

Instructions

- Ask the child to name the pictures one by one. Make sure you listen really carefully and write down the word exactly as the child says it.
- If the child is unable to name the picture then say the word for them and ask them to repeat it but make a note that it was repeated.

For example

Target Word	Child's production of the word		
	Date:	Date:	Date:
mouse	mou		
spider	biyer		

Recommendations

If the child **isn't** saying the sounds expected for their age (see Appendix 1) and this is the **main** area of speech and language difficulty :

- Follow the advice handout 'Supporting Children with Unclear Speech' AND
- If the child is older than 3 years carry out a phonological awareness programme for a minimum of 8 weeks at least three times a week (preferably in a group)
- Record your intervention using the record sheet attached (see Appendix 2).
- Repeat the phonological screen using the same record sheet to measure progress.
- **NB If the child is older than 3 and uses less than 6 different consonant sounds and is very difficult to understand then please refer to SLT immediately with copy of speech sound screen (but still carry out phonological awareness activities).**

If the child :

- has made minimal progress (following the above intervention) OR
- has made some progress but still shows many errors AND/ OR
- is very difficult to understand


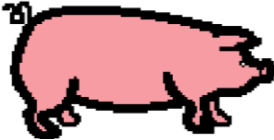
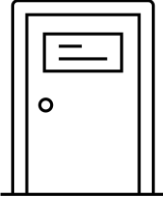

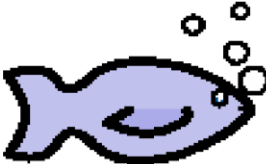
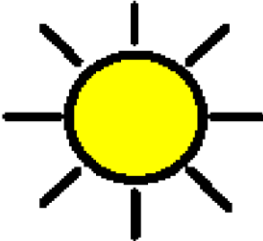
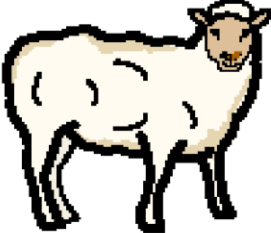







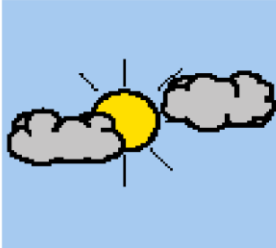





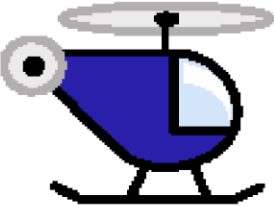
Then make a referral to SLT

Speech Sound Screen Record Sheet

Name :

Date of Birth:

Target Word	Child's Production of the Word	
	Date (Before Intervention)	Date (After a minimum of 8 weeks intervention)
mouse		
pig		
two		
door		
car		
fish		
sun		
sheep		
chair		
leaf		
driving		
jelly		
witch		
black		
flower		
cloud		
green		
tree		
spider		
sky		
butterfly		
helicopter		

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Speech and Language Therapy Appendix 1

Speech Sound Development

Approximate Age of acquisition	Sounds
3 years	p, b, t, d, m, n, f, s, z, h, w, y
3-4 years	k, g, ng
4-5 years	l, r, ch and j l, w, r and s consonant blends e.g floor, train, spider, twelve, nest, qu(kw)een
6-7 years	r, th

Speech sound processes

Children go through a pattern of simplifying sounds when developing their speech. These simplifications are called 'phonological processes' and are part of normal development. See below for the most frequent phonological processes :

Phonological process	Example	Approximate age the process should disappear
Final consonant deletion	The final consonant is omitted. e.g. bus -bu, sock -so	3 years
Fronting	Sounds made at the back of the mouth are replaced with sounds made at the front. e.g. car-tar, girl-dirl.	3 -4 years
Stopping	Long sounds are replaced by short sounds e.g. sun-dun, fire-pire , shop-top	3 – 4 years
Weak syllable deletion	The weak syllable is omitted. e.g. nana for banana, puter for computer	4 -5 years
Cluster reduction	Words with two or more consonants together are simplified to one consonant. e.g. flower-fower, crab- cab, spoon poon, star-tar	4- 5 years
Gliding	l and r sounds are replaced by w and y sounds. e.g. rabbit-wabbit, like-wike	5-6 years

Speech and Language Therapy Appendix 2

Children's Speech and Language Therapy Progress Record

To be used to record speech and language therapy target practice. Please attach to referral or re-referral to act as a record of progress and practice.

Name of child	DoB	Setting name	Intervention Package used
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Date	Staff name/role	Section/activity as identified in SaLT targets or intervention package	Session notes/progress

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