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Sound Change Workshop - Foundation

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Teacher guide: a five-lesson week

Learning focus

Children change one spoken sound to make a real new word: first, middle and last substitutions, then simple initial addition and removal. They check what changed and what stayed, and use those skills in a short chain. Core words are familiar single-syllable words with two or three sounds. Reading, spelling and handwriting are not prerequisites.

The routine

Say the word. Hear the sounds. Change one sound. Say the new word. Check what changed. Use one counter for each spoken phoneme. A swap keeps the number of sounds; adding or removing changes that number. Begin with a short blend/segment diagnostic, then teach manipulation explicitly.

Five flexible lessons

1 First sound: pin to tin; cat to hat; map to cap; pot to cot

2 Middle sound: pin to pan; cap to cup; cat to cot; pan to pen.

3 Last sound: cap to cat; pin to pig; map to man; pot to put

4 Add/remove: up and cup; at and hat; in and pin, both additions.

5 Chains, partner checking and individual extension.

Each lesson takes about 35–45 minutes. Adjust practice length and observation scheduling to your class.

Prepare and use

Set out counters, a cover sheet, the picture cards and the lesson resources. Colour displays, cards, mats and games can be reused. Worksheets, individual assessment and rubric are low-ink. Each worksheet is immediately followed by its red answer/model page; keep the keys with the adult. Children may speak, point, draw, use AAC or ask an adult to scribe.

Teacher guide: naming and evidence

Consistent picture names

Cards are in row-major order, left to right then down.

Picture cards 1 (p19): pin, tin, cat, hat, map, cap.

Picture cards 2 (p20): pot, cot, pan, cup, pen, pig.

Picture cards 3 (p21): man, pod, mat, sat, sit, sip.

Picture cards 4 (p22): tip, pat, mop, top, up, in.

Name cap as a baseball cap; hat as a brimmed hat; tin as a food tin; cot as a baby cot; pod as an open pea pod. Say the action forms sat, sit, sip, tip and pat explicitly. Do not penalise a different plausible picture label; establish the intended word first.

Sounds, not letter names

Use pure sounds; do not add an extra uh to /p/, /t/, /k/, /d/ or /g/. Dashed vowels are shorthand for the SHORT spoken sounds in pin, cap, cup, pot and pen, not alphabetical names or formal IPA. Respect regional vowel quality. Demonstrate up, at and in with meaningful gestures, contexts or a short situation before using those words alone.

Initial response before choices

Name pictures first, cover the result and read the exact prompt and record the first oral response.

Uncover choices only after you have read the exact prompt and the quiz question slides out of the child view while reading the prompt; then show/read choices. With reading and picture supports are access methods, not decoding tests. Group quiz answers do not establish independent word generation.

Record and respond

Separate vocabulary/AAC access from phonemic prompts or a complete model. Record substitution positions, addition and removal separately. The individual record (p43) supplies six exact scripts and keys; the child response page is p42. The rubric (p44) records observable support and independence. A valid personal chain has no single compulsory answer. Do not score speed, handwriting, reading, eye contact or confidence.

Lesson 1: Change the first sound

Goal and vocabulary

Change only the first sound and compare the unchanged middle and last sounds. Words: first, sound, same, change, check; pin, tin, cat, hat, map, cap, pot, cot. Establish each picture name before the task.

Materials

Presentation slides 3-7; Change one sound and routine displays (ppl4,16); teacher models (pl7); picture cards 1-2 (ppl9-20); Sound swap mat (p23); adult prompts (p25); WSI and its answer (pp32-33); counters and a cover sheet.

Listen and diagnose: 3 minutes

Say /p/ /i/ /n/ without showing a printed answer. Ask children to say the word. Then say pin and invite three sound counters. Note who blends/segments independently. If needed show one counter per sound, blend and try again. Provide ongoing foundational sound practice alongside the manipulation lessons; a forced-choice response is not an independent diagnostic pass.

Model: 7 minutes

Say: Say pin. Change the first sound /p/ to /t/. What word now? Pause. Model tin, then check /t/ /i/ /n/. Exchange only the first counter. Say pin and say slowly together: the middle /i/ and last /n/ stayed. Do not stretch a stop sound to a vowel sound.

Guided practice: 8 minutes

Say cat. Change first /k/ to /h/. Collect spoken responses before showing the hat card. Check /h/ /a/ /t/. Partners point to the changed counter, then compare the retained /a/ and /t/. Repeat with map to cap and pot to cot, using the exact adult scripts.

Lesson 1: Practice and next steps

Pupil workshop: 15 minutes

Children take turns as listener and counter checker. The adult says an old word and the first-sound swap; the child says the new word before result cards are offered. Complete WSI orally or with counters/pointing; scribe the first response in its blank field if helpful. Keep the answer page covered. WSI keys in row order: tin, hat, cap, cot. Then say each pair and ask which sounds stayed.

Support and EAL/D/AAC

Use two familiar pictured words and one clearly modelled change. Rehearse the intended labels in a meaningful context, but do not supply the target word during the first response. Repeat the prompt or let a partner move counters. Offer a small AAC/picture set only after the initial attempt at a new word that support separately. If a child changes all sounds, rebuild the old word and physically move the final two counters.

Extension

Ask a child to choose a familiar real word and suggest a different first sound that produces another real word. Check the pair sound by sound. Invite a reverse change from tin back to pin. No written spelling or consonant clusters are required.

Observable evidence

Record whether the child produces the correct new word, changes the first position and can show retained sounds. Separate word naming help from a sound prompt/model. When an answer changes the middle or last sound, name that specific mismatch and repeat the intended first-sound operation.

Closure: 5 minutes

Invite each pair to say one old/new pair and point to the changed counter. Ask: What stayed? Model one correction if needed. Use the observation to choose more first-sound practice or progress to the middle sound.

Lesson 2: Change the middle sound

Goal and vocabulary

Hear and replace the short middle vowel while keeping the outside sounds. Words: middle, outside, same, change; pin, pan, cap, cup, cat, cot, pen. Vowel sounds are heard and spoken, not named as letters.

Materials

Presentation slides 8-10; displays and three-position models (pp14,17); relevant picture cards (pp19-20); swap mat (p23); adult swap prompts (p25); WS2 and answer (pp34-35); three counters and a cover.

Retrieve: 5 minutes

Revisit pin to tin orally and point to the first counter. Ask how many sounds stayed the same. Name cup and cap clearly before showing the new middle-sound model. Avoid a fast drill; listen to individual short-vowel quality.

Model: 8 minutes

Say cap. Change middle /a/ to /u/. What word now? Pacing then model cup. Segment /k/ /u/ /p/. Keep first /k/ and last /p/ counters in place and swap the centre counter. Compare cap and cup, emphasising the short vowels without turning them into diphthongs. Use the swap mat to dip between names.

Guided practice: 8 minutes

Say pin. Middle /i/ to /a/. After responses, check pan. Then say cat, middle /a/ to /o/, and check cot. Finish pan, middle /a/ to /e/ and check pen. Children identify which two sounds stayed and show the centre change. Use clear contrasts before mixing the four prompts.

Lesson 2: Practice and next steps

Pupil workshop: 14 minutes

Adult reads WS2 one row at a time. Cover all choices for the first response, then uncover if needed.

