

Participant information sheet | For Parents

Improving children's literacy using the RILL programme

**Welsh and English versions will be sent simultaneously.*

We would like to invite your child to take part in a research study. Before you decide about whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and, if you wish, discuss it with other people such as friends and relatives. If there is anything that is not clear, or if you would like more information about something, please ask us. Thank you for reading this.

What is the purpose of the study?

In Wales – as in many other counties – children are struggling more than ever in learning to read and write. The RILL programme is designed by researchers at Bangor University and collaborating educators, to help struggling readers in Years 3 and 4 to improve their literacy skills. RILL is a twenty week programme of activities, comprising twice-weekly lessons. Our approach is evidence based, meaning that each activity has been scientifically shown to help children build on key literacy skills. **The purpose of this study is to test the effectiveness of RILL in its current form by measuring children's reading ability before and after the programme.**

Included in the programme are 40 lessons delivered on a web-based platform. Each lesson is around 45-60 minutes long and is split into 4 main components:

1. Words and a story of the day
2. Sound games
3. Spelling games
4. Narrative (story writing)

The activities are specifically designed to develop literacy skills critical for reading and writing success including:

- Letter-sound knowledge
- Phonological awareness

- Language-specific and age-appropriate spelling patterns
- Vocabulary
- Oral language

Benefits for your child

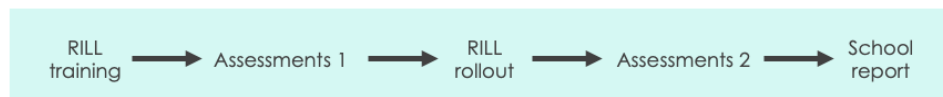
- They will receive a programme which is shown to be effective at improving language and literacy skills.
- Will complete fun, educational stories and activities.
- Will develop literacy skills and confidence.
- Help pupils with literacy difficulties to 'catch-up'.

Evaluating the RILL programme

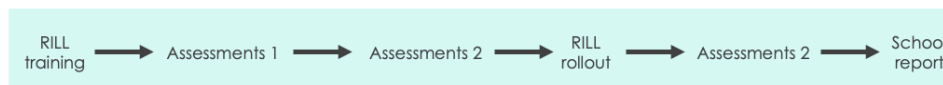
What will the evaluation process involve?

The school will choose a maximum of twelve children to participate in the programme, initially. If your child is selected, they will be allocated to one of two groups: an experimental group and a wait listed control (WLC) group.

The experimental group will receive the RILL programme first and will be assessed before and immediately after roll-out.



Whilst the experimental group receives the programme, the WLC group will receive the traditional curriculum and provide two pre-programme assessments. This group will receive the programme after roll-out has finished with the experimental group and will be assessed for a third time after the programme.



Creating a WLC group is imperative as it provides us with an untreated comparison group. This will allow us to investigate the effects of receiving the traditional curriculum alone compared to



the traditional combined with the RILL curriculum. If your child is allocated to this group, we request of the school that they benefit from the RILL resources once the trial is complete.

We will use standardized literacy assessments to assess your child's current literacy skills level. These assessments will be administered online supervised by the schools appointed RILL teacher and a member of the RIL team.

At the end roll-out, the team will provide a short report on the schools' progress outlining the areas and skills most improved. Please note that this report will be based on all pupils within the school; your child's individual data will not be made available to anyone. We also note that these assessments will not be used as diagnostic tools to assess literacy difficulties.

During the project we may also ask parents to complete short questionnaires, however, this will not be mandatory for participation.

Final important information:

Confidentiality: Your child's participation in the study will be treated as strictly confidential. Your data will be combined with those of the other participants. The study results will be published in academic seminars, research talks or papers in scientific journals. However, all personal information will be removed so that it will not be possible for anyone to identify individuals in these publications.

Privacy, data access and GDPR: Your child's data will be stored in digital format and given a code for anonymity purposes. The study data including the data from the computerised tasks will be stored on a password-protected firewalled computer network. The password will only be known to the researchers directly involved in data analysis. The anonymised dataset may be deposited on a publicly available data repository so that other scientists can check and examine our results themselves. Access to your personal data will be restricted to the researchers although occasionally authorised Bangor University staff can request access for auditing purposes.

Withdrawing from the study: If your child decides that they do not wish to assent to participating in the programme (even though you as legal parent/guardian have provided consent), they are free not to take part. If you decide to withdraw from the study, you can request the removal of all of your child's data up until the point when the study dataset is analysed in a fully-anonymised form (when it will no longer be possible to identify an individual participant's study data).

Who is running and paying for the study? A team of researchers led by Prof. Manon Jones at Bangor University is running the study, which is funded by the Welsh Government.

Who has reviewed the study? The study has been given a favourable opinion by a Bangor University Approved Research Ethics Committee (**Project ID: XXX**).

Coleg Meddygaeth ac Iechyd
College of Medicine and Health

Ysgol Gwyddor Seicoleg a Chwaraeon
School of Psychology and Sport Science



Who should I contact for more information?

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Any complaints concerning this research should be addressed to Bangor University's Senior
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