

# Speech Sounds Toolkit

Developed by:  
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# Speech Sounds: Full Screener

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 'typical errors' which a child may make as part of their development. You should refer to the speech wheel for guidance on 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.

## Things to think about

- The speech sound assessment can be used to look at which sounds the child is finding difficult in each position in a word. This is suitable for children aged 3 and above. If the child is finding it difficult to access the assessment, or is under 3, you may wish to observe their speech within their everyday language instead. Make a list of words they have said and how they have said it, to allow you to work out which sounds they are struggling with and compare this to the speech wheel.
- If the child does not know a word within the speech sound assessment, you can encourage them to think of it by giving a clue or offering a choice. Try not to tell them the word unless they cannot guess. If you need to model the word for them, make sure you mark on the screen that you have done so as their speech may have been affected by copying your example.
- Aim to make observations in the child's natural environment, following their interests and play.
- Carry out observations of the child with peers and with adults.
- If necessary set up a play situation using a child's interests such as teaset play or dinosaur play in order to make further observations.
- You should gather additional information from parents.
- You can build up this profile over a number of observations of play/interactions.
- Consider the impact of background noise.
- When carrying out the assessment consider setting up a quiet environment in order to hear properly how the child says each word

## What next?

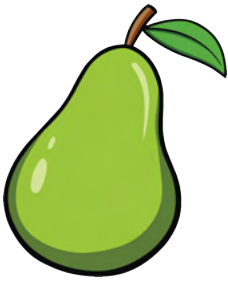
Following your use of the Screening Tool you may have identified areas for concern. Where areas of difficulty have been identified you should refer to section 3 of the Toolkit in order to set outcomes and plan strategies to support the child. These should be documented using the SEND Plan and progress can be tracked accordingly.

Provide feedback to parents on the child's strengths and areas for development.

# Speech Sounds Assessment -

**Instructions:** Write what the child says for each picture in the spaces below. Use a dash if the child does not say the word. Use (c) to indicate if the child copied you. Please complete all sections, regardless of the child's age.

Target Sound	Word	Child says	Word	Child says	Word	Child says
<b>These sounds typically develop by age 2</b>						
p	pear		apple		mop	
m	milk		lemon		comb	
b	bike		bubbles		web	
t	tiger		buttons		kite	
d	duck		daddy		bread	
n	nurse		planet		phone	
<b>These sounds typically develop by age 3</b>						
w	wall		firework			
h	heart					
<b>These sounds typically develop by age 4</b>						
c/k	carrot		bucket		lock	
g	ghost		sugar		bag	
ng			hanger		king	
y	yoghurt		kayak			
f	fire		muffin		roof	
s	sun		dinosaur		bus	
<b>These sounds typically develop by age 5</b>						
l	lion		balloon		wheel	
v	volcano		seven		cave	
z	zoo		wizard		nose	
sh	shark		washing		brush	
ch	cherries		teacher		witch	
j	jelly		badger		cage	
s blends	scarecrow		smoke		snowman	
s blends	spanner		star		swim	
			measure			
<b>These sounds typically develop by age 7</b>						
r	red		giraffe			
th	thirty		brother		bath	
blends	black		brown		clown	
	crisps		dress		flower	
	fruit		glue		grass	
	plaster		princess		quiet	
	slug		tree		twelve	
	throw					



