




How to Correct S Sounds - Lisps The Essentials


An Ultimate Articulation Program


Garth Schindel - SLPatHome


Table of Contents


<i>About the Author</i>	5
<i>Introduction</i>	5
<i>Disclaimer:</i>	6
<i>What Can Go Wrong with S?</i>	6
<i>Steps for Working on S Sounds</i>	7
<i>Assess the S Sound</i>	8
<i>Does my Child Need to Work on the S Sound?</i>	Error! Bookmark not defined.
<i>Should you Work on S?</i>	Error! Bookmark not defined.
<i>Where to Start</i>	Error! Bookmark not defined.
<i>Indirect Speech Therapy: How to “Work” on the S Sound without “Practicing”</i>	14
<i>Establishing the S Sound</i>	15
<i>Speech Ladder</i>	16
<i>Direct Speech Therapy</i>	17
<i>Tracking Sheet</i>	Error! Bookmark not defined.
<i>Progress Chart</i>	Error! Bookmark not defined.
<i>Practice Contract</i>	Error! Bookmark not defined.
<i>Carryover - When to Stop Practicing?</i>	18
<i>Games to Play when Practicing S Sounds</i>	19
<i>Sound Cues Used with Words</i>	21
<i>How the Practice Words are Divided</i>	23
<i>List of Practice Words</i>	24
<i>Practice Words:</i>	Error! Bookmark not defined.
<i>S at the Start of Words: CV and VC Word Shapes</i>	Error! Bookmark not defined.
<i>S with  at the Start of CVC Words</i>	Error! Bookmark not defined.
<i>S with  at the Start of Words: CVC</i>	Error! Bookmark not defined.


S with  at the Start of Words: CVC Error! Bookmark not defined.


S with  at the Start of Words: CVC Error! Bookmark not defined.


S with  at the Start of Words: CVC Error! Bookmark not defined.


R with  at the Start of Words: CVC..... Error! Bookmark not defined.



S with  at the Start of Words: CVC Error! Bookmark not defined.

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S with  at the Start of Words: CVC Error! Bookmark not defined.


R with  at the Start of Words: CVC..... Error! Bookmark not defined.


S with  at the Start of Words: CVC Error! Bookmark not defined.


R with  /  at the Start of Words: CVC..... Error! Bookmark not defined.


S at the Start of Word Shapes Larger than CVC Error! Bookmark not defined.


S with  at the End of CVC Words..... Error! Bookmark not defined.


S with  at the End of Words: CVC Error! Bookmark not defined.


S with  at the End of Words: CVC Error! Bookmark not defined.



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S with  /  at the End of Words: CVC..... Error! Bookmark not defined.

S with  at the End of Words: CVC Error! Bookmark not defined.

S with  at the End of Words: CVC Error! Bookmark not defined.

S with  at the End of Words: CVC Error! Bookmark not defined.

S at the End of Word Shapes Longer than CVC Error! Bookmark not defined.

S in the Middle of Words..... Error! Bookmark not defined.

Words with Multiple Ss Error! Bookmark not defined.

SK Blends Error! Bookmark not defined.

SL Blends..... Error! Bookmark not defined.
SM Blends Error! Bookmark not defined.
SN Blends Error! Bookmark not defined.
SP Blends Error! Bookmark not defined.
ST Blends Error! Bookmark not defined.
SW Blends..... Error! Bookmark not defined.
TS Blends Error! Bookmark not defined.

About the Author

I have been helping children and their parents for over 33 years as a licensed speech-language pathologist. I have found that the best way to help children is to give parents the tools and strategies that they need. Parents are always their child's best teacher.

More information on speech and language therapy and all of my programs can be found on my website: Speech-TherapyAtHome.com.

Garth Schindel, SLPatHome

Introduction

The Essential S program is designed to be used by anyone who wants to help a child work on S sounds - lisps. It provides step by step guides for parents and those not familiar with speech therapy. You will find all of the practice pictures you need with S at the start, end and middle of words, and all of the common S blends. There are 478 practice images.

