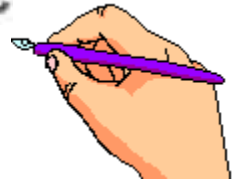




# Kinetic Letters

making hand-writing easy for everyone



Making handwriting  
automatic

...so all the attention of  
the brain can be on the  
content.

# Handwriting



- Difficult for many children because they may not have developed the necessary physical skills and hand eye co-ordination to be able to learn to write easily.
- KL builds strength through activities and working positions at the same time as developing brains through multisensory learning
- Therefore, handwriting skills become automatic so the brain can focus on being creative.

# National Curriculum...EYFS and KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"><li>• Begins to use anticlockwise movement and retrace vertical lines.</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li></ul>	<ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li></ul>	<ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li><li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li></ul>

# National Curriculum...KS2

## Year 3 and 4

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Year 5 and 6

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

# Four Strands of Kinetic Letters...

Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
<ul style="list-style-type: none"><li>✓ Physical strengthening of the body</li></ul>	<ul style="list-style-type: none"><li>✓ Dynamic movements for learning letter shapes</li></ul>	<ul style="list-style-type: none"><li>✓ Optimal pencil hold for speed and legibility</li></ul>	<ul style="list-style-type: none"><li>✓ Speed and stamina developed</li></ul>
<ul style="list-style-type: none"><li>✓ Motor and spatial preparation</li></ul>	<ul style="list-style-type: none"><li>✓ Sensory experiences for memory and recall</li></ul>	<ul style="list-style-type: none"><li>✓ Diagnostic photos for addressing issues</li></ul>	<ul style="list-style-type: none"><li>✓ Economy of movement and use of rhythm for speed</li></ul>
			<ul style="list-style-type: none"><li>✓ Joining letters in a 12 week programme</li></ul>



Making bodies stronger helps writing and concentration

High level of sensory feedback



Efficient automatic letter formation



Understanding the why and how of ergonomic pencil grip



Learning Letters as movements



# Red Strand...Making Bodies Stronger

"They're always wriggling around, they just can't sit still."

"You'd think sitting on a chair without falling off it couldn't be that difficult!..."

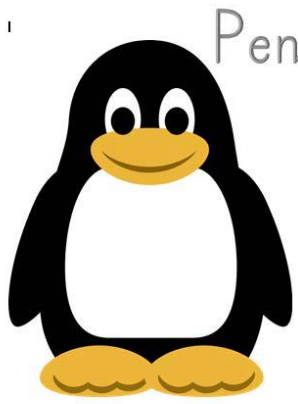
These concerns can be caused by a lack of physical strength because...

Children can't sit still enough to concentrate on learning if they have not developed Shoulder and Pelvic Girdle strength...

Children can't hold a pencil effectively or comfortably for very long, unless they have developed physical strength



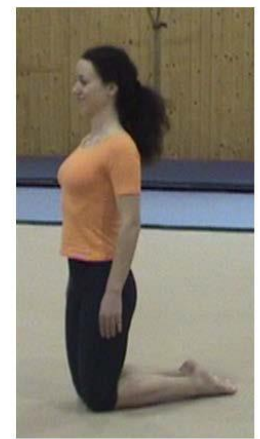
# Red Strand...Making Bodies Stronger



Penguin



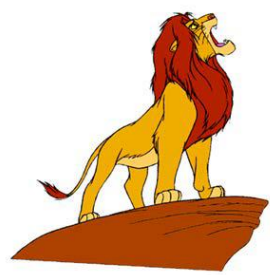
Meerkat



Gorilla



Lizard

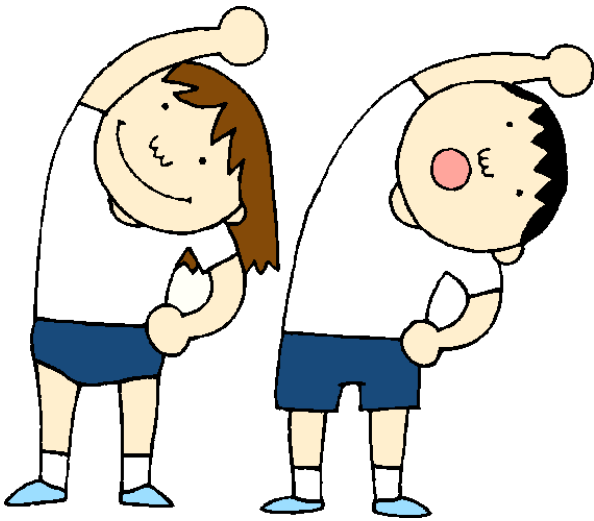


Lion





# Red Strand...Making Bodies Stronger



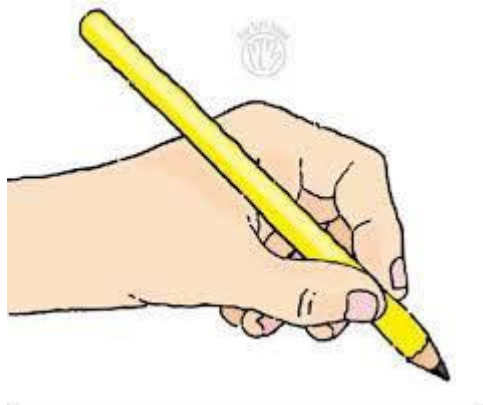
Encourage children to lie in the lizard position to read, use technology, when colouring etc.

