

## CSC Voice 21 Case Study: Stacey Primary School (2)

### 1. Introduction

Stacey Primary School is an inner-city school in Cardiff for children aged three to eleven. It has a complex mix of pupils, with 34% eligible for e-FSM. 12.1% of the school population is identified as ALN. Pupils who attend Stacey Primary School come from a wide variety of backgrounds and there is a diverse mix of cultural identities that make up the school's population. 71% of our school population are from a minority ethnic background and 64% have English as an additional language with 30 different languages being spoken across the school. 40% of EAL pupils are either new to English or at the early acquisition stage and 59.4% are either developing competency or competent.

After visiting School 21, a 4-18 school in East London we, the Head Teacher and Literacy Lead from Stacey Primary School, were so inspired by the level of oracy and communication across the school by the pupils we decided to introduce some of the strategies we had observed within our own establishment and create a culture of talk in the classroom.

### 2. Description of strategy/activity

#### Sentence Stems

Sentence stems are the simplest and most effective technique for scaffolding talk; they were introduced from Nursery to Year Six in order to help develop and enhance the oracy of all pupils.

- Sentence stems are used on a daily basis throughout the day, they are used as the foundation for teaching oracy.
- Sentence stems are tailored to the specific needs of the learners and/ or the task.
- Specific sentence stems used during the lesson are displayed.
- Pupils are encouraged to use the specific sentence stem when answering a question. If they do not use the sentence stem they are reminded and this is modelled by the class teacher.
- A variety of sentence stems are used for various purposes; the language of argument, comparison, deduction, description, evaluation and explanation. Along with conversational language, e.g. *"During the weekend I .....,"* *"This week I would like to ....."*
- Pupils are taught how to respond to statements and questions using sentence stems – focusing on listening as well as oracy.

### 3. Impact of strategy/activity on provision

A whole school approach to teaching and using sentence stems has helped to create a consistent approach to teaching and developing oracy from Nursery to year Six. All teaching staff model and use the appropriate sentence stems when talking to and working with pupils thus embedding the vocabulary and helping to develop the pupils' language and extend their ability to answer a question using a full sentence.

### 4. Impact of strategy/activity on pupil standards /engagement

Sentence stems help pupils to get started without having to think about how to formulate a response. They help reduce the pressure on pupils therefore enhancing their confidence and self-esteem. They scaffold pupils' interactions and responses.

Using sentence stems has had a positive impact on raising both pupils oracy and writing levels at the end of the Foundation Phase and KS2.

FpH	2018	2019	Comment
LLC O5+	89.3	92.6	Above Wales
LLC O6	46.4	40.7	Above Wales

KS2	2018	2019	Comment
Oracy L4+	83.3	90.5	In-line with Wales
Oracy L5+	54.2	61.9	Significantly above Wales
Writing L4+	83.3	90.5	In-line with Wales
Writing L5+	50.0	57.1	Significantly above Wales