This program is intended for traditional speech therapy for S, lisps. It is not intended to help children who are leaving the S off of words or off of consonant blends. I have a separate program to help with S Blends. Also, my S Blend Complexity program provides the resources to use the complexity speech therapy approach for words with S.

To make the practice more powerful I've included my Sound Cues and have sorted the practice words by the different vowels that follow the S.

Sound Cues provide children with the information they need to fully understand the sounds that make up words. Each sound in English is paired with a visual image, a label and a hand gesture. Sound Cues help children understand what sounds are in each word and provides the support needed for them to make each sound correctly. I've added the visual for each sound in the practice words.

The complete Ultimate Sound Cues program (visuals, gestures and labels) is free to download from my website.

Sorting the S words by the different vowels allows you to use the power of coarticulation. The sounds before and after S affect how the S is made. For example, the high front in "Seat" and "Sit" can make it easier to make a good S.

These are the same ideas and materials that I use in my practice and share with my parents. I hope you find them helpful.

Disclaimer:

While I am a certified speech-language pathologist and all the ideas in this book are ones that I use with the parents who come to see me, this program does not replace an assessment or treatment with a speech-language pathologist or any other professional. I sincerely hope that you find my ideas and information helpful but if you have continued concerns about your child's speech development, please seek professional help.

What Can Go Wrong with S?

The S sound can be tricky for some children. There are a few different things that can go wrong.

The most common problem is a frontal lisp. This is when the S sound is made with the tongue between the teeth. The S doesn't sound sharp.

Lateral lisps are when the tongue is back behind the teeth, but the sound is being forced out on either side of the tongue making the S sound "noisy" or "slushy".

This program was designed to help with these two types of problems. A different type of problem is when children need to learn when to use the S sound.

Some children will make a T, D, P or B sound instead of the S. This is called Stopping. Instead of making a long continuous sound they are changing the S to a completely different type of sound.

If the S is left off of consonant clusters such as "Spoon" becoming "poon" or "Star" becoming "tar" this is called Cluster Reduction.

Leaving S off the start of words such as "sun" becoming "un" or "sand" becoming "and" can be part of Initial Consonant Deletion. This is when children leave off the first sound of most words.

Leaving S off the end of words such as "nice" becoming "ni" or "house" becoming "hou" can be part of Final Consonant Deletion. This is when children leave off the last sound of most words.

Leaving S off in different positions of words, beginning, middle and end, can be part of Stridency Deletion. This is when the S and other strident sounds (Z, Ch, Sh, J, and Th) are left off of words.

This program is not appropriate for children who are having trouble learning to use the S in the right places in words. Often these children can make a good S sound by itself and in other words.

Steps for Working on S Sounds

These are the main steps to follow when trying to help your child with the S sound. More information on each step follows in the program.

Step 1. Asses the S Sound. Find out if the S sound needs to be work on. Start by doing a simple assessment to see how your child is doing. My S Assessment starts on the next page.

Step 2. Should you Work on S? If the S sound is weak, you need to decide if you should be working on it. Just because an S isn't sounding right doesn't always mean that it is appropriate to work on. You need to consider factors such as: Your child's age, How the sound is affecting them, If this is a good time for you and your child to work on sounds, and Do they want to work on S?

Step 3. Know Where to Start. If you should be working on S, you need to know where to start. Are they ready to sit down and practice? Can they do a good S all by itself? Do they need to start with you making them more aware of good sharp S sounds?

Step 4. Establish a Strong S. If needed, establish a good S sound. Your child needs to be able to make a good clear S sound before they can practice S in words. This is a very important step. Do not work on S in words if your child does not have a nice clear consistent S sound by itself. If you move ahead too soon practice is often frustrating and progress will be slow.

Step 5. Practice. Practice the S in all the different positions of words until it becomes "easy".

Step 6. Carryover Help your child to use their good S all the time, every day without any help. You've done it!

