

TEL Ted: NEELI Intervention

Part 1 Teacher Guide



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1 An Introduction to the Intervention

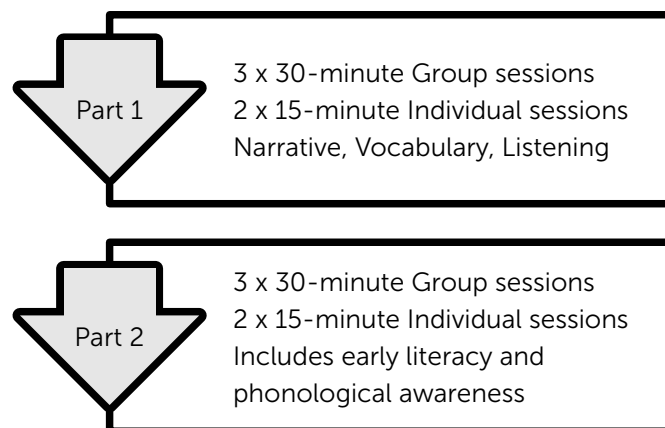
1.1 Introduction

The Nuffield Early Language Intervention (TEL Ted: NELI Intervention) is part of the TEL Ted program: a complete oral language toolkit to Teach Everyone Language. The TEL Ted program includes language assessment, staff training, whole class instruction, and this targeted intervention. The TEL Ted: NELI Intervention targets students who show weaknesses in their oral language skills in the early years of education. The aim of the intervention is to provide targeted support for these students to improve their language skills early in their school career to help with their literacy development. The intervention is designed to help improve students' vocabulary, develop their narrative skills, encourage active listening, and build confidence in independent speaking.

The intervention has been written to encourage active participation on the part of the student. Students are taught using multi-sensory techniques within a repetitive framework. The activities have been designed to be enjoyable and to encourage students to actively engage with each other and with the educator delivering the intervention. The intervention has been designed in consultation with teachers and speech-language pathologists.

The intervention comprises 20 weeks of small group and individual sessions, split into two 10-week blocks. This Teacher Guide is a guide to the administration of Part 1 of the intervention (see Figure 1.1). In it, you will find: general principles, assessment materials, and session-by-session teaching notes. **It is important that practitioners complete the relevant online training before starting to deliver the intervention.**

Figure 1.1: Overview of 20-week TEL Ted: NELI Intervention



To find out how to support the language skills of your whole class as well as boost the skills of students on the intervention, visit:

<https://www.oxedandassessment.com/us/whole-class>

2 Intervention Information: General

2.1 Intervention Information

The TEL Ted: NELI Intervention runs over 20 weeks and is divided into two 10-week blocks. This guide contains the first 10-week block, which consists of 28 group sessions and 18 individual sessions, plus one assessment session for each student. Details of the second 10-week block, consisting of 29 group sessions, 18 individual sessions, and assessment sessions, can be found in the Part 2 Teacher Guide.

The sessions within each block are further broken down into topic areas. In this guide the topics are: **My Body**, **Things We Wear**, and **People Who Help Us**. There are approximately nine group sessions for each topic: seven of these sessions will introduce new vocabulary and narrative work and two will serve as review sessions to allow students to reinforce what they have learned. The individual sessions also serve as vocabulary review sessions tailored to each student's needs. In addition, the individual sessions allow for more finely tuned narrative work with each student.

Table 2.1 below gives an overview of the vocabulary used in the 28 group sessions of the Part 1 Intervention.

Table 2.1: Overview of vocabulary

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
My Body	1	N/A	N/A	N/A
	2	wrist ankle shake	N/A	shook/shaken/shaking shake the head/shake well before using shake with fear/in anger/milkshake
	3	fingers thumbs throw catch	wrist ankle shake	threw/thrown/throwing caught/catching finger/thumb throw away/throw a party/a horse throws its rider/catch a cold/catch a bus/catch a thief/catch fish in a net/to catch fire
	4	toe feet fast slow	fingers thumbs throw catch	toes/foot faster/fastest slower/slowest the foot of the bed/on foot /foot (unit of measurement)
	5	REVIEW: MY BODY 1	REVIEW: MY BODY 1	
	6	body head small big	N/A	smaller/smallest bigger/biggest headache/the head of the table

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
My Body	7	wash dry dirty clean	body head small big	washed/washing dried/drying/drier dirtier/dirtiest cleaner/cleanest clean (verb), e.g. clean your room/ cleaning etc. a dry cough change into clean clothes/clean up (the mess/clean a house
	8	teeth tongue bite lick	wash dry dirty clean	tooth bitten/bit/biting licked/licking grab a bite to eat
	9	scratch pet (verb) rough smooth	teeth tongue bite lick	scratched/scratching/a scratch pet/petting roughest/rougher smoother/smoothest/smoothly
	10	REVIEW: MY BODY 2	REVIEW: MY BODY 2	
Things We Wear	11	clothes buy make	N/A	clothing/clothesline/clothes peg bought/buying made/making make a mistake/make a plan/make a dress/make the bed/make somebody happy/make something possible/make friends/make faces
	12	boots jacket hang wear	clothes buy make	different types of boot (cowboy boots, rain boots, hiking boots etc.) life jacket hung/hanging wore/wearing hang out/wear out wear clothes/wear glasses/wear a crown
	13	helmet uniform belt match	boots jacket hang wear	uniform, i.e. everything the same matched/matching light a match/soccer game

