

Modern Foreign Languages Target Related Expectations (TReE)

<u>Knowledge</u>	<u>Pathway 1 (Target Grade 1-3)</u>	<u>Pathway 2 (Target Grade 4-6)</u>	<u>Pathway 3 (Target Grade 7-9)</u>
Colours	Listening – Pupils understand a minimum of three colours.	Listening - Pupils understand a range of colours.	Listening - Pupils understand a wide range of colours, including modifiers such as light and dark.
	Speaking – Pupils can say a minimum of three colours. Their pronunciation is approximate.	Speaking - Pupils can say a range of colours. Their pronunciation is approximate.	Speaking - Pupils can say a wide range of colours, including modifiers. Their pronunciation is always accurate. Where applicable, pupils can pronounce masculine and feminine forms of colours correctly.
	Reading - Pupils recognise a minimum of three colours within short sentences.	Reading - Pupils recognise a range of colours within a reading text.	Reading - Pupils recognise a wide range of colours within a longer reading text, including modifiers.
	Writing – Pupils can copy a range of colours and can write a minimum of 3 colours from memory. Their spelling is approximate.	Writing – Pupils can write a range of colours from memory. Their spelling is mostly accurate.	Writing - Pupils can write a wide range of colours from memory, including modifiers and masculine and feminine forms where applicable. Their spelling is always accurate.
	Grammar – Where applicable, pupils can recognise the meaning of some colours despite spelling variations for adjective agreement.	Grammar – Where applicable, pupils are aware of grammar rules which may affect spelling and can apply these rules with some success.	Grammar - Where applicable, pupils are aware of grammar rules which may affect spelling and can consistently apply these rules.
Pencil case items	Listening – Pupils understand a minimum of three pencil case items. Pupils understand the phrase 'I have'.	Listening - Pupils understand a range of pencil case items with colours. Pupils understand the phrases 'I have' and 'I don't have'.	Listening - Pupils understand a wide range of pencil case items with colours. Pupils understand references to more than one time frame with the verb 'to have', including the negative form.
	Speaking – Pupils can use a minimum of three pencil case items with the phrase 'I have'. Their pronunciation is approximate.	Speaking – Pupils can use a range of pencil case items and colours to say what they do and do not have. Their pronunciation is mostly accurate.	Speaking - Pupils can use a range of pencil case items and colours to say what they do and do not have, with reference to different time frames. Their pronunciation is always accurate.
	Reading - Pupils can recognise and translate short sentences including pencil case items and the phrase 'I have' with limited success.	Reading - Pupils can recognise and translate complex sentences using the phrases 'I have' and 'I don't have' with pencil case items and colours. They are mostly accurate.	Reading - Pupils can recognise and translate short paragraphs using the verb 'to have' in different time frames with pencil case items and colours. They are always accurate.
	Writing – Pupils can copy and write a minimum of 3 short sentences using 'I have' with pencil case items. Their spelling is approximate.	Writing - Pupils can write sentences using the phrases 'I have' and 'I don't have' with pencil case items and colours. Pupils have some success with colour agreements. Their spelling is mostly accurate.	Writing - Pupils can write a range of sentences using the verb 'to have' with pencil case items and colours in different time frames. Pupils can confidently apply the grammar rules relating to colour agreements. Their spelling is always accurate.
	Grammar – Pupils can recognise and use the first person singular form of the verb 'to have'.	Grammar – Pupils can recognise and use the first person singular form (positive and negative) of the verb 'to have'.	Grammar - Pupils can recognise and use the first person singular form (positive and negative) of the verb 'to have' in different time frames.
Personal description	Listening – Pupils understand a minimum of three adjectives to describe their hair and eyes and their physical appearance.	Listening - Pupils understand a range of adjectives to describe their hair and eyes, including colour, length and style, and their physical appearance. Pupils understand several intensifiers such as 'very' and 'quite'.	Listening – Pupils confidently understand a wide range of adjectives to describe their hair and eyes, including colour, length and style, and their physical appearance. Pupils confidently understand a wide range of intensifiers such as 'especially' and 'rather'.