In the pages that follow you will find all my ideas and tips to help get you there as easily as possible. It's not always easy but it is always worth it

Assess the S Sound

The next pages have pictures of words with S for your child to say. There are 4 pictures for S in each of the different positions of words and an S by itself.

You will be listening and watching to see how your child is making, or not making, the S sound. Sit in a quiet room so you can hear your child well and sit directly across from them so you can see their mouth clearly.

As your child says a word, write down what you hear.

If it is a good clear S sound then put a check by the word. If not, write down what you hear.

If the S made with a lisp, if it didn't sound sharp, try to write down what kind of lisp it was. There are two main ways to lisp the S sound; Frontal and Lateral. These refer to how the sound is coming out of the mouth. With a frontal lisp the tongue sticks out between the teeth and the S can sound a bit like a Th. With a lateral lisp, the tongue is behind the teeth and the sound comes out the sides of the mouth. This often makes the S sound slushy. Try making the S yourself with both a frontal and lateral lisp. This will help you to know what to listen and watch for when you do the assessment. When you hear/see a frontal lisp mark down F. When you hear/see a lateral lisp mark down L. It is important to know what type of lisp is happening.

With the S by itself you make a nice clear S sound and ask your child to copy you. Try a couple of times if needed. Note how easy or difficult it is for your child to make a nice sharp S.

If the S was left off of the word completely, for example, "Un" for "Sun", then write down "Un". If you hear a different sound used for the S, for example "Tun" for "Sun, then write down "Tun".



Sun: _____



Seal: _____



Saw: _____



Sock: _____



Castle: _____



Dinosaur: _____



Pencil: _____



Grasshopper: _____



Horse: _____



House: _____



Kiss: _____



Bus: _____



Where they able to make a good sharp S by itself?:_____

Where they able to copy your good S?:_____

How easy was it to copy?:_____

Count the number of times you heard a good S sound at the start, in the middle and at the ends of words. Make sure it was a good clear S.

Don't worry about any other sounds in the word. For example if they said "Tiss" for "Kiss" or "Gwasshopper" for "Grasshopper" these wouldn't count as errors.

Now go back and have them try any words where they had trouble with the S sound again. This time you say the word first and really exaggerate the S sound. Say it a bit louder and longer and have them watching your face as you say it. Write down the number of words they could get right with help.

If they had trouble doing the S by itself have them try this again too. Again, you say the sound first and have them watch you do it. Could they do a S sound by itself with this help?

Sound	Number right the first time.	Number right the second time.
S at the Start		
S in the Middle		
S at the Ends		

Could they do S by itself?	First time:	Second time:
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If they often leave off the S sound completely such as saying "un" for "Sun" or "Bu" for "Bus" this may be the indication of a different problem, Stridency Deletion, Initial Consonant Deletion or Final Consonant Deletion. If they often change the S to a T or D sound such as saying "Teal" for "Seal" or "Bud" for "Bus" they may need to work on Stopping. In these cases, working on the S sound by itself would likely not be appropriate. You may want to look for information on these specific problems or you may want to have your child assessed by a Speech-Language Therapist.

Indirect Speech Therapy: How to “Work” on the S Sound without “Practicing”

Indirect Speech Therapy focuses on increasing your child’s awareness of specific sounds. Awareness is needed to get ready to say the sounds correctly. Indirect therapy can also be used to “work” on sounds when children are resistive to more formal “practicing”. Try the following ideas for Indirect Therapy:

1. Give the sound a label. Using a label will make them more aware of the S sounds. For younger children who do not understand what “S” is, it often helps to call it something that they do understand. Calling it the “Snake Sound” often works well. You can use any label that makes sense to your child. The label itself doesn’t matter if you are consistent, and it has meaning to your child.
2. Give the sound an action Pairing a physical action with a sound will make it easier to say the sound. Especially when the hand movement matches how the sound is made.

There are two ways to make an S. One is with your tongue down behind your bottom teeth. The other is with your tongue up behind your top teeth. More on these two ways to make S in in the Establishing the S Sound section.

