

When using commercially-produced spelling programs consider the following:

- Does the program fit with current understandings about student learning?
- Is there a balance of phonetic, visual and morphemic activities?
- Is there a provision for all students to work at their stage of spelling development?
- Is there a variety of activities and increasing complexity from one unit to the next so that thinking is fostered and not just rote response?
- Do the activities provide for different learning styles? For example:
 - How are auditory learners catered for?
 - How are visual-spatial learners catered for?
 - Can groups of students work together?
 - Is thinking aloud about strategies supported?
- Does the program contain topics or units that my students will be engaged in this year so that my spelling program is an integral part of the curriculum?
- Do the words included in the lists support the appropriate development of spelling knowledge of my students?
- Do some words need to be excluded because all students can spell them?
- Should some words be excluded because there is no need for students to learn them?
- Are there opportunities for students to learn to spell words in a variety of ways?
- Does the program involve students in using other resources, for example, dictionaries, spell checkers, atlases and thesauruses?

Source: Spelling from beginnings to independence (1997), Department for Education and Children's Services, South Australia