

Handwriting

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Handwriting with fluency while maintaining legibility, size, spacing, and slope										

Keyboarding

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Using efficient keyboarding with fluency and accuracy										

**Spelling**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Spelling words with ambiguous vowel spelling including: <ei> representing /long a/ (e.g. 'reign') or /long e/ (e.g. 'ceiling'); 'ou' representing short /u/ (e.g. 'enough'); 'a' representing /o/ (e.g. following 'w' as in 'was' and 'qu' as in 'quad')										
Spelling words with ambiguous consonant spellings, including <gh> representing /f/ (e.g. 'enough') and <ch> representing /ch/, /sh/, or /k/										
Spelling words with less common silent letters: <gn> = /n/, <gh> = /g/, <ps> = /s/, <pn> = /n/, <mn> = /m/, <rh> = /r/, and <pt> = /t/										
Spelling words with two-syllable prefixes (e.g. 'inter-', 'over-', 'circum-', 'contra-', 'ambi-', 'ante-', 'anti-')										
Spelling words with suffixes '-able', '-ible', and '-ure'										