

Speech Sound Screen

This screen can be used to help you to decide whether to refer to the Speech and Language Therapy service.

Try and sit in a quiet space so you can hear the child's speech clearly

Look at the child's mouth to help you work out what sounds they are using

For each picture ask the child "what is this ?"

If the child cannot name the picture or uses the wrong vocabulary you can try sentence completion e.g., "we eat cereal with a" - it is easier to understand the child when context is given

If you are not sure which sounds are problematic, put some objects/pictures in a feely bag and ask them to tell you what they are as they pull them out of the bag#

Ask them to copy you after you say the word but note that this word is copied

Circle the child's response on the assessment sheet, any responses that do not achieve the target sound should help you to work out if the difficulties are with sounds at the beginning or the end of words.

Use the intelligibility scale to help you work decide who can and who can't understand the child. This will help you to think about the impact of the speech sound difficulties.

Do immediate members of the family understand the child ?				
Always	Usually	Sometimes	Rarely	Never
5	4	3	2	1

Do familiar staff in setting/school understand the child ?				
Always	Usually	Sometimes	Rarely	Never
5	4	3	2	1

Do strangers/unfamiliar people understand the child ?				
Always	Usually	Sometimes	Rarely	Never
5	4	3	2	1

Age range	Green – no referral required	Amber – child will need some universal strategies and some target support	Red – child will need some universal strategies and targeted support followed by referral to the service
3-3.6	Still some sound substitutions with middle sounds Speech can generally be understood by familiar adults	Concerns in this area but not meeting red criteria Setting staff cannot always understand what the child says	Misses off or changes early sound sat the beginning of words Parents cannot understand what the child says
3.6 - 4.0	Still some sound substitutions with middle sounds Speech can generally be understood by familiar adults	Concerns in this area but not meeting red criteria Less familiar adults cannot always understand what the child says	Misses off or changes early sounds Familiar adults cannot understand what the child says
4.0-4.11	Still some substitutions with sounds that come later ie, sh,ch,l,r,th and when two sounds come together in blends i.e., train>tain spoon>poon Speech can be understood by most people most of the time	Concerns in this area but not meeting red criteria Sound substitutions with middle sounds	Misses off or changes early sounds Misses off the end of words Familiar adults cannot understand what the child says
5.0-6.11	Speech is generally easy to understand Occasional errors with late sounds l or r	Concerns in this area but not meeting red criteria Some difficulties with later acquired sounds Some difficulties with blends	Misses off or changes early and middle sounds Consistent problems across a range of late sounds And ... Speech is difficult to understand Or ... Child is aware and upset by their speech sound difficulties