



## Cooper Perry Primary School

### Languages Statement of Practice

#### Vision

At Cooper Perry, our curriculum inspires curiosity, confidence, and a lifelong love of languages. We aim to broaden pupils' cultural understanding and equip them with the skills to communicate effectively, so they leave primary school ready to embrace future language learning with enthusiasm and confidence.

#### Intent

At Cooper Perry, our intent is to inspire curiosity and a love of languages while developing pupils' confidence in speaking, listening, reading and writing in another language. We aim to broaden pupils' cultural awareness and deepen their understanding of the wider world, fostering respect for other cultures and ways of life.

By using Oak National Academy, we ensure a high-quality, progressive and inclusive curriculum that builds strong foundations in Spanish in Lower Key Stage 2 and French in Upper Key Stage 2. Our MFL provision supports pupils to develop transferable language-learning skills such as accurate pronunciation, grammatical understanding and the ability to communicate ideas effectively, preparing them for future language learning at secondary school.

#### Implementation

Languages are taught weekly across Key Stage 2 using the Oak National Academy primary languages curriculum, which is carefully sequenced and progressive. During a transition period, pupils in Upper Key Stage 2 continue to study French, while Spanish has been introduced in Years 3 and 4. This ensures pupils develop strong foundations in language learning before continuing with Spanish as they move into Upper Key Stage 2, where French will be phased out.

Lessons are delivered through a combination of high-quality video instruction, teacher-led reinforcement and interactive activities. Each unit builds systematically on prior learning, introducing new vocabulary and grammatical structures in a logical sequence. Pupils are regularly exposed to accurate native-speaker pronunciation through Oak lesson resources and are given frequent opportunities to practise listening and speaking, alongside developing their reading and writing skills.

Teachers adapt Oak lessons to meet the needs of their classes, using a range of strategies including repetition, modelling, questioning and scaffolded tasks to ensure pupils are supported in acquiring new language. Knowledge organisers and key vocabulary are revisited regularly to support retention and progression over time.

## Inclusion

The Oak National Academy Spanish curriculum supports inclusion by providing clear modelling, visual prompts and structured language patterns, enabling all pupils to access learning regardless of prior experience. Lessons are designed to reduce cognitive load through repetition and consistent routines, supporting pupils with additional needs.

Teachers further adapt lessons to ensure accessibility for all learners. This includes pre-teaching key vocabulary, using visual aids and gestures, breaking tasks into smaller steps and providing sentence stems or word banks. Opportunities for overlearning and oral rehearsal are built into lessons to support pupils who require additional practice. More confident learners are challenged through extended speaking and writing tasks, encouraging independent manipulation of language.

## Retrieval

Retrieval practice is an integral part of the implementation of the Oak National Academy Spanish curriculum. Prior learning is revisited at the start of lessons through recall activities, such as questioning, games, and retrieval of previously taught vocabulary and structures. Key language is recycled within and across units to strengthen long-term memory and ensure pupils can apply their knowledge in new contexts.

Phonics, core vocabulary and high-frequency language are revisited regularly to support accurate pronunciation and fluent recall. Teachers use low-stakes assessment and informal checks for understanding to identify gaps and address misconceptions promptly. This approach ensures pupils retain essential knowledge and build confidence as they progress through the curriculum.

## **Impact**

By the time pupils leave Cooper Perry, they have a positive attitude towards language learning and understand the value of communicating in another language. Through the carefully sequenced curriculum, pupils develop a secure foundation that enables them to listen, speak, read and write simple words, phrases and sentences with confidence.

Pupils show increasing accuracy in pronunciation, vocabulary recall and sentence construction, can take part in simple conversations using taught structures, and begin to recognise grammatical patterns and similarities between languages. They also develop cultural awareness and appreciation of different countries and traditions, leaving primary school well prepared for successful language learning at Key Stage 3.