

# MOVEMENT GUIDE



THE  
MOVEMENT  
PROGRAM



The Leigh Academies Trust has spent many years researching the effect of coordinated movement programmes that we know make a very significant improvement in reading and also the ability to concentrate. As CEO, I helped to drive the programme and was convinced of its efficacy for all children, especially those aged between 8 and 13. I am delighted to offer my support in bringing this to a wider audience.

**Frank Green CBE**

Chief Executive Officer  
Leigh Academies Trust, Dartford  
National Schools Commissioner (2014-2016)

# Welcome to The Movement Program (TMP)

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Learn to improve reading and academic performance one move at a time...

**20**  
minutes  
per day

**5**  
days per  
week

**12**  
week  
course

## The TMP Difference:

Easy, fast, and fun, TMP fits easily into any home or school schedule.

Research has shown that reading improvements are double that of regular classroom instruction alone.

# The Movement Program

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The Movement Program engages students in a research-based movement program proven to improve reading, academic performance, and English exam results.



## How It Works

Simply log in and click 'play' on the video for that day; your students follow the on-screen movement activities for 15-20 minutes, five days weekly, and after 12-weeks experience the benefits of new found learning abilities for a lifetime.

**Get Started:**  
[www.movementprogram.com](http://www.movementprogram.com)



# MOVEMENTS

# ON THE MOVE

Position: Standing



## Information

This is a movement to improve coordination, rhythm and the integration of the left and right sides of the body. Using cross lateral marching as a base, On The Move helps to maintain and develop attention and is a basis for strong sensory learning abilities.

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## Progression

On The Move progresses from a basic march on the spot with the head forward, to different head positions whilst marching. Throughout the 12 weeks the tempo varies between 80 and 100 beats per minute.

## Guidance

For the first couple of weeks of TMP, the emphasis should be on the movement being exactly in coordination with the beat. Initially you will want to focus on keeping exact time with the legs. We are then aiming to develop a good coordination of leg and opposite arm to the beat.

Ensure the knees are lifted and the arm swings outwards as shown on screen.

# COPY CLAP

Position: Standing



## Information

A clapping sequence will be shown on screen and mainly accompanied by a metronome beat. The sequences include an on screen visual 'x' for the clap and 'O' to rest as well as showing the hands clapping. Aim to clap exactly to the beat using the auditory and visual cues.

Being able to listen and respond to a steady beat is important for listening, beat competency, rhythm, timing and coordinated movement. It is just as important to be able to inhibit our response on the 'O' as well as clap in time on the 'X's.

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## Progression

Copy Clap progresses through the weeks onto more complex clapping and resting sequences. The tempo is also varied between 60 to 100 beats per minute.

## Guidance

If anyone finds clapping to the beat challenging, stand next to them and clap with them. Talk the sequence through instead of them watching the screen.

# MIRROR MOVES

Position: Standing



## Information

Using the arms to draw shapes in the air making a mirror image on the left and right sides of the lateral midline of the body. Over the weeks the shapes become more complex and cross the lateral midline. This helps to develop slow and controlled movement and works to develop strong coordination on both sides of the body and brain. It helps enhance a sense of the lateral midline and the ability to work with your hands in the central area of our vision.

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## Progression

Mirror Moves progresses from basic line shapes on each side of the body to more complex shapes that involve crossing over the lateral midline, forming flowers, spirals and eights in different positions.

## Guidance

Ensure that the shapes on screen are being copied as closely as possible and that movements are slow and coordinated. The lateral midline should not be crossed until the appropriate time and the body should be still. Look out for anyone with challenges crossing the lateral midline who may twist their body to avoid crossing the midline. They should be guided to keep the body straight and cross the midline as on screen.



# THE BOWMAN

Position: Standing



## Information

This movement requires us to lengthen the neck and arms and follow the extended thumb with our eyes. This helps the development of hand to eye coordination, balance and is also a widely used movement for the integration of primitive reflexes. The Bowman assists with many skills including reading and writing, hitting and catching balls and computer games.

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## Progression

The Bowman progresses with variation of the movements between the head and arms.

## Guidance

In the first 6 weeks, make sure to constantly watch the hand which extends out to the side as it reaches from the centre of the chest and back. The movement should be slow and controlled.

# EYE STRENGTHENING

Position: Standing with the arm extended from the centre of the body, level with the nose.



## Information

A sequence of movements to coordinate visual motor skills and strengthen the eyes. Working side to side, up and down and forward and backwards, these improve focus and eye tracking. This is vital for reading and to improve focus on near and far objects such as copying from the board. The movements initially work from the lateral midline outwards and eventually cross the midline.

