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Minimal Pairs : Parents Guide

Introduction to the Parent's Guide: Minimal Pairs

A Free Resource for Families

Welcome to the BillyLids printable parent's guide to minimal pairs - designed to help parents understand and actively support their child's speech development through the use of minimal pairs. Minimal pairs are an essential tool in speech therapy, focusing on word pairs that differ by just one sound (e.g., "bat" and "pat"). They help children improve their ability to hear and produce clear sounds, which is fundamental to effective communication.

This guide is packed with practical tips and examples to help you use minimal pairs in daily life, making speech therapy fun and engaging for your child. You'll also find free minimal pairs included, tailored to target specific speech sounds, so you can start practicing at home right away. From game ideas to everyday activities, you'll discover simple strategies to reinforce your child's learning and boost their confidence.

Feel free to share this resource with friends, family, or anyone who might benefit. If you have suggestions for additional content or improvements, we'd love to hear from you. Simply reach out to us at gday@billylidstherapy.com.au

About BillyLids Therapy

BillyLids Therapy is a family-centered practice in Queensland established by sisters Rachelle and Rosanna, who share a deep passion for empowering children and families. Combining their extensive expertise, Rachelle, a Speech-Language Pathologist, and Rosanna, an Occupational Therapist, have built a practice dedicated to ethical and child-centered care.

Their collaborative approach ensures every child receives individualised support, fostering growth and confidence in a nurturing environment. At BillyLids Therapy, we believe therapy should be fun, engaging, evidence-based and uniquely tailored to meet each child's needs.

Stay Up-to-Date

This guide is a living resource that we regularly update with new minimal pairs. If you decide to print it, we encourage you to check back from time to time to ensure you have the most current information. Simply scan the QR code included in the guide to access the latest version.

Thank you for being part of the BillyLids community. We're here to support you and your child on this journey toward clearer, more confident communication!

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Minimal Pairs - a Parent's Guide

Minimal pairs are a powerful tool used by speech pathologists to help children improve their speech clarity. A minimal pair is a set of two words that differ by only one sound, such as "bat" and "pat." This method helps children hear and practice the difference between sounds they may be confusing. By working with minimal pairs, children can learn to pronounce words more clearly, which is key for effective communication. It's a fun and engaging approach that is tailored to each child's unique speech goals.

We are here to help you understand the concept of minimal pairs, their importance, and how they are used in speech pathology to support children on their journey to effective communication.

What Are Minimal Pairs?

Minimal pairs are pairs of words that differ by only one sound, like "bat" and "pat" or "ring" and "wing." These small sound changes can completely change the meaning of words, making them important in speech therapy. Speech pathologists use minimal pairs to help children hear and produce the correct sounds, improving their pronunciation and communication. By focusing on these subtle differences, kids can become more aware of how sounds affect the meaning of words and improve their speech clarity.

Minimal pairs are typically categorised into different types based on the phonemes they contrast. These categories include:

1. **Place**: where in the mouth a sound is made
2. **Manner**: how the airflow is shaped or blocked
3. **Voice**: whether or not the vocal cords vibrate when making a sound

Other speech errors can also be targeted such as contrasts with Final Consonant Deletion. For example, a child may say "bee" when they are describing the sound of a car horn. In this case we would use the minimal pairs: "bee" and "beep".

In speech therapy, minimal pairs are used to help children with specific sound errors. The therapist first identifies the child's speech difficulties through assessment, then selects word pairs that differ by only one sound, like "ring" and "wing" for a child struggling with "r" and "w" sounds. The child practices these pairs to improve how they hear and say the sounds. Typically, 3 to 5 sets of minimal pairs are used during therapy sessions to make the exercises both challenging and achievable.

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Why Are Minimal Pairs Important?

Minimal pairs are essential in speech therapy because they address the core issues of speech: auditory discrimination and articulation. By focusing on minimal pairs, children can improve their ability to hear and produce distinct sounds, which is foundational for clear communication.

Enhancing Auditory Discrimination

Minimal pairs help children learn to tell the difference between similar sounds, which is important for understanding language and following instructions. For example, they can practice hearing the difference between “sip” and “ship.”

Improving Articulation

Children practice making sounds more clearly by focusing on small changes in words. This helps them produce the correct sounds and speak more clearly.

Boosting Confidence and Communication Skills

As children master new sounds, they gain confidence, leading to improved social and academic communication.

Addressing Phonological Processes

Minimal pairs also target sound patterns that may persist beyond typical development, helping correct these errors.

Minimal pairs therapy is particularly effective for addressing these processes. For example, a child who substitutes “f” for “p” (saying “fig” instead of “pig”) can benefit from minimal pairs exercises that contrast these sounds, helping them to recognise and produce the correct phoneme (sound).

Examples of Minimal Pairs

Minimal pairs help children learn sounds by focusing on differences in place, manner, or voice.

- Place: Where the sound is made (e.g., /d/ vs /g/).
- Manner: How the sound is made (e.g., /s/ with smooth airflow vs /t/ with a brief stop).
- Voice: Whether the vocal cords vibrate (e.g., voiced /d/ vs voiceless /t/).

Speech pathologists use these contrasts to target specific sound errors and help children improve their pronunciation.

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Supporting your child's Speech Therapy with Minimal Pairs at home

Minimal pairs are a powerful tool in speech therapy, helping children improve their pronunciation and listening skills. As a parent, you can play an active role in reinforcing these lessons at home. Here's how:

1. Create a Routine

Set aside 5-10 minutes each day for minimal pairs practice. Consistency helps reinforce new sounds.

2. Make It Fun

Turn practice into a game using cards or matching objects, and make activities engaging during everyday routines.

3. Use Visuals

Show pictures for words like "ring" and "wing" to connect sounds with meaning.

4. Games

Turn practice into a game, like matching cards or a treasure hunt with objects representing minimal pairs.

5. Practice During Daily Activities

Incorporate minimal pairs into everyday activities like meal or bedtime, using words like "cup" and "cub."

6. Positive Reinforcement

Praise and reward your child for progress, boosting their confidence.

By integrating these strategies into your daily routine, you can support your child's speech therapy journey and help them improve their communication skills more effectively.

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Examples of Games to Play Incorporating Minimal Pairs

Practice at home is essential for reinforcing skills learned in therapy and promoting generalisation to everyday environments, such as the home. By engaging in fun, interactive activities like games, children can practice using target sounds in a relaxed and meaningful context, helping them apply these skills more naturally in their daily communication. Below are some examples of games incorporating minimal pairs to make at-home practice both effective and enjoyable.

Memory Match

- **Materials:** Two sets of minimal pair cards.
- **How to Play:** Lay the cards face down and take turns flipping them over to find matching pairs, saying the words aloud each time.
- **Target Skill:** Auditory discrimination and memory.

Sound Scavenger Hunt

- **Materials:** Objects or pictures of minimal pair words hidden around the house.
- **How to Play:** Give clues to find an object. Once found, the child says the word and its minimal pair.
- **Target Skill:** Listening and articulation.

Minimal Pair Bingo

- **Materials:** Bingo cards with minimal pair pictures.
- **How to Play:** Call out one word from a pair, and the child covers it if it's on their card. They must say the word and its pair before marking it.
- **Target Skill:** Auditory processing and sound production.

Fishing for Sounds

- **Materials:** Paper fish with minimal pair words written on them, a fishing rod with a magnet (or paperclip).
- **How to Play:** Attach a paperclip to each fish. Players "fish" for a word and say it out loud, practicing the target sound.
- **Variation:** Use one word from each pair and have the child guess the contrasting pair.
- **Target Skill:** Sound awareness and articulation.

Minimal Pair Bowling

- **Materials:** Plastic bowling pins or blocks with pictures of minimal pairs taped on them.
- **How to Play:** Set up the pins. When a child knocks one down, they say the word and its pair.
- **Target Skill:** Speech production in a motivating setting.

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Sorting Game

- **Materials**: Cards with minimal pair words and two boxes/baskets labelled with the sounds (e.g., /g/ and /d/).
- **How to Play**: The child sorts the words into the correct basket while saying them out loud.
- **Target Skill:** Categorisation and phonemic awareness.

Hopscotch Sounds

- **Materials**: Chalk or paper squares with minimal pair words written on them.
- **How to Play**: The child hops to a square, says the word, and then hops to its pair.
- **Target Skill**: Speech production in a physical activity.

Fly Swatter Game

- **Materials**: A fly swatter, minimal pair picture cards or words spread out on a table or stuck to the wall.
- **How to Play**:
  - Call out one word from a minimal pair (e.g., "thorn").
  - The child finds the corresponding picture or word on the table/wall and swats it with the fly swatter while saying the word.
  - After swatting, they say the contrasting pair aloud (e.g., "thorn, fawn").
  - Variation: Use a timer to see how many they can swat and say correctly within a set time.
- **Target Skill:** Quick auditory processing and speech production combined with a fun motor activity.

Hidden Picture Sword Challenge with Pop Up Pirate

- **How to Play:**
  a. Attach minimal pair pictures (e.g., cap/ tap) to the underside of each sword.
  b. Players take turns selecting a sword and saying the word on the picture they reveal.
  c. After saying the word, they must try to identify its minimal pair (e.g., if the picture is "thorn," they say "fawn").
  d. If they say both words correctly, they can insert the sword into the barrel.
  e. The game continues until the pirate pops up!
- **Variation:** Include a special "bonus sword" with a tricky pair (e.g., tricky sounds like /th/ or /sh/) that earns an extra turn if said correctly.
- **Target Skill:** Articulation practice, and auditory discrimination.

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FAQs

When Should Minimal Pairs Be Used?

Minimal pairs are helpful when a child struggles with specific speech errors, such as substituting or omitting sounds (e.g., saying "key" for "tea"). They improve listening and sound production skills, aiding children with phonological and articulation disorders. Early intervention with a speech pathologist is key.

How Do I Know If My Child Needs Speech Pathology?

If your child has difficulty being understood, misses speech milestones, or struggles with specific sounds, consider consulting a speech pathologist for an evaluation. BillyLids Therapy offers a free discovery call to speak with a senior therapist about whether therapy is warranted, which parents and caregivers can arrange via the website: billylidstherapy.com.au

What Are Minimal Pairs and Why Are They Important?

Minimal pairs are word pairs differing by one sound, helping children hear and produce sound distinctions, improving their pronunciation and speech clarity.

What Are the Main Goals for Minimal Pairs in Speech Pathology?

The main goals are to improve listening skills, reduce speech errors, and enhance a child's confidence and ability to produce clear speech.

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Examples of minimal pairs: Place

Place refers to where in the mouth a sound is made when we speak. Different sounds are created by changing the position of parts of the mouth, like the lips, tongue, teeth, or the roof of the mouth (palate).

When children make a speech error of place, they produce a sound in the wrong part of their mouth. This means the positioning of their lips, tongue, teeth, or palate isn't quite where it needs to be for the correct sound.

Different places where sounds are made in the mouth:

- Bilabial: Sounds made by bringing both lips together, like "p," "b," and "m".
- Labiodental: Sounds made by touching the bottom lip to the top teeth, like "f" and "v".
- Dental (or Interdental): Sounds made with the tongue between the teeth, like "th" in "think" and "this".
- Alveolar: Sounds made by touching the tongue to the ridge just behind the upper front teeth (the alveolar ridge), like "t," "d," "s," "z," and "n".
- Post-alveolar (or Palato-alveolar): Sounds made just behind the alveolar ridge, like "sh" in "shoe" and "ch" in "chair".
- Palatal: Sounds made by raising the tongue to the hard palate (the roof of the mouth), like "y" in "yes".
- Velar: Sounds made at the back of the mouth where the tongue touches the soft palate (velum), like "k," "g," and "ng" in "sing".
- Glottal: Sounds made in the throat, using the vocal cords (glottis), like "h" in "hello".

'Place' Minimal pairs:

/th/ → /f/ Fricative Simplification

/r/ → /w/ Gliding

/l/ → /w/ Gliding

/k/ → /t/ Fronting or Backing

/g/ → /d/ Fronting or Backing

/s/ → /sh/ Palatalisation or Depalatalisation

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Minimal Pairs

/th/ /f/

Minimal Pair /th/ → /f/ Fricative simplification

Word List

Three → Free
Thirst → First
Thin → Fin
Thorn → Fawn
Thor → Four
Thought → Fort
Thread → Fred
Ruth → Roof
Wreath → Reef
With → Wiff
Oath → Oaf

Minimal Pairs /th/ /f/

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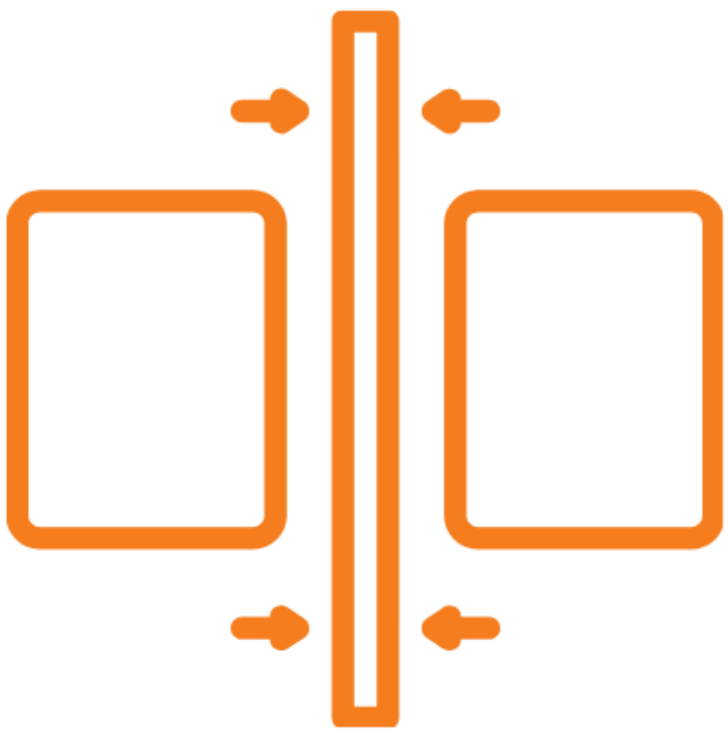
Three

Free

Thirst

First



Thin

Fin

Minimal Pairs /th/ /f/

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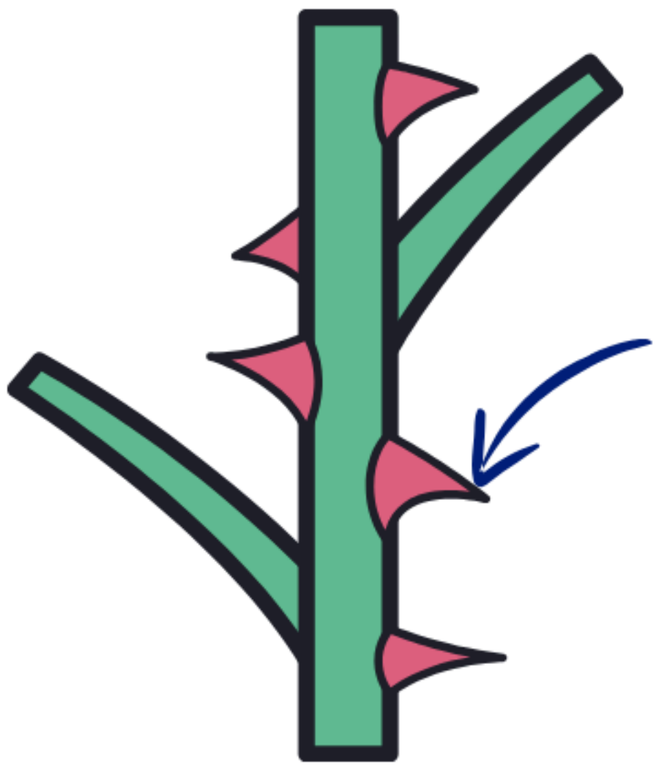


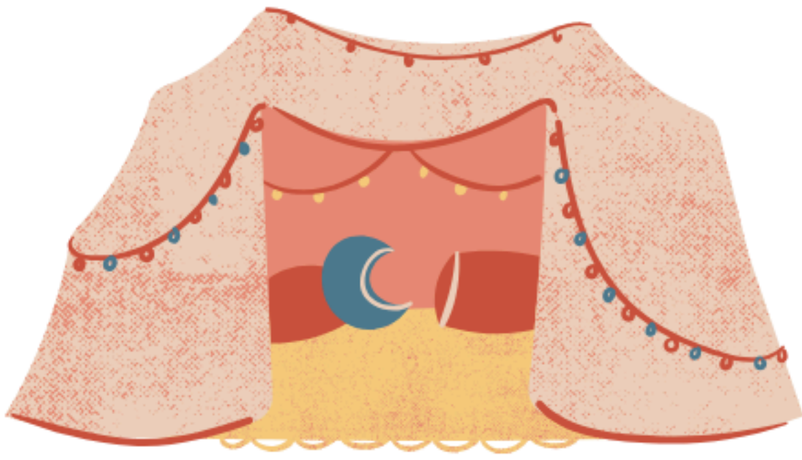
Thorn

Fawn

Thor

Four

Thought



Fort

Minimal Pairs /th/ /f/

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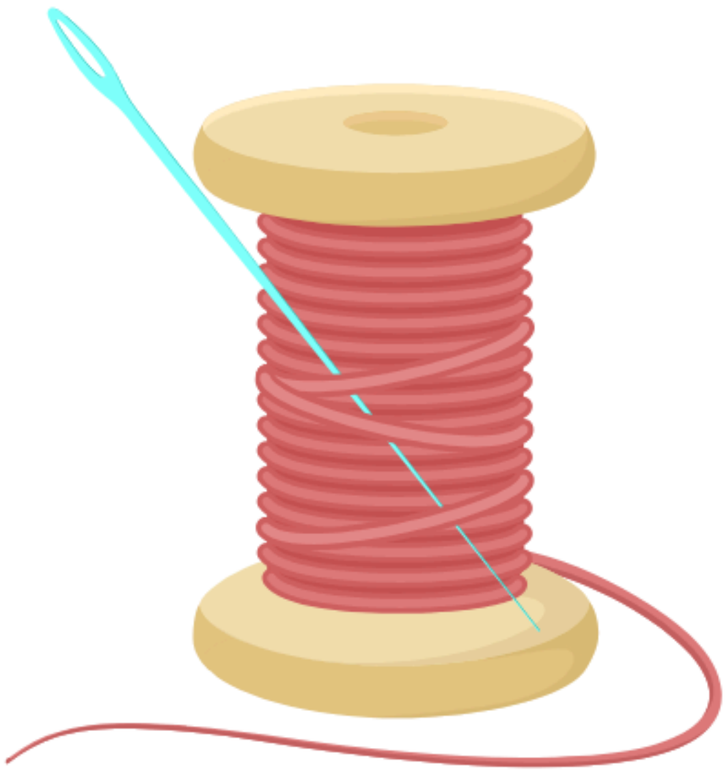

Thread

Fred

Ruth

Roof

Wreath

Reef

Minimal Pairs /th/ /f/

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With

Wiff

Oath

Oaf

(Clumsy person)

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Minimal Pairs

/r/ /w/

Minimal Pair: /r/ → /w/ Gliding

Gliding is a process where children replace "r" or "l" sounds with easier ones, like "w" or "y," as they learn to talk. For example, they might say "wabbit" instead of "rabbit" or "won" instead of "run."