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
Things We Wear	14	REVIEW: THINGS WE WEAR 1	REVIEW: THINGS WE WEAR 1	
	15	sleeve collar long short	N/A	sleeves/sleeveless collarless dog collar longer/longest/length/too long shorter/shortest a long time/long and short story/long and short distance/a long friendship/a long list/all summer long/day-long a short vacation or trip
	16	sweater pocket button zipper	sleeve collar long short	past tense, i.e. pocketed, buttoned, zipped push a button, i.e. button on a TV/on a telephone/on an elevator/press a key on a computer etc. pocket (verb), e.g. to put something in your pocket buttonless/zipper/teeth of the zipper buttonhole
	17	pajamas robe slippers sleep	sweater pocket button zip	sleeping/slept awake/fast asleep
	18	old new thick thin	pajamas robe slippers sleep	older/oldest newer/newest thicker/thickest/thickness thinner/thinnest old friend/new friend old traditions/to be 6 years old/an old car visit new places/brand new thick milkshake thin hair other opposites, e.g. on/off, up/down etc.
	19	REVIEW: THINGS WE WEAR 2	REVIEW: THINGS WE WEAR 2	

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
People Who Help Us	20	mail carrier truck envelope stamp	N/A	mail carriers post and deliver a letter mail truck reward stamp
	21	firefighter police officer help	mail carrier truck envelope stamp	firefighters/police officers helped/helping/helper/helpful fire/flame/burn/catch on fire/extinguish fires/fire extinguisher police dog
	22	fire truck/ ambulance/police car/siren	firefighter police officer help	talk in more detail about firefighters (e.g. equipment such as hose/ladder) and police officers (e.g. radio/bike/horse) paramedic/paramedics
	23	doctor vet healthy sick	fire truck ambulance police car siren	healthier/healthiest health (healthy) appetite nurse/hospital/surgery/medicine
	24	REVIEW: PEOPLE WHO HELP US 1	REVIEW: PEOPLE WHO HELP US 1	
	25	dentist glasses check	N/A	false teeth/contact lenses checking/checked/check your bag/check your clothes for dirt etc. check into a hotel check write a check, ask for the check the engine or car
	26	pet (noun) loud quiet his/hers	dentist glasses check	louder/loudest/noisy quieter/quietest his/her pets, i.e. what animals could be pets?
	27	family friend mine yours	pet (noun) loud quiet his/hers	members of my/your family friend(s)/friendly/friendship household to spend time with the family to be friends with someone
	28	REVIEW: PEOPLE WHO HELP US 2	REVIEW: PEOPLE WHO HELP US 2	

2.2 Intervention Materials

The intervention resources for Part 1 include this Teacher Guide and a set of green flashcards. Some flashcards are ready-to-use, whole-page cards, but most are designed to be cut out before use. There are cards for each of the group sessions, and there are also a few cards designed to be used during the individual session.

Downloadable resources to help you implement the intervention are available on the OxEEd website at www.oxedandassessment.com/us/neli/resources and on the online training which must be completed before starting intervention delivery. These include Best Listener Stickers, Days of the Week Board and Labels, Sound effects for Part 1 Session 22, editable record sheets, editable family newsletter examples, an example sticker chart, and more.

2.2.1 Organization of materials

Flashcards: Before the sessions begin, we recommend that you cut out and place each group session's flashcards in its own plastic folder or envelope, divided by session number and labeled clearly. There are envelope labels in the downloadable resources described above to help you with this.

Reproducibles: These are located at the back of this guide (see **page 116** onwards). These resources are clearly labeled with the relevant session number. We recommend photocopying these and placing a copy in the resource folder for that session.

Extra materials: Other resources may be required for some group sessions. You will find details of this in Table 2.2.

Record sheets and assessments: These are located at the back of this guide (see **pages 104–108**). There are editable versions available at www.oxedandassessment.com/us/neli/resources. Print off or photocopy enough record sheets for each student. To help organize your record-keeping and have everything in one place, you may like to organize a folder with dividers to include the following headings:

- Assessment of Narrative Speech and Grammar
- Attitude and Behavior
- Group sessions
- Individual sessions (where each student will need their own named divider – this could also include their Attitude and Behavior assessment and their Assessment of Narrative Speech and Grammar).

2.2.2 Extra materials

An overview of extra materials that you may need to find (required for group and individual sessions) is given below in Table 2.2. You may wish to add these to the plastic folders that you use for the other resources to assist with session preparation.

