

Evaluation of the Vocabulary Enrichment Intervention Programme (VE) and Narrative Intervention Programme (NIP) improving reading ability in Year 7 pupils with low reading ability

Submission date 04/07/2013	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 29/07/2013	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 30/09/2015	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

This study will consist of two literacy programmes: Vocabulary Enrichment Intervention Programme (VE) and Narrative Intervention Programme (NIP) created by Victoria Joffe, an academic at City University London. VE has two aims: to teach children new words and to encourage them to use these words in speaking and writing. NIP is a practical language programme that focuses on improving the understanding and expression of stories. The study is being tried in schools in order to see whether the programme can improve the reading ability of Year 7 students who have low literacy and/or reading abilities. Should this research discover that the programme is successful, then it is hoped that the scheme will be offered to other pupils within the school, as well as hopefully being rolled out to other schools in the future.

Who can participate?

Year 7 students with suitably poor reading/literacy skills can participate in the study.

What does the study involve?

Participants will sit a reading ability test in September 2013, before being randomly allocated to either attend the sessions, or to carry on with their normal school curriculum. In April 2014, the students will sit another reading test to find out whether the programme has improved reading /literacy levels above and beyond the improvement gained by the standard curriculum.

What are the possible benefits and risks of participating?

The main benefit to taking part is the chance for pupils to be involved in a new scheme that intends to improve their literacy and reading abilities. There are few disadvantages and risks. The reading and spelling assessments do take a little time to complete but we will ensure that they are completed with minimal disruption to your child's school work. The assessments may feel challenging and some children may feel a little self-conscious about completing them (for

example, if their reading is not as good as they would like it to be). However, all results will remain confidential to the research team and test administrators try to put the participants at their ease throughout.

Where is the study run from?

The study is run in the Greenford High School plus two further secondary schools in the Ealing area of West London, UK.

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

The study began in January 2013, with the final report due in June 2014.

Who is funding the study?

It is funded by the Education Endowment Foundation, UK.

Who is the main contact?

Dr Ben Styles

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Contact information

Type(s)

Scientific

Contact name

Dr Ben Styles

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

N/A

Study information

Scientific Title

Randomised trial of the Vocabulary Enrichment Intervention Programme and Narrative Intervention Programme for 11-12 year olds considered to be vulnerable Level 4 English achievers

Study objectives

The primary research question is: what is the impact of the speaking and listening intervention (Vocabulary Enrichment Intervention Programme and Narrative Intervention Programme) on reading ability?

The secondary research question is: are any improvements in attainment moderated by any of the following:

1. prior attainment in reading
2. gender
3. whether a pupil receives the pupil premium
4. what school they attend.

Such interactions may not be causal.

Ethics approval required

Old ethics approval format

Ethics approval(s)

The pattern of headteacher consent followed by parental opt-out consent was approved by Sarah on behalf of the Code of Practice Committee on 23rd Jan 2013

Study design

Randomised trial with baseline and follow-up reading test.

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Quality of life

Participant information sheet

Parental consent letters not available in web format; please use the contact details below to request copies.

Health condition(s) or problem(s) studied

Struggling readers/low literacy levels

Interventions

The intervention will be delivered by teaching assistants. The project will be structured as a randomised controlled trial, with assignment carried out at the level of the individual pupil. Across three schools, at least 240 pupils will be selected to participate based on information from literacy assessments conducted by each school in July 2013. Two teaching assistants in each school will deliver the intervention. When not delivering the intervention, they will work in

another year of the school to avoid contamination.

The trial will include two experimental groups: the first will receive the speaking and listening intervention; the second will act as a waitlist control group (they will ultimately receive the intervention in Year 8). Children in the treatment group will begin the programme in Sept 2013; the autumn term of Year 7. All children will be tested directly before and after intervention for reading ability. After baseline testing, pupils will be randomised into the two groups in each school. Baseline testing will occur in September 2013 with follow-up in April 2014.

Intervention Type

Other

Phase

Not Applicable

Primary outcome measure

Overall reading ability as measured by the New Group Reading Test (NGRT). All pupils are tested using the NGRT at the beginning and end of the intervention, regardless of which study arm they have been allocated to. Baseline testing for this project will occur in September 2013, at the beginning of the new school year. The intervention will continue until the end of March, with post-testing occurring after the school Easter holidays (beginning of April).

Secondary outcome measures

1. Reading ability (NGRT subsection)
2. Reading comprehension (NGRT subsection)

Overall study start date

31/01/2013

Completion date

30/09/2014

Eligibility**Key inclusion criteria**

Year 7 pupils that were below National Curriculum level 4 in English and/or below level 4 in reading at the end of Key Stage 2, or pupils that are deemed to be vulnerable Level 4 English achievers, as indicated by either SATs (National Curriculum tests) results or a test administered in July 2013.

Participant type(s)

Patient

Age group

Child

Sex

Both

Target number of participants

240

Key exclusion criteria

1. Year 7 pupils with National Curriculum level 4 or above in English and reading
2. Parental opt-out

Date of first enrolment

31/01/2013

Date of final enrolment

30/09/2014

Locations**Countries of recruitment**

England

United Kingdom

Study participating centre

National Foundation for Educational Research

Slough

United Kingdom

SL1 2DQ

Sponsor information**Organisation**

Education Endowment Foundation (UK)

Sponsor details

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Sponsor type

Charity

ROR

<https://ror.org/03bhd6288>

Funder(s)

Funder type

Charity

Funder Name

Education Endowment Foundation (UK)

Results and Publications

Publication and dissemination plan

Not provided at time of registration

Intention to publish date

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results	01/10/2014		No	No