

Kinetic Letters Adult Book

Hello Everyone,

This booklet details the movements involved in forming each letter, capital letter and number within the Kinetic Letters handwriting scheme.

The premise of kinetic letters is moving your hands to form the letters in the air before writing it on a whiteboard. There are two monkeys; brave monkey and scared monkey. Brave monkey sits at the top of the tree, the tree being your body and hands clasped reaching as high as you can shows where he sits. Scared monkey sits directly in the middle of the tree (clasped hands straight out in front of you). Letters and numbers always start from brave or scared monkey, never from the ground!

When forming the letters in the air, we use only a few actions: down, up, push, pull, slide, bump and flick. For example, next to lower case 'n' in this booklet, the letter starts at scared monkey (hands clasped, arms outstretched). Then you follow the written instructions: Down bump, back up, push over, down bump and flick. We push away from our body in the direction of our writing journey (to the right) and we pull towards our body. Always encourage your children to say the action phrases as they do the moves to complete the learning approach: Move It, Say It, Write It. When we move anywhere 'along the ground', we make sure we physically slide our hands along the floor to get that sensory feedback that helps us remember letter formations.

When moving on to writing the letter on lined paper or a whiteboard make sure the children are either sitting at a child height table and chairs where feet are flat on the floor and not an unnatural reach for the arms, or more easily, lying down in strong lizard position (picture below). This position helps us to build our writing muscles, pushing up on our elbows with straight legs, heels together with pointed toes.



Thank you for reading this handwriting guide. Mini-lesson guides and mini videos will follow on the school website (Class Work Folders For School Closure – Allthorp Class).

From Miss Pittam

Make learning easy
All letters and numbers are made from just six moves.

No learning-loss
Move it, Say it, for the Six Moves, will be developed into Move it, Say it, Write it, first in Mark-making (3.11) and then later in writing letters and numbers (3.18).

Bold type is used for the six moves in this book
to emphasise their use.

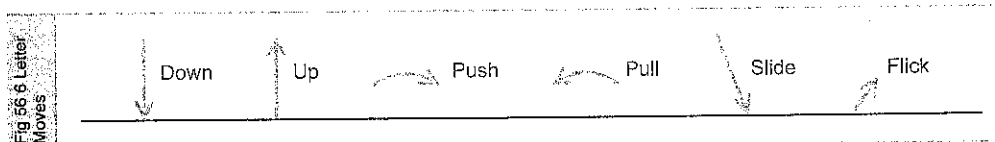
Use a vertical surface
to enhance the feeling of brushes/toys going **Up** or **Down**.

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Why are they important?

For general development: Children need to learn these movement words for instruction and positioning.

For handwriting: The Six Moves are the component parts of letters and numbers (Fig 56). Children learn to control the direction and placement of each of these moves so that when they are combined into the sequences to form letters, these will be correctly formed and orientated. They learn to link the language to describe these moves in a strategy called Move it, Say it, Write it. Learning letters in this way; as movement sequences rather than visual shapes, is developmentally appropriate for very young children, and also appealing and accessible for all learning styles.



How is this achieved?

★ Teach children the strategy of Move it, Say it, through activities 1-4, to build on what they already know and progress towards being able to deliberately make and describe the Six Moves.

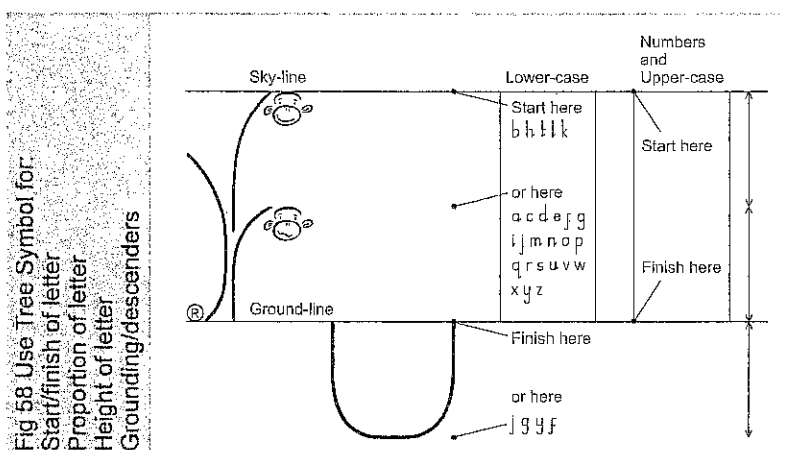
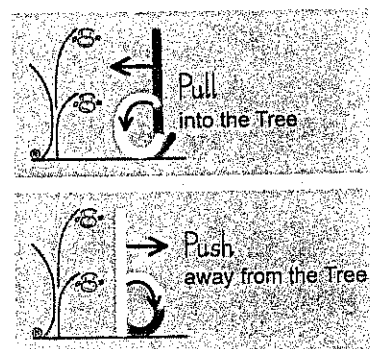
1. Teach children to identify and use the moves, in general play and learning activities by emphasising the word for the movements they are making e.g. **Down** comes the rain in Incy Wincy Spider, painting with brushes **Down** and **Up** the walls etc., play with ramps using toys that **Slide** down and up.
2. Use the language of the Moves in everyday instructions such as, **Stand Up**, **Sit Down**, **Pull** the door open, **Push** it shut, **Slide** down the ramp.
3. Teach children to Move it, Say it, by integrating the language of the moves in movement stories: Make up stories with the children where the adults provide a running commentary to prompt how the children are moving as they act it out. *E.g. I can see the monkeys are jumping **down** from the trees and the snakes are **slithering** and **sliding** down the branches.*
4. Learn to control the start and finish of the Six Moves, using the stories of the monkeys (3.05). Prepare for this by making the Tree (3.05).

