

CommTap

Communication Support

Speech Sound Resource Pack

Target Sound:

z



Use 'z' at the
beginning of
words

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Background

[Commtap CIC](#) is a community interest company providing free resources to support the development of speech, language and communication for children and young people.

The speech sound resource packs were developed to provide a clear and easy to use package for speech and language therapists to give to parents/carers and education staff to support working towards identified targets on speech sounds.

How to use this resource pack

It is recommended this resource pack is used under the guidance of a speech and language therapist who has completed an assessment with your child. It is recognised that this is not always possible, so the pack has been designed with easy-to-follow steps to work through at your child's pace.

Praise is an important part of supporting your child to develop new sounds. Use specific praise to highlight what went well, for example, 'I heard a brilliant 's' on the word sun'. Praise attempts at sounds that your child finds tricky, for example, 'that was a really good try at an 's' sound'.

What if my child does not make progress?

If you have attempted to follow the pack with little progress, it is recommended that you consult a qualified speech and language therapist for further guidance. Your local NHS speech and language therapy department can be found by carrying out an internet search for 'area name + NHS children's speech and language therapy'.

Can I use my own phonic/speech symbols with the pack?

Sometimes your child may be using a phonics system at school or home. Generic pictures to represent sounds have been included alongside the activities in this pack – these can be substituted for the pictures your child already uses as part of their phonics teaching at school/home if needed.

How can I keep track of my child's progress?

There is a record sheet found in the resources section at the back of the pack – this can be used to keep a record of the sections you work through with your child, and how long it takes. Little and often practice is recommended. Think about times during the day when you could practice for a few minutes.

What if I am unsure about how to use the pack?

An instructional video moving through all the steps included in the pack can be found on the Commtap website.

What is available on the Commtap website?

The [Commtap website](http://commtap.org) (commtap.org) provides a variety of free communication resources and advice on developing speech, language and communication skills. There are further speech sound resource packs available for different speech sounds and language elements.

How can I contact Commtap?

You can complete the [contact form on the website](#), send an email to tap@commtap.org, or use the Commtap Facebook group: facebook.com/groups/commtap.

This page helps you to understand different vocabulary terms that are used in the resource pack.

Auditory Discrimination – Being able to hear the difference between sounds and between sounds in words.

Minimal Pairs – Pairs of words where one sound is changed, for example, 'sun' and 'done' (listen to the sounds rather than look at how the word is spelt).

Phrase – A short utterance (something you say) of 2-3 words.

Silent Sorting – Thinking about the word in your head rather than hearing somebody say it.

Single Sound – A sound by itself, for example, 'sssss'. When you say the sound, be careful not to add a vowel sound on the end, for example, 'suh'. Avoid calling the sounds by their letter names, for example, 'ess'.

Sound Blend – Where two or three consonant sounds are put together to make a new sound, e.g. 'sp', 'str', 'fl'.

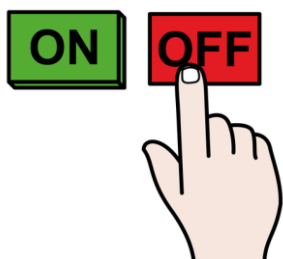
Target Sound – The sound you are focussing on changing.

Learning a new sound can be a daunting process. Often children can say the individual sound but when they try to say it in a word, it changes back to the sound pattern they have stored in their head for that word, for example, your child can say 'p' by itself, but when they say the word 'pig', they produce it as 'big'.

It is easier to think about learning new sounds as a set of steps that you work through at your child's pace. This starts with listening and understanding the difference between sounds and ends with being able to generalise the sound into all words when talking in conversations.

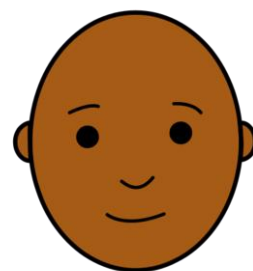
This pack will provide guidance and ideas for each of the steps – for working on this sound, you will start at the orange step. You may find your child picks up some steps quicker than others – this is ok. If you have not received guidance from a speech and language therapist about where to start the pack, it is recommended you start at the beginning and work through the steps checking your child can achieve each skill before finding the step you need to start with. The titles of each section are colour coded so it is easy to see which step you are working on.





When talking with your child, attempt to reduce as much background noise as possible. For example, turn off music/television, move to a quieter place.

Try and position yourself so you can see your child's face.

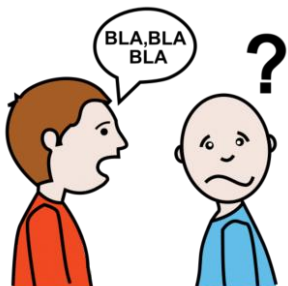
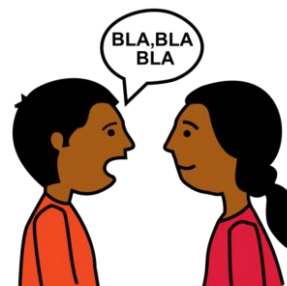


Listen to what your child is saying. Were there any key words you could hear? What situation are you in? Is your child using other means to communicate such as pointing or showing you an object?

Repeat back your child's words for them to hear the accurate way to say the sound. Repeat the word if you can, for example:

Your child: 'I saw a gog'.

You: 'You saw a dog! A brown dog'.

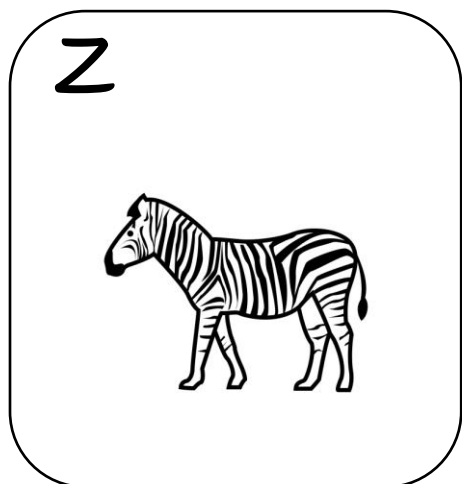


Avoid asking your child to repeat a word with the correct sound.

Acknowledge that you have not understood – you could try asking your child to show you, or ask another person to listen, or come back to the conversation later.

Once your child can listen to the sound, sort words beginning with the target and current sounds and silent sort by thinking about sounds, they are ready to move on to learning to say their new sound.

Some children may already be able to produce the target sound – if this is the case, you can move past this section to ‘saying the sound with a vowel’.



