

# Kinetic Letters®

## Leader's Pack 3 – Parents and home working

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## Kinetic Letters® and websites

We want to help teachers and parents to support pupils with their handwriting using the Kinetic Letters® programme, so here are some guidelines.

### Schools and teachers

You can put video clips and pdfs on your school website. If the web-page you use is not password protected, please put up a note reminding visitors to the page that the Kinetic Letters® material is subject to the normal copyright rules and so must not be copied without permission.

Please do not put video clips on YouTube as that is likely to be an infringement of copyright and trademark rights.

If you want to put photocopies of pages from one of the Kinetic Letters books - Teacher's Handbook, Pupil Book or Class Book – please use a password protected website. We recommend [www.classdojo.com](http://www.classdojo.com) .

Here are some suggestions for short video clips demonstrating

- Exercises to develop body strength
- Picking up and holding the pencil, singing the song and doing the rap
- Writing on a Kinetic Letters pupil whiteboard, making sure you hold the whiteboard pen correctly, and saying the movements as you write:
  - ❖ The Kinetic Letters families – lower case
  - ❖ The Kinetic Letters capitals and numbers
  - ❖ “3 By the Tree” single letters, letter pairs

If you are teaching a particular letter, you can photocopy it from the Home Pack and put the image up on your web-page so that your children can learn the movements and practice 3 By the Tree.

# Kinetic Letters® Programme overview

Kinetic Letters® is a handwriting programme for use in primary and secondary schools.

Using four main threads of

- Making bodies stronger,
- Holding the pencil,
- Learning the letters, and
- Flow and fluency,

it enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

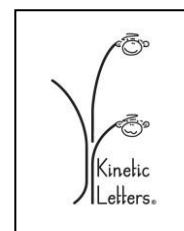
The Kinetic Letters® font covers all the letters in the alphabet and is based on a set of rules that have been made as simple as possible to enable fast learning. The order in which letters are taught recognizes the cognitive development of children.

The programme can be used with any reading programme including phonics. Initially reading and writing are taught separately (as recommended by phonics programmes); later on, reading and writing are combined.

*Strength:* Writing is a fine finger operation; children must have core body and arm strength to be able to control their fingers precisely.

*Pencil hold:* The pencil/pen grip must be comfortable to allow writing for long periods (eg exams often last for hours). Pens and pencils with a triangular cross-section assist in developing the correct hold.

*Letter formation:* The movements to form the letters begin with whole body movements and progress through writing in sand trays to writing on whiteboards and finally writing on paper. In Kinetic Letters®, all the letters and numbers are formed by one of two monkeys, a brave one (Bounce) who goes to the top branch of the tree, and a scared one (Skip) who goes to the lower branch.



*Flow and fluency:* Letter movements are minimized to help a fast writing style to develop. There are no lead-in strokes (a waste of time and effort).

There are resources available for parent to purchase from Kinetic Letters® (sales@kineticletters.com). These include:

- Whiteboards with the Kinetic Letters® tree logo and lines
- Pencils and whiteboard pens with a triangular cross-section
- Playing cards with all the letters and their method of formation
- Pupil book with exercises
- Story books explaining how each of the letter groups is formed.

## Helping your child at home with writing

### Making bodies stronger

- Use the Animal Positions to help your child build the physical strength for writing  
Eg Lizard position to read, write, colour or for screen time  
Eg Meerkat position for reciting times-tables
- Build strength with floor/chair push-ups, pull-ups on monkey bars, the plank
- Develop dexterity and manipulation using knives & forks, scissors, playdough, plasticine

### ★ Animal Positions build strength for writing



How? Kneel upright.  
Arms by sides.



How? Legs crossed. Sit upright.  
Hands rest on knees.



How? Feet hip-distance apart.  
Arms by sides.



How? Legs straight and together.  
Arms support upper body  
(elbows under shoulders).



How? Back horizontal.  
Arms/thighs vertical.

### Holding the pencil

- Use the Pencil Song to practice Pencil Pick-up and the Pencil Checks
- Use slim, triangular shape pencils and crayons (they help the position of the 3 Friends and suit the size of children's hands)
- Remind your child to keep checking their 3 Friends Pencil Hold

### The Pencil Song

To the tune of the Hokey Cokey



You get your Hol-ding Fin-gers rea-dy and pick your pen - cil up,



You tip it back to lay a-cross your hand.



