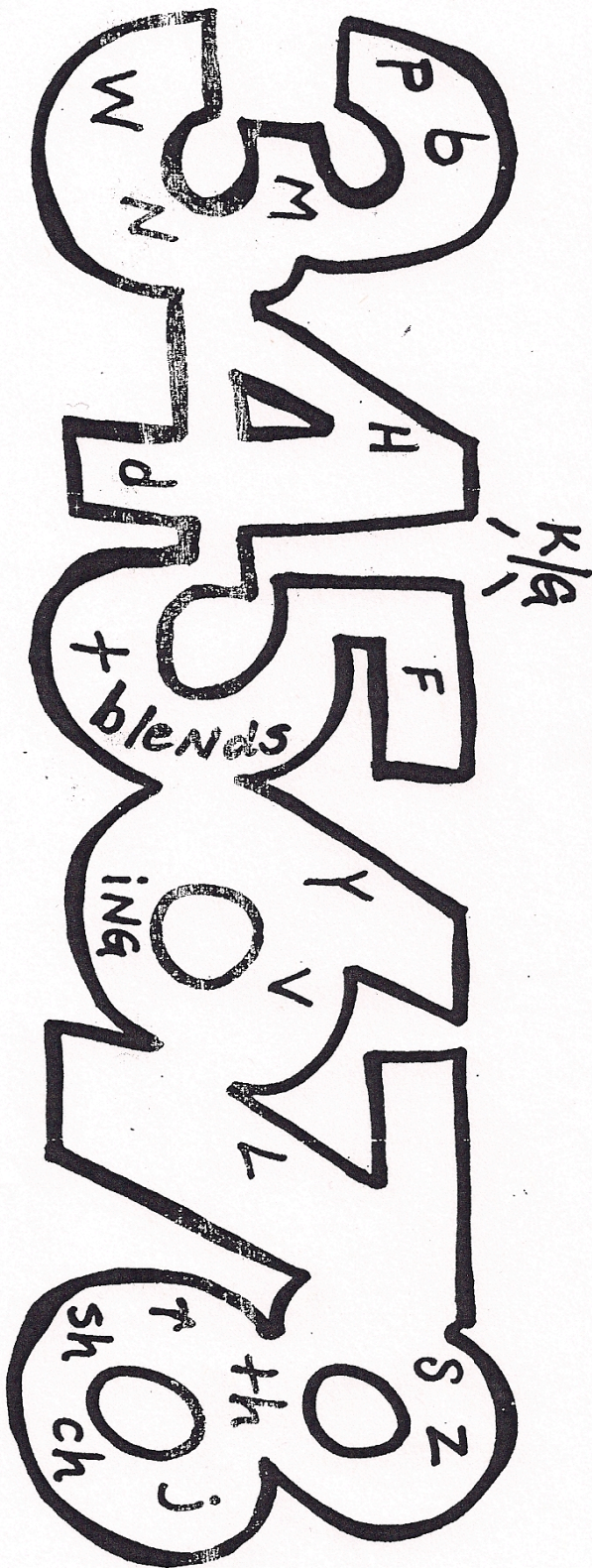


7

THE DEVELOPMENT OF SPEECH SOUNDS IN CHILDREN

Dear Parents,

This chart shows at what age 90 percent of boys and girls can articulate the English consonants correctly. Vowels are correctly produced by the age of three. All children do not develop at the same time and in the same way, so we cannot expect correct speech from every child in the preschool through primary grades.



- The following sources were consulted for development of these norms: Goldman (et al) 2000; A Smit (et al) 1990; P. Grunwell, 1982; Stoell-Gammon & Dunn, 1985; Poole, 1934; and Templin, 1952.



Sound Bombardment Books

Sound	Title	Author
SH	Sheep on a Ship	Nancy Shaw
	Sheep in a Shop	
J	Sheep on a Jeep	
CH	Achoo!	Mercer Mayer
S-blends (sk, st, sn, etc)	The Jacket I Wear in the Snow	Shirley Neitzle
	Snake In, Snake Out	Linda Banchek
	The Very Busy Spider	Eric Carle
R	Rotten Ralph	Jack Gantos
K	Who Stole the Cookies from the Cookie Jar?	Margaret Wang
	Caps for Sale	Esphyr Slobodkina
G	Goodnight Moon	Margaret Wise Brown
H	Hiccup	Mercer Mayer
	But not the Hippopotamus	Sandra Boynton
L	Leo the Late Bloomer	Robert Kraus
	Lyle, Lyle Crocodile	Bernard Waber
All sounds	“ My [letter sound] book” My First Steps to Reading	Scholastic books featuring all consonant sounds

How do I make this sound?????

