

Year Plans

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different ages of pupils

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Adapting the Year plans for different starting points

The Year plans give a weekly Target focus from each Thread which repeat in cycles each year, to deepen practice and achieve automaticity.

The Year plans are in the Teacher Book (TB 6.02-13) with all the details of how to teach them. They are also downloadable for annotation (Portal> Planning> Year Plans).

The design of the Year plans makes them adaptable for different ages and starting points (below).

For Nursery

Year plans are not appropriate, but following completion of the Unjoined Training, staff use the Foundation Book to guide their provision (see Training Notes p.10).

Also, download EYFS documents (Portal> Teaching Resources> EYFS) to guide how to organise, enhance, and audit the use of indoor/outdoor provision, for the physical skills for handwriting.

For Reception classes

The appropriate provision and organisation develops as the year progresses:

Apart from organising the provision for building strength and the foundations of Pencil Hold, much of the direct teaching of the weekly focus targets in the first few weeks may be in small groups. However, once pupils can work as a class (and you are using this organisation for phonics sessions) begin whole class sessions for Kinetic Letters.

Adapt the pace of introducing the letters in Term 1 if this suits the learning needs of the cohort.

The images below show how the Yellow Thread column from the Reception Year Plan (TB6.05) may be adapted to introduce letters at a slower pace:

1. Shows the Yellow Thread Term 1, as it is in the Teacher Book.
2. Below, shows an adaptation, to introduce letters at a slower pace.

1. From Teacher Book p.6.05:

Wk	Focus: 6 Letter Moves & Single Letters
1	6 Moves, Monkeys/Tree, Turtle
2	Jumper Family: h n m & 6 Moves
3	Jumper Family: r b p & 6 Moves
4	Abracadabra Family: c o a d & 6 Moves
5	Abracadabra Family: g s & 6 Moves
6	Window Cleaner Family: l t i u & 6 Moves
	Focus: Letters, Numbers
7	Fisher Family, Special Squirter, & 6 Moves
8	Slider Family & 6 Moves
9	Jumper Family & 6 Moves
10	Abracadabra Family & 6 Moves
11	Pushing Numbers
12	Pulling Numbers

2. Possible adaptation for slower pace:

Wk	Focus: 6 Letter Moves
1	6 Moves: Identify/label. Monkeys/Tree
2	6 Moves: Turtle. Move it, Say it, Write it
3	Jumper Family: h n
4	Jumper Family: m r
5	Jumper Family: b p
6	Signpost. Abracadabra Family: c o a
	Focus: Single letters
7	Abracadabra Family: d g
8	Abracadabra Family: s q
9	Window Cleaner Family: l t i u
10	Squirter: e and Fisher Family: j (g) f
11	Fisher Family: y Slider Family: v w x
12	Slider Family: z k

Introducing letters at a slower rate

For SEND pupils working at a much slower pace of general development

The plans can be adapted by following their usual progression but at a slower, more appropriate pace, e.g. make a week's plan last for 2 or 3 weeks.

Adapting the Year plans for different starting points (continued)

Starting at different times of the year:

Start on Term 1, Wk1 of your plans and get as far as you can before the end of the school year.

At the beginning of the next school year, make a judgment as to whether you feel you need to begin again at Wk1 of the plan you've already done, or to progress to start the next year's plan.

Starting with Reception:

Follow the Reception Plan (TB pp.6.04-05) and adapt the pace if required (see p.14).

Starting with Year 1:

Follow the Yr 1 plan (TB pp.6.06-07).

Starting with older pupils (Yr 2 & above):

Whatever the actual age of pupils when they begin Kinetic Letters, they need to be taught the foundations first, which is achieved by following the Year 1 Plan (TB pp.6.06-07).

However, Year 3 and above can then progress at an accelerated rate (see table below from TB p.6.02).

The Year Plans to use & the pace at which to use them						
Actual age of pupils starting KL	First Year of Kinetic Letters			Second Year of KL		Third Year of KL
	Term 1	Term 2	Term 3	Terms 1, 2 and 3	Terms 1, 2 and 3	
Yr 2 age	Use Yr 1 Plans			Use Yr 2 Plan	Use Yr 3 Plan	
Yr 3/4 age	Use Yr 1 Plans (Build to x2 speed)		Use Yr 3, Term 1 + 2	Use Yr 3 Plan	Use Yr 4-6 Plan	
Yr 5 age	Use Yr 1, Term 1+2 (x2 speed)	Use Yr 3, Term 1	Use Yr 3, Term 2	Use Yr 4-6 Plan	Use Yr 4-6 Plan	
Yr 6+ age	Use Yr 1, Term 1+2 (x2 speed)	Use Yr 3, Term 1	Use Yr 3, Term 2	Use Yr 4-6 Plan	Use Yr 4-6 Plan	

Pupils may move on to the Joining Programme in Yr 2, Term 2, or Yr 3 when they have achieved the Fluency Targets (TB 5.08).

The Training Notes (p.12) summarises how to assess pupils' readiness to begin Joining.

Frequency of sessions

A daily session of 20 minutes is recommended for all year groups.

However, if pupils begin Kinetic Letters in EYFS, they are unlikely to still need daily 20-minute sessions beyond Yr3/4. In this instance, the plans can be used to prompt teacher observations and provide reminders to pupils; teachers can make individual judgments as to how many dedicated handwriting sessions are required to maintain skills, or address targets that would benefit with revision.

This upholds the National Curriculum guidance for Yr5/6, that, 'pupils should continue to practise handwriting and being encouraged to increase the speed of it'.

Conversely, those starting later will need to continue with daily sessions for longer, according to the pace of progress made.

EYFS/Reception Plans

For EYFS-Nursery, year plans are not appropriate, but staff can use the Foundation Book to guide their provision.

Also, download EYFS documents (Portal>Teaching Resources> EYFS) to guide how to organise, enhance and audit the use of indoor/outdoor provision, to develop the physical skills required for handwriting.

