Speech Sounds: Full Screening Tool

Most children take time to develop their speech sounds. We are not expecting children to use all sounds correctly when they start to talk. It is common for younger children to be only understood by people that know them well and as they get more practice at talking their sounds and clarity improves. There are many 'typical errors' which a child may make as part of their development. You should refer to the 'Speech Sounds Wheel' on page 48 for guidance on typical development. 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.
- 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 completion 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.
- Provide feedback to parents on the child's strengths and areas for development.
- If you have been asked to complete this Screening Tool by a therapist as part of your child's assessment, please return the record form to the therapist in the agreed way.
- If you have completed this screener as part of a referral to the SALT, please pass onto parents to email to us to support their referral.
- There are strategies and ideas for supporting speech sound difficulties on our website.

Speech Sounds Assessment -

Instructions: Write what the child says in the spaces below. Use a dash if the child does not say the word. Use (c) to indicate if the child copied you.

Target sound	Word	Child says	Word	Child says	Word	Child says
		These sou	ınds typically	develop by age	2.	*
р	pear		apple		mop	
m	milk		lemon		comb	
b	bike	1	bubbles		web	7
t	tiger		buttons		kite	
d	duck		daddy		bread	1
n	nurse		planet		phone	N
		These sou	inds typically	develop by age	3.	
w	wall		firework	1		
h	heart		memoria		L ^o	
- iii	ALIGNACIA .	These sou	inds typically	develop by age	4	
c/k	carrot	1	bucket		lock	T
g	ghost	1	sugar		bag	1
ng		1	hanger		king	
У	yoghurt	1	kayak			
1	fire	1	muffin		roof	7
s	sun		dinosaur		bus	
		These sou	The second secon	develop by age	Action to the second	
1	lion	1	balloon		wheel	12
V	volcano		seven		cave	
Z	200		wizard		nose	-
sh	shark		washing		brush	
ch	cherries		teacher		witch	
	jelly		badger		cage	
S	scarecrow	1	smoke		snowman	
blend	spanner		star		swim	
			measure			
		These sou		develop by age	7.	
r	red		giraffe			
th	thirty	1	brother		bath	
blend s	black		brown		clown	
	crisps		dress		flower	Ü
	fruit	*	glue		grass	2
	plaster		princess		quiet	
	slug		tree		twelve	
	throw	1	10 11			













