



## MFL – Curriculum End Points

| Concepts  | End of Y4 pupils will know and demonstrate  | End of Y6 pupils will know and demonstrate  |
|-----------|---|---|
| Listening | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.  | Listen to longer text and more authentic foreign language material.<br>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.   |
| Speaking  | Communicate with others with improved confidence and accuracy.<br>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.   | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.<br>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.   |
| Reading   | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.<br>Understand most of what we read in the foreign language when it is based on familiar language.   | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.<br>Decode unknown language using bilingual dictionaries.  |
| Writing   | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.  | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.<br>Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar   | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').<br>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).<br>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.              |
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