Children may speak, move counters, point or use AAC; no written new word is required. Key order: pan, cup, cot, pen. Partners say the old/new pair and leave the outside counters untouched. Revisit the adult prompt sheet for another oral turn.

Support and EAL/D/AAC

Use one vowel contrast at a time with established word meanings. Face the speaker, repeat naturally and allow a quiet response space; do not score eye contact. If the child changes the first sound, retain both outside counters physically and model only the centre swap. Record the exact vowel space and whether help was a vocabulary cue, repeated prompt or complete sound model.

Extension

Reverse a known pair: cup to cap or pen to pan. Ask children to explain that the outside sounds tell them. Then mix one first-sound prompt with one middle-sound prompt, requiring them to identify the changing position before checking the word.

Observable evidence

Look for a real new word with the outside sounds unchanged, and a middle-counter explanation. Accept regional pronunciation when the intended contrast and real word are clear. Do not mark a letter-name response as phoneme manipulation; model the spoken short vowel and ask again.

Closure: 5 minutes

Say cap and cup. Ask: Which sound changed? Which sounds stayed? Invite a supported oral example and plan a focused follow-up for any unresolved contrast. Keep first-sound evidence and middle-sound evidence separate.

Lesson 3: Change the ending sound

Goal and vocabulary

Replace only the last sound, retaining the first two. Words: last, ending, same, change; cap, cat, pin, pig, map, man, pot, pod. Teach pod with an open pea pod; a vague green shape is not a vocabulary test.

Materials

Presentation slides 11-13; displays and teacher models (pp14,17); cards 1-3 (pp19-21); swap mat (p23); adult swap prompts (p25); WS3 and answer (pp36-37); counters, choice cover and a pea pod illustration.

Retrieve: 5 minutes

Compare cap and cup, pointing to the centre. Say that today the last counter changes. Name pig, man and pod before any scored prompt. Use the same agreed words throughout.

Model: 8 minutes

Say cap. Change last /p/ to /t/. What word now? Name. Model cat and check /k/ /a/ /t/. Hold the first two counters still and exchange only the last. Say that /k/ and /a/ stayed. Clip /p/ and /t/ without adding uh.

Guided practice: 8 minutes

Say pin. Last /n/ to /g/: check pin after the response. Say map. Last /p/ to /n/: check man. Say pot. Last /t/ to /d/: check pod. Contrast the voiced /d/ and clipped /t/ without an extra syllable. Ask children to show the two retained positions.

Lesson 3: Practice and next steps

Pupil workshop: 14 minutes

Complete the four oral WS3 rows with pictures covered first. Key order: cat, pig, man, pod. After each response, uncover choices if needed and check the final counter. Partners select an old-word card, hear an adult last-sound script, say the new word and compare both words. Teacher records the first response rather than only the final circled picture.

Support and EAL/D/AAC

Rehearse the picture names separately. Use repeated natural pronunciation, a quiet group and a visible last-position counter. Accept speech, AAC or meaningful pointing after the initial attempt receiving the support. If the child substitutes the wrong position, rebuild the old word, hold its first two counters and model the final swap. Never infer sound attainment from unfamiliar vocabulary alone.

Extension

Ask for a reverse final change such as pig to pin. Mix final, middle and initial tasks from the adult sheet and ask where the change happens. Keep the words familiar and single syllable; complex cluster manipulation is not essential.

Observable evidence

Record a correct real new word, position change and retained starting/middle sounds. Note any added vowel or extra syllable for a specific modelling need. Vocabulary help for pod is recorded separately from a phonemic prompt.

Closure: 5 minutes

Partners share one ending-sound pair and show the unchanged counters. Ask: Can a swap change the number of sounds? Check that these swaps retain three sounds before introducing addition/removal next lesson.

Lesson 4: Add and take away

Goal and vocabulary

Add or remove one INITIAL sound, noticing that the sound count changes. Contrast this with swapping.
Words: add, remove, start, more, fewer; up, cup, at, hat, in, pin. Establish up/at/in orally in a real situation, not as ambiguous picture-name tests.

Materials

Presentation slides 14-16; Swap, add or remove display and model (pp15,18); cards 1,2,4 (pp19,20,22); Add and remove mat (p24); adult add/remove prompts (p26); WS4 and answer (pp38-39); loose counters.

Retrieve and name: 5 minutes

Demonstrate up by pointing upward, at with a person at a table and in with an object in a box. Ask for the isolated word after each situation. Briefly show a three-sound swap and confirm the count stays the same.

Model: 8 minutes

Say up. Hear /u/ /p/: two counters. Add /k/ to the start. Model /k/ /u/ /p/, cup, with a NEW first counter.
Reverse: Say cup. Remove /k/ to the start. Model only the first counter into the tray; /u/ /p/ makes up.
Two becomes three; three becomes two.

Guided practice: 3 minutes

Try at to hat by adding /h/, then hat to at by removing /h/. Try in to pin by adding /p/, then pin to in by removing /p/. Ask children to say both words, show the added/removed FIRST sound and count actual spoken sounds. Do not remove a written letter or a middle counter.

Lesson 4: Practice and next steps

Pupil workshop: 14 minutes

Use the flexible mat, then WS4 with all six exact adult prompts. Children place counters in Old sounds and New word/sounds fields or give an oral/AAC response for adult scribing. Keys in row order: cup, up, hat, at, pin, in. Change the sound count using real loose counters; do not require printed spelling.

Support and EAL/D/AAC

Keep a real object situation for up, at or in available. Accept a spoken word or meaningful supported pointing without inventing a picture-label penalty. Begin with one direction, model the initial add sound and then reverse it. Record the first response and the help. Access vocabulary must be established before judging the sound operation.

Extension

Mix swap, add and remove prompts. Ask whether the number of sounds should stay the same, increase or decrease BEFORE checking the result. Invite a child to explain the exact first sound that was added or removed, using counters or AAC.

Observable evidence

Record addition and deletion separately, including real-word accuracy, first-position action and sound count. Successful addition does not indicate successful removal. If an unchanged word is offered, point out the absent operation and model the new first counter or move-away action.

Closure: 5 minutes

Show up/cup both ways and a first-sound swap. Children identify swap/add/remove and explain the count. Use evidence to select the right prompt supports for the mixed workshop and final assessment.

Lesson 5: Follow a sound chain

Goal and vocabulary

Follow several valid one-sound links, check the changed position, and generate or select a real new-word step. Words: chain, link, first, middle, last, same, real word, check. Name sat, sit, sip, tip and pat in their intended one-syllable forms.

Materials

Presentation slides 17-22; model chain (p29); fresh chain (p30); share page (p31); all cards (pp19-22); Fix the Sound board/rules (pp27-28); WS5/model (pp40-41); individual task/record/rubric (pp44); quiz and counters.

Name and retrieve: 5 minutes

Name the action pictures. Sat means someone sat down; sit is the action word sit; sip is a small drink; tip is tipping a jug; pat is a gentle pat. Say each agreed word before the next, so the image is support rather than a tense or vocabulary trap.

Model: 8 minutes

Follow mat to sat to sit to sip to tip. Check every link: first /m/ to /s/, middle /a/ to /i/, last /t/ to /p/, then first /s/ to /t/. Move only the relevant counter and say which two sounds stayed. One wrong link is corrected before continuing.

