



West Midlands
Speech & Language
Therapy

School Phonology Screening Tool – R (2014)

A tool designed to enable school staff
to identify speech sound difficulties

West Midlands Independent Speech &
Language Therapy (WMSLT Ltd)

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**A guide to completing the school phonology
screening tool**

The tool uses a collection of pictures to elicit target words and sounds. By recording how each phoneme (speech sound) is produced at different positions within a word, a pattern of processes is built up. This pattern of errors can then be compared against developmental norms to establish whether the child has a speech sound difficulty.

The tool consists of a series of record pages and summary sheets. Each record page looks at the production of a different sound, in different positions in a word. These positions are word initial (WI), word medial (WM) and word final (WF).

There is a page of pictures for each sound. Ask the child to name the pictures one at a time, and record how the target sound is produced. If confident, complete the error analysis on the remainder of the word as appropriate. Using the 'phonological processes' and 'typical phonological process tables', complete the final box 'substitution'.

If at any time, the child is uncertain as to the name of any of the pictures, help can be given. (It is how the word is produced that is important) If necessary, say the word for the child and ask him/her to repeat it. Place a mark, e.g. R - next to the word to indicate that the word was repeated.

Once the child has named all the pictures and you have recorded all the sounds, transfer the results onto the overall summary sheet at the start of the assessment. To identify which errors are concerns and identify a target sound to work on, crosscheck your results with the developmental sound chart. The sounds on the summary record are arranged from top to bottom in developmental order and therefore, if a child has more than one error sound, it is generally acceptable to start working on the error sound which is closest to the top of the chart. If a number of sounds which are developed around the same time are all difficult, it is sensible to select those which you know the child is able to produce (may appear accurately in a different word position). Alternatively, choose the sound, which will have the most impact on the child's intelligibility. If the child is making the same error at different positions within the word, it will be necessary to decide on which position to prioritise and work on first. There is no right answer to the question of which word position to start on first, however the majority of children find the word initial position the easiest. (If after a period of time working on an error sound in one word position, limited success is made, try an alternative word position.)

Once a target error sound and word position has been identified use the 'Speech Sound Therapy Steps' chart to commence therapy with the support of your therapist.

Phonological Processes

As a child's phonology is developing, he/she substitutes sounds he/she has in their system for more difficult sounds not yet developed. These substitutions are done in a very systematic and consistent way and are called **phonological processes**.

Fronting: When a back sound is produced at the front instead.
E.g. 'car' becomes 'tar'

Backing: When a front sound is made at the back instead.
E.g. 'tea' becomes 'key'

Stopping: When a long sound (fricative) is stopped into a short sound (plosive)
E.g. 'sea' becomes 'tea'

Voicing: When a sound which should be produced without voice, is produced with voice.
E.g. 'pea' becomes 'bee'

Final Consonant Deletion: When the final sound of a word is missed off
E.g. 'cup' becomes 'cu'.

Initial Consonant Deletion: When the first sound of a word is missed off
E.g. 'cat' becomes 'at'

Cluster/Blend Reduction: When 2 consonants that are making up the cluster or blend are reduced to one. May be either the 1st or 2nd consonant that is omitted.
E.g. 'Stop' becomes 'sop' or 'top'

Consonant Harmony: When the presence of one consonant influences the production of another – they harmonize
E.g. 'dog' becomes 'gog'

Gliding: The production of 'r' as 'w' and 'l' as 'y'

Typical Phonological Processes

Fronting (examples)	WI	WM	WF
ck → t	cat → tat	rocket → rotet	back → bat
g → d	goat → doat	magpie → madpie	bag → bad

Stopping (examples)	WI	WM	WF
s → t/d	sea → tea/dea	kissing → tissing dissing	mess → tess dess
f → t/d	fan → tan dan	coffee → cottee coddee	roof → root rood

Voicing (examples)	WI	WM	WF
p → b	pea → bea	tipping → tibbing	mop → mob
t → d	tap → dap	settee → seddee	cot → cod

Gliding (examples)	WI	WM	WF
l → y	leg → yeg	hello → heyoy	
r → w	ran → wan	berry → bewy	

Final Consonant Deletion (examples)	
Any consonant sound	Cat → ca – Pot → po – Sit → si – Goat → go –

Cluster/blend Reduction (examples)	WI	WM	WF
's,' missed off	step → sep smile → mile	cluster → clutter	fast → fat
2 nd consonant missed	spider → sider blue → bu	whispered → wissered	Clasp → class

Developmental Sound Chart

0-18 months

- Mostly vowels
- p, b, t, d, m, n, w
- Misses off ends of words

1 ½ - 2 ½ years

- p, b, t, d, m, n, ng, k, g, w

2 ½ - 3 ½ years

- p, b, t, d, m, n, k, g, f, s, w, j, h,

3 ½ - 4 ½ years

- p, b, t, d, m, n, k, g, f, s, w, j, h, v, z, sh, ch, l,

4 ½ - 5 ½ years

- p, b, t, d, m, n, k, g, f, s, w, j, h, v, z, sh, ch, l, r
- May still struggle with blends

6 years

System complete

Child's Name	Date of Test	Date of Birth	Year group	Tester

SPST-R Record Summary

Single Sound	WI	WM	WF	Processes
p				
b				
t				
d				
m				
n				
c/k				
g				
f				
s				
sh				
j				
ch				
v				
z				
r				
l				

Continued over.....