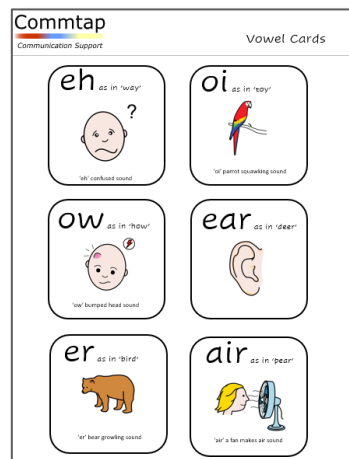
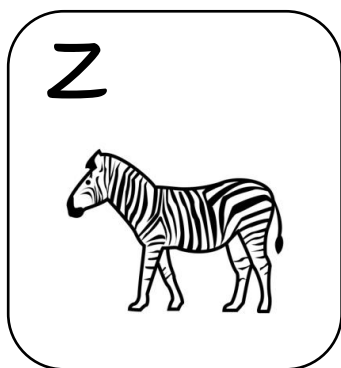
The ‘z’ sound can be represented by a zebra.

Some children find using a mirror helpful when practising sounds so they can watch the shape that their mouth makes..

- Ask your child to make a smiley face with their teeth together,
- Gently blow the air out, like you would for ‘s’ – the difference is that you turn your voice box on for ‘z’.

Once your child can produce the single target sound, you are ready to move on to putting the target sound with other sounds to make words.

The next step is to put the target sound with a vowel sound. You will need the vowel cards from the resources section and your target sound card.



Practice mixing different vowel sounds with your target sound at in front of the vowel, for example, 'z' 'ar'.

Start by having a small gap between the two sounds. If your child can do both the sounds next to each other, attempt to blend them together, for example, 'z eeh' 'z air'. Sometimes when you blend sounds together it will make a word, other times it will make a non-word. This is ok.

Ideas for Activities

Use commercially available turn taking games – say a vowel and consonant together, then take a turn at the game.

What if my child says the sound incorrectly?

This will happen. The best way to support your child is to praise their attempt and try again together. As your child becomes more confident, you can give them a choice, for example, your child says, 'doo', you say, 'is it doo or zoo?'.

Pairs



Equipment

- 2 copies of target sound word cards – see resources index

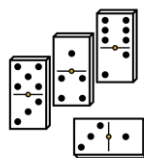
Instructions

- Prepare 2 sets of picture cards.
- Place picture cards face down on the table in front of you.
- Take turns at choosing 2 pictures each. Say the words with your target sound as you turn them over.
- When you match 2 pictures, you keep the pair and have another turn.
- If the pictures don't match, turn them back over, and the turn goes to the other person.
- The winner is the person with the most pairs of pictures at the end of the game.

Dominoes

Equipment

- A copy of sound dominoes – see resources index



Instructions

- Cut out the dominoes.
- Deal them out between the game players.
- The player who goes first can put down any of their dominoes.
- Each person then has to put down a domino that matches one of the pictures at either end to make a long line.
- As you put down your domino, say the words with the target sound.

Dice Game

Equipment

- A copy of the dice game – see resources index
- A dice
- Counters

Instructions

- Each take a turn at rolling the dice – find the picture next to the number you rolled.
- Say the word and then cover the picture with a counter.
- Finish the game when one number has its pictures covered with a counter.

Sound Dice

Equipment

- A copy of the sound dice – see resources index
- A game you need a dice for

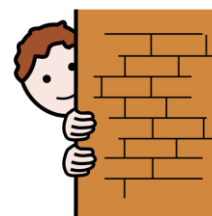
Instructions

- Play a regular game with the sound dice.
- Each time you roll a number say the word for that number before having your turn at the game.

Hide and Seek

Equipment

- Target sound word picture cards – see resources index



Instructions

- Hide some sound cards around the room for your child to find.
- Ask your child to say the word with the target sound every time they find a picture.
- You can swap rolls and ask your child to hide some pictures for you to find.

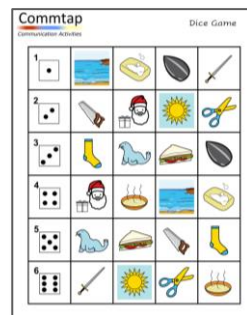
Dice Game

Equipment

- A copy of the dice game – see resources index
- A dice
- Counters

Instructions

- Each take a turn at rolling the dice.
- Find the picture next to the number you rolled.
- Say the word and then cover the picture with a counter.
- Finish the game when one number has all its pictures covered with a counter.



Lotto/Bingo Game

Equipment

- 2 x copies of the sound lotto game boards – see resources index. Cut one copy up into individual pictures, keep one copy as the whole board.

Instructions

- Give each player a lotto board.
- Place the picture cards in a face down pile.
- Each take turns at choosing a picture card and saying the target word.
- If the word matches a picture on your board, cover it up.
- If the word does not match, place it in a discard pile.
- The first player to cover their board is the winner.

Find It!

Equipment

- Find It! Game board and cards – see resources index

Instructions

- Place the find it board on the table in front of you.
- Place the cards in a face down pile.
- Each take turns at turning a card over – say the word with the target sound and race to be the first person to find it on the game board.
- The person who finds it, says the word again and keeps the card.
- The winner is the person with the most cards at the end of the game.



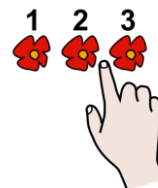
Count a word..

Equipment

- Dice
- Target sound word pictures – see resources index

Instructions

- Roll the dice and use the number you rolled to count out pictures. Say them in a row and see if you can remember all the target sounds.



Once your child can say the target sound consistently at the beginning of single words, you can start to build other words on to this to make a phrase. A phrase is 2-3 words put together, for example, 'a big zoo'.

Start by adding one word to the target word – using a descriptive word is a good way to do this, for example, 'long zig zag'. You can also use a repetitive 'I' phrase, for example, 'I like the zoo', 'I like zebras'.

Avoid adding extra words which contain your target sound as this level of practice happens at a later stage.

As your child becomes more confident, you can put the target word in different places in the phrase, for example, 'zoo is blue'.

You can use all the same activities you explored in the saying the sound in a single word section – just add an extra word or two when you practice your target word.

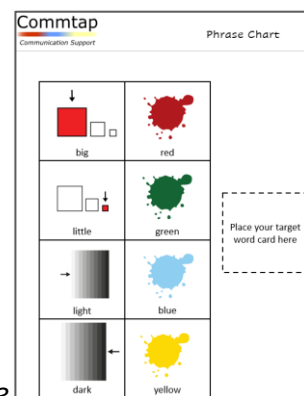
Phrase Builder Chart

Equipment

- Phrase builder chart – see resources index
- Picture cards for target sound – see resources index

Instructions

- Choose a picture card and place in the box after the word columns.
- Make mix and match phrases, for example, 'little red zig zag'.
- Practice using your target sound in the phrase you make.
- The sentences can be silly.
- You can play a turn-taking game alongside making phrases to make the task more motivating.



Once your child is confidently using their target sound in phrases, you can start to increase the number of words used with the target word by developing sentences.

The same activities can be used, just adding more words to make longer sentences. There are also some ideas for games specific to working at a sentence level here.

Barrier Game

Equipment

- 2 x copies of barrier game 1 and barrier game 2 – see resources index
- A barrier so you are unable to see each other's pictures, for example, a stack of books.



