



Reciprocal Reading for struggling secondary readers

**Nuffield Foundation
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**Dr Maria Cockerill
Dr Joanne O'Keeffe**

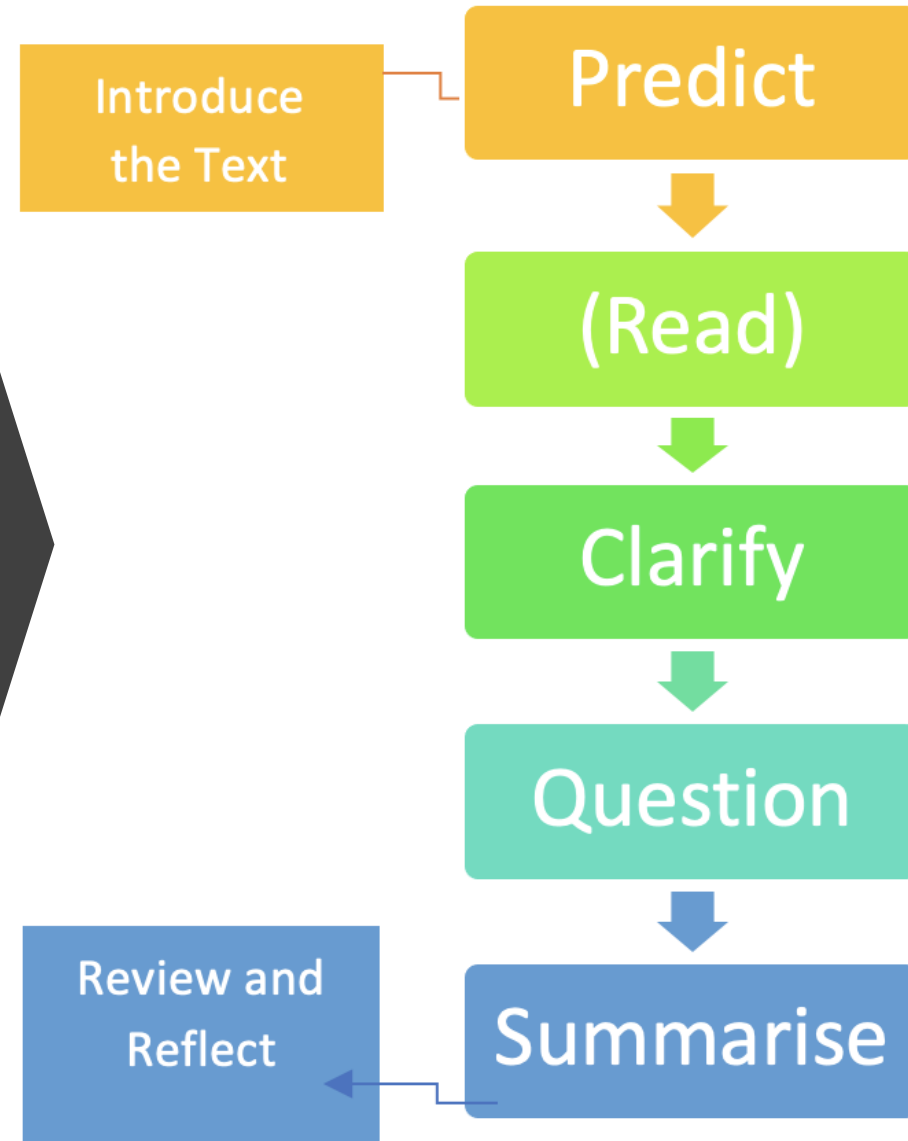
Background

What we already know: Findings from recent UK research

Reciprocal Reading targeted instruction improves reading – Students make approximately two months additional progress

- Reciprocal Reading in KS2 – Universal & targeted intervention (EEF)
- Reciprocal Reading Secondary in KS3 – targeted intervention (DfE)

Reciprocal Reading sequence



Cooperative learning approach

- 4-8 students
- Structured conversation facilitated by adult
- Age-appropriate texts
- Three RR sequences per session

Improving reading outcomes - A global endeavour today

The present study used RCT (Sep21-Jul22) and process evaluation to test reciprocal reading targeted instruction in secondary schools

- Is the approach deliverable at greater scale than previously tested?
- Does the approach improve Year 7 student's reading?



Who participated?