For EYFS-Reception, the year plans are appropriate, but as each cohort is different, 3 adaptations to the plans are suggested:

- 1. Week 1 could be delivered over 2 weeks**, for a longer introduction (this pace can continue if wished ie. week 2 over 2 weeks etc).
- 2. In the first few weeks**, the teaching of foci can be in small groups. Once pupils can work as a class (and classwork is being used in phonics sessions) begin whole class sessions for Kinetic Letters.
- 3. Use a 2/3 ready guide:** Pupils who have not learnt all letters perfectly in one Family, will have another opportunity to use these same principles in the next week's Letter Family, so generally maintain the pace of learning in the plans. There is often the additional benefit of some easier letters in the next Family.

The Year plan (6.05) gives a focus for each Thread, for each week of the year. These are coded to indicate major or minor foci:

Bold coloured text = Major Focus *Italicised coloured text* = Minor Focus

Use a daily handwriting session, which for most days is the **S.T.A.R.T.** structure, to teach the letters (see Yellow Thread column below). If appropriate, for one day of the week use a Single-focus session to teach either a Red, Green or Blue focus (see these columns below).

Red Thread

These foci for the Red Thread alternate with those in the Green, for whether they are major or minor.

Bold Red text = Major Focus:

Review pupils' learning & either teach it in a Single-focus session (replace one of the S.T.A.R.T. sessions in the week)

or

Provide extra prompts about it when pupils are writing in S.T.A.R.T. or general classwork.

Italic Red text = Minor Focus:

Observe pupils using these foci in class & S.T.A.R.T. sessions to identify pupils who may need additional support.

Yellow Thread

These foci are all Major
They repeat through the year & are taught within a **S.T.A.R.T.** session (6.16).

A Letter Family can run over 1 or 2 weeks, so the margins in the TB give % of time to spend on each letter.

Numbers & Capitals follow in Terms 2 & 3, but can be taught on a need to know basis if necessary, (before they appear in the plan).

Green Thread

These foci are either Major or Minor & are labelled as follows:

Bold Green text = Major Focus:

These foci will need a Single-focus session until they are mastered (replacing the S.T.A.R.T. session for that day). The need to do this should reduce over time.

Italic Green text = Minor Focus:

Observe pupils using these foci in class & **S.T.A.R.T.** sessions & identify pupils who may need additional support.

Blue Thread

These foci are to be integrated into general provision at first, then into practising 3BT & learning the difference between Slow & Flow.

In Term 2, Flow is applied to writing repeats of letters 3BT-a, & the need to snuggle/space groups of letters appropriately.

Kinetic Letters Reception Planning Document				wk	Focus: Building Strength	Foc: 6 Letter Moves/single letters	Begin foundations as appropriate
Term 1 overview	1	Animal positions: Finger rhymes	6 Moves, Monkeys/Tree. Turtle		Pick Up beads etc		
	2	Traffic Light boxes	Jumper Family: h n m & 6 Moves		Pencil Pick Up		
	3	Floor-writing position	Jumper Family: r b p & 6 Moves		Pencil Hold: distribute Pencil helpers		
	4	Outdoor/indoor provision	Abracad. Family: c o a d & 6 Moves		Pencil Pick Up		
	5	Slope of whiteboards	Abracadabra Family: g s & 6 Moves		Pencil Pressure: check & address		
	6	Outdoor provision & Meerkat position	W. Cleaner Family: l t i u & 6 Moves		Pick Up-Check-Write-Recheck		
		Focus: Strength & Dexterity	Focus: Letters, Numbers		Focus: Pencil Pick Up		Focus: Flow Movement
	7	Finger Workout & Finger rhymes	Fisher Family & Squirrel & 6 Moves		Pencil Hold: review progress		Flow: Feeling/language/movement
	8	Traffic Light boxes	Slider Family & 6 Moves		Pick Up-Check-Write-Recheck		Flow: Feeling/language/movement
	9	Finger Workout	Jumper Family & 6 Moves		Pencil Pick Up: review progress		Flow: Feeling/language/movement
	10	Crawling/Animal Positions	Abracadabra Fam & 6 Moves		Pencil Workout		Flow: Feeling/language/movement
	11	Slide-Slope of whiteboards	Pushing Numbers		Monkey Smile Strips in classwork		Flow: Doodle Trails
	12	Floor-writing position	Pulling Numbers		Pick Up-Check-Write-Recheck		Flow: Doodle Trails
Term 2 overview		Focus: Strength. Writing Position	Focus: Letters/Pairs		Foc: Pick Up-Check-Write-Recheck		Focus: Snuggling/spacing
	1	Finger Workout & Finger rhymes	6 Moves & Quick Tree symbol		Pencil Hold: review progress		Snuggling Target letters 3BT-a
	2	Traffic Light boxes	Jumper Family		Pencil Pick Up		Snuggling Target letters 3BT-a
	3	Slide-Slope-Push	Abracadabra Family		Pencil Workout: for warm up		Snuggling Target letters 3BT-a
	4	Outdoor provision: audit	Window Cleaner Family		Pick Up-Check-Write-Recheck		Snuggling/Spacing Pairs
	5	Writing Positions	Fisher Family & Squirrel		Monkey Strips in classwork		Snuggling/Spacing Pairs
	6	Finger Workout	Slider Family		Pencil Workout		Snuggling/Spaiong Pairs
		Focus: Strength & Dexterity	Focus: Numbers & Capitals		Focus: Pencil Checks		Focus: Snuggling/spacing
	7	Traffic Light boxes	Pushing Numbers		Pencil Hold: review progress		Doodle Trails/patterns
	8	Slide-Slope-Push	Pulling Numbers		Pencil Pick Up & Checks		Doodle Trails/patterns
	9	Writing Positions	Capitals: Straight Group		Pencil Workout: for warm up		Snuggling Capitals 3BT-a
	10	Animal Positions: integrate	Capitals: Curved Group		Pick Up-Check-Write-Recheck		Snuggling Capitals 3BT-a
	11	Finger Workout	Capitals: Straight then Curved Group		Monkey Strips in classwork		Snuggling Capitals 3BT-a
	12	Outdoor provision: audit	Capitals: Sliding Group		Pencil Workout		Snuggling Capitals 3BT-a
Term 3 overview		Focus: Strength. Writing Position	Focus: Letters/Pairs/Words		Focus: Pencil Pick Up		Focus: Snuggling words
	1	Slide-Slope-Push	Jumper Family		Pencil Hold: review progress		Snuggling into words
	2	Forearm & Wrist positions	Abracadabra Family & words list 1		Pencil Pick Up & Checks		Snuggling into words
	3	Writing Positions	Window Cleaner Family & words list 2		Pencil Workout		Snuggling into words
	4	Traffic Light boxes	Squirrel & words list 4		Pick Up-Check-Write-Recheck		Snuggling into words
	5	Finger Workout	Fisher Family & words list 3		Monkey Strips in classwork		Doodle Trails
	6	Outdoor provision: audit	Slider Family & words list 5		Pencil Workout		Doodle Trails
		Focus: Strength. Writing Position	Focus: Numbers & Capitals		Focus: Pick Up-Check-Write-Recheck		Focus: Snuggling/spacing
	7	Forearm & Wrist positions	Pushing Numbers		Pencil Hold: review progress		Snuggling/spacing pairs
	8	Writing positions/Slide-Slope-Push	Pulling Numbers		Pencil workout		Snuggling/spacing
	9	Animal positions: integrate	Capitals: Straight Group		Pencil Pick Up & Checks		Snuggling/spacing
	10	Writing Positions: ADC	Capitals: Curved Group		Pick Up-Check-Write-Recheck		Snuggling/spacing
	11	Crawling/Meerkat/Lizard: in PE & class	Capitals: Straight then Curved Group		Monkey Strips in classwork		Snuggling/spacing
	12	Strength targets: review/set	Capitals: Sliding Group		Pencil Hold: review progress		Snuggling/spacing

