

# TEL Ted: NELI Intervention

## Part 2 Teacher Guide



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# 1 An Introduction to the Intervention

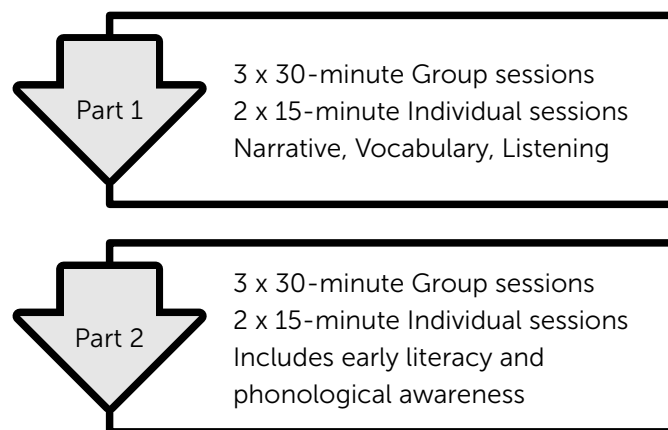
## 1.1 Introduction

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. In addition, the sessions in this guide are supplemented with activities to promote phonological awareness and letter-sound knowledge.

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 2 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 second 10-week block, which consists of 29 group sessions and 18 individual sessions, plus one assessment session for each student. Details of the first 10-week block, consisting of 28 group sessions, 18 individual sessions and assessment sessions, can be found in the Part 1 Teacher Guide.

The sessions are further broken down into topic areas. In this guide, the topics are: **Growing, Journey and Time**. There are approximately ten group sessions per topic: nine of these sessions will introduce new vocabulary and narrative work, and one will serve as a review session, allowing 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. In contrast to the Part 1 guide, this second 10-week intervention is supplemented by activities to promote letter-sound knowledge and phonological awareness.

Table 2.1 below gives an overview of the vocabulary used in the 29 group sessions of the Part 2 intervention.

**Table 2.1: Overview of vocabulary**

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
<b>Growing</b>	1	eat feed young drink*	N/A	eat/ate/eaten/eating drink/drank/drunk/drinking feed/fed/feeding young/younger/youngest/old/ older/oldest
	2	lamb [sheep] calf [cow] chicks [hen] foal* [horse]	eat feed young drink*	category word: animal offspring kid [goat]
	3	spring summer fall winter	lamb [sheep] calf [cow] chicks [hen] foal* [horse]	seasonal/season
	4	seed(s) sow grow stem*	spring summer fall winter	sow/sowed/sown/sowing grow/grew/grown/growing water/watered/watering
	5	leaf/leaves enough/not enough how many? petal*	seed(s) sow grow stem*	watch/watched/watching pick the petals off



Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
<b>Growing</b>	6	<p>THINGS THAT GROW UNDERGROUND:</p> <p>carrots potatoes onions*</p> <p>THINGS THAT GROW ABOVE THE GROUND:</p> <p>peas corn pumpkin*</p>	<p>leaf/leaves enough/not enough how many? petal*</p>	<p>potato chips, baked potato carrot cake red onions, onion rings popcorn pumpkin pie harvest</p>
	7	<p>measure heavy light weight*</p>	<p>THINGS THAT GROW UNDERGROUND:</p> <p>carrots potatoes onions*</p> <p>THINGS THAT GROW ABOVE THE GROUND:</p> <p>peas corn pumpkin*</p>	<p>measure/measured/measuring heavy/heavier/heaviest light/lighter/lightest tape measure, measuring cups scale ruler size</p>
	8	<p>root(s) plant dig trunk*</p>	<p>measure heavy light weight*</p>	<p>plant/planted/planting dig/dug/digging shovel digger excavator branch</p>
	9	<p>vegetables fruits</p> <p>THINGS THAT GROW ON TREES:</p> <p>apple cherry orange*</p>	<p>root(s) plant dig trunk*</p>	<p>fruit salad vegetable soup squeeze fresh juice from fruits other examples of fruits and vegetables tasty rotten</p>
	10	REVIEW: GROWING	REVIEW: GROWING	
<b>Journey</b>	11	<p>traffic light safe dangerous drive*</p>	N/A	<p>drive/drove/driven/driving safe/safety/safely dangerous/danger journey traffic crosswalk</p>

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
Journey	12	how much? ticket sell pay*	traffic light safe dangerous drive*	sell/sold/selling pay/paid/paying ticket booth ticket machine travel/traveled/traveling
	13	wait early late arrive*	how much? ticket sell pay*	arrive/arrived/arriving/arrival wait/waited/waiting waiting room/area departure platform
	14	front back through opposite*	wait early late arrive*	how long will it take to ...?
	15	airplane/plane airport fly vacation*	front back through opposite*	fly/flew/flown/flying check-in security gate
	16	carry suitcase backpack luggage*	airplane/plane airport fly vacation*	carry/carried/carrying luggage cart
	17	ferry soon now passenger*	carry suitcase backpack luggage*	category words: transport, vehicles go on a cruise boat and types of boat (e.g. motor boat, sailboat)
	18	water land sky	ferry soon now passenger*	water: lake, pond, river, sea, ocean land: mountains, valleys, plains sky: blue sky, clouds, fog, mist
	19	collect narrow wide deliver*	water land sky	collect/collected/collecting/ collection deliver/delivered/delivering/ delivery wide/wider/widest narrow/narrower/narrowest truck/trucks
	20	REVIEW: JOURNEY	REVIEW: JOURNEY	
Time	21	morning afternoon evening night	N/A	wake up/woke/woken/waking morning sun moon and stars

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
Time	22	TIMES: dark light breakfast time, lunchtime, dinnertime, recess* bedtime*	morning afternoon evening night	darkness light light versus light (weight) bedtime stories daytime nighttime
	23	HOW WE TELL THE TIME: clock watch alarm clock stopwatch*	TIMES: dark light breakfast time lunchtime dinnertime recess* bedtime*	run out of time ask for the time set an alarm time
	24	strap hour (o'clock) minute hand (of a clock)*	HOW WE TELL THE TIME: clock watch alarm clock stopwatch*	second hand digital clocks and watches smart watch clock face
	25	day week month weekend*	strap hour (o'clock) minute hand (of a clock)*	daily weekly monthly year/yearly calendar
	26	remember celebrate forget guess*	day week month weekend*	remember/remembered/ remembering celebrate/celebrated/celebrating forget/forgot/forgotten/ forgetting guess/guessed/guessing celebration memory guess (noun)
	27	today yesterday take longer/less time tomorrow*	remember celebrate forget guess*	take/took/taken/taking past, present, future
	28	always never once* sometimes*	today yesterday take longer/less time tomorrow*	how often? how many times?

