



The Chat Line

Speech and Language at Home



Edition 1



Welcome to the first edition of our Speech and Language newsletter! This is a resource which includes useful information about speech and language and free resources to help support language development while learning from home.

*“Oral language is widely known to be the foundation for school success - the basis of reading, writing, and social interaction”
(Oral Language at Your Fingertips, 2014).*

Talking to students about COVID-19



All children, including ones with communication problems, are feeling the anxiety and tension in the community.

Help lessen your children’s anxiety about the situation by finding ways to talk about the virus in ways they can understand. Use the simplest terms possible.

If your child don’t seem to understand, try a type of support called a “social narrative”. One specific to the Coronavirus can be found [here](#). We’ve also found an illustrated booklet which answers key questions about the coronavirus in simple language appropriate for your child.

[CLICK HERE TO DOWNLOAD YOUR FREE COPY.](#)

We’ve also attached a “Coronavirus Time Capsule” to help your students reflect on and document their experience of the pandemic.

Speech Sound of the Week

/f/

The /f/ sound is made by biting one’s bottom lip gently with the upper teeth and then blowing/exhaling through the mouth. The vocal cords are not engaged (if it were, this would be the /v/ sound). See this video for more information: <https://youtu.be/UYdPZ341gwk>

Because there is a high-pressure airflow between a narrow space in the mouth, this sound is considered a “fricative”.

This sound is typically mastered by about four years of age. Some errors include replacing this sound with a /p/ or a /b/ (a process called *stopping*). For example, a child might say “pish” for *fish*.

Letters which make this sound include F, f, Ph, ph, and gh, as in *fish, pharmacy, and cough*.

This week’s free SLP resource:

Looking for some supplementary activities to support your child’s speech and language? Try the attached handout with suggestions as to how to turn **doing laundry** into a versatile language development activity, targeting areas such as **vocabulary, following directions** and **use of negative structures**.

