



Using Cued Articulation in the Classroom

Cued Articulation was devised to help those learners 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, classroom adjustments*

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. It is not a language, nor a form of sign language. It is a visual representation of the sounds of spoken language.

Cued Articulation in the classroom

The following strategies facilitate the use of cued articulation in the classroom to help students with particular sounds.

For all sound targets:

- Teach sounds in groups (e.g. teach p, b together)
- Provide cue at precise moment of articulation
- Explicitly teach about voicing (feeling in the larynx); place of articulation and manner of articulation
- Facilitate student to produce cue at same time as teacher
- Initially emphasise specific sound production through volume and tone of voice
- Write the letter that represents the sound
- Keep all work in a work booklet for sounds

At a whole class level:

- Promote and emphasise sound production as per specific target for speech/literacy development on key words during class instruction
- Provide cue at precise moment of articulation
- Facilitate all students to produce cue at same time as teacher (i.e. at precise moment of articulation)
- Encourage repetition of key words by class utilising cues
- Have *theme sounds* for units of work
- Use resources highlighting target sounds, including:
 - Reading books
 - Phonic worksheets / handwriting worksheets
 - Rhymes, songs and jingles



- Vary the activities and play games to maintain motivation

Cued Articulation to Support Literacy

Phonics instruction

During phonics instruction, the cued articulation visual cues and gestures can be used to support students with:

- Accurate phoneme (sound) production
- Sound discrimination between difficult sounds, e.g. /f/ and /th/
- Sound discrimination between voiced and voiceless sounds, e.g. /p/ and /b/
- Conveying their understanding of a range of phonemic awareness skills, even though they may not be able to produce the sound
- Sound/letter correspondence

Reading

During reading, the cued articulation visual cues and gestures can be used to support students with:

- Recalling of specific sounds
- Blending of individual sounds into words
- Prompting of initial sound in words when decoding
- The use of grammatical markers (e.g. regular past tense “ed” ending – “jumped” is heard as “jump^t”; support with the cue for the /t/ sound)

Spelling

During spelling, the cued articulation visual cues and gestures can be used to support students with:

- Segmentation of words into individual sounds
- Segmentation of words into syllables, using the cue to identify the sound at the beginning of each syllable

Speaking

During speaking, the cued articulation visual cues and gestures can be used to support students with:

- Communicating their message to others to ensure they are understood
- Slowing down the speed of their speech if they speak too quickly
- Correct pronunciation of vocabulary when new words are introduced



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**](mailto:hello@languagedisorder.org.au)

Website: [**languagedisorder.org.au**](http://languagedisorder.org.au)

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