

Handwriting

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

|                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |
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| <div>Student names</div> <div>Practice Statements below</div>                                                                        |  |  |  |  |  |  |  |  |  |  |
| Printing all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity |  |  |  |  |  |  |  |  |  |  |
| Consistently practising good posture and a functional grip when writing across the curriculum                                        |  |  |  |  |  |  |  |  |  |  |

**Spelling**

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

| <b>Student names</b> →<br>Practice Statements below                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |
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| Orally segmenting multi-syllable words into syllables, then segmenting syllables into phonemes for spelling                                                                                                                                                                                                                                                                 |  |  |  |  |  |  |  |  |  |  |
| 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 the most commonly used irregular words containing less typical phoneme-grapheme correspondences                                                                                                                                                                                                                                                                    |  |  |  |  |  |  |  |  |  |  |
| Adding less-common suffixes (-er, -ly) and applying simple spelling conventions                                                                                                                                                                                                                                                                                             |  |  |  |  |  |  |  |  |  |  |
| Spelling easier contractions for two-word phrases                                                                                                                                                                                                                                                                                                                           |  |  |  |  |  |  |  |  |  |  |