St John's First School

Kinetic Letters®
Handwriting programme



The why

Why Kinetic Letters?

Kinetic Letters aims is to make handwriting **automatic** (without thinking) therefore allowing children's writing focus to be on the **content** rather than handwriting as they progress through school.

It is a systematic, rapidly progressive sensory programme built upon child development principles.

Margarate Williamson, the founder of KL comes from a child development, occupational therapy and teaching background.

It deserves quality curriculum time, since in order to master this complex interaction of cognitive and motor skills, pupils need careful, systematic teaching of the skills involved, and the time to practise them.

In addition to promoting automaticity, psychological research confirms that handwriting actually develops connectivity patterns in the brain, producing optimal conditions for learning.

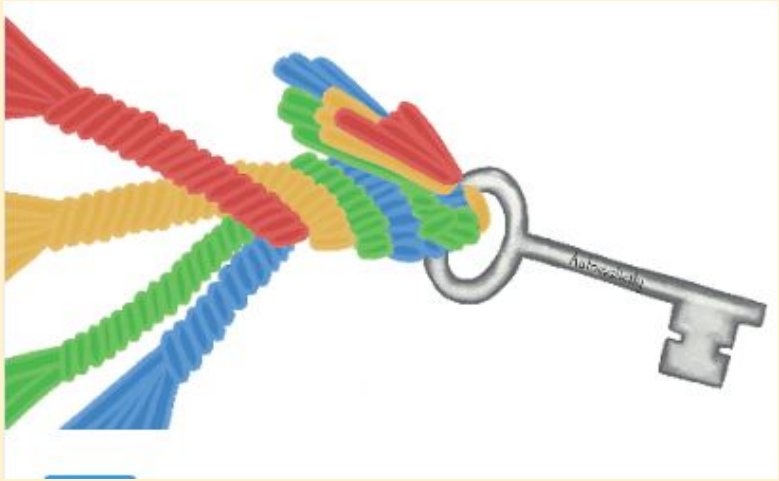
And the physical dexterity acquired through handwriting helps pupils with handling tools and typing.'

Our aim

Overview of Programme

The programme has 4 main threads -

- Red – making bodies stronger (this is ongoing)
- Green – holding a pencil correctly
- Yellow – letter formation
- Blue – writing with fluency (speed)



The 4 threads come together to enable children to develop legible handwriting that is produced quickly and automatically.

Developing automaticity is central to the Kinetic Letters programme.

Making handwriting a valuable tool and impacting every curriculum area.

Progressive programme

- Beginning in Reception and finishing in Year 6.
- Handwriting families
- Interventions

Daily structured lesson

- Lessons last approx 20 mins.
- Lessons follow a structure
- Structures in routines within the lessons

Multisensory

- Rhymes and songs
- Different body positions to ensure correct posture
- Puppets! Monkey and Turtle!
- Stories!

Fully Resourced

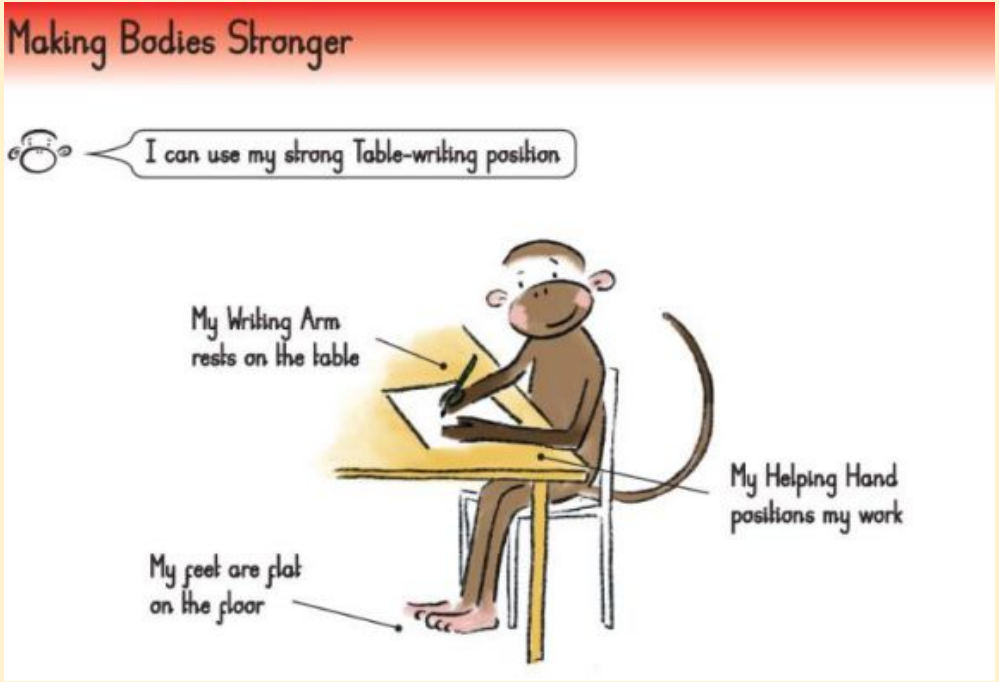
- Physical and digital resources.
- Handbook for each class
- Activities for children with additional needs
- A full suite of resources to support teaching eg: whiteboards with lines

