

Cued Articulation

Devised by Jane Passy



Olivia Willis

What is it?

A programme developed by Jane Passy who is a Speech and Language Therapist.

It is a set of visual cues to help a child to produce a sound.

It was produced to support children who had auditory processing difficulties and needed a visual aid.

Why do we use it?

Teaches the children the individual sounds in words. If they can say the sounds, read them, then they can write them.

Ties together what we are doing in school and also what SALT are teaching the children.

It shows the children how to make the sound and where the sound is produced.

Also it gives us as teachers/TAs more of an awareness of how to produce sounds and which sounds are similarly made.

How do we teach it?

Still following Letters and Sounds

Revisit – recapping previously learnt sounds

Teach – introduce and teach the new sound with action

Practice – practice reading and writing the sound

Apply – reading or writing a sentence or another activity

Research

Research says that as the programme has been devised by a Speech and Language Therapist, the resource of cued articulation can provide teachers and TAs with a greater understanding of how to support children's spoken and written language. Children can gain from the combination of a Speech and Language Therapists' perspective and from teachers and TAs within school. It is a joint effort.

Walsh, R. (2009). Word games: the importance of defining phonemic awareness for professional discourse. Department of Education and Training, Queensland. *Australian Journal of Language and Literacy*, 32(3), p.223.

Single sounds - demonstration

Teach alongside Letters and Sounds – in the order of SATPIN and following the phases.

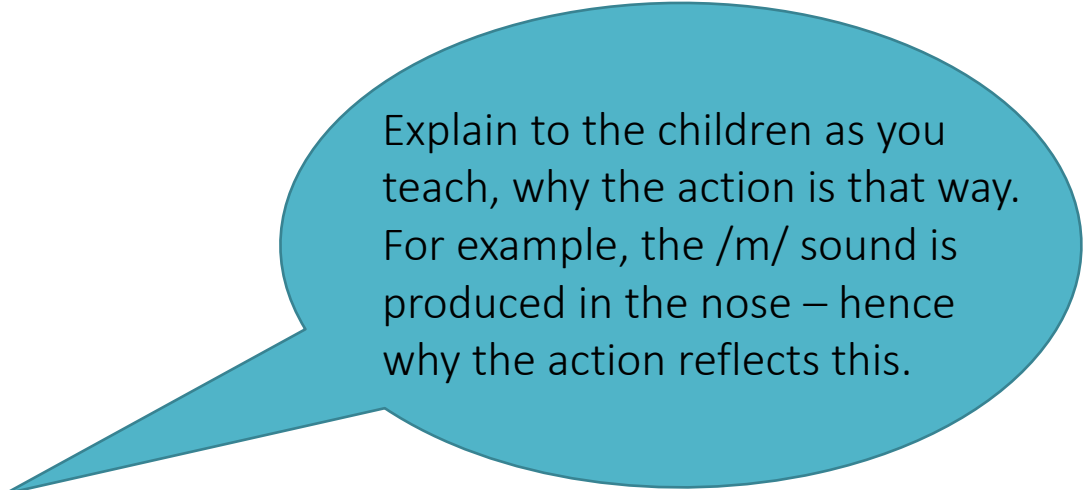
/s/ /a/ /t/ /p/ /i/ /n/

Another way to remember the actions is to remember them in pairs

/c/ and /g/

/t/ and /d/

/p/ and /b/



Explain to the children as you teach, why the action is that way. For example, the /m/ sound is produced in the nose – hence why the action reflects this.

Digraphs

These are trickier sounds and therefore trickier actions.

They do show the children that there is one way to make the sound (eg one action for /ai/ sound but multiple ways to write this sound).

Video will be on the shared area only.

So I work in KS2 do I need to know Cued Articulation?

Children coming through the school will now know cued articulation as they are learning it in Willows.

You may have a child enter your class who has access to the SRP who may have a speech difficulty. This could be at any time. If they have been having intensive speech therapy they most probably will know cued articulation.

It can help children within your class that have speech difficulties or even reading or writing difficulties.

Important points

No signs for /x/ or /qu/

Cliché but you can only learn and remember the actions if you are practising them.

If you are unsure of an action, refer to the video or look at one of the cued articulation posters or cards.