**Development of Speech Sounds**

**Developmental Norm Chart (2 – 6;06 years of age)**

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| **Age** | **Would usually have the following….** | **I should be concerned if…** | **Don’t worry if….** |
| **2;00 – 2;05** | **m, p, t, d, n, w** | * **Child is silent and not using any sounds at all**
 | * **Child’s speech cannot be understood by unfamiliar people as this is normal at this stage**
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| **2;06 – 2;11** | **m, p, b, t, d, n, w, f, s, h** | * **Limited range of sounds e.g. only uses ‘d’**
* **Vowels are wrong e.g. bee→ bar**
* **Says ‘t’ and ‘d’ as ‘k’ and ‘g’, e.g. tea → key, door → goor**
* **Child dribbles a lot, and has sluggish tongue movements or chewing difficulties**
* **Unable to copy early single sounds, e.g. ‘p’, ‘b’, ‘m’, ‘n’, ‘t’, ‘d’**
* **Uses unusual sounds not typically heard in the English language**
* **Child talks through their nose**
* **No-one, including parents understand the child (even in 1:1 situation in a quiet environment or when context known)**
 | * **Speech is not always clear**
* **Misses off endings of words e.g. tap→ta**
* **Says ‘p’, ‘t’ and ‘k’ as ‘b’, ‘d’ and ‘g’, e.g. pie → bye, toe → doe, car → gar**
* **Says ‘f’ as ‘p’ and ‘b’, e.g. four → bour**
* **Says ‘s’ as ‘t’ or ‘d’, e.g. sun → dun**
* **Says ‘k’ and ‘g’ as ‘t’ and ‘d’, e.g. car → tar, girl → dirl**
* **Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider**
* **Says ‘sh’, ‘ch’ and ‘j’ as ‘s’, ‘t’ and ‘d’, e.g. sheep→ seep, cheese → teese, jelly → delly**
* **Confuses ‘l’, ‘y’ ‘w’, and ‘r’, yellow → lellow, red→ wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train → rain**
* **‘s’ produced between the teeth, e.g. bus → buth (lisps)**
* **Says ‘th’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
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| **3;00 – 3;05** | **m, p, b, t, d,****n, w, f, s, y, h,****ng, k, g, l, s,****z, v** | * **Any of the above**
* **Misses off the beginnings of words e.g. pig → ig**
 | * **Speech is not 100 % clear**
* **Misses off endings of words e.g. tap→ ta**
* **Says ‘p’, ‘t’ and ‘k’ as ‘b’, ‘d’ and ‘g’, e.g. pie → bye, toe → doe, car → gar**
* **Says ‘f’ as ‘p’ and ‘b’, e.g. four → bour**
* **Says ‘s’ as ‘t’ or ‘d’, e.g. sun → dun**
* **Says ‘k’ and ‘g’ as ‘t’ and ‘d’, e.g. car → tar, girl→ dirl**
* **Reduces two consonants together in a word to one consonant, e.g. smoke → moke, spider → bider**
* **Says ‘p’, ‘t’ and ‘k’ as ‘b’, ‘d’ and ‘g’ e.g. pie → bye, toe → doe, car → gar**
* **Says ‘sh’, ‘ch’ and ‘j’ as ‘s’, ‘t’ and ‘d’, e.g. sheep → seep, cheese → teese, jelly → delly**
* **Confuses ‘l’, ‘y’, ‘w’, and ‘r’, yellow → lellow, red→ wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train → rain**
* **‘s’ produced between the teeth, e.g. bus → buth (lisps)**
* **Says ‘th’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
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| **3;06 – 3;11** | **m, p, b, t, d,****n, w, f, s, y, h,****ng, k, g, l, s,****z, v** | * **Any of the above**
* **Has very few sounds and inconsistent, different productions of the same words**
* **In a 1:1 situation in a quiet environment or when context known most familiar people still have difficulty understanding child**
 | * **Speech is not 100 % clear**
* **Says ‘k’ and ‘g’ as ‘t’ and ‘d’, e.g. car → tar,, girl → dirl**
* **Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider**
* **Says ‘sh’, ‘ch’ and ‘j’ as ‘s’, ‘t’ and ‘d’, e.g. sheep → seep, cheese → teese, jelly → delly**
* **Says ‘f’ as ‘p’ and ‘b’, e.g. four → bour**
* **Confuses ‘l’, ‘y’, ‘w’, and ‘r’, yellow → lellow, red → wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train → rain**
* **‘s’ produced between the teeth, e.g. bus → buth (lisps)**
* **Says ‘th’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
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| **4;00 – 4;05** | **All of the****above + ch, j** | * **Any of the above**
 | * **Speech is not 100 % clear**
* **Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider**
* **Says ‘sh’, ‘ch’ and ‘j’ as ‘s’, ‘t’ and ‘d’, e.g. sheep→ seep, cheese → teese, jelly → delly**
* **Says ‘k’ and ‘g’ as ‘t’ and ‘d’, e.g. car → dar, girl→ dirl**
* **Confuses ‘l’ ‘y’, ‘w’, and ‘r’, yellow → lellow, red→ wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train → rain**
* **‘s’ produced between the teeth, e.g. bus → buth (lisps)**
* **Says ‘th’’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
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| **4;06 – 5;05** | **Most sounds****in isolation****are clear and****easy to****understand** | * **Any of the above**
 | * **Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider**
* **Confuses ‘l’, ‘y’, ‘w’, and ‘r’, yellow → lellow, red → wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train →rain**
* **‘s’ produced between the teeth, e.g. bus → buth**
* **Says ‘th’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
* **Says ‘sh’, ‘ch’ and ‘j’ as ‘s’, ‘t’ and ‘d’, e.g. sheep → seep, cheese → teese, jelly → delly**
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| **5;06 - 6;06** | **Generally****clear and****easy to****understand** | * **Any of the above**
 | * **Confuses ‘l’, ‘y’, ‘w’, and ‘r’, yellow → lellow, red → wed**
* **Finds ‘l’ and ‘r’ blends difficult, e.g. blue → bu, train →rain**
* **Says ‘th’ as ‘d’, ‘f’ or ‘v’, e.g. think → fink**
* **‘s’ produced between the teeth, e.g. bus → buth**
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