's' Clusters/Blends	WI Position Only
	Production
st	
sl	
sk/sc	
sp	
sm	
sn	
sw	

'r' Blends	WI Position Only
	Production
pr	
br	
tr	
dr	
cr	
fr	

'l' Blends	WI Position Only
	Production
pl	
bl	
cl	
fl	

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'p'

Target Production	Actual Production Of target sound	Word Position	Substitution
p ear	_ ear	WI	p → _
p aint	_ ain t	WI	p → _
h a pp y	h a _ y	WM	p → _
a pp le	a _ le	WM	p → _
c u p	c u _	WF	p → _
t a p	t a _	WF	p → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target sound 'b'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>b</u> ee	_ ee	WI	b → _
<u>b</u> all	_ all	WI	b → _
t a <u>b</u> le	t a _ le	WM	b → _
w e <u>b</u>	w e _	WF	b → _
b i <u>b</u>	b i _	WF	b → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 't'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>t</u> v	_ v	WI	t → _
<u>t</u> oe	_ oe	WI	t → _
b u <u>tt</u> er	b u _ er	WM	t → _
w a <u>t</u> er	w a _ er	WM	t → _
h a <u>t</u>	h a _	WF	t → _
l igh <u>t</u>	L igh _	WF	t → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target sound 'd'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>d</u> oor	_ oor	WI	d → _
<u>d</u> o ll	_ o ll	WI	d → _
l a <u>dd</u> er	l a _ er	WM	d → _
b e <u>d</u>	b e _	WF	d → _
b ir <u>d</u>	b ir _	WF	d → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'm'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>m</u> oo n	_ oo n	WI	m → _
<u>m</u> il k	_ il k	WI	m → _
c o <u>mb</u>	c o _	WF	m → _
w or m	w or _	WF	m → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'n'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>n</u> i ne	_ i ne	WI	n → _
<u>kn</u> i fe	_ i fe	WI	n → _
b o <u>ne</u>	b o _	WF	n → _
p a n	p a _	WF	n → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'c/k'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>k</u> ey	_ ey	WI	k → _
<u>c</u> ar	_ ar	WI	c → _
r o <u>ck</u> e t	r o _ e t	WM	ck → _
ch i <u>ck</u> en	ch i _ en	WM	ck → _
b i <u>k</u> e	b i _e	WF	k → _
b oo <u>k</u>	b oo _	WF	k → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'g'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>g</u> o	_ o	WI	g → _
<u>g</u> irl	_ irl	WI	g → _
t i <u>g</u> er	t i _ er	WM	g → _
b ur <u>g</u> er	b ur _ er	WM	g → _
e <u>gg</u>	e _	WF	g → _
b a <u>g</u>	b a _	WF	g → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'f'

Target Production	Actual Production Of target sound	Word Position	Substitution
f _ or k	_ or k	WI	f → _
f i re	_ i re	WI	f → _
ele <u>ph</u> ant	e l e _ a n t	WM	f → _
c o <u>ff</u> ee	c o _ ee	WM	f → _
l ea <u>f</u>	l ea _	WF	f → _
g i r a <u>ffe</u>	g i r a _ e	WF	f → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 's'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>s</u> o ck	_ o ck	WI	s → _
<u>s</u> u n	_ u n	WI	s → _
p e n <u>c</u> il	p e n _ i l	WM	s → _
wh i <u>s</u> t le	wh i _ _ le	WM	s → _
m ou <u>s</u> e	m ou _	WF	s → _
b u <u>s</u>	b u _	WF	s → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'sh'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>sh</u> oe	__ oe	WI	sh →
<u>sh</u> ee p	__ ee p	WI	sh → _
w a <u>sh</u> i ng m a <u>ch</u> ine	w a __ i ng m a __ i ne	WM	sh → _
t i <u>ss</u> ue	t i __ ue	WM	sh → _
f i <u>sh</u>	f i __	WF	sh → _
b r u <u>sh</u>	b r u __	WF	sh → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target sound 'j'

Target Production	Actual Production Of target sound	Word Position	Substitution
j a m	_ a m	WI	j → _
o r an <u>ge</u>	O r an _	WF	j → _