Topic	Session	New vocabulary	Reinforced vocabulary	Advanced uses of vocabulary
Time	29	REVIEW: TIME AND CELEBRATION	REVIEW: TIME AND CELEBRATION	
	30	Assessment	Assessment	

\* Words marked with an asterisk are optional and can be taught in addition to the other new vocabulary words if you are working with more confident students.

## 2.2 Intervention Materials

The intervention resources for Part 2 include this Teacher Guide and a set of orange flashcards. Some flashcards are ready-to-use whole-page cards, but most are designed to be cut before use. There are cards for each of the group sessions, and there are also cards for the majority of the individual session activities.

Downloadable resources to help you implement the intervention are available on the OxEEd website at [www.oxedandassessment.com/us/neli/resources](http://www.oxedandassessment.com/us/neli/resources) and on the online training which must be completed before starting intervention delivery. These include the Best Listener Stickers, Days of the Week Board, and Labels; 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.

For the individual sessions, we recommend dividing the cards as follows.

Letter-sound/Phonological Awareness Activities:

Beginning activities:

- Envelope 1: Identifying sounds in words on cards
- Envelope 2: Identifying consonant sounds on a picture scene
- Envelope 3: Pairs with initial/final sounds
- Envelope 4: Joining pictures to their initial/final sounds
- Envelope 5: The odd one out

Blending activities:

- Envelope 6: Oral blending bingo
- Envelope 7: Matching words to pictures
- Envelope 8: Ted's telling what he saw in Ted's "sound talk"
- Envelope 9: Guess what's on the card

Segmenting activities:

- Envelope 10: Choose the correct word

Narrative Activities:

- Envelope 11: Three- and four-sequence picture stories
- Envelope 12: Personal event narratives (photos)

One of the Blending activities and two of the Segmenting activities have no associated picture cards, so no envelope will be needed for these.

**Reproducibles:** These are located at the back of this guide (see **page 181 onwards**). These resources are clearly labeled with the relevant session number. We recommend photocopying these and placing a copy in the resource folder or envelope for that session.

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

**Record sheets and assessments:** These are located at the back of this guide (**pages 167–173**). There are editable versions available at [www.oxedandassessment.com/us/neli/resources](http://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
- Taught Letter Sounds
- Group sessions
- Individual sessions (where each student will need their own named divider – this could also include their Attitude and Behavior and Taught Letter Sounds assessments 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 or envelopes that you use for the other resources to assist with session preparation.

**Table 2.2: Extra materials required (not provided)**

Material	Session(s)
Letter cards	all
Bag or box for Ted (can also be used for activities in sessions 8, 18 and 19)	all
Paper	all
Coloring pencils or markers	all
Students' sticker charts (downloadable resource – see <b>page 13</b> )	all
Stickers	all
Glue	all
Poster putty	all
Watering can	4, 5
Egg cartons	4
Cotton balls	4
Seeds	4, 5, 6
Artificial flower	5
Plastic or real vegetables (carrots, potatoes, onions,* peas, corn, pumpkin*)	6
Sticky tape	6

Collection of different shoes (or other items, e.g. different toy cars) that vary in weight	7
Scales	7, 8
Cardstock or poster board	8, individual sessions
Classroom items of different weights	8,10
Real apple and knife to cut it	8
Number dice	10
Finger puppets	12, 13, 20
Small beanbag or hacky sack	14
Two chairs	15
Chair	18
Different objects from school to collect/deliver* to each other	19
Watch	24
One pair of clocks/watches (e.g. two watches)	25
Calendar	25, 26, 27
Tray with different objects and a cover for the tray	27
Dice	29
Phonics resources (cards showing a letter and the (optional) mnemonic)	Group and individual sessions
Magnetic letters for letter-sound/phonological awareness activities	Group and individual sessions
Whiteboards/sound boards for letter-sound/phonological awareness activities (optional)	Group and individual sessions
Colored cubes/counters	Individual sessions
Voice recorder (optional)	Individual sessions and assessments

## 2.3 Part 2 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 (page 16) 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 and last days** are timetabled for you to carry out your own **assessments**. These assessments are for your planning and recording purposes. You will be given more information about the assessment procedure on **pages 163–166** of this guide.

Table 2.3: Part 2 Timetable guide

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	<b>ASSESSMENTS (pp. 169–173)</b>	Group Sess. 1: Growing+	Group Sess. 2: Growing+	Individual Sessions*	Group Sess. 3: Growing+
2	Group Sess. 4: Growing+	Individual Sessions*	Group Sess. 5: Growing+	Individual Sessions*	Group Sess. 6: Growing+
3	Group Sess. 7: Growing+	Individual Sessions*	Group Sess. 8: Growing+	Individual Sessions*	Group Sess. 9: Growing+
4	Group Sess. 10: <b>Review</b>	Individual Sessions*	Group Sess. 11: Journey+	Individual Sessions*	Group Sess. 12: Journey+
5	Group Sess. 13: Journey+	Individual Sessions*	Group Sess. 14: Journey+	Individual Sessions*	Group Sess. 15: Journey+
6	Group Sess. 16: Journey+	Individual Sessions*	Group Sess. 17: Journey+	Individual Sessions*	Group Sess. 18: Journey+
7	Group Sess. 19: Journey +	Individual Sessions*	Group Sess. 20: <b>Review</b>	Individual Sessions*	Group Sess. 21: Journey+
8	Group Sess. 22: Time+	Individual Session*	Group Sess. 23: Time+	Individual Session*	Group Sess. 24: Time+
9	Group Sess. 25: Time+	Individual Session*	Group Sess. 26: Time+	Individual Session*	Group Sess. 27: Time+
10	Group Sess. 28: Time+	Individual Session*	Group Sess. 29: <b>Final session</b>	<b>ASSESSMENTS (pp. 169–173)</b>	

Note: The intervention is designed to alternate between group and individual sessions. However, the first two group sessions of Part 2 run consecutively in order to accommodate the initial assessment session at the beginning of the intervention.

+Group sessions take 30 minutes each. The **Part 2 Group Sessions: Record Sheet (page 167)** can be used for planning and session record keeping.

\*Individual sessions take 15 minutes each. The **Part 2 Individual Sessions: Record Sheet (page 168)** can be used for planning and to record the student's narratives.

Table 3.1: Breakdown of each group session

Activity	Purpose	Time (minutes)
<b>Introduction</b>	Give greeting, discuss day of the week, review Listening Rules, settle students into session.	2
<b>Letter-sound/ phonological awareness</b>	Introduce new letter sound and review taught letter sounds, improve phonological awareness skills.	3
<b>Reinforcement</b>	Reinforce vocabulary taught in the previous session, for example using flashcards.	4
<b>Vocabulary</b>	Introduce new vocabulary, use flashcards.	5
<b>Narrative</b>	Work to improve narrative skills further, including sequencing and knowledge of story elements.	9
<b>Plenary</b>	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 in order to fit them all into the 15-minute session.

