Testimonials

We asked teachers at schools using Read Write Inc. Spelling what they think about the programme. Here’s what they had to say...

We’ve never used a spelling programme before. Since starting Read Write Inc. Spelling we have already seen an impact on the teaching of spelling, teachers’ subject knowledge, and their understanding, particularly at KS2 where they were not involved in teaching phonics. Also the teaching is already much more consistent. The video feature is particularly engaging and it’s really good for teachers who are less confident at teaching spelling as it explains it for you.

Literacy Co-ordinator,
Brookvale Primary School, Birmingham

Spelling is my main focus for this year, as the changes in the assessment system have brought it much higher up the agenda than it was a couple of years ago. The Read Write Inc. Spelling scheme is just what we need: clear, comprehensive, easy to use and (with the online materials) more engaging.

Anna Fairhurst, Headteacher,
Brize Norton Primary School, Oxfordshire
The programme increases the vocabulary that the children are exposed to and their understanding of this. Tricky spellings are identified, articulated and strategies for tackling this are put in place, e.g. through mnemonics.

Teachers enjoy the structure and method of teaching. The units are now year-group specific and linked to the new curriculum. The tests indicate where to start in the programme. Teacher support is there online – printable teaching, planning and assessment resources.

We like Read Write Inc. Spelling because it is taught every day. It is interactive and much more child-friendly with videos that the children enjoy as well as games. The spelling zone is brilliant.

There is constant repetition and reinforcement of concepts and strategies. There are 11 main activities and once the children have been taught these they can concentrate on learning new spellings not new activities. The children feel comfortable and confident even though the words are challenging. They need repetition and they definitely receive this through the spelling programme. The children tell us that they enjoy the structure and familiarity of the activities and that they feel more confident with spelling now.

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Angela Pedley, Deputy Headteacher, Ince CE Primary School, Wigan
Read Write Inc. Spelling ensures spelling is taught with more rigour and structure. There is consistency in approach throughout the school. The programme also supports, and fits exactly, with our current thinking about assessing pupils according to whether they are below / at / above expected level of achievement for their age.

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Mrs Karen Smith, Teacher, Bourne Abbey Church of England Primary Academy, Lincolnshire

Pupils are more engaged; they want to get it right. They are inspired and more pupils are now independently investigative with spellings, (e.g. finding words that break rules). Their favourite activity is the Four-in-a-Row. They also enjoy the self-checking aspect and the Team Teach. The ‘Jumping words’ challenge is also a favourite.
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Clare Kozanoglu, Literacy Co-ordinator, Stanton School, Milton Keynes
Comments from teachers across the school, collected by Clare:

“The new spelling books are good, easy to follow and for children to use. We really like the way orange words jump out of our box when they can all spell them. The new system still allows us to focus the pupils on saying words correctly to hear sounds – but the words can be selected for their age expectations not just the units they were reading.”

“There is more emphasis on the pattern and rules, and we are able to create/differentiate whole group spellings according to the unit sound.”

“We are also able to link the spelling work to their grammar work (roots or suffix and prefix work, for example) and raising the terms in writing work as well to maintain focus. It’s helping to get pupils to make the links between the different areas of literacy.”

“The Spelling Zone is good to teach the children. The interactive activity is good for participation.”