

SPEECH DEVELOPMENT

ARTICULATION

Speech sounds- the way a child pronounces the sounds of words

(Taken from CSHC Practice Guidelines)



We Improve Communication for Life

0-2½ years: /p, b, m/ develop early on because they are easy to see as well as /n/

2-3 years: /h, w, j, t, d/ and 'ing'

3-3½ years: /k, g, f/ and /j/ (as in "yes")

3-4 years: /s, z/ (but can be inaccurate up to 7 years of age)

4-4½ years: /l/, 'ch' and 'dz' (as in 'judge')

4½-5 years: 'sh' and 'zh'

5-7 years: /v, r/ and 'th'

*By 3 years, a child's speech should be able to be understood about 50-75% of the time.

*By 4 years, a child's speech should be able to be understood about 80-90% of the time.

*By 5 years, a child's speech should be able to be understood about 100% of the time

(with errors on /r, s/ and 'th' possibly remaining).

Groups of sounds:

2+ syllable words- by age 3 (e.g. "banana", "computer")

End sounds- by age 3 (e.g. "cat" rather than "caa")

Long sounds- by age 4 (e.g. "sun" rather than "dun")

Blends- by age 4 (w/l blends until age 4½ w/r blends until age 7) (e.g. "star" rather than "tar")

A few ideas of what to do when you don't understand a child's speech:

- If you understand one or two words within the sentence, repeat those to let the child know that you understood some part of what he/she is trying to communicate (e.g. ask "What did you say about 'daddy'?").
- Ask the child if he/she can show you, if it is something concrete and in the present environment.
- Give the child choices about what the topic is about to help you figure out and narrow it down (e.g. "Is it something about home of school?").
- Ask a sibling or peer what the child said, if appropriate.
- "My ears aren't working/I didn't hear you. Could you please repeat yourself?"
- Ask if it can be said in a different way (using a different word) or if they can describe it for you and/or tell you more about it.

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