

Park End Primary School

Modern Foreign Languages

End Point Assessments

End Point Assessments that pupils are expected to secure across the primary phase.

Subject	MFL
Coverage	Year 3 to Year 6
Key aims	This document signifies the key learning children will be assessed against and need to progress.



MFL End Point Assessment Overview

The end points are organised by year group and term. They show how pupils build from early phonics, greetings and simple transactional language towards more confident use of vocabulary, grammar, longer sentences, decoding strategies and cultural understanding.

Year group	Main learning focus	Language progression	What pupils should be able to do
Year 3	Phonics, Spain/Hispanic countries, greetings, numbers, colours, seasons, weather, instruments, fruit, ice-cream role-play and traditional story vocabulary.	Single words, short phrases, determiner/article awareness and simple likes/dislikes.	Recognise and recall key vocabulary, answer simple questions and perform short structured spoken exchanges.
Year 4	Presenting myself, family, fairy tales, habitats, classroom objects and homes.	Questions and answers, possessive adjectives, negative structures, larger numbers and basic presentation skills.	Speak and write with increasing independence using familiar language and rehearsed structures.
Year 5	Pets, dates, weather forecasts, Romans, Olympics and clothes.	Conjunctions, adjectival agreement, time/date, compass points, decoding and longer listening/reading passages.	Understand and produce longer responses, present information and apply grammar more accurately.
Year 6	School, healthy foods, weekend activities, solar system, descriptions, Vikings and Hispanic celebrations.	Opinion with reasons, time phrases, intensifiers, verb use, complex decoding and cultural comparison.	Use spoken and written Spanish with greater confidence, accuracy and cultural awareness ready for KS3.

End of Key Stage 2: pupils will be able to

- recognise, recall and use a broadening range of Spanish vocabulary across familiar topics;
- apply Spanish phonics knowledge to support accurate pronunciation and decoding of unfamiliar words;
- ask and answer questions using known sentence structures and increasing independence;
- use simple grammatical knowledge, including articles/determiners, gender, adjectival agreement, conjunctions, negatives and opinions;
- listen to and read increasingly longer passages, using cognates, context and known vocabulary to support understanding;
- present short spoken and written pieces in Spanish for a range of purposes;
- develop cultural awareness of Spain, Hispanic countries and aspects of the wider Hispanic world.

Year 3 MFL End Point Assessments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Phonics 1 • Understand the pronunciation of Spanish vowels • Understand the pronunciation of specific letter strings in Spanish • The use of accents in Spanish speaking • I'm learning Spanish • find Spain on a map and be able to recall at least 1 Hispanic country. • use key greetings. • ask and answer the question 'How are you?' in Spanish. • ask and answer the question 'What is your name?' in Spanish. • count to 10 in Spanish. • recognise and recall 10 colours in Spanish	• recognise and recall the 4 seasons in Spanish with the correct determiners/articles. • construct a short phrase about winter weather in Spanish. • construct a short phrase about spring weather in Spanish. • construct a short phrase about summer weather in Spanish. • construct a short phrase about autumn weather in Spanish. • express which season is my favourite in Spanish.	• recognise and recall 5 instruments in Spanish with their determiners/articles. • recognise and recall 5 more instruments in Spanish with their determiners/articles. • recall all 10 instruments with their determiners/articles in Spanish and attempt the spellings. • explore and understand better the role of the definite article/determiner for 'the' in Spanish. • use the 1st person conjugated verb 'toco' (I play) in a sentence in Spanish.	• recognise and recall 5 fruit nouns with the correct articles/ determiners in Spanish. • recognise and recall 5 more fruit nouns with the correct articles/ determiners in Spanish. • change singular nouns into the plural form in Spanish. • use the structure 'me gustan' (I like) with the fruit nouns. • use the negative structure 'no me gustan' (I do not like) with the fruit nouns	• recognise and recall 5 ice-cream flavours in Spanish. • recognise and recall 5 more ice-cream flavours in Spanish. • use 'quisiera' (I would like) in a sentence in Spanish. • ask for a cone or a cup of ice-cream with the number of scoops wanted • in Spanish. • use all my new knowledge to perform a short role-play and order an • ice-cream in Spanish with key transactional language	• Recognise and recall 8 key words from the story of Little Red Riding hood in Spanish. • Recognise and recall 8 parts of the body in Spanish. • Recognise all of the new vocabulary learnt whilst reading the story. • Recognise all of the new vocabulary learnt whilst listening to the story. • Use decoding skills to help understand Spanish words.