Instructions

- Each person has a set of larger pictures set out on the table in front of them.
- Spread the smaller pictures out to the side of the larger pictures.
- Put a barrier between you, so you are unable to see each other's pictures.
- The first player chooses a smaller picture and places it on a larger picture, for example, the zebra on the zoo.
- The first player then tells the other player where they have put the picture.
- The other player follows the instruction, and the barrier is removed to check the picture is in the right place.
- Switch roles.
- You can make it harder by putting 2 or 3 pictures in different places.
- The aim is for your child to remember to use the target sound in the target words when speaking in sentences.

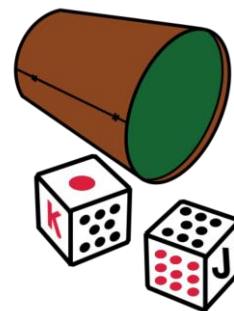
Silly Sentence Game

Equipment

- Silly sentence dice – see resources index

Instructions

- Each take a turn at rolling the dice – all words on the dice have the target sound in.
- Start with 2 dice. Once you have selected the words, you have to make up a sentence with both the words in, remembering to say the target sound.
- If your child can say both words with the target sound, roll 3 or 4 dice to make a longer sentence with more target sounds.



I went shopping game

Equipment

- None required

Instructions

- Take turns to say the sentence, 'I went shopping and I bought a (zebra), adding in a target word.
- The next person repeats the first sentence and adds another target word, for example, 'I went shopping and I bought a zebra and a zoo.'
- The game continues until one person forgets a target word, or you run out of target words.





Once your child can use the target sound in sentences, it is time to start thinking about generalising the sound into every day talking and conversations.

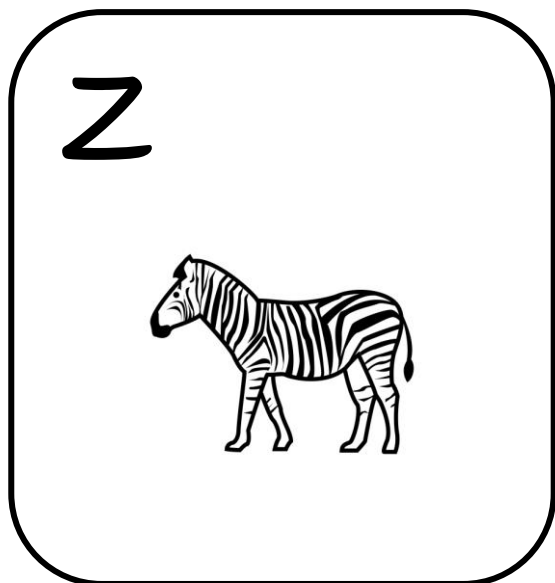
For some children, this happens naturally as you work more on sentences. Other children need support to help remember to use the sound in everyday talking.

- When you notice your child not using the target sound you can give a gentle prompt. For example, your child says, 'I saw a debra', you would reply 'Is it debra or zebra?'. Pick a time to do this so your child doesn't think you are listening for the sound all the time, for example, conversation at dinner time, walking home from school.
- Continue to model back the correct version of the word when your child misses a target sound, for example, your child says, 'I played with the doo at school today'. You reply, 'you play with the zoo, that is brilliant'. Emphasise the target sound when you do this.
- Give your child specific praise when you hear them use the target sound, for example, 'You used a brilliant 'z' when you said zebra'.
- Continue to practice sentence games, little and often throughout the day – bring practice into everyday tasks, for example, when on a car journey each take a turn to think of a 'z' word that the other person has to put into a sentence.
- Focus on your target sound only – do not try and correct or prompt other sounds.

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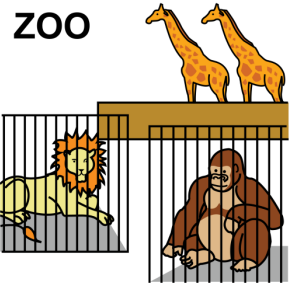

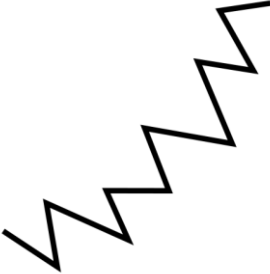
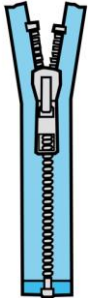
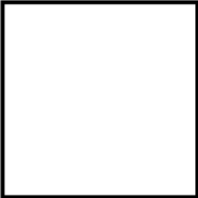
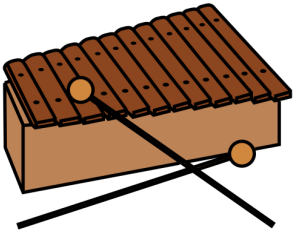
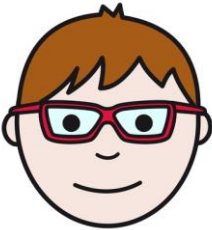

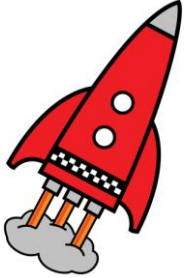
Child's Name:

STAGE	START DATE	DATE COMPLETED
Saying the sound – single sound		
Saying the sound – sound with a vowel		
Saying the sound – sound in a word		
Saying the sound – sound in a phrase		
Saying the sound – sound in a sentence		
Using the sound in conversation		




Z – represented by a zebra.


You will be asked to use these sound symbols during some of the games and activities so make up a set before you start.

<p>ZOO</p>  <p>zoo</p>	 <p>zebra</p>	 <p>zigzag</p>
 <p>zip</p>	<p>0</p>  <p>zero</p>	 <p>xylophone</p>
 <p>Zac</p>	 <p>Zoe</p>	 <p>Zoom</p>


a as in 'ant'



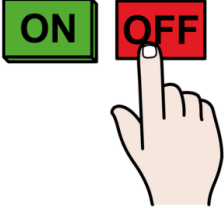
e as in 'egg'



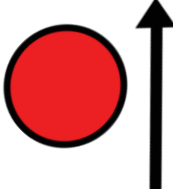
i as in 'in'



o as in 'off'



u as in 'up'



uh as in 'good'



ar as in 'car'



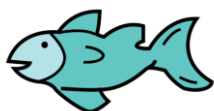
'ar' dentist sound – big open mouth

eeh as in 'see'



'eeh' mouse sound – smiley face, teeth together

oh as in 'go'



'oh' fish blowing bubbles sound – round mouth open and close

ooh as in 'do'



'ooh' ghost sound – lips rounded


eye as in 'bye'



oar as in 'four'




eh as in 'way'



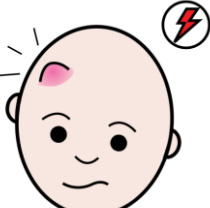
'eh' confused sound

oi as in 'toy'




'oi' parrot squawking sound

ow as in 'how'

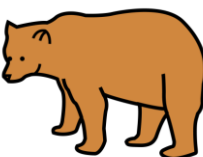


'ow' bumped head sound

ear as in 'deer'

