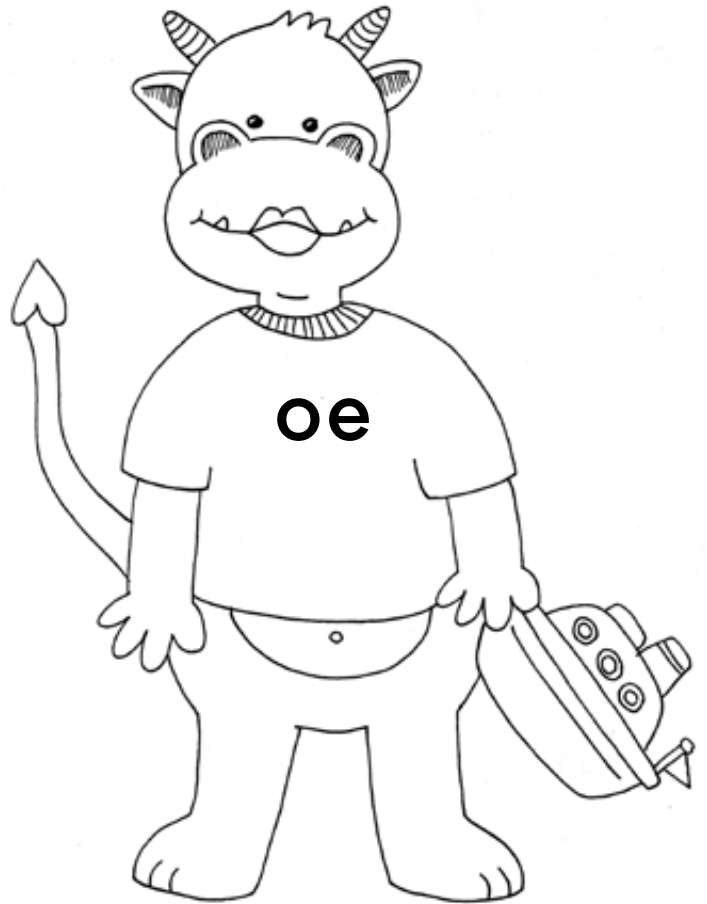
toe



row



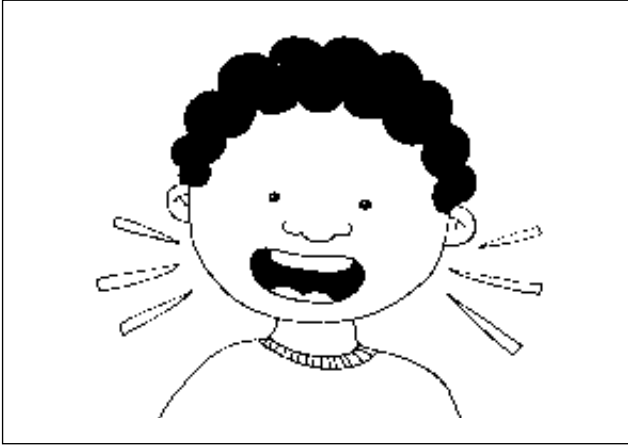
oat



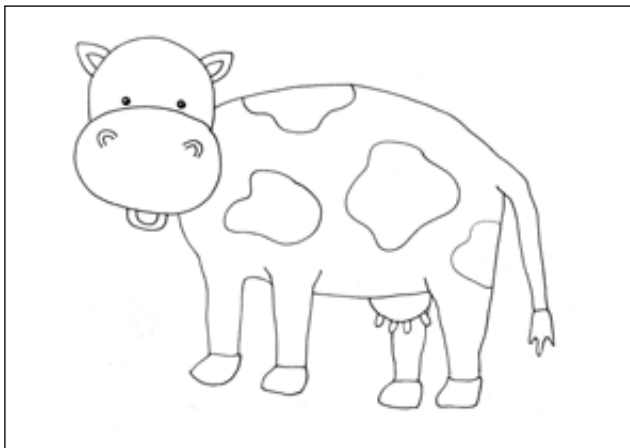
toy

Diphthong Vowel Bunyip Picture Plus Objects

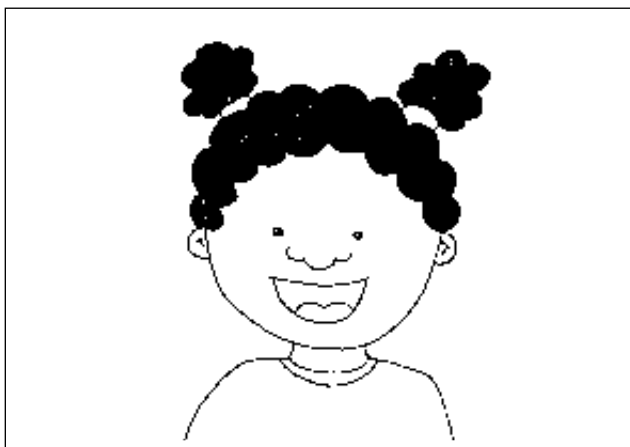
# 'ow' vowel



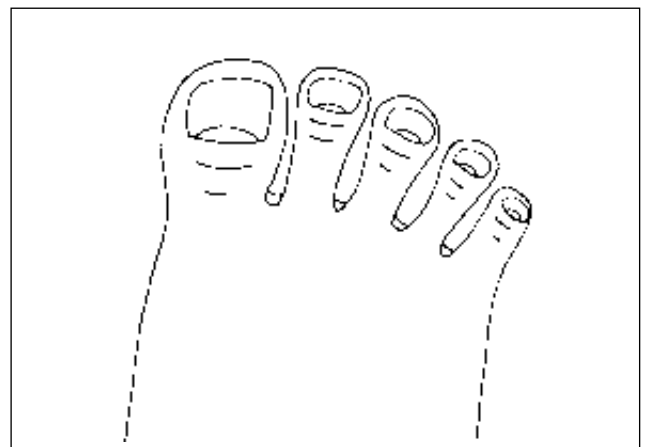
