

# Effectiveness study of Read Write Inc. Phonics and Fresh Start programmes

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<b>Registration date</b> 17/06/2016	<b>Overall study status</b> Completed	<input checked="" type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 05/01/2023	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

According to the National Curriculum Assessment (2015) about 20 percent of pupils leave primary schools without achieving the expected attainment level in reading. Read Write Inc. Phonics and Fresh Start are phonics-based comprehensive literacy programmes rooted in phonics using decodable texts to teach children learning to read and write and those who need to catch up quickly. The study aims to determine whether the programmes are effective at increasing pupil reading outcomes.

### Who can participate?

Read Write Inc. Phonics: male and female children from Reception to Year 4 learning to read; however, the evaluation will focus on pupils from Reception – Year 2 only.

Fresh Start: male and female pupils in Years 5 – 8 below appropriate reading age; however, the evaluation will focus on eligible pupils from Years 5 and 6 only.

### What does the study involve?

Participating schools are randomly allocated to the waiting list group or the intervention group. Staff in the waiting list schools continue ‘business-as-usual’ for the teaching of phonics, reading and writing for 2 years. Staff in the intervention group schools receive two days training, including knowledge of the alphabetic code and training on how to teach both programmes. The children are assessed to ensure that they are taught at the correct level and that the slowest progress children receive daily tutoring. A consultant trainer works with the leaders in school to ensure successful implementation and provide continuing professional development. Children are taught daily in homogeneous groups: phonic lessons for reading and spelling; reading activities – from decoding to comprehension; spelling and compositional writing; and children work with a partner and articulate their thinking throughout the lesson. Read Write Inc. Phonics starts with 20 minutes daily in term 1 of Reception, building to 40 minutes by the end of the year, and one hour a day for children in Year 1 and above. Many children complete the programme by the end of Year 1 or the beginning of Year 2. Fresh Start lasts for up to 33 weeks for eligible pupils in Years 5 and 6 in place of regular English lessons. Slower progress children are identified immediately and given daily one-to-one tuition to ensure they keep up with their peers.

What are the possible benefits and risks of participating?

Teachers receiving the training may benefit from becoming more capable of teaching phonics to their pupils. Pupils may benefit from improved reading outcomes. There are no notable risks involved with taking part in this study.

Where is the study run from?

The study is run from Queens University, Belfast and takes place in around 120 primary schools (UK)

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

December 2015 to September 2018

Who is funding the study?

Education Endowment Foundation (UK)

Who is the main contact?

1. Dr Pooja Nakamura
2. Dr Adria Molotsky

## Contact information

### Type(s)

Scientific

### Contact name

Dr Pooja Nakamura

### Contact details

American Institutes for Research  
1000 Thomas Jefferson St NW  
Washington, DC  
United States of America  
20007

### Type(s)

Scientific

### Contact name

Dr Adria Molotsky

### Contact details

American Institutes for Research  
1000 Thomas Jefferson St NW  
Washington, DC  
United States of America  
20007

## Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

N/A

## Study information

### Scientific Title

Clustered-randomized control trial of Read Write Inc. Phonics (using New Group Reading Test collected at end of second year for pupils from Reception – Year 2) and Fresh Start (using KS2 reading fine points score for eligible pupils from Years 5 and 6) Programmes

### Study objectives

Read Write Inc. Phonics and Fresh Start will improve pupil reading outcomes.

### Ethics approval required

Old ethics approval format

### Ethics approval(s)

American Institutes for Research Institutional Review Board 12/05/2016

### Study design

Cluster randomised controlled trial

### Primary study design

Interventional

### Secondary study design

Cluster randomised trial

### Study setting(s)

School

### Study type(s)

Other

### Participant information sheet

Not available in web format, please use contact details to request a participant information sheet

### Health condition(s) or problem(s) studied

Reading outcomes

### Interventions

Staff in treatment schools attend two days training in primary schools including knowledge of the alphabetic code and training on how to teach both programmes. Assessment processes to

ensure children are taught at the correct level and that slowest progress children receive daily tutoring. Ongoing, regular development days – a consultant trainer works with the leaders in school to ensure successful implementation and provide continuing professional development.