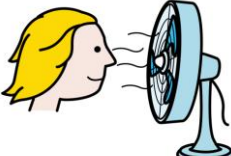


er as in 'bird'



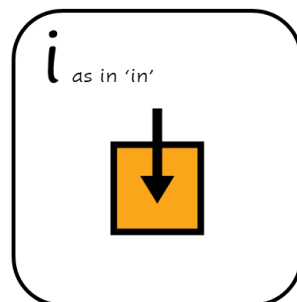
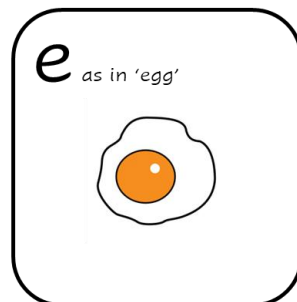
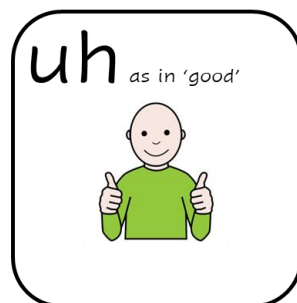
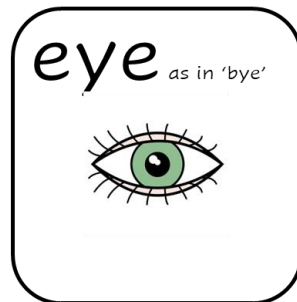
'er' bear growling sound

air as in 'pear'



'air' a fan makes air sound

Place your target
sound picture card
here



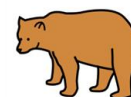
Place your target
sound picture card
here

ar as in 'car'



'ar' dentist sound – big open mouth

er as in 'bird'



'er' bear growling sound

eeh as in 'see'



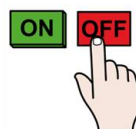
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Place your target
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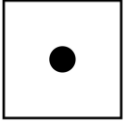
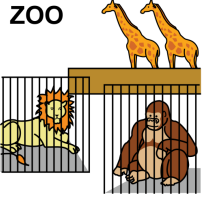

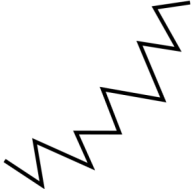
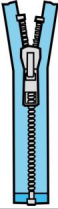
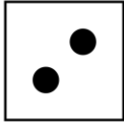
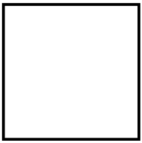
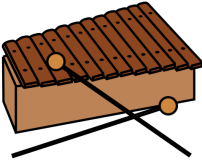
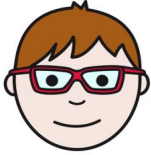




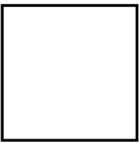
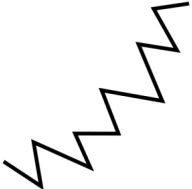

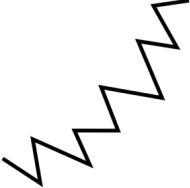

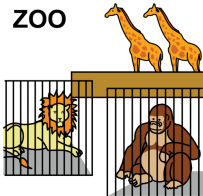
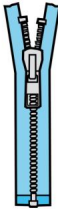
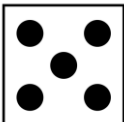
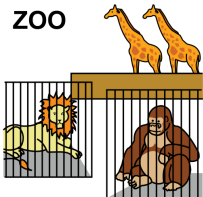

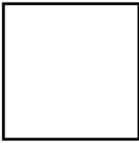

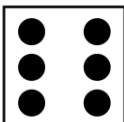

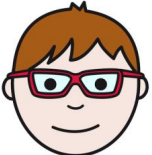
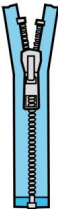

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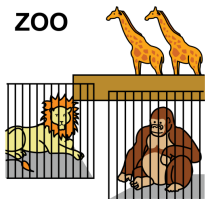
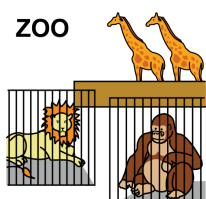


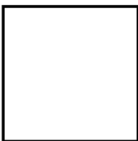
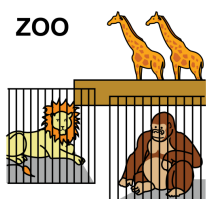


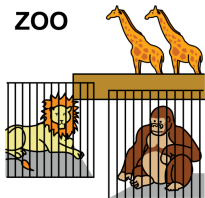
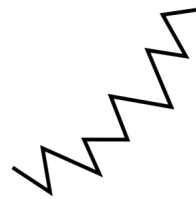

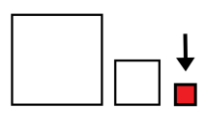

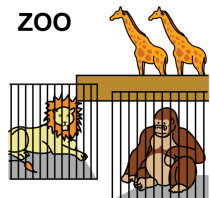

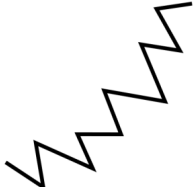
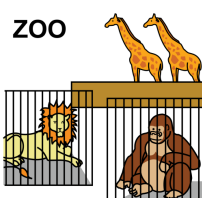

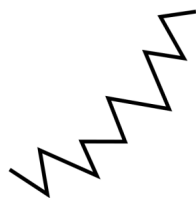
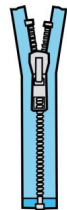


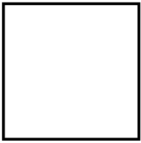
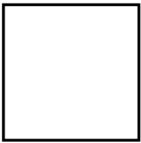
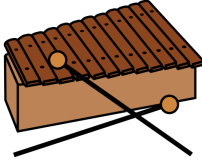
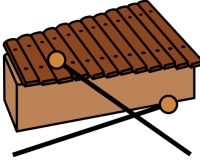
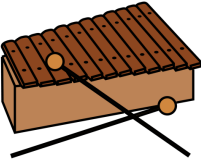
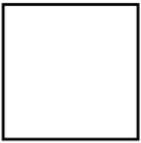

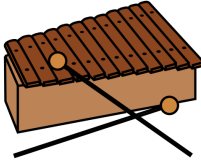
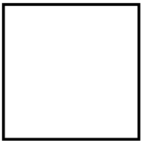

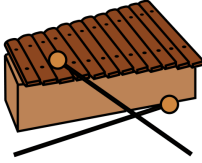
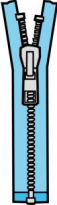
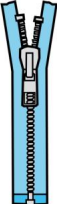
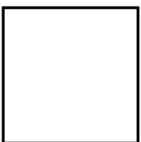
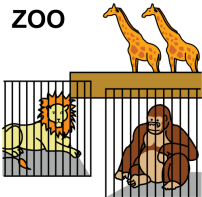
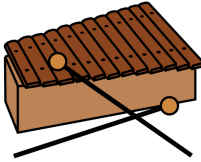
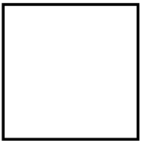
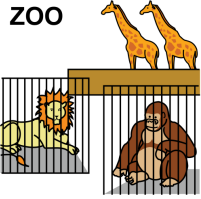
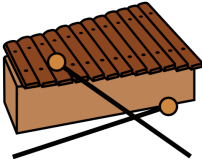

air as in 'pear'