Guided fresh chain: 8 minutes

Start with pin. Read the four adult prompts on the fresh chain page, one at a time, with the new-word boxes blank. The checked sequence is pin, pan, pat, cat, cap: middle, last, first, last changes. Say each new word before offering cards or scribing.

Lesson 5: Transfer and assessment

Workshop and observation: 14 minutes

Partners use WS5 to choose a real starting word and build up to four one-sound steps. The red pin/pan/pat/cat/cap page is a POSSIBLE model, not the only answer. Use the share checklist to check real words, one changed sound and retained sounds. An approved extension chain is cup, cap, map, mop, top. The cooperative game provides mixed practice while the adult starts individual conferences.

Individual transfer

Use p42 as the neutral child response page and keep p43 with the adult. Exact fresh tasks: hat first /h/ to /k/ =cat; cup middle /u/ to /a/ =cap; pig last /g/ to /n/ =pin; add /p/ to in =pin; remove /h/ from hat =at. Then ask the child for any real one-sound pair and a check. Record the first response, operation/check and independent/prompt/model support. Complete short remaining checks during workshop time or a brief follow-up; every child needs individual evidence before judgement.

Support, extension and quiz

Use familiar vocabulary, counters, adult scribing, AAC without slowing reading/motor performance. Offer a choice only after the first response and record it. Extend by a reverse link or a valid child-generated step. The ten-question quiz revisits three first, three middle, two last, one add and one remove task; adult reads covered prompts then reveals choices. It supplements individual transfer, not replaces it.

Closure and reflection: 5 minutes

Share a checked response and explain what stayed. Use the rubric skill by skill, with separate addition/removal evidence from the record. Reteach a specific sound position or operation that still needs a model. Do not average a vocabulary difficulty into a sound-skill judgement or treat a confident group answer as independent generation.



Change one sound

Listen
Think
Change!

First • Middle • Last

First sound



pin → tin | first sound
/p/ → /t/

Middle sound



cap → cup | middle sound
/a/ → /u/

Last sound



cap → cat | last sound
/p/ → /t/



Say both words.
Which sound changed?
Which sounds stayed?

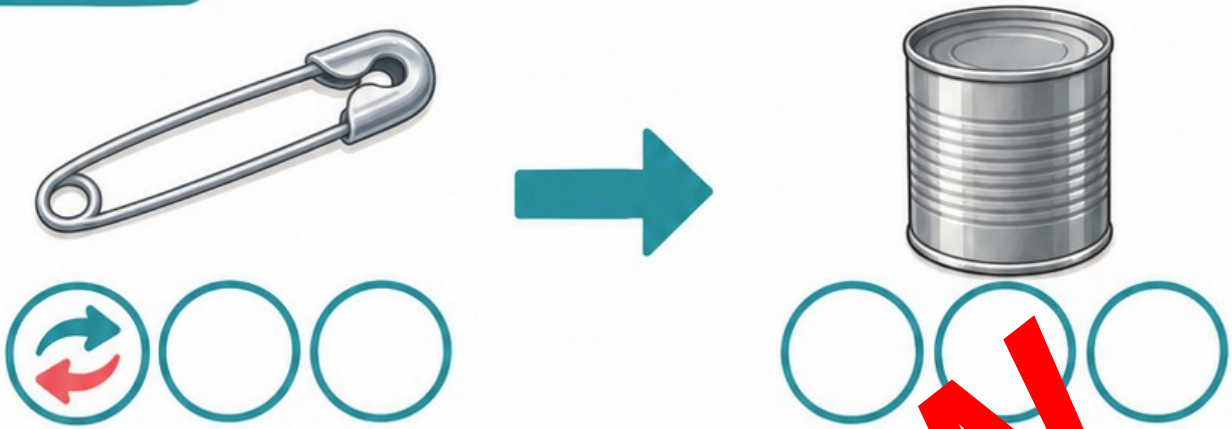


Swap, add or remove

Sounds make new words!

SWAP

Swap: change one sound. Same number of sounds.



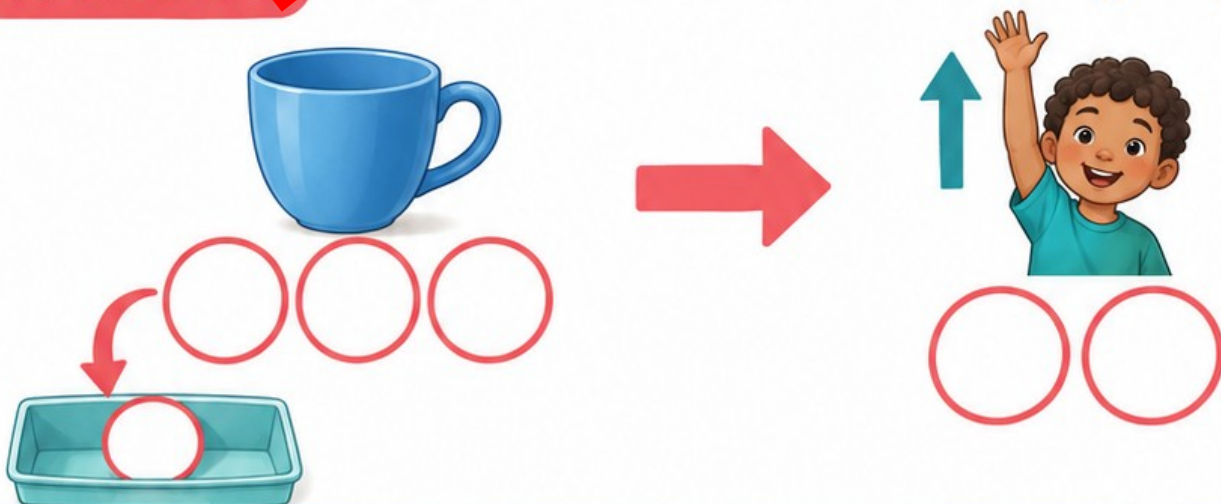
ADD

Add: put a sound at the start. up → cup



REMOVE

Remove: take the first sound away. cup → up



Listen to sounds, not letter names.



Say, change, check



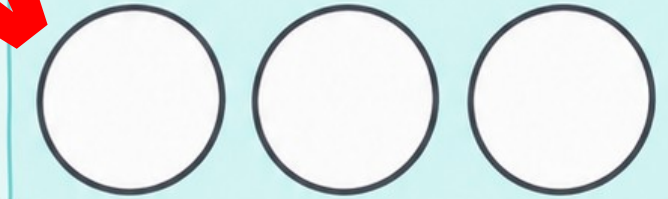
1. Say the word.



2. Hear the sounds.



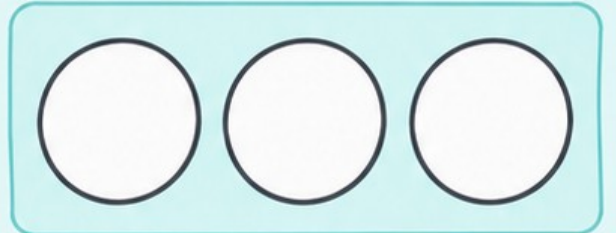
3. Change one sound.



4. Say the new word.



5. Check what changed.



One counter for one sound. Adults say pure sounds.

