

CH sound practice: one sound can have two written letters

CH /tʃ/ is an affricate, a consonant with a stop and a fricative component. That linguistic description does not prescribe a home cue. For caregivers, the practical step is to choose suitable CH words with the SLP and keep the assigned word position consistent.

Key facts

- Educational guide for caregiver discussion, not a diagnostic checklist.
- Intended target and level: the child's individual SLP plan.
- A word's spelling does not reliably identify its sound.
- The examples below use common U.S. English pronunciations; adapt for dialect and language.

Word list by position

Initial: chair, cheese, cherry, chicken

Medial: teacher, kitchen, peaches, ketchup

Final: beach, peach, coach, watch

Pack a pretend beach picnic

Choose a beach picture, a peach, and a watch drawing if final CH is the goal. Ask the child to help pack and describe the objects. For initial CH, build the activity around chicken, cheese, and a chair instead. Invite communication in the child's preferred way and model the chosen word naturally.

Use only words your child understands. Allow pointing, play, or another communication method; participation does not require a spoken response on every turn. Ask your SLP what to model, which cue to use, and whether to practice listening, single words, or phrases. If the child is tired or frustrated, finish the activity and discuss the plan with the clinician. Do not make a practice score a reward or a condition for ending play.

Sound development in context

The U.S. English review places /tʃ/ in the 4-year acquisition band at its 90% criterion. This population summary does not diagnose an individual child. Assessment considers communication needs, hearing, languages, dialect, and the whole sound system. If you are concerned, ask a licensed SLP for an evaluation rather than waiting for an app milestone.

Details that matter for this target

A written CH does not always represent /tʃ/, as in school or chef. Do not make a list by spelling alone. Some words also contain other difficult targets. The clinician can shorten the vocabulary set without reducing the usefulness of the activity.

Using SpeechLP alongside the plan

Use the CH target and selected word position; avoid importing school or chef into a CH sound list. SpeechLP offers articulation games and target settings. Confirm that the selected game words fit the clinician's plan before beginning. Automatic feedback can disagree with a listener and is not a diagnostic result or proof of clinical improvement. Use the practice report to discuss what happened, including difficult words, with your SLP.

Printable activity sheet

[Download this printable guide](#), or print the word list and activity on separate pages. Leave out the child's name and any medical details. Circle the clinician-selected words and note the chosen position and activity level privately.

Related reading

- [SpeechLP for families](#)
- [AI articulation practice and its limits](#)
- [Find an SLP](#)
- [SpeechLP product facts](#)

Sources

- [Crowe and McLeod \(2020\), Children's English Consonant Acquisition in the United States](#). Acquisition bands describe a pooled 90% criterion, not mandatory individual treatment ages.
- [ASHA Practice Portal: Speech Sound Disorders](#). Individual assessment and linguistic variation.