Year 1 Plan

Pupils who begin KL in Reception, move on to this plan in Year 1, to develop and refine the physical (Red and Green Threads), and cognitive (Yellow Thread) skills for handwriting. They also will develop more Flow and Fluency (Blue Thread).

Pupils who begin KL in Year 1 or Year 2, all follow this plan, and then in the next year they progress to the Year 2 plan.

Pupils who begin KL in Year 3 or above, begin on this plan in order to correct habits and build good foundations. However, the pace of delivery is faster, so they can progress at an accelerated rate throughout the remaining plans (see table below).

Actual age of pupils when starting Kinetic Letters	The names of the planning documents to use and the pace at which to use them			
	First Year of Kinetic Letters		Term 3	Second Year of KL Terms 1, 2 and 3
	Term 1	Term 2	Use Yr 1 Plans	
Year 2 age	Use Yr 1 Plans (Build to x2 speed)		Yr 3, Term 1 & Term 2: wks 1-6	Use Yr 2 Plan
Year 3/4 age	Use Yr 1 Plans (Build to x2 speed)		Use Yr 3, Term 1	Use Yr 3 Plan
Year 5 age	Use Yr 1, Term 1+2 (x2 speed)	Use Yr 3, Term 1	Use Yr 3, Term 2	Use Yr 4-6 Plan
Year 6+ age	Use Yr 1, Term 1+2 (x2 speed)	Use Yr 3, Term 1	Use Yr 3, Term 2	Use Yr 4-6 Plan

**x2 speed= cover 2 weeks of the plan over 1 week.*

Red Thread

These foci for the Red Thread alternate with those for the Green Thread for whether they are major or minor.

Bold Red text = Major Focus:
Review pupils' learning & either teach it in a Single-focus session (replace one of the **S.T.A.R.T.** sessions in the week)

or

Provide extra prompts about it when pupils are writing in **S.T.A.R.T.** & classwork.

Italic Red text = Minor Focus:
Observe pupils using these foci in class & **S.T.A.R.T.** sessions to identify pupils who may need additional support.

Yellow Thread

These foci are all Major.

They repeat through the year & are taught within a **S.T.A.R.T.** session for:

Unjoined letters (6.16)
Capitals (6.18)
Numbers (6.20)

The foci repeat over the year with a developing emphasis on building learning of Single letters, Pairs, Words or Groups (see coloured band above each 6 week block).

Green Thread

These foci for the Green Thread alternate with those for the Red, for whether they are major or minor.

Bold Green text = Major Focus:

These foci will need a Single-focus session until they are mastered (replacing the **S.T.A.R.T.** session for that day). The need to do this should reduce over time.

Italic Green text = Minor Focus:
Observe pupils using these foci in class & **S.T.A.R.T.** sessions & identify pupils who may need additional support.

Blue Thread

Italic Blue Text =

Minor Focus: First integrate into general provision, then into practising & learning the difference between Slow & Flow. In Term 2, Flow is applied to writing repeats of letters 3BT-a.

Bold Blue Text =

Major Focus:
For spacing of letters which need Single-Focus sessions.

