

# SPEECH SOUND DEVELOPMENT

Child's Age Level (years)

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

