

### Natural Phonological Processes

The following speech samples exemplify patterns that are commonly found in the speech of young, typically developing children.

#### Set A (2;6 yrs)

- 1) Give the phonemic (SBS) transcription for each of the words listed in column 1.

Orthographic gloss	Adult target	Child's realisation
cake		
geese		
bag		
king		
kangaroo		

- 2) You will hear a number of immature pronunciations based on the child's attempts at producing these words. Phonetically transcribe these in column 3.
- 3) Using your phoneme grid for reference, identify the speech 'error' pattern/s and describe what is happening in phonetic terms.

#### Set B (3;0 yrs)

- 1) Give the phonemic (SBS) transcription for each of the words listed in column 1.

Orthographic gloss	Adult target	Child's realisation
face		
love		
bath		
seat		

zebra		
sheep		
pleasure		
cheese		
beach		
George		

- 2) Phonetically transcribe the child's realisations in column 3.
- 3) Using your phoneme grid for reference, identify the speech 'error' pattern/s and describe what is happening in phonetic terms.

**Set C (4;0 yrs)**

- 1) Give the phonemic (SBS) transcription for each of the words listed in column 1.

<b>Orthographic gloss</b>	<b>Adult target</b>	<b>Child's realisation</b>
ship		
fishing		
cushion		
beige		
measure		

- 2) Phonetically transcribe the child's realisations in column 3.
- 3) Using your phoneme grid for reference, identify the speech 'error' pattern/s and describe what is happening in phonetic terms.

**Set D (2;6 yrs)**

- 1) Give the phonemic (SBS) transcription for each of the words listed in column 1.

<b>Orthographic gloss</b>	<b>Adult target</b>	<b>Child's realisation</b>
pip		
big		
puppy		
tiger		
dog		
bad		
cat		
caterpillar		
sun		
fish		

- 2) Phonetically transcribe the child's realisations in column 3.
- 3) Using your phoneme grid for reference, identify the speech 'error' pattern/s and describe what is happening in phonetic terms.

**Set E (4;6 yrs)**

- 1) Complete columns 3 and 5 to give the consonant (C) ~ vowel (V) composition (ie syllable structure) of each word.

NB. Take care to analyse diphthongs as a single V and the affricates /tʃ/ and /dʒ/ each as a single C.

Orthographic gloss	Adult target	Syllable structure	Child's realisation	Syllable structure
play	pleɪ		peɪ	
bridge	bɪdʒ		bɪdʒ	
star	stɑ		dɑ	
drink	dɪŋk		dɪŋk	
sweets	swɪts		wɪts	
train	tɹeɪn		teɪn	
spot	spɒt		bɒt	
stripe	stɹaɪp		taɪp	
flower	flaʊə		faʊə	
clouds	klaʊdz		kaʊdz	
sprinkle	spɪŋkəl		bɪŋkəl	
splash	splʌʃ		bʌʃ	

2) How do these patterns differ from the previous patterns you've identified?

3) Group the words into three sets: i. /s/ clusters, ii. obstruent + liquid clusters  
iii. /s/ + obstruent + liquid clusters.

What are the similarities and/or differences in each case?

**Set F (3;0 yrs)**

- 1) Consider the data below. How do Child A and Child B differ in their treatment of the velar plosives /k, g/?

<b>Target</b>	<b>Child A</b>	<b>Child B</b>
key	[ti]	[ki]
kiss	[tɪs]	[kɪs]
goat	[dəʊt]	[gəʊt]
back	[bak]	[bat]
fork	[fɔk]	[fɔt] [fət]
dog	[dɒg]	[dɒd]

- 2) How might you explain Child C's variable treatment of velar plosives, ie can you find a pattern?

<b>Target</b>	<b>Child C</b>
key	[ti]
king	[tɪŋ]
kettle	[tɛtəl]
geese	[gis]
gate	[geɪt]
car	[kɑ]
cup	[kʌp]
core	[kɔ]
goat	[gəʊt]
goose	[gus] [gʊs]