



Tilly's Travel Tales: C&L and PD Unit guide and overview

An early language and movement intervention programme designed to support children in the prime areas of learning within the EYFS.

6 weeks

10 minutes a day

1:1 or small group

Overview of FLIP: Tilly's Travel Tales



This six-week intervention programme supports children entering Reception who require additional support in Communication & Language and Physical Development.

Schools are increasingly identifying children entering Reception with delayed communication, language and physical development skills. These areas are fundamental to children's overall learning, wellbeing and ability to access the wider curriculum.

The programme provides a structured approach to early development, alongside opportunities for practitioners to monitor and track progression over time.

HOW IT WORKS

1 Tilly's visit

Each week begins with where Tilly has visited over the weekend.

2 Practical prompts

Picture prompts, practical resources and guided scripts support delivery.

3 Track progress

Practitioners record observations, successful strategies and next steps.

Purpose and intended outcomes

Communication and language

Develop listening, understanding and speaking skills.

Physical confidence and control

Build gross motor, fine motor and early mark-making skills.

Foundations for learning

Support children to engage more fully in learning and everyday school life.

Targeted intervention

Early, targeted intervention and ongoing assessment help close developmental gaps and support children in reaching their full potential.

Who is it for?

Use the Identification and Progression Toolkit to identify children who should take part, record progress and support decisions alongside Practitioner Notes and the Participation Log.

How to deliver this unit

Before starting the unit

- Use the FLIP Identification and Progression Toolkit.
- Decide whether to deliver 1:1 or in a small group of up to four or five children.
- Set aside approximately 10 minutes each school day for six weeks.
- Read the weekly overview and prepare the presentation and resources.
- Have the Practitioner Notes and Participation Log ready.

Keep the learning focus and sequence consistent, while using professional judgement to adapt pace, questioning, modelling, thinking time and support.

For each session

- 1 Prepare**
Read the session plan and gather the resources.
- 2 Introduce**
Use Tilly's visit with the postcard, pictures or practical objects.
- 3 Model and practise**
Follow the planned learning sequence, giving children time to respond, practise and repeat.
- 4 Record**
Note observations, difficulties, successful strategies and signs of progress.

Flexible delivery: Children do not need to complete both the CL and PD elements of this intervention. If a child has an identified need in just one area, practitioners can select and deliver only the relevant slides and activities. This allows the intervention to be tailored to each child's individual needs.



Weekly programme overview



Each week follows the same five-session rhythm, combining Communication and Language with Physical Development.

Session	Communication and Language	Physical Development
1	Vocabulary	Gross motor skills
2	Blank's Levels of instructions	Fine motor skills
3	Visual and auditory memory	Pencil control
4	Expressive language	Pre-writing shapes
5	Comprehension	Name writing

Blank's Levels

A way of structuring questions so they match how pupils understand and use language, moving from simple to more complex thinking. It helps teachers ask the right level of questions, spot where pupils are struggling and build understanding step by step.

Maximum 10 minutes daily



Weekly themes



Each week has a topic focus based on where Tilly has visited.

1

Week 1

The farm

2

Week 2

The zoo

3

Week 3

The
seaside

4

Week 4

The
playground

5

Week 5

The
woodland

6

Week 6

The
aquarium

Suggested delivery: 1:1 or small group, delivered by a teacher or teaching assistant.

Resources: Weeks 1 to 3

Week 1 - The farm	Week 2 - The zoo	Week 3 - The seaside
• teddy bear • suitcase/bag to keep physical resources in • broom or dustpan and brush • playdough • pencil	• teddy bear • suitcase/bag to keep physical resources in • scissors • pencil	• teddy bear • suitcase/bag to keep physical resources in • large ball or balloon • small beads, buttons or sequins • blue pencil • pencil
Included resources • animal picture cards* • slides • postcard • session script/plan • playdough mats • map of the farm • farm animals fencing worksheet • tractor name writing worksheet	Included resources • animal picture cards* • slides • postcard • session script/plan • lion's mane cutting skills activity • fine motor spots and stripes sheet • zookeeper badge writing template	Included resources • seaside picture cards* • slides • postcard • session script/plan • ice-cream template • flag name writing sheet • wave pencil control sheet

*Physical resources can be used or use the picture cards provided for the C&L sessions.

Resources: Weeks 4 to 6

Week 4 - The playground	Week 5 - The woodland	Week 6 - The aquarium
• teddy bear • suitcase/bag to keep physical resources in • chunky chalk • small sand tray • small paintbrush • pencil	• teddy bear • suitcase/bag to keep physical resources in • P.E. benches, skipping ropes or chalk • chunky crayons • blank paper	• teddy bear • suitcase/bag to keep physical resources in • strips of coloured paper • pencils
Included resources • playground picture cards* • slides • postcard • session script/plan • pre-writing shapes pictures • playground picture template	Included resources • playground picture cards* • slides • postcard • session script/plan • pre-writing shapes pictures • playground picture template	Included resources • playground picture cards* • slides • postcard • session script/plan • pre-writing shapes pictures • playground picture template

*Physical resources can be used or use the picture cards provided for the C&L sessions.

End of programme guidance

At the end of the six-week intervention, practitioners should review all evidence gathered during the programme.

Evidence to review

- Practitioner notes
- Daily observations
- Participation logs
- Identification and progression toolkit records
- Any additional assessment or monitoring information

Practitioners should determine whether:



Sufficient progress

The child no longer requires targeted intervention support in this area at this time.



Further cycle

The child would benefit from another cycle of targeted intervention.



Additional concerns

Further personalised support or monitoring may be required.

When further support may be needed

Where limited progress continues to be evident, practitioners should discuss concerns with the school SENDCo.

In collaboration with staff and parents/carers, schools may consider:

- Placing the child on an Individual Support Plan using the school's agreed proforma.
- Implementing additional targeted strategies or interventions within the classroom environment.
- Monitoring progress over a longer period of time.
- Seeking advice or involvement from relevant outside agencies, such as Speech and Language Therapy, Occupational Therapy, Physiotherapy or other specialist services.

The end-of-programme review should ensure decisions are informed by evidence, consistent observations and the child's individual rate of progress.