3.04

Why is this important?

For general development: Although children are able to perceive the differences *between* shapes at a young age, it is not until the age of about 5½ to 6 that they can easily perceive the *orientation* of shapes.

For handwriting: Because children younger than 5½ to 6 have difficulties with visual perception, the orientation of letters is taught through the movement that they start with as in these two images.



Jumper Tips:

BM branch = start for h b.

SM branch = start for n m r p.

SM branch = proportion for h b.

Down = direction for all.

Flick = finish of h n m.

Back up = retrace for all letters to SM branch.

Push = orientation.

Bump = grounding
x1 for r
x2 for h n
x3 for m.

Pull back = orientation of finish for h b.

Hug = story prompt finish for b p.

Down, on-down = x2 Down (p goes into spider Pit).

Push cobwebs = story prompt.

Jumper Family Letter Trails

Strand

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).

3.20

Abracadabra Tips:

SM branch = start of all.

Pull = orientation of all.

Along ground = placement of all.

Abracadabra = story prompt.

Tiny line = o finish.

Flick = finish of a d q.

Up = like a helicopter to SM branch for a.

Up, on-up = Up x2 to BM branch for d.

Down, on-down = down x2 into Pit for g and q.

Catch fish = story prompt.

Flick leaves = story prompt.

s = use a whisper for Pull around and Push to get the small size of Family Feature.

Abracadabra Family Letter Trails

Strand

c Pull around and Push (along the ground).

o Pull around and Push (along the ground). On round and Push a tiny line.

a Pull around and Push (along the ground). Up (like a helicopter). Down-bump. Flick.

d Pull around and Push (along the ground). Up, on-up. Down-bump. Flick.

g Pull around and Push (along the ground). Up, Down, on-down and Pull around (to catch the fish).

s Pull around and Push. Pull back (along the ground).

q Pull around and Push (along the ground). Up, Down, on-down and Flick (out the leaves).

3.21

Window Cleaner Tips:

BM branch = start of l.

Down-bump = direction and grounding of all.

Flick = finish of all.

Push line = from L-R for crossbar of l.

-pen off = lift pen.

SM branch = start of i u.

Ch-ck = x1 splash for dot of i.

Flick water off = story prompt.

Push = direction.

Along ground = grounding of u.

Window Cleaner Family Letter Trails

Strand

Down-bump. Flick (the water off).

Down-bump. Flick (the water off). -pen off- Push a line across.

Down-bump. Flick (the water off). -pen off- Put on a dot.

Down. Push (along the ground). Up. Down-bump. Flick (the water off).

Use the strategies (3.10):



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3.22

Fisher Tips:

SM branch = start of all.

Down, on-down = x2 down (into Pit) for all.

Ch-ck = x1 splash for dot of j.

Pull = tail direction for all.

Pull around = start of f.

Catch the fish = story prompt.

Fisher Family Letter Trails

Strand

Down, on-down and Pull around (to catch the fish). -pen off- Put on a dot.

Pull around and Push (along the ground). Up. Down, on-down and Pull around (to catch the fish).

Pull around. Down, on-down and Pull around (to catch the fish). -pen off- Push a line across.

Down. Push (along the ground). Up. Down, on-down and Pull around (to catch the fish).

Squitter Tips:

SM branch = start

Push = direction

Pull = orientation

Along ground = grounding

Special Squitter Letter Trail

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

3.23

Slider Tips:

SM branch = start of
v w x z

Slide down = direction.