Handwriting requires more than just hand and muscles.

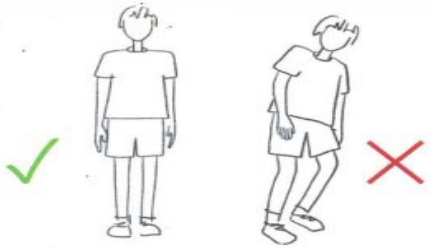
Strong core muscles

Strong shoulder muscles

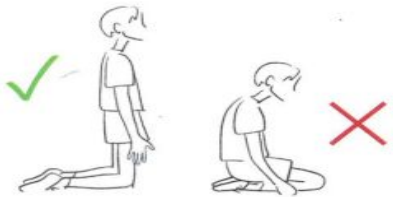
Strong wrists



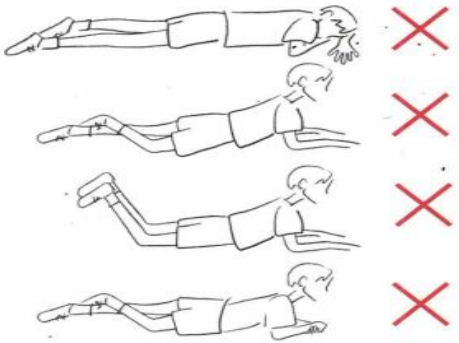
Animal Positions



Penguin

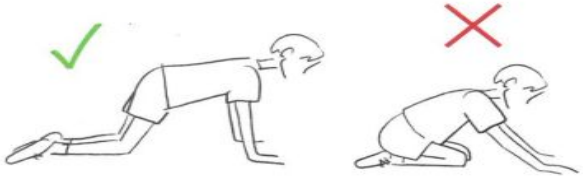


