

Ideas for Semantic Phonological Therapy

Acknowledgement:

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Key Points :

- Begin with vocabulary that the child already knows so that they can learn to structure and organise what they already have
- The adult should say the word out loud
- The child should say the word out loud as long as their speech sounds (pronunciation) is clear
- Take turns so that you are working both on input and output
- Use visual support to highlight phonological aspects of a word e.g. written word, blocks to indicate syllable structure, the rhyme unit, the initial sound
- There are lots of variations – so if you think of something new, that's great
- Always try to incorporate some work on verbs (action words)

Ideas and Activities:

- **Think of a category.**

Name items within the category that:

- Have the same number of syllables
- Start with the same sound
- Rhyme with each other
- End with the same sound

e.g. category animals – same number of syllables

1 syllable: pig, dog, cow, sheep, horse, duck etc.

2 syllables: camel, donkey, rabbit etc.

- **Have picture or written sets of objects that are semantically related.**

Which ones:

- Have the same number of syllables
- Start with the same sound
- Rhyme with each other
- End with the same sound

e.g. category animals – same start sound

“k” : camel, cow, koala, crocodile etc.

“d” : dog, dingo, donkey etc.

- **Two Blank Dice Game:**

Write on one dice categories e.g. things you play with, things you wear and on the other dice sounds e.g. f, s, t or syllables e.g. 1, 2, 3. Roll both dice and think of something that starts with that sound and also belongs to the right category.

e.g. f and you buy it = food, fish etc.

t and you play with it = tennis racket, top etc.

- **Word Sums:**

Hot + f = food

Animal + 2 syllables = monkey

Made of metal + rhymes with spike = bike

Clothing + end sound t = jacket etc.

- **Phonological Similarity - Make a Semantic Links:**

- Think of words that rhyme – make a semantic link e.g. cat and bat = both animals etc.
- Think of words with the same number of syllables – make a semantic link e.g. table and cupboard = both furniture etc.
- Think of words with the same sound at the beginning – make a semantic link e.g. finger and foot = both parts of the body
- Think of a word that end with the same sound – make a semantic link e.g. cat and rat = both animals etc.

- **Make a Link with a Letter:**

Give each player a plastic letter. Hold up pictures. The person whose letter starts the word can only collect it if they can give some semantic information about it e.g. what it is made of, what it does, what kind of think it is etc.

- **Make a Link with Syllables:**

Give each player a syllable number e.g. 1, 2, 3, 4. Hold up pictures. The person whose syllable structure matches with the picture can only collect if they can give some semantic information about it e.g. What it is made of, what it does, where it is found etc.

- **Mousey Mousey or Listening Lists:**

Read out a list of phonologically similar word, the child has to react when they hear a word with a particularly semantic feature e.g. read out words with two syllables – the child has to react if they hear an animal – table, tennis, stable, **camel**

Or

Read out a list of semantically similar words, the child has to react when they hear a word with a particular semantic feature e.g. starts with a particular sound, has a particular number of syllables, rhymes with a particular word, and ends with a particular sound.

E.g. Things you can wear – listen for items that start with a “t” – socks, pants, **trousers**
These can easily be linked to the game “Mousey, Mousey.”

- **Controlled “I Spy”:**

Put out phonologically linked pictures on a table. The child has to identify the item from a phonological clue and give a semantic piece of information to win the card e.g. I spy with my little eye something with three syllables – radio – you can listen to music on it or I spy with my little eye something that rhymes with rope – soap – you can use it to get washed or I spy with my little eye something that starts with m – moon – you see it in the sky etc.

- **Semantically Appropriate Sentences:**

Write down a sentence with the action word missing. The child has to fill the space with something that is semantically appropriate and tell you some phonological information about the word e.g. Dad the car

..... = washes, drives, parks, crashes, buys, repairs etc.

Washes starts with w, rhymes with squashes, has two syllables, ends with “z” sound

Repairs start with r, rhymes with despairs, has two syllables, ends with a “z” sound etc.

- **“Pass the Bomb Junior” or “Pass the Bomb” made by Gibson Games**

This is a bought game, available on Amazon. It lends itself easily to semantic phonological therapy.

- **Sorting Core Vocabulary**

Use a set of every day object pictures to sort in numerous ways e.g. according to function, according to initial sound, according to syllable structure, according to what they are made of, according to where you find them. Similar posting boxes can make this more entertaining.

- **Clues Game**

Keep a picture hidden. Give clues both semantically and phonologically until it has been guessed e.g. you eat it, it has one syllable, you find it in the fridge, its made of milk, it starts with a “ch”, it rhymes with “please” = cheese etc.

- **Right or Wrong Judgements:**

Use a puppet to say things about a picture or object. The child has to say whether or not the clue is right or wrong e.g. picture of a mermaid. The puppet says, “it has three syllables” (x), it starts with a m (✓), it lives in the desert (x) etc.

- **Which one am I going to say:**

Lay semantically related picture on the table; see if the child can identify it as you begin to say the initial sound e.g. lots of pictures of animals – can you find the “ssssss” (snake) etc.

- **Verbs:**

Most of the games describe previously for nouns (naming words) can also be adapted for verbs (action words). Try to use the same tense ending e.g. use kick or kicking

e.g. word sums - k + foot = kick

th+ arm = throw

cl + hands = clap etc.

e.g. dice game – throw a sound dice and think of an action that starts with that sound e.g. d = driving, f = fishing, m = mowing etc.

- e.g. think of a category – think of verbs that start with the same sound, end with the same sound, rhyme with each other have the same number of syllables etc. e.g. verbs starting with s = swimming, scrubbing, soaking, splashing etc. or verbs that rhyme with each other = tick, kick, pick, stick etc. or verbs that end in the same sound = wash, splash, crash, swish, bash, wish etc.

- **Selection by Semantic Clue from Phonologically Similarities:**

Put out pictures that are phonologically similar e.g. 2 syllable words table, camel, mirror, staple, trowel and ask the child to find the correct picture with a semantic cue e.g. find one that is made of glass, find one that is made of wood, find one that you can ride etc. This can also be done with rhyming words, initial letter sounds, and final sounds