

Handwriting

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Handwriting with increasing fluency, while maintaining legibility, when writing multi-paragraph texts										
Organising their writing environment, including their seating position and the position of their book										

**Spelling**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Spelling words with: <ea>, <ey> representing /long a/; <y>, <ey> representing /long e/; <igh>, <y>, <ie> representing /long i/; <oe> representing /long o/; <ew>, <ue> representing /oo/ as in 'mood'										
Spelling words with: soft c: <c> representing /s/; soft g: <g> representing /j/ (both usually followed by the letter 'e', 'i', or 'y')										
Spelling words with prefixes (un-, dis-, re-) and suffixes (-est, -ful, -less)										
Spelling contractions for two-word phrases ending with have, would, will (e.g. 'I've', 'he'd', 'she'll')										
Adding an apostrophe to show singular possession (e.g. 'the dog's bowl')										
Using common homophones correctly (e.g. correctly distinguishing between 'their', 'there', and 'they're'; 'your' and 'you're'; and 'we're' and 'where')										
Adding a vowel suffix to one-syllable CVC words by doubling the final consonant (e.g. 'hop' → 'hopping')										
Using the correct spelling pattern for words ending with a consonant and '-le' (e.g. 'table')										