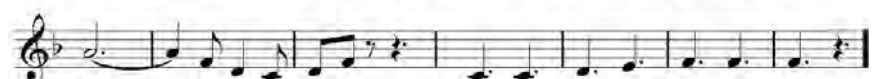
You put your pil-low fin-ger un-der to keep poor Cur-ly safe



That's your 3 Friends Hold



Whoa! Hol - ding fin-gers op-po-site Can you see some green leaf?

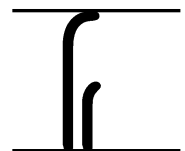


Pil - low fin-ger un-der Pen back, wrist bent, hand rests down

## Learning the letters and their Letter Families

<i>Family</i>	<i>Letters</i>	<i>Family Feature</i>
<i>Lower-case letters</i>		
Jumper Family	h n m b r p	Down-bump. Back up. Push over.
Abacadabra Family	c a o d s q g	Pull around and Push, Abacadabra.
Window Cleaner Family	l t i u	Down-bump. Flick (the water off).
Fisher Family	y j f g	Down, on-down and Pull around (to catch the fish).
Special Squirter	e	Push across. Up. Pull around and Push (along the ground).
Slider Family	k v w x z	Slide
<i>Upper-case letters</i>		
Straight line group	I L E F H T	Start with Down-bump
Curved line group	C O S G Q	Start with Pull around
Lines with Curves group	D P B R J U	Combine Straight lines with Curves
Sliding lines group	A M N W V X Z K Y	Involve Diagonal lines
<i>Numbers</i>		
Pushing numbers	2 3 5 7	Push move helps orientation
Pulling numbers	0 6 9 8 4 1	Pull move helps orientation

Using the Tree: When practising writing, use writing lines (sky and ground) and a Quick Tree symbol to give a guide for both where the letters start, and their proportions, and how they sit on / go below the ground line.



**Kinetic Letters Letter Trail wording: Lower-Case letters - in Letter Families**  
(Family Features- *the moves that the Letter Family have in common are in red*)

**Jumper Family**

- h Down-bump. Back up. Push over. Down-bump. Flick.  
n Down-bump. Back up. Push over. Down-bump. Flick.  
m Down-bump. Back up. Push over. Down-bump. Back up. Push over. Down-bump. Flick.  
r Down-bump. Back up. Push over.  
b Down-bump. Back up. Push over. Pull in (along the ground and hug the tree).  
p Down, on-Down. Back up. Push (the cobwebs off). Pull-in (and hug the tree).

**Abracadabra Family**

- c Pull around and Push (along the ground).  
o Pull around and Push (along the ground). Abracadabra! On round and Push a tiny line.  
a Pull around and Push (along the ground). Abracadabra! Up (like a helicopter). Down-bump. Flick.  
d Pull around and Push (along the ground). Abracadabra! Up, on-up. Down-bump. Flick.  
g Pull around and Push (along the ground). Abracadabra! Up. Down-on down and Pull around (to catch the fish).  
q Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Flick (out the leaves).  
s Pull around and Push. Abracadabra! Pull back (along the ground)

**Window Cleaner Family**

- l Down-bump. Flick (the water off).  
i Down-bump. Flick (the water off). -pen off- Put on a dot.  
t Down-bump. Flick (the water off). -pen off- Push a line across.  
u Down. Push (along the ground). Up. Down-bump. Flick (the water off)

**Special Squirter**

- e Push across. Up. Pull around and Push(along the ground).

**Fisher Family**

- j Down-on down and Pull around (to catch the fish). -pen off- Put on a dot.  
g Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Pull around (to catch the fish).  
y Down. Push (along the ground). Up. Down, on-down and Pull around (to catch the fish).  
f Pull around. Down, on-down and Pull around (to catch the fish). -pen off- Push a line across.

**Slider Family**

- v Slide down. Slide up.  
w Slide down. Slide up. Slide down. Slide up.  
x Slide down -pen off- Slide down.  
z Push across. Slide down. Push across.  
k Down-bump. -pen off- Slide in. Slide out.