Table 2.2: Extra materials required

Material	Session(s)
Bag or box for Ted (can also be used for magic sack activities or textures bag)	all
Paper	all
Scissors	all
Coloring pencils or markers	all
Students' sticker charts (downloadable resource – see page 13)	all
Stickers	all
Glue	all
Poster putty	all
Equipment for your chosen listening games	all
Musical instruments (shakeable)	2
Small beanbag or hacky sack	3, 4, 5, 27
Brad pin	5
Cardstock or poster board	5
Big/small items, e.g. cars, blocks, animals etc.	6
(Nearby) sink	7
Newspapers or scrap paper	7
Finger paint	7
Differently textured objects	9
Sandpaper	9
Glossy cardstock	9
Play money	11, 14
Playdough/modeling clay	11
Tape measure	15
A puppet, doll, or image of a young child	15, 16
Sweater (and other clothing with zippers/buttons/pockets if possible)	16, 17
Envelopes (one for each student)	20
Computer or tablet with internet access, for playing sounds	22
Mirror	22, 25
Two boxes (optional)	25
Musical instruments (general)	26, 27
Voice recorder (optional)	28, individual sessions and assessments

2.3 Part 1 Timetable

After the practitioner has completed the relevant online training, assessed students with LanguageScreen and identified students for intervention, each student taking part in the intervention receives **three 30-minute group sessions per week in a small group** of four to six students. In addition, they receive **two 15-minute individual sessions per week**. Table 2.3 below is a guide to how you might want to organize the intervention. Please note the sessions do not have to be done on the days we have suggested. You will need to run the sessions when you and your team feel it is appropriate. However, we advise that you aim to ensure students receive all the sessions included in the intervention and that they alternate between group and individual sessions.

You will notice that the **first two days** and the **last two days** are set aside for you to carry out your own **assessments**. These assessments are for your planning and recording purposes and will provide you with a guide as to the progress of students in your groups. You will be given more information about the assessment procedure on **pages 102–103** of this guide.

Table 2.3: Part 1 Timetable guide

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	ASSESSMENTS (pp. 106 – 108)		Group Sess. 1: Intro+	Individual Sessions*	Group Sess. 2: My Body+
2	Group Sess. 3: My Body+	Individual Sessions*	Group Sess. 4: My Body+	Individual Sessions*	Group Sess. 5: Review
3	Group Sess. 6: My Body+	Individual Sessions*	Group Sess. 7: My Body+	Individual Sessions*	Group Sess. 8: My Body+
4	Group Sess. 9: My Body+	Individual Sessions*	Group Sess. 10: Review	Individual Sessions*	Group Sess. 11: Things We Wear+
5	Group Sess. 12: Things We Wear+	Individual Sessions*	Group Sess. 13: Things We Wear+	Individual Sessions*	Group Sess. 14: Review
6	Group Sess. 15: Things We Wear+	Individual Sessions*	Group Sess. 16: Things We Wear+	Individual Sessions*	Group Sess. 17: Things We Wear+
7	Group Sess. 18: Things We Wear+	Individual Sessions*	Group Sess. 19: Review	Individual Sessions*	Group Sess. 20: People Who Help Us+
8	Group Sess. 21: People Who Help Us+	Individual Sessions*	Group Sess. 22: People Who Help Us+	Individual Sessions*	Group Sess. 23: People Who Help Us+
9	Group Sess. 24: Review	Individual Sessions*	Group Sess. 25: People Who Help Us+	Individual Sessions*	Group Sess. 26: People Who Help Us+
10	Group Sess. 27: People Who Help Us+	Individual Sessions*	Group Sess. 28: Review	ASSESSMENTS (pp. 106–108)	

+Group sessions take 30 minutes each. The **Part 1 Group Sessions: Record Sheet (p. 104)** can be used for planning and session record-keeping.

*Individual sessions take 15 minutes each. The **Part 1 Individual Sessions: Record Sheet (p. 105)** can be used for planning and to record the student's narratives.

Table 3.1: Breakdown of each group session

Activity	Purpose	Time (minutes)
Introduction	Greet students, discuss day of the week, review Listening Rules, settle students into session, and play listening game.	3
Reinforcement	Reinforce vocabulary taught in the previous session, for example, by using flashcards.	5
Vocabulary	Introduce new vocabulary. Use flashcards.	5
Narrative	Work to improve narrative skills including sequencing and knowledge of story elements.	10
Plenary	Sequence and review session. Award Best Listener.	2

4.4 Timing of Individual Sessions

An overview of the timing for individual sessions is provided in Table 4.1 with the proposed amount of time to be spent on each activity to fit them all into the 15-minute session.

Table 4.1: Breakdown of each individual session

Activity	Purpose	Time (minutes)
Introduction	This is an opportunity for you to greet the student and review the days of the week and Listening Rules (page 17) if needed and get the student settled into the session.	2
Vocabulary review	Using the picture prompts (flashcards) from the group sessions, review the nouns, verbs, and other vocabulary covered in the previous group session. Depending on the student's abilities, you should specifically concentrate on words that the student found particularly difficult or focus on advanced uses of the taught vocabulary.	5
Narrative	In this section of the session, you will show the student a three-sequence picture story or a personal event narrative prompt card and ask them to tell you the story. You should record what the student says so that you can monitor their progress. You can write this down using the Part 1 Individual Sessions: Record Sheet (see page 105) or you could use a voice recorder. You will revisit the story in the next individual session.	5
Plenary	Bring the session to a close. Go over with the student what they have done in the session. Give the student a reward sticker.	3

Topic 2: Things We Wear

Session 11

Objectives

- **Vocabulary:** Introduce the words **clothes**, **buy**, and **make**.
- **Narrative:** Introduce the story *Cinderella* and review what happens in it.

