

Nuffield

# Early Language

Intervention



# Information Letter

## DANE ROYD JUNIOR AND INFANT SCHOOL

STONEY LANE  
HALL GREEN  
WAKEFIELD  
WF4 3LZ  
Tel: 01924 242917

Email: [headteacher@daneroyd.wakefield.sch.uk](mailto:headteacher@daneroyd.wakefield.sch.uk)

Website: [www.daneroyd.com](http://www.daneroyd.com) Twitter: [daneroydschool](https://twitter.com/daneroydschool)

Headteacher: Miss C Kelly



November 2021

Dear Parents/Carers,

We are delighted to share with you some fantastic news.

As part of an initiative funded by the Department for Education in response to COVID-19, our school is being offered access to a programme called the Nuffield Early Language Intervention (NELI). The programme is designed for Reception pupils and involves providing targeted small group and one-to-one support for children who would benefit from additional support with their language and early literacy skills.

The NELI programme begins with the assessment of all our Reception pupils using a tablet-based assessment called LanguageScreen. This assessment is to help us understand who may benefit most from receiving the NELI intervention. LanguageScreen is a short (approx. 10 minutes) fun activity for children which gives useful information about children's language skills. The assessment is used again at the end of the school year to help us see how children's language skills have benefited from the NELI intervention.

To implement the assessment the school needs to upload information about our Reception pupils to LanguageScreen. LanguageScreen's data privacy statement, detailing how data is collected and used, can be accessed [here](#).

Full details of this Department for Education (DfE) funded initiative and the NELI programme can be found [here](#). The [DfE's over-arching privacy notice for the project can be accessed here](#) as well as the [privacy policy for Nuffield Foundation Education Ltd](#) who are delivering the NELI programme on behalf of the DfE.

We hope you are as excited as we are about this wonderful opportunity for our reception children. If you have any concerns, or do not wish your child to be assessed using LanguageScreen, please let us know.

Best wishes,

Mrs Ward

EYFS Leader

|



# Introduction



## The Nuffield Early Language Intervention

Your child has been chosen to take part in the Nuffield Early Language Intervention, a very successful language programme. He/She will have short daily individual or small group lessons for 20 weeks in which we will learn new words and practise our speaking and listening skills. During weeks 11–20 we focus on letters and sounds too.

### What activities will we be doing?

For group sessions we work together with four or five children. We have a character called Ted who joins us and reminds us about how to listen. Every time we meet, we learn new words and phrases and play some games. They are based on topics like My Body, People Who Help Us and Journeys. We also look at stories, either fictional ones or a real-life event, such as going to the doctors or the playground. The children are encouraged to speak in sentences, thinking about what is happening in the pictures and retelling or making up a story. The individual sessions are planned to give the specific support your child needs to learn the new words and develop their language skills.

### How can I help at home?

The best way you can help your child at home is to talk with them a lot. This can be about anything from involving them in things that you are doing at home or while you are out and about, to discussing things that your child is interested in. Whenever possible, let them lead the conversation. Repeat some of the things your child says so that they know you are listening, and try adding a couple of words of your own so that you show how to develop their language skills.

Reading books to your child is another great way of helping them to develop their listening and speaking skills. Finding a book that features activities or characters that they already know can help. Children love repetition, so don't worry if you find yourself reading the same book over and over again! Enjoyment and memory are key parts of learning to read so developing favourites will help lay good foundations for the future.

Each week we will tell you the new words that children have been learning so that you can practise using them at home.

If you have any questions then please call in to the classroom.

# Newsletter 1



## NEWSLETTER 1 -My Body

As you are aware, we have now started our intervention programme with our small group of children. We have a character called 'Ted' who works alongside the children who awards a 'Best Listener' each session.

To give you an idea of what the children have been doing in their first few sessions, please read on!

### Topic 1: My Body

Each day the children are introduced to new vocabulary and in order that you can support with the reinforcement of these new words, here is a list below:

**Wrist, ankle, shake**

**Fingers, thumbs, throw, catch**

**Toe(s), foot/feet, fast, slow**

During the sessions we have been playing some games:

Simon Says – when you can give instructions for shaking wrists/feet etc going either 'fast' or 'slow'.