Kinetic Letters Year 1 Planning Summary									
	wk	Focus: Strength. Writing Position	Focus: Lower-case letters	Focus: Pencil Pick Up	Focus: Flow Movement				
Term 1 overview	1	Animal Positions	6 Moves, Monkeys/Tree, Turtle	Pencil Hold observation	Flow: Feeling/language/movement				
	2	Rice, Marble, Tap: role play	6 Moves & Move it, Say it , Write it	Pencil Pick Up	Flow: Feeling/language/movement				
	3	Writing Positions	Jumper Family Letters	Pencil Hold: distribute Pencil helpers	Flow: Feeling/language/movement				
	4	Floor Push ups. Monkey bars in PE	Jumper Family Letters	Pencil Pick Up	Flow: Feeling/language/movement				
	5	Slide-Slope-Push	Abracadabra Family Letters	Pencil Pressure: check & address	Flow: Doodle Trails				
	6	Outdoor provision & coin challenge	Abracadabra Family Letters	Pick Up-Check-Write-Recheck	Flow: Doodle Trails				
		Focus: Strength & Dexterity	Focus: Letters/Pairs, Numbers	Focus: Pencil Pick Up	Feeling/Enabling Flow				
	7	Finger Workout	Window Cleaner Family Letters	Pencil Hold: review progress	Flick-finish/angle/size				
	8	Forearm & Wrist position	Fisher Family Letters & Squirrel	Pick Up-Check-Write-Recheck	Snuggling/spacing in 3BT-a				
	9	Finger Workout	Slider Family Letters	Pencil Pick Up: review progress	Snuggling/spacing in 3BT-a				
	10	Crawling/Animal Positions, Push Ups in PE	Jumper Family Letters	Pencil Workout	Rhythm in letters				
	11	Slide-Slope-Push	Pushing Numbers	Monkey Smile Strips in classwork	Snuggling/spacing in 3BT-a				
	12	Forearm & Wrist position	Pulling Numbers	Pick Up-Check-Write-Recheck	Fluency Tgts: sample progress				
Term 2 overview		Focus: Strength. Writing Position	Focus: Letters/Pairs/Capitals	Foc: Pick Up-Check-Write-Recheck	Fluency Targets: Spacing				
	1	Finger Workout: for warm up	Abracadabra Family	Pencil Hold: review progress	Spacing: movement activities				
	2	Strength Targets: review/set	Window Cleaner Family	Pencil Pick Up	Spacing in 3BT				
	3	Slide-Slope-Push	Capitals: Straight Group	Pencil Workout: for warm up	Spacing in 3BT				
	4	Outdoor provision: audit	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Spacing in 3BT				
	5	Writing Positions	Capitals: Straight then Curved Group	Monkey Strips in classwork	Spacing in 3BT				
	6	Rice, Marble, Tap role play	Capitals: Sliding Group	Pencil Workout	Doodle Trails				
		Focus: Strength & Dexterity	Focus: Pairs/Words	Focus: Pencil Checks	Fluency Targets: Spacing				
	7	Review/Set Strength targets	Jumper Family	Pencil Hold: review progress	Spacing: within words				
	8	Slide-Slope-Push	Abracadabra Family	Pencil Pick Up & Checks	Spacing/Snuggling in 3BT-a				
	9	Writing Positions	Window Cleaner Family	Pencil Workout: for warm up	Spacing within Pairs 3BT-d				
	10	Animal Positions: integrate	Special Squirrel	Pick Up-Check-Write-Recheck	Spacing within Pairs 3BT-a				
Term 3 overview	11	Finger Workout	Fisher Family	Monkey Strips in classwork	Spacing within words 3BT-d				
	12	Strength targets: review/set	Slider Family	Pencil Workout	Spacing within words 3BT-a				
		Focus: Strength. Writing Position	Focus: Letters/Pairs/Words	Focus: Pencil Pick Up	Fluency Targets: Spacing/Flow				
	1	Slide-Slope-Push	Abracadabra Family & words list 1	Pencil Hold: review progress	Spacing within words				
	2	Outdoor/PE provision: audit	W. Cleaner Family & words list 2	Pencil Pick Up & Checks	Spacing within words 3BT-a				
	3	Writing Positions	Squirrel & words list 4	Pencil Workout	Spacing words				
	4	Forearm & Wrist positions	Fisher Family & words list 3	Pick Up-Check-Write-Recheck	Snuggling between words 3BT-a				
	5	Finger Workout	Slider Family & words list 5	Monkey Strips in classwork	Spacing across line				
	6	Strength targets: review/set	Abracadabra Family & words list 1	Pencil Workout	Snuggling across line 3BT-a				
		Focus: Strength. Writing Position	Focus: Numbers & Capitals	Foc: Pick Up-Check-Write-Recheck	Fluency Targets: Spacing				
	7	Forearm & Wrist positions	Pushing Numbers	Pencil Hold: review progress	Spacing within Numbers				
	8	Writing positions & Slide-Slope-Push	Pulling Numbers	Pencil workout	Spacing within Numbers				
9	Animal positions: integrate	Capitals: Straight Group	Pencil Pick Up & Checks	Spacing within Numbers 3BT					
10	Writing Positions: ADC	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Spacing in class writing					
11	Crawling/Meerkat/Lizard: in PE & class	Capitals: Straight then Curved Group	Monkey Strips in classwork	Spacing in class writing					
12	Strength targets: review/set	Capitals: Sliding Group	Pencil Hold: review progress	Spacing: review progress					

6.07

Year 2 Plan

This year plan continues to develop learning from the 4 Threads, covered in previous plans, as pupils' handwriting matures in terms of automaticity, speed, and stamina:

For pupils who began KL in Reception, this will be their third year, and as such this Yr 2 plan enables them to work on increased speed, more refined spacing, and the use of Refined Finger Movement to work the pencil.

Optional: If these pupils have achieved all Fluency Targets and are ready for Joining, in Terms 2 & 3 use the Yr 3 Plan for Terms 1 & 2.

For pupils who began KL in Year 1, this will be their second year. This plan enables them to consolidate skills from the previous year.

For pupils who may have recently joined the school, this plan has the breadth to teach the physical and cognitive skills they will need, and enables differentiation when they practise writing 3BT in **S.T.A.R.T.** sessions.

Red Thread

These foci for the Red Thread alternate with those for the Green Thread for whether they are major or minor.

Bold Red text = Major Focus:

Review pupils' learning & either teach it in a Single-focus session (replace one of the **S.T.A.R.T.** sessions in the week)

or

Provide extra prompts about it when pupils are writing in **S.T.A.R.T.** & classwork.

Italic Red text = Minor Focus:

Observe pupils using these foci in class & **S.T.A.R.T.** sessions to identify pupils who may need additional support.

Yellow Thread

These foci are all Major.

They repeat through the year & are taught within a **S.T.A.R.T.** session for:

Unjoined letters (6.16)
Capitals (6.18)
Numbers (6.20)

These foci repeat over the year with a developing emphasis on building learning of Single letters, Pairs, Words or Groups (see coloured band above each 6 week block).

