

Speech Sound Development Developmental Norm Chart

Age	Would usually have	Refer if	Don't worry if
2;00-2;05	m, p, t, d, n, w	Do not refer for speech sounds only at this age	Child's speech cannot be understood by unfamiliar people as this is normal at this stage
2;06- 2;11	m, p, b, t, d, n, w, f, s, h	- Limited range of sounds e.g. only uses 'd' - Vowels are wrong e.g. bee → bar - Says 't' and 'd' as 'k' and 'g', e.g. tea → key, door → goor - Child dribbles a lot, and has sluggish tongue movements or chewing difficulties - Unable to copy early single sounds, e.g. 'p', 'b', 'm', 'n', 't', 'd' - Uses unusual sounds not typically heard in the English language - Child talks through their nose - No-one, including parents understand the child (even in 1:1 situation in a quiet environment or when context known)	- Speech is not always clear - Misses off endings of words e.g. tap → ta - Says 'p', 't' and 'k' as 'b', 'd' and 'g', e.g. pie → bye, toe → doe, car → gar - Says 'f' as 'p' and 'b', e.g. four → bour - Says 's' as 't' or 'd', e.g. sun → dun - Says 'k' and 'g' as 't' and 'd', e.g. car → tar, girl → dirl - Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider - Says 'sh', 'ch' and 'j' as 's', 't' and 'd', e.g. sheep → seep, cheese → teese, jelly → delly - Confuses 'l', 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain 's' produced between the teeth, e.g. bus → both (lisps) - Says 'th' as 'd', 'f' or 'v', e.g. think → fink
3;00- 3;05	m, p, b, t, d, n, w, f, s, y, h, ng, k, g, l, s, z, v	- Any of the above - Misses off the beginnings of words e.g. pig → ig	- Speech is not 100 % clear - Misses off endings of words e.g. tap → ta - Says 'p', 't' and 'k' as 'b', 'd' and 'g', e.g. pie → bye, toe → doe, car → gar - Says 'f' as 'p' and 'b', e.g. four → bour - Says 's' as 't' or 'd', e.g. sun → dun - Says 'k' and 'g' as 't' and 'd', e.g. car → tar, girl → dirl - Reduces two consonants together in a word to one consonant, e.g. smoke → moke, spider → bider - Says 'p', 't' and 'k' as 'b', 'd' and 'g' e.g. pie → bye, toe → doe, car → gar - Says 'sh', 'ch' and 'j' as 's', 't' and 'd', e.g. sheep → seep, cheese → teese, jelly → delly - Confuses 'l', 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain 's' produced between the teeth, e.g. bus → both (lisps) - Says 'th' as 'd', 'f' or 'v', e.g. think → fink
3;06;-3;11	m, p, b, t, d, n, w, f, s, y, h, ng, k, g, l, s, z, v	- Any of the above - Has very few sounds and inconsistent, different productions of the same words - In a 1:1 situation in a quiet environment or when context known most familiar people still have difficulty understanding child	- Speech is not 100 % clear - Says 'k' and 'g' as 't' and 'd', e.g. car → tar,, girl → dirl - Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider - Says 'sh', 'ch' and 'j' as 's', 't' and 'd', e.g. sheep → seep, cheese → teese, jelly → delly - Says 'f' as 'p' and 'b', e.g. four → bour - Confuses 'l', 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain 's' produced between the teeth, e.g. bus → both (lisps) - Says 'th' as 'd', 'f' or 'v', e.g. think → fink

4;00- 4;05	All of the above + ch, j	Any of the above	- Speech is not 100 % clear - Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider - Says 'sh', 'ch' and 'j' as 's', 't' and 'd', e.g. sheep → seep, cheese → teese, jelly → delly - Says 'k' and 'g' as 't' and 'd', e.g. car → dar, girl → dirl - Confuses 'l' 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain 's' produced between the teeth, e.g. bus → both (lisps) - Says 'th' as 'd', 'f' or 'v', e.g. think → fink
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On school entry children with a mild to moderate speech delay will be managed within the schools own resources using the Speech Link programme.

Age	Would usually have	Refer if	Don't worry if
4:06- 5:05	Most sounds in isolation are clear and easy to understand	Any of the above	- Reduces two consonants together in a word to one consonant, e.g. star → tar, spider → pider - Confuses 'l', 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain 's' produced between the teeth, e.g. bus → both - Says 'th' as 'd', 'f' or 'v', e.g. think → fink - Says 'sh', 'ch' and 'j' as 's', 't' and 'd', e.g. sheep → seep, cheese → teese, jelly → delly
5:06-6:06	Generally clear and easy to understand	Any of the above	- Confuses 'l', 'y', 'w', and 'r', yellow → lellow, red → wed - Finds 'l' and 'r' blends difficult, e.g. blue → bu, train → rain - Says 'th' as 'd', 'f' or 'v', e.g. think → fink 's' produced between the teeth, e.g. bus → both