**РЕЧЕВАЯ КАРТА (ФФНР, ОП)**

Фамилия, имя ребёнка\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Дата рождения, возраст\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Возраст на 01.09.\_\_\_\_ г. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Домашний адрес, телефон\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Дата поступления \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Заключение ПМПК от \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ № \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Принят на срок\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Заключение ПМПК \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Дата заполнения речевой карты\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Учитель-логопед\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

СОМАТИЧЕСКОЕ СОСТОЯНИЕ

Ребенок наблюдается у специалистов (ЛОР, окулист, ортопед, невропатолог, педиатр и др.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ИССЛЕДОВАНИЕ НЕРЕЧЕВЫХ ПСИХИЧЕСКИХ ФУНКЦИЙ

Общие данные, полученные из наблюдения за ребёнком в процессе обследования (общительность, особенности внимания, характер игровой деятельности, состояние слухового внимания, зрительное восприятие, состояние общей и ручной моторики):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Звукопроизношение** | | | | | | | | |
| Звуки | Изолированно | | | | В словах | | | Во фразах |
| С |  | | | |  | | |  |
| С’ |  | | | |  | | |  |
| З |  | | | |  | | |  |
| З’ |  | | | |  | | |  |
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| Р |  | | | |  | | |  |
| Р’ |  | | | |  | | |  |
| Л |  | | | |  | | |  |
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| Й |  | | | |  | | |  |
| Б – П – М |  | | | |  | | |  |
| В – Ф |  | | | |  | | |  |
| Д – Т – Н |  | | | |  | | |  |
| К – Г - Х |  | | | |  | | |  |
| К’ – Г’ - Х’ |  | | | |  | | |  |
| *Отсутствие звука обозначается в таблице прочерком. В случае замены звуков записывается звук-заменитель. В случае искажения звука сокращенно записывается характер искажения (М/З – межзубное произношение, П/З – призубное, Г/З – губно-зубное, БОК. – боковое, УВ. – увулярное, ВЕЛ. – велярное, ШИП – шипящее, Г /Г – губно-губное и т.д.).* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** | | | | | | | | |
| **Фонематический слух** | | | | | | | | |
| **Воспроизведение слоговых рядов** | | | | | | | | |
| Па-та-на | |  | | | | | | |
| Та-та-тя | |  | | | | | | |
| Па-ба-па | |  | | | | | | |
| Га-ка-га | |  | | | | | | |
| Да-да-та | |  | | | | | | |
| **Воспроизведение слов - паронимов** | | | | | | | | |
| Суп-зуб | |  | | | | | | |
| Кости-гости | |  | | | | | | |
| Уточка-удочка | |  | | | | | | |
| Бочка-почка | |  | | | | | | |
| Крыша-крыса | |  | | | | | | |
| **Фонематический анализ** | | | | | | | | |
| **Выделение звука в начале слова** | | | | | | | | |
| Аист | |  | | | | | | |
| Облако | |  | | | | | | |
| Утка | |  | | | | | | |
| Суп | |  | | | | | | |
| Кот | |  | | | | | | |
| **Выделение последнего звука в слове** | | | | | | | | |
| Мак | |  | | | | | | |
| Стул | |  | | | | | | |
| Луна | |  | | | | | | |
| Шары | |  | | | | | | |
| Кот | |  | | | | | | |
| **Фонематический синтез** | | | | | | | | |
| **Составление слов из звуков, данных в правильной последовательности** | | | | | | | | |
| [м]; [а]; [к] | |  | | | | | | |
| [д]; [о]; [м] | |  | | | | | | |
| [р]; [у]; [к]; [а] | |  | | | | | | |
| [к]; [а]; [ш]; [а] | |  | | | | | | |
| [у]; [з]; [о]; [р] | |  | | | | | | |
| **Составление слов из звуков, данных в нарушенной последовательности** | | | | | | | | |
| [с]; [к]; [о]: | |  | | | | | | |
| [о] ; [ к] ;[т]: | |  | | | | | | |
| [н]; [с]; [о]: | |  | | | | | | |
| [а]; [м]; [м]; [а]: | |  | | | | | | |
| [а]; [п]; [а]; [п]: | |  | | | | | | |
| **Фонематические представления** | | | | | | | | |
| **Подобрать слово на заданный звук** | | | | | | | | |
| [с] | |  | | | | | | |
| [з] | |  | | | | | | |
| [ш] | |  | | | | | | |
| [ж] | |  | | | | | | |
| [р] | |  | | | | | | |
| **Отобрать картинки с заданным звуком** | | | | | | | | |