If your tongue is up: Start with your index finger under the center of your top lip. Move your finger out away from your mouth with a bit of slither (like a snake) as you make the sound.



If your tongue is down: Start with your index finger under the center of your bottom lip. Then slither it out as a snake as you make the sound.

If you are not sure which way your child is making, or is going to make an S, use whichever gesture matches how you make the sound.

Until your child is ready to try making an S sound you would just do the action to increase their awareness of the S. They can copy this action if they want but it isn’t necessary.

Establishing the S Sound

If your child is not able to make a good S sound by itself or in any words, you will likely need to teach them how to make it. All of the Indirect Therapy Ideas will help, especially if they are watching how you make the sound, but often you will need to do more.

Some children will easily learn how to make a good S sound. Others will struggle and will need lots of help and instruction. Don't give up – you can do it.

There are two ways to make a good S sound. Your tongue tip can be up towards the top of your mouth, pulled back slightly away from your teeth. Or it can be down at the bottom of your mouth behind your bottom teeth. With the tongue down position, the tongue can lightly touch the bottom teeth. If the tongue is pushed too hard into the bottom teeth, then this will make the sound come out the sides – a lateral lisp. This will also happen if the tongue is touching or pushing into the top teeth.

Both positions will make a nice sharp S sound. For both, the sides of the tongue are raised up so that they are touching the back teeth. When the tongue is at the right place, gently blow air down the tongue and through your mouth. Your lips should be open a bit in a flat position. They shouldn't be rounded. Voice needs to be off. If voice is on, then the S becomes a Z sound. It can help to have your teeth slightly apart so that the sound isn't blocked. But if this is letting the tongue come out on the sides of the teeth, then try with teeth closed.

Watch yourself make an S in a mirror. Think about what you are doing with your tongue, lips and teeth. See what happens when you move your tongue or teeth. Think about how your child is making their S and see if you can copy this. What do you need to change in your mouth to make the S sharp?

If you cannot make a good S sound, then it will be very difficult for you to teach your child to make one. You may need to find someone else to help your child.

If your child is making the S with a frontal lisp (their tongue is coming out between their teeth) you will want to emphasize that the S is made with the tongue back behind the teeth. You can tell them that their teeth are a cage and that their tongue needs to stay inside. "Keep the snake inside the cage." Sometimes when a child pulls their tongue back it will make the lisp become lateral (the sound comes out the sides of the mouth). If this happens, then work on the ideas for a lateral lisp.

If they are making the S with a lateral lisp you will want to show and tell them how the sound comes out the middle of your mouth. Not out the sides.

Show and explain to them each way to do the S sound. If one of these ways works, great, this is the way they should start making the S. If both ways work, then have

them use whichever way feels the easiest. Both are perfectly normal ways to make a good S.

Speech Ladder

The idea of a Speech Ladder helps to show that saying a good S sound becomes harder with different tasks. The tasks generally move from easiest to hardest. You don't have to have to climb step by step, you can jump around a bit, but make sure your child can make a good S in all the different tasks.

1. Saying the S sound all by itself.
2. Adding one vowel sound after the S to make a nonsense syllable such as "Sa, Se, Si, Su". Adding a vowel after the S that makes a real word such as "See, So, Say, can be a bit harder as your child might have a bad habit with these words.
3. Saying words that start with S such as "Sun" and "Sit". Words with S clusters such as "Spoon", "Skate" and "Swim" can be harder as the tongue needs to move more to make this second consonant than it does to make a vowel sound.
4. Saying words that end with S such as "Bus" and "Face"
5. Saying words that have S in the middle such as "Icy" and "Castle".
6. Saying the S in blends such as "Star, Speak and "Cats". For some children that have motor planning problems, S Blends can be very difficult.
7. Saying longer two and three syllable words will make steps 4 and 5 harder as they will have more to remember before saying the S sound.
8. Mixing up the words so they are randomly saying ones with S in the beginning, middle and end.
9. Saying words that have more than one S such as "Circus", "Seesaw" and "Christmas" can be challenging.
10. Saying the S words in short sentences/phrases. Putting the S word at the beginning such as "Sand is hard" is easier than putting the S word at the end such as "I have sand".
11. Saying the S word in longer sentences. Repeating a sentence is easier than making your own. Having the S word at the start of the sentence is easier than if it is in the middle or at the end.
12. Saying sentences with more than one S sound is even harder. "The Sad Sailor ate a Salty Sandwich." would be a great challenge.
13. Making up short stories using S words.
14. Talking in a structured conversation – where they are focused on making good S's.
15. Talking in general conversation – using a good S all the time. This is the ultimate goal.

