

Handwriting

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

|                                                                                 |  |  |  |  |  |  |  |  |  |  |
|---------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| <div><b>Student names</b></div> <div>Practice Statements below</div>            |  |  |  |  |  |  |  |  |  |  |
| Handwriting with fluency while maintaining legibility, size, spacing, and slope |  |  |  |  |  |  |  |  |  |  |

Keyboarding

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

|                                                                      |  |  |  |  |  |  |  |  |  |  |
|----------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| <div><b>Student names</b></div> <div>Practice Statements below</div> |  |  |  |  |  |  |  |  |  |  |
| Using efficient keyboarding with fluency and accuracy                |  |  |  |  |  |  |  |  |  |  |

Spelling

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

|                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| <div>Student names</div> <div>Practice Statements below</div>                                                                                                                           |  |  |  |  |  |  |  |  |  |  |
| Spelling words with ambiguous vowel spellings including: schwa for unstressed syllables (e.g. awkw__ard__, wat__er__); <or> representing /er/ following 'w' (e.g. worse)                |  |  |  |  |  |  |  |  |  |  |
| Spelling words with ambiguous consonant spellings, including <gh> representing /f/ (e.g. 'enough') and <ch> representing /ch/, /sh/, or /k/                                             |  |  |  |  |  |  |  |  |  |  |
| Using the correct spelling for advanced homophones (e.g. patients–patience, cite–site–sight, I'll–aisle–isle)                                                                           |  |  |  |  |  |  |  |  |  |  |
| Spelling words with common chameleon prefixes (e.g. 'in-', 'im-', 'il-', and 'ir-' meaning 'not', and 'con-', 'col-', 'co-', 'com-' 'cor-' meaning 'with' or 'together')                |  |  |  |  |  |  |  |  |  |  |
| Spelling words where the consonant changes when adding the suffix (e.g. 'mischief' → 'mischievous') and where the vowel changes when adding the suffix (e.g. 'explain' → 'explanation') |  |  |  |  |  |  |  |  |  |  |