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Evaluation of Bolton Councils modified Vocabulary Enrichment Intervention Programme (VEIP) improving reading ability in Year 7 pupils with low reading ability

Submission date
04/07/2013

Recruitment status
No longer recruiting

Registration date
29/07/2013

Overall study status
Completed

Last Edited
24/01/2019

Condition category
Other

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

Plain English summary of protocol

Background and study aims
The Vocabulary Enrichment Intervention Programme (VEIP) was created by Victoria Joffe, an academic at City University London. The programme has two aims: to teach children new words and to encourage them to use these words in speaking and writing. Bolton Council have modified this programme by adding elements of the phonics programme Sounds-Write, and the literacy resources of the Literacy Plus programme. This 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 this 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 February 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 childs 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?
This study is run in 12 secondary schools in the Bolton area, UK.

When is study starting and how long is it expected to run for?
The study began in December 2012, with the final report due in May 2014.
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

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Study information

Scientific Title
Randomised trial of Bolton Councils modified Vocabulary Enrichment Intervention Programme for 11 to 12-year-olds considered to be vulnerable Level 4 English achievers

Acronym
VE

Study objectives
The primary research question is: what is the impact of Bolton Councils modified Vocabulary Enrichment Intervention Programme on reading ability?

The secondary research question is: are improvements in attainment moderated by National Curriculum reading level or whether a pupil receives the pupil premium? 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

Primary study design
Interventional

Study design
Randomised trial with baseline and follow-up reading test

Study type(s)
Quality of life

Health condition(s) or problem(s) studied
Struggling readers/low literacy levels

Interventions
The 540 children will be randomly assigned to one of two groups:
1. VEIP+LP (Literary Plus)+BD+SW (Sounds Write) (referred to subsequently as FP i.e. Full Programme)
2. Business-as-usual, control (referred to subsequently as control)
Some Bolton secondary schools split each year group into two or more groups for timetabling reasons. It is therefore not possible to randomise across the whole year group and succeed in running the trial. For these schools, trial-eligible pupils will be identified from primary school data. Schools will allocate these (non-randomly) to timetable bands along with the rest of their students. Randomisation of eligible pupils will then occur within each band. Baseline testing will occur in September 2013 with follow-up in February 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 post-test in February 2014.

Key secondary outcome(s)
1. Reading ability (NGRT subsection)
2. Reading comprehension (NGRT subsection)

Completion date
31/05/2014

Eligibility

Key inclusion criteria
Year 7 pupils who were achieving at Level 3, 4c (possibly 4b depending on numbers) in reading at the end of Key Stage 2, as indicated by Key to Success data.

Participant type(s)
Patient

Healthy volunteers allowed
No

Age group
Child

Sex
All

Key exclusion criteria
1. Year 7 pupils with National Curriculum level 4b or above in reading at the end of Key Stage 2
2. Parental opt-out

Date of first enrolment
01/12/2012

Date of final enrolment
31/05/2014

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?
Funder report results	results	01/10/2014		No	No