

Handwriting

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Handwriting with ease and automaticity when writing for multiple purposes throughout the school day										
Consistently maintaining a comfortable writing posture when handwriting										

Keyboarding

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Using efficient keyboarding to develop speed and accuracy										
Consistently maintaining a comfortable writing posture when using a keyboard										

**Spelling**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Spelling words with less-common vowel and consonant graphemes (e.g. <ough>, <eigh>, <aigh>, <augh>, <kn>, <mb>, <sc> as /s/, <wr> as /r/), noting the unusual correspondences and where these occur in the word										
Using the three different spellings for the /air/ phoneme: <air>, <are>, <ear>										
Spelling words with prefixes indicating number (e.g. uni-, bi-, tri-, dec-) and suffixes that change words into a noun (e.g. -logy, -ism, -ment) and demonstrating understanding of their meanings										
Spelling words with apostrophes to show possession										
Spelling plurals of words ending in 'f' or 'fe' by changing the 'f' or 'fe' to 'ves' (e.g. 'leaf' → 'leaves', 'knife' → 'knives')										