

SPEECH SOUND DEVELOPMENT

This listing may be used to obtain a general idea about the ages at which specific sounds are mastered. It may have been provided in order to acquaint you with symbols used in your Speech/Language Evaluation report. These symbols most likely appear in the section titled “Articulation.” Articulation refers to the formation of speech sounds by the lips, tongue, teeth, etc. “Initial,” “Medial,” and “Final,” refer to the position in the word in which the sound appears (i.e., medial /m/ as in “Sammy”).

<u>Consonant</u>	<u>Age Acquired</u>	<u>Consonant</u>	<u>Age Acquired</u>
m (<u>man</u>)	2 - 3 years	ch /tʃ/ (<u>church</u>)	4 - 5 years
n (<u>no</u>)	2 - 3 years	v (<u>vote</u>)	4 - 5 ½ years
p (<u>puppy</u>)	2 - 3 years	l (<u>look</u>)	4 - 5 ½ years
h (<u>hook</u>)	2 - 3 years	j /dʒ/ (<u>judge</u>)	4 - 6 ½ years
b (<u>baby</u>)	2 - 3 years	sh /ʃ/ (<u>shoe</u>)	4 ½ - 6 ½ years
w (<u>walk</u>)	2 - 3 ½ years	z (<u>zebra</u>)	3 - 6 ½ years
t (<u>tape</u>)	3 - 4 years	r (<u>rabbit</u>)	4 - 6 ½ years
d (<u>dog</u>)	3 - 4 years	s (<u>sun</u>)	5 - 6 ½ years
k (<u>king</u>)	3 - 4 years	zh /ʒ/ (<u>measure</u>)	5 - 6 ½ years
g (<u>good</u>)	3 - 4 years	wh /hw/ (<u>when</u>)	5 - 6 ½ years
ing /ŋ/ (<u>sing</u>)	3 - 4 years	th /θ/ (voiceless “th” as in <u>tooth</u>)	5 - 6 ½ years
f (<u>foot</u>)	3 - 4 years	th /ð/ (voiced “th” as in <u>this</u>)	5 - 7 years
y /j/ (<u>yellow</u>)	3 ½ - 4 ½ years		

Ages listed above are those at which most children correctly produce sounds. This should be considered a general guideline only.

Only a Speech-Language Pathologist is qualified to diagnose an Articulation Delay/Disorder. Some of the factors a Speech-Language Pathologist takes into consideration include: (a) Does the child come close to correct production (distortion) or does he/she completely omit the sound? (b) If he/she substitutes one sound for another, is it a typical substitution for this age or is it an unusual substitution that confuses the listener? (c) Do the errors render speech less intelligible (or more immature) than it should be?

A general guideline for measuring intelligibility is as follows:

2-2 ½ years	50% intelligible to strangers	80% intelligible to parents
3 ½ years	80% intelligible to strangers	95% intelligible to parents
4 ½ years	100% intelligible to strangers	100% intelligible to parents

Smooth blending of sounds develops continuously through the ages of 4-7.

The Center for Hearing & Speech provides Speech/Language evaluations and therapy programs for individuals of all ages. Please call 314.968.4710 for more information. Financial scholarships are available.

ARTICULATION THERAPY – CARRYOVER SUGGESTIONS FOR PARENTS

- Provide a definite time each day for a speech lesson at home.
- Work for at least ten minutes, but quit when the child becomes tired or uninterested.
- This speech time should be a time of fun and pleasure as well as a time of improving speech.
- Work on one sound at a time.
- Do not expect immediate improvement.
- Practice the target sound(s) at the level being worked on by the speech therapist (i.e., syllables, words, and sentences).
- A child may be able to do a sound correctly in words but not in conversation because they have not reached that stage in the improvement of their speech.
- Have them watch you so they see how you make the sound.
- Ear training is important. You say the sound or word. Have them listen.
- Repetition of the sound and words to be learned is very important.
- The child probably does not hear their error. Ear training and repetition will help them hear their errors and the correct sound.
- Compliment your child on their progress. Do not criticize your child even if they make repeated errors.
- Often there may be times when the child seems to make no progress. However, you should keep working on the speech lesson.
- Listen to you child.
- Talk to your child. Carry on an interesting conversation. Do not attempt to talk above the television or radio. Conversation provides an interesting time for developing good speech.
- Read to your child. They will then be listening to good speech.
- Have good speech standards at home – speak clearly, take time to talk, speak slowly enough.

By helping your child improve their speech, you are correcting their speech and you are also preventing more serious speech problems from developing.