

Speech Sound Development

In English

- * Children aged 5 and above should be 90% intelligible to a new listener in unfamiliar context
- * Able to produce most speech sounds
 - * Exceptions: r (**r**abbit)
l (**l**amp),
th (**th**umb)
sh (**sh**oe)
j (**j**ar)
ch (**ch**urch)
- * In other words, it is still OK for the student in kindergarten to say:

r → wabbit/rabbit
fowa/four
l → yamp/lamp
yeaf/leaf
th → free/three
baf/bath
tumb/thumb
sh → soo/shoe
j → dump/jump, zhump/jump
ch → shair/chair

- * /s/ and /z/ are still developing however a frontal lisp should be corrected by age 5 to 6.
 - * In other words, th/s or th/z is NOT ok
 - * Thay/say, thee/see, thipper/zipper

RED FLAGS:

- * The child is extremely unintelligible
- * The child has multiple sound errors that result in very poor intelligibility, or many words being produced the same
- * The child's errors are inconsistent (e.g. he produces the same word three different ways)
- * The child seems to have physical difficulties moving his tongue and lips into position
- * The child is consistently omitting one of the following: initial sound, final sound, unstressed syllable, one sound in a cluster

Development des sons

In French

- * Students in kindergarten should be intelligible to a new listener in an unfamiliar context most of the time.

- * Able to produce most single sounds

- * Exceptions: ch (**ch**aussure),
s (**s**oulier)
j (**j**us)
y (**y**ogourt)

- * In other words it is still OK for the student at age 5 to 6 to say:

ch → sef/ chef,
saussure/ chaussure
s → choleil / soleil
j → zus/ jus
y → logourt/ yogourt

- * Children in kindergarten should be able to produce the following clusters; bl, fl, kr, pw, bw

- * Exceptions: fr (**f**romage)
br (**b**ruit)
tr (**t**rois)
vj (**v**jãd)
scu (**s**cuit)

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Things you can do to help the student:

- ❖ Work on phonological awareness and letter-sound awareness activities.
- ❖ Provide many models of the sound to the student
- ❖ Don't correct the student when they make an error, instead provide an immediate model with the correct pronunciation (eg: *Student: J'ai vu le chinge.*

Teacher: T'as vu le singe? Moi aussi j'ai vu le singe!)

- ❖ Make sure the student can clearly see your face and that you are at the student's eye level.
- ❖ Provide visual/ gestural support (e.g: putting your finger to your lips for the 'ch' sound).
- ❖ Use a clear, easy to follow rate of speech.
- ❖ If you don't understand what the student has said, ask closed questions (yes/no, or providing two choices) to help you understand the message.
- ❖ Encourage the student's effort to communicate.