**Pear**



**Apple**



**Mop**



**Milk**



**Lemon**



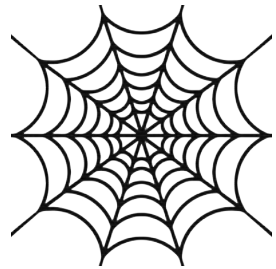
**Comb**



**Bike/bicycle**



**Bubbles**



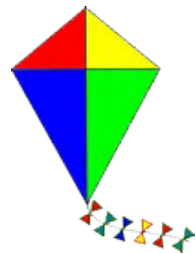
**Web**



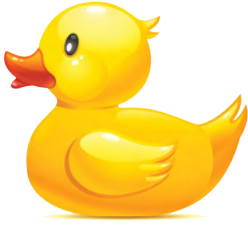
**Tiger**



**Buttons**



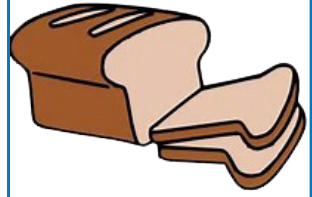
**Kite**



**Duck**



**Daddy**



**Bread**



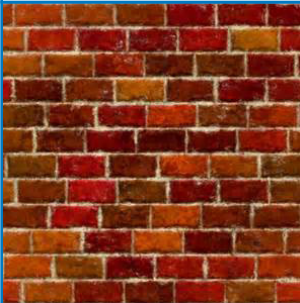
**Nurse**



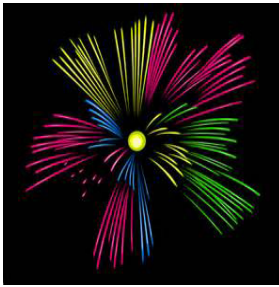
**Planet**



**Telephone/Phone**



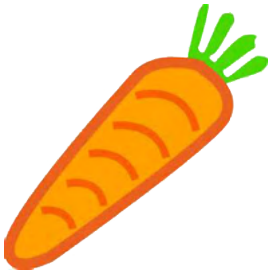
**Wall**



**Firework**



**Heart**



**Carrot**



**Bucket**



**Lock**



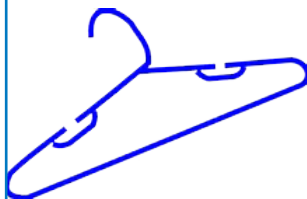
**Ghost**



**Sugar**



**Bag**



**Hanger**



**King**



**Yoghurt**



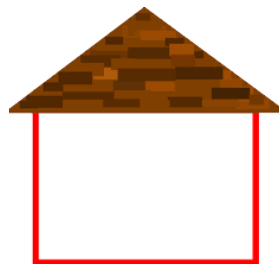
**Kayak**



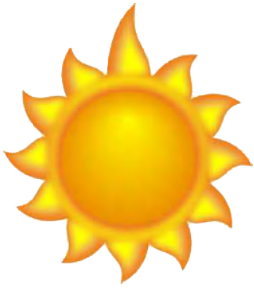
**Fire**



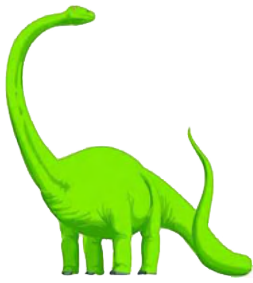
**Muffin**



**Roof**



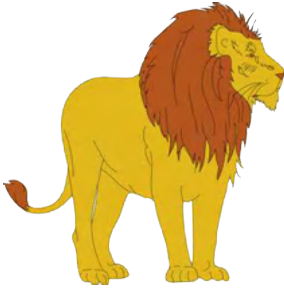
**Sun**



**Dinosaur**



**Bus**



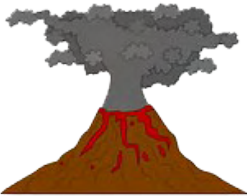
**Lion**



**Balloon**



**Wheel**



**Volcano**



**Seven**



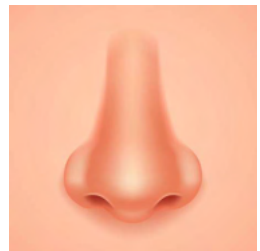
**Cave**



**Zoo**



**Wizard**



**Nose**



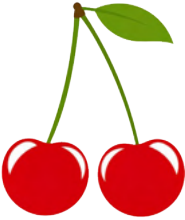
**Shark**



**Washing**



**Hairbrush/Brush**



**Cherries**



**Teacher**



**Witch**



**Jelly**



**Badger**



**Cage**



**Scarecrow**



**Smoke**



**Snowman**





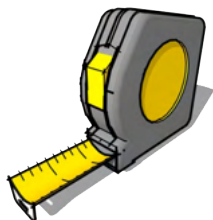
**Spanner**



**Star**



**Swim**



**Measure/  
Measuring Tape**



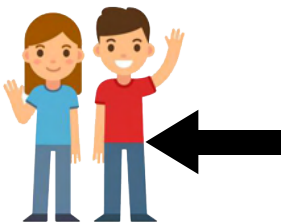
**Red**



**Giraffe**



**Thirty**



**Brother**



**Bath**



**Black**



**Brown**



**Clown**



**Crisps**



**Dress**



**Flower**



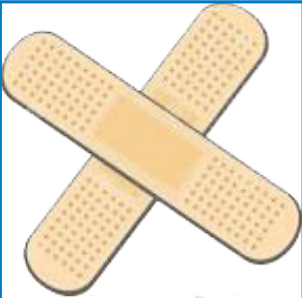
**Fruit**



**Glue**



**Grass**



**Plaster**



**Princess**



**Quiet**



**Slug**



**Tree**

**12**

**Twelve**



**Throw**