

### Thread 1: Making Bodies Stronger

Whole-body movements, gross-motor development and strengthening activities form the foundation of handwriting.

Focus on posture, balance, core stability and shoulder strength.

### Thread 2: Holding the Pencil

Developing hand and finger strength through fine-motor play; early tripod grip emerging if developmentally ready.

### Thread 3: Learning the Letters

No expectation of formal letter formation except basic movement patterns.

Whole-body letter shapes, sand-tray writing, vertical surfaces.

### Thread 4: Fluency

None — focus is on readiness, not formal writing.



### Thread 1: Making Bodies Stronger

Strengthening continues; children practise required body positions for writing.

### Thread 2: Holding the Pencil

Secure tripod grip taught explicitly using "three friends hold."

### Thread 3: Learning the Letters

All letter families taught using the "move it, say it, write it" routine.

Children learn formation through: whole-body → sand trays → whiteboards → paper

Correct starting points (Bounce monkey & Skip monkey) taught consistently.

### Thread 4: Fluency

No joining; focus is on accurate formation and automaticity of letter families.



### Thread 1: Strength

Continued fine-motor strengthening to support stamina.

### Thread 2: Pencil Hold

Consistency and fluency of tripod grip; correct paper and body position.

### Thread 3: Learning the Letters

Reinforcement of all letter families, ensuring correct size, orientation and consistency.

Begin formation of capital letters and numbers (supported in Bliss Charity Primary's page).

### Thread 4: Flow and Fluency

Develop fluency, rhythm and flow in writing sessions.

Early "joining readiness" for some children: practising smooth transitions between letters (but not full joining).

## Four Threads of Kinetic Letters

The four instructional threads of the programme:

Making Bodies Stronger (physical readiness for writing)

Holding the Pencil (efficient, comfortable pencil grip)

Learning the Letters (movement-based letter formation taught in families)

Flow and Fluency (automaticity, joining, stamina)



### Thread 1 & 2:

Strength and grip reinforced to support longer writing sessions.

### Thread 3: Letter Formation

Secure letter families and correct movement patterns for all letters.

Ready for joining once formation is automatic and accurate.

### Thread 4: Flow and Fluency (Key Stage 1 emphasis)

This is the year where joining is expected to begin.

Children learn which letters can be joined and which are "break letters," as described in Kinetic Letters fluency guidance.

Joining patterns introduced systematically once accuracy is embedded.

### Four Threads of Kinetic Letters

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Making Bodies Stronger (physical readiness for writing)

Holding the Pencil (efficient, comfortable pencil grip)

Learning the Letters (movement-based letter formation taught in families)

Flow and Fluency (automaticity, joining, stamina)

#### Thread 4: Fluency Focus

- Joining consolidated and increasingly automatic.
- Children apply joining across all curriculum subjects.

**KS2  
Year 3**

**KS2  
Year 4**

- Handwriting is fluent, legible and efficient.
- Children able to write at length with stamina

**KS2  
Year 5**

**KS2  
Year 6**

- Automaticity should now be well established.
- Refinement of speed, legibility and consistency.
- Joined writing embedded across all subjects.

Handwriting must be fluent, automatic and efficient enough not to detract from composition in extended writing tasks and assessments.

Year Group	Age	Kinetic Letters Focus	Expected Outcomes
Nursery	3–4	Strengthening, early grip, movement patterns	Readiness for mark making; no formal letters
Reception	4–5	Letter families, correct starting points, body positions	All letters correctly formed; no joining
Year 1	5–6	Consolidation of families; capitals & numbers	Consistent formation; developing fluency
Year 2	6–7	Joining introduced once formation is secure	Beginning joins; legibility and consistency
Year 3	7–8	Consolidation of joins	Fully joined, fluent writing
Year 4	8–9	Increased speed and stamina	Confident, automatic handwriting
Year 5	9–10	Automaticity and efficiency	Fluent, legible, sustained writing
Year 6	10–11	High stamina, accuracy in extended tasks	Handwriting fully automatic for SATs demands