

FIRST TERM IN SCHOOLS · SEPTEMBER 2026

Real classes, real practice, and nothing marked by hand

In September 2026 a UK primary school set up three classes on Spelling.Live and built it into a fixed slot in the school day. This pack sets out what happened, using the app's own records and the reports the teachers actually saw.

Pupil, class and school names are withheld and were replaced in every screenshot. Every number, word and spelling rule is exactly as the teacher saw it. Figures are from the app's records up to 24 September 2026.

49 / 55

pupils in three classes
practised in the first three
weeks

3,200+

spelling answers across
the three classes
(including games)

86–90%

accuracy by class:
success, with something
left to learn

0

answers marked by hand
by the teachers

ONE SCHOOL · FIRST THREE WEEKS

Whole-class spelling practice, by the numbers

3

classes

49 of 55

pupils practised

3,200+

answers, incl. games

86–90%

accuracy by class

Anonymised usage data, 1–24 September 2026.

Spelling.Live

A class routine, not homework

Each class practises in its own fixed slot: one first thing in the morning, one mid-morning, one just after lunch. Sessions run ten to fifteen minutes on most school days, and one class practised on every school day after it started. There is no evening peak and no weekend spike in the data, which is what you would expect from a classroom routine rather than a home task.

Setting up took one sitting: the teacher added pupils (pasted names, or imported from Google Classroom), printed login labels, and assigned the week's list. A session is then "tablets out, sign in, practise", with pupils typing their login or scanning the QR code on their label.

TWO CLASSES, FIRST MONTH

1,875 spelling attempts, 33 of 37 pupils practising

CASE STUDY · TWO CLASSES, FIRST MONTH

What the data showed their teachers

1,875
spelling attempts33 of 37
pupils practised2
rules topped both
classes0
answers marked by
hand

Spelling.Live

Class B: every pupil practising

All 18 pupils practised in the last 30 days, making **996 attempts at 90% accuracy**. Every pupil practised on at least three different days. Games are excluded from these figures.

Spelling rule	Example mistakes	Attempts	Pupils
Double-letter mistakes	bicyclles, icon, childhood	29	9
"ie" written as "ei"	treid, pleirs, yeild, peices	8	3
"ea" written as "ee"	neerby	2	2

Who has done this week's list

With several days left before the due date, **8 of 18 pupils had finished** a 20-word list, and seven more were within three words of the end. The teacher could see this without collecting anything.

Class A: two rules, not ten words

15 of 19 pupils practised: **879 attempts at 85% accuracy**. 111 of 132 misspellings matched a named spelling rule, so a mark sheet's ten red words became one lesson on "ie" and "ei", covering four of those words and 7 pupils.

← Back

Class B



Class list

Assign list

Assignments

Report

Last 30 days - games excluded

18/18

ACTIVE

90%

ACCURACY

900

CORRECT

996

ATTEMPTS

Class tricky words

bicycles 13 website 12 childhood 10 nearly 9 pliers 8 apply 4 icon 3

online 3 tired 3 mighty 3

Patterns behind the mistakes

39 of 96 misspellings matched to a spelling rule. Counts are attempts; the second number is how many pupils show it.

Double-letter mistakes

bicycles → bicyclles, icon → icon, childhood → childhood, shoes → shooses

29 - 9 pupils

"ie" written as "ei"

tried → treid, pliers → pleirs, yield → yeild, pieces → peices

8 - 3 pupils

"ea" written as "ee"

neerby → neerby

2 - 2 pupils

PUPIL	ACCURACY	CORRECT	ATTEMPTS	ACTIVE DAYS
Pupil 1	87%	86	99	3
Pupil 2	93%	85	91	4
Pupil 3	58%	48	83	4
Pupil 4	99%	76	77	4
Pupil 5	94%	68	72	5
Pupil 6	99%	70	71	4
Pupil 7	97%	64	66	5
Pupil 8	97%	61	63	3
Pupil 9	100%	51	51	5
Pupil 10	100%	47	47	3
Pupil 11	96%	45	47	3
Pupil 12	94%	44	47	3
Pupil 13	73%	30	41	4
Pupil 14	79%	26	33	3
Pupil 15	91%	30	33	3
Pupil 16	91%	29	32	3
Pupil 17	96%	26	27	3
Pupil 18	88%	14	16	3

Class B's report as the teacher saw it (names replaced).

