# Informal Speech and Language Screener: 2 years

A structured set of things to listen for at each age, drawn from this site's own word lists, worksheets and awareness tasks. Use it to decide whether a full evaluation is warranted.



**READ THIS FIRST**

Informal screening tool only. Not standardized, not normed, not diagnostic. This screener has no norms, no standard scores and no cut-offs, and it has not been validated against any standardized measure. It cannot diagnose a speech or language disorder and it cannot rule one out. It is a prompt for clinical judgment: a structured way to listen to a child for ten minutes and decide whether a full evaluation is warranted. A child who sails through it can still have a disorder, and a child who struggles with it may simply be tired, shy, or unfamiliar with the examiner. Nothing here substitutes for a comprehensive assessment by a certified speech-language pathologist.

## 2 years

INFORMAL SCREENING ONLY

Child: _____ Date: _____ Age: _____

What to expect: Around 50 or more words and the beginnings of two-word combinations. About half of what they say is understood by someone outside the family.

### Speech sounds 14 WORDS

**P Sound /p/**



pig



pan

**B Sound /b/**



ball



bat

**M Sound /m/**



man



moon

| | | | |
|---|---|---|---|
| **D Sound /d/** |  dog |  duck | ☐ ☐ — |
| **N Sound /n/** |  nose |  night | ☐ ☐ — |
| **H Sound /h/** |  hat |  house | ☐ ☐ — |
| **W Sound /w/** |  watch |  wet | ☐ ☐ — |

## Language 6 ITEMS

### Present Progressive Verbs



The boy is ____ a book. (read) (reading)



The dog is ____ in the yard. (run) (running)



The baby is ____ in the crib. (sleep) (sleeping)

### Regular Plurals



One cat, two ____ . (cats)



One dog, two ____ . (dogs)



One book, three ____ . (books)

## Language from a picture: Playing at home

Put this picture in front of the child. Every question below is about it, and the same picture gives you the speech sample for fluency.



**UNDERSTANDING - the child points or answers briefly**

- Show me the dog. (points to the dog)
- Where is the cat? (points to the cat on the sofa)
- Point to the ball. (points to the ball on the floor by the dog)

**TALKING - the child produces the language**

- Point to the dog and ask: what is this? ("dog" - a single word is on target here)
- What is the girl lying on her tummy doing? ("drawing", or "draw")
- Tell me about the dog. (any two words together, like "doggy eat")

## Following directions

Put two ordinary things on the floor between you - a cup and a ball work well. Say each direction once, then wait. One step is what to expect at this age.

- [ ] Give me the ball. (hands over the ball)
- [ ] Put the cup on the chair. (cup on the chair)
- [ ] Where is the cup? (looks at or points to the cup)

## Phonological awareness: Pre-awareness

Formal phonological awareness is not expected at 2. Instead, note whether the child enjoys and attends to rhyming books, songs and finger plays, and whether they join in on repeated lines.

## Also listen for

- [ ] Does the child combine two words at all ("more juice", "daddy go")?
- [ ] Do they use words to request, or mostly gesture and lead by the hand?
- [ ] Do they respond to their name and follow a simple one-step direction?
- [ ] Is there a range of consonants, or does nearly everything start with the same one or two sounds?



**CONSIDER REFERRING FOR FULL EVALUATION IF**

Fewer than 50 words, no two-word combinations, very few different consonants, or a parent reporting that almost nobody outside the household understands the child. Any loss of words previously used warrants immediate referral. This is a prompt for clinical judgement, not a cut-off score - there are no norms behind it.

NOTES