

# Speech Sound Screening Tool

Bury Children's Speech and  
Language Therapy

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## **What is the Speech Sound Screening Tool?**

This Speech Sound Screening Tool is a tool designed to gather information on a child's 'speech'.

'Speech' refers to the sounds used to make up words.

Children with speech sound difficulties can be difficult to understand. This can impact upon their confidence, reading, writing and spelling (ICAN, 2006)

Children with speech sound difficulties need frequent opportunities to hear and practice new sounds. Practice at home and school throughout the week to support their speech sound development.

The tool looks at a child's pronunciation of consonants within words. The tool will help you analyse the results and guide you to support the child at home and school. It aims to help you decide when a child needs referring for specialist Speech and Language Therapy.

The tool involves your child naming 55 pictures.

The tool should be completed in English – if you have concerns with speech sounds in another language please request an assessment from Speech and Language Therapy – please make this clear on the 'request for assessment form'.

This screen should be used with children who can make sentences containing a minimum of 2 to 3 words or children between the ages of 2 years and 7 years.

## Who can deliver the Speech Sound Screening Tool?

It can be delivered by any adults; health staff, education staff and parents.

## How do I prepare?

- Print out:
  - Bury Speech Sound Pictures (you can laminate these to keep them safe to use again)
  - Bury Speech Sound Record Form
  - Bury Speech Sound Analysis Form.
- Find a quiet and distraction-light environment (so you can hear the child and the child's attention is on you).
- Consider how to keep the child motivated. This will be different for each child – e.g. motivators during, motivator after, movement breaks, completing a few pages at a time.

## How do I complete the screen?

- Ask the child to name each picture. If your child doesn't know what the picture is, try giving them a choice 'is it a monkey or a cat?'.
- Listen carefully to how your child says the word – each word is designed to get the child to say a specific sound in a specific position of the word. Listen carefully for this sound:
  - tick the box if your child said it correctly or
  - write what sound you heard if it sounded different

It is ok to ask your child to say the word again if you need to but be aware that some children don't like doing this.

## What to do next?

Once you've completed the screen, you'll need to analyse your results. It is likely that your child will have produced some sounds correctly, and some with errors.

Follow the below steps to make analysis simple:

1. Look at the errors on your Record Form and the Analysis Form side by side.
2. Work through each question on the analysis form (column one). This will direct you to specific lines/ columns on your Record Form (colour coded).
3. Firstly, you will identify if your child used that error process. Tick yes if they used that error, and no if they didn't use it.
4. Then, you will identify if that error is age appropriate or not. You do not need to do this step if they didn't use that error – move onto the next step.  
Compare your child's chronological age to the age it resolves by. If your child is younger than the age the error resolves, tick 'yes, age appropriate'  
If your child is older than the age the error resolves, tick 'no, error process should have resolved'.
5. Do this with all error processes
6. Use the guidance on page 6 to identify how to support the child.

Chronological age: \_\_ years, \_\_ months

Error Process	Examples	Is the error process used?	Age resolves	If yes, is the process age appropriate?
<b>Are the end sounds of words missing?</b>	Sheep → Shee Web → we Hat → Ha Bed → Be	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 3 years and 9 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing the 'k', 'g' and 'ng' as a 't' or 'd'?</b>	Key → tey Girl → dir Ring → rind	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 4 years and 5 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing the 'f' 'v' 's' and 'sh' as a p, b, t or d?</b>	Fish → bish Sock → dock Van → ban Shoe → tu	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 4 years and 5 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child reducing clusters/ sound blends?</b>	Spoon → boon Star → sar Scarf → garf	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 4 years and 6 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing 'ch' or 'j' as t d or sh?</b>	Cheese → teese Jelly → dely Ketchup → keshup	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 5 years and 5 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing 'sh' as a 's'?</b>	Shoe → su	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 5 years and 5 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing 'r' or 'l' as a 'w' or 'y'?</b>	Rocket → wocket Leaf → yeaf Balloon → bawoon	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 6 years and 5 months	<input type="checkbox"/> Yes, age appropriate <input type="checkbox"/> No, error process should have resolved - refer
<b>Is the child producing 'th' as a 'f'?</b>	Think → fink	<input type="checkbox"/> Yes <input type="checkbox"/> No	dialect	<input type="checkbox"/> Age appropriate
<b>Is the child missing the first sound off words?</b>	Pig → ig Nose → ose	<input type="checkbox"/> Yes <input type="checkbox"/> No	n/a	<input type="checkbox"/> Refer
<b>Is the child replacing sounds with the 'k' or 'g' sound?</b>	Teddy → keggy Doll → goll	<input type="checkbox"/> Yes <input type="checkbox"/> No	n/a	<input type="checkbox"/> Refer
<b>Is the child replacing sounds with the 'm' or 'n' sound?</b>	Ball → mall Girl → nirl	<input type="checkbox"/> Yes <input type="checkbox"/> No	n/a	<input type="checkbox"/> Refer
<b>Anything else?</b>	-Vowel errors -Sounds 'nasal'	<input type="checkbox"/> Yes <input type="checkbox"/> No	n/a	<input type="checkbox"/> Refer

## Next steps:

Your child ticked 'yes, age appropriate' for ALL boxes:

- You do not need to refer to Speech and Language Therapy at this time.
- Complete the phonological awareness pack.
- Repeat screen in 6 months if you continue to have concerns.

If your child ticked ANY box that states 'refer':

- Refer to Speech and Language Therapy AND
- Work on the resource packs (see page 7)

## How do I request an assessment from Speech and Language Therapy?

You can find our 'Request for assessment' form on our Bury Directory Page under 'downloads':

<https://theburydirectory.co.uk/services/speech-and-language-therapy-paediatric-community-services>

When completing the form, please attach the **speech sound screen record and analysis form**. If you are completing the request for assessment form following intervention using the activity packs, then also attach the **record of practice** sheets.

If the child has not had a recent hearing test then it would be beneficial to refer them for one.

***Irrespective of this screening tool, please refer to Speech and Language Therapy if you have concerns with stammering. This tool can still be completed with those with speech sound difficulties who also stammer. Please discontinue if causing distress.***



## Resource packs

### Which pack / sound should I start with?

Once you have completed the speech sound screen and have identified the sounds that your child is having difficulties with, choose one of the sounds the child had errors with to work on. Start with the sound that the child can produce in isolation. They are most likely to have success with this pack.

If your child can't produce any of their tricky sounds in isolation – choose any.

### How often do I carry out the activities?

It is advised that activity packs are completed for short periods, regularly – e.g. 10 minutes at least 3 times per week.

### I still have questions / concerns:

- **Videos:** If you are unsure how to complete the speech sound screen or the resource pack, then please head over to our YouTube page which provides video examples for you to watch and follow:
- Speech Sound Screening tool: [https://youtu.be/7FSqj46E\\_hc](https://youtu.be/7FSqj46E_hc)
- Resource pack: <https://youtu.be/wRLuG2ZQSK4>
- **Queries:** If you have any further questions or concerns with completing the speech sound screen, activity packs or request for assessment form then please contact the department on: [burypaediatricslt@nca.nhs.uk](mailto:burypaediatricslt@nca.nhs.uk)