

Using Emile for Targeted Spelling Intervention

Identify gaps, target specific spelling patterns and support pupils while continuing with their year-group curriculum

Key principle

Keep pupils accessing their year-group spelling teaching wherever appropriate, while using Emile to target specific gaps in prior learning.

The intervention cycle

IDENTIFY > TARGET > LEARN > APPLY > REVIEW > MOVE ON OR RETEACH

When should spelling intervention be used?

Spelling intervention is most effective when it addresses specific knowledge that is not yet secure. Use evidence from:

- the Emile Gap Analysis
- spelling workbooks and transcription
- independent writing and teacher observation

Intervention should fill gaps, not unnecessarily replace year-group teaching.

A pupil working below the expected standard does not necessarily need an entire spelling programme from a lower year group. Where an earlier gap is identified, target that pattern while the pupil continues with appropriate year-group teaching.



Identify and prioritise the gap

Focus on the spelling pattern, not just the individual misspelt word. For example, repeated errors in words using the prefix un- suggest a pattern that can be targeted.

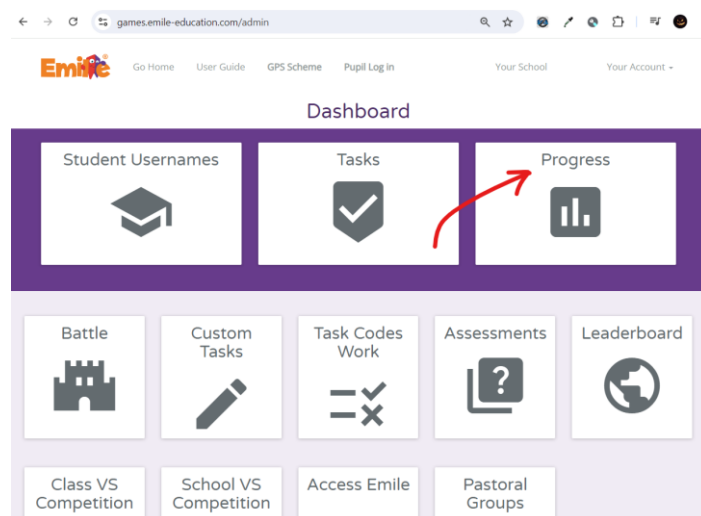
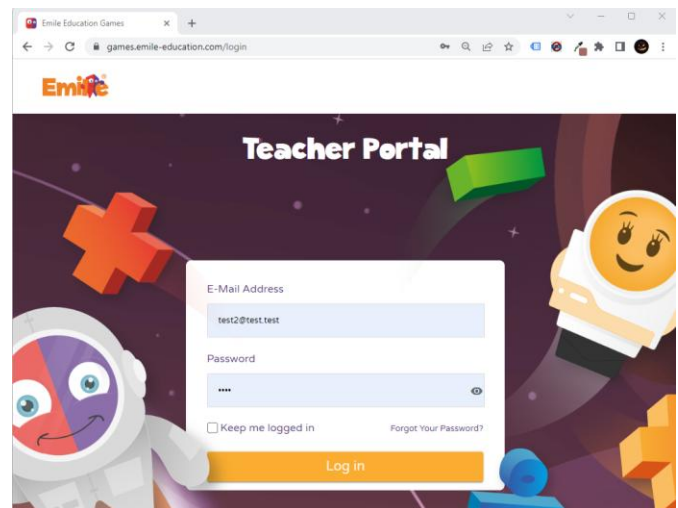
If several gaps are identified, begin with a small number of priorities. Consider how frequently the pattern occurs, whether it should already be secure, and whether several pupils share the same misconception.

How to identify a gap

Step 1

Log in to the Teacher Portal

Log in using your teacher email address at <https://games.emile-education.com/>.