Word List

Rich → Witch
Rack → Wack
Rail → Whale
Read → Weed
Ripe → Wipe
Ride → Wide
Rink → Wink
Reel → Wheel
Write → White *(Remembering it's the sound not the letter that we're focusing on)*
Red → Wed
Ring → Wing
Rock → Wok
Rake → Wake
Run → One
Rag → Wag

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Minimal Pairs /r/ /w/

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Rake

Wake

Run

One

Rag

Wag

Minimal Pairs /r/ /w/

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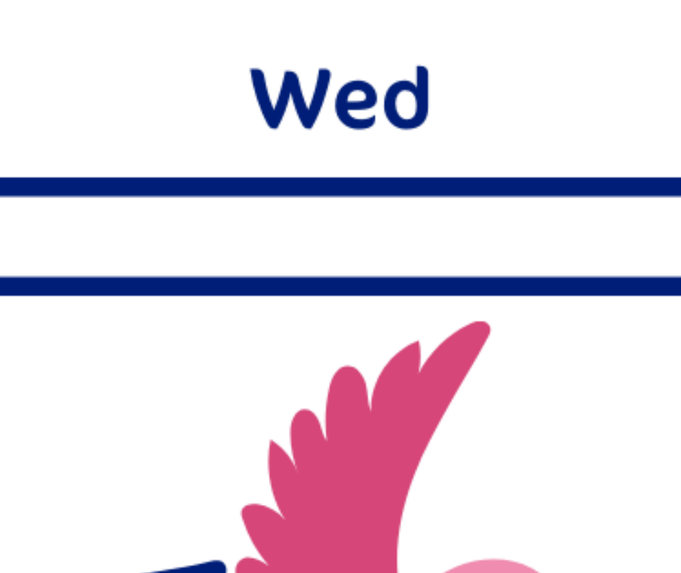
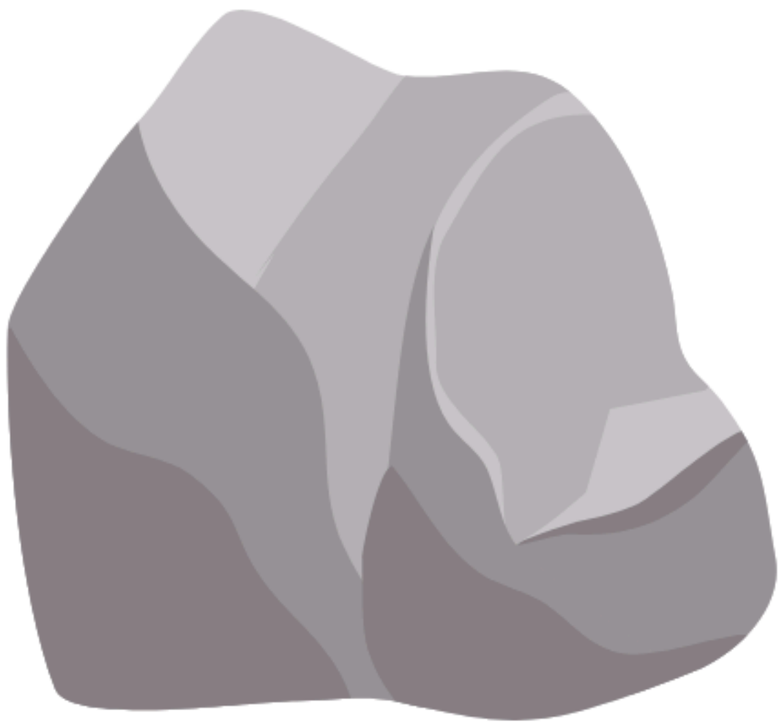
Red



Wed

Ring

Wing



Rock

Wok

Minimal Pairs /r/ /w/

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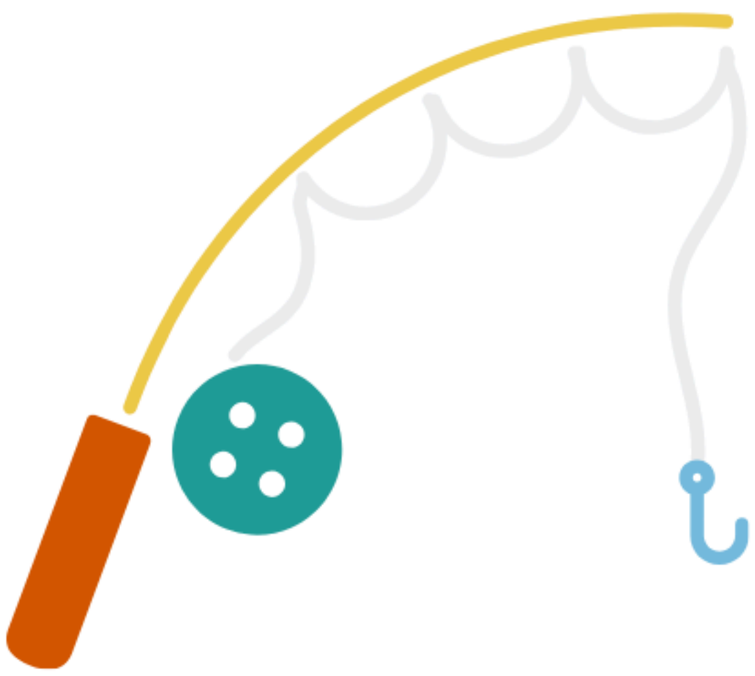
Rink

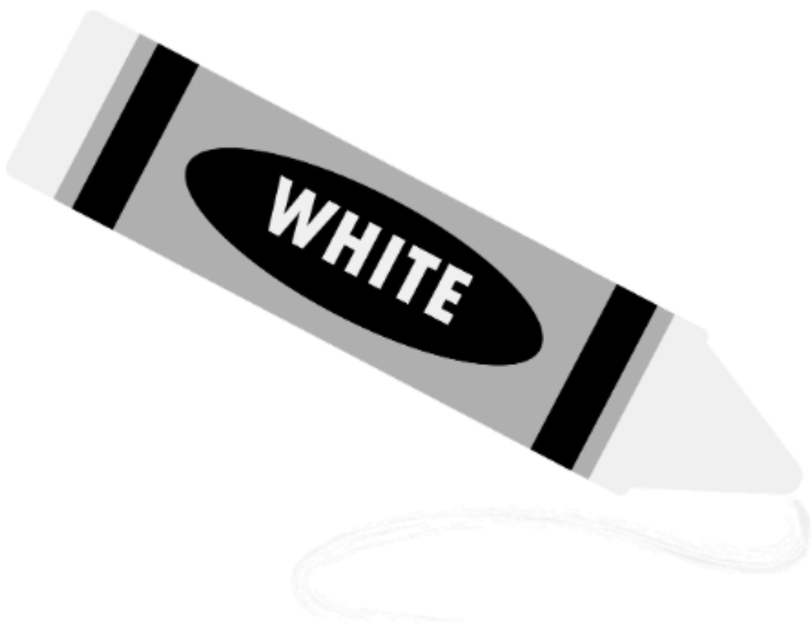
Wink



Reel

Wheel

Write



White

Minimal Pairs /r/ /w/

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Read

Weed

Ripe

Wipe

Ride

Wide

Minimal Pairs /r/ /w/

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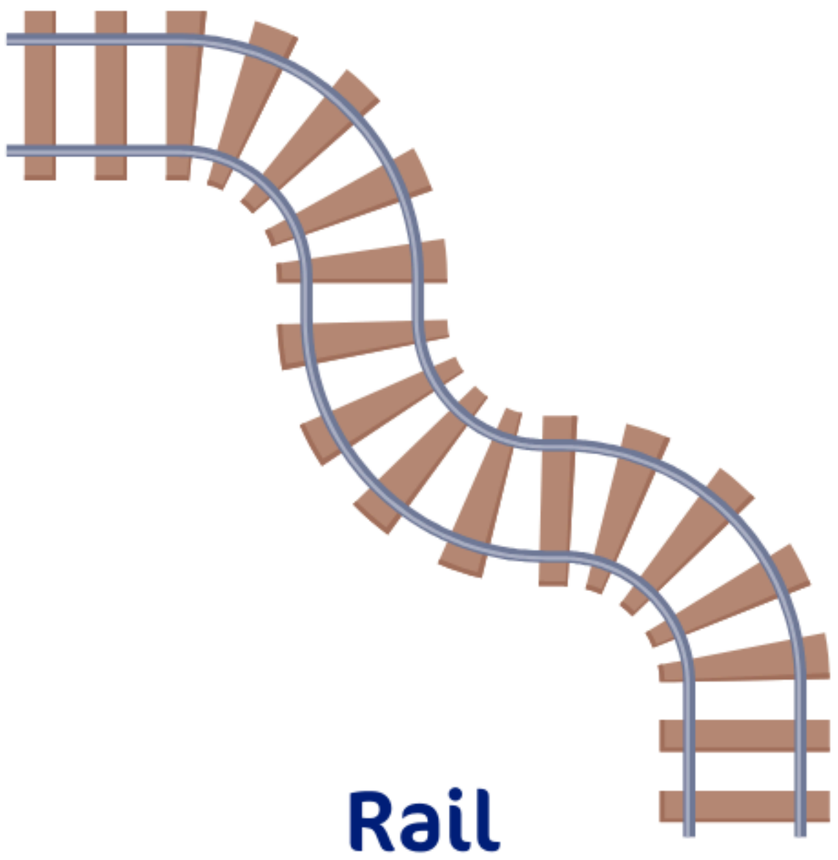
Rich

Witch

Rack

Wack



Rail

Whale

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Minimal Pairs

/l/ /w/

Minimal Pair /l/ → /w/ Gliding

Word List

Lead → Weed
Lip → Whip
Lay → Weigh
Lake → Wake
Link → Wink
Light → White
Lock → Wok
Late → Wait
Leap → Weep
Lick → Wick
Line → Whine
Lizard → Wizard

Minimal Pairs /l/ /w/

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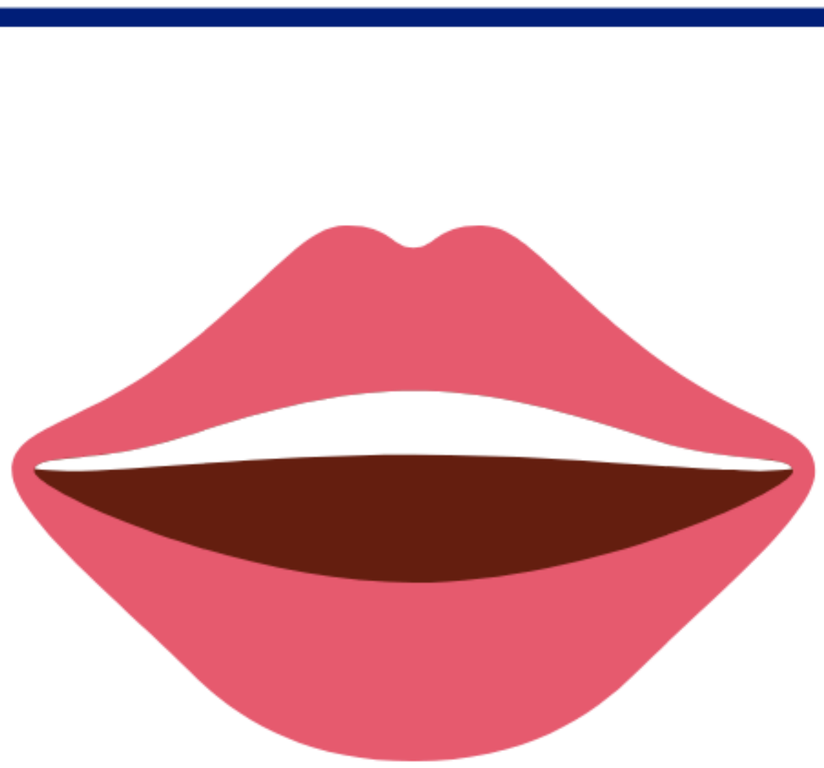
Lead

Weed



Lip

Whip

Lay

Weigh

Minimal Pairs /l/ /w/

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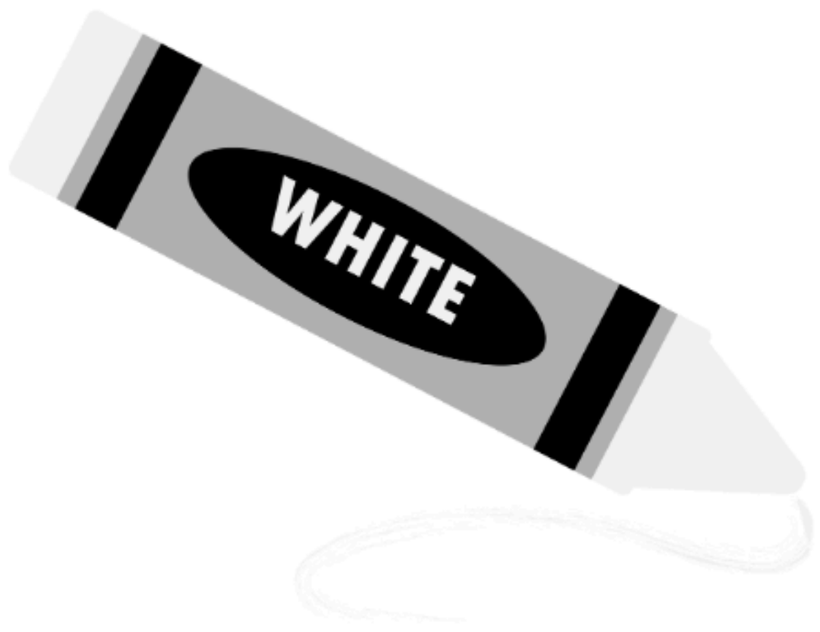
Lake

Wake

Link

Wink

Light



White

Minimal Pairs /l/ /w/

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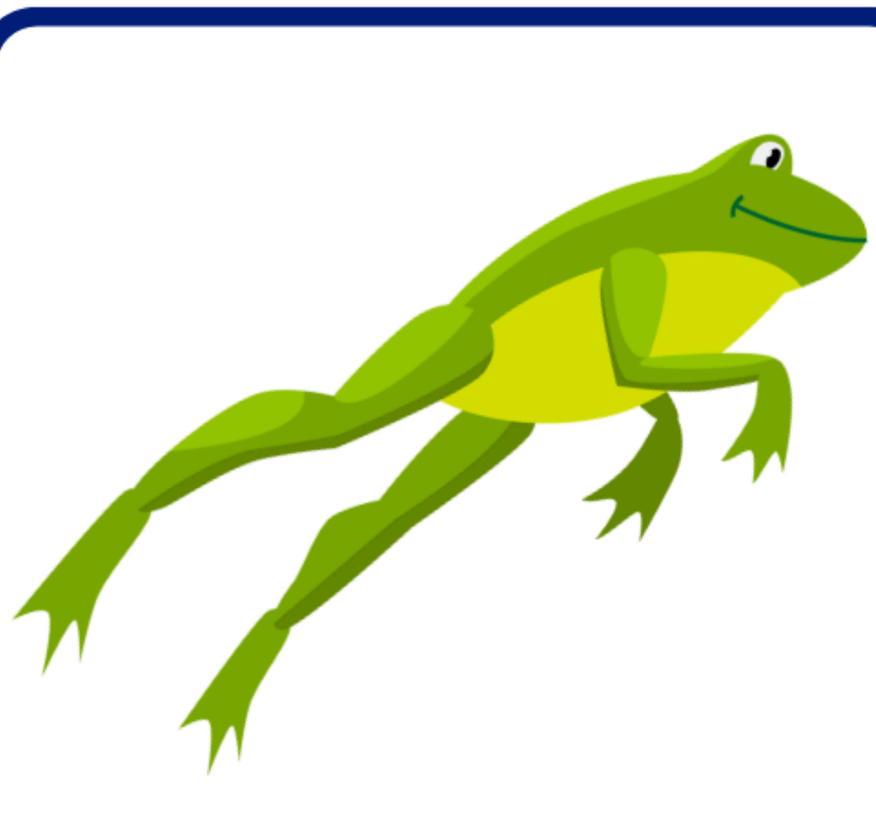
Lock

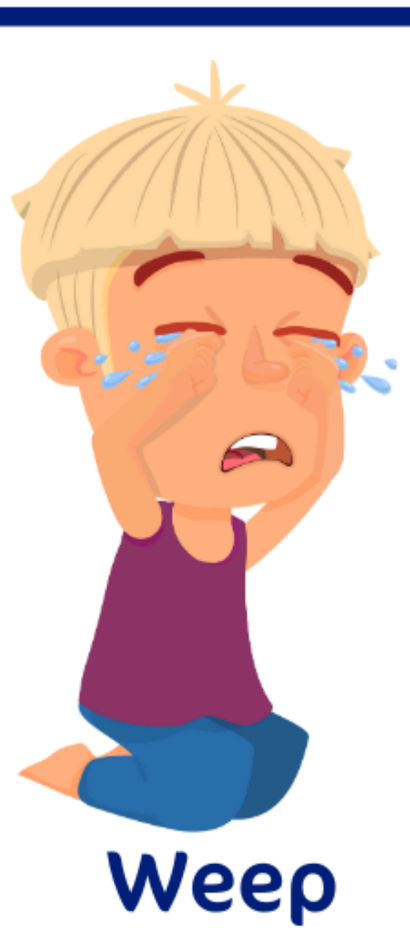
Wok

Late

Wait



Leap



Weep

Minimal Pairs /l/ /w/

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Lick

Wick

Line

Whine

Lizard

Wizard

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Minimal Pairs

/k/ /t/

Minimal Pair: /k/ → /t/ Fronting or Backing

Fronting is a process where children replace sounds made at the back of the mouth, like "k" or "g," with sounds made at the front, like "t" or "d." For example, they might say "tea" instead of "key" or "deer" instead of "gear."