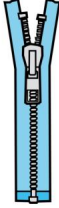
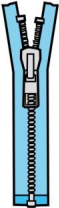

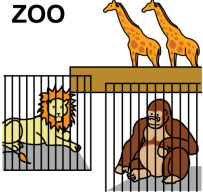
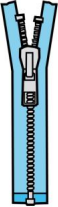
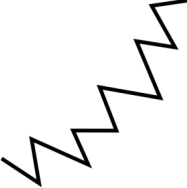
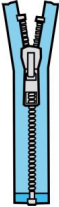

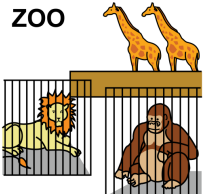
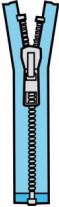

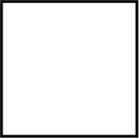
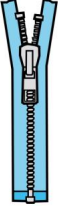
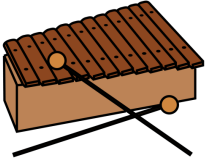
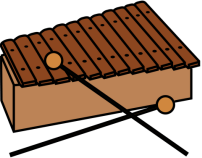


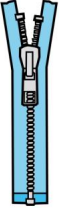


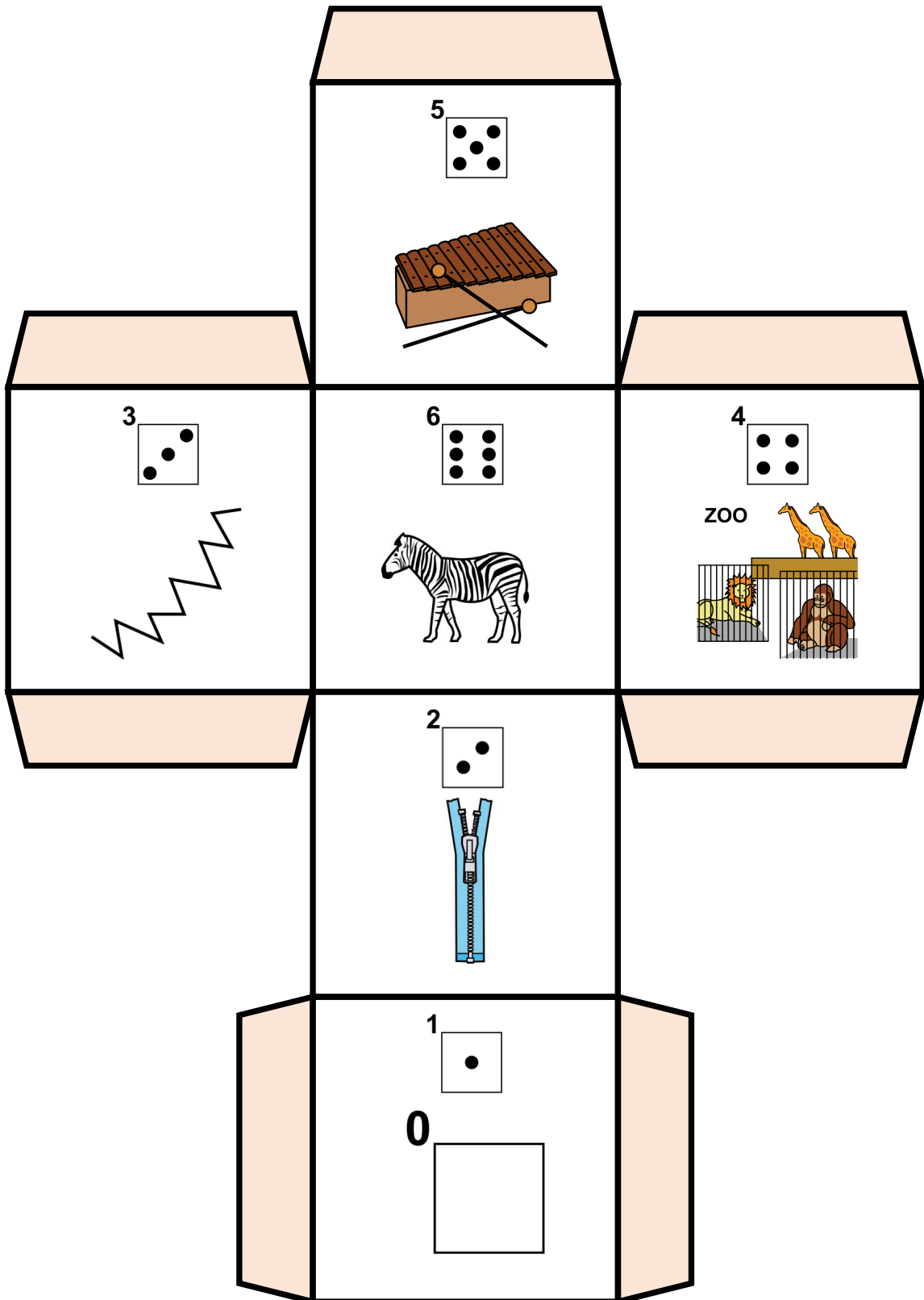
'air' a fan makes air sound

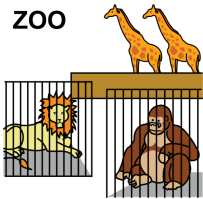

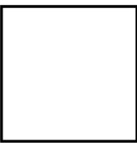
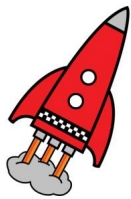