Step 2

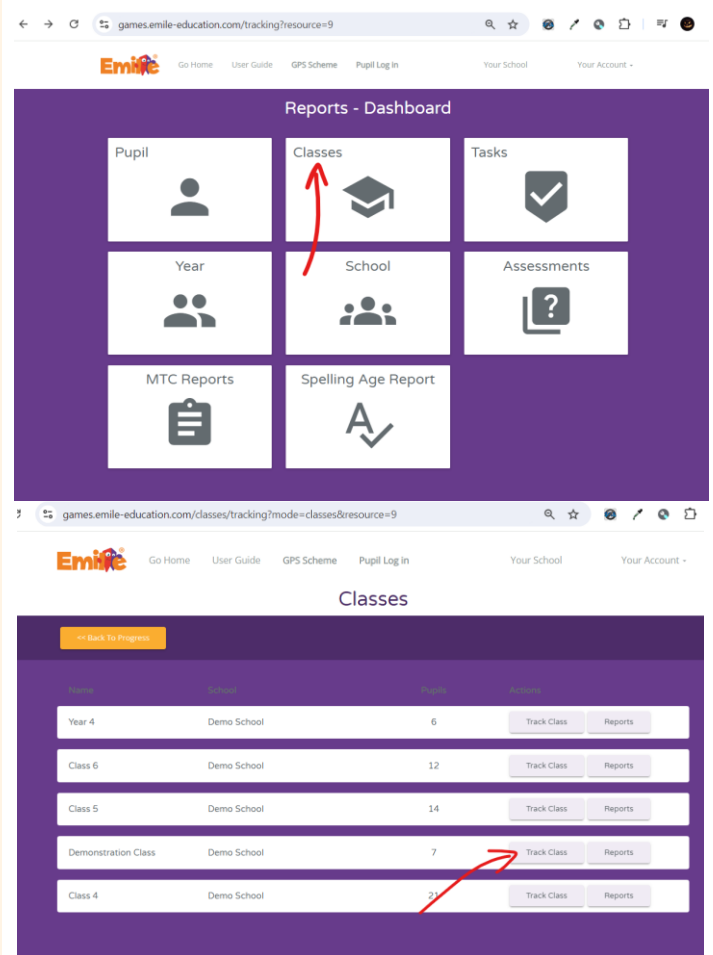
Open Progress

From the Dashboard, select Tasks.



Step 3

Open Classes and select the Track Class button.



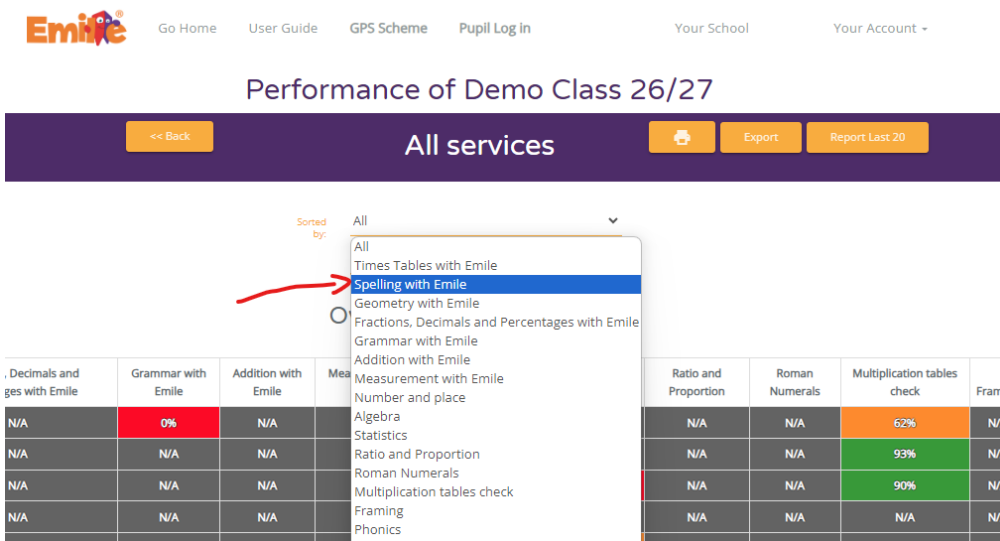
The screenshot shows the 'Reports - Dashboard' page. It features a grid of buttons: Pupil, Classes, Tasks, Year, School, Assessments, MTC Reports, and Spelling Age Report. A red arrow points to the 'Classes' button. Below the dashboard, the 'Classes' page is shown with a table of classes and a 'Track Class' button highlighted with a red arrow.

Year	School	Pupils	Reports
Year 4	Demo School	6	Track Class Reports
Class 6	Demo School	12	Track Class Reports
Class 5	Demo School	14	Track Class Reports
Demonstration Class	Demo School	7	Track Class Reports
Class 4	Demo School	21	Track Class Reports

Step 4

Select the Spelling with Emile

From the dropdown menu select "Spelling with Emile".



The screenshot shows the 'Performance of Demo Class 26/27' page. It features a dropdown menu for 'Sorted by:' with 'Spelling with Emile' selected. Below the dropdown, there are two tables showing performance data.

Decimals and fractions with Emile	Grammar with Emile	Addition with Emile	Measurement with Emile
N/A	0%	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Ratio and Proportion	Roman Numerals	Multiplication tables check	Framing
N/A	N/A	62%	N/A
N/A	N/A	93%	N/A
N/A	N/A	90%	N/A
N/A	N/A	N/A	N/A



Step 5

Review the Gap Analysis Report

Students in the class are listed across the top and all the spelling patterns encountered are listed on the left hand side.