Backing is a process where children replace sounds made at the front of the mouth, like "t" or "d," with sounds made at the back, like "k" or "g." For example, they might say "kale" instead of "tail" or "coffee" instead of "toffee."

Word List

Key → Tea
Car → Tar
Call → Tall
Cape → Tape
Kick → Tick
Core → Tore
Cot → Tot
Cub → Tub
Cap → Tap
Cool → Tool
Cab → Tab
Kite → Tight
Kale → Tail
Coast → Toast
Coffee → Toffee

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Minimal Pairs /k/ /t/

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Key

Tea

Car

Tar

Call

Tall

Minimal Pairs /k/ /t/

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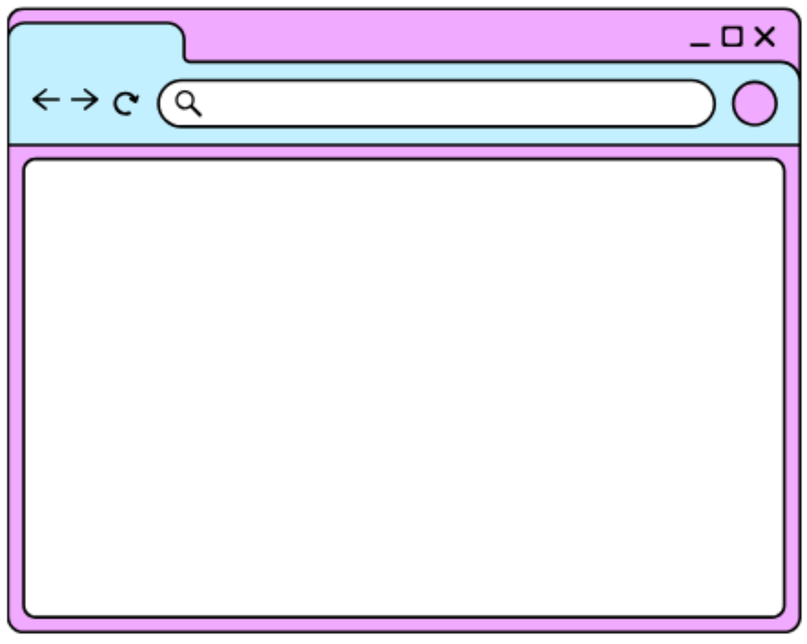
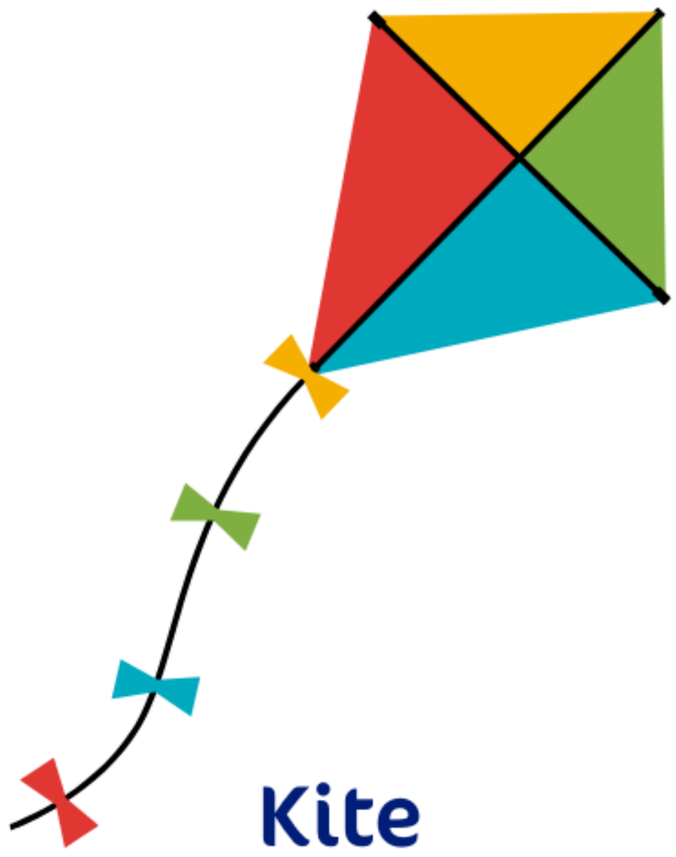
Cool

Tool

Cab



Tab



Kite

Tight

Minimal Pairs /k/ /t/

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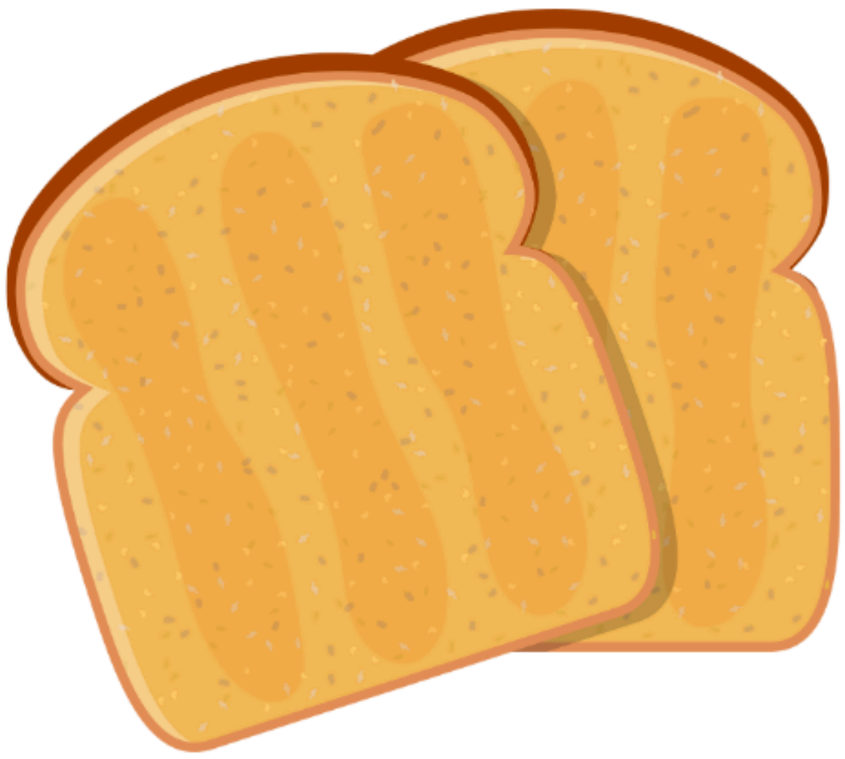
Kale

Tail

Coast



Toast

Coffee

Toffee

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Minimal Pairs

/g/ /d/

Minimal Pair: /g/ → /d/ Fronting or Backing

Fronting is a process where children replace sounds made at the back of the mouth, like "k" or "g," with sounds made at the front, like "t" or "d." For example, they might say "tea" instead of "key" or "deer" instead of "gear."

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Word List

Got → Dot
Gear → Deer
Go → Dough
Guy → Dye
Gate → Date
Game → Dame
Gown → Down
Gust → Dust
Gig → Dig

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Minimal Pairs /g/ /d/

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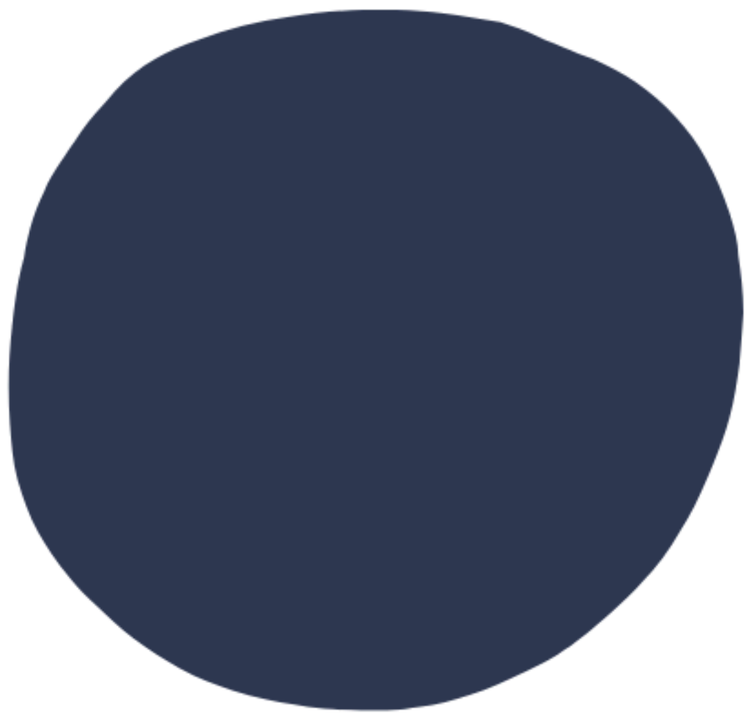
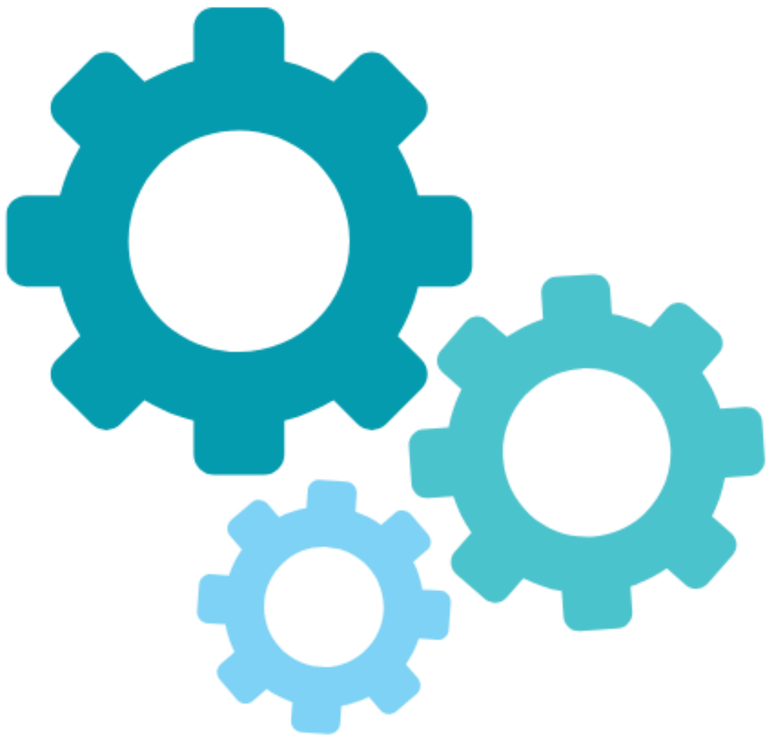
Got



Dot



Gear

Deer

Go

Dough

Minimal Pairs /g/ /d/

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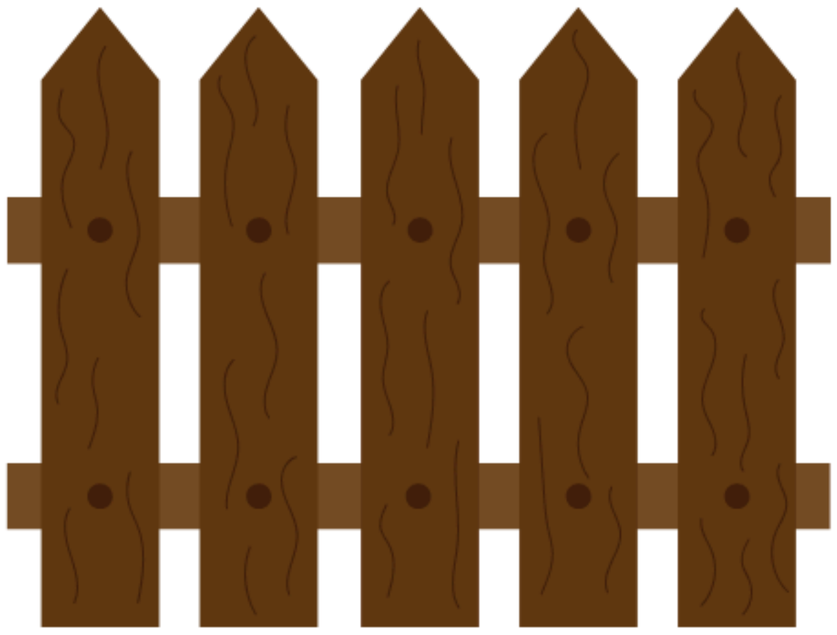
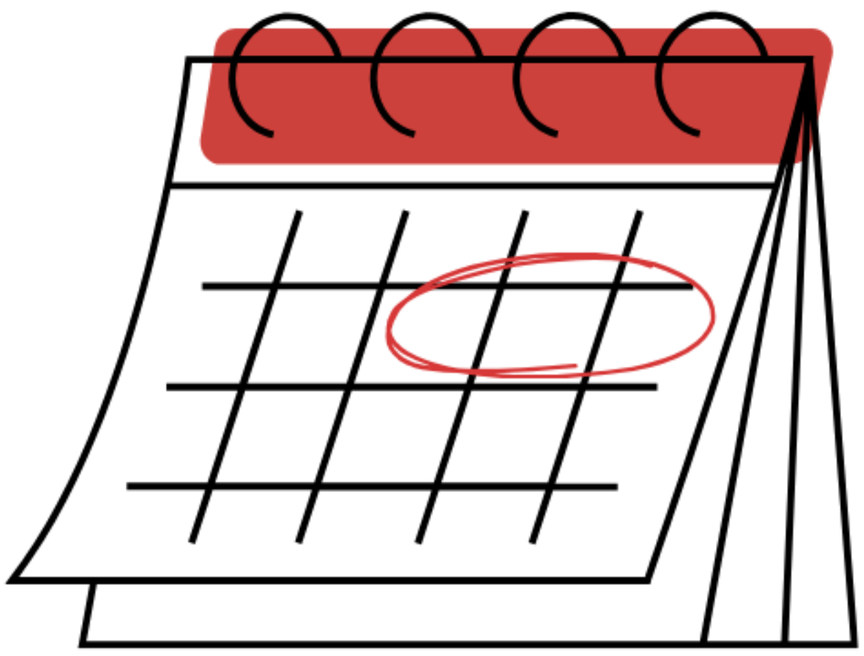
Guy