**Table 4.1: Breakdown of each individual session**

Activity	Purpose	Time (minutes)
<b>Introduction</b>	This is an opportunity for you to greet the student and review the days of the week and Listening Rules if needed and get them settled into the session.	2
<b>Letter-sound/ phonological awareness</b>	Using the <b>letter-sound prompts</b> and <b>letter materials</b> from the group sessions, review the letter sounds that have been taught so far. Specifically concentrate on letters and letter sounds that the student found difficult. Reinforce the letter sounds with the phonological awareness activities provided.	4
<b>Vocabulary review</b>	Using the <b>picture prompts</b> (flashcards) and materials 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.	4
<b>Narrative</b>	In this section of the session, you will show the student a <b>three- or four-sequence picture story</b> or a <b>personal event narrative prompt card</b> 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 <b>Part 2 Individual Sessions: Record Sheet</b> (see <b>page 168</b> ) or you could use a voice recorder. You will revisit the story in the next individual session.	4
<b>Plenary</b>	Bring the session to a close. Go over with the student what they have done in the session. Give the student a reward sticker.	1

## Topic 2: Journey

### Session 11

#### Objectives

- **Letter sounds:** Introduce **C** and **K** and reinforce letters S, A, T, P, I, N, M, D, G, and O.
- **Vocabulary:** Introduce the new topic Journey and the words **traffic light**, **dangerous**, **safe**, and **drive**.\*
- **Narrative:** Personal event narrative *Going to School*: sequence story and introduce Ted's story map.

#### Equipment

- General group session equipment (see Session 1 on **page 36**)
- Flashcards for **traffic light**, **dangerous**, **safe**, and **drive**\*
- Letter cards for S, A, T, P, I, N, M, D, G, O, C, and K (not provided)
- Road map topic boards A and B as part 1 of Journey topic board
- Cars, bus, house, store, school, and traffic light cards for topic board
- Crossing the Road Safely cards
- *Going to School* story prompt cards
- Ted's story map card

#### Preparation

- Stick together road map topic boards A and B to make one larger board.
- Cut out cars, bus, house, store, school, and traffic light cards for the large road map topic board.
- Cut out Crossing the Road Safely cards.
- Cut out *Going to School* story prompt cards.

#### Session plan

Introduction checklist:

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

#### Letter sounds

- Say, "*Today we are going to learn two more letters and their letter sounds together with Ted.*"
- Teach the letters **C** and **K** following the instructions given in Box 3.3 on **page 21**.
- Stick the new letters/mnemonic cards of the letters on the Letter board.
- Reinforce the letters **S, A, T, P, I, N, M, D, G**, and **O** by playing a quick sound game (see Boxes 3.4–3.7 on **pages 22–24**).

## Vocabulary

- Introduce the new topic, Journey, by telling students that over the next few sessions you will do activities and learn words related to journeys.
- Introduce the new Journey topic board (Part 1: road map of a city) by saying, *“Over the last few weeks we have created our own farm and we have done an amazing job. Now we are going to create a big map for our journeys. Today, we start our journey in the city. This is our map with roads of the city.”*
- Introduce today's Special Words: **traffic light**, and **drive\*** by carrying out Activity 1.

### Activity 1: Traffic on the “road map” of the Journey topic board

Show the cars, bus, house, store, and school to the students. Discuss with the students what they are and where they want to stick them on the road map of the Journey topic board. Put pieces of poster putty on the board and stand the cards upright in the poster putty. Continue by saying, *“Now we have cars and a bus on our roads. The cars and the bus **drive\*** on our roads. Our roads are not empty anymore; there is traffic on our roads.”* Then continue by showing the students the **traffic light**. Say, *“Does anyone know what this is called?”* Reinforce correct guesses or give the correct answer (**traffic light**). *“Let’s all say **traffic light**.”* Then continue by asking the students, *“Does anyone know why we need a **traffic light**?”* Discuss the answers and stick the **traffic light** on the road map. Ensure that all the students say the special word(s). Accompany the activity verbally, using today's Special Words as often as possible and encourage students to use them as well.

- Introduce today's other Special Words, dangerous and safe.
- Carry out Activity 2.

### Activity 2: Crossing the road safely

Say, *“There are many things happening on our roads. There are houses, shops, and a school, and cars and a bus driving on our roads. Lots of traffic on our roads can be **dangerous**. Does anyone know what **dangerous** means?”* Discuss the answers and say, *“Let’s all say **dangerous**.”* Ensure that all the students repeat the word. *“So does anyone know how we cross the road **safely**?”* Discuss the answers and review crossing the road safely using the cards provided. At the end, say, *“We know that traffic can be **dangerous** – but we can cross the road **safely** if we follow the rules for crossing the road. We can stay **safe**. Let’s all say **safe**.”* Ensure that all students repeat the word. Praise the students.

- When you have completed Activity 2, say, *“Good job. Our Special Words for today are **traffic light**, **dangerous**, **safe**, and **drive**.”*\* Show students the flashcards and give definitions for each word.

**The Traffic light** shows drivers and people who walk when to stop and when to go. The green light means it is your turn to go, the yellow light means get ready to slow down, and the red light means stop.

**Safe** means nothing bad is going to happen to you. **Safe** means there is no danger. For example, a traffic light helps us to cross the road **safely**.

**Dangerous** means that something or someone could hurt you. Cars can be **dangerous** to us if we don't cross roads at safe places.

When someone **drives**,\* they make a journey in a car instead of walking or using the bus. Your families might **drive** you to school or **drive** to the supermarket to go shopping with you.

## Narrative

- Sequence the narrative *Going to School*.
- Introduce Ted's story map to the students.
- You may want to use the story example provided below to get an idea of how to incorporate some Special Words in the story.

Say, "Now we are going to have a look at these pictures. These pictures show a story about a journey to school. A boy goes by car to school. You all go to school in the morning, maybe on foot, maybe in a car or on a bus. So have a look at the pictures and tell me which picture comes first. Which picture shows the beginning of the story?" Discuss the students' picture choices and continue sequencing the story until the pictures are lying in the correct order in front of the students. Say, "Good job – now we can see what happens in the story in the right order. Let's tell the story now. I have a new picture with me to help us to remember all the things we have to say when telling a story [show Ted's story map to the students]. As the scarecrow did with our last story map, Ted will remind us to say **who** the story is about [point to **who** circle], **where** and **when** the story takes place [point to **where** and **when** circles], and **what** happened [point to **what** circle]. And if we want to tell a really good story, we can also say **why** something happened. For example, we can say **why** somebody is happy, sad or angry. So let's see if Ted can help us to remember all these important things when we tell the story about this boy going to school. **Who** is in the story?" Find a name for the boy, with the students (in the example narrative below, his name is Jacob). Depending on the timing of the session, spend more or less time on the different story elements. You could also ask different students to tell you what's happening on different pictures. At the end, summarize the story for the students. An example narrative is suggested below.