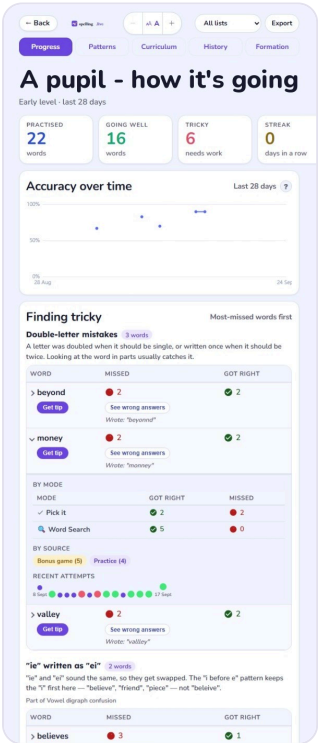
DIAGNOSIS, NOT JUST MARKS

The same two rules came top in both classes



Different teachers and different word lists, but the same two rules at the top: **double-letter mistakes** (82 attempts, 18 pupils) and **"ie" written as "ei"** (56 attempts, 10 pupils). *Yield* and *pieces* were misspelled as *yeild* and *peices* in both classes. That is a teaching point for a whole year group, not just one class.

Caveat, stated plainly: many of the double-letter mistakes came from Pick it, where a child chooses between near-miss spellings. That is a recognition mistake rather than a written one. Each pupil's report shows which activity every mistake came from, and recognition picks are no longer counted as spelling-pattern evidence.



One pupil: the rule behind every miss

Open any pupil and the same diagnosis appears for that child. This pupil practised 22 words: 16 going well, 6 tricky, grouped under the rule behind them with what the child actually wrote.

Rule	Word	Missed	Right	Wrote
Double letters	beyond	2	2	beyonnd
Double letters	money	2	2	monney
Double letters	valley	2	2	vallley
"ie" as "ei"	believes	3	1	beleives
"ie" as "ei"	pieces	2	2	peices

Right first time vs right with help

Counted separately. In Type it, about 6 in 10 answers were right first time and about 3 in 10 more were right once help appeared (the word flashed, or its key letters shown). A teacher can tell a secured word from one a child can only get with support.

One Class A pupil's report (top section).

HANDWRITING, INTERVENTIONS AND EARLY YEARS

Handwriting, scored separately from spelling

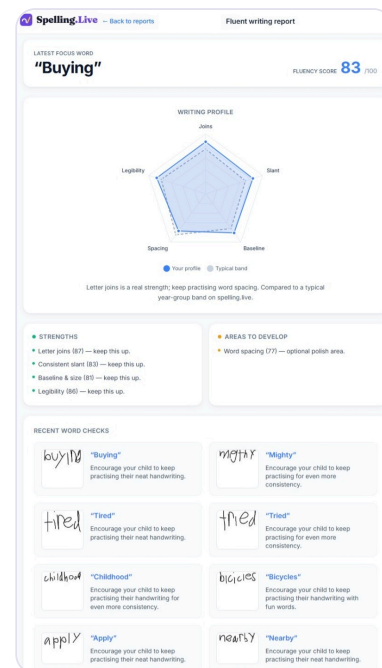
When pupils write on screen with Write it, the handwriting itself is scored. This Class B pupil's fluency score was **83 out of 100**.

Writing skill	Score	Note
Letter joins	87	Strength
Legibility	86	Strength
Consistent slant	83	Strength
Baseline and size	81	Strength
Word spacing	77	Area to develop

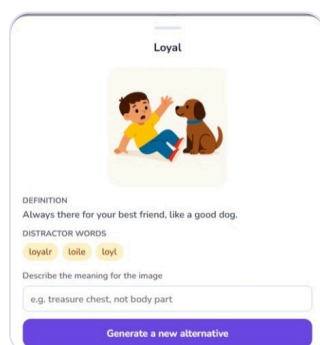
A word can be spelled right and still show a handwriting point, so the two reports are kept apart.

Interventions for one or two children

- One teacher working with a single pupil ran **six sessions in ten days**, about 100 answers at close to 90% accuracy.
- A tutor has worked with a small group across **79 different days since May 2026**, the longest-running intervention on the platform.
- Help arrives a step at a time, missed words come back through spaced repetition, and support settings (reading font, overlays, a more forgiving handwriting reader) are set per child.



A pupil's fluent writing report.



"Loyal": picture clue, child-friendly definition, and the teacher's own picture description.

Early years: pictures, sentences and letter formation

One teacher working with a small group including Reception and Year 1 children has:

- created **over 180 picture clues**, describing what each picture should show so it matches the sentence used in class;
- had the app check **almost 590 handwritten attempts** for letter formation;
- mixed screen practice with paper: photographing worksheets and running dictation tests.