Equipment

- General group session equipment (see Session 1 on **page 27**)
- Flashcards for **clothes**, **buy**, and **make**
- Washing machine card
- Clothes and Not clothes cards
- Ted's store card
- Play money for each student (not provided)
- Three lumps of playdough/modeling clay (not provided)
- *Cinderella* story prompt cards

Preparation

- Cut out washing machine and Clothes/Not clothes cards.
- Cut out Ted's store card.
- Cut out the story prompt cards.

Session plan

Introduction checklist:

- Greeting
- Listening Rules
- Day of the week
- Best Listener board
- Ted
- Listening Game.

Vocabulary

- Introduce today's Special Words: **clothes**, **buy**, and **make**.
- **Clothes:** Say, "*Today we are going to learn some new words. Look at this picture. What are these?*"
- Reinforce correct responses and give the answer if no correct responses are given. "*Let's all say the word **clothes**.*" Make sure all students say the word.
- Carry out Activity 1.

Activity 1: Washing machine game

Show students the Clothes/Not clothes cards and say, "*Today we are going to wash our **clothes** in the washing machine. Things that are not **clothes** do not go in the washing machine. Let's all find some **clothes** that go in the washing machine.*" Ask students to put the pictures of **clothes** on the washing machine card. Correct incorrect responses.

- **Buy and make:** Say, “The next words we are going to learn are doing words. What do you do when you go into a store and you want to take some of the **clothes** home?”
- Reinforce correct guesses or give the answer if no correct guesses are given. “That’s right – we **buy clothes** from stores and take them home. Can you think of other things that we **buy**?” Allow each student to come up with one example.
- Say, “We don’t just have to **buy clothes**. How else can we get them?”
- Reinforce correct guesses or give the answer if there are no correct guesses. “We can also **make clothes**. We can **make** lots of other things, too. Can you think of other things that we **make**?” Allow each student to come up with one example.
- Carry out Activity 2.

Activity 2: Ted’s dough store

Set up Ted’s store with the sign and three lumps of playdough/modeling clay. Say to the student, “This is Ted’s store. Ted sells modeling dough. Today we are going to **buy** some dough with our money. Then we will **make** something with it.” Give students some play money. Ask them to say to Ted, “I would like to **buy** this, please,” and to hand over their money.

- Carry out Activity 3.

Activity 3: Making with dough

Ensure each student has some playdough/modeling clay and say, “Now I want you to **make** something with the dough you have **bought**. You can **make** anything you like.” Once they have finished say, “Good job. We have all **made** things today with the dough that we **bought** from Ted’s store.”

- When you have completed Activities 1, 2 and 3, say, “Good job. Our Special Words for today are **clothes, buy, and make**.” Show students the flashcards and give definitions for each word.

Clothes are things that we put on. They cover our bodies.

We **buy** something when we give someone money for it, usually in a store.

We **make** something when we use our hands to put things together. We can **make** lots of things like **clothes**, toys, and cakes. We do not always **buy** things from stores. Sometimes we can **make** them.

Narrative

- Introduce the narrative task (*Cinderella*).

“Now I am going to tell you a story. Some of you may have heard it before. The title of the story is Cinderella. While I tell you the story, I want you to listen carefully so that you can answer some questions about it.” Tell the story below using the story prompt cards. When you have finished, ask students what happened at the beginning, in the middle, and at the end of the story.

Cinderella

Once upon a time there was a young girl named Cinderella. She was very poor. She lived with her two sisters and her wicked stepmother who were very mean to her. One day they were all invited to a ball at the palace but Cinderella was not allowed to go. Cinderella was very sad.

The sisters went to buy some new clothes for the ball. Once they were ready, the sisters and the wicked stepmother went to the ball, leaving Cinderella all on her own. Cinderella started to cry. Suddenly there was a puff of smoke and a kind voice said, "Stop crying, dear. I am your Fairy Godmother and I will use my magic to make sure that you can go to the ball." Cinderella was so surprised she stopped crying immediately! The Fairy Godmother waved her wand and magically the pumpkin turned into a carriage, the mice turned into horses, the rat turned into a driver and the lizards turned into footmen. She waved her wand again, and Cinderella's dirty clothes turned into a beautiful dress and her dirty shoes turned into glass slippers.

"Now go and enjoy the ball, my dear," said the Fairy Godmother, "but remember that you must be back before midnight because then the magic stops working!" So Cinderella got into her carriage and went to the ball.

When she got there, she saw the handsome Prince Charming. Everyone wanted to dance with him, including her sisters, but the Prince only wanted to dance with Cinderella. She was having such a good time she didn't notice how late it was. When she heard the clock start chiming at midnight, she remembered what her Fairy Godmother had said about the magic wearing off and she ran away. She ran so fast that one of her glass slippers fell off! The Prince tried to run after her but he couldn't keep up. He found her glass slipper and promised to search the land until he found the person who fitted the slipper because he was in love with her.

