

CV and VC Words

Contents

CV lottos (2 per page)

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CV sequencing word sheets (**new** designs)

linked CV lottos, by onset (**new**)

CV and VC cards (**new**)

Aims

- 1 To establish a range of functional CV and VC words
- 2 To establish motor programs for as wide a range as possible of CV and VC syllables (linked to picture cues) to act as building blocks for "higher levels" of the Programme
- 3 To fine-tune discrimination skills
- 4 To clarify phonological representations
- 5 To develop the ability to contrast and sequence CV and VC words in minimal pair sequences (involving changes of place, manner, voice and vowels)

Children with speech disorders often present with restricted phonotactic structures, in addition to speech system limitations. Structural difficulties may affect monosyllabic production (e.g. CV, VC, CVC, CCV levels) and/or bisyllabic (e.g. CVCV, CVCVC levels) and multisyllabic levels.

Children with developmental verbal dyspraxia usually have both sound system and structural difficulties (see Chapter 1: Literature review) and need help to address both aspects. As already described, motoric therapy approaches advocate that phonotactic structures can be "built" by combining previously established "building blocks" or units e.g. single consonants and vowels can be combined to build CV or VC structures (see transition from single sounds into CV and VC words section above).

Dodd (1995) citing Eisenson (1984) suggests that the syllable should be the basis for therapy for children with developmental verbal dyspraxia, as it is often the sequencing of the articulators for phoneme combinations that is the major difficulty. CV and or VC structures are the simplest syllable structures and therefore the best starting point.

It is very important for children with speech difficulties to achieve success at a functional level, as early as possible. Therefore, in addition to early work on oro-motor skills, single sounds and single sound sequencing, it is important to establish a number of accurate (or nearly accurate) CV or VC words. However limited their speech output, the majority of children will have a few CV or VC words already in their vocabulary e.g. bye, no, more, boo, go, up, out etc.

Top Tips

- Aim to establish a meaningful set of CV words as early as possible
- Start from CV words the child can already make
- When teaching new CVs, use Cs and Vs already established at single sound level
- Accent "approximations" and refine them gradually
- Remember the general guidelines: *plosives, nasals and approximants first, combined with long vowels and diphthongs; later fricatives and affricates*
- VC words might be easier for some children – experiment. Principles are similar
- Utilize input approaches, to support output work
- Use cues e.g. single sound picture symbols or verbal cues for support, if required
- #### Keep working at single sound level
- If success is limited, return to earlier single sound and sequencing work
- Make activities fun through the use of games (see Appendix 6)

Therapy

- Introduce CV pictures to match any CV words the child can produce accurately or nearly accurately (e.g. at this stage voicing of voiceless onsets might be accepted). Use both input and output tasks: to reinforce learning of the picture cues, to check auditory discrimination and representations and to practise controlled production.
- Tasks/activities for work at this level might include: posting, snap, collect-a-set, fishing etc and discrimination activities (see Appendix 6).
- Gradually expand the child's CV vocabulary by combining established consonants and vowels together to build new CVs (see C + V = CV Transition section). Once these become established, incorporate them into tasks with other CV words.
- In addition, as the child's single sound repertoire expands and sounds become established, try eliciting new CVs through imitation techniques.
- The Nuffield Centre Dyspraxia Programme uses pictures to support production work – this helps to forge links in the lexicon between different representations i.e. semantic, phonological, motor program etc. Older children may also be helped by making an orthographic link e.g. by looking at written word/writing the word under the picture etc.
- Although the main aim of therapy at this level is production of CV structures, it is important to incorporate input work into the therapy programme, to ensure that the child recognizes the pictures being used to represent words and that connections are being made between new motor programs and semantic and phonological information. Minimal pairs are particularly useful for Input work at this level. However, it is not advised to delay introducing production work in favour of listening and discrimination activities. Remember, output work can actually be easier for some children, who find input work too abstract and confusing.