'Throw' and 'catch' with a beanbag saying the words as the actions are carried out.

If you wish to play any other games, then please do so, remembering to incorporate the above vocabulary where appropriate. This will reinforce what the children have learned.

We also take time to look at either a story using picture cards or a 'life event' such as a visit to the dentist or doctors; playing in the snow or going to the beach. Here the children are encouraged to tell a short story or say what is happening in the picture, using full sentences, thinking about who, what, where and when. We also encourage the children to speak with full sentences rather than just isolated words.

If you have any questions then please call in to the classroom.

We will be in touch with the next newsletter soon.

*Our grateful thanks to Karen Tongue, TA at Hurley Primary for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 2a



## NEWSLETTER 2

Just to let you know that our Group has now completed Topic 1: My Body.

The complete list of new vocabulary for this Topic is detailed here:

**Wrist, ankle, shake**

**Fingers, thumbs, throw, catch**

**Toe(s), foot/feet, fast, slow**

**Body, head, small, big**

**Wash, dry, dirty, clean**

**Bite, teeth, lick, tongue**

**Lick, scratch, stroke, rough and smooth**

Please continue to reinforce this vocabulary at home.

We continue to play listening games, a couple of which I have detailed overleaf.

During our activities we have a narrative focus which thinks about what we need to tell a story: who, what, when, where and emotions (of the character). These can be simple three picture stories which show a beginning, middle and an ending.

The children have been working very hard each day and appear to enjoy being chosen as Ted's 'Best Listener' and wearing the badge with pride throughout the day!

I hope the children talk positively about their time with Ted at home but should there be any concerns then please just call in to see me.

Have a super Half-term break!

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 2b

## Listening Games

### 1. Tongue Twisters

Can your child can repeat these tongue twisters?

A frog on a log	A king on a swing	The tail of a whale	A man in a van
A bug on a slug	A cat on a mat	A Ted in a bed	A dad who is mad
A cheeping chick	A shivering sheep	A slithering snake	A hat on a head
A pretty parrot paddling	A roaring rhinoceros	A fat fox on a fence	A big bear in a box

### 2. Find the Number

Explain that you are going to say a list of words and when they hear a number they need to jump up and down.

tree me three free	late eight date hate	run one bun fun
shoe chew two who	more chore four war	sticks six tricks licks

### 3. Word substitution

Say two or three sentences that are exactly the same, except for a single word. Can your child identify the difference e.g. Kim went to the shop; Kim went to work; Kim went to school. As an alternative, repeat the same sentence but emphasise a different word with your voice. Can your child name the word that was emphasised?

Have fun!

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 3



## NEWSLETTER 3

### TOPIC 2: THINGS WE WEAR

#### Part 1

Just to keep you up-to-date with what the children have been doing with Ted for the last few sessions, I detail below the new vocabulary we have covered. The format of the sessions remains the same, with listening games and activities, and a narrative task (includes sequencing and knowledge of story elements).

Once again, if you can make time to talk with your child about what they have been doing in the sessions or if they can share any of the games they have played, this will go a long way to reinforcing their recent learning.

As we move through our topics we will use a range of narrative styles including nursery rhymes, picture stories, and personal event narratives which will include things the children may experience in their own personal lives.

#### Vocabulary

##### **Clothes, buy, make**

##### **Boots, jacket, hang, wear**

##### **Helmet, uniform, belt, match**

Using varying tenses will support children with story-telling as they develop e.g. 'buy-bought- will buy'.

Much of the vocabulary we use can be brought into everyday conversations at home so there is ample opportunity for its reinforcement.

The narrative for Part 1 of this topic has been the story of Cinderella. We have read the story, discussed the characters and also acted the story out wearing our masks!

Please feel free to share with me anything that your child likes (or dislikes) about their time with Ted.

Thank you for your continued support.

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 4



## NEWSLETTER 4

TOPIC 2: THINGS WE WEAR - Part 2

The children have continued their work with Ted around their new topic, with added vocabulary.