> Three sound-change models <

Listen • Change one sound • Say • Check

First: map → cap



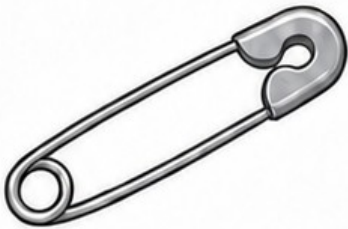
Say **map**.

Change /m/ to /k/.

Say **cap**.

Check /k/ /a/ /p/.

Middle: pin → pan



Say **pin**.

Change /i/ to /a/.

Say **pan**.

Check /p/ /a/ /n/.

Last: pot → pod



Say **pot**.

Change /t/ to /d/.

Say **pod**.

Check /p/ /o/ /d/.



A **pod** holds peas.
Name pictures before listening.



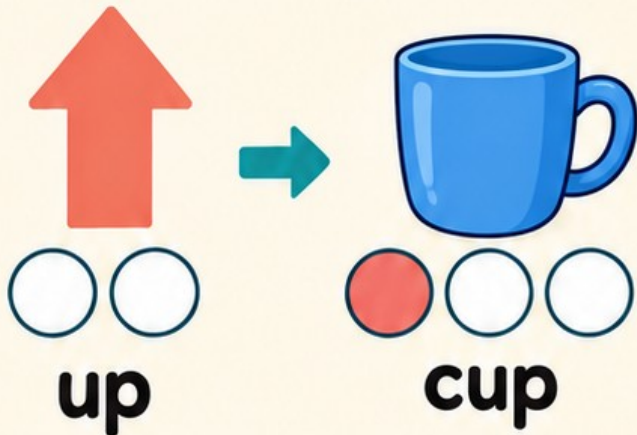


Sound Change Workshop

Listen
Think
Change!

Add and remove a first sound

ADD /k/



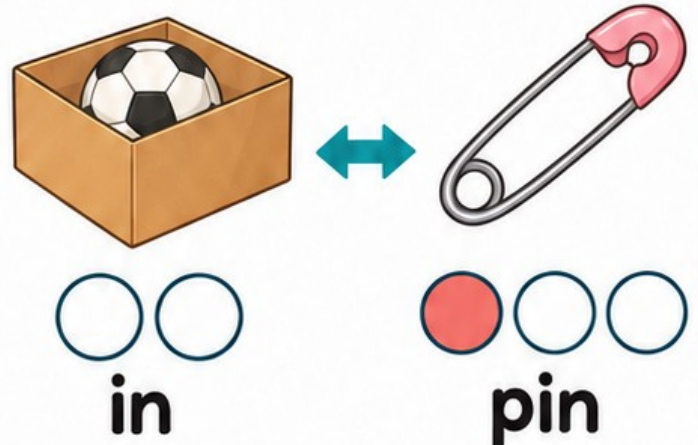
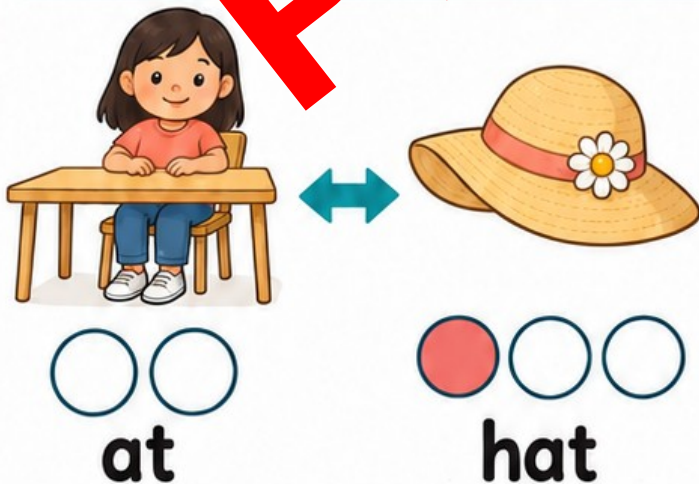
Say up. Add /k/ at the start.
/k/ /u/ /p/ makes cup.

REMOVE /k/



Say cup. Take /k/ away
from the start.
/u/ /p/ makes up.

Try lots of directions: at ↔ hat; in ↔ pin



Teach up, at and in in a real situation first.



Picture cards 1

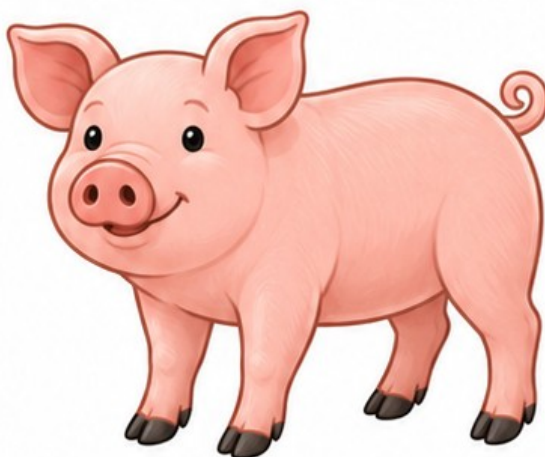


PREVIEW

Name each picture together. Say the new word before choosing.



Picture cards 2

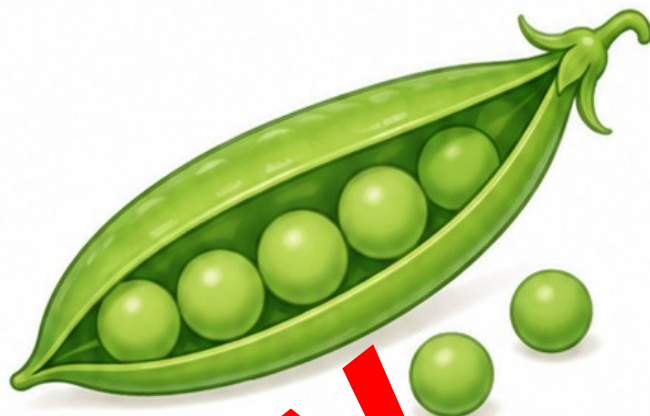


PREVIEW

☀ Name each picture together. Say the new word before choosing.



Picture cards 3



Name each picture together. Say the new word before choosing.



Picture cards 4



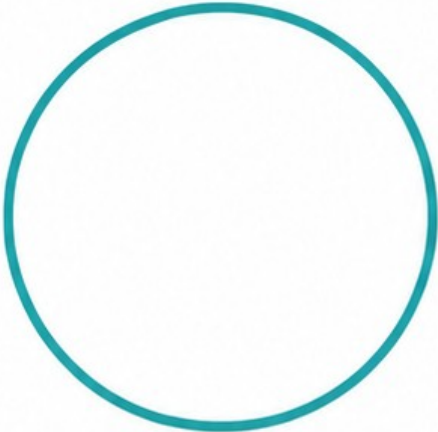
Name each picture together. Say the new word before choosing.