Direct Speech Therapy

When your child can easily and consistently make a good clear S sound by itself and they can sit down and focus on a structured activity/game for a few minutes at a time, then you are ready for Direct Therapy. Direct Therapy will give them the practice and repetition needed to master the S sound. But try or keep doing some of the “Indirect Therapy” ideas too. These will provide the extra awareness and practice to make great progress.

Tips and Tricks for Working on S Sounds

1. Practice Success. Try to have your child get the sound right at least 80 to 90% of the time. This is my Golden Rule for speech therapy. Do whatever you need to ensure success. Work towards getting the sound right most of the time. You do not want to practice errors. As your child gets better at the S sound gradually make the practice harder.

To Make it Easier:

- Start low on the Speech Ladder.
- You say the word first and have them listen and watch to see how you made the sound and then repeat after you.
- Have them say the word in repetition. Such as “sun, sun, sun, sun”. without any pauses.
- Work on the easy words first. Some words because of the different sounds in the word or because of a habit are harder to say.
- It is often easier to say the S sound if you break the words apart. For example, “S...un, “Pa...ss”, “Dino...s...aur”.
- Say the words slowly.
- Have them watch in a mirror.
- Have them use a hand gesture for S.

To Make it Harder gradually take away the support that you were providing:

- Have them say the word first.
- Have them say the word in repetition but then have them stop. Tell them to think about how they make the sound. I like to say, “Think about it” After a couple of seconds have them say the word again. This short pause can make it much harder to say the sound correctly.
- Try the harder words.
- Don’t break the words apart.
- Don’t use the hand gesture.
- Say the words faster. Saying the words faster will make them more automatic. Just ensure that they are saying the sounds right.
- Move up the Speech Ladder

Carryover - When to Stop Practicing?

The goal of working on any speech sound is that your child will be able to use the sound independently in their everyday talking. This is carryover. Carryover can take a long time and be difficult for some children. Others will pick up new ways of saying sounds very quickly.

Try to think about and start working on carryover as soon as you can. Here are some ideas to try

- Keep up awareness. Continue to work on the ideas from Indirect Speech Therapy.
- Continue to practice saying the sounds correctly with lots of repetition. The repetition will help them learn to say the sounds automatically.
- Catch good S sounds as they come up. When you are not practicing and hear a good S sound, make a big deal out of it. Let them know that you heard them use their good sound. Try keeping track of the number of good S sounds you hear and reward them.
- Word of the day/week. Once they can say some words with good S's fairly consistently, have them pick a word with an S sound and put its picture someplace where you will both see it. Now try to make this word come up as many times as you can through the day and let them know that they "must" say this word right each time it comes up.

Keep track of words that would be good to work on and put them into a jar. Have your child draw a word from the jar as their Word of the Day/Week.

- Focus Words. Providing extra focus on a short number of common every day words is a very powerful way to make practice meaningful, effective and to promote carryover.

With your child, pick 4 to 5 words to work on. Make sure they can make a good S sound in these words, even if you need to help in some way. The S could be at the start, in the middle or at the end of the word. Words that are meaningful such as names, favorite foods, favorite toys/activities, sports teams etc. are often good ones.

Make a list of these words. For younger children find a picture for each. Put this list somewhere where you both will see it every day.