Green Thread

These foci alternate with those for Red, in terms of how they are used through the week.

Bold Green text = Major Focus:

These foci will need a Single-focus session each week until they are mastered (replacing S.T.A.R.T. that day). The need to do this should reduce over time.

The new focus this year is RFM, reflecting pupils' greater physical maturity.

Italic Green text = Minor Focus:

Observe pupils using the foci in S.T.A.R.T. & general school life.

Blue Thread

These foci are integrated within the practise of 3BT-a in **S.T.A.R.T.** sessions.

Therefore, they are written in *Italic Blue text* below, to prompt teachers to observe & check progress of this integration.

The exceptions, (written in **Bold Blue text**), are suggested Single-focus sessions on Spacing & Fluency Targets.

Kinetic Letters Year 2 Planning Summary									
	wk	Focus: Strength. Writing Position	Focus: Target letters/Pairs/Words	Focus: Pencil Pick Up	Focus: Feeling/Enabling Flow				
Term 1 overview	1	Animal Positions	6 Moves. Quick Tree.	Pencil Hold observation	Rhythm in letters				
	2	Rice, Marble, Tap: role play	Jumper Family letters	Pencil Pick Up	Flick-finish/angle/size				
	3	Writing Positions	Abracadabra Family letters	Pencil Hold: distribute Pencil helpers	Snuggling/spacing in 3BT-a				
	4	Floor Push ups. Monkey bars in PE	Window Cleaner Family letters	Pencil Pick Up	Rhythm in letters				
	5	Slide-Slope-Push	Fisher Family & Squirreler letters	Pencil Pressure: check & address	Snuggling/spacing in 3BT-a				
	6	Outdoor provision & coin challenge	Slider Family letters	Pick Up-Check-Write-Recheck	Fluency Targets: sample progress				
		Focus: Strength & Dexterity	Focus: Numbers & Capitals	Focus: Pencil Pick Up	Feeling/Enabling Flow				
	7	Finger Workout	Pushing numbers	Pencil Hold: review progress	Flick-finish/angle/size				
	8	Forearm & Wrist position	Pulling numbers	Pick Up-Check-Write-Recheck	Snuggling/spacing in 3BT-a				
	9	Finger Workout	Capitals: Straight Group	Pencil Pick Up: review progress	Snuggling/spacing in 3BT-a				
	10	Crawling/Animal Positions. Push Ups in PE	Capitals: Curved Group	Pencil Workout & RFM sheet	Flow Patterns				
	11	Slide-Slope-Push	Capitals: Straight then Curved Group	Monkey Smile Strips in classwork	Snuggling/spacing in 3BT-a				
	12	Forearm & Wrist position	Capitals: Sliding Group	Pick Up-Check-Write-Recheck	Fluency Targets: sample progress				
Term 2 overview		Focus: Strength. Writing Position	Focus: Letter Families	Foc: Pick Up-Check-Write-Recheck	Fluency Targets: Spacing				
	1	Finger Workout: for warm up	Jumper Family	Pencil Hold: review progress	Spacing: movement activities				
	2	Strength Targets: review/set	Abracadabra Family	Pencil Pick Up	Spacing in 3BT				
	3	Slide-Slope-Push	Abracadabra Family	Pencil Workout: for warm up	Spacing in 3BT				
	4	Outdoor provision: audit	Window Cleaner Family	Pick Up-Check-Write-Recheck	Spacing in 3BT				
	5	Writing Positions	Fisher Family	Monkey Strips in classwork	Spacing in 3BT				
	6	Rice, Marble, Tap role play	W. Cleaner/Abracadabra/Slider Family	Pencil Workout & RFM sheet	Doodle Trails & Flow Patterns				
		Focus: Strength & Dexterity	Focus: Numbers & Capitals	Focus: Pencil Checks	Fluency Targets: Spacing				
	7	Review/Set Strength targets	Pushing Numbers	Pencil Hold: review progress	Spacing: within words				
	8	Slide-Slope-Push	Pulling Numbers	Pencil Pick Up & Checks	Spacing/Snuggling in 3BT-a				
	9	Writing Positions	Capitals: Straight Group	Pencil Workout: for warm up	Spacing within Pairs 3BT-d				
	10	Animal Positions: integrate	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Flow Patterns				
11	Finger Workout	Capitals: Straight then Curved Group	Monkey Strips in classwork	Spacing within words 3BT-d					
12	Strength targets: review/set	Capitals: Sliding Group	Pencil Workout & RFM sheet	Flow Patterns					
		Focus: Strength. Writing Position	Focus: Letter Families - revision	Focus: Pencil Pick Up	Fluency Targets: Spacing/Flow				
Term 3 overview	1	Slide-Slope-Push	Jumper Family & Challenges 2,3,4	Pencil Hold: review progress	Spacing within words				
	2	Outdoor/PE provision: audit	Abracadabra Fam & Challenges 2,3,4	Pencil Pick Up & Checks	Spacing within words 3BT-a				
	3	Writing Positions	Window Cleaners & Challenges 2, 3, 4	Pencil Workout	Spacing words				
	4	Forearm & Wrist positions	Squirreler & Challenges 6, 9	Pick Up-Check-Write-Recheck	Snuggling between words 3BT-a				
	5	Finger Workout	Fisher Family & Challenges 2, 3, 4	Monkey Strips in classwork	Spacing across line				
	6	Strength targets: review/set	Slider Family & Challenges 2, 3, 4	Pencil Workout & RFM sheet	Flow Patterns				
		Focus: Strength. Writing Position	Focus: Numbers & Capitals	Foc: Pick Up-Check-Write-Recheck	Fluency Targets: Spacing				
	7	Forearm & Wrist positions	Pulling numbers	Pencil Hold: review progress	Spacing within Numbers				
	8	Writing positions & Slide-Slope-Push	Pushing numbers	Pencil workout	Spacing within Numbers				
	9	Animal positions: integrate	Capitals: Straight Group	Pencil Pick Up & Checks	Spacing within Numbers 3BT				
	10	Writing Positions: ADC	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Spacing in class writing				
	11	Crawling/Meerkat/Lizard: in PE & class	Capitals: Straight then Curved Group	Monkey Strips in classwork	Spacing in class writing				
12	Strength targets: review/set	Capitals: Sliding Group	Pencil Hold: review progress	Spacing: review progress					

Year 3 Plan

This plan continues to develop learning from the 4 Threads covered in previous plans. The difference is that the Blue Thread now contains the Joining Programme, but this option is guided by the needs of the pupils (see below):

Pupils who began KL in Reception or Year 1, will be ready to begin the Joining Programme. They may have already naturally begun to join some letters because their letters begin and finish correctly, are closely spaced within words and their Pencil Hold and wrist angle will enable the finish of one letter to extend into the beginning of the next, all of which are the essence of joined writing.