## Kinetic Letters Letter Trail wording: Upper-Case letters - in formation groups

### Straight Lines group

- I Down-bump. *-pen off-* Push a top line across. *-pen off-* Push a line (along the ground).
- L Down-bump. Push a line (along the ground).
- E Down-bump. Push a line (along the ground). *-pen off-* Push a top line across. *-pen off-* Push a middle line across
- F Down-bump. *-pen off-* Push a top line across. *-pen off-* Push a middle line across.
- H Down-bump. *-pen off-* Down-bump. *-pen off-* Push a middle line across.
- T Down-bump. *-pen off-* Push a top line across.

### Curves Group

- C Pull around and Push (along the ground).
- O Pull around and Push (along the ground). On round and join.
- S Pull around and Push. Pull back (along the ground).
- G Pull around and Push (along the ground). Up. Down-bump. *-pen off-* Push a middle line across.
- Q Pull around and Push (along the ground). On round and join. *-pen off-* Slide a little line down.

### Lines then Curves group

- D Down-bump. *-pen off-* Push over. Pull in (along the ground).
- P Down-bump. *-pen off-* Push over. Pull in (to Skip's branch).
- B Down-bump. *-pen off-* Push over. Pull in (to Skip's branch). Push over. Pull in (along the ground).
- R Down-bump. *-pen off-* Push over. Pull in (to Skip's branch). Slide down.
- J Down and Pull back (along the ground). *-pen off-* Push a top line across.
- U Down. Push (along the ground). Up.

### Sliding lines group

- A Slide down. *-pen off-* Slide down. *-pen off-* Push a middle line across.
- M Down-bump. *-pen off-* Slide down (to Skip's branch). Slide up. Down-bump.
- N Down-bump. *-pen off-* Slide down. Up.
- W Slide down. Slide up (to Skip's branch). Slide down. Slide up.
- V Slide down. Slide up.
- X Slide down. *-pen off-* Slide down.
- Z Push across. Slide down. Push across (along the ground).
- K Down-bump. *-pen off-* Slide in (to Skip's branch). Slide out.
- Y Slide down (to Skip's branch). Slide up. *-pen off-* Down-bump.

## Kinetic Letters Number Trails wording - in formation groups

### Pushing numbers

- 2 Push around. Pull and Slide down. Push a line (along the ground).
- 3 Push around. Pull in (to Skip's branch). Push around and Pull in (along the ground).
- 5 Down (to Skip's branch). Push around and Pull in (along the ground). *-pen off-* Push a top line across.
- 7 Push a top line across. Slide down.

### Pulling numbers

- 0 Pull around and Push (along the ground). On round and join.
- 6 Pull around and Push (along the ground). Up and Pull around (to Skip's branch).
- 9 Pull around (to Skip's branch) and Up. Down-bump.
- 8 Pull around (to Skip's branch) and Push. Pull back (along the ground). Push up, Pull back and join.
- 1 Down-bump.
- 4 Pull down (to just under Skip's branch). Push a line. *-pen off-* Down-bump.

[To be typed on School headed paper]

Date:

Dear Parent / Carer / Guardian

We are delighted that your child is going to join our school next term.

We are aware that many people want their child to be able to write their first name before they arrive at their new school.

We use the Kinetic Letters® programme which is very successful in enabling both boys and girls to write quickly and accurately so that handwriting becomes a skill they can perform automatically.

This means that when they write, they can focus all their thinking on what they want to write and not get distracted by worrying about how individual letters are formed.

We will teach your child how to write but if they are having a try at writing their names before they start school, please use the poster on the back of this letter as a guide for the shape of the letters, as these are the letter shapes your child will learn at our school.

