



## MFL (Spanish) End Points

<b>INTENT</b>	Our Spanish curriculum aims to give children an awareness of other cultures and have the confidence and resilience to communicate in Spanish for practical purposes, using both written and oral Spanish. We aim to give pupils a foundation for language learning that encourages and enable them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.
PUPILS ARE ENABLED TO...	<ul style="list-style-type: none"><li>• <b>Listen attentively to spoken language and show understanding by joining in and responding</b></li><li>• <b>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b></li><li>• <b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b></li><li>• <b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b></li><li>• <b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></li><li>• <b>Read carefully and show understanding of words, phrases and simple writing</b></li><li>• <b>Appreciate stories, songs, poems and rhymes in the language</b></li><li>• <b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></li><li>• <b>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</b></li><li>• <b>Appreciate cultures in different countries and recognise why and how they are celebrated.</b></li></ul>

End Points			
Year 3	Year 4	Year 5	Year 6
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to and enjoy sort stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Communicate with others using simple taught words and phrases</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately of taught content. Understanding the English translation of familiar words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write familiar words and short phrases using a vocabulary list</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To understand the concept of a noun, gender and the use of articles. To accurately use the first person singular e.g. I like to... I am called</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Learn to listen to longer passages and understand more of what we hear, picking out key words and phrases covered in current and previous units</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Communicate with others with greater confidence and accuracy. Ask and answer questions based upon knowledge covered in the units. Incorporate negative responses to questions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read aloud a short piece of text applying knowledge learned. Understand most of what is read on familiar topics.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write familiar words and short phrases using a model and begin to use conjunctions and the negative form</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To better understand and apply the use of gender. To use articles to clarify meaning. Introduce simple adjectival</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills developed</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Communicate on a wider range of topic and themes. Remember and recall a wider range of vocabulary taught in the units with increased confidence and spontaneity</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understand longer passages in Spanish. To decode the meaning of unfamiliar words using cognates and context. To increase knowledge of phonemes and letter strings</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write a paragraph using familiar vocabulary and conjunctions. To be able to include a negative response and adjectival agreement. To begin to substitute words for appropriate synonyms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Revision of gender nouns. To learn to recognise the definite and indefinite article. To understand</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material. Learn to pick our cognates and familiar words. Learn to 'gist listen' even when hearing unfamiliar language</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To recall previously learned language and to incorporate with new language with increased speed and accuracy. Engage in short conversations on familiar topics. To give opinions and justifications.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Be able to read unknown language with increasing awareness and accuracy. To show an awareness of silent letters and accents. To look up unfamiliar words in a bilingual dictionary.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write a piece of text using language drawn from across the curriculum. To write independently adapting models provided. To apply previously taught grammar accurately. To incorporate conjugated verbs into writing. To accurately apply adjectives, conjunctions and possessive pronouns.</li> </ul>

	agreement. To use the negative form and possessive adjectives.	adjectival agreement and possessive adjectives. To start to explore full verb conjugation.	<b>Grammar</b> <ul style="list-style-type: none"><li>• To consolidate understanding of gender nouns. To use the negative form. To become confident with full verb conjugation. To learn both regular and regular verbs.</li></ul>
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