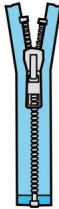



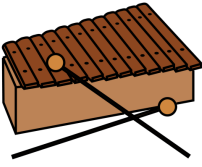

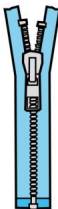
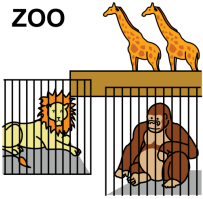
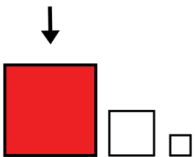
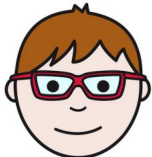
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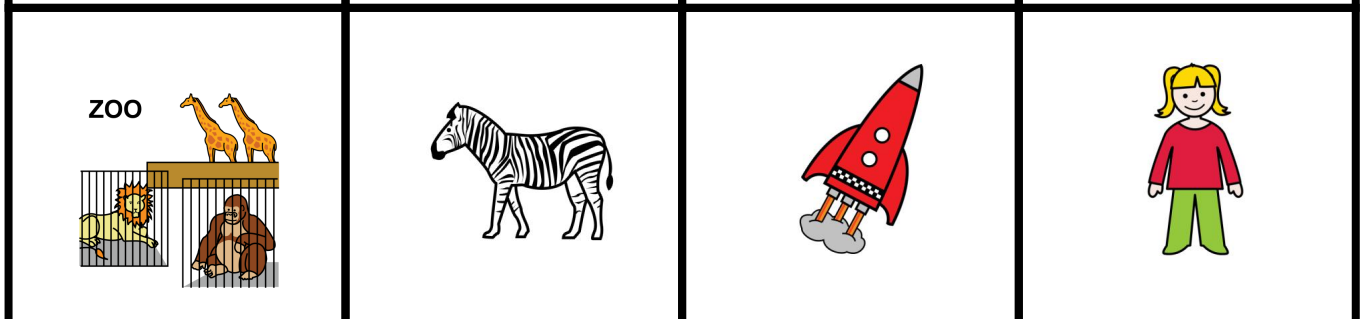
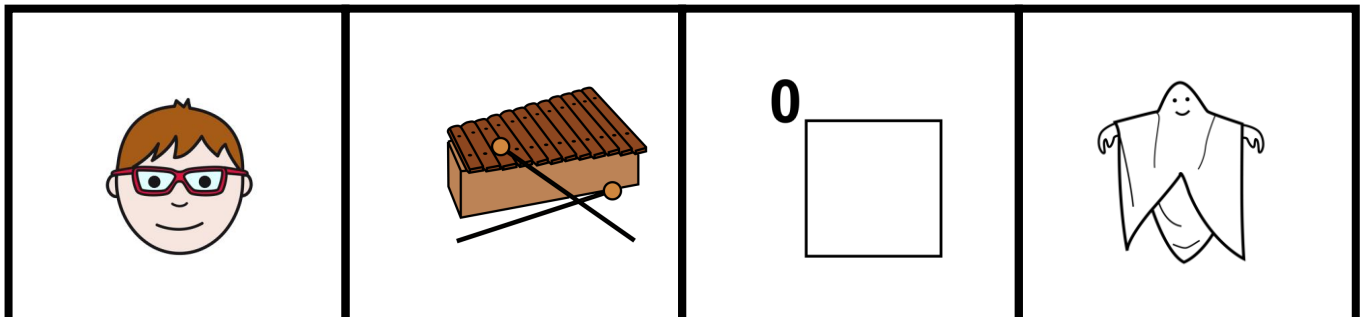
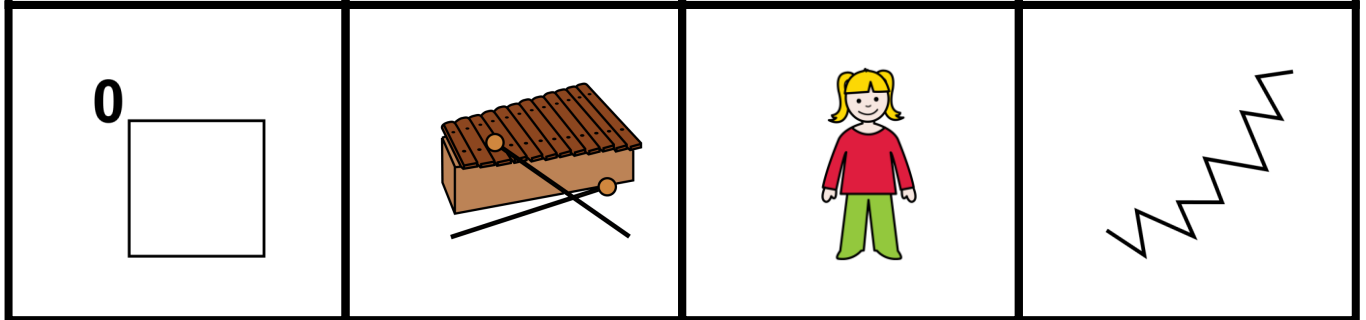
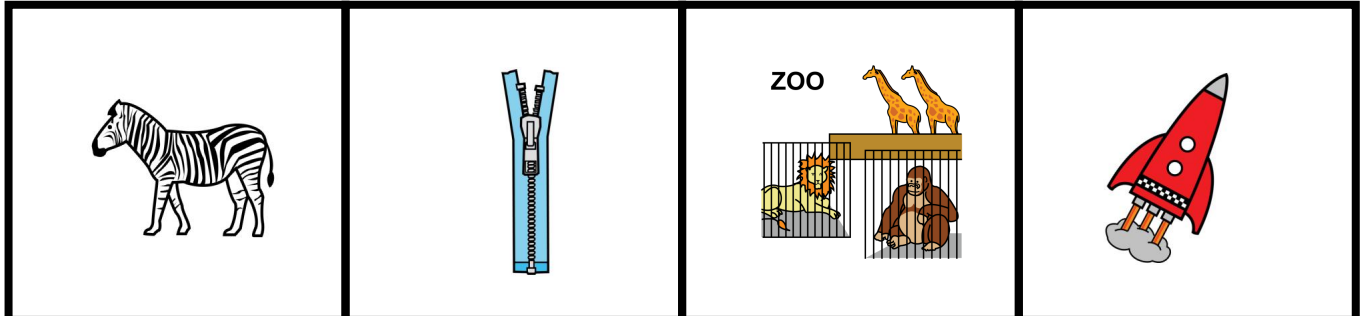
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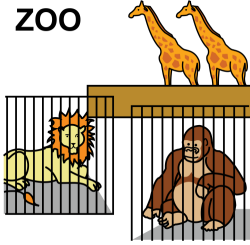


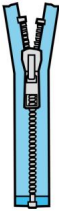
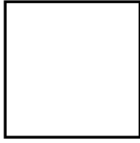
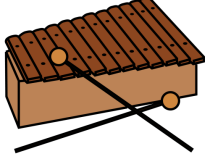
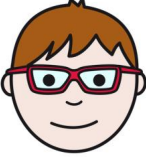


			
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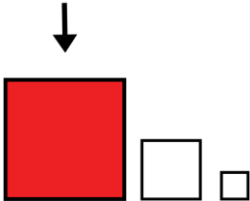