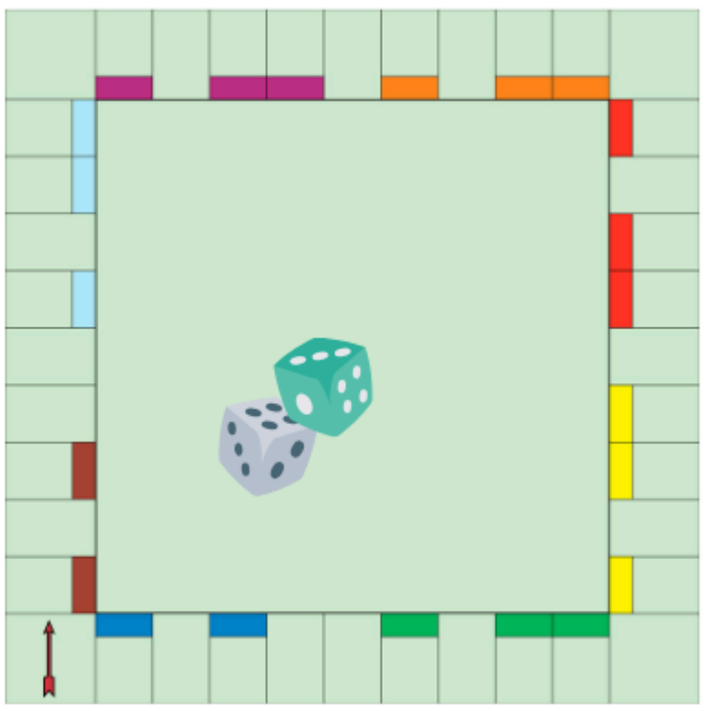
Dye



Gate



Date



Game

Dame

Minimal Pairs /g/ /d/

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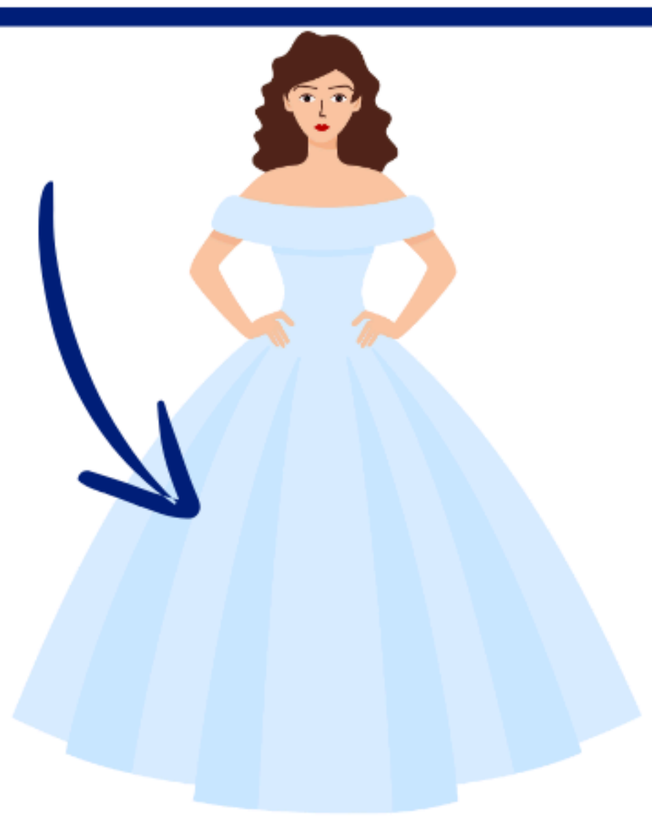
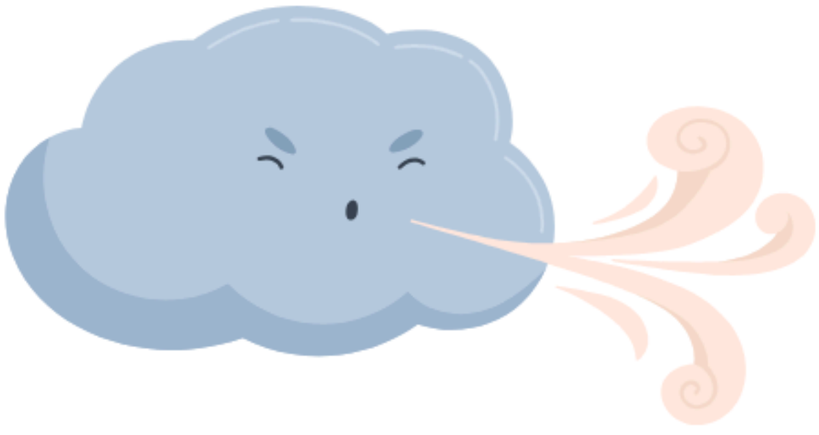


Gown

Down



Gust

Dust

Gig

Dig

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Minimal Pairs

/s/ /sh/

Minimal Pair: /s/ → /sh/ Palataliation

Palatalisation is a process where children replace a sound made with the front of the mouth, like "s," with a sound made further back near the roof of the mouth, like "sh." For example, they might say "shun" instead of "sun."

Depalatalisation is a process where children replace a sound made near the roof of the mouth, like "sh," with a sound made further forward in the mouth, like "s." For example, they might say "sun" instead of "shun."

Word List

Sell → Shell
Save → Shave
Sour → Shower
Sue → Show
Saw → Shore
Sip → Ship
Seat → Sheet
Sack → Shack
Sock → Shock
Sigh → Shy
See → She
Sew → Show

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Minimal Pairs /s/ /sh/

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Sigh

Shy

See

She

Sew

Show

Minimal Pairs /s/ /sh/

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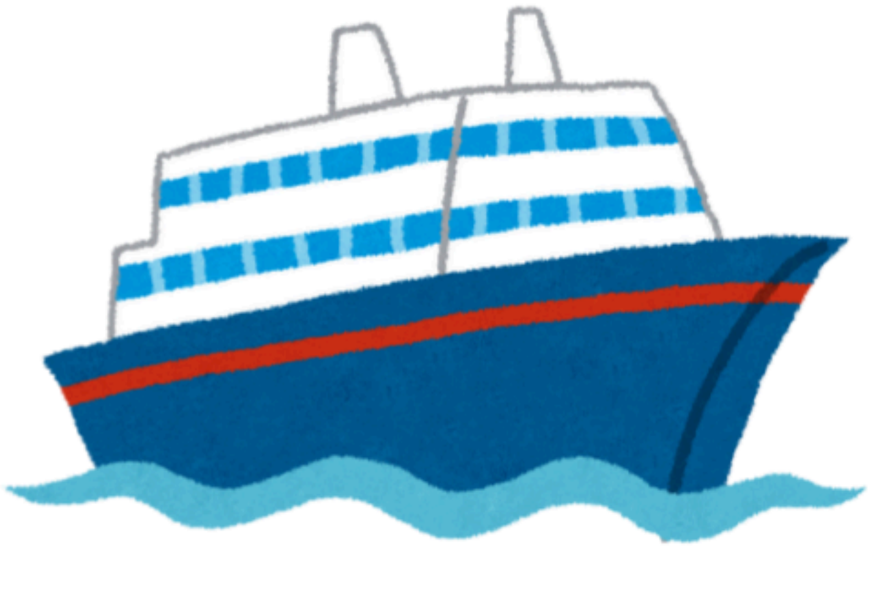
Sue

Shoe

Saw

Shore

Sip



Ship

Minimal Pairs /s/ /sh/

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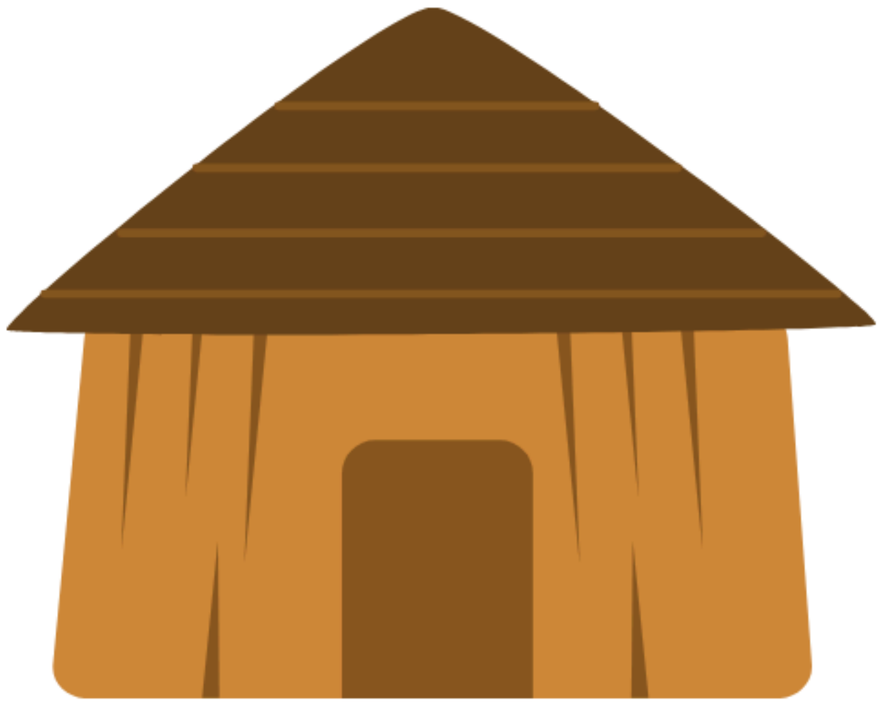
Seat

Sheet

Sack



Shack

Sock

Shock

Minimal Pairs /s/ /sh/

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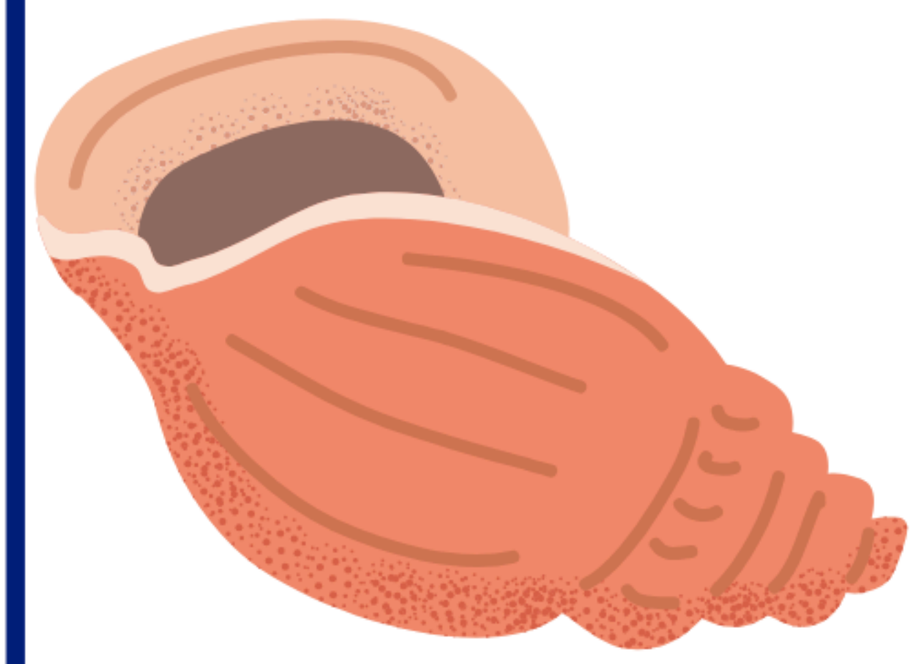
Sell



Shell

Save

Shave

Sour

Shower

Examples of minimal pairs: Manner

Refers to how sounds are made when we speak. It describes the way airflow is controlled and shaped as it moves through the mouth and throat. Different sounds are created by stopping, blocking, or allowing air to flow freely in various ways.
For example:

- **"p"** and **"f"** are both made at the front of the mouth, but the way the air is used is different. With **"p"**, the airflow is completely stopped and then released (called a stop sound). With **"f"**, the air flows continuously while being slightly blocked by the bottom lip and top teeth (called a fricative sound).

There are several types of manner of production:

- **Stops (Plosives)**: The airflow is completely stopped and then released. Examples include **"p," "b," "t," "d," "k," and "g."**
- Fricatives: Air flows continuously but is narrowed to create friction. Examples include **"f," "v," "s," "z," "sh," and "th."**
- Affricates: A combination of a stop and a fricative, where the sound begins with a stop and transitions into a fricative. Examples include **"ch"** and **"j."**
- Nasals: Air flows through the nose instead of the mouth. Examples include **"m," "n,"** and **"ng."**
- Glides: The sound is made with a smooth movement of the tongue or lips. Examples include **"w"** and **"y."**
- Liquids: Air flows around the tongue in a smooth way. Examples include **"l"** and **"r."**

‘Manner’ Minimal Pairs

/ch/ → /sh/ Affrication or Deaffrication
/s/ → /p/ Stopping
/v/ → /b/ Stopping

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Minimal Pairs

/ch/ /sh/

Minimal Pair /ch/ → /sh/ Stopping

Affrication is when children replace a sound like **"s"** or **"z"** (which flows continuously) with a sound that starts with a quick stop and then has a "hissy" flow, like **"ch"** or **"j."** For example, they might say "chun" instead of "sun" or "joo" instead of "zoo."

Deaffrication is when children simplify a sound that starts with a quick stop and then flows (like **"ch"** or **"j"**) by replacing it with just the flowing part, like **"sh"** or **"z."** For example, they might say **"shoe"** instead of **"chew"** or **"shop"** instead of **"chop."**

Word List

Initial sound

Chew → Shoe
Chip → Ship
Chop → Shop
Cheep → Sheep
Chair → Share
Chin → Shin
Cheer → Shear
Chatter → Shatter
Chore → Shore

Final sound

Watch → Wash
Witch → Wish
Cash → Catch

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Minimal Pairs /ch/ /sh/

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Chew

Shoe

Chip

Ship

Chop

Shop

Minimal Pairs /ch/ /sh/

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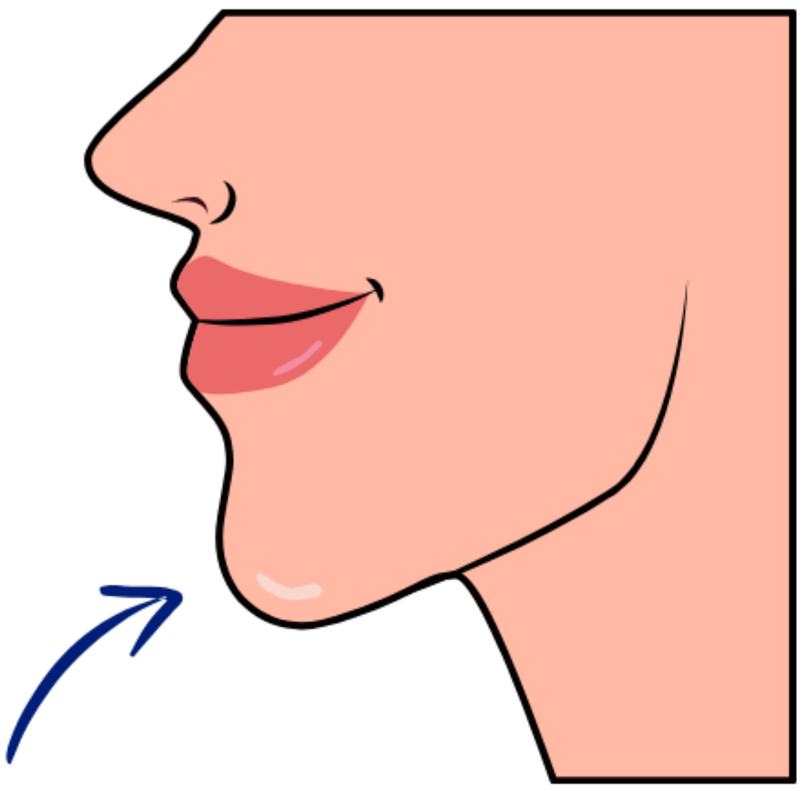
Cheep

Sheep

Chair

Share



Chin

Shin

Minimal Pairs /ch/ /sh/

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Cheer

Shear

Chatter

Shatter

Chore

Shore

Minimal Pairs /ch/ /sh/

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Watch

Wash

Witch

Wish

Cash

Catch

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THERAPY

Minimal Pairs

/s/ /p/

Minimal Pair: /s/ → /p/

Stopping is when children replace a sound that lets air flow smoothly, like **"s," "f,"** or **"z,"** with a sound that completely blocks the air for a moment, like **"t," "p,"** or **"d."** For example, they might say **"tee"** instead of **"see"** or **"pish"** instead of **"fish."**

Word List

See → Pea
Sigh → Pie
Saw → Paw
Sip → Pip
Sign → Pine
Sack → Pack
Sink → Pink
Sail → Pail
Sat → Pat
Sick → Pick
Sad → Pad
Sit → Pit

BillyLids THERAPY

Minimal Pairs /s/ /p/

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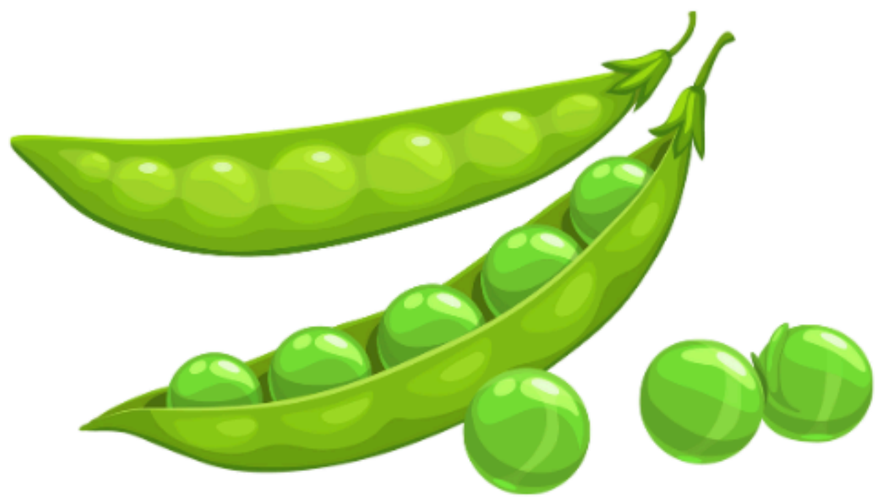
Sea