Slide up = direction.

Push across = direction.

Letter k:

BM branch = start.

Slide in/out - start from
SM branch and use a
story prompt.

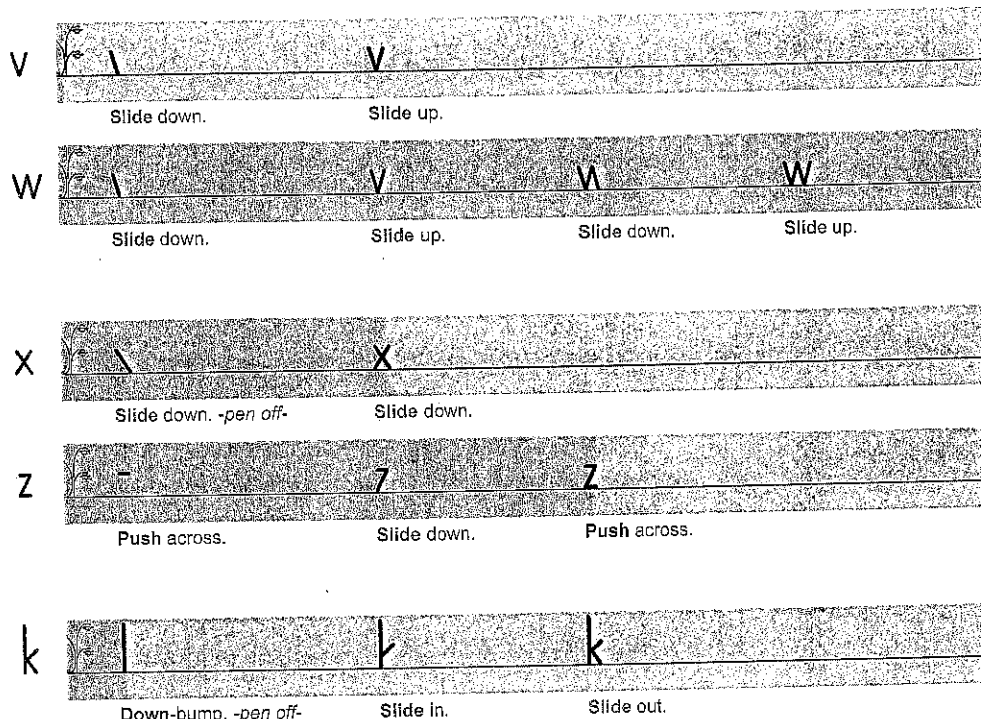
Draw the baby
penguin's
head

Give it a beak
in a single
Slide in. Slide
out movement.

(Practise in Sand (3.13))

Slider Family Letter Trails

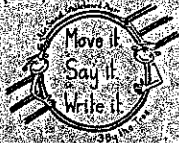
Strand



3.24

The same Letter
Moves are used as for
lower-case letters, apart
from Flick

Use the strategies
(3.10):



Curves Group tips:

All based on curved pull
of C.

Pull = orientation.

BM branch = start.

SM branch = midpoint
of G and S.

-pen off = lift pen

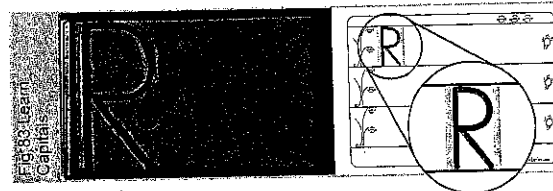
Push = Left to right
direction.

Line of Q
This starts from where a
also starts.