Meerkat

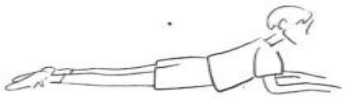




Bear



Stone Lion



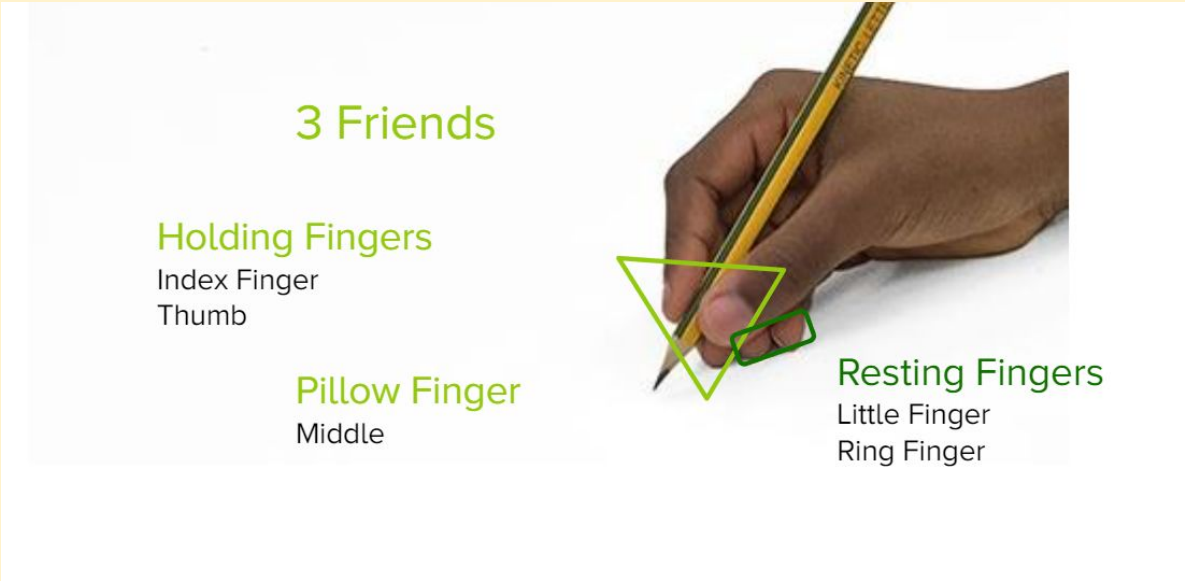
Lizard

✓ - Strong

✗ - Not strong

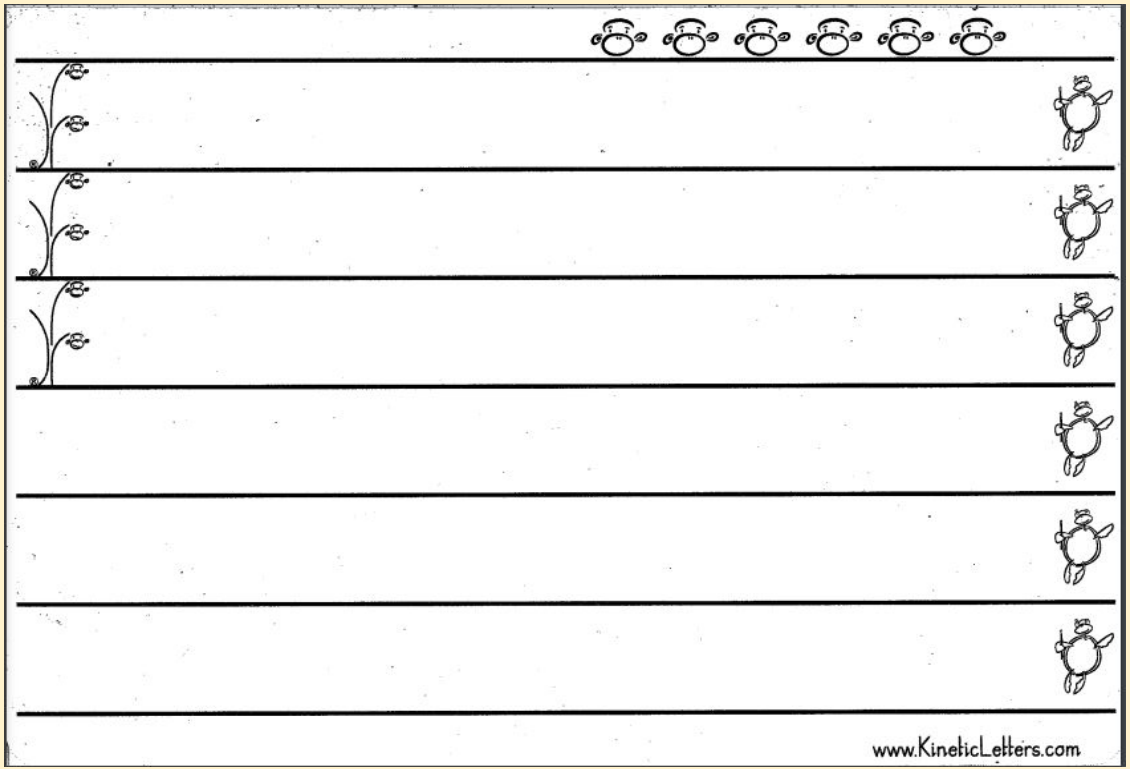
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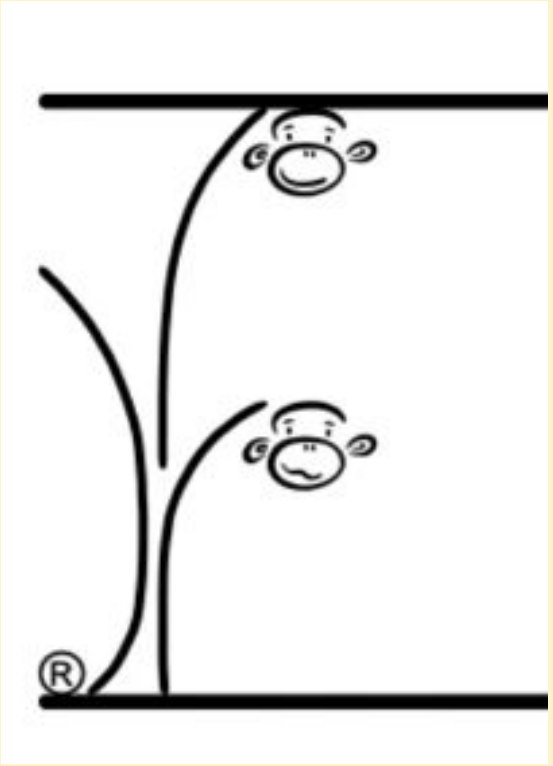
Holding the pencil



