


Making catch-up cool when motivation is half the battle

Number of schools:	 12	Region/ geography:	 Multiple
Number of pupils:	 100+	Study length:	 3-4 weeks

Research premise: The NFER (The National Foundation for Educational Research) carried out an in depth research study in Rapid Reading in 2006, trialling Rapid in 12 schools across the UK. The schools involved in the study included a mixture of urban and rural schools with varying numbers of pupils on FSM or with statements, and a wide variation in ethnic diversity. The trials took place over a period of 3 to 4 weeks in the summer term; the running of the trials was left to the discretion of the individual schools.

Key points to take away

- Captivating books to **motivate reluctant readers** and increase confidence.
- Presentation of books varies **to appeal to children's different interests and tastes**.
- Books **specially tailored to older children** to engage their interest.
- Non-fiction books with **interesting facts and information**.

The trial provided a bank of qualitative data and anecdotal evidence about the impact of the Rapid programme on struggling readers – particularly in terms of their motivation and confidence.

- Many teachers and teaching assistants were impressed with the impact on pupils' confidence and their socialising skills. It was felt that being able to take facts back to class and share them with others and talk about the jokes was a valued aspect of the books.
- Many schools felt the books were motivational and highlighted examples of reluctant readers who were quite captivated by the books and were enjoying using them.
- The way the books were presented was valued by most schools. This included the mixture of cartoons with real-life images, short paragraphs of text and colourful images.
- Schools liked the length of the books, which they felt were motivational and helped improve pupil confidence because pupils were able to finish a book.

- Some schools felt that the books had a 'grown up' feel to them which was particularly useful in working with older pupils who may not have felt comfortable reading books they felt were 'babyish'.
- The separate fiction and non-fiction texts were well liked. Some schools felt that the non-fiction text was particularly appealing to pupils and that they liked reading about real life facts and information.



The outcome – more motivated and confident readers

The results from the trials were then collated by the NFER and pulled together into the Rapid Reading intervention: case study report, which you can read in its entirety at www.pearsonprimary.co.uk/rapidNFER

Find out more

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