Speech sound screen

Please use this screen and the referral criteria to help you decide whether to refer to the Speech and Language Therapy service.

Instructions:

- Please complete this screen in a 1:1 setting with the child. Sit together in a quiet environment so that you can hear the child's speech clearly. Look at the child's mouth as they say each word to help you work out what sounds they are using.

- Ask the child 'what is this?' for each picture. Write down exactly what the child says on the record form.

- If the child is not able to name the picture or uses the wrong vocabulary, you can:

  - Try sentence completion e.g "we eat yoghurt with a"
  - Ask them to copy you after you say the word. Write "(copy)" next to the word on the record form.

- After the session is complete, analyse the child's responses by doing the following:
  - Look at the child's responses and put a tick in the 'achieved' column if the child uses the sound accurately.
  - If the child does not use the accurate sound, place a cross in the 'achieved' column.
  - Look at whether the child's difficulties are with 'early' 'middle' or 'late' sounds, or with blends.
  - Look at whether the child's difficulties are with the beginning or end of words, or both.

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

- Look at the referral criteria guidance to help you decide if a referral is needed.

  If the child meets the amber or red criteria for their age, please use the universal advice and targeted interventions to support their speech sound development.

Please attach this screen to your referral form.

Speech sounds referral criteria guidance:

Age range	Green criteria Referral not required	Amber criteria Child will need some universal strategies and targeted support	Red criteria Child will need some universal strategies and targeted support followed by referral to the service
3;0-3;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 sounds at 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 at the beginning of words. Familiar adults cannot understand what the child says.
4;0-4;11	Still some sound substitutions with late sounds (i.e sh, ch, l, r, th) and when 2 sounds come together in blends (e.g train > "tain", spoon > "poon"). Speech can be understood most of the time by most people.	Concerns in this area but not meeting red criteria. Sound substitutions with middle sounds.	Misses off or changes early sounds. Misses off the ends of words Familiar adults cannot understand what the child says.
5;0-6;11	Speech is generally easy to understand. Occasional errors with later sounds 'l' or 'r'. Problems with 'th' may be due to dialect.	Concerns in this area but not meeting red criteria. Some difficulties with late sounds. Some difficulties with blends.	Misses off or changes early and middle sounds. Consistent problems across a range of late sounds. Consistent problems across a range of blends. and: Speech is difficult to understand. or: Child is aware and upset by their speech sound difficulties.

Office Use:
Review Date:

Speech sounds screen record form:

Child's name:
Child's DoB:
Date screen completed:

			Initial	Achieved?	Final		Achieved?
Early sounds	p	**p**ear			shee**p**		
	b	**b**oat			we**b**		
	m	**m**ouse			dru**m**		
	n	**n**ose			moo**n**		
	w	**w**indow					
	t	**t**ap			ha**t**		
	d	**d**oor			sa**d**		
Middle sounds	k/c	**c**ar			so**ck**		
	g	**g**o			ba**g**		
	y	**y**oghurt					
	f	**f**ork			kni**fe**		
	v	**v**an			fi**ve**		
	s	**s**and			bu**s**		
	z	**z**ebra			toe**s**		
Late sounds	l	**l**eaf			ba**ll**		
	sh	**sh**oe			wa**sh**		
	ch	**ch**eese			wat**ch**		
	j	**j**am			ba**dge**		
	r	**r**ed					
	th	**th**umb			mou**th**		

The broad age bands used are based on the clear phonology assessment and reflect a general developmental order of acquisition.
http://www.clear-resources.co.uk/

Office Use:
Review Date:

			Initial	Achieved?
Blends	sp	spider		
	st	star		
	sk	scooter		
	sm	small		
	sn	snake		
	sl	sleep		
	fl	flower		
	bl	blue		
	cl	clock		
	pl	plate		
	fr	frog		
	tr	train		
	pr	pram		

Please attach a copy of this form to your referral.

Intelligibility rating scale:

The following questions are about how much of the child's speech is understood by different people. Circle one number for each question. Use the scale to help you think about the child's intelligibility when using the referral criteria.

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

This scale is based on the Intelligibility in Context Scale (ICS) (McLeod, Harrison, & McCormack, 2012)

Office Use:
Review Date:

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