Speech Sound	We call it the....	How to help children produce it
P	Popping lips	Pop your lips together, keep your voice OFF
B	Bumping lips	Bump your lips together, make sure your voice is ON
M	Yummy lips	Put your lips together, and make a yummy sound
N	Nose sound	Put your tongue up, and make the sound come out of your nose
T	Tick-tock sound/ tongue dancing sound	Put your tongue up, keep your voice OFF
D	Ding-dong sound/ noisy tongue dancing sound	Put your tongue up, make sure your voice is ON
K	Coughing sound/choking sound	Put your tongue way in the back, or put your tongue way down in the basement, keep your voice OFF
G	Noisy choking sound	Put your tongue way in the back, or put your tongue way down in the basement and keep your voice ON
F	Friendly dragon	Bite your bottom lip, and blow some air, or tuck your bottom lip in and blow
S	Snake sound	Make a snake sound, or Smile and push the air out
SH	Quiet sound	Push your lips out
W	Wind sound	Can you 'ooooo' like the wind? Push your lips out
TH	Tongue sandwich	Stick your tongue between your teeth

Language Development in Preschoolers

Age	Typical Language Development
3 years	<ul style="list-style-type: none"> -Uses pronouns, I, you, me correctly -Uses some plurals and past tenses -Knows at least 3 prepositions (usually in, on, under) -Knows main body parts and should be able to point to them when asked -Speaks in 3 word sentences -Has about 900-1000 words -About 85% of speech is intelligible -Begins to use many verbs -Relates his/her experiences so they can be followed with reason -Can answer simple 'what if..' questions -Should be able to tell his/her name, age, and gender -Should NOT be able to answer all questions, even though he/she understands what it expected
4 years	<ul style="list-style-type: none"> -Knows names of familiar animals -Can use at least 4 prepositions or can follow directions relating to them -Names common objects in picture books or magazines -Points out common objects in his/her environment -Knows one or more colors -Can repeat 4 digits when they are given slowly -Can usually repeat words of 4 syllables -Demonstrates understanding of 'over' and 'under' -Engages in pretend or 'make believe' play -Understands concepts such as 'longer' and 'larger' in context -Readily follows simple directions -Often repeats words, phrases, syllables and even sounds -95% intelligible
5 years	<ul style="list-style-type: none"> -Can use many descriptive words spontaneously (adjectives and adverbs) -Knows common opposites: big/little, hard/soft, heavy/light, open/shut, etc. -Has number concepts of 4 or more -Can count to at least 10 -99% intelligible, in spite of misarticulations -Can repeat sentences of up to 9 words -Can define common objects by their use/function -Understands simple time concepts: morning, afternoon, night, day, later, after, tomorrow, yesterday, today -Speech should generally be grammatically correct

Wordless Books

A Boy a Dog and a Frog, by Mercer Mayer

Goodnight Gorilla, by Peggy Rathman

Breakfast for Jack, by Pat Schories

Dinosaur, by Peter Sis

Hats!, by Kevin Luthardt

Magpie Magic, by April Wilson

The Red String, by Margot Blair

Where's the Bear? by Charlotte Pomerantz

Good Dog Carl, by Alexandra Day

More can be found at www.childrenslit.com

Books for Teaching Language Concepts

Language Concept	Book/ Author
Pronouns	<i>He Bear, She Bear</i> , Stan Berenstain
	<i>The Runaway Bunny</i> , Margaret Wise Brown
Prepositions	<i>We're Going on a Bear Hunt</i> , Michael Rosen
	<i>Bears in the Night</i> , Stan Berenstain
Sequencing events	<i>The Very Hungry Caterpillar</i> , Eric Carle
	<i>I know an Old Lady who Swallowed a Fly</i> , various authors
Rhyming	<i>There's a Wocket in my Pocket</i> , Dr. Seuss
	<i>I can't said the Ant</i> , Polly Cameron
Attributes	<i>Tails</i> , Matthew VanFleet
	<i>The Foot Book</i> , Dr. Seuss
Plurals	<i>Bears on Wheels</i> , Stan Berenstain