

SPEECH DEVELOPMENT TRACKING SHEET
Provo School District

NAME: _____ SCHOOL: _____ BIRTHDATE: _____

AGE SPEECH DEVELOPMENT DATE

| | | | | | | |
|-------------------|---|--|--|--|--|--|
| 0-3 months | Birth cry -- Non-differentiated | | | | | |
| | Reflexive sound making: produces glottal catch and sounds (eh, uh, ah) | | | | | |
| | Vegetative sounds w/ phonation but incomplete resonance | | | | | |
| | Coos and gurgles | | | | | |
| | Begins blowing bubbles | | | | | |
| | Definite stop and start to oral movement | | | | | |
| | Starts differentiated crying (true vocal communication occurs) | | | | | |
| 3-6 months | Babbling begins: Double syllables -- (VCV aga) Puts lips together— says m Nasal tone is heard | | | | | |
| | Vocalizes pleasure and displeasure | | | | | |
| | Stops vocalizing when adult enters | | | | | |
| | Self-initiated vocal play | | | | | |
| | Coos, chuckles, gurgles, and laughs | | | | | |

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|----------------------|--|------|--|--|--|--|
| | Babbles to self, others, and objects | | | | | |
| | Babbling shows some pitch and inflection change | | | | | |
| | Greater independent control of tongue | | | | | |
| 6-9 Months | May use m,n,t,d,b,p,z , in babbling multiple syllables | | | | | |
| | Babbles in singing tones | | | | | |
| | Inflected vocal play | | | | | |
| | Repetitive syllable production | | | | | |
| | Increased lip control | | | | | |
| 9-12 Months | Vocalizes during play and to mirror | | | | | |
| | Jabbers loudly using most sounds | | | | | |
| | Variegated babbling begins – combines different syllables in vocal play | | | | | |
| | May acquire first true word (10-18 months) | | | | | |
| 1-1 1/2 Years | Uses jargon (sentence like intonation) | | | | | |
| | Some echolalia | | | | | |
| | Uses vocables – sound-meaning relationships | | | | | |

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|------------------------|--|------|--|--|--|--|
| | Basically unintelligible except for a few words | | | | | |
| | Accurately imitates some words | | | | | |
| | First words primarily CV, VC, CVCV reduplicated , and CVCV | | | | | |
| | Predominance of m,w,b,p | | | | | |
| | Elevates tongue tip | | | | | |
| 1 1/2- 2 Years | More words than jargon—jargon almost gone by 2 | | | | | |
| | Asks questions by raising intonation | | | | | |
| | Approximately 65% intelligible by 2 years | | | | | |
| | Starting to use CVC words | | | | | |
| 2-2 1/2 Years | Approximately 70% intelligible | | | | | |
| | May omit final consonants; reduce consonant blends; substitution of one consonant for another | | | | | |
| 2 1/2 – 3 Years | Still some substitution and distortion of consonants | | | | | |
| | About 80% intelligibility | | | | | |
| | About 90% correct vowel production | | | | | |

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| 3-3 1/2 Years | Uses final consonants most of time, still omits medial consonants frequently | | | | | |
| | Phonological processes disappearing by age 3: Consonant assimilation Diminutization Doubling Final consonant deletion Prevocalic voicing Reduplication Unstressed syllable deletion Velar fronting | | | | | |
| 3 1/2 –4 Years | 98% of speech is intelligible | | | | | |
| | Consonants mastered by age 4: /b, d, k, g, f, y / | | | | | |
| | Phonological processes continuing after age 3: Cluster reduction Depalatalization Final devoicing Gliding Stopping Vocalization | | | | | |
| 4-4 1/2 Years | Few omissions and substitutions of consonants | | | | | |
| | Very intelligible in connected speech | | | | | |

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|---------------------------|--|------|--|--|--|--|
| 4 1/2- 5 Years | Most consonant sounds used consistently and accurately, but not in all contexts | | | | | |
| | More errors present in difficult blends | | | | | |
| 5-6 Years | Intelligibility of speech is almost 100% | | | | | |
| | Consonants mastered by age 6: (t, ng, l) | | | | | |
| 6-7 Years | Consonants mastered by age 7: (sh, ch, r, v, j, voiceless th) | | | | | |
| | Blends mastered by age 7: (dr, cl, bl, gl, tr, st, sl, sw, sp) | | | | | |
| 7-8 Years | Consonants mastered by age 8: (voiced th, s, z, zh) | | | | | |
| | | | | | | |

SOURCES FOR LANGUAGE CHECKLISTS

Development Charts by Pro-Ed

Rosetti's Infant Toddler Language Scale

Pre-School Language Scale – 3 (PLS-3)

“Milestones in Child Development” by Barbara Bain et al

Brown's Stages

Language Development by Robert Owens

Language Assessment and Intervention for the Learning Disabled by Wiig and Semel

Clinical Evaluation of Language Fundamentals – 3 (CELF-3)

Oral and Written Language Scales (OWLS)

Total Language Competence – Expanded (TLC-E)

Conversations by Barbara Hoskins

The WORD Test

Language Processing Test (LPT)

Communication Skills and Classroom Success by Charlann Simon

USU Social Skills Program