Practice the words on this list every day. Say each word at least 10 times. You can practice other words too but always practice these ones.

Games to Play when Practicing S Sounds

Playing simple games makes it motivating for your child to practice sounds. It doesn't matter what game you play as long as you both are having fun.

An easy way to play is to have your child say a word a certain number of times, usually 5 to 10, before they get a turn at a favourite game such as "Pop up Pirate", "What's in Ned's Head", "Don't Break the Ice" or getting another piece of "Lego" or of a puzzle. Any simple game where you need to take turns works well. Make sure to take your turn at the game too. When it's your turn you can practice saying the words or they can say the words for you.

Sometimes it can help to make these games special ones that you only play when you practice speech.

Just be careful that the game doesn't take away too much from practicing the sounds. If the game is "too fun" it will make it harder for them to remember to say the sounds right. Try to find the right balance. Also watch out for games that take too long to set up and ones that take too much time between turns.

For some games you will need to cut the S pictures apart. To help the pictures last use clear contact paper or laminate the cards in some way. You could also glue or tape the S pictures to a deck of regular playing cards. The practice images are 2.2" by 3.2", just a bit smaller than a regular sized playing card.

Repetitive Games:

Games where your child is saying the S sound or S words over and over again are a great way to establish the S sound. Try:

- "See" as you take turns pointing out interesting things in books, around the house, etc.
- "Same" as you play matching games.
- "See Saw" as you go up and down on a seesaw.
- "Hiss" as you pretend to be a snake.

Simple Games to Try:

Fishing. Put a paper clip or a couple of heavy-duty staples in each card. Make a fishing pole with a magnet on the end of the line. Turn the cards upside down and have them "fish" for the cards. Say the cards as you catch them.

Bowling. Put a card under each bowling pin. Throw the ball and then say the words under the pins that were knocked down.

Sound Cues Used with Words

Each practice word has images below the word that represent each sound in the word. These are the Sound Cues that I developed and use in my Ultimate Articulation program. I have found that representing each sound with an image to be very helpful. English is confusing. The sound cues help children learn what sounds make up the word and can be used to help children to say the correct sounds in the words. I often point to the images to help children to know which sound they need to go back and “fix”. They are also very helpful with early phonological (early reading and writing) skills.



B as in “Boy”



P as in “Pop”



C/K as in “Can”



G as in “Go”



T as in “Top”



D as in “Drum”



F as in “Fun”



V as in “Van”



H as in “Happy”



J as in “Jam”



L as in Laugh



M as in “Mom”



N as in “No”



Qw as in “Queen”



R as in “Run”



IR as in “Bird”



S as in “See”



Z as in “Zoo”



W as in “We”



Y as in “Yes”



Ch as in “Chip”



Sh as in “Shoe”



Zh as in “Treasure”



Th as in “Think”



Th as in “There”



Ng as in “Ing”



Short A as in “Cat”



Short E as in “Pet”



Short I as in “It”



Short O as in “Off”



Short U as in "Up"



u as in "Book"



Long A as in "Ape"



Long E as in "Eat"



Long I as in "Pie"



Long O as in "Toe"



Long U "Oops"



Oi as in "Oil"



Ow as in "Cow"



Ew as in "Few"

The Sound Cues are underneath all of the practice words. I used General American Pronunciation for each word. If you pronounce the words differently, either ignore the sound cues or change them to what works for you.

Further information on how to use the Sound Cues, labels, how to stimulate each sound and the hand gestures that go with each, is included in my Ultimate Articulation Program which can be found on my website: www.Speech-TherapyAtHome.com.

You of course do not need to use the sound cues to teach S's but I have found that they can be very useful. I hope you find these sound cues helpful. Let me know if you have any questions.