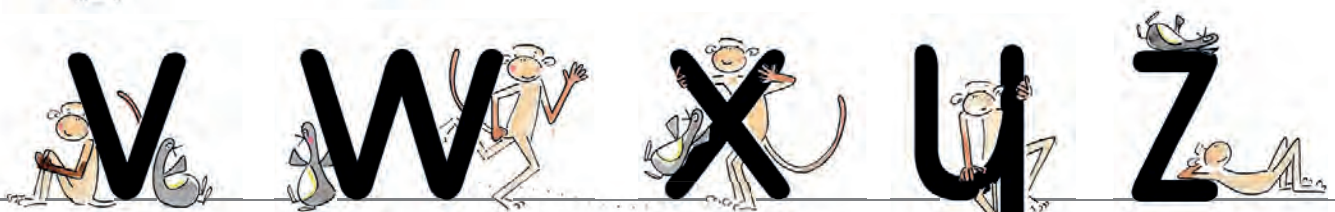
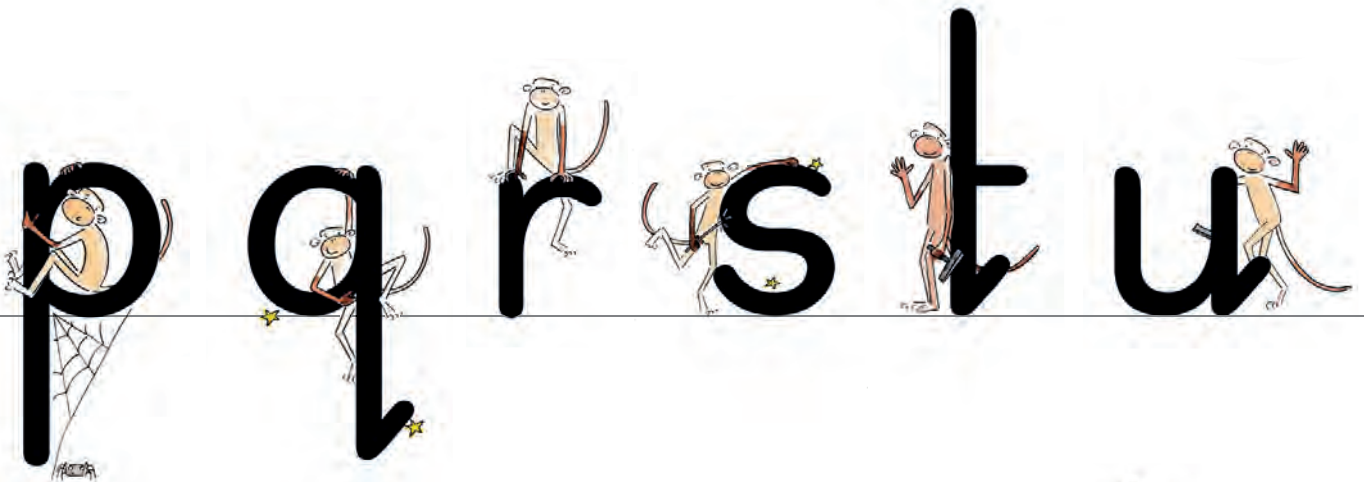
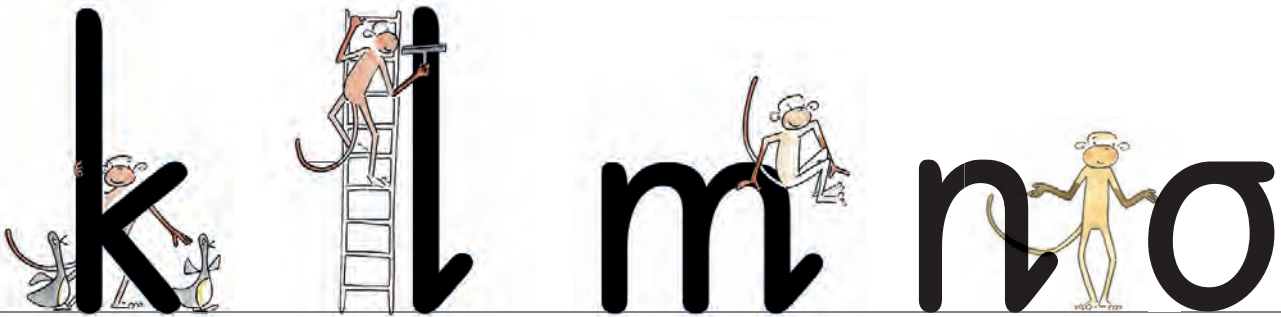
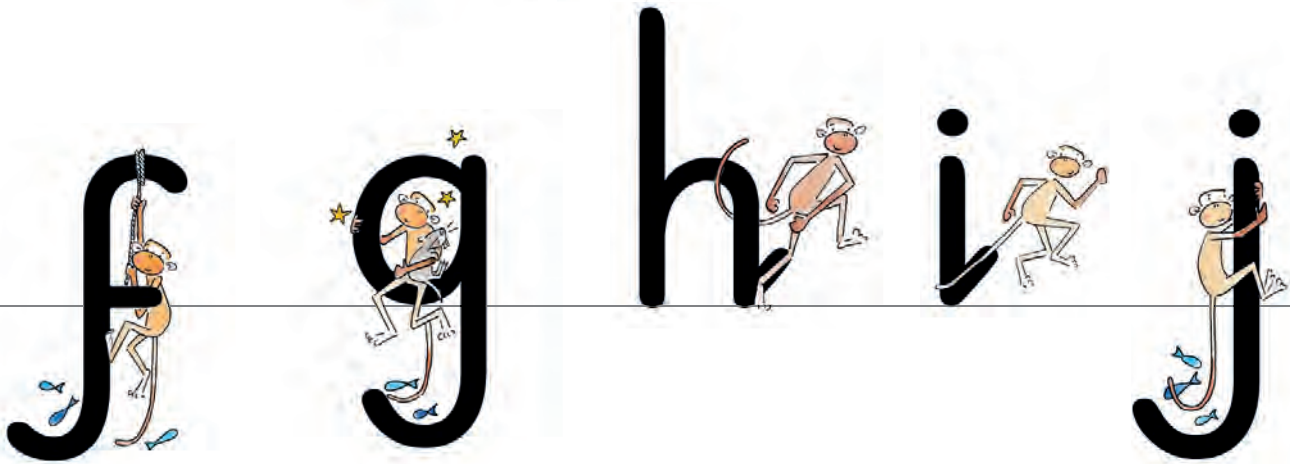
With all good wishes