The next week everything had returned to normal in Cinderella's house. Her sisters were still mean and her stepmother was still wicked. One day there was a knock at the door. It was the Prince! He was asking everyone to try on the glass slipper to see if it fitted them. The first sister tried to put the slipper on but her foot was too big. The second sister tried too but her foot was too long. Then the wicked stepmother tried but her foot was too small. Then the Prince asked Cinderella to try on the slipper and it was just right! The sisters and the wicked stepmother couldn't believe it. Cinderella left the house and married Prince Charming and they lived happily ever after.

Plenary checklist

- "What did we do today – first, next, and last?"
- "What are our Special Words today?"
- "Who is the Best Listener?"
- Give out stickers for students' sticker charts.

Session 12

Objectives

- **Vocabulary:** Reinforce the words **clothes**, **buy**, and **make**.
- **Vocabulary:** Introduce the words **boots**, **jacket**, **hang**, and **wear**.
- **Narrative:** Reinforce the concept of characters using the *Cinderella* story.

Equipment

- General group session equipment (see Session 1 on **page 27**)
- Flashcards for **clothes**, **buy**, **make**, **boots**, **jacket**, **hang**, and **wear**
- Boots cards, Jackets cards and Not boots/jackets cards
- Ted card and Ted's clothes cards
- Hanging objects cards
- *Cinderella* magic sack (not provided)
- *Cinderella* characters card

Preparation

- Cut out Boots, Jackets and Not boots/jackets cards.
- Cut out Ted card and Ted's clothes.
- Cut out hanging objects cards.
- Cut out *Cinderella* characters and put them in the magic sack.

Session plan

Introduction checklist:

- Greeting
- Day of the week
- Ted
- Listening Rules
- Best Listener board
- Listening Game.

Reinforcement

- Reinforce Session 11's Special Words: **clothes**, **buy**, and **make**.
- *"Let's talk about our Special Words from last time. Who can remember what these are called?"*
Point to different items of clothing that you are wearing. *"Good job, these are called **clothes**."*
- *"Who can remember what we do when we would like to have some **clothes** in a store? That's right – we **buy** them. And who can remember another way that we can get **clothes**? That's right – we can **make** them."*
- Try not to prompt students but if they struggle to find a word, try to help them retrieve the word by describing the target word (semantic help) or tell them the first sound of the target word (phonological help).
- If they still struggle to find the word, tell them the word you are looking for, repeat the word's definition, and ensure every student tries to remember it.
- Then say, *"Well remembered. Our Special Words from last time were **clothes**, **buy**, and **make**."*
Ensure that all students repeat the words.

Vocabulary

- Introduce today's Special Words: **boots**, **jacket**, **hang**, and **wear**.
- **Boots** and **jacket**: Say, "Today we are going to learn some new words. Look at this picture. What is this?"
- Reinforce correct responses and give the correct answer if no correct responses are given. "Yes that's right – these are **boots**." Repeat for **jacket** and then continue by saying, "Let's all say the words **boots** and **jacket**." Make sure all students say the words.
- Carry out Activity 1.

Activity 1: Boots/jackets pictures

Show students the pictures of **boots**, other shoes, **jackets**, and other clothes and ask them to sort the pictures, e.g. "I want everyone to find me a picture of **boots**." Also encourage students to use the vocabulary, e.g. "What is this picture of?" Once all students have used the word "**boot**" and "**jacket**" at least once, say, "Very good. Now we are going to learn some more words."

- **Wear**: Say, "Our next word is something that we do. What do we do with our **clothes**?"
- Reinforce correct guesses or give the correct answer if no correct responses are given. Say, "We **wear** our **clothes**. Can we all say **wear**?"
- Carry out Activity 2.

Activity 2: What would Ted wear?

Show students the picture of Ted and the **clothes** that he can **wear**. Ask, "What would Ted **wear** if it was raining/sunny/snowing?" etc. Encourage students to select their own pictures and say, "Ted would **wear** this if ..." The students can dress Ted. If they are grasping this, you may want to move on to ask, "When would Ted **wear** these?" Allow students to dress Ted appropriately. Once each student has had a turn, say, "Very good. Now we are going to learn another word."

- **Hang**: Say to the student, "We are going to learn another doing word. What do we do with our coats or **jackets** when we come into school?"
- Reinforce correct guesses or give the correct answer if no correct responses are given. Say, "We **hang** up our coats or **jackets** when we come into school. Can we all say **hang**?"
- Carry out Activity 3.

Activity 3: Finding hanging objects

Say, “We can **hang** lots of things. What can you think of that we can **hang**?” Show students the cards to help them. Go into the classroom and ask students to point out things to you that are **hanging**.

- When you have completed Activities 1, 2 and 3, say, “Good job. Our Special Words for today are **boots, jacket, hang, and wear**.” Show students the flashcards and give definitions for each word.

A **jacket** is a type of coat that we **wear** when we go outside to keep us warm and dry.

Boots are a type of shoes that we wear to go outside. There are lots of different types of **boots**, like rain boots for when it’s raining and hiking **boots** for when we go for a long walk.

We **wear** our clothes when we put them on our body.

Hang means that something has been put up off the floor. We **hang** things (like clothes and **jackets**) to keep them off the floor and to keep the room tidy.

Narrative

- Introduce the narrative task using **who** and **what** (**characters** in a story).

