

Speech Sound Development Checklist



Individual speech sounds develop gradually, and there is a hierarchy of sounds where some sounds develop earlier than others. The following is a guideline for approximate ages for specific sound development:

BY AGE 3 - 4:	BY AGE 7:
<ul style="list-style-type: none"> <input type="checkbox"/> p, b, m, h, w <input type="checkbox"/> f, k, g <input type="checkbox"/> y (as in yes), ng 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistency with /l/ and l-blends (as in 'flower' and 'slide') <input type="checkbox"/> zh (as in 'azure') <input type="checkbox"/> 'th' (think, mother) <input type="checkbox"/> /r/ and r-blends (as in 'frog')
BY AGE 6:	BY AGE 8 - 9:
<ul style="list-style-type: none"> <input type="checkbox"/> s, z, sh (as in 'shoe') <input type="checkbox"/> ch (as in chair), j (as in jump) <input type="checkbox"/> v <input type="checkbox"/> l (lamp) 	<ul style="list-style-type: none"> <input type="checkbox"/> All speech sounds should be produced correctly (adult-like speech production for all sounds)

YOU MAY HAVE HEARD THE TERM 'LISP.' WHAT IS A "LISP"?

A very common error is the production of /s/. There are two types of 'lisps' where the /s/ (and often the /z/) will sound slushy and unclear.

- A **lateral lisp** is an incorrect production of /s/ or /z/ whereby the child allows air to escape over the sides of her tongue resulting in a "slushy" sounding /s/ or /z/.
- An **interdental lisp** occurs when the child protrudes her tongue past between the front teeth which results in a /th/ sound substitution (e.g. "thing" for "sing").

It is recommended that a child producing either type of lisp be assessed by a Speech-Language Pathologist. This speech error will often persist long past age 8 and becomes more difficult to treat the longer it goes unaddressed.

If at any time you have a question or concern surrounding your child's speech and/or language development, please call the HearSay Speech and Hearing Centre at 905-875-3345 to speak with one of our qualified clinicians and staff.

Taken from: A. Pena-Brooks and M. Hedge, in Assessment and Treatment of Articulation and Phonological Disorders in Children, 2000, Austin TX: PRO-ED.