Sorted by:

Spelling with Emile

Rating - Percentage (120 Days)

	Andy	Barry	Glen	Lucy	Ned	Pip	Zach	Class Average
LS - /ai/ sound spelt <a-e> 1	N/A%	100%	N/A%	N/A%	N/A%	100%	N/A%	100%
LS - /ai/ sound spelt <a-e> 2	N/A%	100%	N/A%	N/A%	N/A%	N/A%	N/A%	100%
LS - /ai/ sound spelt <ey>	100%	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%	100%
LS - /air/ sound spelt <are> 1	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%	100%	100%
LS - /air/ sound spelt <ear> (pear)	N/A%	N/A%	N/A%	N/A%	100%	100%	N/A%	100%
LS - /ee/ sound spelt <e>	N/A%	N/A%	100%	N/A%	N/A%	N/A%	N/A%	100%
LS - /ee/ sound spelt <ea> 2	N/A%	N/A%	N/A%	N/A%	100%	N/A%	N/A%	100%
LS - /ee/ sound spelt <y> 1	100%	N/A%	N/A%	N/A%	N/A%	100%	N/A%	100%
LS - /igh/ sound spelt <i>	0%	N/A%	N/A%	N/A%	100%	N/A%	N/A%	50%
LS - /igh/ sound spelt <ie>	N/A%	100%	N/A%	N/A%	N/A%	N/A%	N/A%	100%
LS - /igh/ sound spelt <i-e> 2	100%	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%	100%
LS - /igh/ sound spelt <y>	N/A%	100%	N/A%	N/A%	N/A%	100%	N/A%	100%
LS - /k/ sound spelt <ch>	N/A%	N/A%	N/A%	N/A%	0%	0%	N/A%	0%
LS - /n/ sound spelt <kn>	N/A%	100%	N/A%	N/A%	0%	0%	N/A%	33%



Choose the right Emile activity

Learn Game	Practise Game
Best for targeted intervention or relearning. Four rounds scaffold pupils through multiple choice, anagram and typing before a less-scaffolded final game.	Best for consolidation once a pattern has been taught. Pupils hear a word and type the spelling; teachers can set questions or a minimum time.

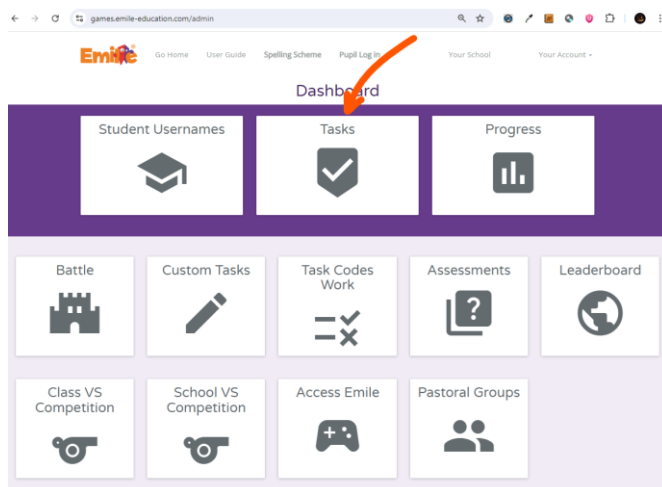
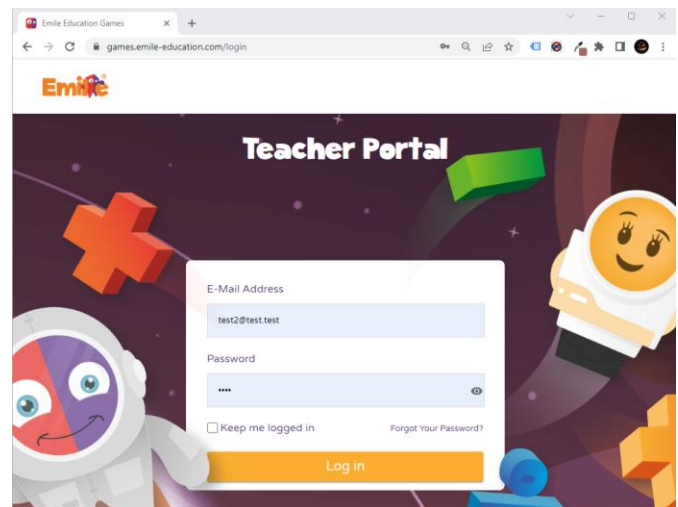
How to set a targeted spelling intervention

Create the intervention as a Task so it is assigned only to the pupil or pupils who need that spelling pattern.

