

Speech sounds: Screener

Adapted from the screener developed by NHS Paediatric Speech and Language Therapy Service, Bedfordshire and Luton

The clarity of the child's speech is considered the 'icing on the cake' and is the last stage of the building blocks to think about. There are many 'errors' which a child may make as part of their typical development. When thinking about the level of difficulty a child is facing, it is important to consider the impact their speech sound difficulties have on getting their message across to adults and other children and therefore we have added a section on this for settings and parents to assess this impact.

How to use this tool

This speech sound screen looks at consonant sounds produced at the start, middle and end of words. It is suitable for children aged 3 and above.

Carry out the assessment in a quiet environment without distractions in order to hear exactly how the child says each word.

Show the child the picture and ask them to name it e.g. by saying 'what's this?' or 'It's a'. Write the word exactly how the child says it on the form below. Sometimes our brains trick us and we write down what we 'think' the child 'should have said' rather than what they actually said. If it's difficult to understand what the child said, ask them to say it again and say something like 'Can you tell me that word again...my ears aren't working very well!'. If it was difficult to understand what the child said note this on the form.

If the child doesn't know a word you can give them a clue or a choice e.g. 'It's a bit like an apple...', 'Is it an orange or an apple?'. If this doesn't work then you can ask the child to copy you. In this case write down how they said the word and add (c) to mean copied.

Some children may find it hard to complete the screener, e.g. if they can only focus for short periods of time. In this case, you could carry out the screener over a period of time, doing a few words at a time, or you could find objects that correspond to the pictures and make a game by putting them in a bag and asking the child to name them when you take each object out. You could also play a posting game by printing out the pictures and posting them as they say them.

Speech Sounds Screener

Instructions:

- Write exactly what the child says for each picture in the space provided on the form
- Use a dash if the child does not say the word
- Use (c) to indicate if the child copied you
- Please complete the sections for the child's age e.g. if the child is 4 years old - then complete the sections up to 4 years and 11 months (pages 3-14). Please also complete the **additional questions** section on pages 20 & 21

Here are some examples of how to write down what the child has said:

Speech sounds developed by the age of 2 years						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
p	<u>p</u> en	ben	app <u>l</u> e	abble	ta <u>p</u>	cap (c)
m	<u>m</u> ilk	milk	tom <u>a</u> to	tomato	arm	arm

Speech sounds developed by the age of 3 years and 11 months						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
c/k	<u>c</u> arrot	carrot	buc <u>ck</u> et	butet	book <u>k</u>	boot
g	<u>g</u> host	ghost	digg <u>er</u>	digger	bag <u>g</u>	bad

Child's Name: _____ DOB: _____ Child's age: _____

Date of assessment: _____

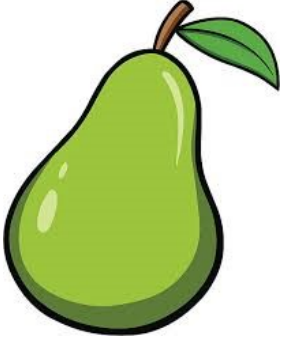



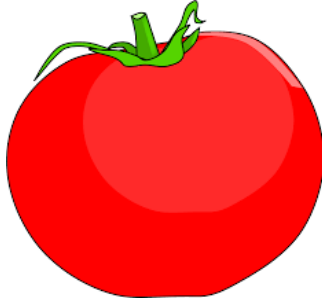



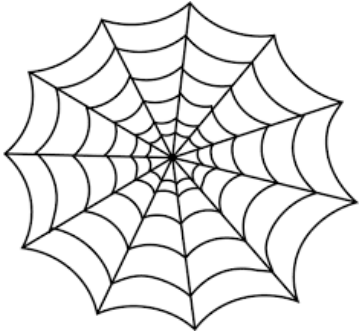
Speech sounds developed by the age of 2 years						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
p	<u>p</u> ear		app <u>l</u> e		ta <u>p</u>	
m	<u>m</u> ilk		tom <u>a</u> to		ar <u>m</u>	
b	<u>b</u> ike		bub <u>b</u> les		we <u>b</u>	
t	<u>t</u> iger		butt <u>o</u> ns		ha <u>t</u>	
d	<u>d</u> uck		mudd <u>y</u>		bird <u>d</u>	
n	<u>n</u> urse		bunn <u>y</u>		phon <u>e</u>	