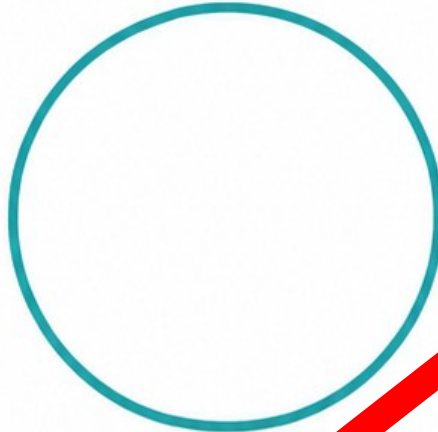
Sound swap mat



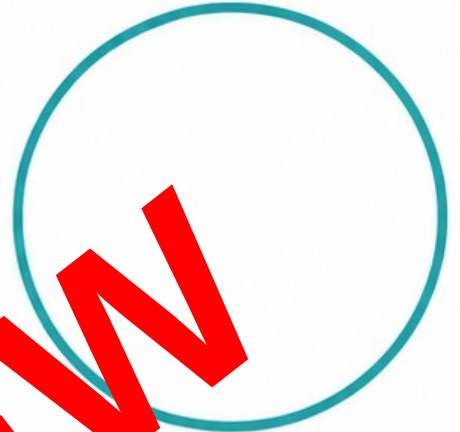
Say the word. Move one counter for each sound.



first



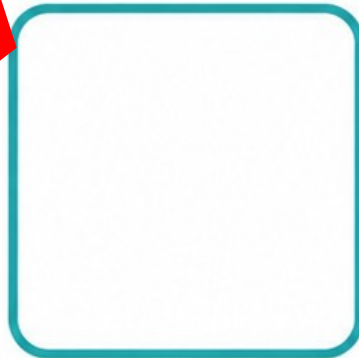
middle



last



swap one sound



Say the new word. Check the sounds.

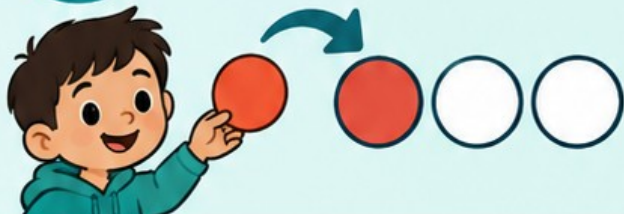


Use two or three sounds. No writing needed.

Add and remove **mat**



Add at the start



Remove from the start



Old word

New word



Move-away tray



Say both words. Count the sounds. Check the first sound.



Adult sound-swap prompts

Ask for the new word before showing pictures.
Check by segmenting.



Change the **first** sound

Swap the first sound for a new sound.

1 Say **pin**. First /p/ to /t/.



2 Say **cat**. First /k/ to /h/.



3 Say **map**. First /m/ to /k/.



4 Say **pot**. First /p/ to /k/.



Change the **middle** sound

Swap the middle sound for a new sound.

5 Say **pin**. Middle /i/ to /a/.



6 Say **cap**. Middle /a/ to /u/.



7 Say **cat**. Middle /a/ to /o/.



8 Say **pan**. Middle /a/ to /u/.



Change the **last** sound

Swap the last sound for a new sound.

9 Say **cap**. Last /p/ to /t/.



10 Say **pin**. Last /n/ to /g/.



11 Say **map**. Last /p/ to /n/.



12 Say **pot**. Last /t/ to /d/.



ADULT KEY — keep covered

First:

tin, hat, cap, cot.

Middle:

pan, cup, cot, pen.

Last:

cat, pig, man, pod.



Adult add and remove prompts

Ask for a new word before showing choices.

1. Say up.

Add /k/ at the start.

2. Say cup.

Remove /k/ from the start.

3. Say at.

Add /h/ at the start.

4. Say hat.

Remove /h/ from the start.

5. Say in.

Add /p/ at the start.

6. Say pin.

Remove /p/ from the start.

ADULT KEY – keep covered

1 cup; 2 up; 3 hat; 4 at; 5 pin; 6 in.

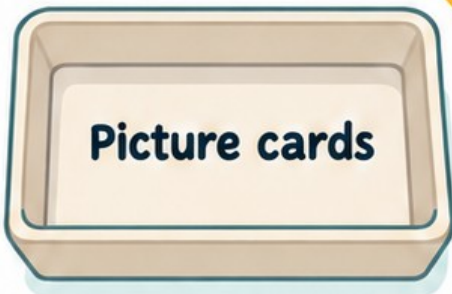
Establish up, at and in in a meaningful situation.

Accept oral, pointing or AAC responses; record help.



Fix the Sound

A cooperative workshop game



Counter check



One change at a time. Help each other check.



Fix the Sound: how to play

Listen
Change
Make a new word!



- 1 Name the pictures. Cover the answer key.
- 2 Take turns at the next numbered station.
- 3 Adult reads its prompt. Say a new word before choices.
- 4 Use counters to check the change. Help a partner.
- 5 Continue together. No timer or elimination.

Use counters
to show the sounds.



- 1 pin:
first /p/ to /t/



- 2 cap:
middle /a/ to /u/



- 3 cap:
last /p/ to /t/



- 4 up:
add /k/ at start



- 5 hat:
remove /h/ at start



- 6 map:
first /m/ to /k/



- 7 pan:
middle /n/ to /t/



- 8 pot:
last /t/ to /d/



- 9 in:
add /p/ at start



- 10 pin:
remove /p/ at start



Adult
key:

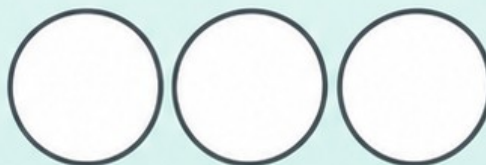
- | | | | | |
|-------|-------|-------|-------|-------|
| 1 tin | 2 cup | 3 cat | 4 cup | 5 at |
| 6 cap | 7 pen | 8 pod | 9 pin | 10 in |

Record vocabulary or sound help separately.

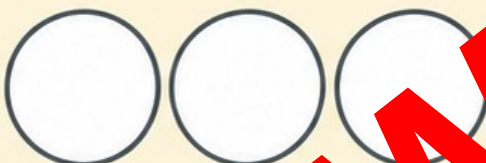


A model sound chain

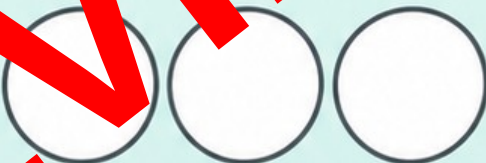
Listen to how one sound changes to make a new word.



first /m/ to /s/



middle /a/ to /i/



last /t/ to /p/



first /s/ to /t/



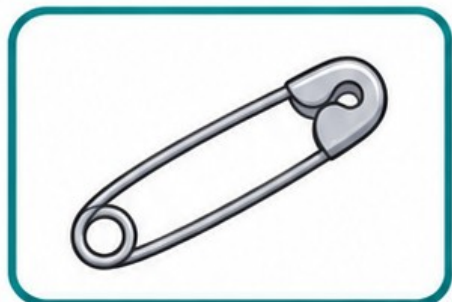
Say both words. Only one sound changes at each link.



Build a new sound chain



Say the starting word. Listen to each change. Say and check the new word.



1



2



3



4



Small
changes
make new
words!

PREVIEW



For adults:

1 middle /i/ to /a/; 2 last /n/ to /t/; 3 first /p/ to /k/; 4 last /t/ to /p/.



Use pictures, counters, speech or AAC.



