

Reading for meaning: reciprocal reading for struggling readers in KS3

Submission date 30/07/2021	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 12/08/2021	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
Last Edited 30/07/2021	Condition category Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

Reciprocal Reading Secondary (RRS) is a catchup intervention designed to improve reading comprehension skills for struggling readers in Key Stage 3 (ages 11 to 14). This project will carry out a randomized controlled trial (RCT) to test the efficacy and scalability of RRS.

The Reciprocal Reading Secondary program includes two days of professional training to equip high school staff with the skills to improve student's poor reading comprehension. The program is delivered in small groups of students, facilitated by staff, to support understanding of the text and promote use of comprehension strategies: predict, clarify, question, summarize. This RCT will measure impact and process outcomes for disadvantaged students in 20 English high schools.

Who can participate?

Year 7 students from selected schools in England.

What does the study involve?

In each school, up to 40 Year 7 students with good reading accuracy and poor comprehension skills will be recruited and randomly assigned to the intervention and control conditions. Intervention students will attend a weekly 20-30 minute RRS session, in groups of 5-6, over a period of at least 6 months. All participating students will undertake a pre- and post-test using the standardized New Group Reading Test and Access Reading Test. ANCOVA analysis will be used to identify any changes in their reading comprehension, reading accuracy and overall reading abilities. A process evaluation will assess training attendance, programme fidelity and non-contamination, teacher perceptions and engagement, teacher and school burden, and the significance of what participating students miss from the standard curriculum while taking part in RRS.

What are the possible benefits and risks of participating?

Possible benefits of participating are improved reading. There are no risks of participating

Where is the study run from?

Queen' University Belfast (UK)

When is the study starting and how long is it expected to run for?
January 2021 to March 2023

Who is funding the study?
Nuffield Foundation (UK)

Who is the main contact?
Dr Maria Cockerill, maria.cockerill@qub.ac.uk

Contact information

Type(s)
Public

Contact name
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Additional identifiers

Clinical Trials Information System (CTIS)
Nil known

ClinicalTrials.gov (NCT)
Nil known

Protocol serial number
R2726SES

Study information

Scientific Title
A Phase 3 definitive RCT of reciprocal reading in high schools in England

Study objectives
The study will provide a structured reciprocal reading program and with training to teachers and teaching assistants, with capacity to impact on the professional action of teachers and teaching

assistants, to improve reading outcomes for students who are systematically exposed to using the four Reciprocal Reading Secondary strategies (predict, question, clarify, summarise).

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 21/01/2021, Queen's University Belfast Ethics Committee (School of Social Sciences, Education and Social Work, 69/71 University Street, Belfast, BT7 1HL, UK; +44 (0)28 9097 1233 /5941; ssesw@qub.ac.uk), ref: 048_1819

Study design

Interventional randomized controlled trial

Primary study design

Interventional

Study type(s)

Treatment

Health condition(s) or problem(s) studied

Reciprocal reading for struggling readers

Interventions

The Reciprocal Reading Secondary program study will be a Phase 3 definitive RCT. Students will be randomized to condition at the individual pupil level, using a mixture of pairing and minimisation during randomization to ensure equal numbers of intervention and control students in each arm of the trial within each of the 20 schools, complemented by a process evaluation. The study will primarily look at the effect of the Reciprocal Reading Secondary program on the reading comprehension and reading ability of students in high schools. Pre and post-test measures of the students in 20 schools will assess the effectiveness of the Reciprocal Reading Secondary program in optimal conditions on a larger scale than previously used in high schools in England.

Treatment group - Receive intervention weekly, one 30 minute session, over two terms.

Control group - continue with business as usual

Randomisation tool - Random Number Generator for iPhone version 5.0 by Nicolas Dean

Intervention Type

Behavioural

Primary outcome(s)

Reading comprehension ability measured using an online standardised reading test, New Group Reading Test from GL-Assessment, to be taken at baseline and after 6 months.

Key secondary outcome(s)

Reading comprehension ability measured using an online reading test, Access Reading Test from RS Assessment, Hodder Education, with four subscales and a combined reading raw score, to be taken at baseline and after 6 months.

Completion date

31/03/2023

Eligibility

Key inclusion criteria

1. Students in Year 7 (11-12 year olds), from 20 schools in England.
2. From state-funded schools, who identify as comprehensive or high schools, from areas of economic-disadvantage, with the overall sample of schools being above the national average using the poverty indicator used in England (DfE, 2019a) of Free School Meals (FSM Ever).

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Child

Lower age limit

11 years

Upper age limit

12 years

Sex

All

Total final enrolment

800

Key exclusion criteria

Low reading levels, as measured by their completion of the Phonics section of the NGRT adaptive reading test, which prevents them from completing the passage comprehension section of the test.

Date of first enrolment

01/04/2021

Date of final enrolment

31/05/2021

Locations

Countries of recruitment

United Kingdom

Northern Ireland

Study participating centre
Queen' University Belfast
University Road
Belfast
United Kingdom
BT71NN

Sponsor information

Organisation
Queen's University Belfast

ROR
<https://ror.org/0281jqk77>

Funder(s)

Funder type
Charity

Funder Name
Nuffield Foundation

Alternative Name(s)
NuffieldFound

Funding Body Type
Private sector organisation

Funding Body Subtype
Trusts, charities, foundations (both public and private)

Location
United Kingdom

Results and Publications

Individual participant data (IPD) sharing plan

The current data sharing plans for this study are unknown and will be available at a later date

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Study website	Study website	11/11/2025	11/11/2025	No	Yes