## Going to School

Jacob is five years old and today is his first day at school. He gets up really early to get ready. He is very excited!

When he is ready, Jacob **waits** patiently until it is time to leave. Then he pulls on his coat and picks up his bag. Jacob's mom goes to open the car and Jacob pulls the **front** door shut behind him. Then he climbs into the back seat of the car while his mom gets in the **front**. Jacob fastens his seatbelt to make sure he is **safe**.

On the journey to school, they get stuck in traffic. Jacob gets a little worried but they **arrive**\* in plenty of time. When they get to school, Jacob walks through the big wooden gate and onto the playground. There are lots of students on the playground.

Soon it is time to go to the classroom. Jacob's teacher tells him to hang up his coat and choose a book. He chooses a book about knights and sits down at the table to read it. Jacob thinks he will like school.

**NOTE: Vocabulary that the students have learned or will learn is in bold.**

### 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

- **Letter sounds:** Introduce **CK** and reinforce letters S, A, T, P, I, N, M, D, G, O, C, and K.
- **Vocabulary:** Reinforce the words **traffic light**, **dangerous**, **safe**, and **drive**.\*
- **Vocabulary:** Introduce the words **how much**, **ticket**, **sell**, and **pay**.\*
- **Narrative:** Train Journey: Use all story elements and start creating a book with the students.

## Equipment

- General group session equipment (see Session 1 on **page 36**)
- Flashcards for **traffic light**, **safe**, **dangerous**, **drive**,\* **how much?**, **ticket**, **sell**, and **pay**\*
- Letter cards for S, A, T, P, I, N, M, D, G, O, C, K, and CK (not provided)
- Finger puppets (optional, not provided)
- *Robert the Train* story prompt cards
- Train station topic board as part 2 of Journey topic board
- Train station and train cards
- Train tickets role-play cards
- Journey book templates 1 and 2 (reproducibles, **pages 192–193**)
- Journey book cover cards (also included as a reproducible, **page 188**)
- Journey book pages 1 and 2 cards (also included as a reproducibles, **pages 189**)
- Ted's story map card (from Session 11)

## Preparation

- Cut out *Robert the Train* story prompt cards.
- Cut out train and train station cards for the train station topic board.
- Cut out train tickets role-play cards.
- Photocopy Journey book template 1 once for each group.
- Photocopy Journey book template 2 four times for each group.
- Assemble templates 1 and 2 into a book for each group.
- Cut out cards for the Journey book cover and pages 1 and 2.
- Photocopy and cut out Journey book cover pictures and pages 1 and 2 pictures.

## Session plan

Introduction checklist:

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

## Letter sounds

- Say, “Now we are going to learn another letter and its letter sound together with Ted.”
- Teach the letter digraph **CK** following the instructions given in Box 3.3 on **page 21**.
- Stick the new letter/mnemonic card of the letter on the Letter board.
- Reinforce the letters **S, A, T, P, I, N, M, D, G, O, C,** and **K** by playing a quick sound game (see Boxes 3.4–3.7 on **pages 22–24**).

## Reinforcement

- Reinforce Session 11’s Special Words: **traffic light, safe, dangerous,** and **drive**.\*
- Ask students if they can remember what you did last time you met with the road map topic board.
- Reinforce the Special Words from Session 11 using the road map topic board and carry out Activity 1.

### Activity 1: How do you get safely from here to there?

Using the road map topic board, discuss with the students how they get **safely** from one place to another on the topic board. You may want to use finger puppets to help the students actually envision “walking” on the topic board. Say, “Let’s go from the house to the school. Why could it be **dangerous** to go from home to school? ... How can we make sure we are **safe** on our way to school with all the traffic around us?” etc. Try to encourage students to tell you about how to get to school/to the store, etc. **safely**. Give prompts as necessary and try to use the words **traffic light, safe, dangerous,** and **drive**\* as often as possible in your speech. Try to encourage students to use the new vocabulary as well. If the students struggle to find a word, try to help them retrieve the word by describing the target word (semantic help) or by telling them the first sound of the target word (phonological help). If the students still struggle to find the word, tell them the word you are looking for and repeat the word’s definition. At the end say, “Good job – you all know how to get **safely** from one place to another. We used our Special Words from last time, **traffic light, safe, dangerous,** and **drive**,\* very often!” You may want to show students the flashcards for Session 11 while saying the Special Words.

## Vocabulary

- Introduce today’s Special Words: **how much, ticket, sell,** and **pay**.\*
- Introduce the topic of traveling on a train to students by reading the *Robert the Train* story below, while showing them the accompanying pictures.

## Robert the Train

Robert is a mischievous little train engine who often gets into trouble while trying to do tasks that are supposed to be for bigger and more experienced engines.

One day Robert decided that he was going to wake up extra early and pull the coaches before the bigger engines had woken up. This was very sneaky of Robert because he was not supposed to pull coaches! Robert snuck out of the station and attached himself to the coaches. Then, before anyone could stop him, he sped off down the tracks.

There was only one problem – Robert left so early that the passengers didn't have time to get on the train. Robert was pulling empty coaches, and he didn't even realize it! He just continued on his journey, without a care in the world.

When Robert arrived at his destination, he was smiling. He thought that he had done a great job! When he saw the engineer frowning, though, he knew that something must be wrong. The engineer explained that the passengers were all waiting back at the station, and told Robert that he was very disappointed. Robert felt very sad. He was only trying to help. Next time, he promised to listen to the rules. He had learned the hard way that rules are there for a reason!

- Carry out Activity 2.

## Activity 2: Expand the topic board by using the train station

Ask students, *"Have you ever been on a train? ... Today we'll travel by train to [choose a town name that's meaningful to the students in your school]. To travel by train we have to go to the train station. Look at our road map so far [show the road map topic board]. Can you see a train station on our board? ... No, we do not have a train station yet. So, first of all, we need a train station."* Expand the road map topic board with the train station topic board and stick the train station and train on the topic board, using poster putty to stand them upright. Accompany this activity verbally. Continue by saying, *"Now we have a train station and a train. We can travel by train, now. We can get on a train to [town name]. What do we need to do before we get on the train?"* Reinforce correct guesses or give the correct answer (buy a **ticket**). *"Let's all say **ticket**."* Ensure that all the students repeat the words. *"So let's buy **tickets** for our train journey!"*

- Carry out Activity 3.