Share a Sound change

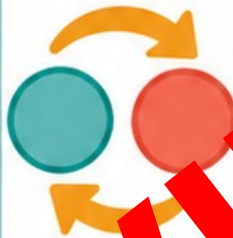


Choose two words that are real words.
Change one sound to make a new word.

My old word

My new word

Swap
one sound



Partner checklist

- ☐ Both are real words.
- ☐ Only one sound changed.
- ☐ We can show what stayed.



Name pictures first. Scribe if needed.
Many correct answers are possible.

WS1: First sound swaps

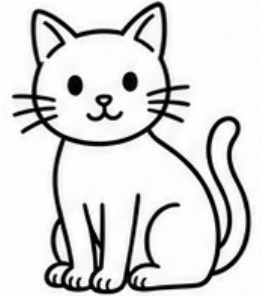
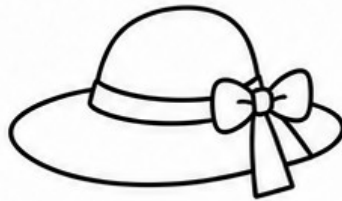
Name: _____



Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

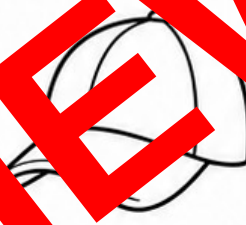
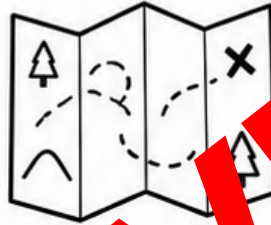
Say **pin**. Change the first /p/ to /t/.
What word now?

My response:



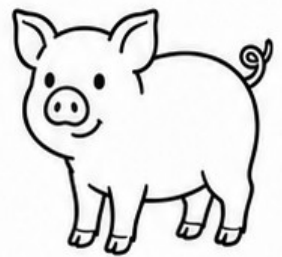
Say **cat**. Change the first /k/ to /h/.
What word now?

My response:



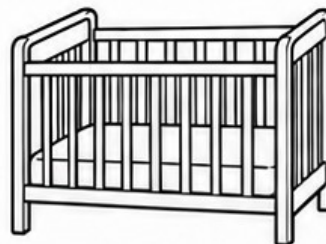
Say **map**. Change the first /m/ to /k/.
What word now?

My response:



Say **pot**. Change the first /p/ to /k/.
What word now?

My response:



Say it, change it, check it. No spelling needed.

WS1: First sound swaps

Name: ANSWERS

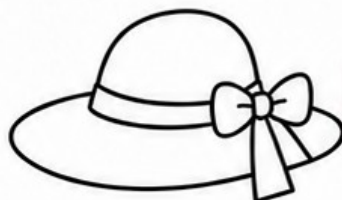


Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

Say **pin**. Change the first /p/ to /t/.
What word now?

My response:

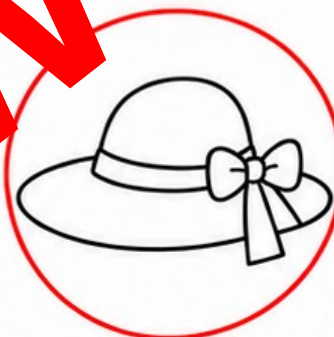
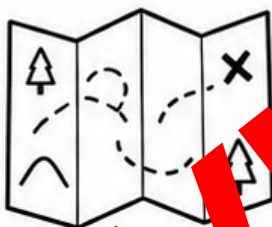
tin



Say **cat**. Change the first /k/ to /h/.
What word now?

My response:

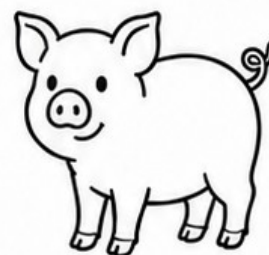
hat



Say **map**. Change the first /m/ to /k/.
What word now?

My response:

cap



Say **pot**. Change the first /p/ to /k/.
What word now?

My response:

cot



Say it, change it, check it. No spelling needed.

WS2: Middle sound swaps

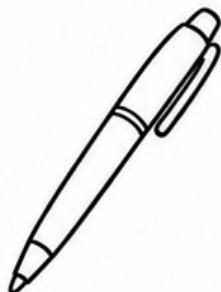


Name: _____

Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

Say pin. Change the middle /i/ to /a/. What word now?

My response:



Say cap. Change the middle /a/ to /u/. What word now?

My response:



Say cat. Change the middle /a/ to /o/. What word now?

My response:



Say pan. Change the middle /a/ to /e/. What word now?

My response:



Say it, change it, check it. No spelling needed.

WS2: Middle sound swaps



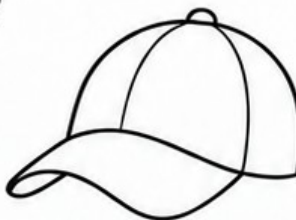
Name: **ANSWERS**

Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

Say pin. Change the middle /i/ to /a/. What word now?

My response:

pan



Say cap. Change the middle /a/ to /u/. What word now?

My response:

cup



Say cat. Change the middle /a/ to /o/. What word now?

My response:

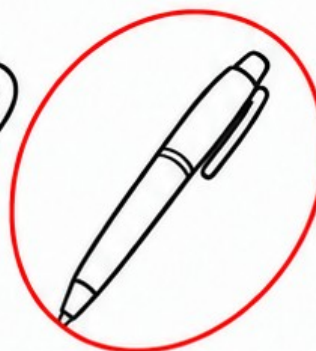
cot



Say pan. Change the middle /a/ to /e/. What word now?

My response:

pen



Say it, change it, check it. No spelling needed.

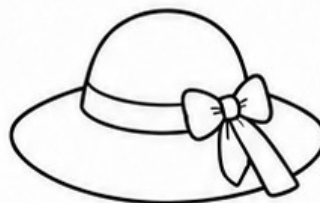
WS3: Last sound swaps

Name: _____

Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

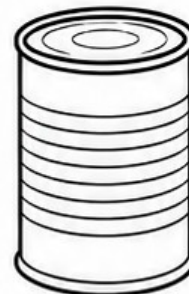
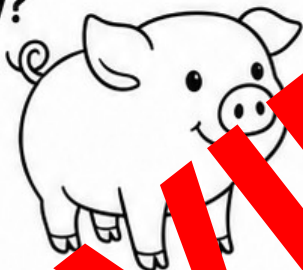
Say **cap**. Change the last /p/ to /t/. What word now?

My response:



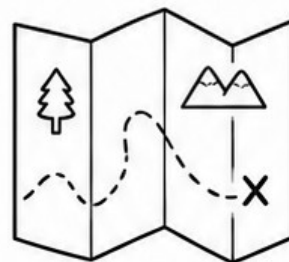
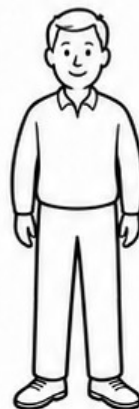
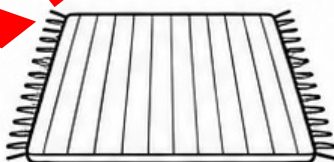
Say **pin**. Change the last /n/ to /g/. What word now?

My response:



Say **map**. Change the last /p/ to /n/. What word now?

My response:



Say **pot**. Change the last /t/ to /d/. What word now?

My response:



Say it, change it, check it. No spelling needed.