Pea

Sigh

Pie

Saw

Paw

Minimal Pairs /s/ /p/

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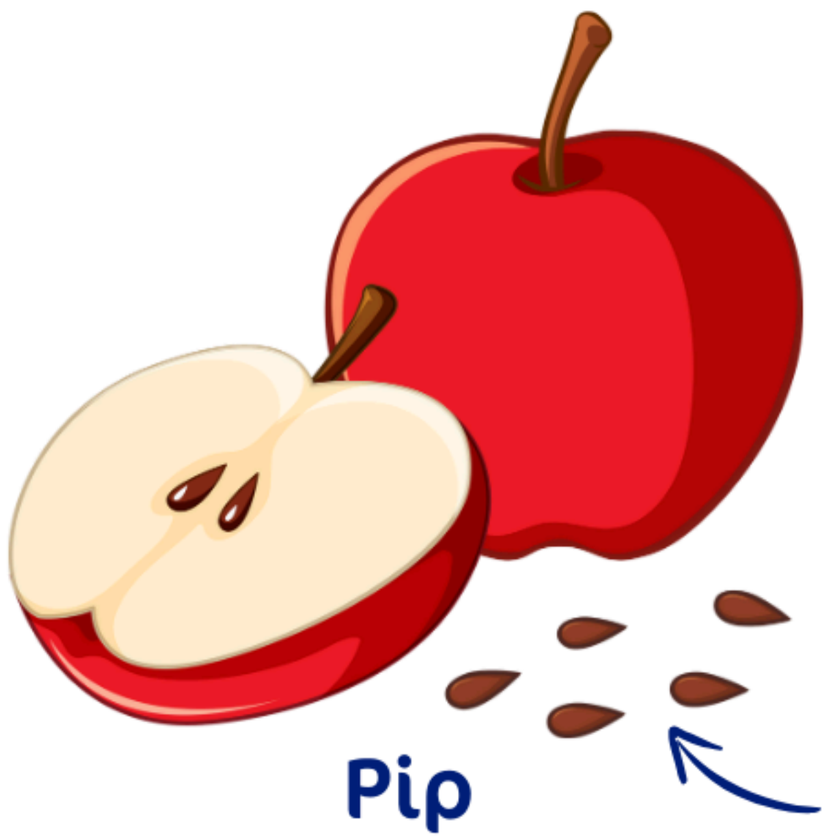
Sip



Pip

Sign

Pine

Sack

Pack

Minimal Pairs /s/ /p/

Compliments of BillyLids Therapy
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Sink

Pink

Sail

Pail

Sat

Pat

Minimal Pairs /s/ /p/

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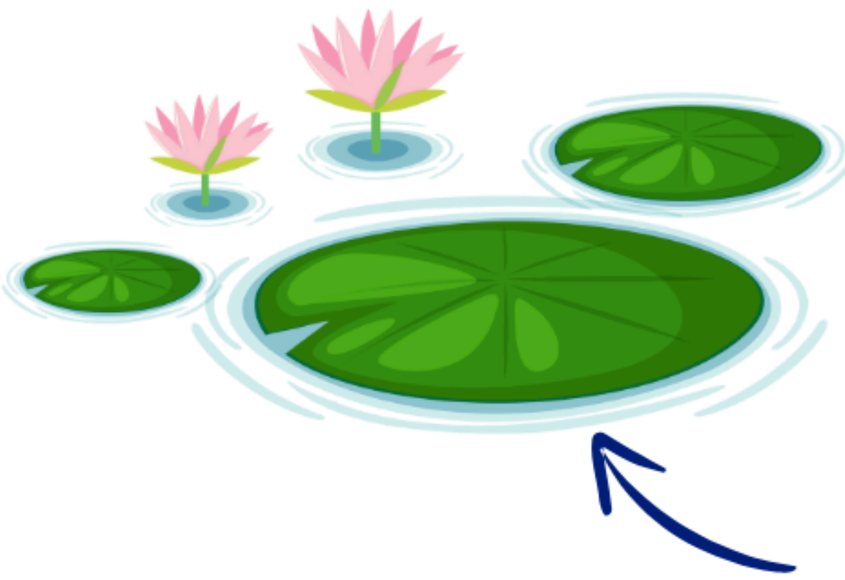
Sick

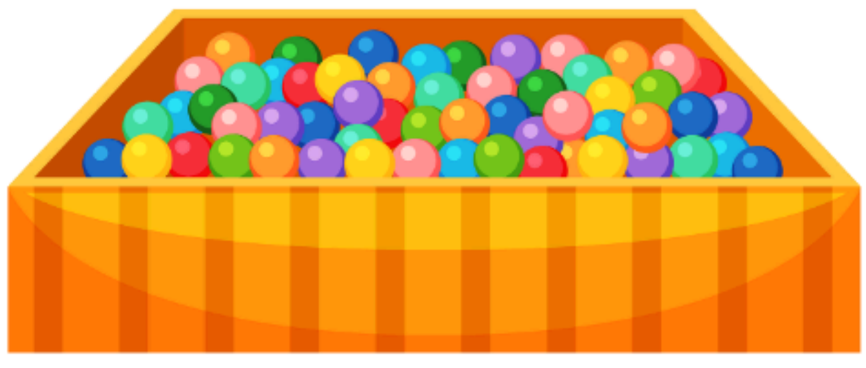
Pick

Sad



Pad

Sit



Pit

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Minimal Pairs

/v/ /b/

Minimal Pair: /v/ → /b/ Stopping

Stopping is when children replace a sound that lets air flow continuously, like **"s"** or **"f,"** with a sound that completely stops the airflow, like **"t"** or **"p."** For example, they might say **"tee"** instead of **"see"** or **"pish"** instead of **"fish."**

Word List

Van → Ban
Vote → Boat
Vest → Best
V → Bee
Vow → Bow
Vet → Bet
Vat → Bat
Vole → Bowl
Veil → Bale

Minimal Pairs /v/ /b/

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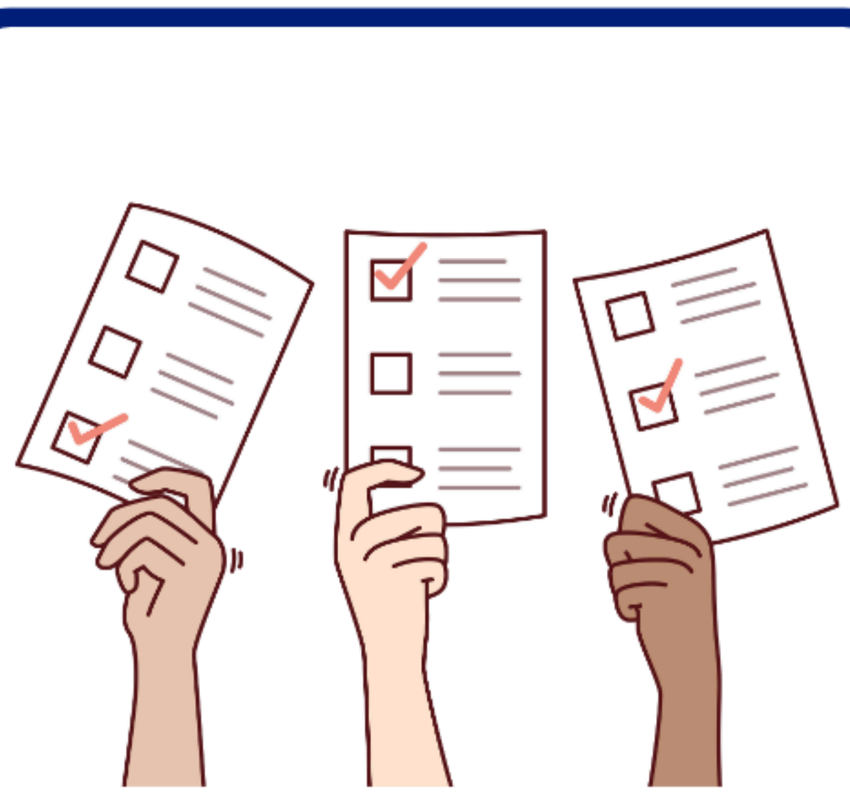
Van

Ban



Vote

Boat

Vest

Best

Minimal Pairs /v/ /b/

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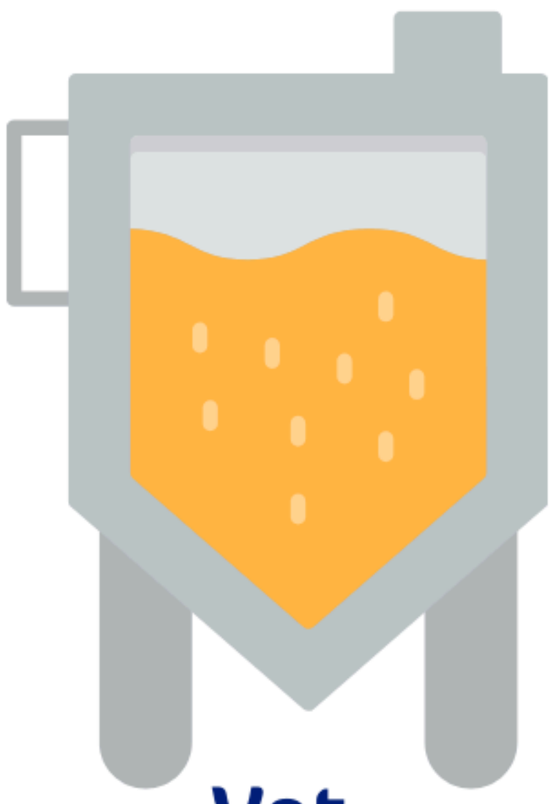
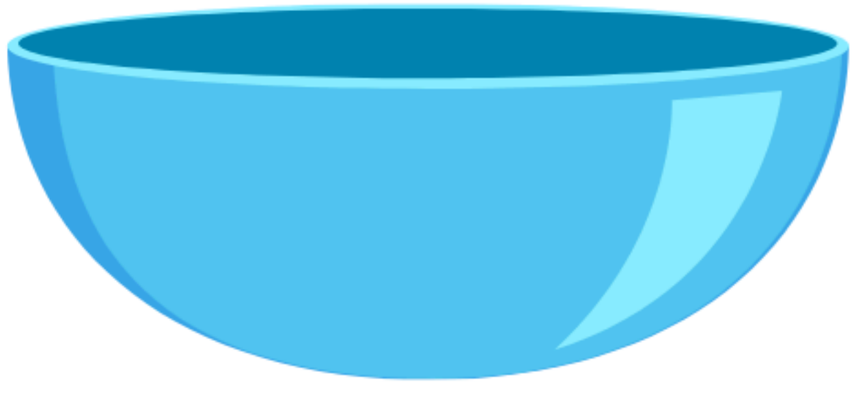


Vat

Bat

Vole



Bowl

Veil

Bale

Minimal Pairs /v/ /b/

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v

Bee

Vow

Bow

Vet

Bet

Examples of minimal pairs: Voice

Refers to whether your vocal cords vibrate when making a sound. Some sounds are **voiced**, meaning the vocal cords vibrate, and others are **voiceless**, meaning the vocal cords do not vibrate.

You can feel the difference by placing your fingers gently on your throat while saying a pair of sounds like **"s"** and **"z."** For **"s"** (voiceless), you won't feel a vibration, but for **"z"** (voiced), you will feel your vocal cords buzz.

Sounds can be grouped based on whether they are voiced or voiceless, even when they are made in the same place and in the same way. For example:

- **Voiced:** The vocal cords vibrate (e.g., **"b," "d," "g," "z," "v," "j"**).
- **Voiceless:** The vocal cords do not vibrate (e.g., **"p," "t," "k," "s," "f," "ch"**).

'Voice' Minimal Pairs

Devoicing or Voicing
/b/ → /p/
/z/ → /s/
/g/ → /k/
/f/ → /v/

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Minimal Pairs

/b/ /p/

Minimal Pair: /b/ → /p/ Voicing or Devoicing

Voicing is when children replace a devoiced sound (ones without vocal cord vibration, like **"p"** or **"s"**) with a voiced sound (one that uses vocal cord vibrations, like **"b"** or **"z"**).

Devoicing is when children replace a voiced sound (one that uses vocal cord vibrations, like **"b"** or **"z"**) with a voiceless sound (one without vibrations, like **"p"** or **"s"**).

Word List

Beep → Peep
Beach → Peach
Bath → Path
Big → Pig
Bug → Pug
Bark → Park
Bee → Pea
Bear → Pear
Bay → Pay

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Minimal Pairs /b/ /p/

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Beep

Peep

Beach

Peach

Bath

Path

Minimal Pairs /b/ /p/

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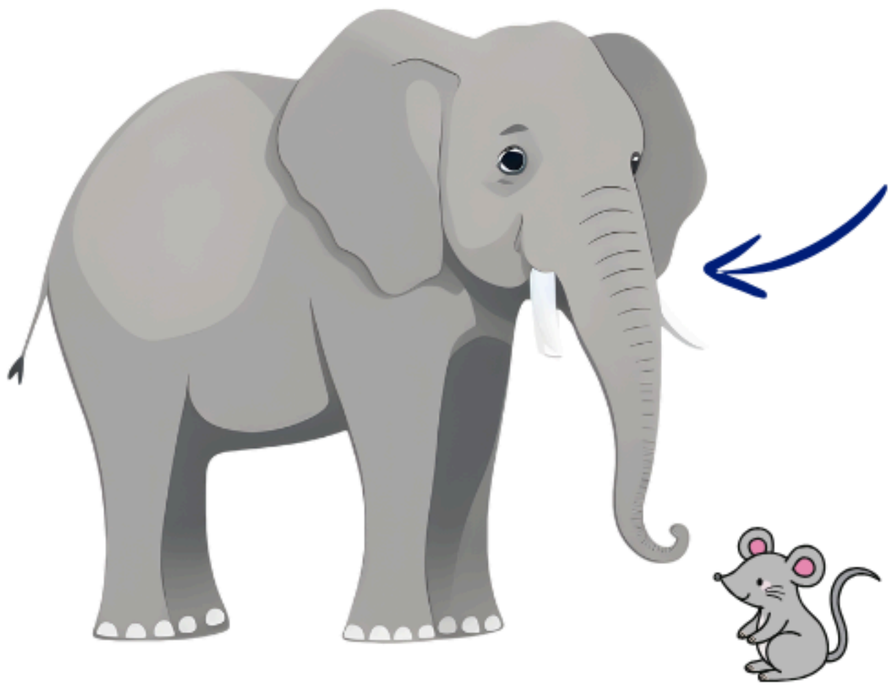
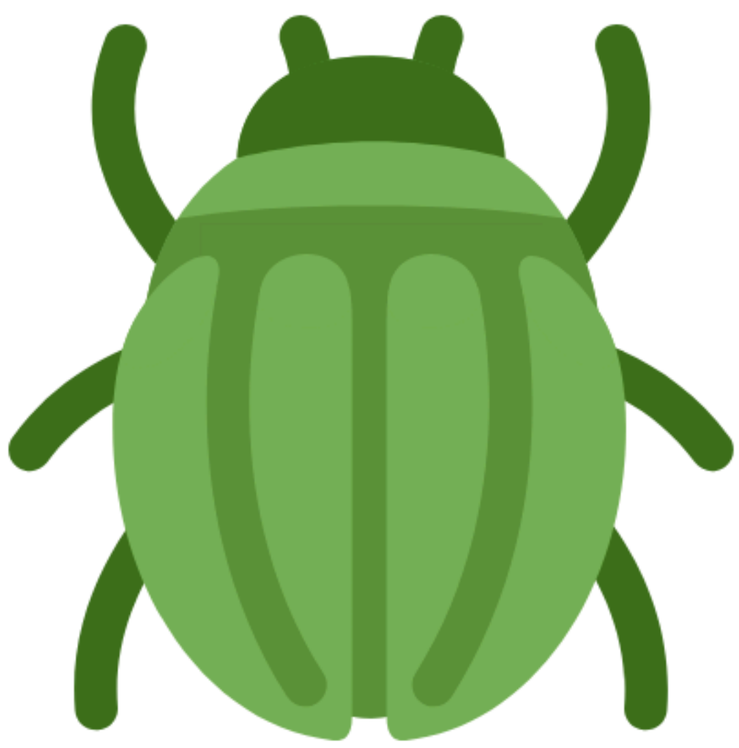


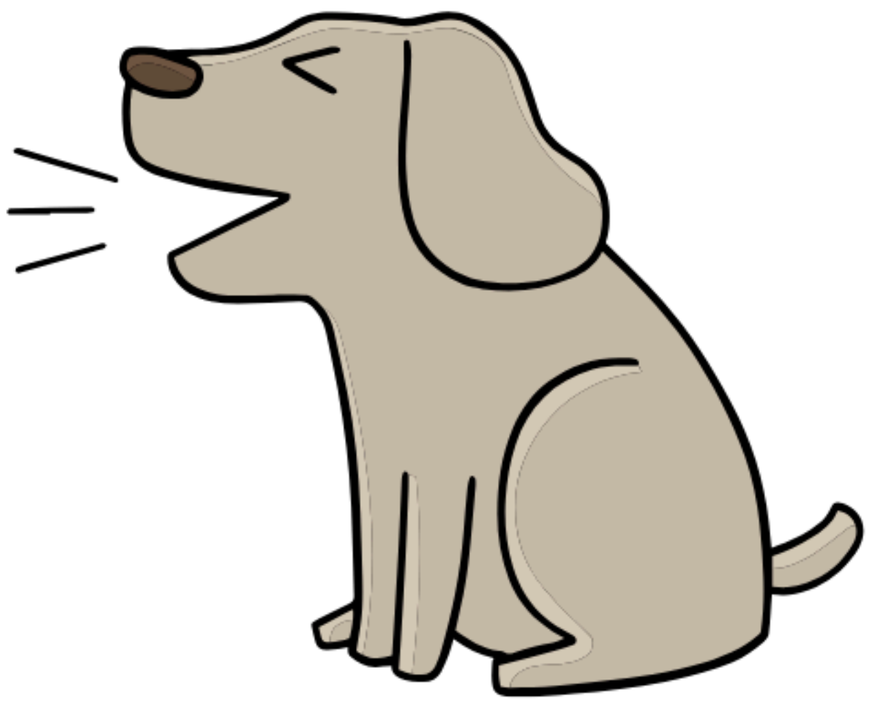
Big

Pig



Bug

Pug



Bark

Park

Minimal Pairs /b/ /p/

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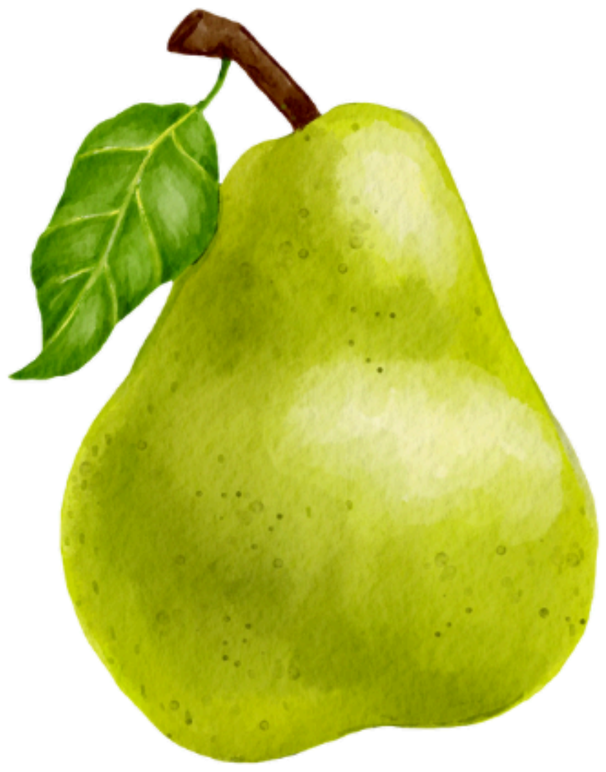
Bee