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## Progression

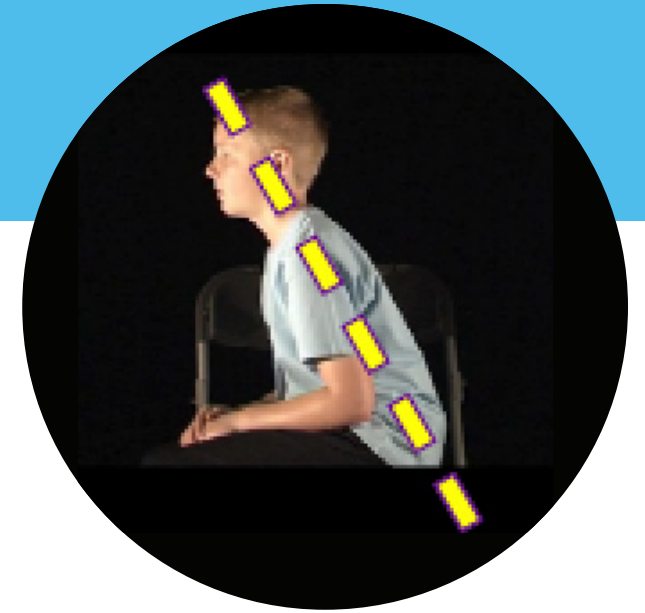
Eye strengthening progresses to more complex shapes that the eye must follow and develops to crossing the lateral midline helping both eyes to work together more effectively.

## Guidance

It is very important to stand up straight and watch your thumb for this movement. Make sure that the thumb begins on the lateral midline and the head is kept still. It is very important to keep your eyes on your thumb at all times rather than the screen.

# ROCKING

Position: Sitting / Standing



## Information

This movement involves moving the body either backwards, forwards or side to side while standing or sitting, with eyes open or closed. These types of slow movement increase awareness of the position of the body in space. This is related to the vestibular system in the ear and impacts upon our sense of gravity and center of balance. This is important for spatial awareness and stillness which are the basis of many higher level cognitive and motor skills.

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## Progression

Rocking is done forwards, backwards and side to side. Each rocking movement progresses from a seated to a standing position in later weeks and starts with eyes open moving to eyes closed.

## Guidance

Make sure that students do not lean too far and lose balance. Remember to keep the head, neck and spine aligned. If closing eyes is uncomfortable, this should not be forced.

# MAXI MOVES

Position: Sitting / Standing



## Information

A sequence that initially requires us to lift individual limbs, progressing to homolateral, bi-lateral and finally, cross lateral movements. These help with balance and coordination of both sides of the body and brain. Working with beat competency is important for skills of listening, speech, reading, timing and movement in daily life.

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## Progression

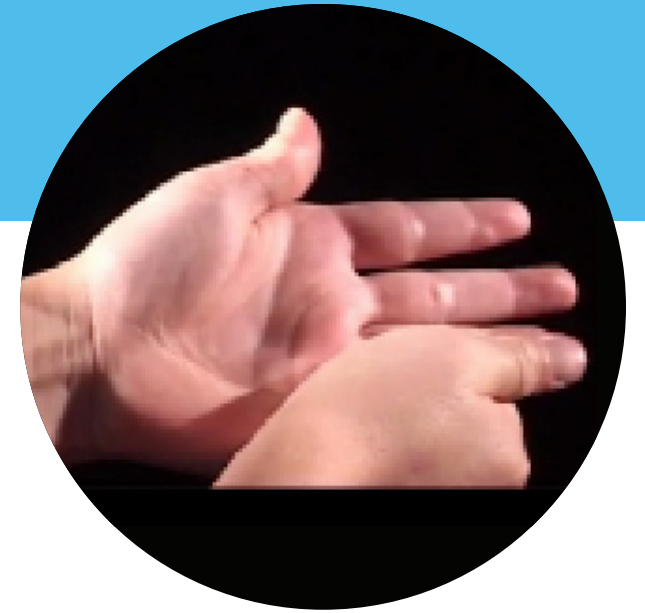
Maxi Moves begins seated and progresses to standing for each sequence of movements. This is the first movement that will involve crossing of the lateral midline.

## Guidance

The movements should be very slow and coordinated, in time to the beat. Great care should be taken to stand up straight and cross the lateral midline with the arms. Please be vigilant in ensuring that the body is not twisted as this will avoid crossing the midline. This is an important developmental skill.

# HAND MASSAGE

Position: Sitting



## Information

A gentle movement to massage the fingers, hands and lower arm. It helps to activate nerve endings in these areas and can be beneficial for any skills requiring controlled and coordinated finger and hand movements such as writing, drawing, typing and playing musical instruments.

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## Progression

This movement remains the same throughout the 12 weeks of the program.

## Guidance

Students should be seated so they can fully concentrate on massaging all areas of the hands and lower arms. Any coats will need to be removed and sleeves rolled up so that the lower arm can be massaged.