How the Practice Words are Divided

This program contains the S words that you need to help your child. There are:

- S with only a vowel before or after the S
- S at the start of consonant vowel consonant words divided by vowels
- S at the start of longer words
- S at the end of consonant vowel consonant words divided by vowels
- S at the end of longer words
- S in the middle of words
- Words with multiple S's
- S Blends: SK, SL, SM, SN, SP, ST, SW, TS. If possible, S blends at the start of words are first, then S blends at the ends of words, then S blends in the middle of words. S blends at the start of words are usually easiest to say. S blends at the ends of words are next. S blends in the middles are often the hardest.
- Each section that contains words of different length are sorted from short to longer. S in shorter words is often easier to say than S in longer words.

I've included all of the different possible combinations of vowels with S. The sounds both before and after the S will affect how the S is made and how easy or hard it is to make a good S. Some children, especially those that have motor planning difficulties such as Childhood Apraxia of Speech, often need to practice the specific movements from one specific sound to the next. For most children you won't have to work on all of the different combinations but they are there if you need them.

Most of the practice words are very common and functional such as "Sock", "See" and "Bus" but others are less common such as "Soum", "Sook" and "Vis" I included these words to ensure enough variety for the different vowel sounds. Also, these uncommon words can help to break habits that children sometimes have with common words and they provide a variety of fun words with different sounds to practice. I've also included a few made-up words, names for fun aliens: Ees, Iss, Oos, and Os. I've found these can be helpful when kids need to work on combining sounds at the syllable level and to overcome bad habits.

Common S Blends: SK, SM, SN, SP, ST and SW are included to practice combining the S with another consonant. I've also included words with TS as saying the T before the S can make it easier to make a good S.

List of Practice Words

S in CV and VC Word Shapes

SSSS	Soy	Iss
Say	Saw	Oos
See	S	Us
Sigh	Ace	Aase
So	Ees	
Sow	Ice	

S with at the Start of CVC Words

Sad	Sack	Sat
Sal	Sash	Sap
Sam	Salve	

S with at the Start of CVC Words

Sell	Sec	Sedge
Sas	Seth	Sesh
Says	Said	Set

S with at the Start of CVC Words

Sick	Sill	Sing
Sib	Sip	Sin
Sieve	Sid	

S with at the Start of CVC Words

Sock	Song	Saws
Psalm	Saul	Sought
Sob	Sog	

S with at the Start of CVC Words

Some	Such	Sun
Sush	Suck	Sung
Sub	Sud	

S with at the Start of CVC Words

Safe	Same	Sake
Save	Saithe	Sane
Sail	Sage	

S with at the Start of CVC Words

Seal	Seat	Seed
Seethe	Seam	Seize
Seek	Siege	

S with at the Start of CVC Words

Side	Sight	Psych
Sipe	Sign	Size
Sire	Scythe	

S with at the Start of CVC Words

Soap	Soar	Sowed
Sews	Soul	Soak
Sore	Sown	

S with at the Start of CVC Words

Soup	Suit	Sooth
Soon	Sued	Soothe
Sewer	Sook	

S with at the Start of CVC Words

Sour	Soum	Souse
South	Soun	Sows

S with / at the Start of CVC Words

Soil	Sawyer	Sook
Soys	Soot	

S at the Start of Word Shapes Longer than CVC

Salt	Super	Sample
Sands	Sort	Second
Sailor	Sealed	Cynthia
Sailed	Sapphire	Something
Say It	Solved	Saturday
See Ya	Center	Sailboat
Sells	Sunday	Soulmate
Sends	Soothing	Sunlight
Sides	Scissors	Sunroof
Signs	Seafood	Sunbathe
Singer	Seagull	Sandlot
Sieger	Santa	Sandman
Sized	Seaweed	Say It Again
Soaped	Seven	Santa Hat
Sift	Southern	Cinderella
Sink	Cereal	Celebration