## Activity 3: Role-play of buying, selling, and paying for tickets

Say, *"Here is our **ticket** booth [stick **ticket** booth sign and timetable at your chosen location]. Who wants to work on the **ticket** booth and sell the **tickets**? ... Who wants to buy the **tickets**? ... What do you need to buy **tickets**? ... Yes, we need money to buy **tickets** because we have to **pay**\* for the **tickets**. Let's all say **sell**."* Ensure that all students repeat the word. Repeat for **pay**\* if you chose it as an optional special word. Encourage students to have a quick role-play **selling** and **paying**\* for **tickets** using the resources provided. Make sure students ask **how much** the **ticket** costs.



- When you have completed Activity 3, say, “*Good job. Our Special Words for today are **how much**, **ticket**, **sell**, and **pay**.*” Show students the flashcards and give definitions for each word.

We say “**How much?**” when we want to pay for something we are buying. We ask “**How much?**” so that we know what money to give to the cashier.

A **ticket** is a piece of paper or card that shows we have paid for a journey. We also buy **tickets** for movies, concerts or sporting events.

When we go to the toy store, the shopkeeper **sells** us toys. **Sell** means you give something to someone after they’ve given you the money for it.

**Pay**\* means to give money for the things you want to buy. We **pay** money for lots of different things: we **pay** for bus and train tickets, and we **pay** for food at the supermarket.

## Narrative

- Tell students that you’ll start making up your own story about a train journey over the next few sessions, using all the story elements, and that you’ll start to create a book.
- Try to incorporate some Special Words when talking about creating the book.

Say, “*Here is our book [show empty pages to students]. So far, the book is empty – but we’ll start making our own book today. First, we have to decide what we want to have on the **cover** of our book [point to the book cover]. The **cover** of the book has a **cover** picture showing what the story is about. Our story will be about a train journey. So which pictures should we put on our book **cover** [present the Journey **cover** card choices to students]? After the students have chosen a **cover** picture, glue the photocopied version of the chosen cover picture on the front page. Then show the Journey book page 1 and page 2 cards (going to the train station and buying tickets) to the students. Discuss with the students what’s happening in the pictures and remind them of Ted’s story map. Whenever possible, try to encourage students to include information about all the story elements and to use some Special Words in their description of a picture. At the end, glue the photocopied versions of the pictures on the first two pages of the book. You may want to make notes about the story/picture description the students gave you in the space provided below the pictures.*”

## 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.

## Individual: Session-By-Session Guide

On the following pages, you will find a selection of letter-sound/phonological awareness activities to be used in the individual sessions. The activities are divided into three categories: beginning activities, blending activities, and segmenting activities. As mentioned in Section 4 (see **page 28**), please choose a **letter-sound/phonological awareness activity** and either a **sequence picture story** or a **personal event narrative prompt card** from the materials provided to give each student the opportunity to develop their phonological awareness and storytelling skills on an individual basis.

## Beginning activities

### Identifying sounds in words on cards

(adapted from Gillon, 2008; Gillon & McNeill, 2007)

#### Equipment

- Cards for Identifying sounds in words on cards
- Letter cards (not provided)

#### Preparation

- Cut out picture cards.
- Select cards needed depending on sounds taught.

#### Activity

- Use the picture cards for letters that have been introduced already (or a selection of them) and ask the student to identify words that start with a specific sound (e.g. /s/). Place the letter card(s) for the used sound(s) in front of the student and point at the relevant letter when saying a sound.

Say, “Here are some cards with pictures on them. Can you tell me what all these pictures are?” Depending on the student’s response, discuss or name the pictures. Pick one card and say, “Now I want you to listen carefully to the sound you hear at the beginning of this word.” Say the word and continue by saying, “[Word] starts with a [sound] sound. There are other pictures that start with the same sound, with [sound]. Can you find another picture that also has a [sound] sound at the beginning?” Depending on the student’s response, say, “Yes, [word] and [word] start with the same sound. They both start with a [sound]. Good listening!” or “Listen to me. You chose [word] and [word]. But they do not start with the same sound. [Word] starts with a [sound] sound and [word] starts with a [sound] sound. Let’s try again. Can you find another picture that starts with [sound]?”

- You can adjust these instructions for identifying final sounds in words.

# Blending activities

## Roll-a-word with dice (adapted from Turley, 1999)

### Equipment

- Roll-a-word with dice templates 1–4 (reproducibles, **pages 210–213**)
- Letter cards (not provided)

### Preparation

- Photocopy dice and stick onto cardstock. Make the dice and select the ones needed (or add letters to the blank template, depending on letters introduced in group sessions).

### Activity

- Use the dice to blend short vowel words.
- The student rolls two dice for VC words or three dice for CVC words, and tries to blend them together to make a word.
- The student writes down the letters on the paper and says the blended word again.
- You may want to ask the student if the word they rolled is a real word or not (a funny word that does not make any sense).

Say, *“Can you see all these letters on the dice? Let’s see if we can remember the sounds they make.”* Turn the dice around and make the letter sounds together with the student. Use the letter/mnemonic cards (and actions) as necessary. When you have sounded out all the letters, say, *“Now we’ll roll the dice and see which letters we get. We can put these letters together then and see the word that we have made.”* When the dice have fallen, put them in a row in front of the student (in VC order for two dice, and in CVC order for three dice). *“So, which letters did we get?”* Let the student say the letter sounds. *“Let’s try and blend them together.”* Adjust the level of help to the student’s blending skills.

Ask the student to write down the letters on the paper (help the student if necessary, or write the letters yourself if necessary to save time), and ask, *“Can you read the word again by putting the letter sounds together?”*

Depending on the student’s response, say, *“Yes, that’s right. Good job! So, is that a real word or not? Have you heard it before? Does it make any sense or is it just a funny word?”* Discuss real words and funny words if necessary, and decide together with the student if the word is a real word or not. Give lots of praise and continue throwing the dice for another word.

Alternatively, help the student blend the letter sounds by making the pauses between each sound shorter and shorter until the target word can be clearly recognized. Decide if it is a real word or not and throw the dice again.

# Segmenting activities

## Sound segmentation with Elkonin grids/phoneme frames (with letters)

### Equipment

- Sound segmentation with Elkonin grids/phoneme frames (with letters) 1–4 (reproducibles, **pages 216–219**)
- Magnetic letters (not provided)

### Preparation

- Select a number of Elkonin grids with letters that have been taught already (keep in mind that the task difficulty increases with the number of sounds, e.g. two sound words are easier than four sound words).
- Select the magnetic letters required for the words.
- Photocopy the relevant Elkonin grids and stick them onto cardstock.

### Activity

- Each box in an Elkonin grid represents one sound.\*
- Ask the student to tell you the name of the item in the picture (e.g. pen) and then to segment the word into sounds.
- Ask them to find the letters that correspond to the sounds they can hear.
- Ask the student to place the letters in the right box, e.g. the letter for the first sound in the left box, and so on.