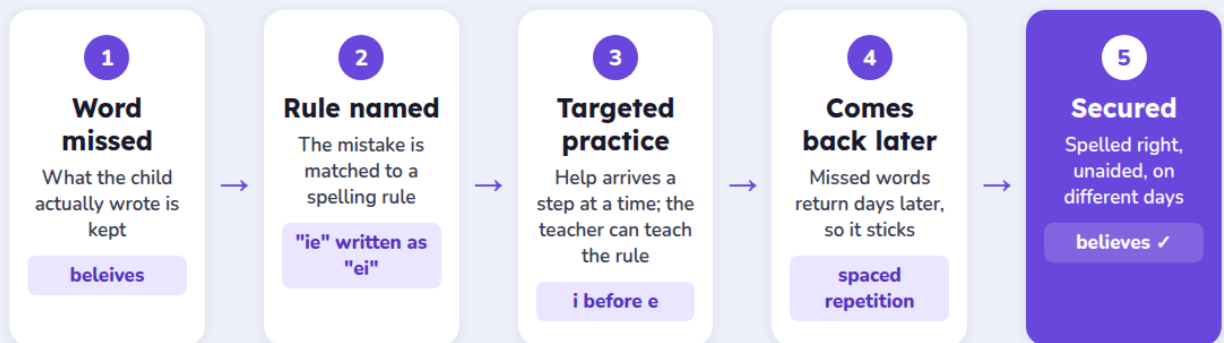
A young child gets three routes into each word at once: the picture, the word read aloud in a sentence, and writing it with feedback on how the letters were formed.

HOW IT WORKS, AND WHO HAS CHECKED IT

From a missed word to a secure spelling

HOW IT WORKS

From a missed word to a secure spelling



Spelling.Live

Every child runs the same loop: the word is missed and what they wrote is kept, the rule is named, practice targets it with help a step at a time, and the word comes back days later through spaced repetition until it is spelled right, unaided, on different days.

Independent recognition



Educational App Store: 5.0 / 5, Certified (August 2026). Reviewed by qualified teachers and parents against a 32-point rubric covering pedagogy, usability, accessibility and privacy.

"Spelling.Live goes well beyond traditional spelling apps ... [it] already stands out as one of the most complete spelling practice solutions available for UK primary learners."

Spencer Riley, Educational App Store. Full review: educationalappstore.com/app/spelling-live-handwriting



Founding Educational Partner: Education Beyond (September 2026). Faizel Manjoo, 24+ years in education and a former British international school Principal, tests the platform with the children he works with and contributes to how spelling progression, patterns and the three-week checkpoint work.

About these figures. Usage is taken from the app's own practice records (one row per answer). Accuracy figures exclude games. School, class and pupil names are withheld. The family case study (Kaya & Aarav) and testimonials from families and educators are included in the full evidence pack.



ONE CHILD, FOUR MODES, HER OWN SCHOOL WORDS

Kaya asks to do spelling on her tablet.

That is not a sentence we expected to write about spelling practice. Kaya has Down syndrome, a moderate learning disability and difficulties with mobility. She has used Spelling Live since the first build. It was not adapted for her afterwards — she is one of the reasons it works the way it does.

Written by Manoj Shah, who built the app. Kaya is his daughter, and this is published with her family's consent.

A picture first, always

Kaya is a strongly visual learner. When a new word appears she asks for the picture before anything else — before the sound, before the letters. That is why the app has no fixed route through a word. The modes can be done in any order, at any pace, and none has to come before another.

On a good day she will run all four. On a hard day we do **Pick it** and stop, and nothing in the app treats that as a failure.



Writing *sock* — one of the five words from that week's dictation.

How the week actually runs

01 · Pick it With pictures

Recognising a word before being asked to produce it. This is how every new word starts.

02 · Trace it Letter overlay on

Handwriting, with support. Her writing is not where we want it yet, but it is better — and we can see where.

03 · Dictation Heard, written, photographed

The app reads the words, she writes them on paper, and she takes the photo — her favourite part.

04 · Coins Then the games

Balloon Pop, and lately Word Search with help. The coins are what she works for.

“I did it!!”

Unprompted, from the next room. That is the entire reason any of this exists.



The scaffolds she leans on

None of these are headline features. Each one is the difference between a task she can try and one she cannot.

THE ONE WE WOULD NOT WANT TO LOSE

Flash

Tap Flash and the word fills the screen in large letters for a few seconds, then disappears and she writes it. It matters most in dictation. Holding a word in mind long enough to write it is the step that usually breaks down for Kaya. Flash gives the word back for a moment without telling her the answer.