S with at the End of CVC Words

Chasse	Lass	Wrasse
Bass	Mass	Vas
Gas	Pass	

S with at the End of CVC Words

Yes	Bess	Guess
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Jess
Less

Chess
Mess

Ness

S with  at the End of CVC Words

Hiss
Kiss
Bis

Miss
This
Tis

Vis
Dis

S with  at the End of CVC Words

Hoss
Toss
Joss

Loss
DOS
Moss

Boss
Ross

S with  at the End of CVC Words

Cuss
Bus
Gus

Muss
Russ
Fuss

Thus
Tuss

S with  at the End of CVC Words

Chase
Face
Mace

Pace
Base
Chase

Race
Jace

S with  at the End of CVC Words

Niece
Lease
Piece

Reese
Cease
Kees

Geese
Meese

S with  at the End of CVC Words

Nice
Rice
Dice

Mice
Bice
Lice

Vise
Tyce

S with  /  at the End of CVC Words

Dose
Bos

LOS
Yos

Puss

S with  at the End of CVC Words

Juice
Zeus
Duece

Loose
Moose
Goose

Boose
Foose

S with  at the End of CVC Words

Mouse
Shouse
Touse

Douse
Louse
House

Nouse
Bowse

S with at the End of CVC Words

Voice
Joyce

Choise
Royce

Toice
Noice

S at the End of Word Shapes Longer than CVC

Truss
Bless
Bouse
Trace
Close
Grass
Glass
Crease
Cross
Floss
Dress
Erase
Focus
Across

Vicious
Jealous
Lettuce
Cactus
Bookcase
Unless
Rehearse
Shoelace
Thermos
Caboose
Lacrosse
Embrace
Ruthless
Doghouse

Walrus
Promise
Mattress
Necklace
Treehouse
Happiness
Octopus
Filmless
Generous
Transduce
Platypus
Hippopotamus

S in the Middle of Words

Icy
Lasso
Messy
Naysay
Fussy
Faucet
I See It
Beside
Missing
Listen
Massage

Bicep
Pass It
Massive
Possum
Pizza
Receipt
Passing
Bicycle
Besieged
Recipe
Baseball

Opposite
Glasses
Display
Pacifier
Medicine
Gasoline
Quesadilla
Dinosaur
Motorcycle
Electricity

Words with Multiple Ss

Cease
Sas
Sauce
Sis
Sus
Seuss
Sassed
Sauced
So-so
Socks
Seesaw

Sites
Soups
Spouse
Six
Suits
Sucks
Sensed
Guests
Hoists
Sausage
Recess

Sinks
Salsa
Splice
Sorts
Suitcase
Sea Horse
Surplus
Scalps
Rhinoceros
Superstar

SK Blends

Sky
Ski

Skip
Skate

School
Score

Scout
Scotch
Scooter
Skunk

Sculpt
Scalped
Ask
Mask

Ice Cubes
Escalator

SK Blends

Slow
Slaw
Sly
Slay
Slime
Sloth

Sled
Slush
Slouch
Slurp
Slither
Slapshot

Sloppy Joes
Vessel
Thistle
Bodyslam

SM Blends

Smooch
Smack
Small
Smile
Smash
Smear

Smith
Smell
Smidge
Smore
Smirk
Smart

Smooshed
Smoothie
Basement
Christmas

SN Blends

Snack
Snail
Snake
Snap
Sneeze
Snatch

Sneer
Snout
Snooze
Snark
Snowshoe
Snowman

Snapshot
Snickering
Misname
Resnap

SP Blends

Spy
Spew
Space
Sped
Spill
Spar

Spicy
Spider
Sparkle
Spaghetti
Asp
Gasp

Wasp
Clasp
Asparagus
Responsibility

ST Blends

Sty
Stow
Stew
Stay
Stare
Steal

Sticks
Stegosaurus
Oust
East
Lost
Burst

Iced Tea
Pasta
Frosty
Plastic

SW Blends

Sway
Sweet
Swear

Swerve
Swam
Sweat

Swath
Sweep
Swish

Swing
Swell
Swung

Swallow
Sweater
Swimmer

Swimming Pool

TS Blends

Oats
Eats
Outs
Butts
Cats
Boots

Cuts
Tots
Roots
Shoots
Puts
Gets

Jets
Lights
Mates
Nugget

