

Speech sound screener

Developed by:

Children's Speech and Language Therapy in Luton and Bedfordshire

This speech sound screener helps identify which sounds a child or young person (CYP) finds challenging in different positions within words. It supports understanding of typical developmental patterns; please refer to the speech wheel on page 9 for guidance on typical development. When thinking about the level of difficulty a CYP is facing, it is important to consider the impact their speech sound difficulties have on getting their message across to adults and other CYP.

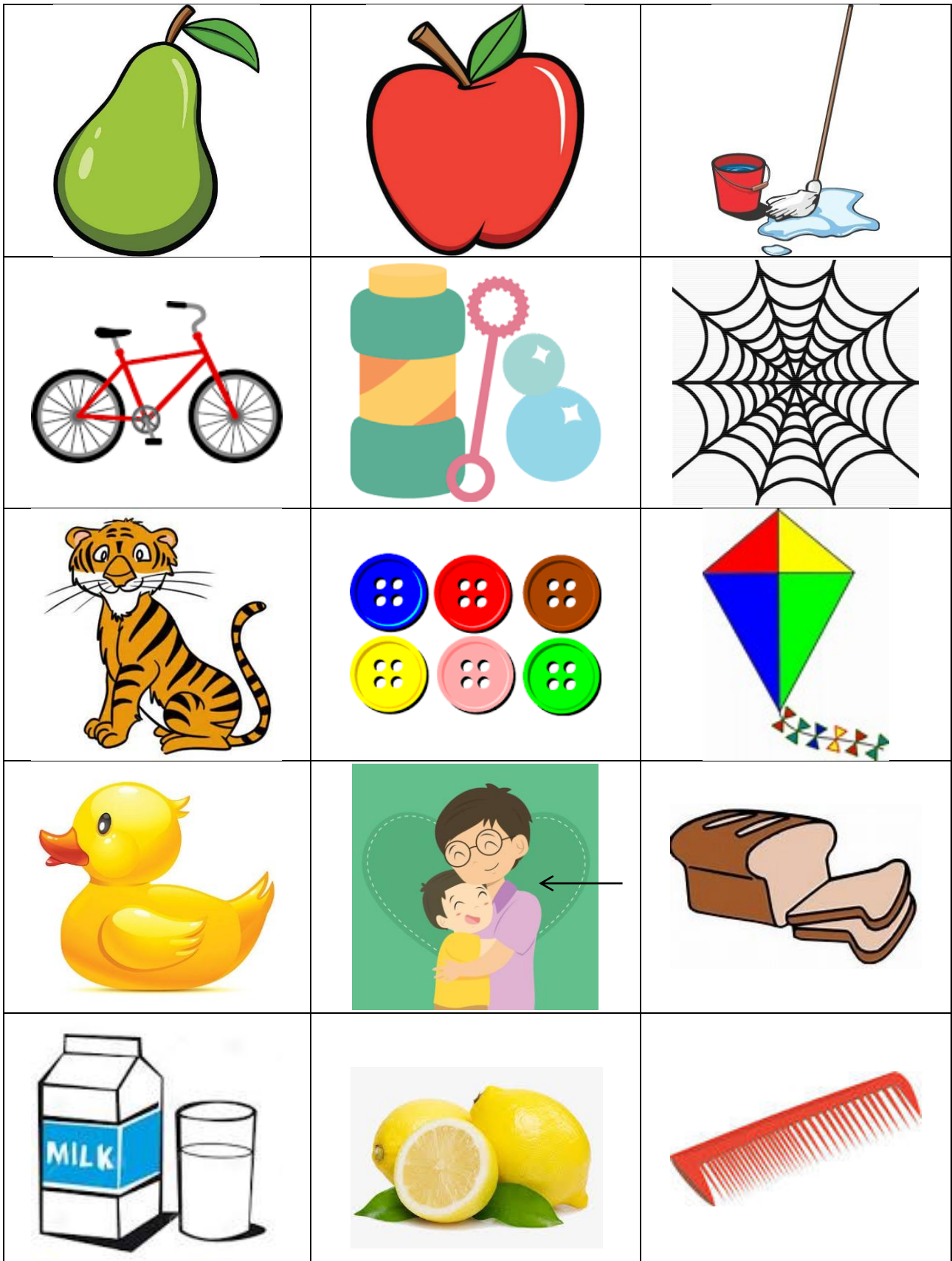
How to use:


