

SPEECH SOUND DEVELOPMENT

Child's Age Level (years)

	2	3	4	5	6	7	8
p	puppy; cup						
m	mum; milk						
h	hi; house						
n	nose; man						
w	water; wet						
b	baby; tub						
k	key; cookie						
g	go; get						
d	dog; dad; bed						
t	tummy; toe; hot						
f	fish; off						
y	yellow						
ng	ring; finger						
l	leaf; ball; pillow						
r	red; car; bird						
s/z	sun; bus; house; soap; scissors; zoo; cheese						
ch							
sh/zh	ship; push; shoe; measure						
ch/j	chair; church; jump; page						
v	vacuum; shovel						
th/TH	thumb; bath; tooth; feather; this						
s-blends	spoon; school						
l-blends	blue; plane						
r-blends	truck; drum; bread						

EACH BAR ENDS AT AN AGE LEVEL WHERE 90% OF CHILDREN USE THAT SOUND

Adapted from Templin (1957), Wellman et al. (1931) & Vancouver Health Department; Shipley & McAfee, 1992

Quick Summary of Speech Sound Development

<u>AGE</u>		<u>SOUNDS</u>
2 – 2 ½ years	Early	p b m n w t d h
3 ½ - 4 years	Middle	k g f sh ch j
5+ years	Late	th r l v blends

Encouraging Speech Sound Development

Provide a good speech model

Emphasize particular sounds

Encourage your child to watch your mouth

Do not force your child to repeat or copy your production

Make purposeful errors in your own speech and draw attention to them

Use a mirror occasionally for examining mouth, teeth, etc.

Use environmental noises to practise various sounds (e.g., chew chew train; animals; doorbell rings)

Remember that children may vary in their ability to produce sounds (boys tend to lag behind girls)

Provide listening games to develop auditory discrimination (e.g., “What noise did you hear?” to discriminate musical instruments)

If your child has a speech sound production disorder, consult a speech-language Pathologist for specific instructions