The Joining Programme teaches Joining systematically, and also teaches which letters are best left unjoined, to benefit legibility, speed and Flow.

Pupils who began KL in Yr 2, may be ready to join in Year 3. Alternatively, this can be delayed until Year 4, by using the Yellow Thread content as the major focus, and using Blue Thread content from Year 2.

Pupils who begin KL in Year 3 or above, and consequently are following the accelerated plan, will move on to this Year 3 plan fairly quickly. However, if they are not yet ready for Joining, there are 2 options:

1. Only begin the Joining Programme in Terms 1 or 2 (but using the foci content from Term 1 to do this).
2. Delay starting the Joining Programme completely until the following year and instead, use the content of the Yellow Thread as the major focus, and Blue Thread content from the Year 2 plan (6.09).

Red Thread

These foci of the Red Thread alternate with those for the Green Thread each week.

Bold Red text = Major Focus:
Review pupils' learning & either teach it in a Single-focus session (replace one of the S.T.A.R.T. sessions in the week)

or
Provide extra prompts about it when pupils are writing in S.T.A.R.T. & classwork.

Italic Red text = Minor Focus:
Observe pupils using these foci in class & **S.T.A.R.T.** sessions to identify pupils who may need additional support.

Yellow Thread

These foci may be treated as Major or Minor in this Yr plan.

If the Joining Programme *is* being followed, these foci become Minor, for revision.

If the Joining Programme *is not* being followed, these become Major foci for teaching in a S.T.A.R.T. session.

These foci repeat over the year with a developing emphasis on building learning of Singles/Pairs, words or groups (see coloured band above each 6 week block).

Green Thread

These foci for the Green Thread alternate with those for the Red, for whether they are major or minor.

Bold Green text = Major Focus:
For Pencil Hold, pupils on the accelerated plan will need a Single-focus session each week until mastered (replace one of the week's S.T.A.R.T. sessions).

For pupils who began KL in EYFS, these skills should now be mastered, so Single-focus sessions may not be required.
Italic Green text = Minor Focus:
Observe how pupils are applying the focus in **S.T.A.R.T.** & class.

Blue Thread

These foci for the Joining Programme are in **Bold Blue text** = Major Focus. They are taught in **S.T.A.R.T.** sessions.

However, if the Joining Programme is not being followed, use the Blue Thread foci from Yr 2 plan.

Note for wks 2-4: These intro Wks use neither S.T.A.R.T. nor Single-Focus sessions. Instead deliver the teaching from those pages of the TB in a way that suits your class.