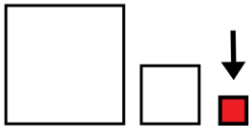

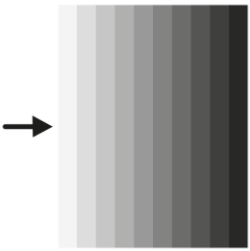

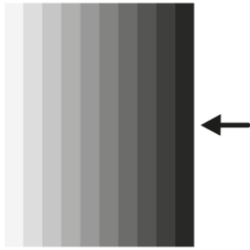



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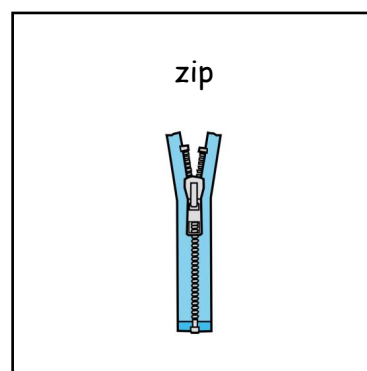
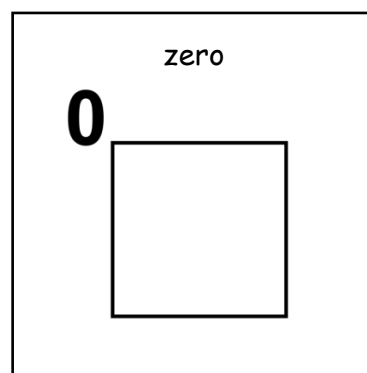
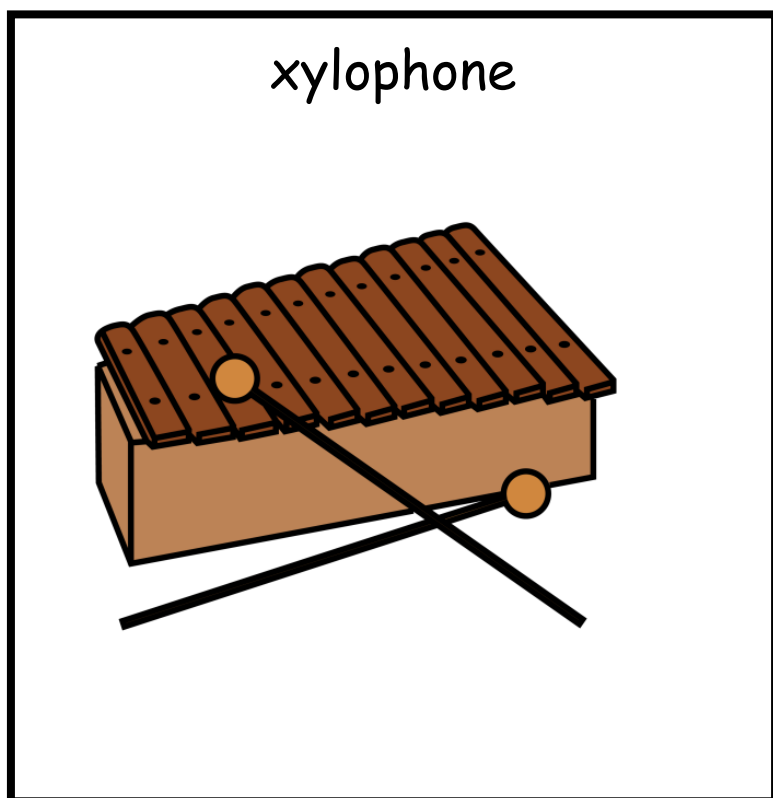
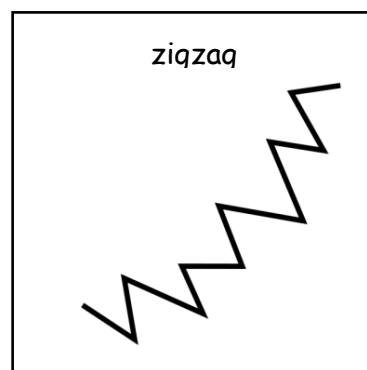
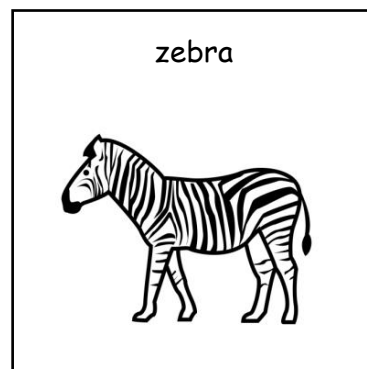
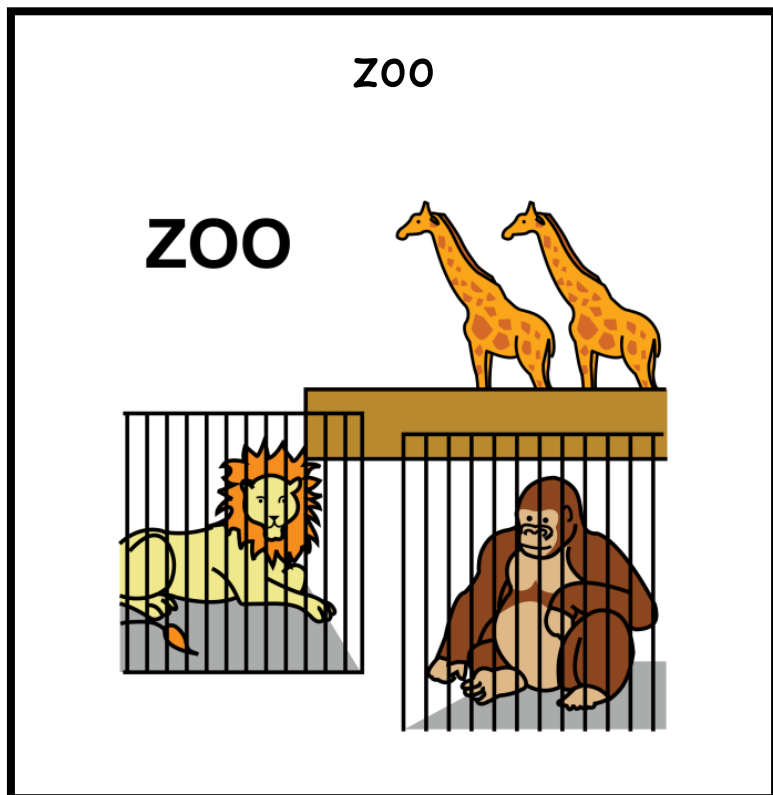