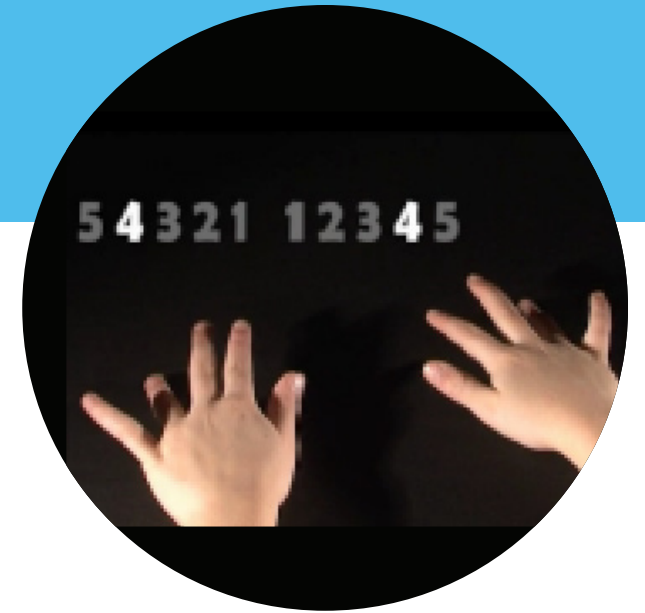
# MINI MOVES

Position: Sitting, ideally with hands on a table.

## Information

A sequence of finger tapping movements that will be shown on screen. The numbers on screen show which fingers are to be tapped. There are also hand demonstrations on screen. This will improve memory, sequencing ability, listening skills, rhythm and beat competency as well as control of each finger separately for such fine motor tasks as writing, drawing, typing and playing musical instruments.

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## Progression

The sequences will change and become more complex towards the end of the program.

## Guidance

You should sit with hands on a table if possible although hands on knees is acceptable if there are no tables available. If it proves difficult, pause the video to memorize the sequence, and then try it without looking at the screen.

# MIDI MOVES

Position: Sitting with hands on knees.



## Information

A sequence of hand movements that begins in week 7. The hands are moved in alternating sequences with palms up and down. This helps with memory, coordination, beat and rhythm as well as fine motor skills.

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## Progression

The sequence of movements begins in week 7 and becomes more complex towards the end of the program.

## Guidance

Aim to keep exactly in time and follow the sequence. If you find that students are struggling, it may be worth pausing the video, show them the hand movements and then replay the film.

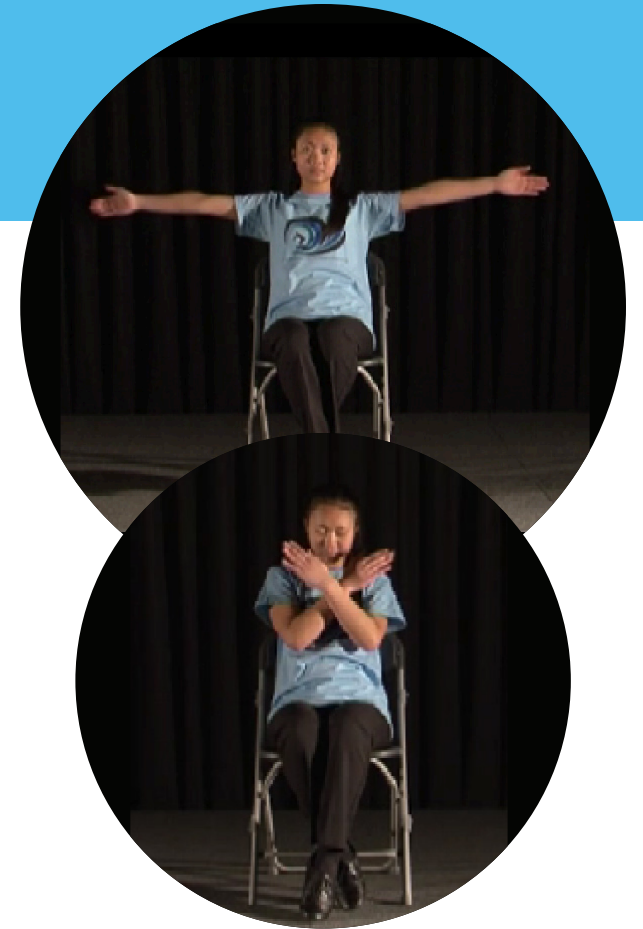
# OPEN & CLOSE / RELAX

Position: Sitting

## Information

This movement involves opening the arms out slowly and back across the chest, alternating the way the arms and legs are crossed. It is concluded with a period of relaxation accompanied by calming music and images on screen.

This is a primitive reflex inhibition movement and aids positive thinking and relaxation. The slow nature of the arm movements require very controlled motor skills which are important to maintain or develop.



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## Progression

The opening and closing of the arms becomes slower as the weeks progress.

## Guidance

This can be completed with either eyes open or closed, whichever is most comfortable. There should be no communication with anybody else during the movement.





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