

Clinically reviewed by Alissa Fox, M.S. CCC-SLP and Mari Gottlieb, M.A. CCC-SLP · 2026-10-10. Reviewers are SpeechLP co-founders.

K and G practice: related sounds, separate targets

K and G share a back-of-mouth place of production, but differ in voicing. A clinician may work on one sound, a particular word context, or a broader sound pattern. Mixing K and G indiscriminately can obscure what the child is actually practicing.

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

K initial: key, cat, cup, kite; **medial:** pocket, chicken, bucket, jacket; **final:** book, duck, bike, sock

G initial: go, game, goat, gum; **medial:** wagon, tiger, digging, yogurt; **final:** dog, bag, pig, log

A two-basket picture sort

Choose pictures for the specific sound assigned by the SLP. Put K pictures in a key basket and G pictures in a goat basket only if the clinician wants both. Let the child take a turn describing an object and choosing its basket. This can become a listening activity with no production demand if that is the recommended starting point.

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 /k, g/ in the 3-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

When K or G is replaced by another sound, the clinician assesses the broader pattern, intelligibility, language background, and context. A word list does not diagnose fronting. Do not use gagging, swallowing, or objects in the mouth as home speech exercises.

Using SpeechLP alongside the plan

Filter K and G separately when needed. The selected position should match the SLP's word-level goal. 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.