NHS
Wirral Community
Health and Care
NHS Foundation Trust

Speech Sound Programme for ‘d’ at the start of words

This programme is for children who are producing a ‘g’ sound in place of a ‘d’ sound at the start of words. For example, ‘dog’ is produced ‘gog’ and ‘dummy’ is produced ‘gummy’. ‘d’ is the target sound. ‘g’ is the produced sound.

Below are a set of stages to work through with the child. Start with Stage 1 and only move up to the next stage when you are confident that the child has achieved the current stage.

It is recommended that the programme is carried out for 15 minutes at least three times a week. If you would like any advice or you feel that the child is not making progress, please contact the Speech and Language Therapy team on 0151 514 2334.

Stage 1 - Listening for the target sound

1. See ‘**Picture Set 1’** for sound cue pictures that represent the target sound ‘d’ and the produced sound ‘g’.
2. Place the two pictures (‘d’ and ‘g’) in front of the child.
3. Teach the child the sounds, not the letter names, e.g., say ‘d’ and not ‘d-uh’ or ‘d-ee’.
4. Say the two sounds at random and ask the child to point or place a counter on which sound they hear.
5. Repeat this activity a number of times until you are sure the child can consistently hear the difference between the two sounds.

Stage 2 - Sorting pictures by their first sound.

1. Now that the child can hear the difference between the two sounds (‘d’ and ‘g’) on their own, try the same with words. See **‘Picture Set 2’** for pictures of words that start with the target sound ‘d’ and the produced sound ‘g’.
2. Cut the pictures out and mix them up.
3. Place two boxes on the table. Using the two sound cue pictures from Picture Set 1, place the ‘d’ sound cue picture on one box and the ‘g’ sound cue picture on the other box.
4. Name the mixed pictures one at a time, while showing the child the picture. Ask the child to listen to the first sound in the word and place it in the correct box.

Game ideas for Stage 1 and 2:

- *Hide pictures around the room for the child to find instead of mixing on the table.*
- *Fishing game or skittles – each time the child selects and sorts a picture into a box he/she gets a turn at a game.*
- *Pulling the picture cards out of a bag to select a word to listen to.*

Stage 3 - Hearing the difference between rhyming words

1. See **'Picture Set 3'** for rhyming pictures.
2. Cut the pictures out and take a set each so you both have a matching set.
3. Place a barrier between you and the child e.g. a cereal box. Make sure that you cannot see each other's pictures.
4. Say a word and the child must find the matching picture. Do not show the child the picture. Both reveal your pictures and see if you have a match.

Stage 4 - Learning to say the target sound

- Use the 'd' sound cue picture in '**Picture Set 1**'.
- Ask the child to make the target sound. You might need to explain to the child how to make the sound.

How to make 'd'

'd' is a short, loud sound.

☆ Place your tongue behind your top teeth

☆ Keep the tip of your tongue at the front of your mouth

Ideas to try:

- ❖ Practise the sound in front of a mirror. Do this with the child so they can watch how you make the sound and then copy. This provides a visual of the tongue position.
- ❖ Use verbal prompts throughout, for example 'I've got my tongue behind my top teeth'. Encourage the child to look at your mouth to see what you are doing.

Game ideas for this stage:

- *Posting- Have lots of small 'd' sound cue pictures. Each time the child says the target sound, they can post a picture into a post box.*
- *Stepping Stones- Have lots of small 'd' sound cue pictures placed on the floor across an imaginary river to make stepping stones. The child crosses the river by standing on the 'stones', saying each sound as it is stepped on.*
- *Ball games- Roll/throw a ball to each other. Each time the child catches or throws the ball they have to say the target sound. Make sure you join in and say the sound too.*

Stage 5 - Learning to blend the target sound with a vowel

1. Use the 'd' sound cue picture from '**Picture Set 1'** and vowel pictures from **'Picture Set 4'.**
2. Begin by practising 'd' (Picture Set 1) and a vowel (Picture Set 4). If the child is finding this challenging, try leaving a small gap in between the two sounds, e.g. 'd….ah' 'd…ow'.
3. As the child improves, encourage them to reduce the gap and blend the sounds together, e.g., 'dah' 'dow'.

