**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** |
| **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** |
| **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** |
| **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** |
| **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** |
| **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** |
| **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** |