Child's Name: _____ DOB: _____ Child's age: _____

Date of assessment: _____

Speech sounds developed by the age of 2 years and 11 months						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
w	<u>w</u> eb		fire <u>w</u> ork			
h	<u>h</u> ear <u>t</u>					

Speech sounds developed by the age of 2 years

p			
m			
b			

Speech sounds developed by the age of 2 years

t			
d			
n			

Speech sounds developed by the age of 2 years and 11 months

W



h



Child's Name: _____ DOB: _____ Child's age: _____






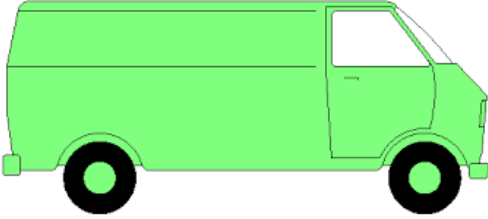


Date of assessment: _____

Speech sounds developed by the age of 3 years and 11 months						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
c/k	<u>c</u> arrot		bu <u>ck</u> et		bo <u>ck</u>	
g	<u>g</u> host		di <u>gg</u> er		ba <u>g</u>	
ng			fi <u>ng</u> er		ki <u>ng</u>	
y	<u>y</u> oghurt		li <u>o</u> n			
f	<u>f</u> ire		do <u>lph</u> in		kn <u>if</u> e	
v	<u>v</u> an		se <u>v</u> en		fi <u>v</u> e	
s	<u>s</u> un		dino <u>s</u> aur		bu <u>s</u>	
z	<u>z</u> oo		wi <u>z</u> ard		no <u>s</u> e	

Speech sounds developed by the age of 3 years and 11 months

c/k			
g			
ng			

Speech sounds developed by the age of 3 years and 11 months

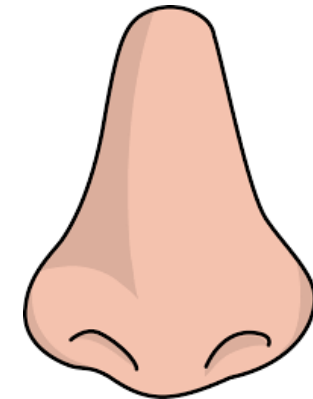
y			
f			
v			

Speech sounds developed by the age of 3 years and 11 months

S



Z



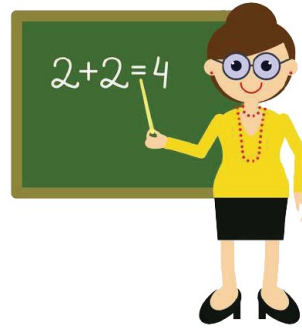
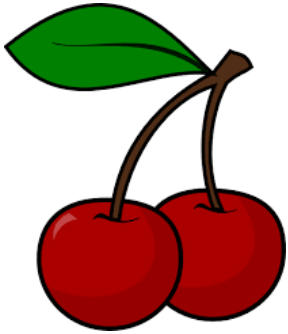
Child's Name: _____ DOB: _____ Child's age: _____

Date of assessment: _____

Speech sounds developed by the age of 4 years and 11 months						
Target sound	Word	Child's production	Word	Child's production	Word	Child's production
ch	<u>ch</u>erries		tea <u>ch</u> er		wi <u>ch</u>	
j	<u>j</u>am		ba <u>d</u> ger		ca <u>g</u> e	
zh			mea <u>s</u> ure			
sc	<u>s</u>carecrow					
sm	<u>s</u>moke					
sn	<u>s</u>nowman					
sp	<u>s</u>poon					
st	<u>s</u>tar					
sw	<u>s</u>wan					

