

# SPEECH SOUND DEVELOPMENT

ACQUISITION OF SPEECH SOUNDS BASED ON THE AGES WHEN 90% OF ENGLISH SPEAKING CHILDREN PRODUCE SINGLE SOUNDS AT THE WORD LEVEL.

## EARLY DEVELOPING SOUNDS GENERALLY AGES: 2YRS - 3YRS & 11 MOS

BY 2; 11

/b/

/m/

/n/

/p/

/h/

/w/

/d/

BY 3; 11

/g/

/k/

/f/

/t/

/ng/ (sing)

/j/ ("y" as

in yellow)

## MIDDLE DEVELOPING SOUNDS GENERALLY AGES: 4YRS - 4YRS & 11 MOS

/v/

/dʒ/ (as in  
judge)

/s/

/l/

/z/

/tʃ/ ("ch"  
as in chair)

/ʃ/ "sh" as  
in shoe

## LATER DEVELOPING SOUNDS GENERALLY AGES: 5YRS - 6YRS & 11 MOS

BY 5; 11

/r/

/ð/ voiced

"th" as in

that

BY 6; 11

/θ/

voiceless

"th" as in

bath

HAVE QUESTIONS REGARDING YOUR CHILD'S  
SPEECH SOUND DEVELOPMENT?



EMPOWERING CONNECTIONS  
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# LANGUAGE DEVELOPMENT MILESTONES



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## BY 1 YEAR OLD

- RECOGNIZES NAME
- SAYS 2-3 WORDS BESIDES "MAMA" AND "DADA"
- IMITATES FAMILIAR WORDS
- UNDERSTANDS SIMPLE INSTRUCTIONS
- RECOGNIZES WORDS AS SYMBOLS FOR OBJECTS: CAR - POINTS TO GARAGE, CAT - MEOWS

- UNDERSTANDS "NO"
- USES 10 TO 20 WORDS, INCLUDING NAMES
- COMBINES TWO WORDS SUCH AS "DADDY BYE-BYE"
- WAVES GOOD-BYE AND PLAYS PAT-A-CAKE

- MAKES THE "SOUNDS" OF FAMILIAR ANIMALS
- GIVES A TOY WHEN ASKED
- USES WORDS SUCH AS "MORE" TO MAKE WANTS KNOWN
- POINTS TO HIS OR HER TOES, EYES, AND NOSE
- BRINGS OBJECT FROM ANOTHER ROOM WHEN ASKED

## BETWEEN 1 - 2

## BETWEEN 2 - 3

- IDENTIFIES BODY PARTS
- CARRIES ON 'CONVERSATION' WITH SELF AND DOLLS
- ASKS "WHAT'S THAT?" AND "WHERE'S MY?"
- USES 2-WORD NEGATIVE PHRASES SUCH AS "NO WANT".
- FORMS SOME PLURALS BY ADDING "S"; BOOK, BOOKS
- HAS A 450 WORD VOCABULARY
- GIVES FIRST NAME, HOLDS UP FINGERS TO TELL AGE
- COMBINES NOUNS AND VERBS "MOMMY GO"
- UNDERSTANDS SIMPLE TIME CONCEPTS: "LAST NIGHT", "TOMORROW"
- REFERS TO SELF AS "ME" RATHER THAN BY NAME

- TRIES TO GET ADULT ATTENTION: "WATCH ME"
- LIKES TO HEAR SAME STORY REPEATED
- MAY SAY "NO" WHEN MEANS "YES"
- TALKS TO OTHER CHILDREN AS WELL AS ADULTS
- SOLVES PROBLEMS BY TALKING INSTEAD OF HITTING OR CRYING
- ANSWERS "WHERE" QUESTIONS
- NAMES COMMON PICTURES AND THINGS
- USES SHORT SENTENCES LIKE "ME WANT MORE" OR "ME WANT COOKIE"
- MATCHES 3-4 COLORS, KNOWS BIG AND LITTLE

- CAN TELL A STORY
- HAS A SENTENCE LENGTH OF 4-5 WORDS
- HAS A VOCABULARY OF NEARLY 1000 WORDS
- NAMES AT LEAST ONE COLOR
- UNDERSTANDS "YESTERDAY," "SUMMER", "LUNCHTIME", "TONIGHT", "LITTLE-BIG"
- BEGINS TO OBEY REQUESTS LIKE "PUT THE BLOCK UNDER THE CHAIR"
- KNOWS HIS OR HER LAST NAME, NAME OF STREET ON WHICH HE/SHE LIVES AND SEVERAL NURSERY RHYMES

## BETWEEN 3 - 4

## BETWEEN 4-5

- HAS SENTENCE LENGTH OF 4-5 WORDS
- USES PAST TENSE CORRECTLY
- HAS A VOCABULARY OF NEARLY 1500 WORDS
- POINTS TO COLORS RED, BLUE, YELLOW AND GREEN
- IDENTIFIES TRIANGLES, CIRCLES AND SQUARES
- UNDERSTANDS "IN THE MORNING", "NEXT", "NOONTIME"
- CAN SPEAK OF IMAGINARY CONDITIONS SUCH AS "I HOPE"
- ASKS MANY QUESTIONS, ASKS "WHO?" AND "WHY?"

- HAS A SENTENCE LENGTH OF 5-6 WORDS
- HAS A VOCABULARY OF AROUND 2000 WORDS
- DEFINES OBJECTS BY THEIR USE (YOU EAT WITH A FORK) AND CAN TELL WHAT OBJECTS ARE MADE OF
- KNOWS SPATIAL RELATIONS LIKE "ON TOP", "BEHIND", "FAR" AND "NEAR"
- KNOWS ADDRESS

- KNOWS COMMON OPPOSITES LIKE "BIG/LITTLE"
- UNDERSTANDS "SAME" AND "DIFFERENT"
- COUNTS TEN OBJECTS
- ASKS QUESTIONS FOR INFORMATION
- USES ALL TYPES OF SENTENCES, FOR EXAMPLE "LET'S GO TO THE STORE AFTER WE EAT"

## BETWEEN 5 - 6

HAVE QUESTIONS REGARDING YOUR CHILD'S LANGUAGE DEVELOPMENT?

