

Speech Sound Development Developmental Norm Chart

Age	Would usually have	Refer if	Don't worry if
2;00-2;05	m, p, t, d, n, w	<ul style="list-style-type: none"> Do not refer for speech sounds only at this age 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 → both (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	<ul style="list-style-type: none"> Any of the above Misses off the beginnings of words e.g. pig → ig 	<ul style="list-style-type: none"> 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 → both (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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 → both (lisps) Says 'th' as 'd', 'f' or 'v', e.g. think → fink
4;00- 4;05	All of the above + ch, j	<ul style="list-style-type: none"> Any of the above 	<ul style="list-style-type: none"> 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

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			<ul style="list-style-type: none"> → wed • Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain • 's' produced between the teeth, e.g. bus → both (lisps) • Says 'th' as 'd', 'f' or 'v', e.g. think → fink

On school entry children with a mild to moderate speech delay will be managed within the schools own resources using the Speech Link programme.

Age	Would usually have	Refer if	Don't worry if
4:06- 5:05	Most sounds in isolation are clear and easy to understand	<ul style="list-style-type: none"> • Any of the above 	<ul style="list-style-type: none"> • 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 → both • 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	<ul style="list-style-type: none"> • Any of the above 	<ul style="list-style-type: none"> • 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 → both