Strengthen fingers using dough, tweezers

At the park encourage use of monkey bars etc. to build strength

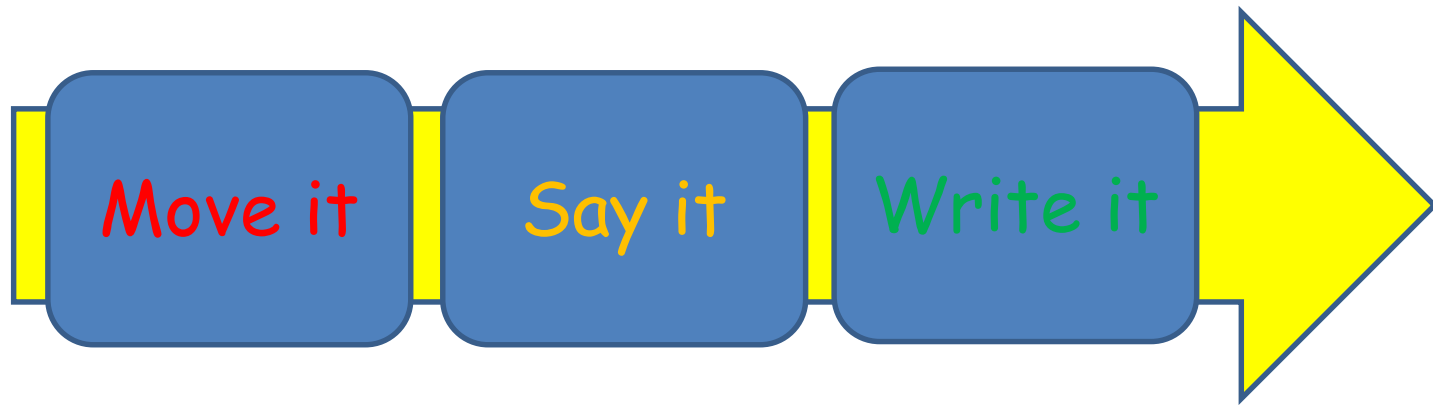
# Green Strand...Holding the Pencil

- Point the pencil at my tummy.
- Pick it up with my holding fingers.
- Tip it back and lay it across my hand and pop my pillow finger underneath.



Encourage  
children to  
use the  
correct pencil  
grip at home

# Yellow Strand...Learning the Letters



- Movement of the whole body, arm or hand underpin all stages of the letter shapes.
- Letter Family Stories provide explanations for letter formation.
- Physical strength is developed, letter shapes are learnt as movements without a writing tool and learning is kinaesthetic.