shout



COW



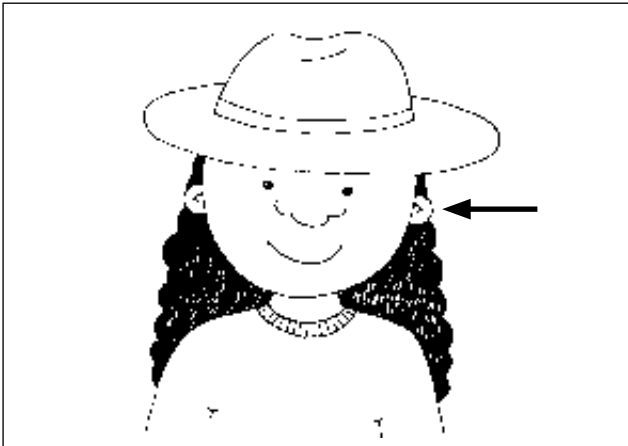
mouth



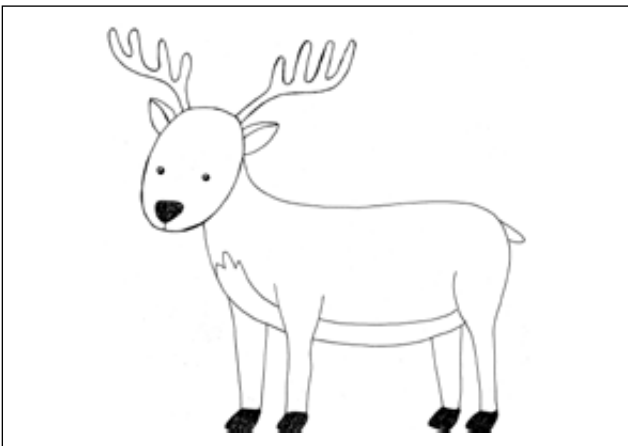
toe

Diphthong Vowel Bunyip Picture Plus Objects

# 'ear' vowel



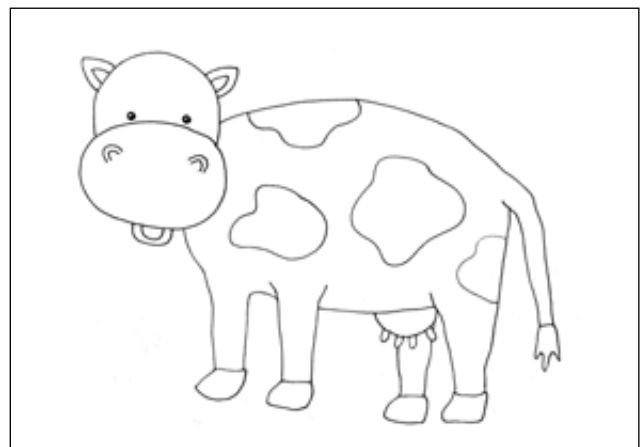
ear



deer



tear



cow