Yours sincerely

Reception Teacher



# Kinetic Letters®



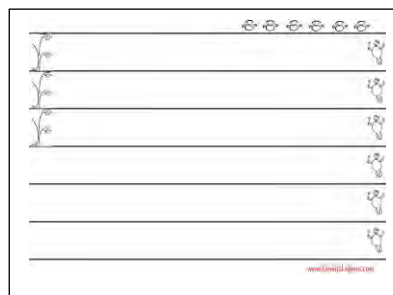
# Kinetic Letters®

## Resources available for purchase by parents

Pupil whiteboard (6 lines, with KL tree) and pen



Playing cards (pack)



Triangular HB pencil (pack of 10)

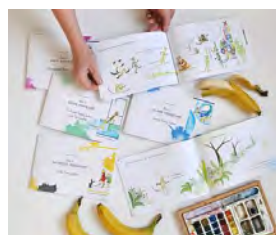


Pupil Target Book

Monkeys (pair of genuine Jellycat with KL vest)

Turtle (genuine Jellycat with wand)

Letter family story books (set of 6)



Sand tray with sand and tree guide labels

**Pupil Pack 1:** Whiteboard + 2 pens + 2 pencils + playing card pack

**Pupil Pack 2:** Pupil pack 1 + Pupil target book

If you wish to make a purchase, please let us know your requirements and address ([sales@kineticletters.com](mailto:sales@kineticletters.com)) so that we can then email you a pro-forma invoice with payment details. We prefer payment by internet bank transfer.

## What Kinetic Letters® looks like in our school

We teach handwriting using the Kinetic Letters® programme. This is an excellent programme because it enables children to write legibly, fluently and quickly so that they can concentrate on what they are thinking and not be distracted by how to write it down (this is called automaticity) and also to write without developing aching hands and fingers (because they hold the writing implement correctly). The programme is equally successful with boys and girls, and with right- and left-handers. The programme is educationally sound because it uses techniques based on how children learn, particularly through movement and touch, and avoids methods that do not generate learning (copying, join the dots, etc). It ensures that children understand why they are doing something as well as teaching them how to do it; such understanding then enables children to self-correct which embeds learning more securely.

Our children enjoy learning to write using the Kinetic Letters method – they love the activity, the stories, the achievement of automaticity. This has enormous benefits for them and the school. Because writing is enjoyable, all aspects of the curriculum can be entered into happily (nearly every subject in the school day involves writing), academic progress is faster, and behaviour and engagement with learning improves.

