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Evaluating the Research on the Instruction of Literacy with Language (RILL) intervention programme children learning through the medium of Welsh

Submission date
23/09/2022

Recruitment status
No longer recruiting

Registration date
27/09/2022

Overall study status
Completed

Last Edited
18/05/2026

Condition category
Mental and Behavioural Disorders

[ ] Prospectively registered
[ ] Protocol
[ ] Statistical analysis plan
[X] Results
[X] Individual participant data

Plain English summary of protocol
Background and study aims
The Remote Instruction of Language and Literacy (RILL: https://www.rillresearch.org) programme was conceived in early 2020 in response to the COVID-19 outbreak. In its current form, it provides a fun and intensive 10-week language and literacy programme that can be delivered either through the medium of English or through the medium of Welsh. Crucially, it applies cutting-edge knowledge from reading science – i.e., what works – and it can be delivered to the child in their home or in the classroom. It is therefore potentially available to highly disadvantaged children (school non-attenders) as well as those able to attend school. The aim of this study is to evaluate the RILL intervention programme with children learning through the medium of Welsh.

Who can participate?
Children who are in Key Stage 2 (8 – 10 years) with reading difficulties enrolled in mainstream Welsh-medium primary schools in Wales.

What does the study involve?
The study involves participants completing short screening tasks to assess their reading ability. This is followed by completing short assessment activities measuring reading, writing and language skills, online with a teaching assistant present. Some children will then complete the RILL programme, which is a set of lessons targeting reading and related skills. They will complete these lessons twice a week for 15 weeks, 45 minutes per lesson. Other children will complete classroom activities as normal and the RILL programme at a later date.

We assess children at three time points: once before the intervention, once at the end of the intervention at 15 weeks and once at the follow up 15 weeks later. This shows us how children have gained and maintained their language and literacy skills.

What are the possible benefits and risks of participating?
Possible benefits are children's literacy will improve, teaching assistants' skill levels in delivering interventions will improve, and schools will benefit from support from the team. The researchers anticipate no risk to participants or schools.

Where is the study run from?
Bangor University in collaboration with Leeds Trinity University and the University of Oxford (UK)

When is the study starting and how long is it expected to run for?
March 2022 to May 2024

Who is funding the study?
Welsh Government

Who is the main contact?
1. Prof Manon Jones, manon.jones@bangor.ac.uk
2. Dr Cameron Downing, cameron.downing@york.ac.uk

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Additional identifiers

Protocol serial number
WG-RILL-001

Study information

Scientific Title
Evaluating the Research on the Instruction of Literacy with Language (RILL) intervention programme for children with reading difficulties, aged 8 - 10 years old, compared with age-matched, wait-list control children, learning through the medium of Welsh, on reading and language measures

Acronym
RILL-Cym

Study objectives
Children receiving the Research on the Instruction of Literacy with Language (RILL) intervention will make greater gains on literacy and language outcome measures (indices of phonological awareness, word-level decoding and fluency, spelling, and vocabulary) compared with children in the wait-list control group.

Ethics approval required
Old ethics approval format

Ethics approval(s)
Approved 07/09/2022, Ethics board of the School of Human and Behavioural Sciences (Brigantia Building, Penrallt Road, Bangor University, LL57 2AS, UK; +44 (0)1248388740; c.saville@bangor.ac.uk), ref: 2022-17213

Primary study design
Interventional

Study design
Multicentre interventional concealed randomized controlled trial with wait-list control

Study type(s)
Treatment

Health condition(s) or problem(s) studied
Children with reading difficulties (e.g., developmental dyslexia)

Interventions
For the intervention arm, children will receive the RILL intervention programme twice a week for 15 weeks. Each lesson is administered by a trained teaching assistant and lasts for up to 45 minutes per lesson. The intervention will be administered outside standard literacy instruction.

The waitlist control arm will receive standard instruction during the period that the intervention arm receives RILL. After the children in the intervention arm receive RILL, children in the wait-list control group will then receive RILL (under the same conditions).

Intervention Type
Behavioural

Primary outcome(s)
Current primary outcome measure as of 30/01/2024:
Reading measured using the Test of Word Reading Efficiency (TOWRE) at baseline (pretest), post test (15 weeks) and follow up (30 weeks)

Previous primary outcome measure:
Reading measured using the Test of Word Reading Efficiency (TOWRE) at baseline (pretest) and post test (15 weeks)

Key secondary outcome(s)
Current secondary outcome measures as of 30/01/2024:
1. Welsh word reading measured using an adapted version of the TOWRE at pre-, post-test and follow up
2. Pseudo word reading fluency measured using an adapted version of the TOWRE at pre-, post-test and follow up
3. Phoneme awareness measured using MABEL phoneme deletion in English and Welsh at pre-, post-test and follow up
4. Vocabulary measured using a criterion reference test at pre-, post-test and follow up
5. Rapid naming measured using the MABEL test battery at pre-, post-test and follow up

Previous secondary outcome measures:
1. Welsh word reading measured using an adapted version of the TOWRE at pre and post test
2. Pseudo word reading fluency measured using an adapted version of the TOWRE at pre and post test
3. Phoneme awareness measured using MABEL phoneme deletion in English and Welsh at pre and post test
4. Vocabulary measured using a criterion reference test at pre and post test
5. Rapid naming measured using the MABEL test battery at pre and post test

Completion date
30/05/2024

Eligibility

Key inclusion criteria
1. Children aged 8 - 10 years old
2. Undertaking Welsh-language instruction at school
3. Normal or corrected-to-normal vision and hearing
4. Identified as having literacy difficulties via a reading screener

Participant type(s)
Other

Healthy volunteers allowed
No

Age group
Child

Lower age limit
8 Years

Upper age limit
10 Years

Sex
All

Total final enrolment
0

Key exclusion criteria
Children not in a mainstream school setting

Date of first enrolment
01/09/2022

Date of final enrolment
01/12/2022

Locations

Countries of recruitment
United Kingdom

Wales

Study participating centre
Bangor University
College Road
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Sponsor information

Organisation
GwE

Funder(s)

Funder type
Government

Funder Name
Llywodraeth Cymru

Alternative Name(s)
Welsh Government, The Welsh Government

Funding Body Type
Government organisation

Funding Body Subtype
Local government

Location
United Kingdom

Results and Publications

Individual participant data (IPD) sharing plan
The datasets generated during and/or analysed during the current study will be stored in a publically available repository (http://reshare.ukdataservice.ac.uk); raw, anonymised data will become available 12 months after data collection and available indefinitely (or until a date decided upon at a later date). Will be open data, available to anyone via mechanisms available in reshare (the licence applied to the data will be attribution non-commercial share alike: CC BY-NC-SA). Consent will be obtained from participants to share anonymised data.

IPD sharing plan summary
Stored in publicly available repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article		23/03/2026	18/05/2026	Yes	No
Dataset		01/04/2025	18/05/2026	No	No
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes
Study website	Study website	11/11/2025	11/11/2025	No	Yes