After training, children are taught daily in homogeneous groups:

1. Phonic lessons for reading and spelling
2. Reading activities – from decoding to comprehension
3. Spelling and compositional writing
4. Children work with a partner and articulate their thinking throughout the lesson

Teachers in the two-year wait-list control will continue 'business-as-usual' for the teaching of phonics, reading and writing.

### **Intervention Type**

Other

### **Primary outcome measure**

1. Read Write Inc. Phonics: New Group Reading Test at the end of the second year (independently collected by Queens University Belfast)
2. Fresh Start: KS2 reading fine points score for Year 6 eligible students at the end of the first year of programme implementation and Year 5 eligible students at the end of the second year of programme implementation (i.e., the end of Year 6 for students who began programme in Year 5)

### **Secondary outcome measures**

1. Read Write Inc. Phonics: teacher assessed KS1 writing at Year 2 and the teacher assessed Year 1 phonics screening check for both years of the programme aggregated
2. Fresh Start: combined KS2 writing results for Years 5 and 6

### **Overall study start date**

02/12/2015

### **Completion date**

31/10/2019

## **Eligibility**

### **Key inclusion criteria**

Schools: All schools are eligible, but the mean FSMEver of the sample should be greater than the national mean for England. The schools must be state funded, and a large (but no more than 50%) share of schools must come from the North East region of the UK.

Pupils: While Read Write Inc. Phonics is delivered to all children in Reception and Year 1 and those who are assessed as needing it in Years 2 – 4, the evaluation will focus on pupils from Reception – Year 2 only. While Fresh Start targets eligible pupils in Years 5 – 8 who are below appropriate reading age, the evaluation will focus on eligible pupils from Years 5 and 6 only. The eligibility criteria for the Fresh Start programme is a school progress measure, through which the children are selected according to their reading levels. Children reading below a reading age of 9.5 years are taught Fresh Start.

### **Participant type(s)**

Other

**Age group**

Child

**Sex**

Both

**Target number of participants**

Read Write Inc. Phonics: 4,400 Year 2 pupils from 120 schools; Fresh Start: 1,200 Year 5-6 pupils from 120 schools

**Key exclusion criteria**

Schools: non-stated funded schools

Pupils: Fresh Start: Children reading above a reading age of 9.5 years

**Date of first enrolment**

01/04/2016

**Date of final enrolment**

31/08/2016

**Locations****Countries of recruitment**

Northern Ireland

United Kingdom

**Study participating centre**

**Queen's University Belfast**

69/71 University Street

Belfast

United Kingdom

BT7 1HL

**Sponsor information****Organisation**

Education Endowment Foundation (UK)

**Sponsor details**

9th Floor

Millbank Tower

21-24 Millbank  
London  
United Kingdom  
SW1P 4QP  
+44 (0)207 802 1676  
info@eefoundation.org.uk

**Sponsor type**

Charity

**Website**

<https://educationendowmentfoundation.org.uk>

**ROR**

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

## **Funder(s)**

**Funder type**

Charity

**Funder Name**

Education Endowment Foundation

**Alternative Name(s)**

EducEndowFoundn, Education Endowment Foundation | London, EEF

**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 final report will be distributed by the Education Endowment Foundation and made available on their website.

**Intention to publish date**

31/05/2021

## Individual participant data (IPD) sharing plan

The data repository that the trialists will submit to is FFT. They will be submitting anonymized project data, a copy of the final evaluation report, do files, and a standardized dataset including pupil identifiers. They will be submitting the data within one month of completing the final report (approximately April 2019). Access to that data will be controlled by approval from the EEF and the DfE. Opt-out consent was obtained by their assessment partner, Queen's University Belfast.

## IPD sharing plan summary

Stored in repository

## Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Protocol file</a>			26/08/2022	No	No
<a href="#">Statistical Analysis Plan</a>		17/01/2018	26/08/2022	No	No
<a href="#">Basic results</a>			05/01/2023	No	No