WS3: Last sound swaps

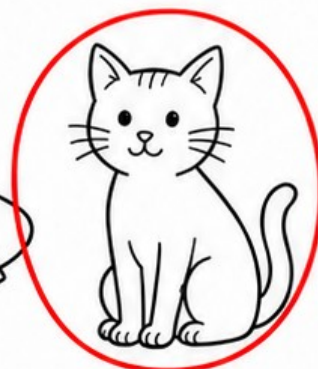
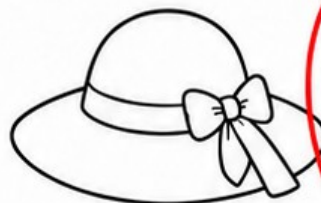
Name: **ANSWERS**

Adult: name pictures, then cover choices. Ask for an oral answer first. Uncover and point if needed.

Say **cap**. Change the last /p/ to /t/. What word now?

My response:

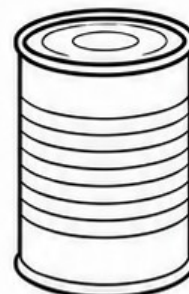
cat



Say **pin**. Change the last /n/ to /g/. What word now?

My response:

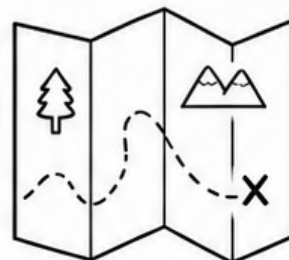
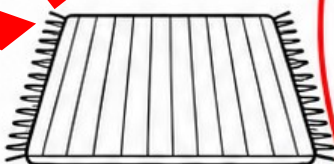
pig



Say **map**. Change the last /p/ to /n/. What word now?

My response:

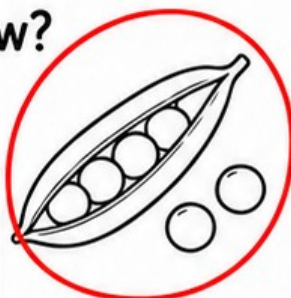
man



Say **pot**. Change the last /t/ to /d/. What word now?

My response:

pod

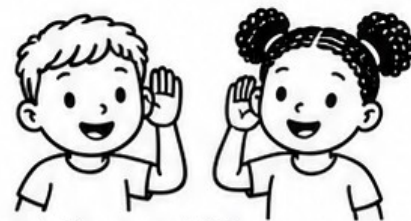


Say it, change it, check it. No spelling needed.



WS4: Add or remove

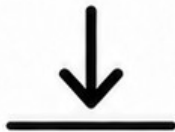
Name: _____



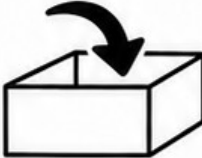
Say the prompt. Child answers before help. Use counters, speech, pointing or AAC.

	Old sounds	New word / sounds
1 Say up. Add /k/ at the start. 		

	Old sounds	New word / sounds
2 Say cup. Remove /k/ from the start. 		

	Old sounds	New word / sounds
3 Say at. Add /h/ at the start. 		

	Old sounds	New word / sounds
4 Say hat. Remove /h/ from the start. 		

	Old sounds	New word / sounds
5 Say in. Add /p/ at the start. 		

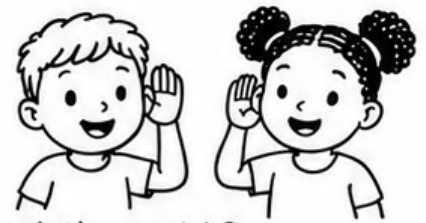
	Old sounds	New word / sounds
6 Say pin. Remove /p/ from the start. 		

Teach up, at and in in a real situation. Record vocabulary help separately.



WS4: Add or remove

Name: **ANSWERS**



Say the prompt. Child answers before help. Use counters, speech, pointing or AAC.

1 Say up. Add /k/ at the start.

Old sounds

New word / sounds

cup

2 Say cup. Remove /k/ from the start.

Old sounds

New word / sounds

up

3 Say at. Add /h/ at the start.

Old sounds

New word / sounds

hat

4 Say hat. Remove /h/ from the start.

Old sounds

New word / sounds

at

5 Say in. Add /p/ at the start.

Old sounds

New word / sounds

pin

6 Say pin. Remove /p/ from the start.

Old sounds

New word / sounds

in

Teach up, at and in in a real situation. Record vocabulary help separately.

WS5: My sound chain



Name: _____

Choose a real starting word. Change one sound at a time. Say and check each new word.

Start



Say / draw / use counters



first



middle



last

Step 1



Say / draw / use counters



first



middle



last

Step 2



Say / draw / use counters



first



middle



last

Step 3



Say / draw / use counters



first



middle



last

Step 4



Say / draw / use counters



Partner check: real words; one sound changed;
other sounds stayed.

Adult may scribe. Many valid chains are possible.

WS5: My sound chain



Name: **ANSWERS**

Choose a real starting word. Change one sound at a time. Say and check each new word.

Start



Say / draw / use counters

pin



first



middle



last

Step 1



Say / draw / use counters

pan



first



middle



last

Step 2



Say / draw / use counters

pat



first



middle



last

Step 3



Say / draw / use counters

cat



first



middle



last

Step 4



Say / draw / use counters

cap



Partner check: real words; one sound changed; other sounds stayed.

Adult may scribe. Many valid chains are possible.

Possible model; accept other valid chains.

Individual sound-change task



Name: _____ Date: _____

Adult reads each prompt. Give an oral answer before choices or help.

① Change the first sound

My response:

② Change the middle sound

My response:

③ Change the last sound

My response:

④ Add a first sound

My response:

⑤ Remove first sound

My response:

⑥ Make your own change



My response:

Say your words. Show what changed. Adults may scribe or support AAC.

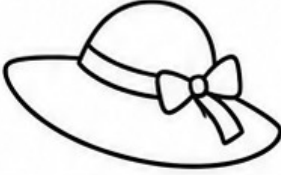
Individual teacher record



Name: _____ Date: _____

Record the first response before pictures or sound help.

1 Say hat.
First /h/ to /k/.
Key: cat.



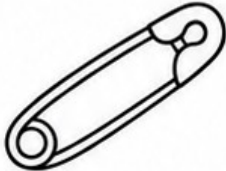
First response: _____
Change / check: _____
Sound help: _____

2 Say cup.
Middle /u/ to /a/.
Key: cap.



First response: _____
Change / check: _____
Sound help: _____

3 Say pig.
Last /g/ to /n/.
Key: pin.



First response: _____
Change / check: _____
Sound help: _____

4 Say in.
Add /p/ at the start.
Key: pin.



First response: _____
Change / check: _____
Sound help: _____

5 Say hat.
Remove /h/ at the start.
Key: at.



First response: _____
Change / check: _____
Sound help: _____

6 Child gives a real
one-sound change
and checks it.
Accept any valid pair.



First response: _____
Change / check: _____
Sound help: _____

Vocabulary / AAC help:

Next teaching action:

Sound help: independent / prompt / model



Sound-change rubric

Name: _____



Skill	With a model	With prompts	Increasing independence
First 	Copies first-sound swap	Changes first sound with cue	Changes first sound; checks what stayed
Middle 	Copies middle-sound swap	Changes middle sound with cue	Changes middle sound; checks outside sounds
Last 	Copies last-sound swap	Changes last sound with cue	Changes last sound; checks first two sounds
Add-remove 	Copies an initial add or remove	Adds or removes initial sound with cue	Adds and removes; checks sound count
Transfer 	Repeats an adult model pair	Makes a valid pair with support	Makes a real one-change pair; explains it

Evidence and help provided:

Next step:

Judge the spoken sound skill. Record vocabulary and AAC support separately.