“Last time we met we heard a story. Can anyone remember what the story was about?”

Reinforce correct guesses or give the right answer. *“That’s right – it was about Cinderella.*

*She was the main **character**. A **character** is someone in a story. Can you say the word*

***character**?”* Encourage students to say the word. Ask students to pick out a **character** from

the Cinderella magic sack and to talk about them. Use prompts such as *“Who is this? ...*

What does she look like in the beginning? ... What does she look like at the end? ... What did

*she **wear** to the ball? ... What are they doing? ... Is this a nice **character** or a not very nice*

***character**?”* Try to use the Special Words in the task, i.e. *“Is the Prince **wearing boots**? ... Is he **wearing a jacket**?” etc.*

Ensure that every student picks out a **character** and has talked about them.

Plenary checklist

- “What did we do today – first, next, and last?”
- “What are our Special Words today?”
- “Who is the Best Listener?”
- Give out stickers for students’ sticker charts.

Assessment

The TEL Ted: NELI Intervention is suitable for a wide range of students; it is designed to help boost the language skills of the students in each class with the weakest language skills (typically the 4 to 6 students with the poorest language skills for their age).

Randomized controlled trials have demonstrated that the Nuffield Early Language Intervention (TEL Ted: NELI Intervention) significantly improves the language skills of students who take part (e.g. West, et al. 2021). Independent evaluations of a national roll-out of the Nuffield Early Language Intervention (TEL Ted: NELI Intervention) in the United Kingdom have shown 4 months of additional progress in oral language for those who participate in the intervention, with the most socioeconomically disadvantaged students showing 7 months of additional progress (Smith, et al. 2023). There are very few students with language difficulties who will not benefit from the intervention and it has been found to be just as effective for those who are learning English as it is for students with English as their first language (West, et al. 2021). It is important to note, however, that the intervention may not be suitable for students with severe social and behavioral difficulties who would find it difficult to be part of a group for 25-minute sessions, or those with severe sensory needs. Teachers should therefore use their judgement when selecting the students most suited to the intervention.

LanguageScreen: Identifying students for the Intervention and measuring progress

Students should be selected to receive the intervention following assessment of the whole class with LanguageScreen, an automated, quick, and reliable language test which is suitable for use with children between 3 and 11 years of age.

LanguageScreen provides school staff (teachers, support staff, volunteers, etc.) with a quick, accurate and objective method for measuring the oral language (speaking and listening) skills of a whole cohort and identifying students who are likely to benefit from additional targeted support for their language skills. LanguageScreen also provides a measure of the progress in language skills after participating in the intervention.

LanguageScreen assesses students' oral language skills using four subtests:

- Expressive vocabulary
- Receptive vocabulary
- Listening comprehension
- Sentence repetition.

Assessing all students with LanguageScreen at the start and end of each school year will help educators to:

- Formally quantify students' oral language skills, relative to peers and age-standardized norms
- Identify students whose language difficulties may have been missed
- Identify students who would benefit from additional targeted support for their language skills with interventions such as this one
- Understand how the oral language skills of all students in the class have developed over the year, both compared to each other and age-standardized norms
- Track development in all students' oral language skills as they progress through the school.

Paper-based measures of progress-monitoring

In addition to LanguageScreen, the intervention also provides several paper-based measures of progress, including record sheets for group and individual sessions, and assessments for narrative skills and behavior. Record sheets and assessments can be photocopied from this guide, or there are digital versions available on the OxEEd website: www.oxedandassessment.com/us/neli/resources.

To support you with your planning and record-keeping, the **TEL Ted Support Hub** (Steps 1.11–1.16) which is provided as part of the intervention training includes videos of intervention sessions (assessment, group and individual) along with examples of completed record sheets so you can see how these are used.

Intervention record sheets and assessments

The **Part 1 Group Sessions: Record Sheet** (see **page 104**) allows you to track students' attendance at the group sessions and the content that you have delivered. The sheet also provides space to record comments about what students grasped or found difficult. This will guide your overall evaluation of the progress students are making and also support your planning for each students' next individual session.

The **Part 1 Individual Sessions: Record Sheet** (see **page 105**) can be used to monitor a student's progress in vocabulary and storytelling skills. The person delivering the intervention completes this sheet for each student in their individual session and keeps a file of these sheets for each student. After 10 weeks, this enables a "look back" to, for example, a student's first story to compare it with the one the student related in their most recent individual session. In the same way, progress can be assessed after the full 20 weeks of the intervention.

The **Assessment of Narrative Speech and Grammar** (see **pages 106–107**) should be used to conduct an in-depth assessment of a student's progress in storytelling skills at key milestones in the intervention, e.g. at the start before the first group session, then at the end of each topic (or when the student's narrative targets are met), and when the intervention is completed.

To complete the assessment, ask the student to tell a story using a **three-sequence picture story** or **personal event narrative prompt card**. Write down their story at the top of the first sheet and then use the age-related expectations to evaluate their use of **story and sentence structure**. Finally, set up to three targets to work towards in the student's next individual sessions.

Use the same story prompt each time you complete this assessment with a student, so that you are able to monitor their progress over the course of the intervention.