Step 1

Log in to the Teacher Portal

Log in using your teacher email address.



Step 2

Open Tasks

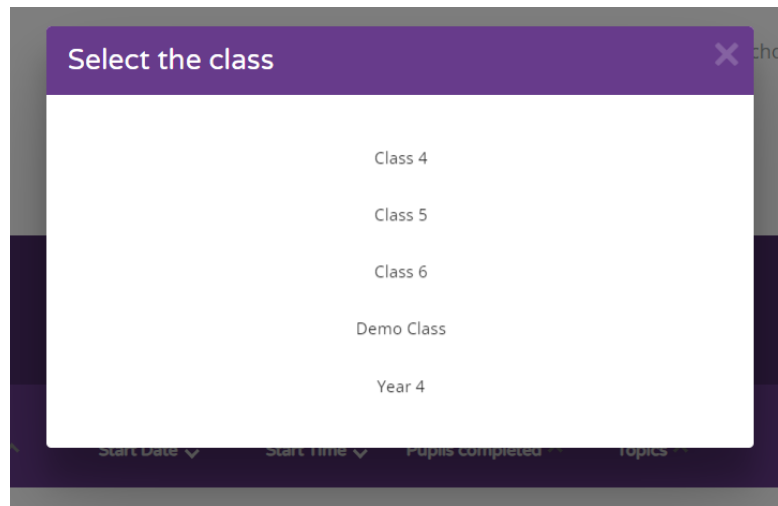
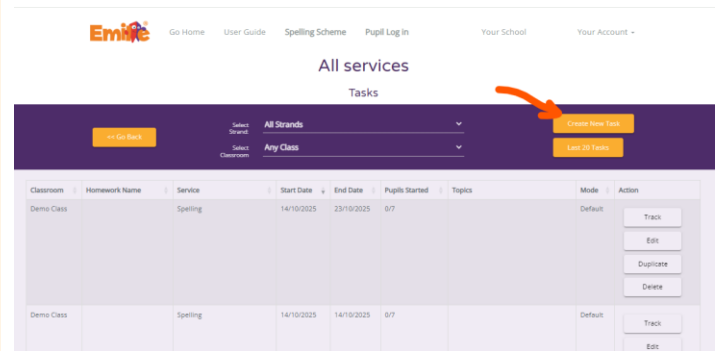
From the Dashboard, select Tasks.



Step 3

Create a Task

Select Create Task from the Tasks screen.



Step 4

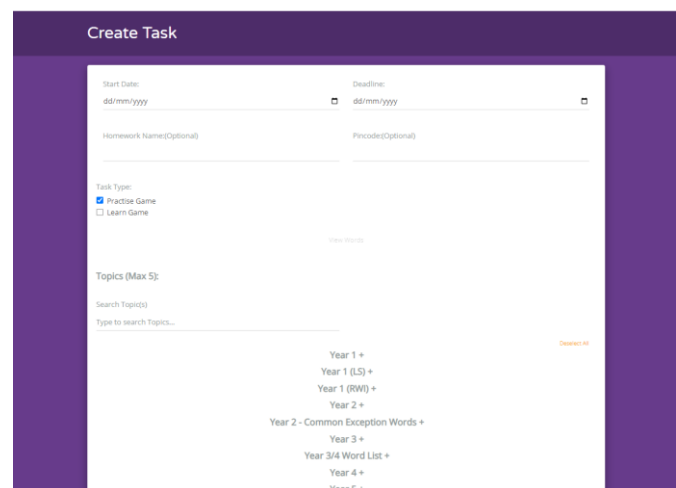
Select the class

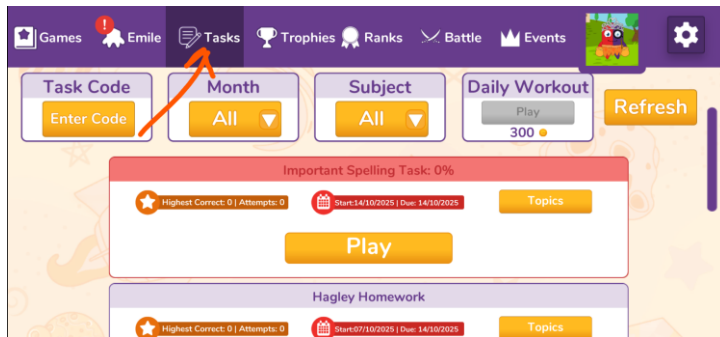
Choose the class containing the pupil or pupils who need the intervention.

