



Cued Articulation

Cued Articulation was devised to help those who find it difficult to perceive, pronounce or sequence the sounds of spoken English. It has proved to be a useful tool in a wide variety of settings.

Keywords: *Cued Articulation, hand cues, visual supports, speech, language, literacy*

What is Cued Articulation?

Cued Articulation is a hand cue system that represents the 49 sounds that make up our language system. Each sound has a separate hand sign, which is related to where and how in the mouth the sounds are made. It was developed by Jane Passy, a Speech Pathologist who was working with children with severe speech and language problems. Cued Articulation is not a language, nor a form of sign language; it is a visual representation of the sounds of spoken language.

Who can it help?

Cued Articulation can provide support for children who have:

- Speech and language disorders
- Literacy difficulties
- Difficulty hearing the differences between sounds (i.e. auditory discrimination)
- Difficulty articulating sounds accurately (e.g., lisps)
- Hearing impairment
- Phonological awareness difficulties (e.g. sounding out words and rhyming)
- English as a second language

In addition to the above, Cued Articulation is also beneficial for typically developing children as a proactive way to assist sound awareness and literacy learning.

How does it work?

Cued Articulation helps students to understand how sounds are made. It provides a consistent visual cue for each sound even though that sound may be spelled many different ways. For example, the first sound /k/ in 'cat' and in 'kite' will have the same cue, even though the sound is spelled differently. In addition, Cued Articulation helps to show that the same letter may be pronounced in many different ways. For example, the letter 'c' in 'cat' sounds different to the letter 'c' in 'city', so the first sound in those words will have a different cue, even though the letter is the same. Cued Articulation provides a visual stimulus which can support students to unlock complex alphabetic code (i.e. the way our English sounds are linked with the letters that spell them).

Additionally, students may benefit from colour coding sounds using Passy's system. When



writing words or sentences, the sounds in words can be underlined once or twice depending whether the sound is voiced (e.g. b, d, z) or voiceless (e.g. p, t, s). Each pair of sounds shares an individual colour (e.g. /p/ and /b/ are both coloured orange). For example, the word 'robot' would be written like this: robot or the word 'truck' would be written like this: truck. This component is particularly useful for visual learners or students with auditory processing difficulties.

In order to use Cued Articulation to its best potential, it is recommended that parents and teachers complete a Cued Articulation training course. This will not only teach them to use the cues accurately, but will also provide them with important information about how speech sounds are made, and about the patterns involved in our English sound system. This will help them understand why their children/students may be having difficulties with certain sounds. A comprehensive online course, and further information about Cued Articulation, is available at www.soundsforliteracy.com.au.

Want to learn more?

To learn more about Language Disorder and how to support children and young people for whom language is their primary disorder, please **contact us**. Language Disorder Australia provides holistic, innovative and effective therapy, education and support services and has a transdisciplinary team of speech pathologists, occupational therapists, educators, psychologists and physiotherapists.

Contact: 1300 881 763 or hello@languagedisorder.org.au

Website: languagedisorder.org.au

References

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