Similarly, completion of the **Parts 1 and 2 Attitude and Behaviour Record Sheet** (see **page 108**) provides a record of the effect of the intervention on students' confidence and participation. Research has shown that students who participate in NELI show improved behavior in the classroom, as rated by teachers (West, et al. 2022), so the intervention benefits extend beyond language. This record sheet will help you to track these wider benefits.

Part 1 Group Sessions: Record Sheet

Session no. _____

Date ____ / ____ / ____

Teaching: yes no

Review: yes no

Attendance	Initials	Yes	No	If no, reason for absence	Best Listener	Session timing	Approx. no. mins
						Student 1	
Student 2						Listening game	
Student 3						Vocabulary	
Student 4						Narrative	
Student 5						Plenary	
Student 6							

Listening game (see pages 109–114)
Words taught/reinforced
Narrative task
General comments
Use this space to record any comments you have about the session that will help your planning (i.e. progress of individual students, areas to focus on in individual sessions etc.):

Part 1 Individual Sessions: Record Sheet

Name: _____

Skills to target in this week's Individual sessions:

--

Weekly session 1	Prev. Group session no.:	Date:
Words in this session		Reviewing <input type="checkbox"/> Extending <input type="checkbox"/>
Words to follow up in next session(s)		
Narrative:	Sequence cards <input type="checkbox"/> Own event <input type="checkbox"/>	
Student's story:		
<i>Cont. overleaf if needed...</i>		

Weekly session 2	Prev. Group session no.:	Date:
Words in this session		Reviewing <input type="checkbox"/> Extending <input type="checkbox"/>
Words to follow up in next session(s)		
Narrative:	Sequence cards <input type="checkbox"/> Own event <input type="checkbox"/>	
Student's story:		
<i>Cont. overleaf if needed...</i>		

Comments on this week's Individual sessions:

--

Assessment of Narrative Speech and Grammar

Name: _____ Date: ____ / ____ / ____ Age: _____

Story Structure					
Sequence cards	Using book	Retelling own news/event	With visual		
			No visual		
Story Structure					
Use of story elements	Who	Where	When	What	Why
Use of connectives	and	(and) then	that	when	so
Total number of connectives:	because	until	while	but	although
Examples of descriptive language:					
				Yes	No
Does the story make sense?					
Is there a clear beginning, middle, and end?					
Is a story starter used? (e.g. "Once upon a time...")					
Does the story match the sequence of pictures?					
Does the student use expression for characters?					
Does the student talk for the characters? (e.g. "The police officer said...")					
2 years	An unrelated collection of ideas		Topic/story line changes		
2–2½ years	Student makes own links, little logic		Character, setting, or topic consistent		
3–4 years	Definite sequence of ideas		Starts to explain why things happen		
4–5 years	Main character and logical sequence but listener has to fill in the gaps		Links ideas with "and," "but," or "because"		
5–7 years	Story has a plot in which characters and relationships develop		Story has clear beginning, middle, and end with explanations		

Sentence Structure								
Age		0	1	2	3	4	5	6
2–2½ yrs	3-word sentences							
	Uses past tense							
	Uses determiners, “the” and “a” used?							
	Uses pronouns e.g. he, she, his, her, they etc. correctly?							
	Uses verb to be e.g. “I am , he is , they are”							
	Uses auxiliary verbs e.g. “can, could, may, might, will, should?”							
	Uses possessives e.g. “The boy’s,” “Sam’s”							
2½–3 yrs	4+ word sentences							
	Uses “and” to join sentences							
3–3½ yrs	Uses more joining words e.g. “but,” “so,” “because,” and “then”							
	Uses irregular past tense							
	Uses irregular plural nouns							
	Correct use of “I” e.g. “I like....”							
	Starts embedding phrases in sentences e.g. “The girl with the basket on her head is named Handa”							
	Starts using the passive voice e.g. “The boat was pulled by the pick-up truck”							
4½ yrs	Uses complex sentences which are usually grammatically correct							
	Starts using words to suggest connectivity at the beginning of a sentence e.g. “Actually ... However ... While”							
	Uses increasingly complex sentences by embedding phrases and using connectives							

	Targets
1	
2	
3	

Key:

0	1	2	3	4	5	6
Not used	Just emerging	Emerging	Uses but requires prompt	Used but in intervention session only	Used outside session but not 100%	Competent use in range of everyday situations

Parts 1 and 2 Attitude and Behavior Record Sheet

Name: _____

Date: ____ / ____ / ____

Use scale to indicate your evaluation: 0 = poor, 3 = excellent	Before intervention				After 10 weeks				After 20 weeks			
	0	1	2	3	0	1	2	3	0	1	2	3
Attitude to school in general												
Attendance at school in general												
Attitude to intervention sessions												
Attendance at intervention sessions												
Participation in class discussions												
Participation in small group discussions												
Confidence when talking												
Use of age-appropriate vocabulary when talking												
Use of age-appropriate sentence structures when talking												
Ability to listen to and follow instructions												
Ability to listen to and engage with stories												
Other comments:												

Listening Games Bank

1. **Pair actions with rhyme:** Pair simple actions to specific words in a short rhyme/story. Read the rhyme to students and they must do the actions when they hear the specific words.