Game ideas for this stage:

- *Skittles - Stick the pictures of vowel sounds on the skittles. Ask the child to throw the ball and encourage them to say the target sound along with the vowel sound that was attached to the skittle that they have knocked over.*
- *Pop-up Pirate – Give the child a sword for each attempt at saying 'd' with a vowel.*

Stage 6 - Learning to say the target sound at the beginning of a word.

1. See **'Picture Set 2'** for words beginning with 'd'.
2. Keep the 'd' sound cue picture from **Picture Set 1** on the table as a reminder.
3. Before the child is able to say the word accurately on their own, you may need to model each word first and then ask the child to repeat it back.
4. It may be easier to separate the 'd' sound initially, e.g. 'd-uck', before blending the sounds.

Game ideas for this stage:

- *Pass the parcel – Wrap the 'd' word pictures from Picture Set 2 up in several layers of paper to make a parcel. The parcel is passed from player to player until the music stops. The person holding the parcel when the music stops removes a layer of paper and names the picture that was inside.*
- *Treasure Hunt – Hide the 'd' word pictures around the room. The child names each picture as they find it.*
- *Quiz – Arrange the 'd' word pictures on the table. One player (adult) describes one of the pictures. The child tries to guess which picture is being described by naming the picture.*

Stage 7 - Using the target sound in short phrases/ sentences

- Now the child is able to say 'd' in single words, they need to practise using the sound in phrases and sentences.
- An example of a phrase might be 'open the **d**oor**'** or '**d**olphin is swimming'. You can also use a short carrier phrase to practise at this level, such as "I've got the (insert 'd' word)". Gradually increase the length of phrases until the child is able to use 'd' in full sentences e.g. "I love feeding the **d**ucks at the park".
- Using pictures from **'Picture Set 2',** take turns to make up a phrase/sentence for each 'd' picture. You may need to model some phrases so the child understands the activity.

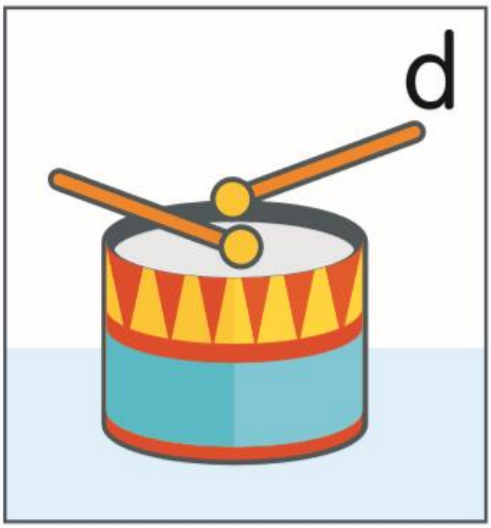
Game/activity ideas for this stage:

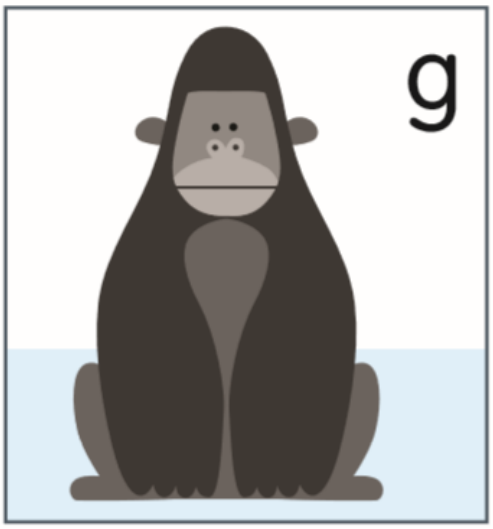
- *Look through catalogues/picture books to find items beginning with 'd'. Describe these items, for example 'little doll', 'blue dish'.*
- *Picture Circle - Arrange the 'd' word pictures in a circle on the table/ floor. Each player is given a counter. Take it in turns to roll the dice and move the counter around the pictures, naming and describing the picture that you land on. The winner is the first to the end. If the child makes a speech sound error (e.g. 'the children are **gancing**'), they have to go back one picture.*

Stage 8 - Generalisation into everyday speech

- Once the child can produce 'd' in a sentence, use strategies during daily activities to support generalisation.
- When the child forgets to say a word with the target sound e.g. the child says "ginosaur" for *dinosaur*, you could either:
  - Offer a choice – "Do you want the ***g****inosaur* or the ***d****inosaur*?"
  - Model back the correct production ("you want the **d**inosaur"), emphasising the 'd' sound at the start.
- When reading stories, make some mistakes when saying a familiar word beginning with 'd' e.g. "Let's feed the gucks" (instead of ducks). See if the child corrects you.