Target sound 'ch'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>ch</u> i ps	_ i ps	WI	ch → _
<u>ch</u> air	_ air	WI	ch → _
w i <u>tch</u>	w i _	WF	ch → _
w a tch	w a _	WF	ch → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'v'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>v</u> a n	_ a n	WI	v → _
<u>v</u> a c u u m	_ a c u u m	WI	v → _

Target Sound 'z'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>z</u> i p	_ i p	WI	z → _
<u>z</u> oo	_ oo	WI	z → _
ch ee <u>se</u>	ch ee _	WF	z → _
sh oe <u>s</u>	sh oe _	WF	z → _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sound 'r'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>r</u> e d	_ e d	WI	r → _
<u>r</u> a b b i t	_ a b b i t	WI	r → _
c a <u>rr</u> o t	c a _ o t	WM	r → _

Target Sound 'l'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>l</u> e g o	_ e g o	WI	l → _
<u>l</u> i o n	_ i o n	WI	l → _
b a l l o o n	b a _ o o n	WM	l → _

Other Comments

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Error Analysis Key

/	∅	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sounds 's clusters/blends'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>st</u> a r	_ _ a r	WI	st → _ _
<u>sl</u> i de	_ _ i de	WI	sl → _ _
<u>sk</u> oo t er	_ _ oo t er	WI	sk → _ _
<u>sp</u> oo n	_ _ oo n	WI	sp → _ _
<u>sm</u> i le	_ _ i le	WI	sm → _ _
<u>sn</u> ai l	_ _ ai l	WI	sn → _ _
<u>sw</u> ee t	_ _ ee t	WI	sw → _ _

Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate Production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sounds 'r blends'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>pr</u> e sent	_ _ e sent	WI	pr → _ _
<u>br</u> i ck	_ _ i ck	WI	br → _ _
<u>tr</u> a c tor	_ _ a c tor	WI	tr → _ _
<u>dr</u> u m	_ _ u m	WI	dr → _ _
<u>cr</u> a b	_ _ a b	WI	cr → _ _
<u>fr</u> o g	_ _ o g	WI	fr → _ _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Child's Name	Date of Test	Date of Birth	Year group	Tester

Target Sounds 'l blends'

Target Production	Actual Production Of target sound	Word Position	Substitution
<u>p</u> l a ne	_ _ a ne	WI	pl → _ _
<u>b</u> l ue	_ _ ue	WI	bl → _ _
<u>c</u> l ou d	_ _ ou d	WI	cl → _ _
<u>f</u> l ow er	_ _ ow er	WI	fl → _ _

Other Comments

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Error Analysis Key

/	Ø	+	√
Incorrect production	Sound missed	Sounds inaccurately added	Accurate production

Speech Sound Therapy Steps

Name Of Pupil:

Class:

Date Started:

	Assessment	Target		Action	
1	Identify error made and target position	Target speech sound		1a	Complete SPST - R
		Word position			Date:
2	Can the pupil discriminate between target sound and own error sound at single sound level? Date achieved:	To enable the pupil to identify ___ sound when it is said in a group of contrasting sounds		2a	Practise listening and discriminating between error and target sounds. Explore difference between sounds
3	Can the pupil discriminate between the correct and incorrect adult production of the target sound at word level? Date achieved:	To enable the pupil to identify the correct word when it is spoken in a rhyming pair (using the target sound versus the error sound)		3a	Practise listening for correct versus incorrect production of target sounds within a word spoken by the adult (rhyming words)
4	Can the pupil accurately produce the target sound on its own, i.e. not in a word? Date achieved:	To enable the pupil to say a ___ sound on its own. Aiming for 75% accuracy		4a	Practise single sound production. Explore ways of producing sounds
5	Can the pupil produce the target sound within a single word in the target position using a reminder cue card? Date achieved:	To enable the pupil say a ___ sound in the _____ position of a single word. Aiming for 75% accuracy		5a	Practise producing the target sound together with a vowel, initially accepting a gap but gradually bringing the sounds closer together
6	Can the pupil produce the target sound accurately within a word in a 2 word phrase Date achieved:	To enable the pupil to include words which have a ___ sound in the _____ position in short 2 word phrases		6a	Precision teaching My _____ I see _____
7	Can the pupil produce the target sound accurately within a word in a 3-4 word phrase Date achieved:	To enable the pupil to say short sentences which include words with a ___ sound in the _____ position		7	Describing what is happening in a picture / story General conversation Generalise into the classroom

Please note that:

Target 1 relates directly to the speech screening assessment

Targets 2-3 relates to listening work. The pupil is NOT expected to produce sounds accurately at this stage. The focus is on discrimination and listening skills

Targets 4-7 relates to the pupil saying the sounds / words (expression)