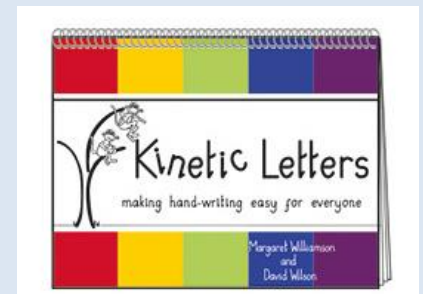


Kinetic Letters

Information for parents

Rationale

- Inconsistency in the way handwriting was taught
- Many different nursery/pre-school providers
- Pupils not making sufficient progress despite intervention
- Weak strand of the writing outcomes
- Highly recommended



Research



For boys as well as girls

- Narrows the achievement gap between boys and girls
- Learn through movement and multisensory experiences
- Physical programme develops concentration and motor skills
- Motivating targets and personal challenges
- Stories and role play, underpin learning



For teachers

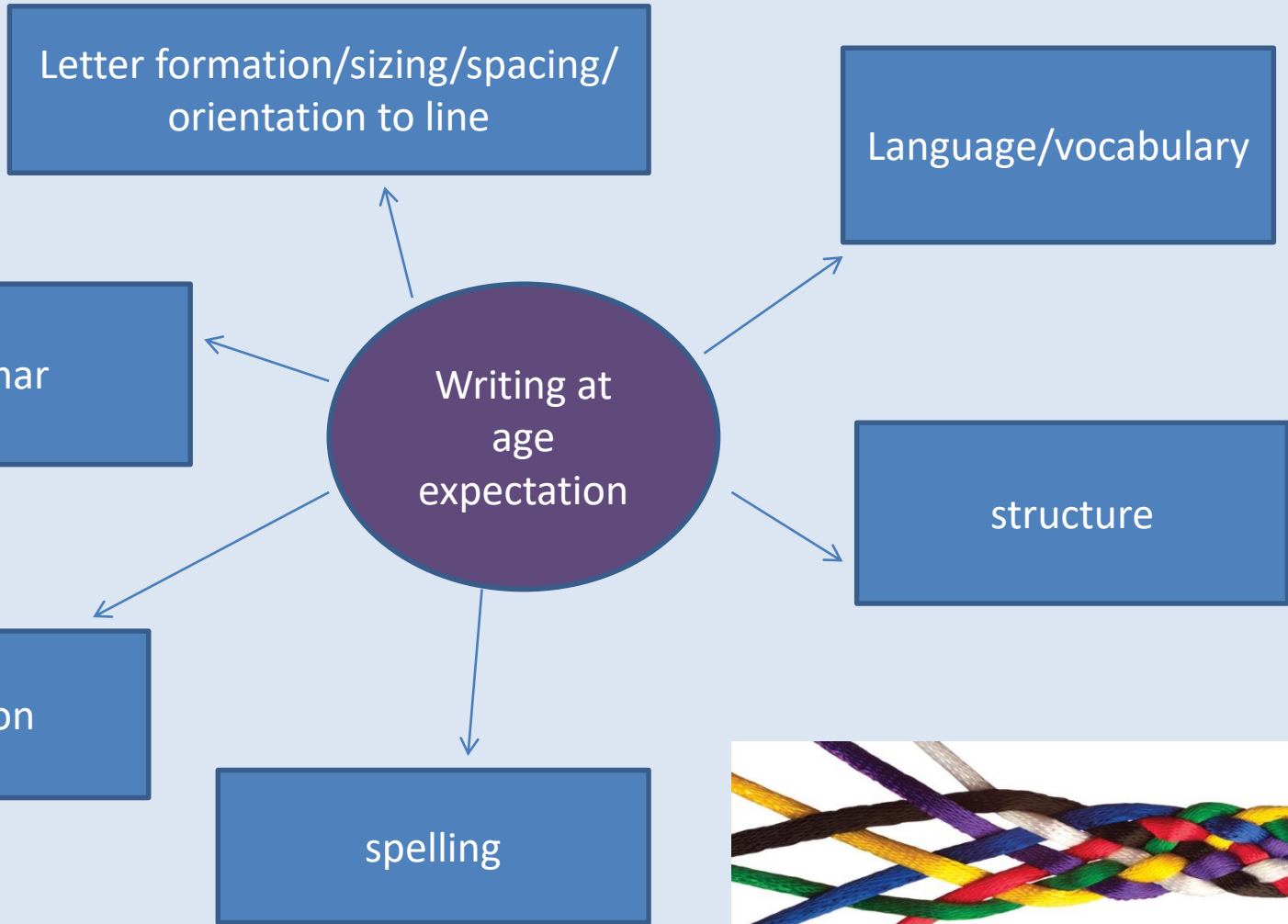
- Easy to follow sequential teaching programme
- Why/how background information
- Planning references to ELGs and N.C.
- Diagnostic photos and strategies for addressing difficulties



For senior managers

- Raises results across entire curriculum
- Whole school programme that pupils can enter at any age
- Minimal set-up costs
- No learning loss between year groups
- Writing style gives school identity