- 20 schools
- from 11 Local Authorities
- Socio-economically disadvantaged areas

Sample

- Up to 40 students per school (n=782)
- 32.4% Average FSM across sample

Who & what is involved?

Schools with staff teams

Targeted students

Staff training and support

Programme resources

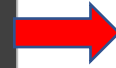


What is delivered?

Intervention delivered over approx. 2 terms (20+ weeks), one 30min session per week

Cooperative learning structure in small groups (4-8 students)

RR sequence of 4 strategies used (predict, clarify, question, summarise)



What changes?

Staff knowledge and instruction improves

Students learn cooperatively to use RR strategies

Student awareness of the RR approach improves



What is the result?

Student reading comprehension and overall reading ability improves



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What was the impact of the Reciprocal Reading intervention?

- Impact on student reading: same for RR and Control groups
- Students performed no better, but no worse in either condition
- Why?
 - RR intervention had a similar effect to previous findings
 - However, students in the 'control group' made more progress
 - COVID-19 interventions/Catch up/focus on literacy?

Process evaluation

Why did we do a process evaluation?

- Were intervention activities implemented as intended?
- What specific activities were implemented e.g. the strategies of RR?
- Did the staff and students engage?
- Did the activities help realise the programme objectives?
- If the programme was not implemented as intended what conclusions can we draw?
- Process data (staff survey feedback and school interviews)

Findings from the Process Evaluation

- All schools engaged in training and used resources as per content design.
- All schools succeeded in timetabling and delivering the intervention.
- Control group students did not engage in the RR intervention.
- Schools reported a variety of interventions for control group.
- It is possible to implement the Reciprocal Reading Secondary programme intervention in secondary schools at greater scale than previously attempted.

Conclusions – Key findings

Reciprocal Reading is implementable in schools

- Full engagement of 20 schools in training and delivery
- All schools implemented RR with effective deployment of staff
- All schools implemented RR with adherence to content design.

However...

- There was variation in delivery per school.
- Greater standardisation is required (timetabling and delivery length).
- We found that the treatment group performed no better, but no worse than those in the control group

Recommendations – Improving Reading in KS3

- Establish use of evidence in schools to improve reading standards.
- Explore impact of Reciprocal Reading delivered at different times. (e.g. pre-school registration versus lesson-time).
- Further standardise intervention delivery times/sessions per-week. (eg Try Primary school model of delivery twice per week).

School experiences of using Reciprocal Reading

Six months on... [Feb23]

School 1 [North-East] 51% students from areas of high deprivation

Student voice:

“I now know how to infer from a text”

“I can make educated guesses by reading around a word I don't know”

“Last week, I actually chose to read a book”

“I understand things much better now when I read”

“I feel much more confident reading out loud - I wouldn't have dared before”



School's continued engagement with the intervention [Feb23]

- “12 hours of RR have now been timetabled across the timetables of three staff”

School 2 [West Yorkshire] 39% students from areas of high deprivation

40 students eligible
20 received RR / 20 control

Impact of RR with our students

Intervention students:

“made, on average, 33 months progress in their reading age (NGRT)”

Control students:

“made on average, 1.2 months progress (so actually regressed— something that often happens in Y7).”

School’s continued engagement with intervention [Feb23]

- *“All English staff have now been trained on RR strategies.”*
- *“Strategies being used in whole-class settings as well as in intervention sessions.”*
- *“RR continues to be used as small group intervention for identified cohort in Y7. We have extended the cohort to around 30 students this year.”*

School 3 [North-West] 32% students from areas of high deprivation

What school said about student learning

“Has helped improve our students reading ages”

“Encouraged reading for pleasure”

“Greater understanding of the text they are reading.”

“Better engagement within literacy focused lessons enabling them to gain an easier access to the curriculum.”

School's continued engagement with the intervention [Feb23]

- *“We have now chosen to use the intervention in our Reading Lessons ... for a small group of students requiring support with their reading comprehension.”*
- *“Reciprocal Reading has now superseded the previous intervention used within school.”*

The full report is available

<https://pure.qub.ac.uk/en/publications/reading-for-meaning-reciprocal-reading-secondary-for-struggling-r>



**Project team: Dr Maria Cockerill, Dr Joanne O'Keeffe & Prof Allen Thurston
School of Social Sciences, Education and Social Work, Queen's University Belfast**

Maria Cockerill maria.cockerill@qub.ac.uk

Joanne O'Keeffe j.okeeffe@qub.ac.uk