Say, “Here is a picture of [name of item in picture, e.g. pen].” Pronounce the word slowly and clearly so that the student can hear each sound. “Let’s try to find out what sounds we can hear in ‘pen.’” Say the word a few times, and stretch out the sounds so that they can be identified more easily. “PPPPEEEENNNN; I can hear /p/-/e/-/n/. The letters that match these sounds are P, E, and N.” Put the letters corresponding to the sounds in front of the student. “The first sound I can hear in ‘pen’ is /p/, so P goes into the first box. The next sound I can hear in ‘pen’ is /e/, so that letter goes in the next box. Now we have PE written on our card [point to P and E while pronouncing their sounds] but our word is ‘pen’. PENNNNNNNN [stretch out the last sound]. I can hear a /n/ at the end. So we have to put this letter N [take the letter] and put it in the last box. Now we have the word ‘pen’ written below our picture of a pen. Now it’s your turn. What picture can you see on our next card?” Go through the steps described above, trying to reduce your help as much as possible according to the abilities of the student.

\*NOTE: The grids in the reproducibles provide a box per sound. The words presented from left to right and top to bottom are as follows: hat, nut, sock, van, pen, hen, bed, cat, swim, rat, fox, lips, pan, sad, ant, bin, map, dog, jar, boat, frog.

# 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

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 OxEd website: [www.oxedandassessment.com/us/neli/resources](http://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 2 Group Sessions: Record Sheet** (see **page 167**) 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 2 Individual Sessions: Record Sheet** (see **page 168**) 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 169–170**) 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 toward 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 Behavior Record Sheet** (see **page 171**) 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.

Finally, the **Progress Assessment: Taught Letter Sounds** (see **pages 172–173**) provides a record of the impact of the intervention on students' letter sound knowledge. See **page 165** for guidance on how to administer the assessment.

# Progress Assessment: Taught Letter Sounds

## Getting started

You will need the following material to carry out the Progress Assessment: Taught Letter Sounds:

- letter cards (not provided)
- Progress Assessment: Taught Letter Sounds record sheets (see **pages 172–173**)
- pen or pencil
- voice recorder (optional; you may want to record the assessment in order to be able to listen back to the students responses if you are not sure what he/she actually said).

The record sheet also contains space for details about you, your setting, and the student. It is recommended that you complete this part of the record sheet before testing a student and you should familiarize yourself with the record sheet and the instructions before using the material. The record sheet provides space for any additional comments and observations.

## General administration

Show the letter cards to the student and introduce the task by saying, *“Today I am going to show you some letters and I would like you to tell me the sound that each letter makes. It is OK if you are not sure about the sound of each letter; just try your best to tell me what sound you think the letter makes.”*

Then show the letters to the student one at a time. You can start with any letter and present the letters in any order, but make sure the student sees all the letters. When you present the first letter, for example [w], say, *“What sound does this letter make?”* Ask the student this question whenever you present a card displaying a single letter.

For the digraphs (e.g. [ck]), say, *“What sound do these letters make?”* Make a note of the students responses on the record sheet. Record correct and incorrect responses as check marks in the appropriate Student’s response column (i.e. yes or no) and any other responses by writing down the given response.

### Key points:

- When presenting a letter to the student, ensure that the student can see the letter correctly (i.e. the letter should be clearly readable to the student and might be upside down for you depending on your and the student’s positions).
- You may want to draw the student’s attention to the letter by pointing at it.
- When showing the letter and asking the student to tell you the sound it makes, do not give any additional verbal or visual clues.
- If the student fails to respond, encourage them to try before moving on to the next letter.
- If the student’s response is unclear, say, *“Can you tell me the sound again?”*
- If the student gives the letter name (instead of the letter sound), circle “LN” in the Letter name column and then say, *“That is the letter name. Can you tell me what sound it makes?”* If the student then gives the correct letter sound, mark it as correct. If the student repeats the letter name, do not mark it as correct and move on to the next letter.

## Scoring

To calculate a student's total score (i.e. the number of taught letter sounds known), add the number of correct letter sounds given (ticks [✓] in the Yes column, to a maximum of 32). You can use this total score to compare the letter-sound knowledge of a student before and after completing Part 2 of the intervention. We would like to stress that the Progress Assessment: Taught Letter Sounds is intended for use as a tool to monitor a student's progress on the letter sounds taught in the intervention. It is not intended to be a formal letter-knowledge, phonics or literacy assessment.



## Part 2 Group Sessions: Record Sheet

Session no. \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teaching:    yes ☐    no ☐Consolidation:    yes ☐    no ☐

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

### Letter sounds taught

### Letter sounds practiced

### Words reviewed

### Words taught

### 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 2 Individual Sessions: Record Sheet

Name: \_\_\_\_\_

Skills to target in this week's Individual sessions:

<b>Weekly session 1</b>	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)		LS/PA activity:
Narrative:		Sequence cards <input type="checkbox"/> Own event <input type="checkbox"/>
Student's story:		
<i>Cont. overleaf if needed...</i>		

<b>Weekly session 2</b>	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)		LS/PA activity:
Narrative:		Sequence cards <input type="checkbox"/> Own event <input type="checkbox"/>
Student's story:		
<i>Cont. on back 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....."?					
<b>2 years</b>	An unrelated collection of ideas		Topic/story line changes		
<b>2–2½ years</b>	Student makes own links, little logic		Character, setting or topic consistent		
<b>3–4 years</b>	Definite sequence of ideas		Starts to explain why things happen		
<b>4–5 years</b>	Main character and logical sequence but listener has to fill in the gaps		Links ideas with "and," "but," or "because"		
<b>5–7 years</b>	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	
<b>2–2½ yrs</b>	3-word sentences								
	Uses past tense								
	Uses determiners, “the” and “a” used?								
	Uses pronouns e.g. he, she, his, her, they etc. used correctly?								
	Uses verb to be e.g. “I <b>am</b> , he <b>is</b> , they are”								
	Uses auxiliary verbs e.g. “can, could, may, might, will, should?”								
	Uses possessives e.g. “The boy’s,” “Sam’s”								
<b>2½–3 yrs</b>	4+ word sentences								
	Uses “and” to join sentences								
<b>3–3½ yrs</b>	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 pickup truck”								
<b>4½ yrs</b>	Uses complex sentences which are usually grammatically correct								
	Start 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:												

## Part 2 Progress Assessment

### Taught Letter Sounds

Tester: \_\_\_\_\_

Name of student: \_\_\_\_\_

	Year	Month	Day
Test date			
Date of birth			
Chronological age			

Comments/Observations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Show the letters to the students one at a time. Start with any letter but make sure students see all the letters. Say, *“I am going to show you some letters and I would like you to tell me the sound that each letter makes.”*

Present the first letter, for example [w] and say: *“What sound does this letter make?”*

- 1 Record correct responses as ticks (✓) in the “Student’s response” column and any other responses by writing down the given response.
- 2 If the student fails to respond, encourage them to have a try. Move on to the next letter.
- 3 For the digraphs e.g. [ck] say, *“What sound do these letters make?”*
- 4 If the student gives the letter name (instead of the letter sound), circle “LN” in the “Letter name” column and then say, *“That is the letter name. Can you tell me what sound it makes?”* If the student then gives the correct letter sound, mark it as correct.