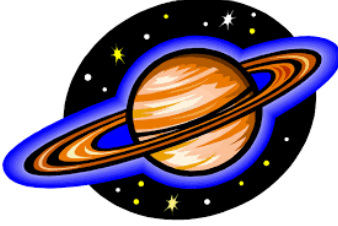


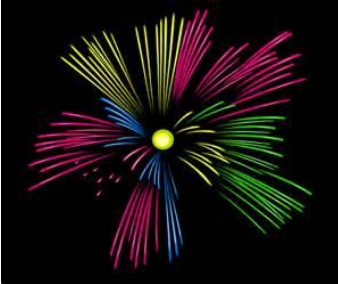

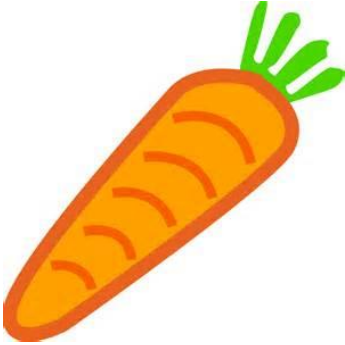





- The screener can be used to look at which sounds the CYP is finding challenging in each position in a word; most sounds are screened at word-initial, word-medial and word-final positions.
- The target words are listed on the record form on page 2. Do not share this list or your recordings with the CYP. The CYP should not be reading the words; this is a screener of how they produce the sounds in the word, not their reading skills.
- Find a quiet place where you can clearly hear the CYP's speech.
- The speech sound screener is suitable for CYP aged 3 and above. If the CYP is finding it difficult to access the screener, or is under 3, you may wish to observe their speech within their everyday language instead. Make a list of words they say during play and/or learning, document how they said it, and work out which sounds they are struggling with by comparing this to the speech wheel on page 9.
- Show the CYP the pictures from pages 3-8. Some CYP benefit from only seeing one picture at a time rather than a whole page of pictures.
- Where appropriate, use questions to elicit the target word, e.g., "what's this?", "what colour is this?", "what is she doing?". If necessary, use lead in comments, e.g., "this is the sister and this is the..." Point to the part of the picture you want the CYP to focus on.
- If the CYP does not know a word within the screener, 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, mark the code **(c)** on the screen to indicate that the CYP copied you. Use a dash (-) if the CYP does not say the word, even when it has been modelled for them
- If the CYP does not know many of the words, it is possible that they have challenges with vocabulary. If this makes the screener inaccessible for the CYP, cease and follow the advice in bullet point 4 above.
- If the CYP is able to access the screener, ideally complete it in full. This should take around 10-15 minutes. You may need to do this over a number of sessions if the CYP finds it challenging to maintain their focus.
- The record form indicates which sounds typically develop at each age from 18 months to 6+ years. As above, where possible complete the screener in full.
- If necessary, compare your findings with the CYP's production of sounds in spontaneous conversations, e.g., in play and learning.
- Gather additional information from the CYP's parents/carers, including:
 - family history of speech and language development
 - any medical diagnoses or other impacting factors
 - any sounds they notice that the CYP is finding challenging
 - how well they are understood by family members.







