

Velar Fronting Worksheet

Introduction:

Some children replace back sounds like /k/ and /g/ with sounds in the front of the mouth like /t/ and /d/. This makes their speech very difficult to understand. We call this velar fronting because the child is replacing all velar sounds (in the back of the mouth) with sounds produced at the front of the mouth. We expect children to stop using this process by the time they turn four years old. It is very normal for children to do this before they turn four but after their fourth birthday, if they continue to do it, we consider the child to have a phonological disorder.

We can help children correct this by helping them first to hear the difference between back sounds and front sounds and then to speak the words correctly with the correct sounds.

Instructions:

The following worksheets include “minimal pairs” of words that sound exactly the same except that one has a back sound and the other has a front sound. Start with the level one instructions and only move up to the next level when the child can consistently complete the previous level’s activity with 80% accuracy.

Level One: Listening

Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures (‘point to beak’). If he gets it wrong, exaggerate the front or back sound when you say the pair again and help him point to the correct one.

Level Two: Single Words

Have the child speak each word in the pair. Make sure he says them differently by saying the correct sounds.

Level Three: Sentences

Have the child use both words in a sentence, like “I see the key and I see the tea” or “I put a key in my tea”. Start with shorter sentences and work your way up to longer ones. You can tell the child sentences to use at first and then as he gets better, ask him to make up his own sentences.

More Information:

For more information on treating phonological disorders, click the link below:

<https://www.speechandlanguagekids.com/phonological-processes/>

Velar Fronting Worksheet

Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the first sound of each word.	Have the child speak each word in the pair. Make sure he says them differently by saying the first sound of each word differently.	Have the child use both words in a sentence, like "I see the tent and I see the sent" or "I sent the tent to my mom". Start with shorter sentences and work your way up to longer ones.



key



tea



kick



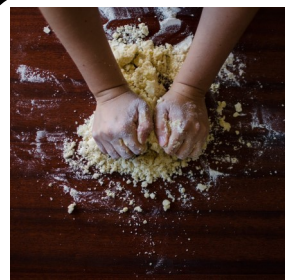
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tote



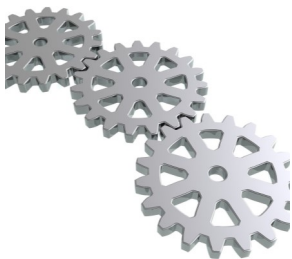
coat



dough



go



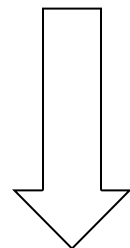
gear



deer



gown



down