FADE IT, DON'T REMOVE IT

1s

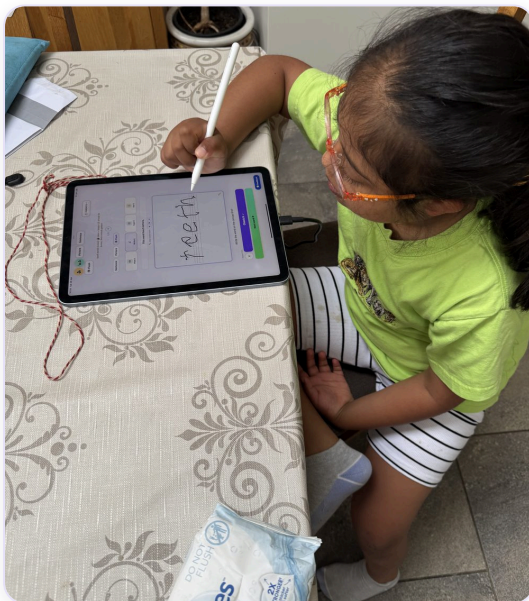
2s

3s

5s

8s

The time can be changed, so the help is reduced slowly as a word becomes familiar, instead of taken away all at once.



A stylus on glass, marked like any other writing

For a child with mobility difficulties, an Apple Pencil on a tablet is often easier to control than a pencil on paper. The app marks that writing just as it marks everything else. It showed several letters she was forming wrongly, again and again. Those are the ones we now work on with the trace overlay.

Overlay off, when she's up to it

She can write without the trace, but she needs an adult beside her and it is slower and harder. Because the overlay can be turned on and off in a moment — and locked so it stays put — we can offer her the harder version safely.

Writing freehand with the trace overlay switched off — a stretch, not the default.

Small things that matter more than they should

The slower voice

A word read at normal pace goes past her. The same word slowed down does not.

A shorter keyboard

She types, but not on a full QWERTY keyboard. The smaller set of letters is what makes typing possible.

Nothing is gated

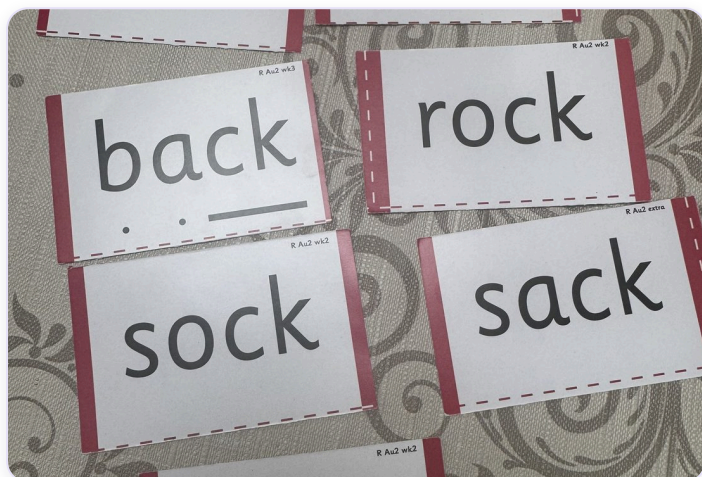
No mode unlocks another, so a session can be made shorter to suit the day.

The photo is hers

A small thing. She owns a step of the process, and she knows it.

One week, end to end

The same five words: from the cards that came home in her bag, to a marked page, to a decision about what to teach next.



1. School's words, photographed straight in. No retyping, and no parallel word list that differs from what her class is teaching.

2 / 5 correct

1. luck luck
2. back lock
3. rock roak
4. sock rock

2. The dictation test, marked. The app read her handwritten page and scored it 2 out of 5 — and recorded what she actually wrote.

ASKED FOR	SHE WROTE	MARK
luck	luck	✓
back	lock	✗
rock	roak	✗
sock	rock	✗
sack	sack	✓

The middle column is the point

Knowing Kaya got three wrong tells us very little. Knowing she wrote *rock* for **sock**, and *lock* for **back**, tells us the first letter is the problem and that the **-ock** and **-ack** endings are mostly secure. That is something a teacher can act on — and it came from a photograph of a page.

And it can be overruled. Any row can be changed with a tap, and the text edited if a letter was misread. This is early handwriting from a child with a disability, which is the hardest thing for vision AI to read. An adult stays in charge of what goes into the record.

WHY THIS IS IN OUR ENTRY

Spelling Live is not a specialist SEN product, and we would not want it judged as one.

What we would say is this: a child with Down syndrome, a moderate learning disability and limited mobility uses it on her own school words, across four modes, and asks to do it. The accessibility work behind that — the trace overlay, Flash, the shorter keyboard, the slower audio, the gentler feedback, the picture-first route into a word — is there for every child using the app. Kaya is the reason we know it works.