Pea

Bear



Pear

Bay

Pay

Minimal Pairs /b/ /p/

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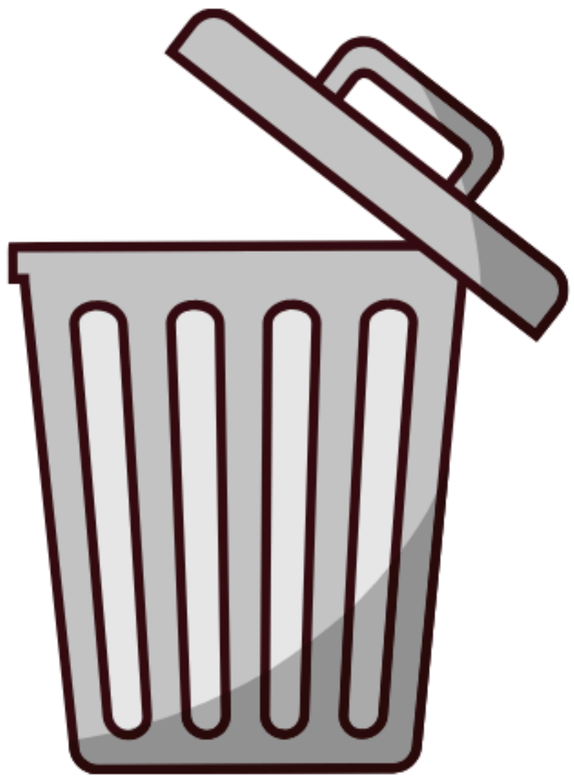
Bye

Pie



Bin

Pin

Beg

Peg

Minimal Pairs /b/ /p/

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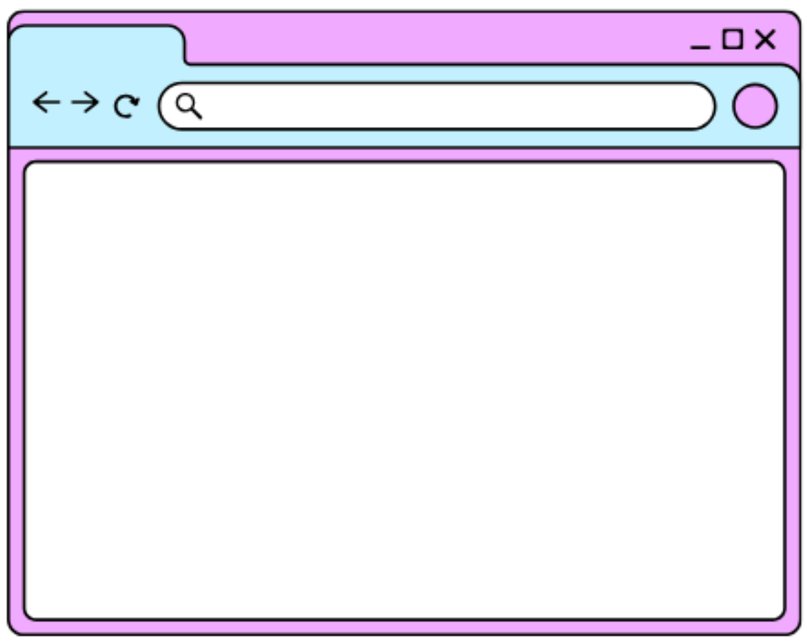
Cub

Cup

Cab

Cap



Tab

Tap

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Minimal Pairs

/z/ → /s/

Minimal Pair /z/ → /s/

Word List

Said → ‘Z’
Sack → Zack
Sink → Zinc
Sip → Zip
Sue → Zoo
Sap → Zap

Minimal Pairs /z/ /s/

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Said

‘Z’

Sack

Zack

Sink

Zinc

Minimal Pairs /z/ /s/

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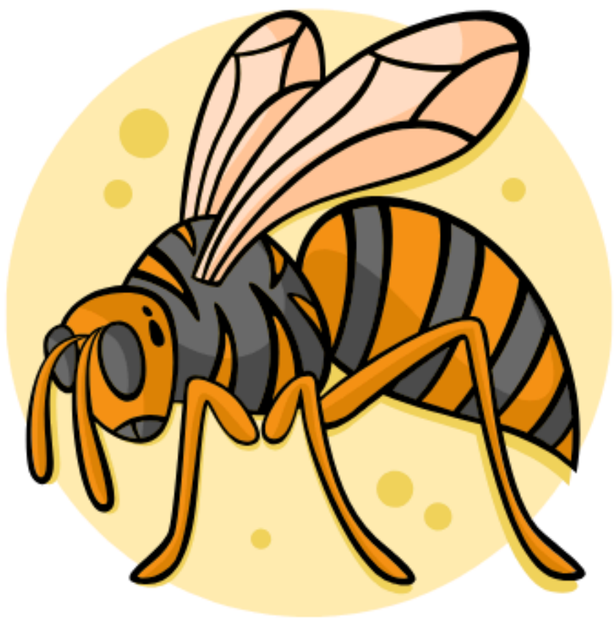
Sip

Zip

Sue

Zoo



Sap

Zap

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Minimal Pairs

/g/ → /k/

Minimal Pair /g/ → /k/

Word List

Initial Sound:

Gold → Cold
Guard → Card
Gap → Cap
Ghost → Coast
Goat → Coat
Goal → Coal

Final Sound:

Log → Lock
Pig → Pick
Bug → Buck

Initial Sound (cluster):

Grab → Crab
Grain → Crane
Grate → Crate

Minimal Pairs /g/ /k/

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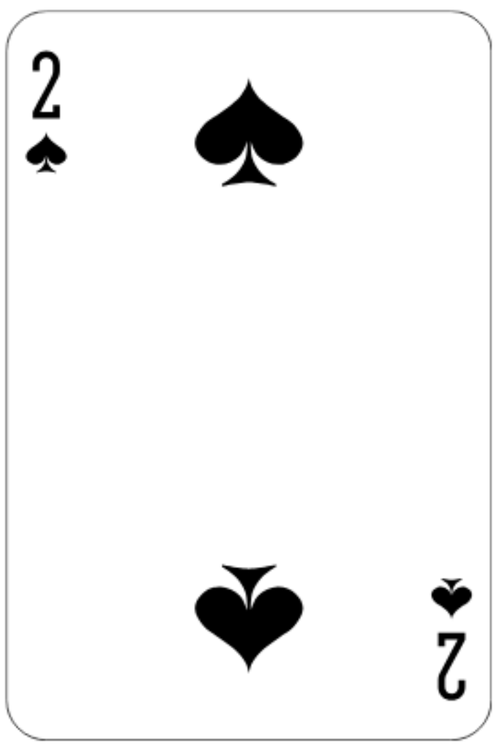
Gold

Cold

Guard



Card

Gap

Cap

Minimal Pairs /g/ /k/

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Ghost

Coast

Goat

Coat

Goal

Coal

Minimal Pairs /g/ /k/

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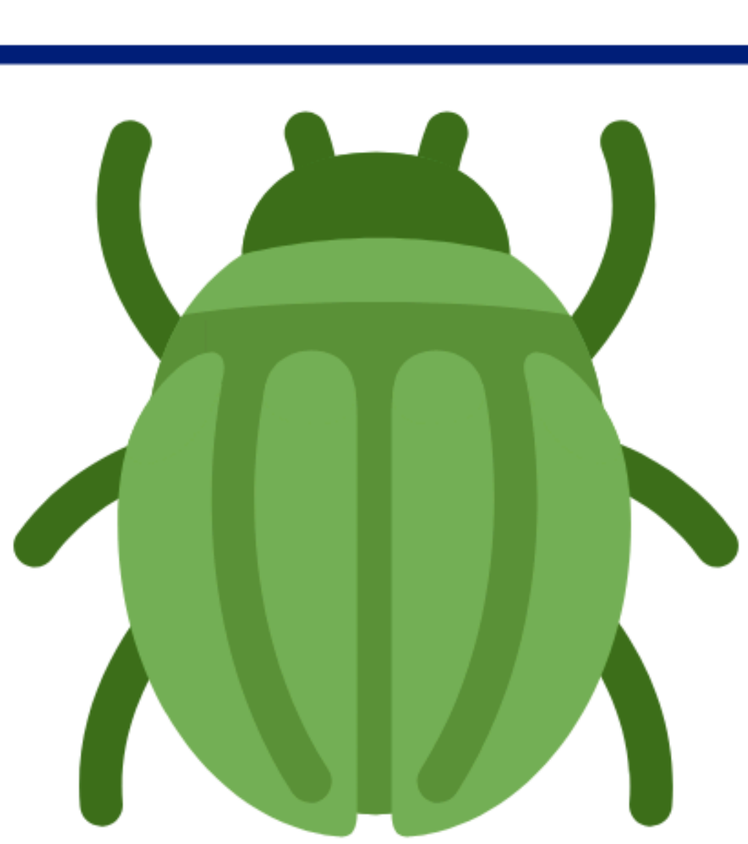
Log

Lock

Pig

Pick



Bug

Buck

Minimal Pairs /g/ /k/

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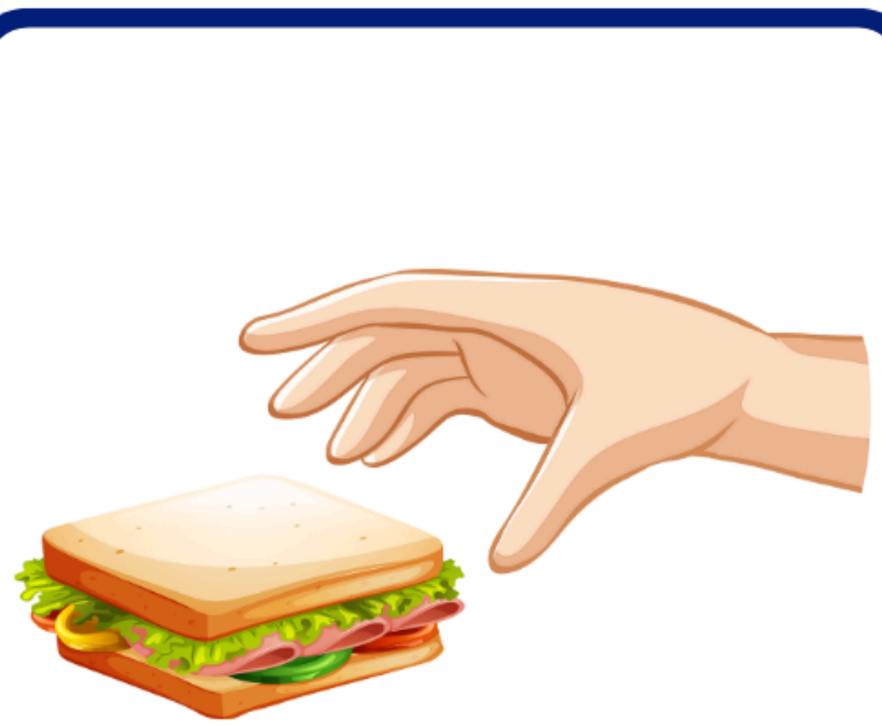
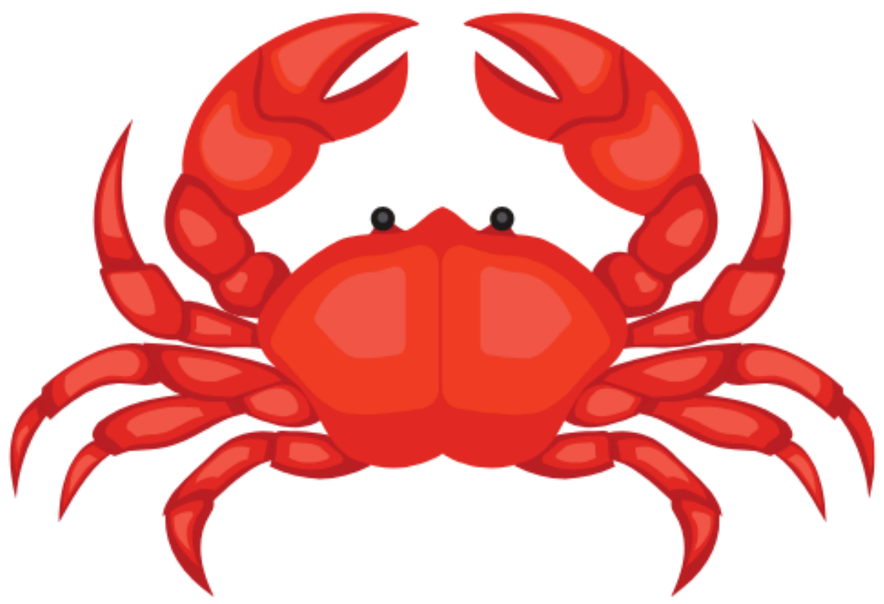


Grab



Crab

Grain

Crane

Grate

Crate

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Minimal Pairs

/v/ → /f/

Minimal Pair /v/ → /f/

Word List

Van → Fan
Vine → Fine
Vole → Foal

Minimal Pairs /v/ /f/

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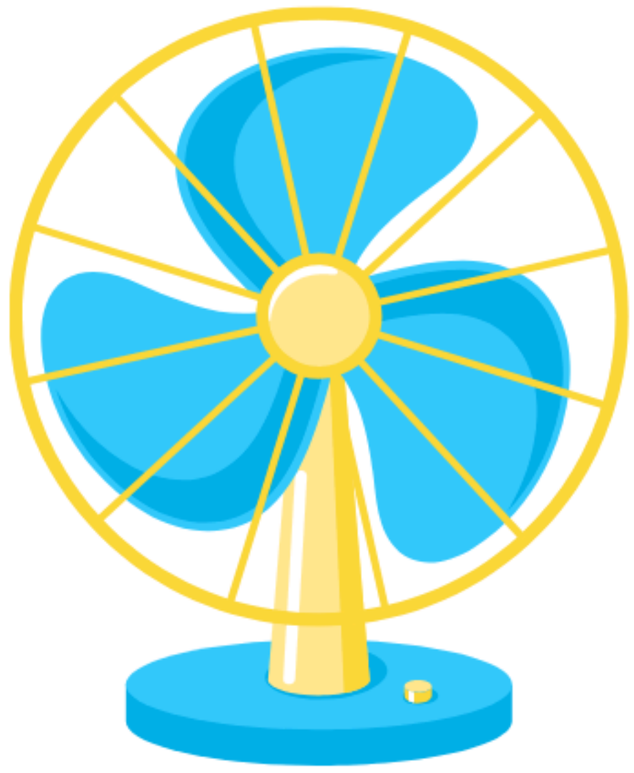
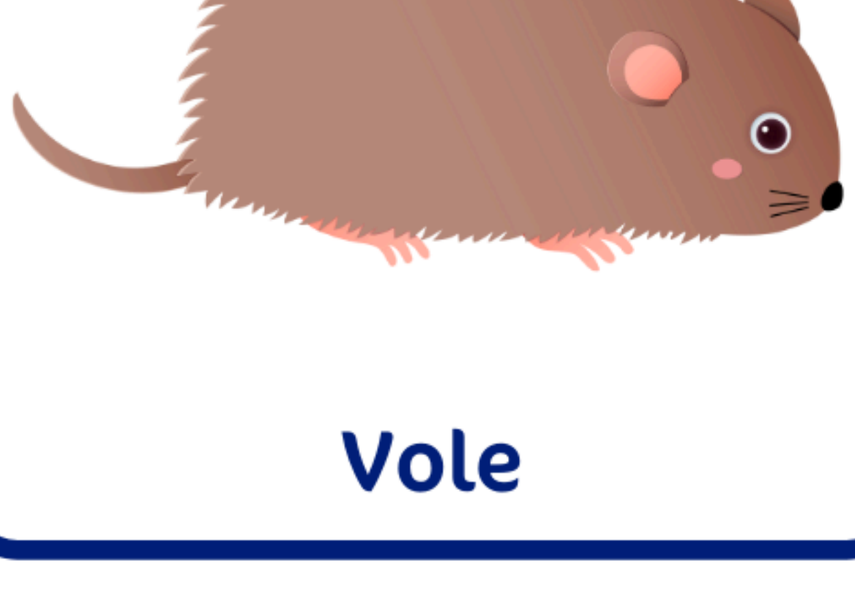
Van



Fan

Vine

Fine



Vole

Foal

Errors of Phonological Processes: Initial Consonant Deletion (ICD)

Initial Consonant Deletion (ICD) is a speech pattern where children leave out the first consonant sound of a word, starting the word with a vowel instead. This means they omit the sound at the very beginning of the word, which can make their speech harder to understand. For example:

- Saying **"at"** instead of **"cat."**
- Saying **"og"** instead of **"dog."**
- Saying **"up"** instead of **"cup."**

This process is different from other speech patterns because it specifically affects the first sound of a word. While some speech patterns are common as children learn to talk, **ICD is not typically part of normal development** in English. Children who use this pattern often need extra support from a speech pathologist to develop their skills.