Kinetic Letters Year 3 Planning Summary				
wk	Focus: Strength. Writing Position	Revise Letter Families for Joining	Focus: Pencil Pick Up	Focus: Joining programme
Term 1 overview	1 Animal Positions	6 Moves, Jumper Family & Challenge 5	<i>Pencil Hold observation</i>	Fluency Targets: sample progress
	2 <i>Rice, Marble, Tap: role play</i>	Abracadabra Family & Challenge 5	Pencil Pick Up	Breakers & Joiners: 4 Join-types
	3 Writing Positions	Window Cleaner Family & Challenge 5	<i>Pencil Hold: distribute Pencil helpers</i>	Joining Prompt & Extra Breakfast
	4 <i>Floor Push ups. Monkey bars in PE</i>	Special Squirter & Challenge 5	Pencil Pick Up	Prepare-Overwrite-Freewrite
	5 Slide-Slope-Push	Fisher Family & Challenge 5	<i>Pencil Pressure: check & address</i>	Joining Programme: wk 1
	6 <i>Outdoor provision & coin challenge</i>	Slider Family & Challenge 5	Pick Up-Check-Write-Recheck	Joining Programme: wk 2
	Focus: Strength & Dexterity	Focus: Letter Families - revision	Focus: Pencil Pick Up	Focus: Joining programme
	7 Finger Workout	Window Cleaner/Jumper	<i>Pencil Hold: review progress</i>	Joining Programme: wk 3
	8 <i>Forearm & Wrist position</i>	Window Cleaner/Jumper	Pick Up-Check-Write-Recheck	Joining Programme: wk 4
	9 Finger Workout	Abracadabra/Jumper	<i>Pencil Pick Up: review progress</i>	Joining Programme: wk 5
	10 <i>Crawling/Animal Positions, Push Ups in PE</i>	Window Cleaner/Abracadabra	Pencil Workout & RFM sheet	Joining Programme: wk 6
	11 Slide-Slope-Push	Abracadabra	<i>Monkey Smile Strips in classwork</i>	Joining Programme: wk 7
Term 2 overview	12 <i>Forearm & Wrist position</i>	Squirtier/Window Cleaner/Jumper	<i>Pick Up-Check-Write-Recheck</i>	Joining Programme: wk 8
	Focus: Strength. Writing Position	Focus: Letter Families - revision	Foc: Pick Up-Check-Write-Recheck	Focus: Joining programme
	1 Finger Workout: for warm up	Squirtier/Fisher/Slider	<i>Pencil Hold: review progress</i>	Joining Programme: wk 9
	2 <i>Strength Targets: review/set</i>	Slider/Abracadabra/Fisher	Pencil Pick Up	Joining Programme: wk 10
	3 Slide-Slope-Push	Abracadabra/Slider/Fisher	<i>Pencil Workout: for warm up</i>	Joining Programme: wk 11
	4 <i>Outdoor provision: audit</i>	Abracadabra/Squirtier	Pick Up-Check-Write-Recheck	Joining Programme: wk 12
	5 Writing Positions	Letter Family Challenge 6	<i>Monkey Strips in classwork</i>	Joining Programme: Chart 30
	6 <i>Rice, Marble, Tap role play</i>	Letter Family Challenge 7	Pencil Workout & RFM sheet	3 Colour Checks in Writing Sample
	Focus: Strength & Dexterity	Focus: Numbers & Capitals - revisi	oFnocus: Pencil Checks	Focus: RFM & Flow patterns
	7 Review/Set Strength targets	Pulling Numbers	<i>Pencil Hold: review progress</i>	Revisit: Charts 1, 2, 3
	8 <i>Slide-Slope-Push</i>	Pushing Numbers	Pencil Pick Up & Checks	Revisit: Charts 4, 5, 6
	9 Writing Positions	Capitals: Straight Group	<i>Pencil Workout: for warm up</i>	Revisit: Charts 7, 8
Term 3 overview	10 <i>Animal Positions: integrate</i>	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Revisit: Chart 9
	11 Finger Workout	Capitals: Straight then Curved Group	<i>Monkey Strips in classwork</i>	Revisit: Charts 10, 11
	12 <i>Strength targets: review/set</i>	Capitals: Sliding Group	Pencil Workout & RFM sheet	Revisit: Charts 12, 13, 14
	Focus: Strength. Writing Position	Focus: Letter Families - ADC	Focus: Pencil Pick Up	Focus: Joining programme
	1 Slide-Slope-Push	Jumper Family & Challenge 6	<i>Pencil Hold: review progress</i>	Revisit: Charts 15, 16, 17
	2 <i>Outdoor/PE provision: audit</i>	Abracadabra Family & Challenge 7	Pencil Pick Up & Checks	Revisit: Charts 18, 19, 20
	3 Writing Positions	Window Cleaner Family & Challenge 2	<i>Pencil Workout</i>	Revisit: Charts 21, 22
	4 <i>Forearm & Wrist positions</i>	Fisher Family Challenge 6	Pick Up-Check-Write-Recheck	Revisit: Charts 23, 24, 25
	5 Finger Workout	Special Squirter Family Challenge 8	<i>Monkey Strips in classwork</i>	Revisit: Charts 26, 27
	6 <i>Strength targets: review/set</i>	Slider Family Challenge 6	Pencil Workout & RFM sheet	Revisit: Charts 28, 29
	Focus: Strength. Writing Position	Focus: Numbers & Capitals - ADC	Foc: Pick Up-Check-Write-Recheck	Focus: Joining programme
	7 <i>Forearm & Wrist positions</i>	Capitals: Straight Group	<i>Pencil Hold: review progress</i>	Revisit: Chart 30/shared Crossbar
	8 Writing positions & Slide-Slope-Push	Capitals: Curved Group	<i>Pencil workout</i>	Fluency Targets: overview
	9 <i>Animal positions: integrate</i>	Capitals: Straight then Curved Group	Pencil Pick Up & Checks	3 Colour Checks in Writing Sample
	10 Writing Positions: ADC	Capitals: Sliding Group	<i>Pick Up-Check-Write-Recheck</i>	RFM & Flow Patterns 1, 2
	11 <i>Crawling/Meerkat/Lizard: in PE & class</i>	Pushing Numbers	<i>Monkey Strips in classwork</i>	RFM & Flow Patterns 3, 4
	12 Strength targets: review/set	Pulling Numbers	<i>Pencil Hold: review progress</i>	RFM & Flow Pattern 5, 6, 7

Year 4-6 Plans

This plan continues to develop learning from the 4 Threads, consolidating learning from the Year 3 plan, to build speed and stamina.

For pupils who began KL in Reception or Year 1, most of these skills will automatic and their handwriting should be legible, efficient and fluent. They should be able to write at speed, with ever increasing stamina, knowing when to join and when to write unjoined (titles, dates, e-mail addresses, algebra and data).

Regular handwriting practise sessions are still beneficial, although length/frequency may reduce.

Pupils who began KL in Yr 2 or older, will be following the accelerated programme (see table on 6.02), therefore daily sessions will still be required to develop the necessary automaticity of the physical and cognitive skills for handwriting.

Pupils who join the school in these year groups will gradually build the physical and cognitive skills they need for unjoined or joined writing by following this plan with their peers.

Red Thread

The foci in Red alternate in use each week, with those in the Green Thread.

Bold Red text = Major Focus:
Review pupils' learning & either teach it in a Single-focus session (replace one of the S.T.A.R.T. sessions in the week)

The need for this may still be high for pupils on the accelerated programme, but low for pupils who have been doing KL since Reception.

Italic Red text = Minor Focus:
Observe in S.T.A.R.T. & general writing in class to identify pupils who may need additional support.

Yellow Thread

These have become Minor foci now that the Joining Programme foci in the Blue Thread are Major.

These foci link to the letters involved in the Joining Chart for the week. Thus, they are in the plan to encourage teacher observation & revision as required.

The Family Challenges (3.52) are particularly helpful for this.

Green Thread

These foci alternate with those for Red, in terms of how they are used through the week:

Bold Green text = Major Focus:
If these foci are not yet mastered they will need a Single-focus session each week (replace one of the week's S.T.A.R.T. sessions) but the need to do this should reduce over time.

Italic Green text = Minor Focus:
Observe how pupils are using this in S.T.A.R.T. & class work.

Blue Thread

These foci for the Joining Programme are in

Bold Blue text = Major Focus.

They are taught in **S.T.A.R.T.** sessions.

Italic Blue text = Minor

Focus: RFM, Flow

Patterns & 3 Colour

Checks are taught in

Single-focus sessions.

Use the Fluency Targets focus, to observe pupils & address needs as appropriate.