Step 5

Build the intervention Task

Choose appropriate start and end dates and give the Task a clear pupil-facing name. Select Learn Game for targeted intervention.





Step 6

Choose the pattern and pupils

Search for or browse to the identified spelling pattern. The pattern can come from an earlier year group where appropriate. Select only the pupils who require the intervention.

Step 7

Pupils complete the Task

The assigned intervention will appear under Tasks when the selected pupil logs into Emile.



How should intervention be organised?

- Keep intervention manageable by targeting a small number of priority gaps at a time.
- Use short, regular opportunities for the targeted Learn Game alongside normal year-group spelling work.
- Where several pupils share the same gap, assign the same targeted Task and support it with a brief teacher-led recap or spelling starter.
- If a misconception is common across most of the class, respond through explicit whole-class teaching rather than multiple individual interventions.
- Online intervention supplements good classroom teaching; it does not replace it.

Apply, review and move on

Completing a Learn Game successfully is useful evidence, but the goal is for pupils to transfer the pattern into independent spelling. Review whether the pupil can:

- spell examples from the intervention
- apply the pattern to other appropriate words
- retain the pattern after time has passed
- use the spelling accurately in classroom writing



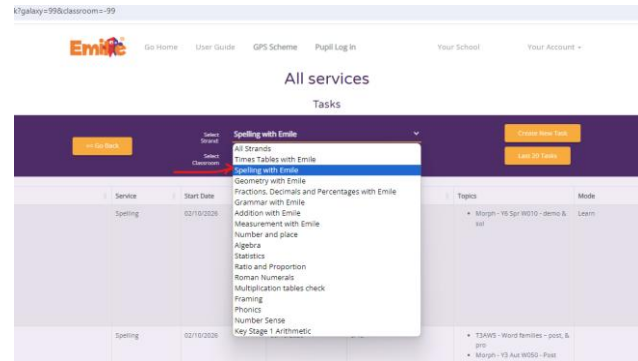
Tracking an Intervention Task

Return to Tasks to monitor completion and performance. The existing task tools allow teachers to track pupil results and use Words to Target to see words spelt correctly and incorrectly.

Step A

Filter spelling Tasks

On the Tasks screen, filter to Spelling with Emile if required.



Start Date	End Date	Pupils Started	Topics	Mode	Action
24/09/2026	01/10/2026	0/5	- Morph - Y5 Aut W010 - Doubling & exceptions - Morph - Y6 Aut W010 - Doubling		Track Edit Duplicate Delete Words To Target
23/09/2026	30/09/2026	0/5	- T1AW1 - Prefix in- - T1AW2 - Prefix im-		Track Edit

Step B

Track or view Words to Target

Use Track to open results, or Words to Target to generate pupil-level correct and incorrect word information.

Step C

Review performance

The Track view shows which pupils have started or completed the Task and their performance.

Spelling with Emile							
Performance of Demo Class 26/27							
Assignment due on: 26/09/26							
← Back						Export	
Select: Overview		Score Key: > 75% 25% - 75% < 25% Fewer than 4 answered					
Name	Done	No. of Attempts	First %	Date of First	Highest %	Date of Highest	Average %
Andy	✓	1	80	25/09/2026	80	25/09/2026	80
Barry	✓	1	100	25/09/2026	100	25/09/2026	100
Ned	✓	1	60	25/09/2026	60	25/09/2026	60
Pip	✓	1	80	25/09/2026	80	25/09/2026	80



Student Name	Correct	Incorrect
Pip	community, compose, friendlier, greediness	delayed
Student Name	Correct	Incorrect
Andy	bodies, compare, compose, friendliest	friendliest
Student Name	Correct	Incorrect
Barry	applies, combine, complete, friendliest, sillier	
Student Name	Correct	Incorrect
Ned	comfort, friendliest, greediness	communicate, compose

Step D

Use Words to Target

Use the Words to Target report alongside classroom evidence to decide whether the intervention should stop, continue or change.



Worked example

Year 4 pupil

The pupil completes the Year 4 baseline and continues with the Year 4 spelling programme.

Subsequent Emile activity and Gap Analysis identify difficulty with the prefix un- from earlier learning.

The teacher assigns a targeted Learn Game for the prefix un- alongside normal Year 4 spelling work.

Spelling intervention at a glance

- 1. IDENTIFY:** Use Gap Analysis and classroom evidence.
- 2. TARGET:** Choose the specific spelling pattern causing difficulty.
- 3. LEARN:** Assign a Learn Game and provide explicit teaching where required.
- 4. APPLY:** Give opportunities to use the pattern beyond the game.