Letters	Student's response	Letter name	Correct letter sounds?	
			YES	No
w		LN		
s		LN		
ll				
v		LN		
y		LN		
sh				
l		LN		
zz				
i		LN		
e		LN		
c		LN		
ck				
u		LN		
a		LN		
j		LN		
ss				
t		LN		
n		LN		
x		LN		
z		LN		
m		LN		
th				
b		LN		
d		LN		
ff				
f		LN		
k		LN		
p		LN		
h		LN		
g		LN		
r		LN		
o		LN		
TOTAL OF CORRECT LETTER SOUNDS (max. 32)				

## Letter and Word Table

Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
1	s						same scratch slow small stamp siren sweater sick
2	a						ankle
3	t						teeth toe tongue
4	p				past		pet pocket police officer pajamas
5	i						
6	n						new
7	m						make match mine mail carrier



Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
8	d	did din dip Sid dad pad sad dam Dan dim and	Stan	add and sand damp	stand stamp		dentist different dirty doctor dry  dig drink* drank drunk
9	g	gap sag gag tag nag gas get dig gig	gasp				glasses
10	o	on god nod pod dog dot got not pot pop top	spot stop	odd pond	no go so do to		grow(ing)  old older oldest
11	c k	an cap cat cod cot kid Kim Ken kit	skid skin skim skip	act cast cost bank sank pink sink ask mask task	stank stink		catch clean clothes collar calf carrots
12	ck			pack sack pick sick tick kick	stack stick		lick thick jacket pocket

Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
13	e	Ned red Ted den men Ken pen ten get met net pet set	stem step	peck neck end mend send sent tent desk nest pest test	speck spend spent		envelope
14	u	mud gum Mom sum dug mug tug gun sun up cup pup us cut nut		duck suck tuck dust must	stuck		
15	r	ran rat rag red rip rod rot run rim	track trick trap drip trip crop drop	rest ring rock	crack print scrap strap string		rough, robe  roots
16	h	had has hat hen hid him hip his hit hop hot hum hug		hand hang hung hunt		he me	hang head healthy helmet help heavy vacation how (many/much/ long)?

Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
17	b	bad bat bag bed beg Ben bet bib bin bit Bob rob dab rib big bit tub but bus	grab crib scab	best		be	belt big bite body boots buy  back
18	f, ff	if fan fat fed fib fin fit fig fog fun	from	fast fist fond soft off		of	family fast feet fingers firefighter first friend front feed fed ferry fly foal* front fruits
19	l, ll	lad leg let lid lips lit log lot	slam plan clap flap slap flat slid slip clip flip flop	lamp last lend lift limp list lick lock luck lost belt melt help self bell fell sell tell fill hill doll	black click clock plant slept  smell spell still		lick long loud   lamb land late leaf leaves less light luggage*
20	ss			pass mess less hiss kiss miss boss loss toss	class cress dress press cross		glass(es) less

Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
21	j	jab Jack jam jet job jog jug Jill	jump just	back best			jacket
22	v	van vet	vest			give have live love	van vegetables
23	w	wag web wet wig win	swam swim	well west will wing wink	swell swing	we was were what when where	wash wear wait watch water weight winter
24	x	wax tax fix mix six box fox		next text			
25	y	yap yes yet		yell	you		yours young younger youngest
26	z,zz	zap zig-zag zip		fizz buzz fuzz			zip

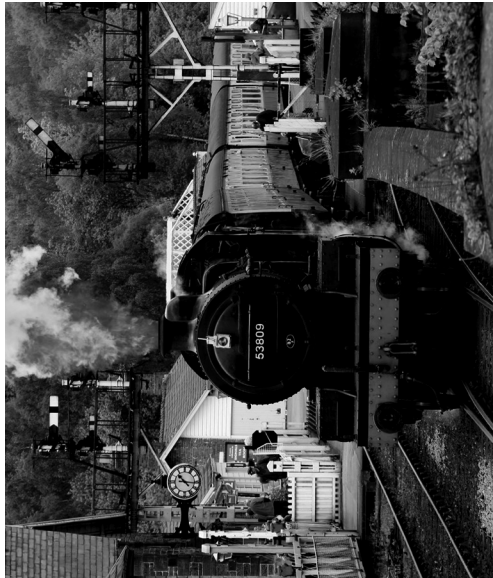
Letter order and words							
Group session	Letter	vc cvc (+ s)	ccvc (+ s)	cvcc (+ s)	ccvcc (+ s)	High frequency	Intervention words (previous sessions)
27	sh		shed shin ship shop	bash dash mash rash cash fish rush	crash shell shock brush crush	she	shake short shovel wash
28	th	than that then them thin this thud	bath path with moth	thick	the	give have live love	thick thin through throw thumbs month teeth smooth clothes healthy

This letter and word table makes no claim to be complete. The intervention words and high-frequency columns should be read as follows.

- Intervention words (current and previous phases) have been listed according to initial grapheme/phoneme except those words containing X, SH, LL, CK; these may also appear in the middle or at the end of a word.
- Intervention words like “over” and “uniform” have been omitted because they begin with long vowel sounds that are not part of the intervention.
- The high-frequency column contains highlighted words that students may know but have long vowel sounds, silent letters etc.; e.g. me, where, live, do, of.