Speech sounds developed by the age of 4 years and 11 months

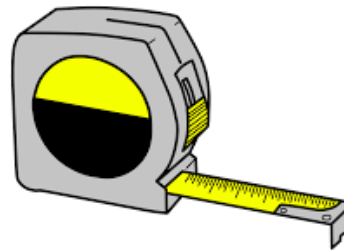
ch



j



zh



Speech sounds developed by the age of 4 years and 11 months

sc



sm



sn



sp



st



sw



Child's Name: _____ DOB: _____ Child's age: _____

Date of assessment: _____




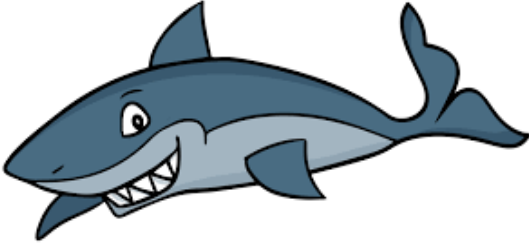


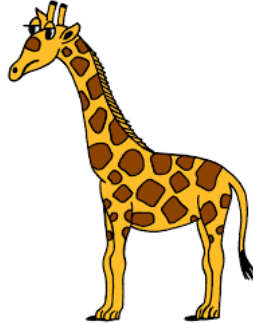
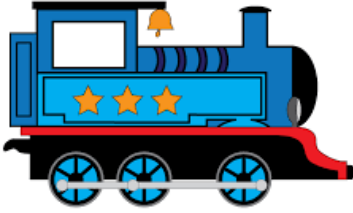
Speech sounds developed by the age of 5 years and 11 months

Target sound	Word	Child's production	Word	Child's production	Word	Child's production
l	l ion		bal l oon		wheel l	
sh	sh ark		wash sh ing		brush sh	
r, tr	r ed		gir r affe		t rain	
br, dr, cr	b rown		d ress		c risps	
gr, fr, pr	g rass		f rog		p resent	
pl, bl, gl	p laster		b lack		g lue	
fl, sl, tw	f lower		s lug		t wenty	

Speech sounds developed by the age of 6 years and 11 months

Target sound	Word	Child's production	Word	Child's production	Word	Child's production
th, thr	th umb		bro th er		th ree	

Speech sounds developed by the age of 5 years and 11 months

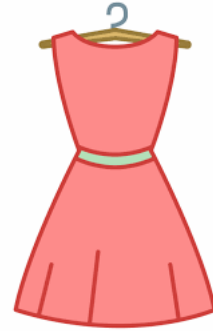
l				
sh				
r	r		tr	

Speech sounds developed by the age of 5 years and 11 months

br



dr



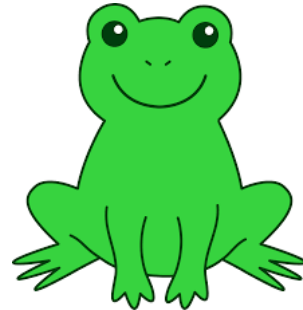
cr



gr



fr



pr



pl



bl



gl



Speech sounds developed by the age of 5 years and 11 months

fl



sl



tw



Speech sounds developed by the age of 6 years and 11 months

th



th



thr



Child's Name: _____

DOB: _____ Child's age: _____ Date of assessment: _____

Additional questions

• Sometimes the vowel sounds 'a, e, i, o, u' are not used correctly by some children e.g., 'bag' may be pronounced as 'beg'. Note below any words you notice which have any vowel errors which are not part of the child's family accent. Write down how the child is saying the word.

• Does the child have any other speech sound difficulties e.g. making a 'slushy' 's' sound? Nasal sounding speech e.g. 'snorting' or sounding like they have a cold when they don't?

Please circle the following:

• Is the child understood by familiar adults? **Always** / **Sometimes** / **Never**

Please comment: _____

• Does the child talk using a range of different pitches e.g. raising the pitch at the end of a question? **Always** / **Sometimes** / **Never**

• Does the child use any talk that you do not understand? **Always** / **Sometimes** / **Never**

• Does the speech sound difficulty stop the child from taking part in activities? **Always** / **Sometimes** / **Never**

• Does the child get frustrated when they are not understood? **Always** / **Sometimes** / **Never**

• Does the child show awareness of their speech sound difficulties? **Always** / **Sometimes** / **Never**

• Do you think that the child would want to work on their speech sounds? **Yes** / **No**