Handwriting is complicated – more complicated than reading because it involves mechanical skills as well as cognitive ability. So it is taught every day in every EYFS & KS1 class for twenty minutes and then slightly less time in KS2.

### Kinetic Letters® in the classroom

You can quickly spot a Kinetic Letters® classroom when you enter it because it has key prompts to make sure children remember and apply Kinetic Letters® throughout the day:

- A large Tree Symbol display on one of the walls, showing the branches used by Bounce the brave monkey and Skip the scared monkey. The Tree provides the prompts for letter formation, with the associated ground-line and sky-line to help with letter size and location.
- The whiteboards used in handwriting practice sessions have a simple Tree Symbol, with the ground and sky lines, matching the wall display, helping with letter size and location.
- Lined paper or exercise books have been printed with this Tree Symbol on correctly spaced (age appropriate) lines which helps children transfer their learning of letter heights, grounding and spacing from their work on whiteboards into books.
- Letter Family posters are displayed on the walls, reminding children of the correct letter formation and providing a reference for self-correction (Assess, Detect, Correct).
- Sentence strips using the Tree symbol are displayed with examples of the teacher's handwriting - simple words/sentences written in the Kinetic Letters® font.
- Examples of whiteboard targets by children are left displayed after a session has finished.
- Masking tape lines are on the floor to prompt board/book angle in the Writing position.

If the children are working in the classroom, you may see:

- Children performing exercises and holding 'Animal Positions' to develop the muscles needed to control the refined finger movements necessary for handwriting.
- Young children writing lying on the floor, which allows better pen/pencil control until sufficient upper body strength has been developed.
- Children monitoring their own Pencil Hold and, if they detect it is wrong then they 'put it down and pick up again'. Teachers will be doing Pencil Hold 'spot checks' and rewarding correct holds.
- Writing position at a desk - children ensuring that their forearms are always supported on the tables and their work is angled for visibility.
- Teachers always writing letters/words/date etc on lines.

During a Kinetic Letters® session, you will see:

- A 20-minute lesson that focuses on one strand from a Kinetic Letters Thread (see over) or that uses the START structure: **S**trong set-up, **T**arget practice, **A**ttention focus, **R**einforcement, **T**arget setting or **T**ransfer to paper (see below).
- Children practising target letters/pairs/words using the "3 By the Tree" routine. They write *either* 3-down for formation *or* 3-across for flow.

## The Four Threads of Kinetic Letters

These are listed below alongside a summary of

- what you will see children understand about *why* the Thread is important and
- ❖ which strategies children are taught to use and what targets they should achieve.

### Red Thread: Making bodies stronger

- Children understand that they 'need to be strong for writing' in order to sit correctly at a table and support their upper body, Writing Hand and Helping Hand, to control the intricate finger movements on the pencil.
- ❖ Staff teach children to use the Animal Positions to build strength and work on strength targets.

### Green Thread: Holding the Pencil

- Children understand that the 3 Friends Hold (which makes use of the physiology of the hand) helps them to write with flow, for extended periods of time, without being distracted by aching hands or sore fingers.
- ❖ Staff teach children to use the Pencil Song for a 'Pick up, Check' routine every time they use a writing tool. Monkey Smile targets record this use on whiteboards and are stamped on target strips to use with books.

### Yellow Thread: Learning the Letters

- Children understand that the 6 Moves are combined into movement sequences for each letter/number. They remember these through stories of the Monkeys and their Tree, and write by a Tree Symbol.
- ❖ Staff teach children Letter Formation and Writing Characteristics (grounding/height/spacing) using the Move it, Say it, Write it routine. Letters are demonstrated and practised by writing 3 By the Tree, in Air, Sand, and Whiteboards. The strategy Assess, Detect, Correct, is used in conjunction with Turtle Tick targets to record success.

### Blue Thread: Flow, Fluency and Joining

- Children understand they practise Flow to make writing easy and fast enough to write down all their ideas.
- ❖ Staff teach children to feel Flow by writing in Air, then Sand and then on Whiteboards, writing '3 by the Tree' along the line. They ensure children master the Fluency targets before teaching them the Joining programme.

*Automaticity in handwriting frees up the working memory to concentrate on content and creativity, so children become confident writers who can engage with their learning and feel satisfied with what they write.*