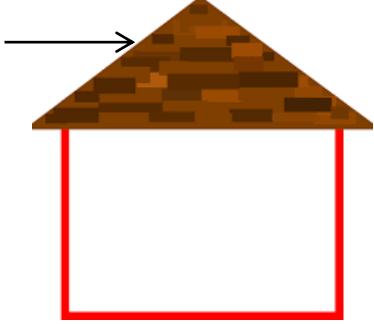
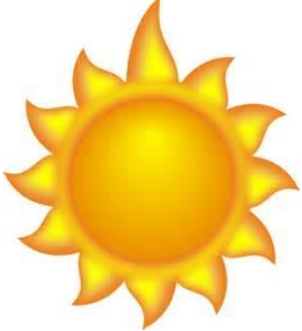
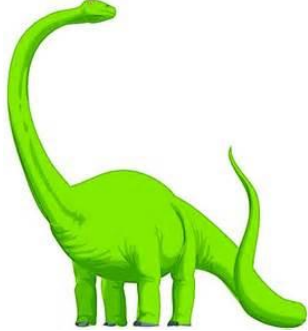

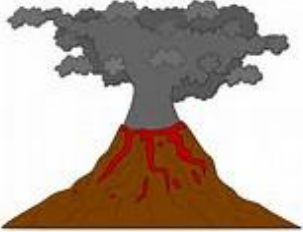


This helps to build an overall picture of the impact of their needs.



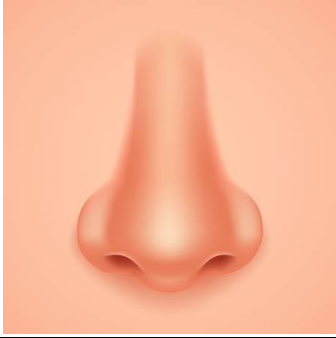
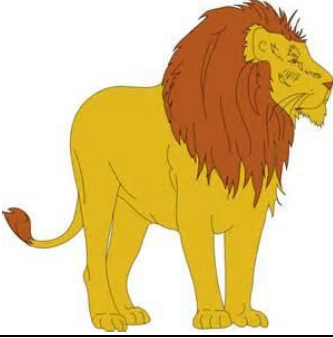





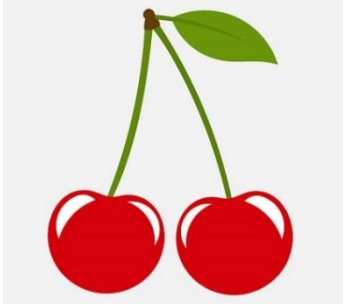





Record Form















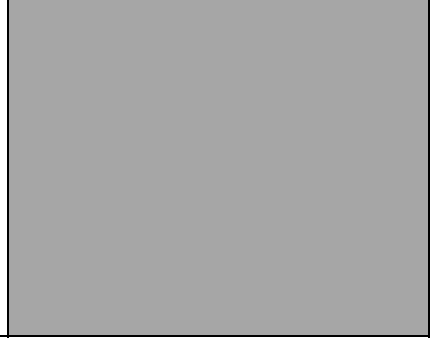



	Target sound	Word	CYP says...	Word	CYP says...	Word	CYP says...
18 months – 3 years	p	pear		apple		mop	
	b	bike		bubbles		web	
	t	tiger		buttons		kite	
	d	duck		daddy		bread	
	m	milk		lemon		comb	
	n	nurse		planet		phone	
	w	wall		firework			
	h	heart					
3-4 years	c/k	carrot		bucket		lock	
	g	ghost		sugar		bag	
	ng			hanger		king	
	y	yoghurt		kayak			
	f	fire		muffin		roof	
	s	sun		dinosaur		bus	
	v	volcano		seven		cave	
	z	zoo		wizard		nose	
4-5 years	l	lion		balloon		wheel	
	sh	shark		washing		brush	
	ch	cherries		teacher		witch	
	j	jelly		badger		cage	
	s blends	scarecrow		smoke		snowman	
	spanner		star		swim		
5-6 years	zh			measure			
	th	thirty		brother		bath	
	r	red		giraffe			
	w / l / r blends	black		brown		clown	
		crisps		dress		flower	
		fruit		glue		grass	
plaster			princess		quiet		
slug		tree		twelve			
6+	complex blends	screw		spring		throw	