We carry on with Ted's 'Listening Rules' (Look, listen, sit still, be quiet) and also play a listening game (example is detailed at the foot of this newsletter\*).

### Vocabulary

Sleeve, collar, long, short

Cardigan, pocket, button, zip

Pyjamas, dressing gown, slippers, sleep

Old, new, thick, thin

As well as using our vocabulary to cover the topic of 'things we wear' the children have been thinking about and using different contexts with appropriate words. For example, we have looked at dog collars, long/short objects, length of time etc and this allows the children to share their knowledge with friends - something they seem to enjoy!

Our narrative has been focused around a party; the children have been encouraged to think about the sequence in which events would happen. They have made invitations and created a story which has detailed who, what, when and where.

Finally, the children shared their own personal experiences of parties they had been to. This provided an opportunity for good speaking and listening skills.

### \*Listening game

Throw one back: A bit like 'odd one out'. Name three or more objects that fall within the same category, and one that belongs to a different category, and ask your child to identify the word that does not quite fit. Help to explain why the word doesn't fit.

- Orange juice, apple juice, **bread**
- Dog, **boy**, cat
- Sun, rain, **ball**, wind
- **Car**, blue, yellow, red

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019



# Newsletter 5



## NEWSLETTER 5

### TOPIC 3: PEOPLE WHO HELP US - Part 1

Just a quick note to keep you up-to-date with the children's activities in their Ted Group.

We have moved on to a new topic, 'People who help us' something which is quite familiar to many of the children. They seem to enjoy talking about firefighters, police officers, and other uniformed people which provided an opportunity to revisit our 'Things we wear' topic/vocabulary.

The new vocabulary covered in this topic so far is detailed below:

#### Vocabulary

**Postman (Postwoman), van, envelope, stamp**

**Firefighter, police officer, help**

**Fire engine, ambulance, police car, siren**

**Doctor, vet, healthy, ill**

We continue to play our listening games, one such game is detailed at the foot of this newsletter\*.

The children also shared their own stories of when they have helped someone or when someone has helped them. We talked about how they could help at home with tidying their things away when they have finished with them.

During our narrative sessions (stories) we have begun to think about the feelings of the characters involved. The children then shared times when they may have felt happy, sad, excited, worried and any other emotions which were appropriate.

#### \*Listening game

My grandma went shopping: Say "My grandma went shopping and bought a teapot". Ask your child to repeat the phrase but ask them to add their own object, eg 'a goldfish'. So they would say "My grandma went shopping and bought a teapot and a goldfish". You can then continue to take turns and see who can remember the most objects (be warned, the children normally win!). Involve more of the family if you wish as it can be great fun!

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 6



## NEWSLETTER 6

### TOPIC 3: PEOPLE WHO HELP US

#### Part 2

We have continued with our topic 'People who help us' but have introduced further vocabulary including:

**Dentist, optician, glasses, check**

**Pet, loud, quiet, his and hers**

**Family, friend, mine and yours**

During the recent sessions we have shared what we know about the people who help us and have begun to think about which people we would visit for specific needs, i.e. who would check our eyes or teeth but have also carried out an activity regarding other kinds of things we might check. The children produced some of their own ideas relating to home such as 'Mummy/Daddy etc checks the food is cooking' or '..... checks I am asleep' – some great ideas from the children themselves!

When the children have made up a story of their own they are always asked to check if they have included the key elements, 'who, what, where, when' and, if appropriate, to think about whether the sequencing of their story makes sense, what might happen next and emotions.

#### Listening game

Find the number: Tell your child that you are going to say a list of words and when they hear a number, they need to put their hand up. You can then stop and they can tell you the number.

tree me three free	late eight date hate	run one bun fun
shoe chew two who	more chore four war	sticks six tricks licks

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 7



## NEWSLETTER 7

### PART 2 – PROGRAMME INFORMATION

We have now moved on to Part 2 of our Intervention Programme. Our sessions follow the same format as in Part 1 but are supplemented by activities to promote letter-sound knowledge and phonological awareness (i.e. syllables, rhymes).