Kinetic Letters Years 4-6 Planning Summary									
	wk	Focus: Strength. Writing Position	Revise Letter Families for Joining	Focus: Pencil Pick Up	Focus: Joining programme				
Term 1 overview	1	Animal Positions	6 Moves. Jumper Family & Challenge 5	Pencil Hold observation	Fluency Targets: sample progress				
	2	Rice, Marble, Tap: role play	Abracadabra Family & Challenge 5	Pencil Pick Up	RFM & Flow Patterns 1, 2, 3				
	3	Writing Positions	Window Cleaner Family & Challenge 5	Pencil Hold: distribute Pencil helpers	3 Colour Checks: sample				
	4	Floor Push ups. Monkey bars in PE	Special Squirreler & Challenge 5	Pencil Workout	RFM & Flow Patterns 4, 5, 6				
	5	Slide-Slope-Push	Fisher Family & Challenge 5	Pencil Pressure: check & address	Joining Programme: wk 1				
	6	Outdoor provision & coin challenge	Slider Family & Challenge 5	Pick Up-Check-Write-Recheck	Joining Programme: wk 2				
		Focus: Strength & Dexterity	Focus: Letter Families - revision	Focus: Pencil Pick Up	Focus: Joining programme				
	7	Finger Workout	Window Cleaner/Jumper	Pencil Hold: review progress	Joining Programme: wk 3				
	8	Forearm & Wrist position	Window Cleaner/Jumper	Pick Up-Check-Write-Recheck	Joining Programme: wk 4				
	9	Finger Workout	Abracadabra/Jumper	Pencil Pick Up: review progress	Joining Programme: wk 5				
	10	Crawling/Animal Positions, Push Ups in PE	Window Cleaner/Abracadabra	Pencil Workout & RFM sheet	Joining Programme: wk 6				
	11	Slide-Slope-Push	Abracadabra	Monkey Smile Strips in classwork	Joining Programme: wk 7				
12	Forearm & Wrist position	Squirreler/Window Cleaner/Jumper	Pick Up-Check-Write-Recheck	Joining Programme: wk 8					
Term 2 overview		Focus: Strength. Writing Position	Focus: Letter Families - revision	Foc: Pick Up-Check-Write-Recheck	Focus: Joining programme				
	1	Finger Workout: for warm up	Squirreler/Fisher/Slider	Pencil Hold: review progress	Joining Programme: wk 9				
	2	Strength Targets: review/set	Slider/Abracadabra/Fisher	Pencil Pick Up	Joining Programme: wk 10				
	3	Slide-Slope-Push	Abracadabra/Slider/Fisher	Pencil Workout: for warm up	Joining Programme: wk 11				
	4	Outdoor provision: audit	Abracadabra/Squirreler	Pick Up-Check-Write-Recheck	Joining Programme: wk 12				
	5	Writing Positions	Letter Family Challenge 6	Monkey Strips in classwork	Joining Programme: Chart 30				
	6	Rice, Marble, Tap role play	Letter Family Challenge 7	Pencil Workout & RFM sheet	3 Colour Checks in Writing Sample				
		Focus: Strength & Dexterity	Focus: Numbers & Capitals - revisi	oFnocus: Pencil Checks	Focus: RFM & Flow patterns				
	7	Review/Set Strength targets	Pulling Numbers	Pencil Hold: review progress	Revisit: Charts 1, 2, 3				
	8	Slide-Slope-Push	Pushing Numbers	Pencil Pick Up & Checks	Revisit: Charts 4, 5, 6				
	9	Writing Positions	Capitals: Straight Group	Pencil Workout: for warm up	Revisit: Charts 7, 8				
	10	Animal Positions: integrate	Capitals: Curved Group	Pick Up-Check-Write-Recheck	Revisit: Chart 9				
11	Finger Workout	Capitals: Straight then Curved Group	Monkey Strips in classwork	Revisit: Charts 10, 11					
12	Strength targets: review/set	Capitals: Sliding Group	Pencil Workout & RFM sheet	Revisit: Charts 12, 13, 14					
	Focus: Strength. Writing Position	Focus: Letter Families - ADC	Focus: Pencil Pick Up	Focus: Joining programme					
Term 3 overview	1	Slide-Slope-Push	Jumper Family & Challenge 6	Pencil Hold: review progress	Revisit: Charts 15, 16, 17				
	2	Outdoor/PE provision: audit	Abracadabra Family & Challenge 7	Pencil Pick Up & Checks	Revisit: Charts 18, 19, 20				
	3	Writing Positions	Window Cleaner Family & Challenge 2	Pencil Workout	Revisit: Charts 21, 22				
	4	Forearm & Wrist positions	Fisher Family Challenge 6	Pick Up-Check-Write-Recheck	Revisit: Charts 23, 24, 25				
	5	Finger Workout	Special Squirreler Family Challenge 8	Monkey Strips in classwork	Revisit: Charts 26, 27				
	6	Strength targets: review/set	Slider Family Challenge 6	Pencil Workout & RFM sheet	Revisit: Charts 28, 29				
		Focus: Strength. Writing Position	Focus: Numbers & Capitals - ADC	Foc: Pick Up-Check-Write-Recheck	Focus: Joining programme				
	7	Forearm & Wrist positions	Capitals: Straight Group	Pencil Hold: review progress	Revisit: Chart 30/shared Crossbar				
	8	Writing positions & Slide-Slope-Push	Capitals: Curved Group	Pencil workout	Fluency Targets: overview				
	9	Animal positions: integrate	Capitals: Straight then Curved Group	Pencil Pick Up & Checks	3 Colour Checks: sample				
	10	Writing Positions: ADC	Capitals: Sliding Group	Pick Up-Check-Write-Recheck	RFM & Flow Patterns 1, 2				
	11	Crawling/Meerkat/Lizard: in PE & class	Pushing Numbers	Monkey Strips in classwork	RFM & Flow Patterns 3, 4				
12	Strength targets: review/set	Pulling Numbers	Pencil Hold: review progress	RFM & Flow Pattern 5, 6, 7					