



The 'V' Sound

Welcome to 'v' practice! We believe that parents and caregivers are a child's best teacher and there are many things that you can do at home to improve your child's communication skills.

Developmental Norms:

Most¹ children produce the 'v' sound correctly by 8 years of age in initial, medial, and final position of words.

¹ Age at which at least 90% of children produced the sound correctly in all word positions. (Adapted norms from The Goldman Fristoe Test of Articulation-2)

Position:

- *Initial position of words* (the sound occurs at the beginning of the word): **v**est, **v**anilla, **v**iolin, **v**olleyball
- *Medial position of words* (the sound occurs in the middle of the word): **N**ovember, **m**ovie, **l**iving
- *Final position of words* (the sound occurs at the end of the word): stove, **f**ive, love

How to make the “v” sound:

- The top teeth are placed lightly on the bottom lip.
- Air is pushed out the mouth while the teeth and lips stay in position.
- The voice is turned on.

[Click to watch on YouTube: Demonstration of how to produce ‘V’](#)



How to provide feedback for /v/:

BE SPECIFIC!

When the sound was produced correctly: "That was a great 'v' sound!" OR "I really heard your 'fast car' sound when you said 'van.' Great job!"

When the sound was produced incorrectly: "Oops! You forgot the 'v' sound," OR "That sound like you said 'best' instead of 'vest.' Remember to use your 'v' sound."

You can give the sound a fun name. For example, the 'v' sound could be called the "fast car sound". Feel free to get creative and find a name for the sound that works best for your child!



How often should I be practicing with my child?

A useful analogy is to compare working on speech sounds to playing a video game. In many video games, there are different levels that need to be completed or mastered in a sequence.

The length of time a child stays on one level varies greatly from child to child, and can be impacted by a number of factors. These factors include:

- The amount of cueing needed to elicit the sound correctly - we call this *stimulability*. If a child can produce a sound given proper cueing techniques, they are said to be stimuable to produce that sound. Gradually, over time, we can fade the cues so that the child can make the sound by themselves.
- Attention span: A child who is able to focus on practicing his or her speech sound, pay attention to the cues given, and pay attention to their own production is likely to



make progress more quickly than a child who might struggle with attention and focus.

If you feel that your child is not making progress as expected, please contact your school speech-language pathologist for more guidance in this area.

How to Master a Level?

For most 'levels', your child will be ready to move on once he or she is able to produce the sound at that level with 80% accuracy. You don't need to keep track of how your child is doing on each task unless you want to. You can simply estimate approximately how well your child is doing. If you have any questions, please feel free to contact your school's speech-language pathologist.

Reps: 1 – 2 Activities/Practice sessions per day

Duration: 5 – 15 minutes

Levels:

- Level One: Isolation (e.g., the sound all by itself→ “v”)
- Level Two: Syllable (e.g., “vo”)
- Level Three: Word (e.g., “van”)
- Level Four: Phrase (e.g., “red vest”)
- Level Five: Sentence (e.g., “I will visit my grandma.”)
- Level Six: Conversation (e.g., the sound in everyday conversation)

Why Practice? It’s Like Exercise!

Think of practicing speech sounds as similar to exercising or lifting weights. If you start off by learning correct form, exercising every day, and gradually increasing the difficulty or weight, you will be able to make great progress towards your fitness goal! The same goes for working on speech sounds. We start by showing a child how to properly produce the sound. Then, we work with the child on saying the sound on its own (isolation), then in syllables (la, lee, lie, low, Lou). After that, we target the sound at the word level- beginning, end, middle, and in consonant blends. Gradually, we move to producing the sound at the sentence level, and then at the conversational level.



Short But Often!

Researchers have found that shorter but more frequent practice sessions are **more effective** than longer but less frequent sessions. For this reason, I recommend that you try to sneak in as many short sessions as you can throughout your week. The more you practice, the faster your child will progress. A few 5-minute sessions a day is a great place to start, but you can always do fewer if it doesn't fit into your schedule. Try practicing while driving in the car, while standing in line, or while waiting for a doctor's appointment to get in a few extra repetitions.

Phonological Processes for /v/:

A *phonological process* is a typical error pattern that young children use to simplify an adult speech sound they are not able to say. In the case of the /v/ sound, one error that children may exhibit is called *stopping*. In this error pattern, the child substitutes a stop consonant that has no airflow, such as /b/, for the /v/ sound, which needs to be made with continuous airflow. When they do this they say "bery" for "very", "ban" for "van", and "wabe" for "wave", etc.

Stopping for the /v/ sound can be a typical developmental pattern that most children demonstrate as they are learning speech sounds. Stopping is NOT, however, a developmental error for other sounds such as /s/, /f/ or /sh/.

Tips for working on stopping at home:

Be Specific: tell your children that they are stopping their air instead of letting their air flow out of their mouth to make the /v/ sound.

Give an Example: give your children examples of their errors (e.g. "You said *best* when you meant to say *vest*").



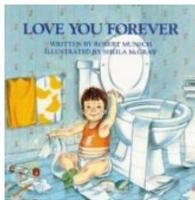
Provide a Model: have your child look closely at your mouth as you model the /v/ sound all by itself, not in a word, and talk about how you need to put your top teeth on your bottom lip and blow out air to make the /v/ sound.

Use a Tactile Aid: run your finger down your child's arm when you stretch out the /v/ sound, and then tap your finger on your child's arm when you make the /b/ sound so he can feel the difference between a stop sound and one that is made with continuous airflow.

Learning with Games

- **Vampire Hunt** Change the words to "We're Going on a Bear Hunt" and go on a "Vampire Hunt"!
- **Pretend Vet:** Pretend to be veterinarians with toy animals around the house!
- **Cave Fort!** Build a cave fort!
- **Play Memory:** Play memory or any other card game, such as "Go Fish" with 'v' picture cards. Practice naming the cards and/or making sentences using the target words.

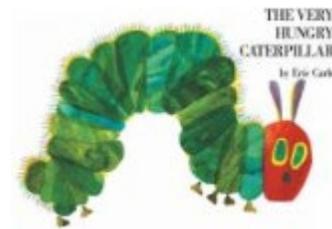
Sound-Loaded Books: V



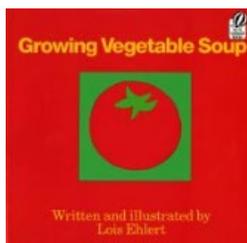
Love You Forever



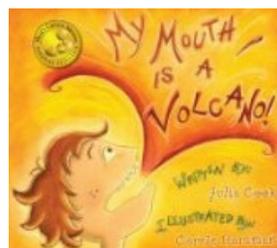
This is the Van That Dad Cleaned



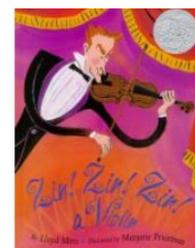
The Very Hungry Caterpillar



Growing Vegetable Soup



My Mouth is a Volcano



Zin! Zin! Zin! A Violin



Helpful Websites

- [Practical Speech Therapy Activities for Home Practice](#)
- [Working Speech and Language into Daily Routines](#)
- [Fun Family Crafts](#)
- [Printables for Kids: KizClub](#)

Songs Featuring 'V'

- [Youtube: I Love You Song](#)
- [Youtube: Skidamarink](#)
- [Youtube: Venus Planet Song](#)

V Crafts

- [Volcano Explosion](#)
- [Hand Print Vampires](#)
- [Love Canvas](#)