#### TOPIC 1: GROWING

Our new vocabulary includes:

- **Eat, feed, young and drink**
- **Lamb, calf, chicks and foal**
- **Spring, summer, autumn and winter**
- **Seed(s), grow, sow and stem**
- **Leaf/leaves, enough/not enough, how many? and petal**
- **Carrots, potatoes, onions, peas, sweetcorn and pumpkin**
- **Measure, heavy, light and weight**
- **Root(s), plant, dig and trunk**
- **Vegetables, fruits, apple, cherry and orange**

For our phonics element, we have covered not only unfamiliar sounds but have also revisited those the children are confident with.

We have made timelines using pictures of people and have sequenced them from young to old and have discussed people in their lives. The children have had fun guessing who is the oldest at school and home! We then moved on to animals and enjoyed matching the older animals to their young.

We created a farm and have thought about the seasons and how things can grow at what times of year. This is something that can be carried on at home when looking at what food is being eaten. When food is being prepared perhaps the children can look and describe what they can see, especially if the vocabulary above can be utilised! Even a shopping trip could provide fabulous opportunities for discussion. We also shared the story 'The Enormous Turnip'.

As you can see there has been an incredible amount of learning going on and I would like to say a big "Well done!" to them all for their continued hard work.

*Our grateful thanks to Karen Tongue, TA at Hurlley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 8



## NEWSLETTER 8

TOPIC 2: JOURNEY

### Vocabulary:

- Traffic lights, dangerous, safe and drive
- How much, ticket, sell and pay
- Early, late, wait and arrive
- Front, back, through and opposite
- Aeroplane/plane, airport, fly and holiday
- Carry, suitcase, rucksack and luggage
- Ferry, soon, now and passenger
- Water, land and sky
- Collect, narrow, wide and deliver

During this topic the children have made a topic board consisting of a road scene, a train station, an airport and a harbour. We have used this to discuss our journeys to/from school utilising the new vocabulary. We have listened to and made up stories around these scenes. The children enjoyed sharing their experiences of train journeys and liked looking at some tickets which had been brought into school. We all spoke about where we would like to go and the reasons why we might need to go by aeroplane rather than the other forms of transport we have seen. We have great plans!

We have looked at pictures and have been using them to make our own story. The children sequenced them to make sense and checked the elements of their story, as before. During this topic we have talked about many emotions; the children have been listening out for these during our stories.

We continue to use our vocabulary in different contexts so the children become aware of varying meanings. Each time a word is used differently the meaning is covered too – listen out at home for the children using their new vocabulary!

The group as a whole continue to enjoy their time with Ted and their chests swell with pride when they are awarded 'Best Listener'.

Keep up the good work everyone!

*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019

# Newsletter 9



## NEWSLETTER 9

### TOPIC 3: TIME

#### Vocabulary:

- Morning, afternoon, evening and night
- Breakfast time, lunchtime, dinnertime, bedtime, playtime, dark and light
- Clock, wristwatch, alarm clock, stopwatch
- Strap, hour (o'clock), minute and hand (of a clock)
- Day, week, month and weekend
- Remember, celebrate, forget and guess
- Today, yesterday, take longer, take less time and tomorrow
- Always, never, sometimes and once

As you can see, our list of vocabulary is extensive! That said, many of the words appear in the children's lives without prompting. This applies not only to school but home too. The more the children use their new vocabulary, the easier it will be. With this in mind, please incorporate as many of the children's 'new words' whenever appropriate – you may hear them say 'That's one of our new words' - perhaps they can tell you what it means!

This has been an enjoyable topic of discussion for the children. The children have made a story from a series of pictures and have been able to sequence them correctly, according to the time of day that Ted is likely to do them.

\*\*\*\*\*

We have now completed our Nuffield Early Language Intervention programme.

The children have taken on board a lot of new information but must be praised for their continued enthusiasm throughout! Everything the children have learnt is a valuable element for their literacy and mathematical skills and will assist them as they continue to develop.

Each child has been awarded a certificate as an award for their hard work and we shall encourage them to continue to use their new knowledge in the classroom. We wish the children every success as they continue their learning journey.



*Our grateful thanks to Karen Tongue, TA at Hurley Primary, for writing these Newsletters*

© Nuffield Foundation 2019