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Moving Little Minds Curriculum Study Shows Strong Literacy Growth Across 109 Preschool Children

[Charlotte, NC, 6/7/2026] – Moving Little Minds has released the results of a yearlong literacy study demonstrating significant gains in early literacy skills among preschool children participating in classrooms using the Moving Little Minds Literacy Curriculum.

The study followed 109 preschool children across seven classrooms from around the country from September 2025 through May 2026. Children participated in literacy instruction designed to merge evidence-based literacy practices with developmentally appropriate, play-based learning experiences.

The study measured three key indicators of early literacy development:

- Uppercase letter recognition
- Lowercase letter recognition
- Letter-sound knowledge

Results showed meaningful growth across all three areas.

Children increased average uppercase letter recognition from 13.1 letters at pre-assessment to 19.7 letters at post-assessment. Average lowercase letter recognition increased from 10.6 letters to 18.1 letters. Letter-sound knowledge showed particularly strong growth, increasing from an average of 8.7 sounds to 21.0 sounds by the end of the study.

The study also found that outcomes were consistent across birth months. Children born later in the school year performed similarly to their older classmates, suggesting that meaningful literacy growth can occur across a wide range of developmental starting points.

"We often hear that educators must choose between play and academic learning," said Melissa McCall, founder of Moving Little Minds. "Our findings suggest the opposite. When literacy instruction is intentional, engaging, and developmentally appropriate, children

can make measurable gains while still learning through movement, play, conversation, and exploration."

Participating classrooms utilized the Moving Little Minds Literacy Curriculum, which incorporates brief daily lessons, movement-based learning, alphabet motions, sensory experiences, literacy games, and a systematic scope and sequence designed specifically for preschool children. The curriculum is grounded in the Science of Reading while maintaining a strong commitment to developmentally appropriate practice.

The findings add to a growing body of evidence supporting the use of intentional, play-based literacy instruction in early childhood classrooms.

A complete copy of the Literacy Growth Report: The Power of Intentional Play is available [HERE](#).

For more details about the Moving Little Minds Curriculum and how it can build key foundational skills in young children, visit <https://www.movinglittleminds.com/preschool-curriculum> or get in touch at hello@movinglittleminds.com.

About Moving Little Minds

Moving Little Minds provides preschool literacy curriculum, professional development, and educational resources designed to help teachers merge research-based literacy instruction with meaningful play. Founded by educator Melissa McCall, the organization serves teachers, directors, and families seeking practical, engaging approaches to early literacy development.

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