Pencil workout!

Example of tree and line guides





Letter Families

Kinetic Letters®
making hand-writing easy for everyone

Lower case letter formation is taught within letter families.

Six letter families - each family has a story - each letter family share features which help with accurate and rapid learning.

Stories help memory and recall.

Each family has a feature which creates rapid learning.



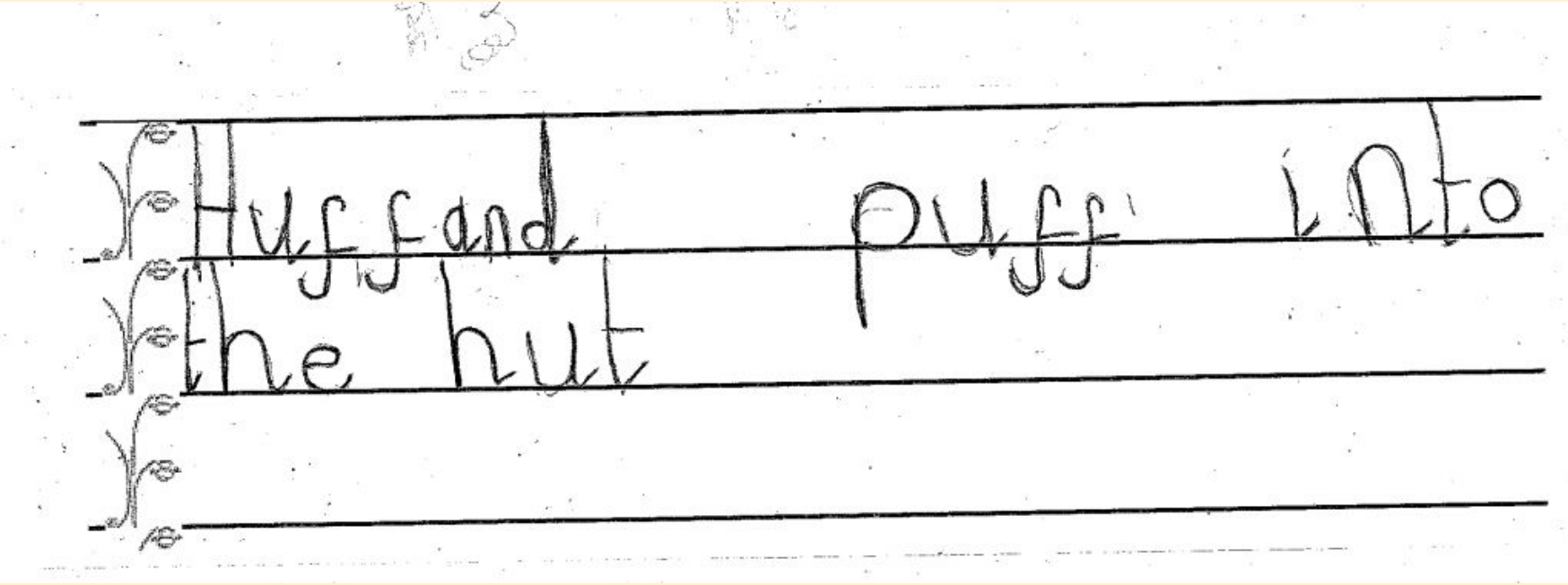
Impact

So far we had seen huge improvements in the children's letter formation, grounding and general writing stamina.