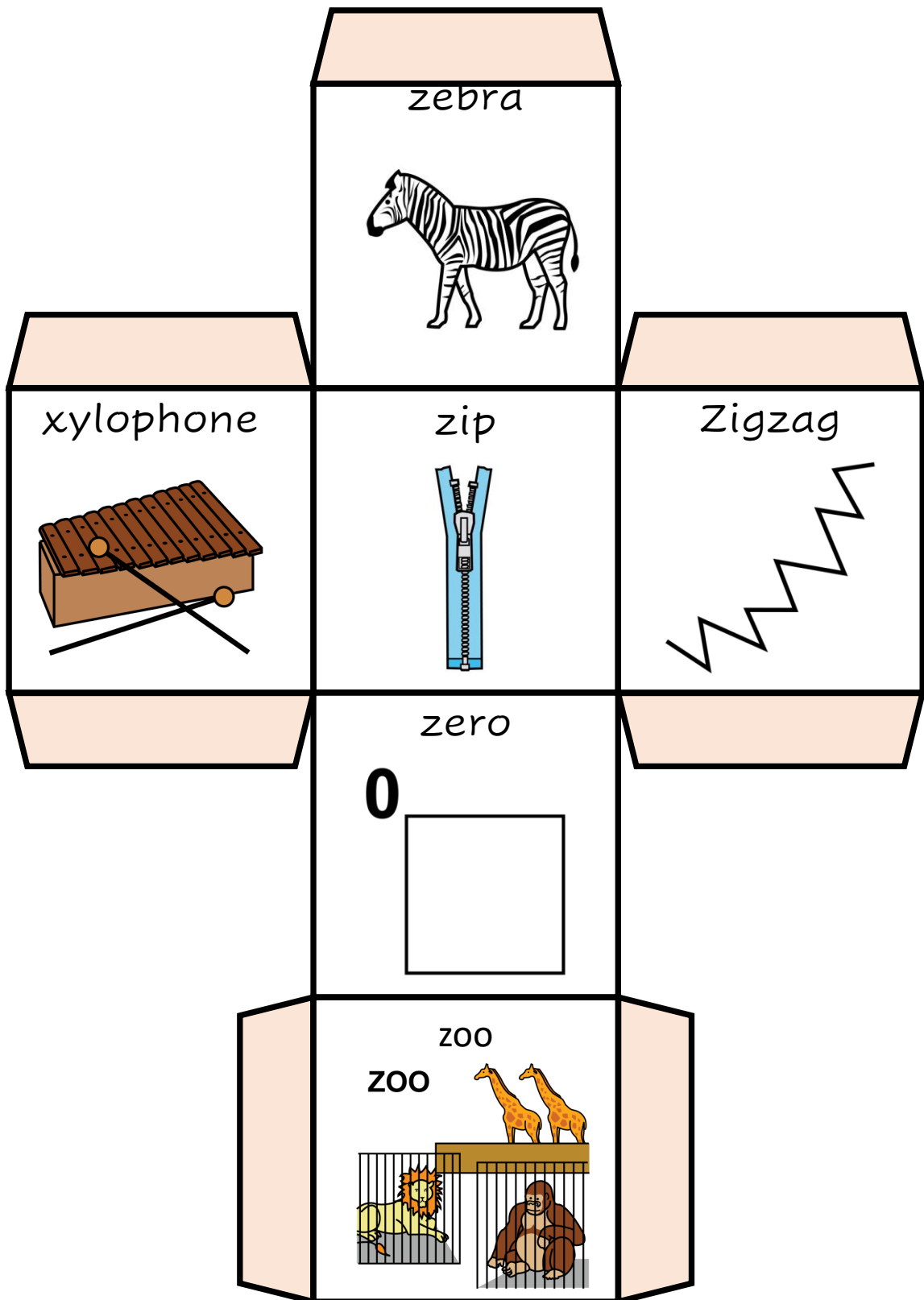


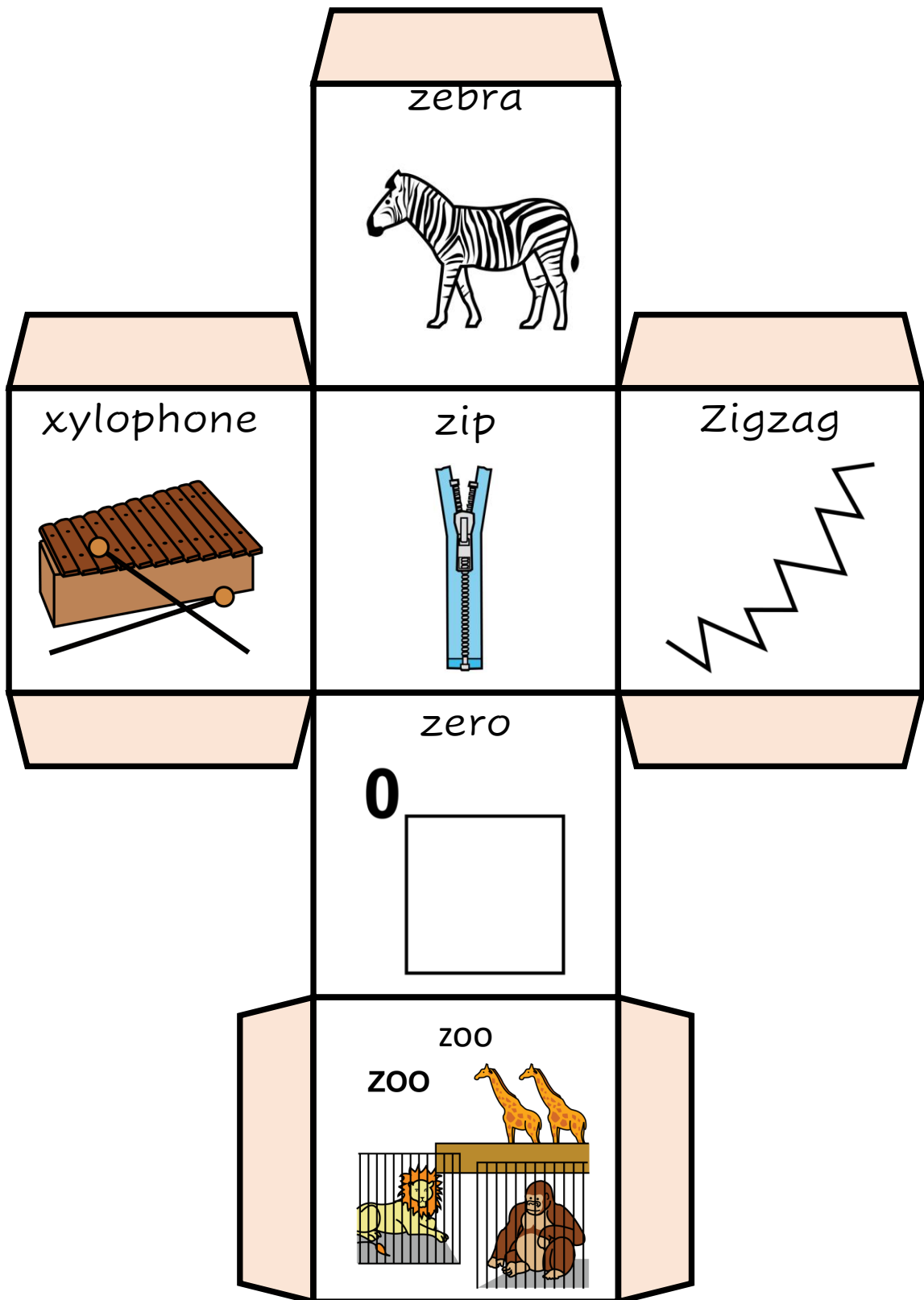
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	<p>0</p> 	
		

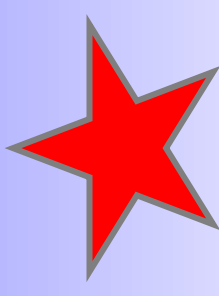
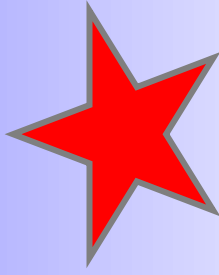
 <p>big</p>	 <p>red</p>
 <p>little</p>	 <p>green</p>
 <p>light</p>	 <p>blue</p>
 <p>dark</p>	 <p>yellow</p>

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