

# Reading for meaning: reciprocal reading for struggling readers in KS3

<b>Submission date</b> 30/07/2021	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 12/08/2021	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 30/07/2021	<b>Condition category</b> 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

### **Study website**

<https://www.nuffieldfoundation.org/project/reciprocal-reading-secondary-struggling-readers-ks3>

## **Contact information**

### **Type(s)**

Public

### **Contact name**

Dr Maria Cockerill

### **ORCID ID**

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### **Contact details**

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## **Additional identifiers**

### **EudraCT/CTIS number**

Nil known

### **IRAS number**

### **ClinicalTrials.gov number**

Nil known

### **Secondary identifying numbers**

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

**Secondary study design**

Randomised controlled trial

**Study setting(s)**

School

**Study type(s)**

Treatment

**Participant information sheet**

Not available in web format, please use the contact details to request a patient information sheet.

**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 measure**

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.

### **Secondary outcome measures**

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.

### **Overall study start date**

04/01/2021

### **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

### **Age group**

Child

### **Lower age limit**

11 Years

### **Upper age limit**

12 Years

### **Sex**

Both

### **Target number of participants**

Up to 800 students

### **Total final enrolment**

**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**

Northern Ireland

United Kingdom

**Study participating centre****Queen' University Belfast**

University Road

Belfast

United Kingdom

BT71NN

**Sponsor information****Organisation**

Queen's University Belfast

**Sponsor details**

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BT7 1NN

+44 (0)28 90875941

ssesw@qub.ac.uk

**Sponsor type**

University/education

**Website**

<https://www.qub.ac.uk/>

**ROR**

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

## **Funder(s)**

### **Funder type**

Charity

### **Funder Name**

Nuffield Foundation

### **Alternative Name(s)**

### **Funding Body Type**

Private sector organisation

### **Funding Body Subtype**

Trusts, charities, foundations (both public and private)

### **Location**

United Kingdom

## **Results and Publications**

### **Publication and dissemination plan**

The study plans to conduct online dissemination events and publication of results will be available on the funder's website. Following publication of the final report in 2023, dissemination will be available through Queen's University Belfast website, and the Program trainer's website, amongst others.

### **Intention to publish date**

31/03/2023

### **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