

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

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

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**Contact details**

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## Additional identifiers

**Protocol serial number**

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

### **Study type(s)**

Quality of life

### **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(s)**

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).

**Key secondary outcome(s)**

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

**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

**Healthy volunteers allowed**

No

**Age group**

Child

**Sex**

All

**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**

United Kingdom

England

**Study participating centre**  
**National Foundation for Educational Research**  
Slough  
United Kingdom  
SL1 2DQ

## Sponsor information

**Organisation**  
Education Endowment Foundation (UK)

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

## Funder(s)

**Funder type**  
Charity

**Funder Name**  
Education Endowment Foundation (UK)

## Results and Publications

**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?
<a href="#">Funder report results</a>	results	01/10/2014		No	No
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes