

Evaluating the Research on the Instruction of Literacy with Language (RILL) intervention programme children learning through the medium of Welsh

Submission date 23/09/2022	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered
		<input type="checkbox"/> Protocol
Registration date 27/09/2022	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
Last Edited 03/03/2025	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data
		<input checked="" type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

The Remote Instruction of Language and Literacy (RILL: <https://www.rillresearch.org>) programme was conceived in early 2020 in response to the COVID-19 outbreak. In its current form, it provides a fun and intensive 10-week language and literacy programme that can be delivered either through the medium of English or through the medium of Welsh. Crucially, it applies cutting-edge knowledge from reading science – i.e., what works – and it can be delivered to the child in their home or in the classroom. It is therefore potentially available to highly disadvantaged children (school non-attenders) as well as those able to attend school. The aim of this study is to evaluate the RILL intervention programme with children learning through the medium of Welsh.

Who can participate?

Children who are in Key Stage 2 (8 – 10 years) with reading difficulties enrolled in mainstream Welsh-medium primary schools in Wales.

What does the study involve?

The study involves participants completing short screening tasks to assess their reading ability. This is followed by completing short assessment activities measuring reading, writing and language skills, online with a teaching assistant present. Some children will then complete the RILL programme, which is a set of lessons targeting reading and related skills. They will complete these lessons twice a week for 15 weeks, 45 minutes per lesson. Other children will complete classroom activities as normal and the RILL programme at a later date.

We assess children at three time points: once before the intervention, once at the end of the intervention at 15 weeks and once at the follow up 15 weeks later. This shows us how children have gained and maintained their language and literacy skills.

What are the possible benefits and risks of participating?

Possible benefits are children's literacy will improve, teaching assistants' skill levels in delivering interventions will improve, and schools will benefit from support from the team. The researchers anticipate no risk to participants or schools.

Where is the study run from?

Bangor University in collaboration with Leeds Trinity University and the University of Oxford (UK)

When is the study starting and how long is it expected to run for?

March 2022 to May 2024

Who is funding the study?

Welsh Government

Who is the main contact?

1. Prof Manon Jones, manon.jones@bangor.ac.uk

2. Dr Cameron Downing, cameron.downing@york.ac.uk

Study website

<https://sites.google.com/view/rillcymraeg-english/evaluating-rill?authuser=0>

Contact information

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Additional identifiers**EudraCT/CTIS number**

Nil known

IRAS number

ClinicalTrials.gov number

Nil known

Secondary identifying numbers

WG-RILL-001

Study information

Scientific Title

Evaluating the Research on the Instruction of Literacy with Language (RILL) intervention programme for children with reading difficulties, aged 8 - 10 years old, compared with age-matched, wait-list control children, learning through the medium of Welsh, on reading and language measures

Acronym

RILL-Cym

Study objectives

Children receiving the Research on the Instruction of Literacy with Language (RILL) intervention will make greater gains on literacy and language outcome measures (indices of phonological awareness, word-level decoding and fluency, spelling, and vocabulary) compared with children in the wait-list control group.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 07/09/2022, Ethics board of the School of Human and Behavioural Sciences (Brigantia Building, Penrallt Road, Bangor University, LL57 2AS, UK; +44 (0)1248388740; c.saville@bangor.ac.uk), ref: 2022-17213

Study design

Multicentre interventional concealed randomized controlled trial with wait-list control

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

School

Study type(s)

Treatment

Participant information sheet

<https://sites.google.com/view/rillcymraeg-english/teacher-area/evaluation-guide?authuser=0>

Health condition(s) or problem(s) studied

Children with reading difficulties (e.g., developmental dyslexia)

Interventions

For the intervention arm, children will receive the RILL intervention programme twice a week for 15 weeks. Each lesson is administered by a trained teaching assistant and lasts for up to 45 minutes per lesson. The intervention will be administered outside standard literacy instruction.

The waitlist control arm will receive standard instruction during the period that the intervention arm receives RILL. After the children in the intervention arm receive RILL, children in the wait-list control group will then receive RILL (under the same conditions).

Intervention Type

Behavioural

Primary outcome measure

Current primary outcome measure as of 30/01/2024:

Reading measured using the Test of Word Reading Efficiency (TOWRE) at baseline (pretest), post test (15 weeks) and follow up (30 weeks)

Previous primary outcome measure:

Reading measured using the Test of Word Reading Efficiency (TOWRE) at baseline (pretest) and post test (15 weeks)

Secondary outcome measures

Current secondary outcome measures as of 30/01/2024:

1. Welsh word reading measured using an adapted version of the TOWRE at pre-, post-test and follow up
2. Pseudo word reading fluency measured using an adapted version of the TOWRE at pre-, post-test and follow up
3. Phoneme awareness measured using MABEL phoneme deletion in English and Welsh at pre-, post-test and follow up
4. Vocabulary measured using a criterion reference test at pre-, post-test and follow up
5. Rapid naming measured using the MABEL test battery at pre-, post-test and follow up

Previous secondary outcome measures:

1. Welsh word reading measured using an adapted version of the TOWRE at pre and post test
2. Pseudo word reading fluency measured using an adapted version of the TOWRE at pre and post test
3. Phoneme awareness measured using MABEL phoneme deletion in English and Welsh at pre and post test
4. Vocabulary measured using a criterion reference test at pre and post test
5. Rapid naming measured using the MABEL test battery at pre and post test

Overall study start date

31/03/2022

Completion date

30/05/2024

Eligibility

Key inclusion criteria

1. Children aged 8 - 10 years old
2. Undertaking Welsh-language instruction at school
3. Normal or corrected-to-normal vision and hearing
4. Identified as having literacy difficulties via a reading screener

Participant type(s)

Other

Age group

Child

Lower age limit

8 Years

Upper age limit

10 Years

Sex

Both

Target number of participants

320

Key exclusion criteria

Children not in a mainstream school setting

Date of first enrolment

01/09/2022

Date of final enrolment

01/12/2022

Locations

Countries of recruitment

United Kingdom

Wales

Study participating centre

Bangor University

College Road

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Sponsor information

Organisation

GwE

Sponsor details

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Sponsor type

Other

Funder(s)

Funder type

Government

Funder Name

Llywodraeth Cymru

Alternative Name(s)

Welsh Government, The Welsh Government

Funding Body Type

Government organisation

Funding Body Subtype

Local government

Location

United Kingdom

Results and Publications

Publication and dissemination plan

Planned publication in a high-impact, peer-reviewed journal.

Intention to publish date

01/07/2024

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study will be stored in a publically available repository (<http://reshare.ukdataservice.ac.uk>); raw, anonymised data will become available 12 months after data collection and available indefinitely (or until a date decided upon at a later date). Will be open data, available to anyone via mechanisms available in reshare (the licence applied to the data will be attribution non-commercial share alike: CC BY-NC-SA). Consent will be obtained from participants to share anonymised data.

IPD sharing plan summary

Stored in publicly available repository