

Summary of Sound Development in English

| VERY EARLY | | EARLY | | INTERMEDIATE | | LATE | |
|------------|--|------------|---|--------------|--|------------|--|
| m | <u>m</u> e le <u>m</u> on co <u>mb</u> , ca <u>lm</u> | y | <u>y</u> es new <u>y</u> ear - | v | <u>v</u> an se <u>v</u> en, Ste <u>ph</u> en fi <u>v</u> e, of | ing | - fi <u>ng</u> er, ju <u>ng</u> le ba <u>ng</u> , to <u>ng</u> ue |
| n | <u>n</u> ap, <u>kn</u> ife fu <u>nn</u> y su <u>n</u> , alo <u>n</u> e | t | <u>t</u> oe ki <u>tt</u> y pu <u>t</u> , fi <u>gh</u> t | Hard | <u>th</u> ere th bro <u>th</u> er breath <u>e</u> | Soft | <u>th</u> anks, <u>th</u> umb th bath <u>th</u> tub, no <u>th</u> ing with, tooth |
| h | <u>h</u> i, <u>wh</u> o beh <u>ind</u> - | d | <u>d</u> og birth <u>d</u> ay re <u>d</u> | l | <u>l</u> ike belly ba <u>ll</u> | s | <u>s</u> ad, <u>ci</u> rcle, <u>sw</u> ord mess <u>y</u> , lace <u>s</u> fa <u>ce</u> , bu <u>s</u> |
| w | <u>w</u> et, <u>o</u> ne ki <u>w</u> i ho <u>w</u> | k | <u>k</u> at brok <u>e</u> n bo <u>ok</u> | sh | <u>sh</u> e, su <u>r</u> e, <u>ch</u> ef bu <u>sh</u> y, lo <u>ti</u> on, ti <u>ss</u> ue fi <u>sh</u> , br <u>ush</u> | z | <u>z</u> oo, <u>xy</u> lophone ea <u>s</u> y, froz <u>e</u> n cho <u>s</u> e, bu <u>zz</u> |
| p | <u>p</u> ig diap <u>e</u> r bo <u>p</u> , ca <u>p</u> e | g | <u>g</u> ive aga <u>in</u> bi <u>g</u> | ch | <u>ch</u> air crunch <u>y</u> , itch <u>y</u> , stat <u>ue</u> ouch, witch | r | <u>r</u> un, <u>ri</u> de cherr <u>y</u> , stor <u>y</u> car, ear, hair |
| b | <u>b</u> ed cow <u>b</u> oy, rabb <u>it</u> cu <u>b</u> | f | <u>f</u> oot, <u>ph</u> oto muff <u>in</u> lea <u>f</u> , laugh | j | <u>j</u> am, giraffe magic, e <u>j</u> ect, gad <u>g</u> et age, fud <u>g</u> e | s-clusters | <u>b</u> read, <u>d</u> rop, <u>f</u> rog, <u>cr</u> y angr <u>y</u> , Apr <u>i</u> l, fire <u>tr</u> uck short <u>s</u> , hors <u>e</u> , bear <u>s</u> |
| | | w-clusters | <u>qu</u> ack, <u>sw</u> im, <u>tw</u> ist equ <u>i</u> p, car <u>w</u> ash - | l-clusters | <u>bl</u> ue, <u>gl</u> ue, <u>fl</u> y, <u>cl</u> ass bubb <u>l</u> y, snow <u>fl</u> ake bag <u>el</u> , jigg <u>l</u> e, mil <u>k</u> | r-clusters | <u>tr</u> ain, <u>gr</u> ab, <u>sc</u> ream childr <u>en</u> , for <u>g</u> et, circ <u>s</u> girl, <u>ar</u> m, barn, bur <u>p</u> |

Note that for most sounds various spellings are possible (e.g., the sound 'f' can be spelled f, ff, gh, and ph).

Clusters are groups of consonants (e.g., star, cry, arm)

Difficulties that may impede sound development...

- No sound production due to lack of awareness of spoken language (deaf or hearing impaired child, cognitive impairment).
- Immature or unusual sound production due to inadequate sound representation in the brain (phonological impairment).
- No or poor sound production due to muscle weakness or lack of precision (dysarthria).
- Central motor planning problem leading to difficulty in combining sounds (apraxia).
- Problems in speech rhythm.

Examples of phonological processes (speech rules children apply unconsciously to

make word production simpler):

- Final consonant deletion: child omits the consonant found at the end of the word.
 - cup → “cu”
 - hat → “ha”
 - bag → “ba”
 - Assimilation: child uses the same consonant throughout the word.
 - doggie → “goggie”
 - TV → “TT”
 - taking → “kaking”
 - Fronting: child replaces k, g, and ng with t, d, and n respectively.
 - car → “tar”
 - garage → “darage”
 - hanger → “hanner”
 - Weak syllable deletion: child drops unstressed syllables.
 - banana → “nana”
 - telephone → “tephone”
 - Nintendo → “tendo”
 - Cluster reduction: child drops one or more consonants in a cluster.
 - tree → “tee”
 - blue → “bue”
 - star → “tar”
- *Note that more than one process can be applied to the same word:
Cry → “ty” (cluster reduction and fronting)

Intelligibility rule of thumb for normally developing children:

At 25 mos: 50% At 36 mos: 80% At 48 mos: 100%

How You Can Help your Child

1. Always show your child you are listening to what s/he is saying (do not focus solely on the form but also on the content).
2. Encourage good speaking habits such as slowing down, speaking louder, and turning to the speaker.
3. Be patient – with brain maturity come better articulation skills unless there is a medical to the child’s articulatory difficulties.

If a speech-language pathologist determines you should work on articulation skills at home:

1. Work on one sound/target at a time even if two sounds/targets are to be practiced at home (e.g., if your child says ga for cat, ask for ka or gat but not cat even if k and final sound deletion are part of his/her goals).
2. Do not correct errors that are too advanced for your child based on the sound development chart.