

## Abstract

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The purpose of the study was to design and implement a reading intervention program for students of class – 6 those are struggling in English reading. The effect of the intervention was measured in sense of improving English reading fluency. Researcher also attempted to determine whether the intervention have sustainable effect. Again, researcher also tried to find out the impact of the reading intervention program for students with reading difficulties on their academic performance in English. The study was conducted on Howrah district of West Bengal, India.

Various studies confirmed that it is very difficult for the students at elementary grade to achieve the grade level reading expectation if they have poor start at learning to read. The performance gap of these children and children who read well widens as they advance to next grade levels. In the quasi-experimental study, researcher instructed about those reading skills, during the intervention for those who are identified to have reading difficulties at class – 6 of selected school – 1(experimental group) whereas no instruction was given to students with identified reading difficulties of second selected school – 2 (control group).

Two groups were compared to check effectiveness of the intervention program in improving their reading fluency using pre and post test data. To determine the impact of intervention program to their academic performance, academic scores of both groups were compared in context of intervention program using ANOVA. Finding of the study reveals that there was significant improvement in their reading skills due to the intervention program. Again, it succeeded to make sustained effect to the students who were participating the program. Finally, the study also reveals that there was significant effect of intervention t their academic performance.

With the finding of the study, parents and educator may be better prepared themselves to help the students with reading difficulties through a new way of understanding about their problem that these learners need extra support.