

THE FIXED-UP-ONE ROUTINE /s/ plus voiceless stop clusters (adjuncts): /st/, /sp/, /sk/

two steps



Imagery Ideas / Metalinguage for Adjuncts

Refer to /st/, /sp/ and /sk/ "two-step words", and "walk" with your fingers to denote the two consonants (2 steps) in onset in the cluster words, and the one consonant (1 step) in onset for singleton words. Alternatively, or as well, refer to consonant clusters as "friends". When working on speech output as opposed to input (listening), cue correct production with silent finger-walking, and "You forgot your friend", "was that a 2-step?", "I didn't hear the first bit", etc.

friends



<p>stop</p>  <p>"Listen, if I said 'top' instead of 'stop' it wouldn't sound right. I'd think to myself, no, not 'top', it's 'stop'. I'd need to fix it up and say 'stop'".</p>	<p>star</p>  <p>"This is a star, isn't it? A star. But if I said tar, I would need to quickly remember that the 't' needs a friend. I would have to say 'star'". ("walk" as you say this)</p>	<p>spilled</p>  <p>"Uh oh! He spilled his drink on his book. If I said 'pilled' instead of 'spilled' what would I have to do? I'd have to ...fix it up!"</p>
<p>spot</p>  <p>"Look he has a spot around his eye. It's not a 'pot' is it? If I say 'pot' I have to quickly remind myself to fix it up and put the first bit in. It is supposed to be 'spot'".</p>	<p>stool</p>  <p>"What about 'tool'? Would I need to fix it up if I said 'tool'?"</p>	<p>spin</p>  <p>"This spinning top can pin. PIN? Uh oh! I need to do a ..."</p>
<p>ski</p>  <p>"Is it 'key'? No, I missed out the first bit. I need to fix it up and say 'ski'".</p>	<p>speech</p>  <p>"If I said I had to make a 'peach' what would I have to do? I would have to do a ..."</p>	<p>school</p>  <p>"Does this sound right to you? The children are in cool. What should I do about 'cool'? Do I need to fix up 'cool'?"</p>