# Yellow Strand...Letter Trails



down-bump

page 3.10



pull

page 3.13



slide

page 3.11



up

page 3.10



push

page 3.13



flick

page 3.11

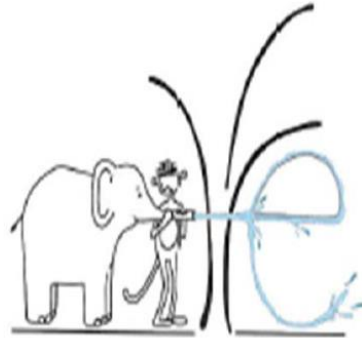
# Yellow Strand..Letter Families

Window cleaner family



i u l t

Special squirter



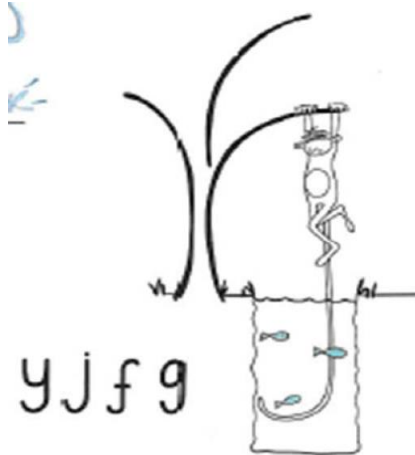
e

Abacadabra family



c o a d s q g

Fisher family



y j f g

Jumper family



h b r n m p



v w x z k

Slider family

# Yellow Strand...Letter Trails

Step 1



Step 2



Step 3

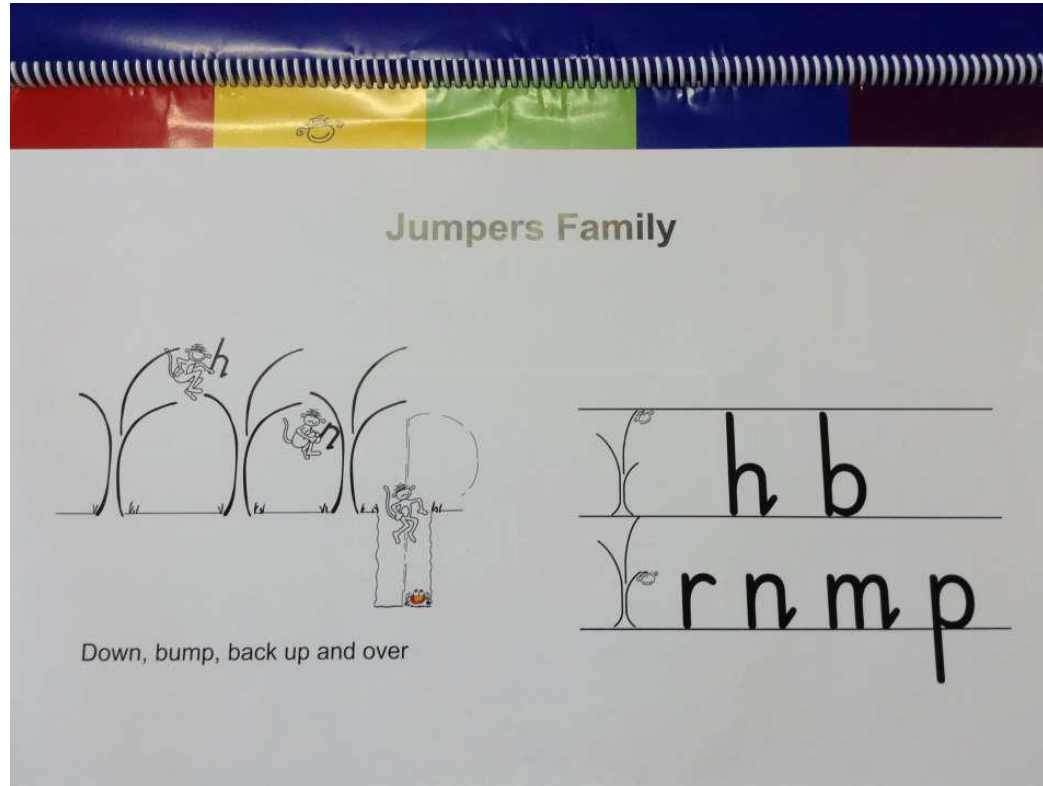


# Yellow Strand...Letter Sizes



A large grey rectangular area with a central horizontal band. The band is divided into two sections by a vertical line. The left section shows a tree with a small monkey hanging from a branch, with the text "Brave Monkey" to its right. The right section shows a tree with a small monkey hanging from a branch, with the text "Scared Monkey" to its right. The top and bottom sections of the grey area are blank.

# Blue Strand... Flow and Fluency



- Speed and stamina developed

- Joining letters in a 12 week programme



# Rapid Progress

## Rapid Progress with Kinetic Letters

Year 2 start  
(supported content)

On Monday I ate  
a burr and it  
was scummy  
On Tuesday I ate a <sup>big</sup> dig  
<sup>green</sup> gm <sup>pig</sup> Pfy.  
On ~~was~~ <sup>raw</sup> wednesday I ate a  
a rat egg.

Same child  
4 months later  
(independent content)

A long time ago there was a littel  
girl cold abis she wuns snet out  
of the house to go to the pond.  
She had to crep on the stoors  
as <sup>quietly</sup> cwiot as she <sup>could</sup> can and  
then she went to the pond  
on hve <sup>way</sup> wa there she had to



# Rapid Progress

Start of Year 2  
(supported content)

I enjoyed aiming the  
bowen arrow at  
the target because  
I have never  
aimed a bowen  
arrow before!!!

Same child  
4 months later  
(independent content)

A long time ago, there was a brave warrior  
called Tamaririki, and there were no stars in the  
sky. It looked just like a black veil. One morning  
Tamaririki checked his storage, but there  
was no food. Tamaririki decided to go on  
his waka, to catch some fish. It wasn't long



# How can you help?

- Encourage children to lie in the lizard position to read, use technology, when colouring etc.
- Practise the correct pencil hold with your child
- Strengthen fingers using dough, tweezers
- At the park encourage use of monkey bars etc. to build strength



Thank you for listening!!

Any questions??