The children know the structure of the lessons, the letters rhymes, positions and families.

They are also engaged - it has been commented on by outside professionals how engaged the children are in KL lessons.

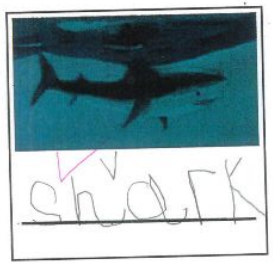
Reception Writing



Year 1 Writing

Thursday 12th September 2024

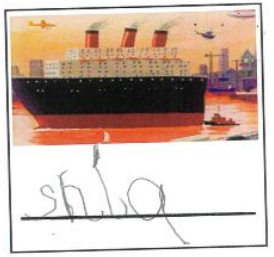
LO: Say out loud what they are going to write



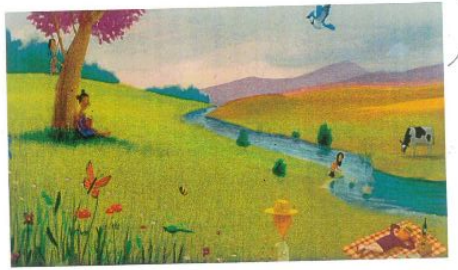
shark



star



ship



The cow is eating

L.O. describe the steps of an event they have experienced.

L.O. *join words or clauses using 'and'

With support, write the newly rehearsed sentences to form the short narrative

On Tuesday we walked to the toy museum at Winborne we got to the museum and we hanged our coats up. Next we played fishing games and we played After the bread ginger breadman After that we made pegdolls and then we were looking at old toys Then we played Flip the feather and it was fun. Finally we went back to school.

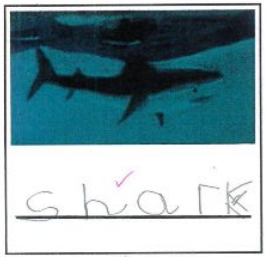
school school school school school

were Were Were Were Were Were Were

Year 1 Writing

Thursday 12th September 2024

L.O: Say out loud what they are going to write



shark



star



Ship



The Man is sleeping.

L.O. describe the steps of an event they have experienced.

L.O. *join words or clauses using 'and'

With support, write the orally rehearsed sentences to form the story narrative.

On Tuesday we went to the toy museum in Wimborne. First we walked to Wimborne and sunny. Next we had gingerbred man and it was yummy. Afttrer that ~~playing~~ we ~~games~~ played with games and it was fun. Then ~~doll~~ toys we tuchtd doll toys and the doll was mad owt of wacks. Finally we mad a peg dol and it was fun.

Wednesday	3
Fill in the missing full stops	
It is wet today Put your top on You will get cold. Red is my favourite colour	
Next step: Write your own sentence about the weather today.	

The great fire Was
nemee years ago.
The bakery Was
in Pudding lane
A spare jumped out
of the oven
The flames were so
bing. On Thursday
London Was black
from

p.724

LO -
re-read what they have written to check it makes sense

discuss what they have written with the teacher or other pupils

How to make a fruit
ceba
Ingredients.
skewer

1. First wash ya hands
With Soap
2. Next i got the eg
suisor and banana and
a strawberry Poat the fru
3. antar We Pa the frut
ion the skewer

LO: Re-read to check that verbs to indicate time are used correctly and consistently Irregular verbs



Paddington sees the lights.

Paddington saw the ligh



Paddington rides on the water.

Paddington rowds on the Wofet.



Paddington stow in front fo the gate

Next Step:

Change these present tense verbs into irregular past tense verbs.

eats	ate
wears	Wore
holds	holfet

Now have a go at writing these irregular verbs into sentences.