

Handwriting

Class / group: \_\_\_\_\_ Term / dates: \_\_\_\_\_

|                                                                                                   |  |  |  |  |  |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| <div><b>Student names</b></div> <div>Practice Statements below</div>                              |  |  |  |  |  |  |  |  |  |  |
| Forming all letters and numerals correctly and legibly, attending to size, placement, and spacing |  |  |  |  |  |  |  |  |  |  |
| Consistently practising good posture and a functional grip when writing                           |  |  |  |  |  |  |  |  |  |  |

**Spelling**

Class / group: \_\_\_\_\_ Term / dates: \_\_\_\_\_

| <b>Student names</b> →<br>Practice Statements below                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| Orally segmenting two-syllable words into syllables, then segmenting syllables into phonemes for spelling                                                                                                                                                                                                                                                                   |  |  |  |  |  |  |  |  |  |  |
| Identifying and recording phonemes in words, including: all short-vowel sounds; all single-letter consonant sounds; consonant sounds spelt with double letters (e.g. ff, ss); consonant sounds spelt with digraphs and trigraphs (e.g. -dge, -tch); two or three adjacent consonant sounds (CCVC, CCCVC)                                                                    |  |  |  |  |  |  |  |  |  |  |
| Spelling words with the vowel patterns: <a_e>, <ai>, and <ay> representing /long a/; <e_e> representing /long e/; <i_e> representing /long i/; <o_e> representing /long o/; <u_e> representing /long u/; <ou> and <ow> representing /ow/; <oo> as in 'good'; <oy> and <oi> as in 'coin' and 'toy'; <ee> and <ea> representing /long e/; <oa> and <ow> representing /long o/ |  |  |  |  |  |  |  |  |  |  |
| Spelling words with r-controlled vowels represented by <ar>, <or>, <er>, <ir>, and <ur>                                                                                                                                                                                                                                                                                     |  |  |  |  |  |  |  |  |  |  |
| Spelling 20 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences                                                                                                                                                                                                                     |  |  |  |  |  |  |  |  |  |  |
| Adding common suffixes                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |