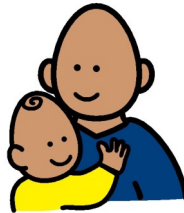


What you can do to help

Parents are children's main speech and language models. Letting your child hear the correct way to pronounce sounds lots of times is the most effective way to help improve your child's speech clarity.



Speak **slowly and clearly**, but don't over exaggerate the sound.

Keep **sentences short** and **vocabulary simple**.

Try to say the sound more than once - use **more repetition** than you would if speaking to another adult.

Model speech as part of natural conversation - for example if your child says "I see a big bird", a good response may be "oh yes, what a big bird!". This **shows you have understood** what your child says and **models the correct sound**.

Kingston Speech and Language Therapy Early Years Team

Hollyfield House
22 Hollyfield Road
Surbiton
KT5 9AL

Tel: 020 8274 7814

Email: sltchildren@yourhealthcare.org

Helping Children Communicate



With Their World

The Development of Speech Sounds in Children



Children learn how to recognise and say sounds gradually. First a child needs to be able to say the sound on its and then put the sound into words. This is a complex process and it takes children several years to master all the speech sounds we have in the English language.

There is a pattern to the order in which children normally develop speech sounds. If a child has not acquired a specific sound by the expected age, he/she may have a speech impairment.

The tables presented in this leaflet show the order in which children normally develop speech sound and the approximate ages at which these can be expected.

The information in this leaflet is meant as a guide and there will be variations amongst children.



Speech sounds	Age by which 50% of children will have acquired these sounds	Age by which 75% of children will have acquired these sounds	Age by which 90% of children will have acquired these sounds
p, m, h, n, w, b and all vowels (ie a, e, i, o, u)	1 ½ years	3 years	3 ½ years
k, g, d, t, f, ng (as in <u>si</u> ng)	2 - 2 ½ years	3 ½ years	4 years
y	2 ½ years	3 ½ years	5 years
l	3 years	5 years	6 years
r	3 years	7 years	7 years
ch, sh, j (as in <u>ju</u> mp)	3 ½ - 4 years	4 ½ years	6 years
s, z	3 - 3 ½ years	8 years	8 years +
v	4 years	5 years	5 ½ years
th (as in <u>th</u> umb) th (as	4 ½ - 5 years	6 years	8 years +
zh (as in <u>me</u> asure)	6 years	7 years	8 years +

Data applies to sounds in all positions in single words

This data is taken from research conducted by Dodd, 2003; Kilminster, 1978; Smit, 1990; McLeod et al, 2003; Donegan et al, 2003; and Gregory, L, 2004

Clusters

- A cluster is when two or more consonant sounds occur together in a word eg sp, cl, spl, spr
- Clusters of **two sounds together** eg sp or cl should be achieved by **five years**
- Clusters of **three sounds**, eg spl or spr should be achieved **after the child is five years old**

Accurate production of a sound in a cluster will only occur once the child has achieved the individual sounds. For example, if a child has not acquired the sound 'r' by his or her fifth birthday, which is still within normal developmental limits, s/he cannot be expected to be able to produce the 'r' sound in a cluster.

Guide for development:

Sound blends	Age by which 85% of children will have these sounds
kw	5 years
bl	6 years
br, dr, fl, fr, gl, gr, kr, pl, st, tr	7 years
sl, sp, sw	8 years

Data taken from the Goldman-Fristoe Test of Articulation 2, 2000

Remember, that this information is meant as a guide and there will be variations amongst children