

Evaluation of Rhythm for Reading 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 24/01/2019	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Rhythm for Reading is a ten-week course of weekly ten-minute lessons in which children take part in rhythm-based exercises while reading musical notation. The sessions are delivered by specialists who will later train teachers. The programme was designed by Marion Long. Rhythm for Reading is being tried 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 Rhythm for Reading is a successful method, 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 this study.

What does the study involve?

Participants sat a reading ability test in March/April 2013, before being randomly allocated to either attend Rhythm for Reading sessions or to carry on with their normal school curriculum. In July 2013, 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 they cause 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?

Six secondary schools in South East London, UK can participate in this study.

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

The study began in December 2012, with the final report due in October 2013.

Who is funding the study?

It is being 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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Additional identifiers

Study information

Scientific Title

Randomised trial of the Rhythm for Reading programme for 11-12 year olds considered to be vulnerable Level 4 English achievers

Acronym

R4R

Study objectives

Does the use of the Rhythm for Reading scheme improve reading ability in 11 and 12 year-olds with low reading ability.

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 project will be run as a randomised controlled trial, with a minimum of 400 individual Year 7 pupils across 6 South East London secondary schools randomly assigned to two groups Rhythm for Reading (treatment group) or standard English curriculum (control group). It will focus on the weakest readers. Children will be extracted from classes and taught in groups of 10 for 10 minutes, once a week. Children in the treatment group received the intervention between April and July 2013, whilst the control group carried on with their normal English lessons. All pupils will be tested using the NGRT at baseline (March/April 2013) and at follow-up (July 2013).

Intervention Type

Other

Phase

Not Applicable

Primary outcome(s)

Overall reading ability [as measured by the New Group Reading Test (NGRT)]

Both primary and secondary measures come from the NGRT. This was administered to all pupils in the study twice, once in late March/early April 2013, the follow-up in July 2013

Key secondary outcome(s)

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

Both primary and secondary measures come from the NGRT. This was administered to all pupils in the study twice, once in late March/early April 2013, the follow-up in July 2013

Completion date

31/10/2013

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. If necessary for sample size, low level 4 readers will also be included.

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Sex

All

Key exclusion criteria

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

Date of first enrolment

01/12/2012

Date of final enrolment

31/10/2013

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?
Funder report results	results	01/05/2014		No	No