Ten fingers

I have ten fingers (hold up both hands, fingers spread)
And they all belong to me (point to self)
I can make them do things
Would you like to see?

I can shut them up tight (make fists)
I can open them wide (open hands)
I can put them together (place palms together)
I can make them all hide. (put hands behind back)

I can make them jump high (hands over head)
I can make them jump low (touch floor)
I can fold them up quietly (fold hands in lap)
And hold them like so.

Two little blackbirds

Two little blackbirds (hold up two fingers)
Sitting on a wall,
One named Peter, (hold one finger out)
One named Paul. (hold the other finger out)

Fly away, Peter. (put one finger behind back)
Fly away, Paul. (put other finger behind back)
Come back, Peter. (bring first finger back out front)
Come back, Paul. (bring other finger back out front)

Five little bees

One little bee blew and flew (hold up one finger)
He met a friend and that made two.

Two little bees, busy as could be (hold up two fingers)
Along came another and that made three.

Three little bees, wanted one more (hold up three fingers)
Found one soon and that made four.

Four little bees, going to the hive (hold up four fingers)
Spied their little brother and that made five.

Five little bees working every hour (hold up five fingers)
Buzz away, bees, and find another flower.

Head and shoulders

Head and shoulders, knees and toes.

Knees and toes.

Head and shoulders, knees and toes.

Knees and toes.

And ears and eyes and mouth and nose.

Head and shoulders, knees and toes.

Knees and toes.

2. **Freeze game:** Either play a song, sing a song, or play a musical instrument and ask students to walk around while the music is playing and freeze as soon as they hear the music stop. Look around to make sure they have all frozen when the music has stopped, and encourage them not to move a muscle until they hear the music start again! To make this game more complex, you can alter the rules based on the instrument they hear. For example, ask them to jump when they hear the drum, walk when they hear the triangle, and freeze when the music stops.
3. **Match the sound to the animal:** Make different animal noises (e.g. “woof woof”, “moo moo”) and ask students to listen to the animal sound and try to guess what animal it is. Encourage turn-taking and allow students to make the sounds as well.
4. **What sounds do you hear?:** Have students close their eyes and ask them to listen for sounds (you can also create some sounds). Ask students what sounds they heard and ask them to guess what might cause that sound.
5. **Chain game:** Sit students in a circle and begin the chain by making a long sound, such as “ssssssss.” The first student on your right-hand side then begins to make this sound, followed by the rest of the students. Points to each student when they are meant to begin and the first student must keep going until everyone is making the sound. Sound suggestions: “ahhhhhhhhh,” “fffffffff,” “mmmmmmmm.”
6. **Identify the musical instrument:** Gather instruments from around the school and ask students to close their eyes and guess what instrument you are playing.
7. **Whose voice?:** Choose one student to close their eyes and then point to another student who has to say, “Hello, [student’s name].” The first student then opens their eyes and has to pick which student spoke. When they have got the hang of this, an extended version can include the student with their eyes closed listening first to one student and then to a second and having to decide which student spoke first.
8. **I Spy:** Ask students to listen carefully while you describe an object that you see within the room by saying “I spy with my little eye something that is ____ [adjective].” After you describe the object using one adjective, ask students to take turns guessing what object you’ve chosen. If they haven’t got the answer after your first description, provide them with a subsequent adjective that describes the object. For example, you could choose to describe a nearby book by saying “I spy with my little eye something that opens ... something that contains pictures ... something that has a blue cover ... something that you can read” etc.
9. **Lost in the jungle:** Choose one student to be the explorer and get them to close their eyes while an item is hidden somewhere in the room/space. When they open their eyes, the other students

General: Best Listener stickers



General: Nametags



My name is

★



My name is

★




My name is

★



Session 16: Narrative Task

Invitation template



Party Invitation

To


When

What

Where

Time

From



Session 20: Vocabulary Activity 2

Stamps



Session 24: Narrative Task

Story map

The graphic organizer is titled "My Story Map" in large, bold, black letters, oriented vertically on the left side. The background features a faint world map. At the top center is a large black star with the words "My Story" written inside in white, accompanied by a small cartoon bear. Below this star are five rectangular boxes with rounded corners, each containing a question word: "Who", "When", "Where", "What", and "Feelings". These boxes are arranged in two columns and are connected by a dotted line that forms a path starting from the "My Story" star, moving down to "Who", then right to "When", down to "Where", right to "What", and finally down to "Feelings". The entire graphic is decorated with several stars of various sizes and colors (white, grey, and black) scattered around the title and the central star.

TEL Ted: NELI Intervention

Part 1 Teacher Guide

TEL Ted: NELI Intervention is a 20-week intervention, developed by a team of experts, to help students in early education (Pre-K to Grade 1) overcome language difficulties. Targeting vocabulary, narrative skills, active listening, and phonological awareness, the intervention has been extensively trialed in schools, and results show that it improves students' oral language skills, as well as supporting progress in reading comprehension.

This Teacher Guide for Part 1 contains:

- An overview of the intervention, including teaching principles and recommendations for organizing the sessions
- Detailed session-by-session guides, covering everything you need to lead the individual and group sessions
- Information on record-keeping and assessment
- Reproducible materials for use in the sessions.