THE SAME LOOP, FURTHER UP THE SCHOOL

Aarav always passed the test. The mistakes came afterwards.

He did well whenever he knew which words were coming. Weeks later he got the same words wrong. What changed that was spaced repetition, and meeting each word in more than one way.

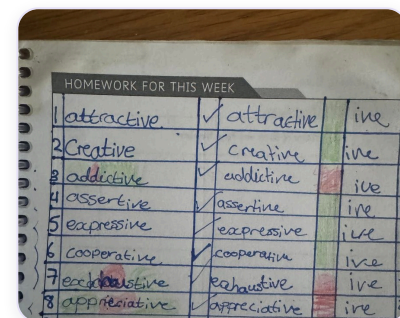
Aarav was in Year 5 for this work and starts Year 6. Manoj's son, published with his family's consent; the log book and sheet are already on our blog.

It starts as a log book, not a list

Ten spellings come home in a book each week. Photographed straight in, they become the week's practice. One week, as the school set it:

attractive creative addictive assertive expressive cooperative
exhaustive appreciative offensive impressive

Ten words to learn, or **one pattern** set on purpose. And *-ive* is the easy half: he went wrong on the letter before it, writing *offensive*. Spotting that was a parent's job.



One week's spellings, straight from the book.

The one that got away

15 / 16

Sixteen words marked from the photographed sheet. The report does not start with the score. It starts with **insistent**, and what he wrote.

“-ent” written as “-ant”. The app names the rule: both endings sound like “-unt”, so the wrong one is easy to pick. A fifteen-second conversation, not a re-test.

Then widen it. He got *courageous* wrong, so “-ous words” typed into **Get words on any topic** built a list to practise — *simultaneous* and the rest.

Finding tricky Most-missed words first

WORD	MISSED	GOT RIGHT	MEANING	SPELL
insistent	1	1		0

See wrong answers
Wrote: "insistant"

Most-missed first. One miss out of sixteen still surfaces, with the wrong answer kept next to it.

The same word, seen in more than one way

Crossword

The clue, not the word

From his own list: definition, blanked sentence, then plain meaning.

Word Lock

His idea, and Ring too

The crossword-style definition, the word hidden until he spells it.

Meaning & Synonyms

Similar, and opposite

A plain-English meaning, or synonyms and an antonym. He uses both a lot.

Maze, Climb, Boggle

Arcade, and a leaderboard

He plays these for a Hall of Fame place, and saves Boggle for his aunt.

He is as happy spelling aloud as typing — **Say it** takes the spoken word. He reports bugs, too: he caught the Meaning hint giving the answer away, which the code now checks for and masks. **And the words keep coming back:** spaced repetition returns them weeks after the test. Game attempts are **never** counted in the report.

“We know he has got it when he corrects his mother's spelling of *liaison*.”

IN THEIR OWN WORDS

What families and educators say

Parents, a dyslexia specialist and independent reviewers on what Spelling.Live has changed for the children they work with.

“

This app has worked wonders for my son. ... He started 1st grade needing to retake both spelling tests, and last week just had a minus 1. **Huge improvement!!!** I absolutely love that it takes his real spelling words and motivates him to earn more games.

★★★★★ **The White family**, parent of a first grader · October 2026

“

I'm really enjoying this app for practising spellings. It is a great way of keeping spellings fun and focused and manageable. It is low intensity for them and **high on enjoyment and learning skill!** As a dyslexia specialist, I recommend its ease of use and clarity.

★★★★★ **Lou**, dyslexia specialist · October 2026

From parents

★★★★★

I have seen a big improvement in my son's spelling. He is even correcting me now.

Parent · feedback in the app, May 2026

★★★★★

This app is very helpful and great for spellings, very handy for both of my kids.

Parent · feedback in the app, June 2026

★★★★★

Every time I use this app there are more features to play with! Perfect for helping children with their spelling.

Lucerider · Apple App Store review, July 2026

★★★★★

Clearly a very good app to work with kids. I play with my nieces and nephew and it has helped improve their spellings a lot.

Family member · feedback in the app, June 2026



"Spelling.Live goes well beyond traditional spelling apps ... [it] already stands out as one of the most complete spelling practice solutions available for UK primary learners."

Educational App Store, rated 5.0 / 5 Certified, August 2026 · Spencer Riley, reviewer

Quotes are shortened where marked (...) and small typing slips are corrected; nothing else is changed. The White family's and Lou's words were shared through the feedback form in the app, which thanks families who share their experience with bonus credits. App Store review quoted from the public listing.