

Worcestershire trials quadruple reading accuracy and comprehension



Rapid reading trial in Worcestershire schools

Number of schools: 7
Number of pupils: 41

Region/ geography: Worcestershire
Study length: 3 months

Research premise: In 2013 Pearson launched the Rapid Reading online service. Previous studies into the Rapid books and CD-Rom software had shown that, used consistently, Rapid Reading could double children's rate of expected progress. We believed that the new online programme was even better but were keen to test this to make sure. For this reason we contacted **Wendy Robins** of the **Worcestershire Learning Support Team**, to ask for her help in coordinating a trial of Rapid Reading across a range of schools and pupils.

Key points to take away

- **Over half** of the children made **four times the expected progress** in reading.
- **Significant improvements** were made even in schools with lower average progress in reading accuracy and comprehension.
- Implemented and used correctly, **Rapid Reading has a positive impact** on children's reading progress.
- **Rapid helps develop** both **comprehension skills** and **reading accuracy**.

- **54%** of pupils made over 12 months' progress in their reading age over the three months (that's four times the expected rate of progress!)
- **83%** of pupils made at least six months' progress (double the expected rate of progress!)
- **93%** made at least three months' progress (i.e. at or above the expected rate).

Rapid helps achieve great results and change lives

We also saw a wonderful example of how Rapid really can change lives. One Year 4 boy made an amazing **35 months'** progress in reading accuracy and an even more fantastic **45 months'** progress in comprehension. This took him from a starting reading age of 5 years 2 months to a reading age of 8 years 1 month (in reading accuracy) – meaning that he had effectively caught up to his expected age level in only three months.



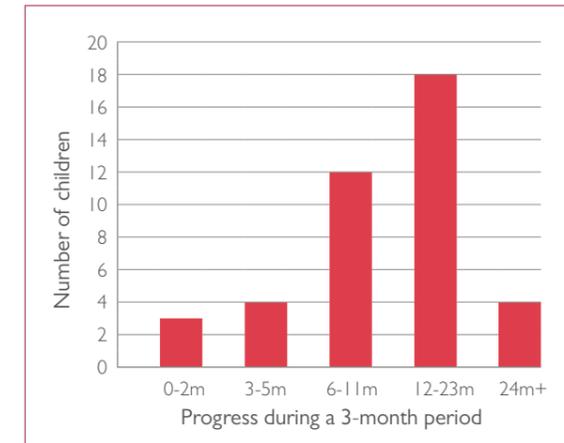
Background

A total of seven schools in the county were recruited; 41 pupils were selected between them to take part in the three month study. Each child was given a reading log and sessions were recorded to ensure that the Rapid programme was followed as per the recommendation for optimal results. Parents were also contacted ahead of the trial and asked to encourage and support their child with any online reading homework provided by the trial.

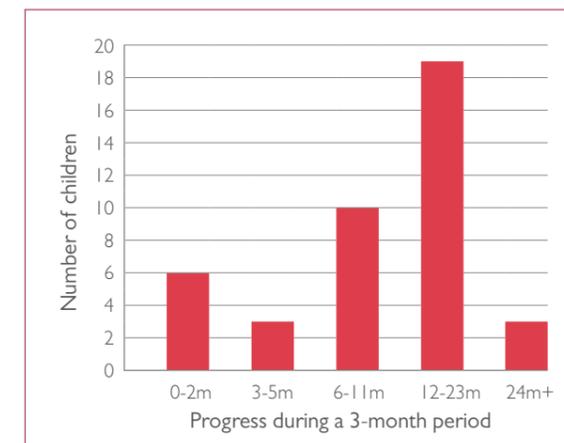
Headline results

The results of the trial were overwhelmingly positive. Teachers and children alike enjoyed using the programme and parents reported seeing an increase in their child's confidence and attitudes towards reading. Over half of the children made **four times the expected progress in reading accuracy**. That's an average of 13 months' progress in just three months.

Progress in reading accuracy



Progress in reading comprehension



Results by school

The results showed some variance by school. This may be due to environmental factors, as with any study where the circumstances of the individuals concerned are all unique. It is worth noting that even in the schools with lower average progress in reading accuracy and comprehension, progress is still **double** the expected rate. In the best performing schools, average progress was four and a half, five and even six times above expected. There is no doubt that the impact of Rapid does rely to a certain extent on the way the programme is implemented by the teachers, SENCOs and TAs using it. The Rapid Professional Development courses are a key part of any new adoption of Rapid, helping ensure that it is used to its best effect.

Results by year

The average progress both in reading accuracy and comprehension all falls within a range of 10.5-16 months across the year groups. This illustrates that Rapid is a successful intervention, making it a great option for Year 6 pupils when other approaches have not worked.

Pupil, parent and teacher feedback

The majority of feedback from teachers, parents and children alike was positive. Satisfaction surveys were completed by two of the schools involved in the trial, and these schools also provided full before and after attitudinal surveys for the children involved as well as a follow-up questionnaire for parents:

- "I think the trial went very well. I liked it as it was so much easier than using the discs which resulted in more children being able to access Rapid. The children all really liked it. They were always keen to come and read and loved the reward system."
Jean Green, TA, Chawson Primary, Worcestershire
- "The pictures kept my child interested which made her read on. She loved the reward system too. My child is more confident in her own reading ability; she will read on her own without being asked to."
Mum, Chawson Primary, Worcestershire
- "His overall ability has improved and his willingness to read is much better. He is much happier to read and shows enjoyment in it."
Mum, St. Oswald's Primary, Worcestershire
- "My favourite thing about Rapid is reading on the computer."
Child, St. Oswald's Primary, Worcestershire

The outcome – Rapid helps develop confident and motivated readers

Used consistently and effectively, Rapid Reading has an incredible impact on children's progress in reading. The data from the Worcestershire trial shows that Rapid is a powerful reading intervention tool throughout Key Stage 2, and works well for both girls and boys. The online books and rewards add a layer of motivation, particularly for reluctant boy readers. Drawing from the pupil, parent and teacher feedback forms, it is clear that Rapid creates more rounded literacy skills by boosting children's confidence in their reading and helping develop their comprehension skills in conjunction with reading accuracy.



Find out more

To contact your local Pearson Primary representative email primaryappointments@pearson.com or visit pearsonprimary.co.uk/impact to see more impact case studies.