

Children's Articulation and Speech Sound Development

This chart shows acquisition of speech sounds based on the ages when 90% of English speaking children produce single sounds at the word level. The standard deviation for the Crowe and McLeod* normative data is 6 months to 18 months depending on the specific speech sound. Some sound differences may be part of a child's regional or community dialect. To qualify for services under IDEA, children must meet all eligibility criteria.



EARLY DEVELOPING SOUNDS

Generally Ages: 2 yrs. - 3 yrs. & 11 mo.

If children can't produce a sound by the ages listed, it doesn't mean they have a disability. Some children develop sounds a little later and some just need extra practice.

By 2 yrs. 11 mo.	By 3 yrs. 11mo.
/b/	/g/
/n/	/k/
/m/	/f/
/p/	/t/
/h/	/ŋ/ ng as in wing
/w/	/j/ y as in yellow
/d/	

/v/
/dʒ/ dg as in fudge
/s/
/tʃ/ ch as in teacher
/l/
/ʃ/ sh as in show
/z/

MIDDLE DEVELOPING SOUNDS

Generally Ages: 4 yrs. - 4 yrs. & 11 mo.

If children cannot be understood by others, feel frustrated or sad about their speech, or have trouble with reading and spelling, they may qualify for services as a child with a disability under IDEA.



LATER DEVELOPING SOUNDS

Generally Ages: 5 yrs. - 6 yrs. & 11 mo.

If you suspect a child has a disability, contact your local school to discuss your concerns and a possible referral for a special education evaluation.

By 5 yrs. 11mo.	By 6 yrs. 11mo.
/r/	/θ/ voiceless th as in thin
/ð/ voiced th as in this	
/ʒ/ voiced zh as in equation	

SLI ELIGIBILITY CRITERIA IN WISCONSIN PI 36(5)

- The student's speech sound production (i.e., articulation) is documented to be delayed when compared to communication skills expected for the student's culture, language background, or dialect, as evidenced through an **observation in a natural environment** and measurement of at least **one** of the following:
 - Criterion-referenced assessment, such as a developmental scale or phonetic inventory
 - Scores significantly discrepant from typical on a norm-referenced assessment
- The student's intelligibility is below the expected range for their age. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- The student is less than 30% stimulable for speech sounds found in error.
- Consideration was given to the student's age, culture, language background, and dialect and determined to not be the reason for the language delay.
- There is a delay in communication that adversely impacts the student's educational performance or social, emotional or vocational development.

*Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2020_AJSLP-19-00168

Adapted from *Children's Articulation and Speech Sound Development* ©2020 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission. Use of these materials by Wisconsin Department of Public Instruction does not represent an endorsement or review of the product by the Virginia Department of Education.