Picture Set 1



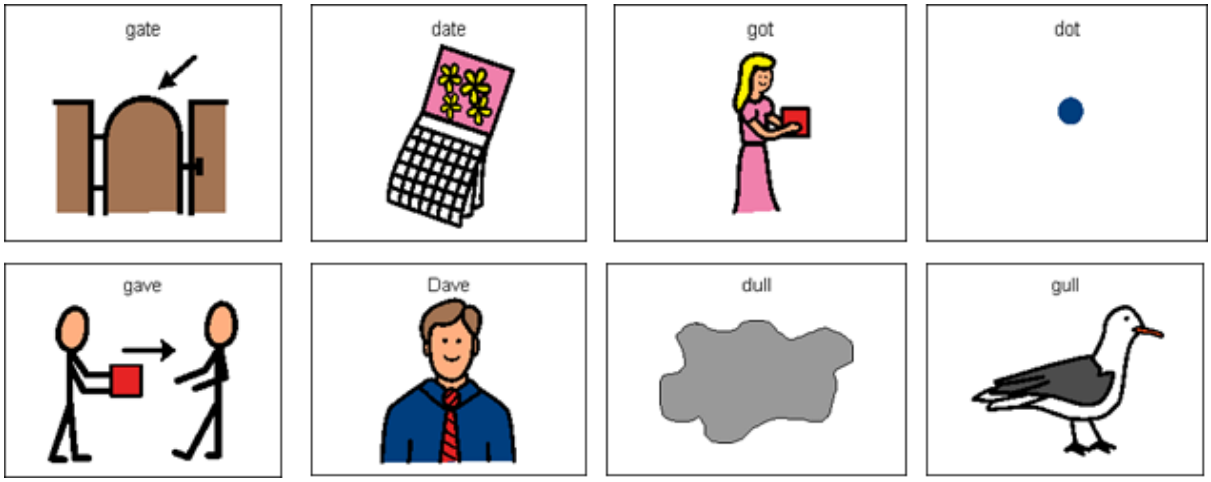


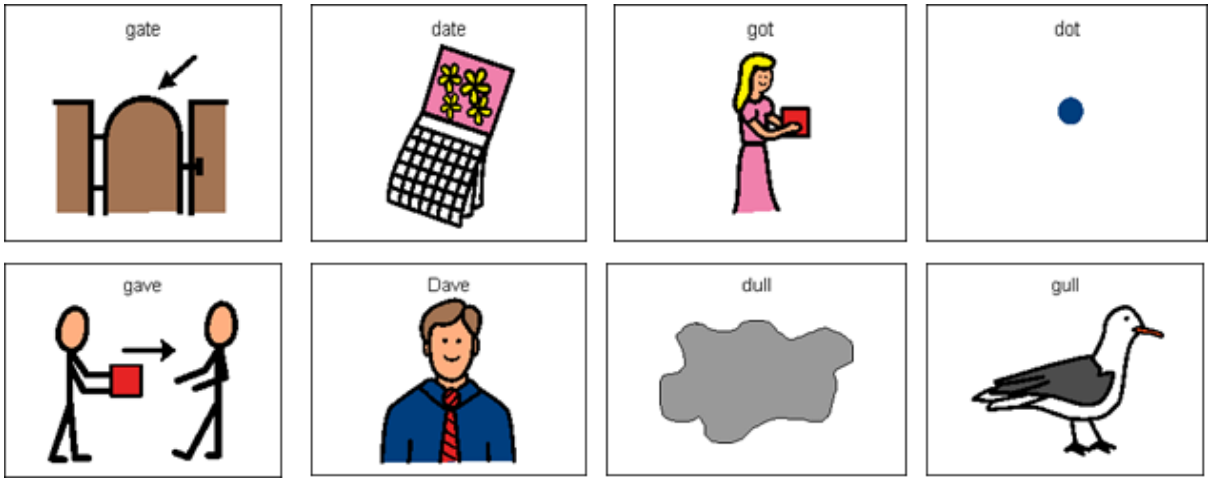
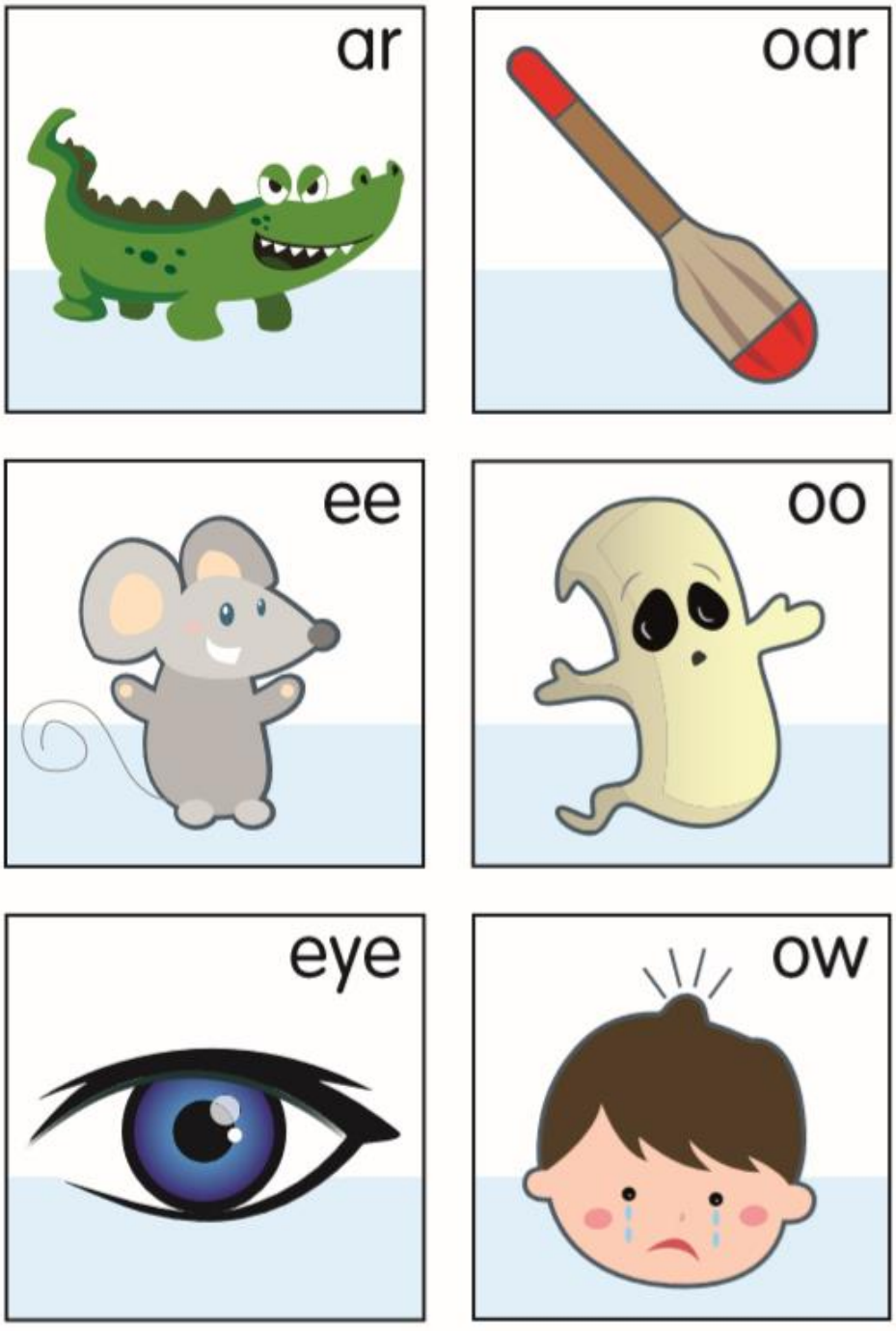
Picture Set 2

Door	Doll	Dog
Dig	Dinosaur	Dolphin
Donkey	Duck	Doctor
Dancing	Dummy	Daffodil

Girl	Goose	Goat
Garden	Garage	Ghost
Gate	Golf	Game
Goldfish	Gorilla	Goodbye

Picture Set 3





Picture Set 4