

## Word Combinations

### Contents

#### Supported (individual picture) presentations

CV – CV phrases:	Adjective noun
	Negatives ( <b>new</b> presentation)
	Possessives
CV – CV clauses:	SV, VO
CVCV – CVCV phrases:	Possessives
CVCV – CVCV clauses:	SV, VO, SVO

#### Composite picture presentations

CVCV – CV phrases:	Adjective noun
CVCV – CV clauses:	VO, SV
Everyday phrases	
Complex sentences ( <b>new</b> )	

### Aims

- 1 To develop motor planning skills
- 2 To sustain accurate articulation and respiration-laryngeal control
- 3 To develop first word-joining strategies
- 4 To develop basic intonation

It is not only the complexity of sound combinations within a word that cause problems for children with dyspraxic difficulties. Words which were managed correctly in isolation may breakdown when combined to form phrases and sentences. It is important, therefore, to give the child a great deal of practice in using these longer combinations. This can be achieved using words already presented and learnt at the single word level. Words should be chosen which include sounds already established in the child's system, or sounds which are becoming stable. The language structures used need to be appropriate to the child's level of language. This is particularly important for children with language difficulties as part of their profile.

Worksheets are included at this level, where the individual elements of the phrase or clause are illustrated, as well as composite picture presentations. The former should be easier for the child as they support recall of individual motor programs. Initially the child may require a modelled response for support when attempting the composite picture worksheets.

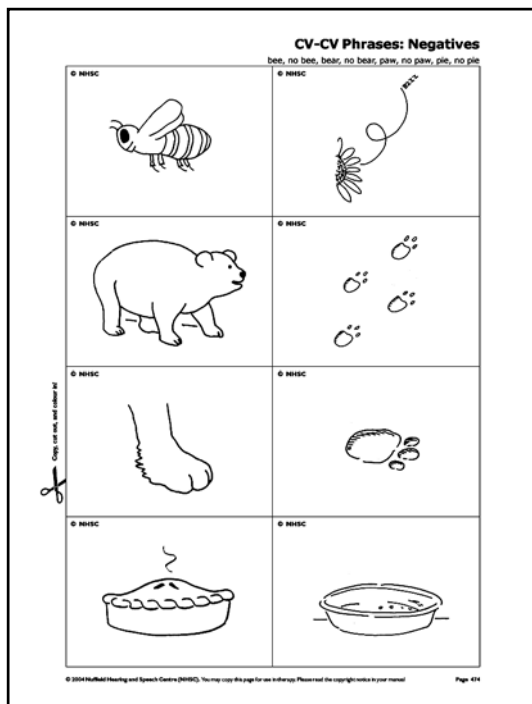
## Top Tips

- Start work at this level by using simple CV /CV phrases and clauses
- Work at this level can be attempted once the child has established a good range of CV words accurately
- Use sounds in the child's system – probably plosives, nasals and approximants first before fricatives and affricates
- Encourage production of a phrase or clause on one breath – maintaining respiratory-laryngeal control
- Gradually move on to CV/CVCV and CVCV/CVCV phrases and clauses
- Include work on stress and intonation, as well as rhythm and rate work
- Keep working at earlier levels of the Programme to help sustain accurate articulation

## Supported individual picture presentations

### 1. CV - CV Phrases and Clauses

Worksheets involving a number of very simple adjective -noun, negative X and noun-noun phrases (possessives) and SV and VO clauses have been created using a basic range of CV words e.g. pie - more pie(s); bear - no bear: paw - two paw(s); boy('s) tie; bee go; show saw etc.



These are particularly useful with children who have very limited language skills as they permit meaningful practice and encourage use of speech skills at a connected speech level. The worksheets or simple play situations can be used according to the child's level of understanding.

NB at this early level of practice, the child is not expected to mark the possessive "s" in the noun-noun phrases or the final "s" in the adjective-noun phrases.