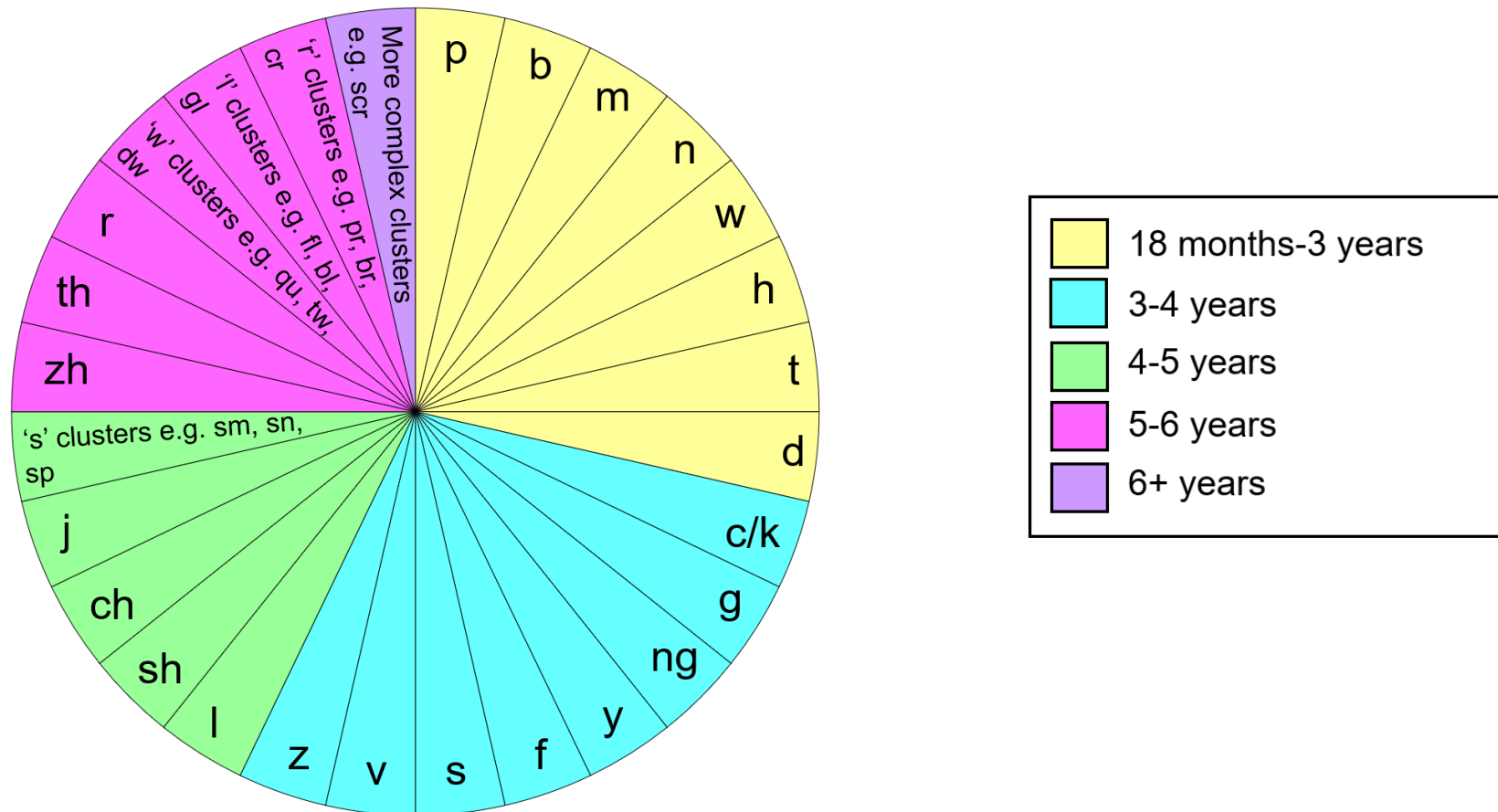
		
		
		
		
		

Speech Sound Development Wheel



The broad age bands used within this speech sound development wheel are based on norms from RCSLT, Dodd (2003) and The Clear Phonology Screening Assessment, and reflect a general developmental order.