Writing strands



Stamina




Strands of the programme



4 strands of learning

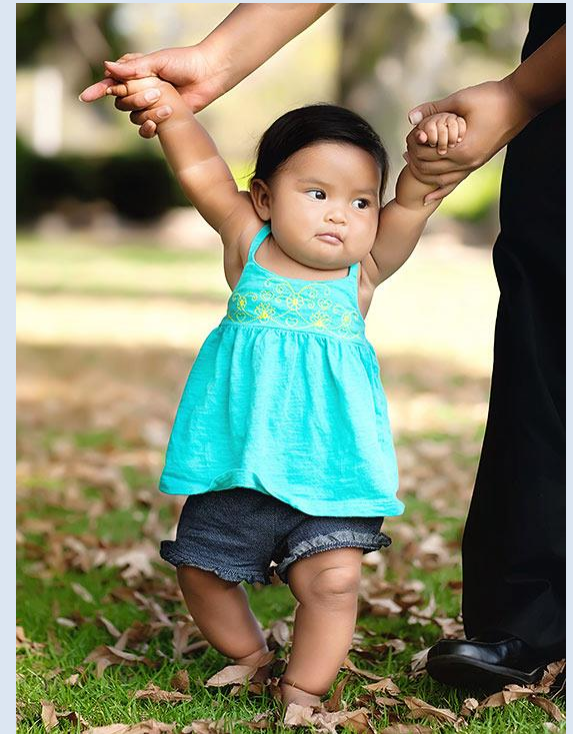
Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
Physical strengthening of the body Motor and spatial preparation	Dynamic movements for learning letter shapes Sensory experiences for memory and recall	Optimal pencil hold for speed and legibility Diagnostic photos for addressing issues	Speed and stamina developed Economy of movement and use of rhythm for speed Joining letters in a 12 week programme

Making our bodies stronger



4 strands of learning

Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
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4 strands of learning

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Learning the Letters

Letter Families: Stories and Family Features

Jumper Family:
Made by jumping from trees in the Island Adventure.

Abacadabra Family:
Magicked from c in the Party adventure.

Window Cleaner Family:
Made with squeegees in the City Adventure.

Special Squirter:
Made with the elephant's trunk in the Water Adventure.

Fisher Family:
Use their tails for fishing in the Water Adventure.

Slider Family:
Made by sliding down mountains in the Antarctic Adventure.

3.09

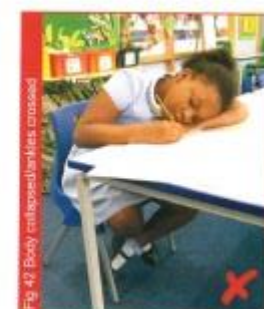
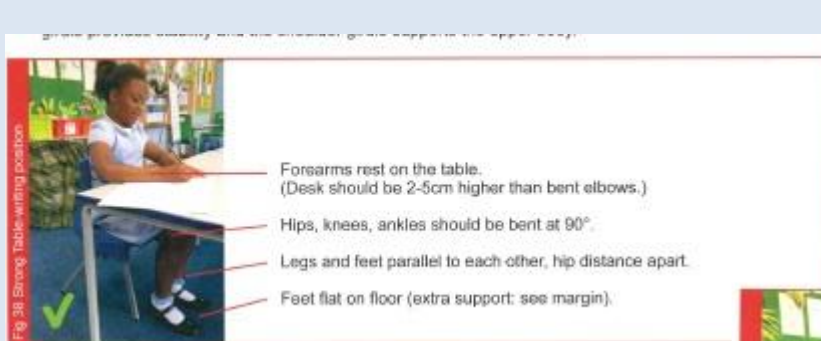
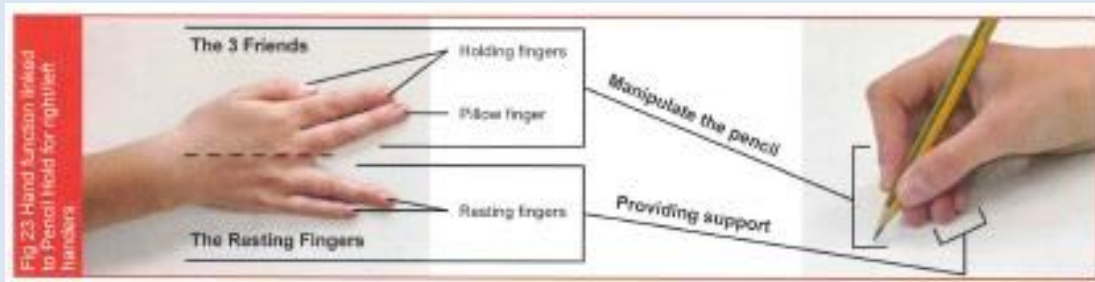


Pencil hold



4 strands of learning

Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
			Joining letters in a 12 week programme



Start of Year 2 (supported content)

On manday I ate
a bunn and it
was scrummy
On Tuesday I ate a ^{big} dig
gin ^{green} pig.
On ~~was~~ wednesday I ate
a ^{raw} rot egg.

Same child 4 months later (independent content)

A long time ago there was a little
girl called abis She runs snot out
of the house to go to the pond.
She had to crip on the stairs
as ^{quickly} as she can and
then she went to the pond
on here we ^{was} there she had to

Start of Year 2 (supported content)

I enjoyed aiming the
bown 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 Tamariki, and there were no stars in the
sky It looked just like a black veil. One morning
Tamariki checked his storage, but there
was no food. Tamariki decided to go on
his naka, to catch some fish. It wasn't long
before he caught three fish.

Handwriting

Pupils should be taught to:

- 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Handwriting and presentation

Pupils should be taught to:

- 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

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Any Questions?