

## 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 → iconn, 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).

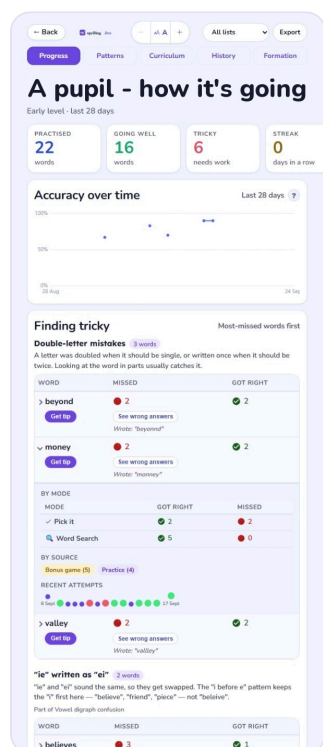
## DIAGNOSIS, NOT JUST MARKS

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

## 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.

## HANDWRITING, INTERVENTIONS AND EARLY YEARS

## Handwriting, scored separately from spelling

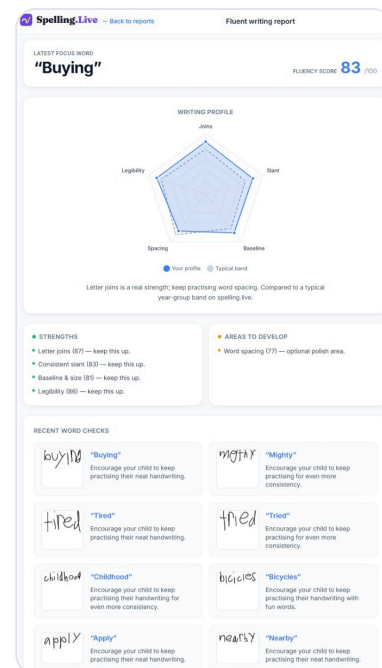
When pupils write on screen with Write it, the handwriting itself is scored. This Class B pupil's fluency score was **83 out of 100**.

| 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 |

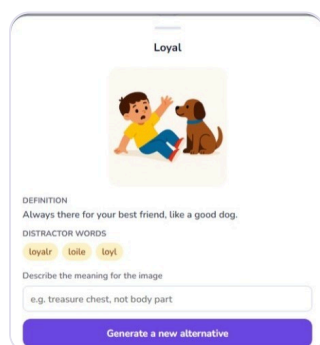
A word can be spelled right and still show a handwriting point, so the two reports are kept apart.

## 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.

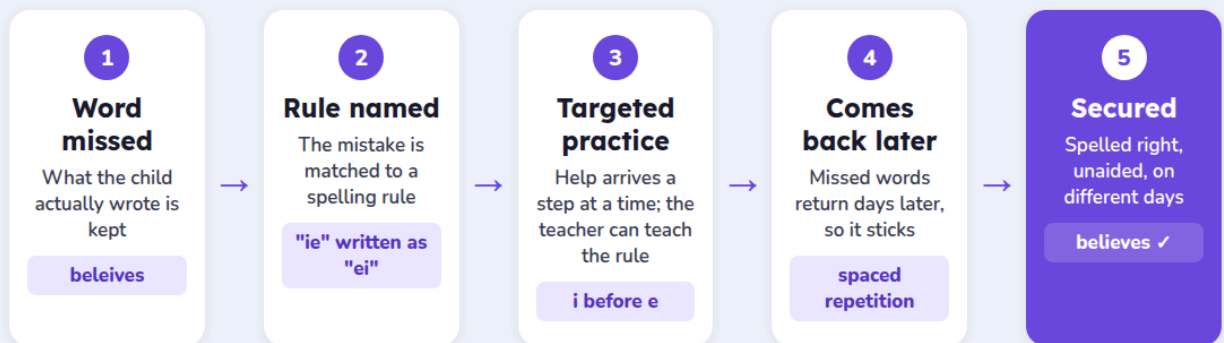
A young child gets three routes into each word at once: the picture, the word read aloud in a sentence, and writing it with feedback on how the letters were formed.

## 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](https://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.