Sound Change Workshop



We can change sounds



Say a word. Hear its sounds. Change the sounds. Hear the new word.



Listen before we change



Adult: Say /p/ /i/ /n/. Children blend. Say pin. Children move one counter per sound. If needed, model and try again.



Say, change, check



Say the word. Hear the sounds. Change one sound. Say the new word.
Check what changed.



Change the first sound



Say pin. Change first /p/ to /t/. Think and say it.

Check: tin = /t/ /i/ /n/. The last two sounds stayed.



Your turn: first sound



Say cat. Change first /k/ to /h/.

Say your new word before pictures.

Use counters to show what changed.





Fresh first-sound practice

Say map. First /m/ to /k/.

Say pot. First /p/ to /k/.

Adult: collect oral responses before writing. Check with counters.





Change the middle sound

Say cap. Change middle /a/ to /u/. Think and say cup.

Check: cup = /k/ /u/ /p/. First and last sounds stayed.





Your turn: middle sound

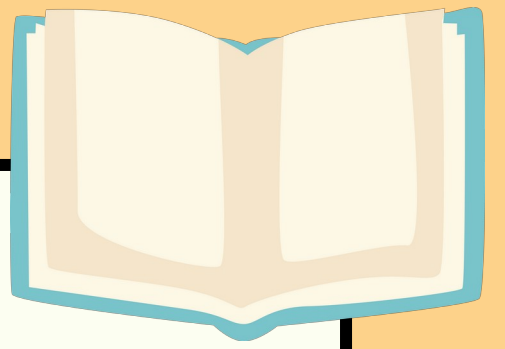
Say pin. Middle /i/ to /a/.

Say cat. Middle /a/ to /o/.

Say pan. Middle /a/ to /e/.

Listen to short vowel sounds not letter names.





Check the middle change

pin → pan; cat → cot; pan → pen.

Say each pair. Show which counter changed.

Adult: accept regional vowel pronunciation and record help.





Change the last sound

Say cap. Change last /p/ to /t/. Think and say it.

Check: cat = /k/ /a/ /t/. First two sounds stayed





Your turn: last sound

Say pin. Last /n/ to /g/.

Say map. Last /p/ to /n/.

Say pot. Last /t/ to /d/.

Adult: name an open p word first; clip stops without an extra uh.





Check the last changes

pin → pig; map → man; pot → pod.

Say each pair. Show what changed and what stayed.





Add a first sound

Say up. Hear /u/ /p/.

Add /k/ at the start. Say cup.

Two sounds become three. Use a new first counter.





Remove a first sound

Say cup. Hear /k/ /u/ /p/.

Remove /k/ from the start. Say up.

Three sounds become two. Move the first counter away.





Swap, add or remove

Swap changes one sound: same number.

Add puts in a sound: one more

Remove takes out a sound: one fewer

Try both directions: at, bat; in, pin.





Follow a model chain

mat → sat → sit → sip → tip.

Change first, middle, last, then first.

Adult: name sat, sit, sip and tip before trying. One sound per link.





Build a fresh chain

Start with pin.

Change middle /i/ to /a/; last /n/ to /t/; first /p/ to /k/, last /t/ to /p/.

Adult: ask for each word before choosing. Use the blank chain page.





Partner workshop

Choose a real old word. Change one sound.

Say a real new word. Partner checks what changed and what stayed.

Use speech, counters, pictures or A.A. No spelling needed.





Show your sound changes

Adult uses the individual record: first, hide, last, add, remove, then a child-created real pair.

Record the first oral response and the help used. No speed score.





What helped you listen?

Show a swap, an add or a removal.

Explain which sound changed.

Check a partner's real-world pair.





Well Done!



PREFACE

Sound Change Workshop Quiz





First sound

Adult: keep screen covered; read the poem.

Say pin. Change first /p/ to /t/.

Say your answer first. Then uncover phones:

tin • pig • pan

Check the change in sound with counters.





Check: tin

tin

Only /p/ became /t/. /i/ and /n/ stayed.

Say both words. Show where change and what stayed.





First sound 2

Adult: keep screen covered; read the poem.

Say cat. Change first /k/ to /h/.

Say your answer first. Then uncover phones:

cap • hat • cot

Check the change in sound with counters.





Check: hat

hat

Only the first sound changed: /h/ /a/ /t/

Say both words. Show where change and what stayed.





First sound 2

Adult: keep screen covered; read the poem.

Say map. Change first /m/ to /k/.

Say your answer first. Then uncover phones:

man • mat • cap

Check the change in sound with counters.





Check: cap

cap

The new word is /k/ /a/ /p/. Middle and last stayed.

Say both words. Show where change and what stayed.





Middle sound

Adult: keep screen covered; read the prompt.

Say pin. Change middle /i/ to /a/.

Say your answer first. Then uncover phones:

pen • pan • pig

Check the change in sound with counters.





Check: pan

pan

The outside sounds /p/ and /n/ stayed.

Say both words. Show where change and what stayed.





Middle sound 2

Adult: keep screen covered; read the prompt.

Say cap. Change middle /a/ to /u/.

Say your answer first. Then uncover choices:

cup • cat • cot

Check the change in sound with counters.





Check: cup

cup

Only the short middle vowel changed.

Say both words. Show where change and what stayed.





Middle sounds

Adult: keep screen covered; read the prompt.

Say cat. Change middle /a/ to /o/

Say your answer first. Then uncover phones:

cap • cup • cot

Check the change in sound with counters.





Check: cot

cot

The outside sounds /k/ and /t/ stayed.

Say both words. Show where change and what stayed.





Last sound

Adult: keep screen covered; read the prompt.

Say cap. Change last /p/ to /t/.

Say your answer first. Then uncover phones:

cup • cat • cap

Check the change in sound with counters.





Check: cat

cat

The first two sounds /k/ /a/ stayed.

Say both words. Show where change and what stayed.





Last sound ?

Adult: keep screen covered; read the prompt.

Say pin. Change last /n/ to /g/.

Say your answer first. Then uncover phones:

pig • tin • pan

Check the change in sound with counters.





Check: pig

pig

Only the last sound changed: /p/ /i/ /g/

Say both words. Show where change and what stayed.





Add a sound

Adult: keep screen covered; read the prompt.

Say in. Add /p/ at the start.

Say your answer first. Then uncover phonemes:

in • pan • pin

Check the change in sound with counters.





Check: pin

pin

Adding /p/ changes two sounds into three.

Say both words. Show where change and what stayed.





Remove a sound

Adult: keep screen covered; read the prompt.

Say hat. Remove /h/ from the start.

Say your answer first. Then uncover the choices:

hat • at • cat

Check the change in sound with counters.





Check: at

at

Removing /h/ leaves /a/ /t/: two sounds

Say both words. Show where change and what stayed.





Well Done!



PREFEVIEW