## Session 12: Narrative Task

Journey book pictures for cover



## Session 12: Narrative Task

Journey book pictures for pages 1 and 2



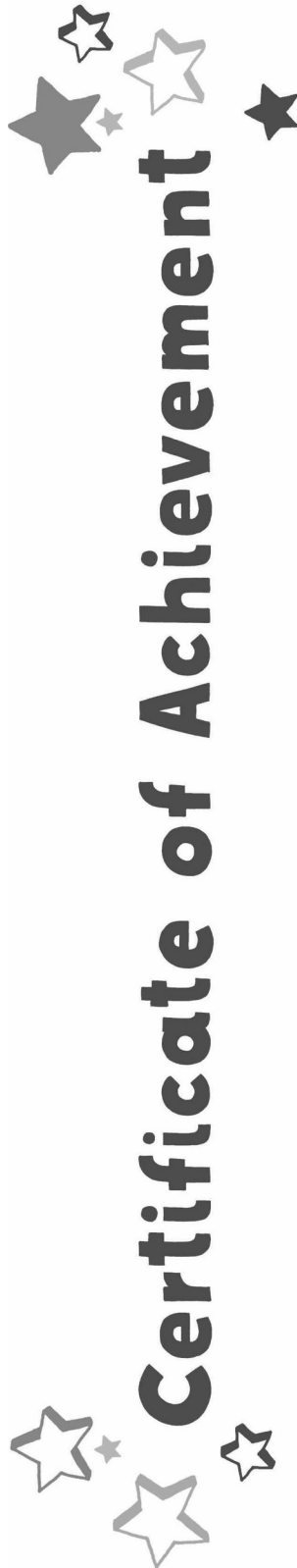
## Session 13: Narrative Task

Journey book pictures for pages 3, 4, and 5





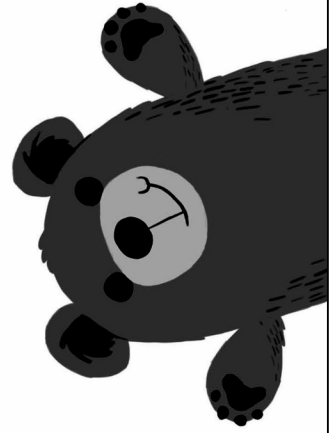
## Session 29: Photocopiable certificate



This certifies that ..... has learned about

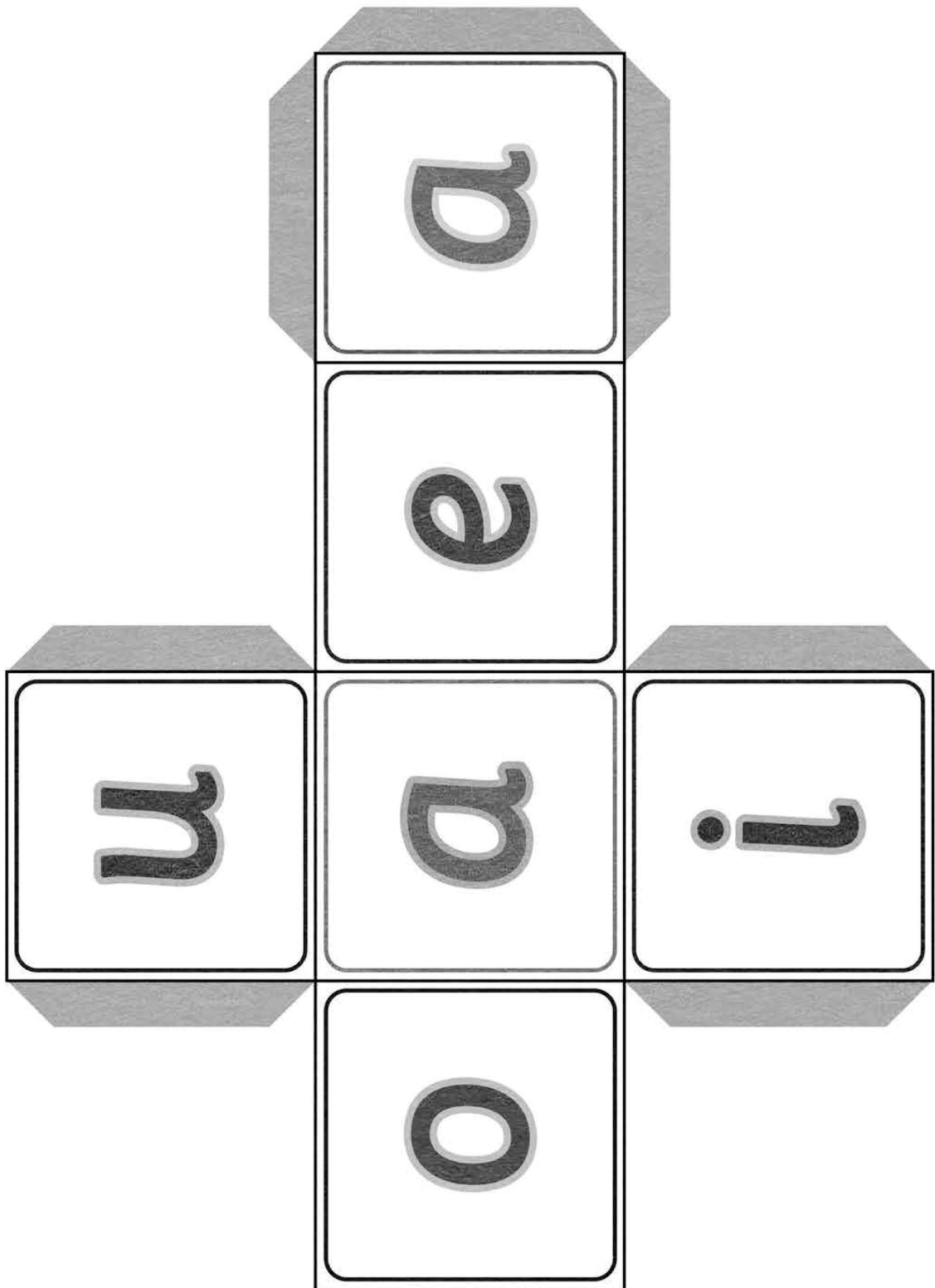
- ☐ Ted's listening rules
- ☐ Many new words and their meaning
- ☐ How to be a good storyteller
- ☐ Letter sounds and phonics

**Congratulations!**



# Individual session: Roll-a-word with dice

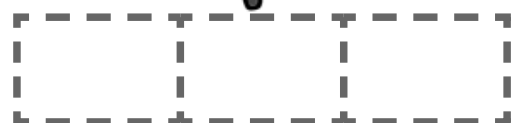
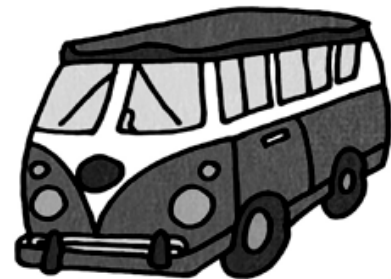
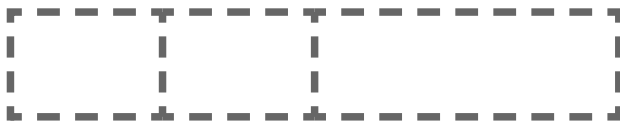
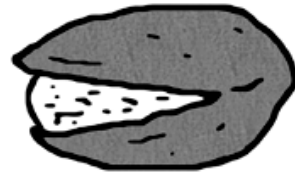
## Template 1



# Individual session:

## Sound segmentation with Elkonin grids/ phoneme frames (with letters)

Sheet 1



# TEL Ted: NELI Intervention

## Part 2 Teacher Guide

The 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 2 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.