Upper-Case (Capital) Letters

Strand

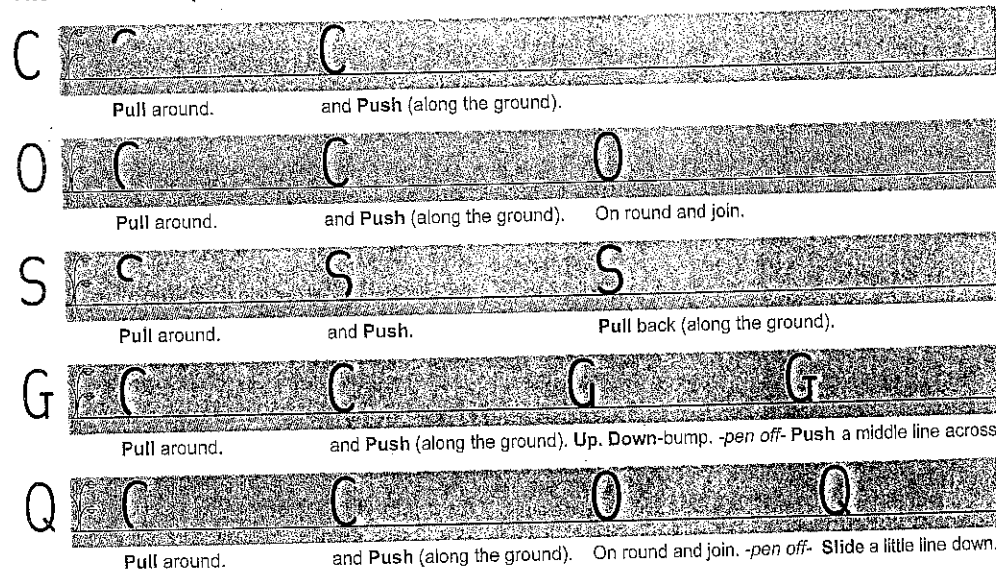
★ Teach the rules for capital letters. The general direction of movement is top to bottom and left to right. Bounce the Brave Monkey makes them all, with half-way points at Skip the Scared Monkey's branch. There is no retracing of moves, hence the words *pen off* after a move that finishes on the Ground-line.



1. Learn in the Sand Tray.
2. Transfer learning to a Whiteboard.
(It may help to draw a Sand Tray
outline first).

The Curves Group: Letter Trails

Strand



3.25

Sliding Lines group:
Based on diagonal lines.

BM branch = start of all.

SM branch = midpoint
of A M W.

Slide down = direction.


Slide up = direction.


-pen off- = lift pen.


Push = direction.


The Sliding Lines Group: Letter Trails

Strand

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.

Use the strategies
(3-10):



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3.28

Sliding Lines group:
Based on diagonal lines.

BM branch = start of all.

SM branch = midpoint
of X K Y.

Slide down = direction.


Slide up = direction.


-pen off- = lift pen.

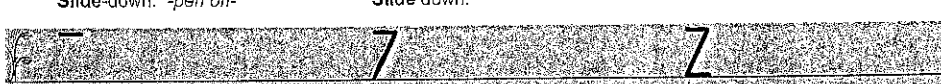
Push = direction.

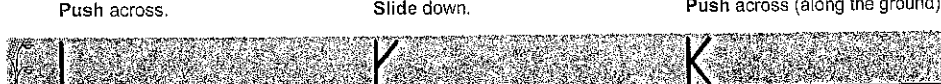
The Sliding Lines Group: Letter Trails

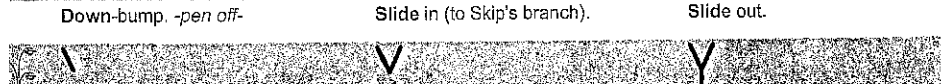
Strand

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. Down-bump.

Use the strategies
(3-10):



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3.29

The same letter Moves are used as for letters apart from Flick

Use the strategies (3.10):



Pushing Numbers
Based on a starting Push move away from the Tree (like the Jumper Family).

BM branch = start.

SM branch = midpoint of 3 and 5

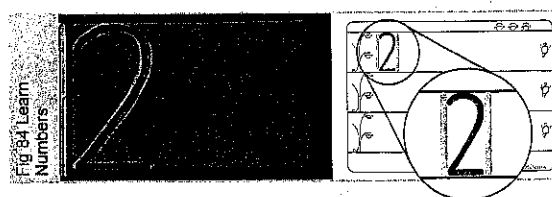
Push = orientation.

Slide down = direction.

Numbers

Strand

- ★ Teach the rules for numbers. The general direction of movement is top to bottom and left to right. Bounce the Brave Monkey makes them all, with midpoints at Skip the Scared Monkey's branch. There is no retracing of moves, hence the words *pen off* after a move that finishes on the Ground-line.



1. Learn in the Sand Tray.
2. Transfer learning to a Whiteboard. (It may help to draw a Sand Tray outline first).

Pushing Numbers: Trails

Strand

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	Pull in (along the ground). -pen off-	Push a top line across.
7				
	Push top line across.	Slide down.		

3.30

Pulling Numbers:
Based on a starting Pull move into the Tree (like the Abracadabra Family).

BM branch = start

Pull = orientation.

Push = orientation.

SM branch = midpoint of 6-8

Along ground = grounding.

Down = direction.

Bump = grounding.

The height above the Ground-line of Push a line for 4 is the same as the start of e and the line in Q.

Pulling Numbers

Strand

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.

3.31