| [ц] | |  | | | | | | |
| [ч] | |  | | | | | | |
| [л] | |  | | | | | | |
| [щ] | |  | | | | | | |
| [р] | |  | | | | | | |
| **Слоговая структура слова** | | | | | | | | |
| **Произношение слов сложного слогового состава** | | | | | | | | |
| Аквариум | |  | | | | | | |
| Водопроводчик | |  | | | | | | |
| Милиционер | |  | | | | | | |
| Сковорода | |  | | | | | | |
| Велосипед | |  | | | | | | |
| **Произношение предложений** | | | | | | | | |
| Водопроводчик чинит водопровод. | | | | | |  | | |
| Птенчик весело щебечет. | | | | | |  | | |
| Экскурсовод проводит экскурсию. | | | | | |  | | |
| Велосипедист едет по тротуару. | | | | | |  | | |
| Милиционер регулирует движение. | | | | | |  | | |
| **Грамматический строй речи** | | | | | | | | |
| **1.Словоизменение** | | | | | | | | |
| **Преобразование существительных ед.ч. во мн.ч.** | | | | | | | | |
| ухо - | | |  | | | | | |
| стул - | | |  | | | | | |
| дерево - | | |  | | | | | |
| рот - | | |  | | | | | |
| гнездо – | | |  | | | | | |
| **Изменение по падежам ( род. п. мн.ч.)** | | | | | | | | |
| Книги (много чего?) | | | |  | | | | |
| Рты - | | | |  | | | | |
| Стулья - | | | |  | | | | |
| Яйца – | | | |  | | | | |
| Карандаши – | | | |  | | | | |
| **Согласование числительных 2 и 5 с существительными:** | | | | | | | | |
| яблоко | | |  | | | | | |
| гнездо | | |  | | | | | |
| тетрадь | | |  | | | | | |
| апельсин | | |  | | | | | |
| карандаш | | |  | | | | | |
| **2. Словообразование** | | | | | | | | |
| **Уменьшительно-ласкательной формы существительных и прилагательных** | | | | | | | | |
| ухо - | | |  | | | | | |
| ковёр - | | |  | | | | | |
| гнездо - | | |  | | | | | |
| белый - | | |  | | | | | |
| мягкий – | | |  | | | | | |
| **Образование прилагательных от существительных** | | | | | | | | |
| дом из кирпича – | | |  | | | | | |
| ваза из стекла – | | |  | | | | | |
| лопата из железа – | | |  | | | | | |
| сок из моркови – | | |  | | | | | |
| гора из снега – | | |  | | | | | |
| **Образование глаголов движения с помощью приставок** | | | | | | | | |
| ходить | | |  | | | | | |
| плыть | | |  | | | | | |
| летать | | |  | | | | | |
| ехать | | |  | | | | | |
| бежать | | |  | | | | | |
| **Словарный запас** | | | | | | | | |
| **Назвать по восприятию** | | | | | | | | |
| Брови | |  | | | | | | |
| Локоть | |  | | | | | | |
| Подбородок | |  | | | | | | |
| Плечо | |  | | | | | | |
| Затылок | |  | | | | | | |
| **Назвать детёнышей** | | | | | | | | |
| У собаки – | |  | | | | | | |
| У лошади – | |  | | | | | | |
| У свиньи – | |  | | | | | | |
| У ежихи - | |  | | | | | | |
| У курицы – | |  | | | | | | |
| **Антонимы** | | | | | | | | |
| Длинная- | |  | | | | | | |
| Большой – | |  | | | | | | |
| Чистая - | |  | | | | | | |
| Узкая – | |  | | | | | | |
| Тишина - | |  | | | | | | |
| **Обобщающие понятия** | | | | | | | | |
| Обувь – | |  | | | | | | |
| Овощи – | |  | | | | | | |
| Фрукты – | |  | | | | | | |
| Мебель – | |  | | | | | | |
| Транспорт – | |  | | | | | | |
| **Разговорно-описательная беседа** | | | | | | | | |
| **Вопрос** | | | | | | | **Ответ** | |
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| **Рассказ по сюжетной картинке** | | | | | | | | |
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| **Рассказ по серии сюжетных картинок** | | | | | | | | |
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| **Пересказ** | | | | | | | | |
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**ЛОГОПЕДИЧЕСКОЕ ЗАКЛЮЧЕНИЕ**

***Звукопроизношение*** (дефект полиморфный, или мономорфный, характеристика по группам звуков; смешение или замена звуков и др.).

***Слоговая структура*** (нарушена в словах, предложениях, тип нарушений).

***Фонематические представления*** (сформированы, не сформированы).

***Лексика*** (лексический запас не сформирован, ниже возрастной нормы, по возрасту).

***Грамматический строй речи*** (ошибки в словоизменении, словообразовании).

***Связная речь*** (отсутствует, на начальном уровне, с помощью взрослого, по наводящим вопросам, сформирована).

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