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Minimal Pairs

ICD ‘ate’

Minimal Pair: ‘ate’ Initial Consonant Deletion

Initial consonant deletion (ICD), a phonological process where the initial consonant of a word is omitted. This type of error affects the overall word structure and can significantly impact intelligibility (how easy it is to understand your child).

Word List: ‘Ate’

Bait
Date
Fete
Gate
Kate
Late
Mate
Nate
Wait
Skate
Grate
Straight
Plate

Minimal Pairs: ICD ‘ate’

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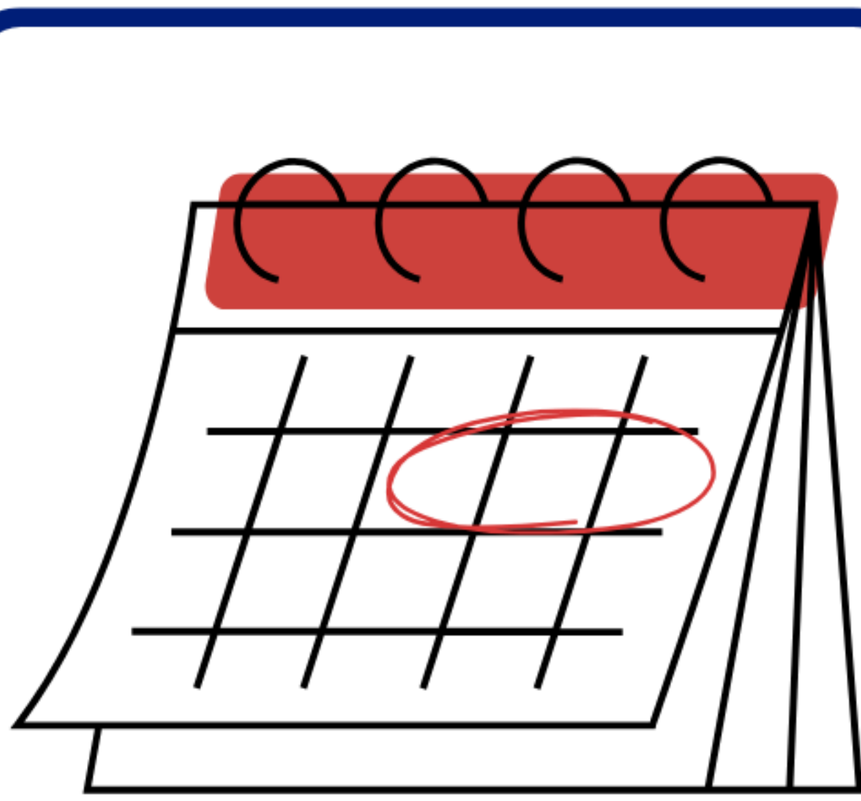
Ate

Eight

Bait



Date

Fete

Gate

Minimal Pairs: ICD ‘ate’

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Kate

Late

Mate

Nate

Wait

Minimal Pairs: ICD ‘ate’

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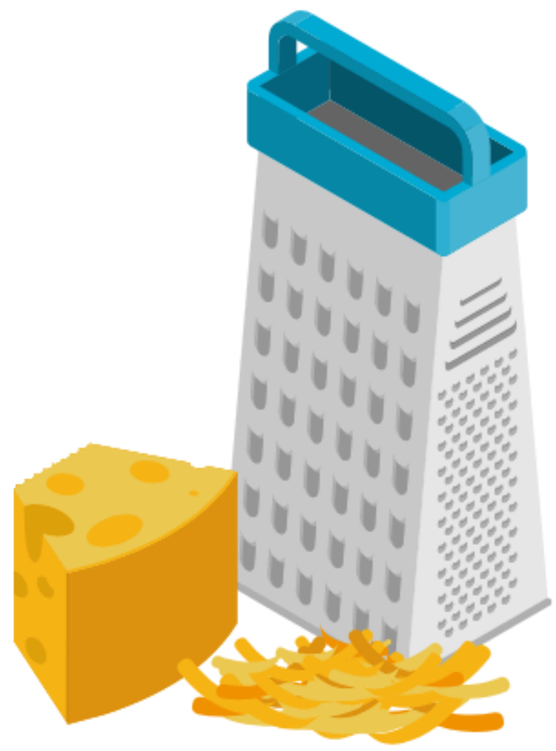
Skate



Grate

Straight

Plate

BillyLids THERAPY

Minimal Pairs

ICD ‘eye’

Minimal Pair: ‘eye’ Initial Consonant Deletion

Initial consonant deletion (ICD), a phonological process where the initial consonant of a word is omitted. This type of error affects the overall word structure and can significantly impact intelligibility (how easy it is to understand your child).

Word List: ‘Eye’

Bye
Dye
Guy
Hi
Lie
Pie
Rye
Sigh
Tie
Why
Chai
Fly
Shy
Sky
Spy
Try
Sty

BillyLids THERAPY

Minimal Pairs: ICD ‘eye’

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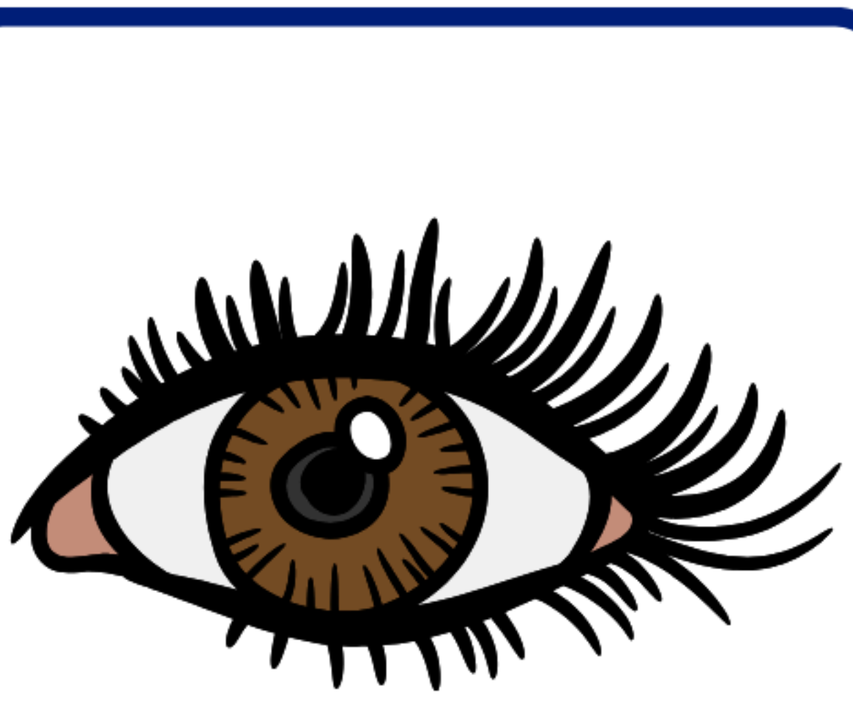

Eye

Bye

Dye

Guy

Hi

Lie

Minimal Pairs: ICD ‘eye’

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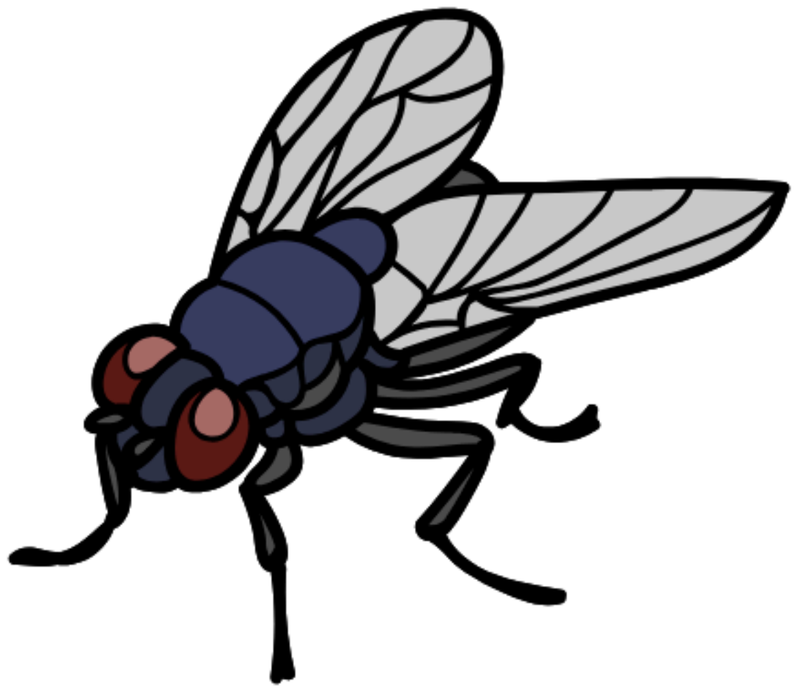

Fly

Shy

Sky

Spy

Try

Sty

Minimal Pairs: ICD ‘eye’

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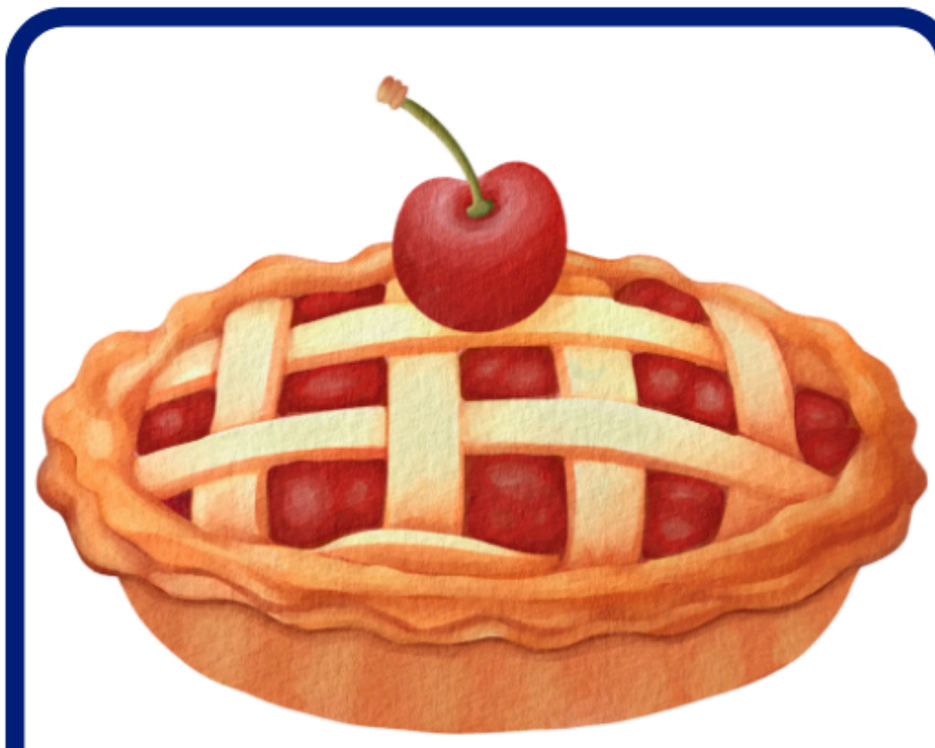
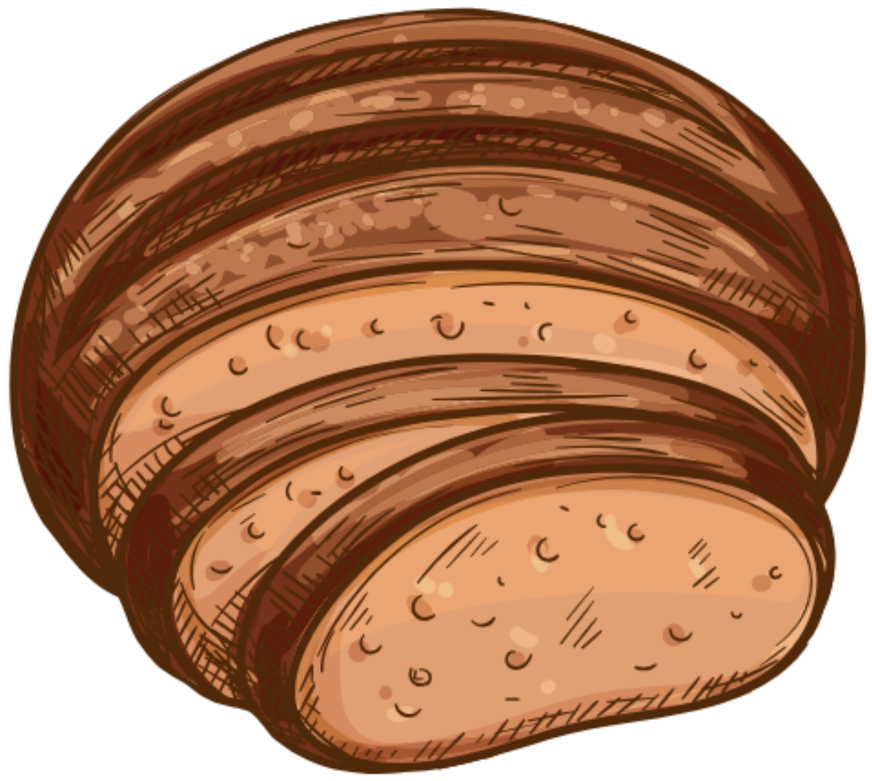


Pie



Rye

Sigh

Tie

Why

Chai

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Minimal Pairs

ICD ‘all’

Minimal Pair: ‘all’ Initial Consonant Deletion

Initial consonant deletion (ICD), a phonological process where the initial consonant of a word is omitted. This type of error affects the overall word structure and can significantly impact intelligibility (how easy it is to understand your child).

Word List: ‘All’

Ball
Call
Fall
Hall
Mall
Paul
Tall
Wall
Crawl
Shawl
Small

Minimal Pairs: ICD ‘all’

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All

Ball

Call

Fall

Hall

Mall

Minimal Pairs: ICD ‘all’

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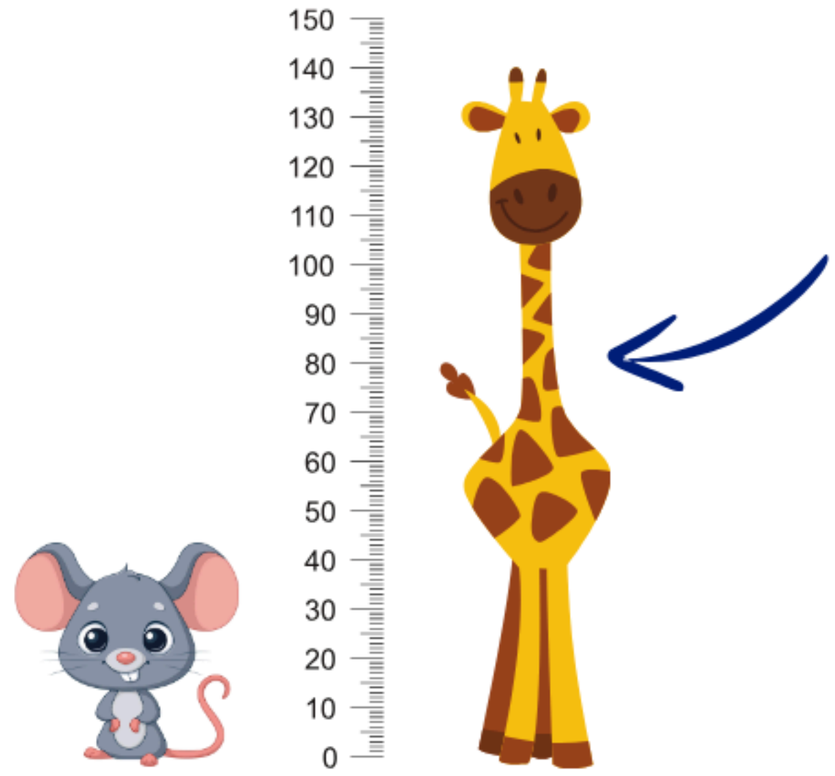
Paul

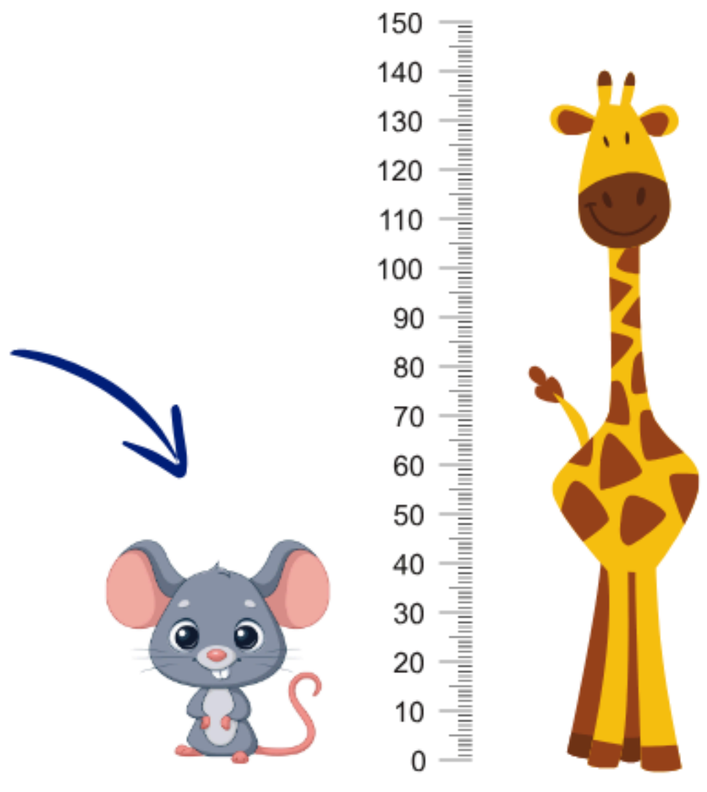


Tall

Wall

Crawl

Shawl



Small

Errors of Phonological Processes: Final Consonant Deletion (FCD)

Final consonant deletion (FCD), a phonological process where the initial consonant of a word is omitted. This type of error affects the overall word structure and can significantly impact intelligibility (how easy it is to understand your child).