Year 4 MFL End Point Assessments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Phonics 1 • Understand the pronunciation of Spanish vowels • Understand the pronunciation of specific letter strings in Spanish • The use of accents in Spanish speaking • Presenting Myself • use basic greetings in Spanish, ask somebody how they are feeling and reply when asked to me. • ask somebody their name in Spanish and reply when asked to me. • recall numbers 1-10 and count from 11-20 in Spanish. • ask somebody how old they are in Spanish and reply when asked to me. • ask somebody where they live in Spanish and reply when asked to me. • express my nationality in Spanish and understand basic gender agreement rules.	• use the nouns and articles/determiners for several family members in Spanish. • move from using the article/determiner 'a/an' with a family member • to use the possessive adjective 'my' in Spanish. • answer the question '¿Tienes hermanos?' (Do you have any siblings?) in Spanish. • introduce family members in Spanish, using 'se llama' (he/she is called). • use my knowledge of larger numbers in Spanish to be able to • describe the age of family members	• listen to the familiar fairy tale 'Goldilocks and the Three Bears' in Spanish and • understand the meaning using picture cards. • re-listen to the familiar fairy tale and retain more vocabulary in Spanish using word cards. • re-listen to the familiar fairy tale and consolidate my new knowledge in Spanish with phrase cards. • use my new knowledge to re-write the story of Goldilocks in Spanish. • present my version of the story to the class.	• the essential things in Spanish that plants and animals need to survive. • about 5 key habitats around the world in Spanish. • to use the verb 'crecer' (to grow) to express which plants grow in these habitats. • to use the verb 'vivir' (to live) to express which animals live in these habitats. • to use all my new knowledge to make a class presentation in Spanish.	• recognise and recall 6 classroom objects in Spanish with the • correct determiners/articles. • recognise and recall 6 classroom objects in Spanish with the correct determiners/articles. • answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?) • change an indefinite determiner/article 'a/an' to the possessive adjective 'my' in Spanish. • use the negative construction in Spanish and use all my new • knowledge to describe what I have/do not have in my pencil case.	• describe where I live using the verb 'vivo' (I live). • recognise and recall 5 rooms of the house in Spanish with the correct determiners/articles. • recognise and recall 5 more rooms of the house in Spanish with the correct determiners/articles. • describe what rooms I do not have in my house using the negative • structure in Spanish. • use all my new knowledge to describe where I live in Spanish.

Year 5 MFL End Point Assessments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Phonics Lesson 3 • Understand the pronunciation of Spanish vowels • Understand the pronunciation of specific letter strings in Spanish • The use of accents in Spanish speaking • Do you have a pet? • recognise and recall 8 common pets in Spanish with their correct determiners/articles. • use the structure 'I have a pet' in Spanish. • describe what my pet is called in Spanish. • describe what pet 'I do not have' in Spanish. • integrate the conjunctions 'y' (and) and 'pero' (but) accurately into my work.	• to recognise and recall the 7 days of the week in Spanish. • to recognise and recall the 12 months of the year in Spanish. • to recognise and recall numbers 1-31 in Spanish. • how to ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. • how to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.	• ask what the weather is like and respond in Spanish. • recognise and recall the conjunctions 'and' & 'but' in Spanish. • recognise and recall the 4 core compass points in Spanish. • recognise and recall the numbers 1-31 in Spanish to say the temperature. • recognise and recall the 7 days of the week and the time of day in Spanish. • present a weather forecast in Spanish.	• to listen attentively to longer passages in Spanish and try to decode Spanish words using cognates. • to understand more of what I hear and read using a listening activity to help • decode unknown language. • Understand the name of 7 Roman gods and goddesses and how they are linked to the days of the week in Spanish. • To understand the key Roman inventions in Spanish. • To understand the negative structure in Spanish	• to listen attentively to longer passages in Spanish and improve my decoding skills. • to understand more of what I hear and read using story ordering to help me • decode unknown language. • To say 10 Olympic sports in Spanish with the correct articles/determiners. • to form a sentence with 'I practise' and 'I do not practise' a particular sport using the verb 'practicar' (to practise) in Spanish. • To know that nouns can change spelling in Spanish depending on the gender of the person being described.	• recognise and recall 10 nouns for items of clothing in Spanish with their articles/determiners. • recognise and recall 5 more nouns for items of clothing in Spanish • with their articles/determiners. • describe what I am wearing in Spanish using 10 different colours and the verb 'llevo...' (I wear) with the conjunction 'y' (and). • understand more about the changes involved in adjectival agreement in Spanish when describing items of clothing by colour. • describe what I wear at school, at home, in summer and in winter in Spanish.

Year 6 MFL End Point Assessments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Phonics 4 • Understand the pronunciation of Spanish vowels • Understand the pronunciation of specific letter strings in Spanish • The use of accents in Spanish speaking • At School • recall 10 school subjects and use them in sentences with the verb 'I study' in Spanish. • tell the time and express at what time I study different school subjects in Spanish. • apply the days of the week in Spanish within the context of a school timetable. • express my opinion about the different subjects I study in Spanish. • extend sentences by justifying my opinions with a reason in Spanish	• recognise and recall 10 new nouns for healthy foods/drinks in Spanish with • the correct articles/determiners. • recognise and recall 10 more nouns for less healthy foods/drinks in Spanish with the correct articles/determiners. • consolidate all the new language and focus on the plural indefinite article in • Spanish as seen in this unit. • recognise and recall some key phrases for healthy and unhealthy eating • habits. • follow a healthy recipe in Spanish and create my own using my new knowledge	• tell the time around the clock in Spanish. • recognise and recall 10 activities in Spanish that I may do at the weekend. • consolidate my learning and focus on the spellings in Spanish for the 10 • activities. • integrate 'at...' plus a time into my spoken and written work about weekend • activities. • use all my new knowledge from the unit to present to the class in spoken and/or written form	• name and label a map in Spanish of the Solar System. • apply the rules of adjectival agreement to describe the Solar System in Spanish. • use conjunctions and intensifiers to extend descriptions of the Solar System. • ask key questions in Spanish in order to conduct an interview with an astronaut. • answer key questions in Spanish pretending to be an astronaut.	• decode unfamiliar and more complex language using my knowledge of cognates and history. • describe myself and others physically in terms of height using the verb 'ser' (to be). • describe myself and others physically in terms of hair colour and type using the verb 'tener' (to have). • describe myself by eye colour using the verb 'tener' (to have). • describe a Viking's typical daily routine using time phrases	• To understand the 4 characters in the unit and the Hispanic world. • To know more about the different celebrations celebrated in the Hispanic world. • To know more about 2 different religious celebrations celebrated in the Hispanic world. • to improve cultural awareness of Madrid in Spain and Lima in Peru.