FCD is commonly observed in typical speech development but may persist in some children beyond the expected age, indicating a phonological delay or disorder. It is also important to note that persistent FCD can be associated with hearing loss. Children with hearing difficulties may struggle to perceive final consonants, especially in soft or unstressed syllables, leading to challenges in developing clear and accurate speech patterns. Addressing hearing concerns early and implementing appropriate speech therapy can support improved communication and intelligibility.

BillyLids THERAPY

BillyLids THERAPY

Minimal Pairs

(FCD) /ɒ/

Final Consonant Deletion (FCD) /p/

Word List

Bee → Beep
Pie → Pipe
Key → Keep
Pea → Peep
Tie → Type
Rye → Ripe
Who → Hoop
Sew → Soap
Grey → Grape

Minimal Pairs FCD /p/

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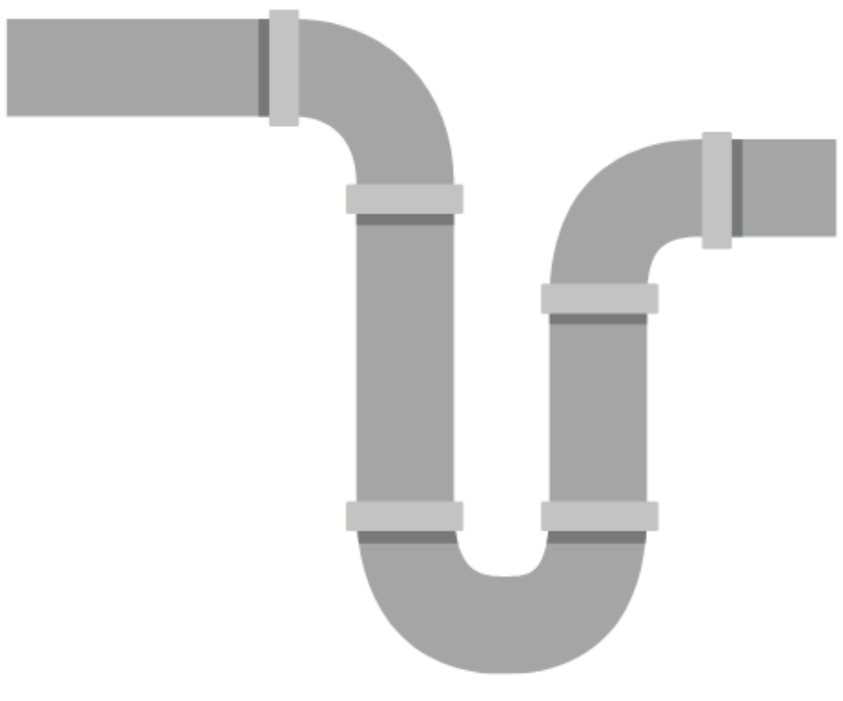
Bee

Beep

Pie



Pipe

Key

Keep

Minimal Pairs FCD /p/

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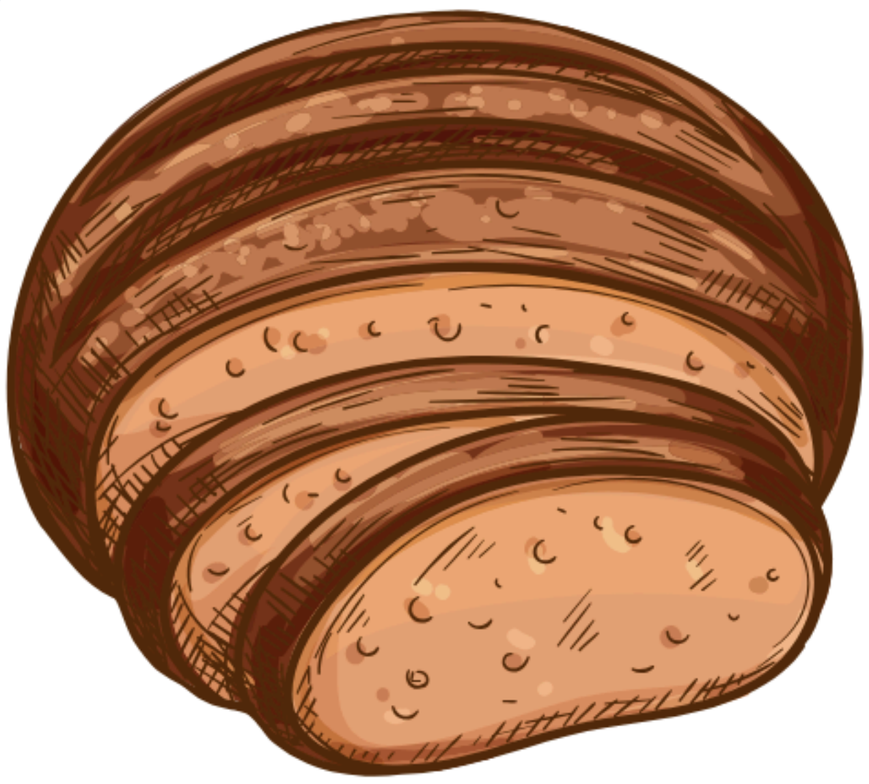
Pea

Peep

Tie

Type



Rye

Ripe

Minimal Pairs FCD /p/

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Who

Hoop

Sew

Soap

Grey

Grape

BillyLids THERAPY

Minimal Pairs

(FCD) /n/

Final Consonant Deletion (FCD) /n/

Word List

Bow → Bone
Foe → Phone
Bee → Bean
Moo → Moon
Pie → Pine
Ray → Rain
Day → Dane
Grey → Grain
Spy → Spine

Minimal Pairs FCD /n/

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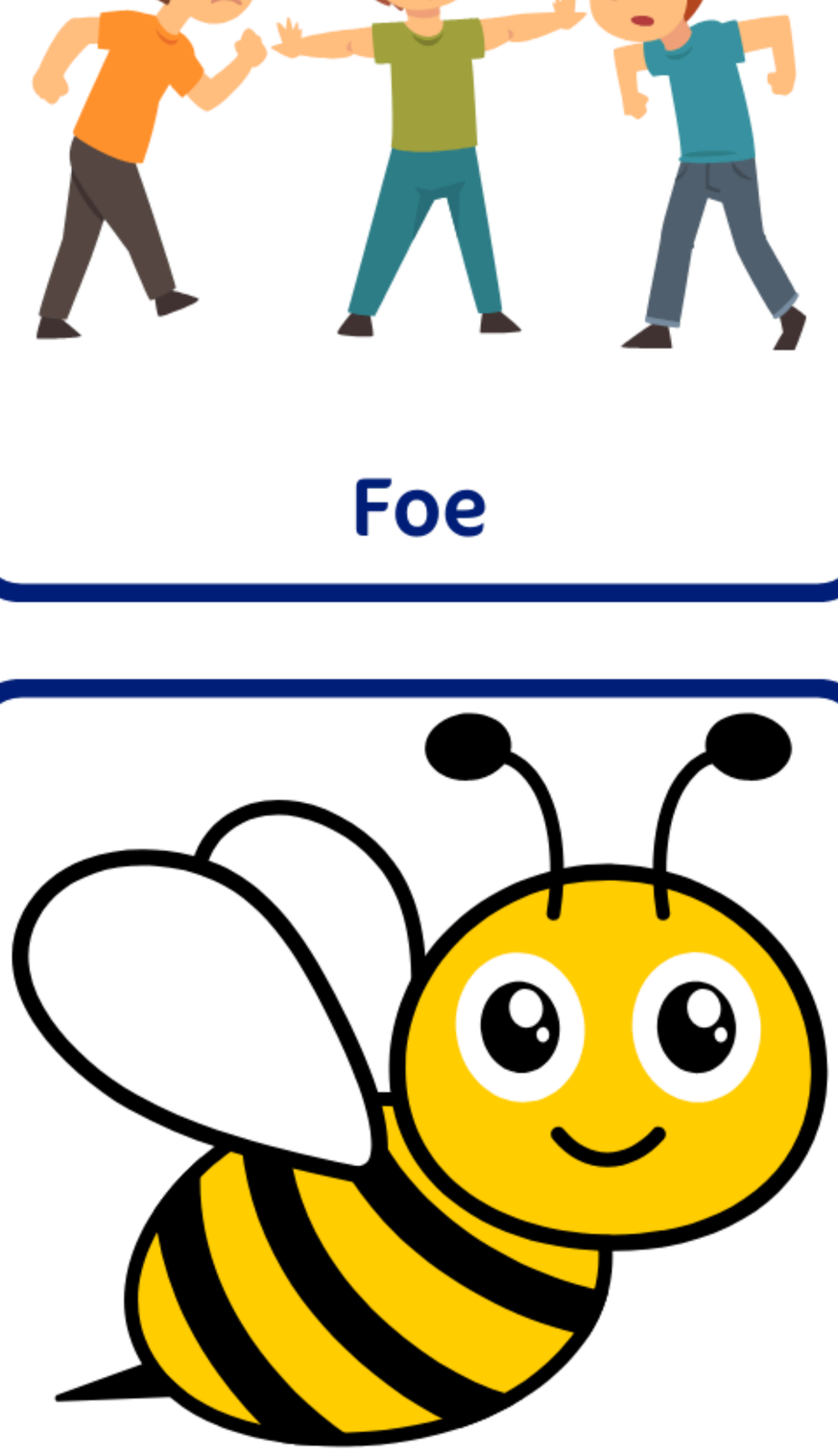
Bow

Bone

Foe

Phone



Bee

Bean

Minimal Pairs FCD /n/

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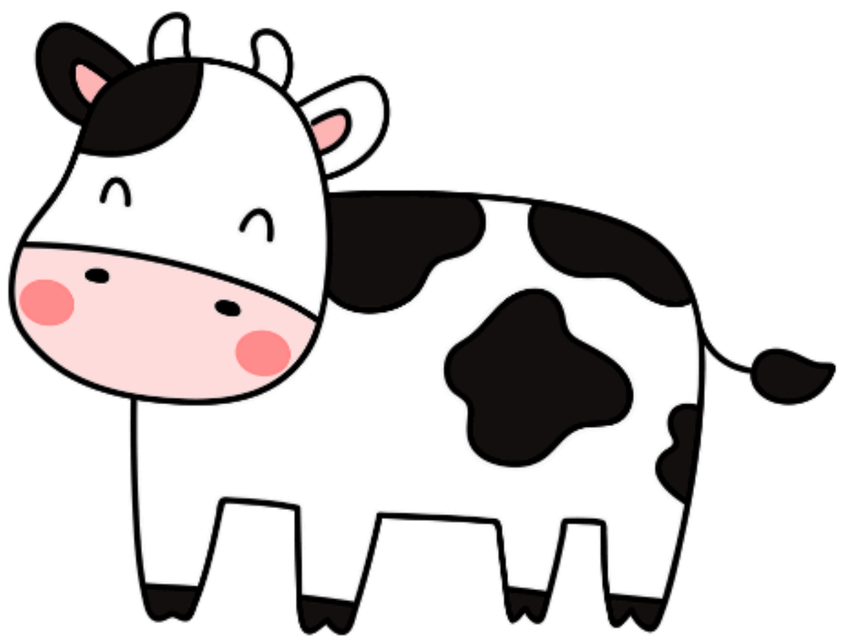
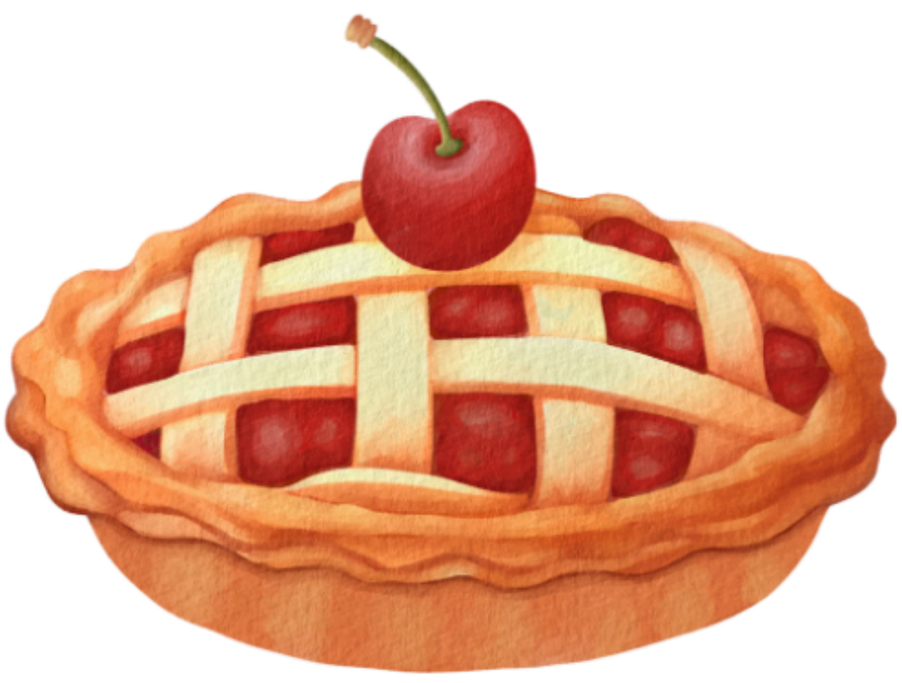


Moo

Moon



Pie

Pine

Ray

Rain

Minimal Pairs FCD /n/

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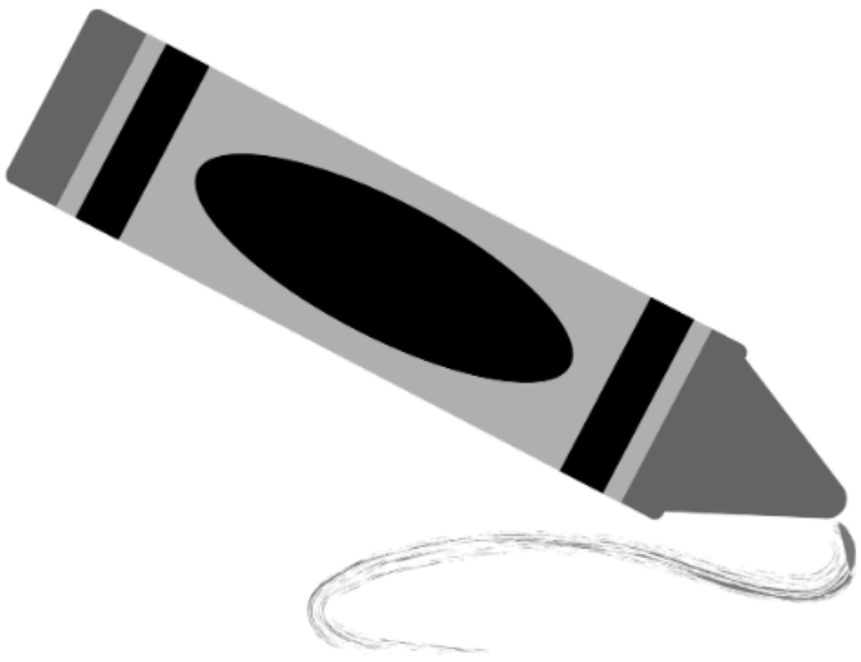
Day

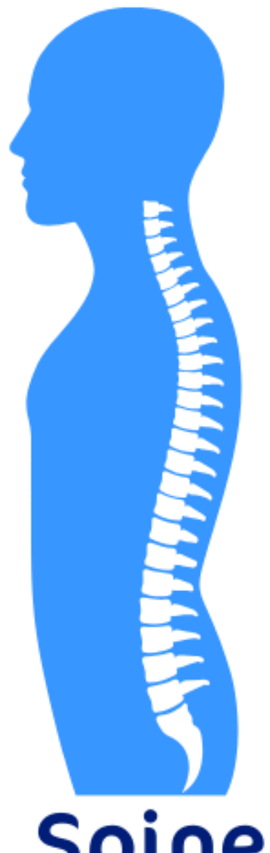
Dane



Grey

Grain

Spy



Spine

A Final Message from BillyLids Therapy

At BillyLids Therapy, we understand the power of working together to support your child's communication journey. We are passionate about fostering community connections and providing families with practical, evidence-based tools to help their children thrive.

We know that every child is unique, and sometimes parents have specific goals or areas they'd like extra guidance with. If you have a particular word list for which you'd like minimal pairs, or if you're looking for tailored resources, please don't hesitate to reach out to our lovely admin team at gday@billylidstherapy.com.au.

As sisters and co-founders, we are proud to lead a practice that values collaboration, kindness, and empowerment. It's through these shared values—and the strength of our community—that we can help children reach their full potential. Thank you for allowing us to be a part of your child's journey.

Warmly,
Rachelle & Rosanna
BillyLids Therapy

BillyLids THERAPY