	Speaking – Pupils can use a minimum of three adjectives to describe their hair and eyes and their physical appearance. Their pronunciation is approximate.	Speaking - Pupils can use a range of adjectives to describe the colour of their eyes, and the style, length and colour of their hair and their physical appearance. Pupils can include several intensifiers such as 'very' and 'quite'. Their pronunciation is mostly accurate.	Speaking - Pupils can use a wide range of adjectives to describe the colour, style and length of their hair and eyes and their physical appearance. Pupils can include a wide range of intensifiers as 'especially' and 'rather'. Their pronunciation is always accurate.
	Reading – Pupils recognise a minimum of three adjectives to describe their hair and eyes and their physical appearance. Pupils can translate short sentences from the target language into English.	Reading - Pupils recognise a variety of adjectives to describe their hair and eyes and their physical appearance. Pupils recognise intensifiers such as 'very' and 'quite'. Pupils can translate short paragraphs from the target language into English.	Reading - Pupils recognise a wide variety of adjectives to describe their hair and eyes and their physical appearance. Pupils recognise a wide range of intensifiers such as 'especially' and 'rather'. Pupils can confidently translate extended paragraphs from the target language into English.
	Writing - Pupils can copy a minimum of three short sentences about their hair and eyes and their physical appearance. Pupils can translate these with some success. Their spelling is approximate.	Writing - Pupils can write a short paragraph using a range of adjectives to describe the colour, style and length of their hair and eyes and their physical appearance. Pupils can include several intensifiers such as 'very' and 'quite'. Pupils can connect their sentences using several different conjunctions. Their spelling is mostly accurate.	Writing - Pupils can write a detailed paragraph using a wide range of adjectives to describe the colour, style and length of their hair and eyes and their physical appearance. Pupils can include a wide range of intensifiers such as 'especially' and 'rather'. Pupils can confidently connect their sentences using a range of higher level conjunctions. Their spelling is always accurate.
	Grammar - Pupils can recognise and use the first person singular form of the verb 'to be'.	Grammar - Pupils can recognise and use the first person singular form (positive and negative) of the verb 'to be'.	Grammar - Pupils can recognise and use the first person singular form (positive and negative) of the verb 'to be' in different time frames.
Family members	Listening - Pupils understand a minimum of three family members. Pupils understand the phrase 'in my family there is'.	Listening - Pupils understand a range of family members. Pupils understand the phrase 'in my family there is' and 'in my family there is not'.	Listening - Pupils understand a wide range of family members. Where applicable, pupils can identify the correct possessive pronoun in a listening activity. Pupils understand different time frames of the phrase 'there is'.
	Speaking - Pupils can say a minimum of three family members with the phrase 'in my family there is'. Their pronunciation is approximate.	Speaking - Pupils can use a range of family members to say who they have and do not have in their family. Their pronunciation is mostly accurate.	Speaking - Pupils can use a wide range of family members to say who they have and do not have in their family, with reference to different time frames. Their pronunciation is always accurate.
	Reading – Pupils can recognise and translate short sentences using the phrase 'in my family there is' and family members with limited success.	Reading - Pupils can recognise and translate complex sentences using the phrases 'in my family there is' and 'in my family there isn't' with family members. They are mostly accurate.	Reading - Pupils can recognise and translate short paragraphs using the phrase 'there is' in different time frames with family members. They are always accurate.
	Writing - Pupils can copy and write a minimum of three short sentences using 'in my family there is' with family members. Their spelling is approximate.	Writing - Pupils can write sentences using the phrases 'in my family there is' and 'in my family there isn't' with family members. Pupils have some success with possessive pronouns. Their spelling is mostly accurate.	Writing - Pupils can write a range of sentences using the phrase 'there is' with family members in different time frames. Pupils can confidently apply the grammar rules relating to possessive pronouns. Their spelling is always accurate.
	Grammar – Pupils can copy the different words for 'my' with family members and can remember which word to use with limited success.	Grammar – Pupils understand the grammar rules concerning possessive pronouns and they can apply them with some consistency.	Grammar – Pupils confidently apply the grammar rules concerning possessive pronouns.
Adjectives to describe people	Listening – Pupils understand a minimum of three adjectives to describe people and the phrase 'I am'.	Listening – Pupils understand a range of adjectives to describe people using the phrases 'I am', 'I am not' and the 3 rd person singular form.	Listening – Pupils understand a wide range of adjectives to describe people used with the verb 'to be' with all pronouns. Where applicable, pupils can recognise the masculine and feminine forms of adjectives by the sound change.

	Speaking - Pupils can use a minimum of three adjectives to describe themselves using the phrase 'I am'. Their pronunciation is approximate.	Speaking - Pupils can use a range of adjectives to describe themselves and other people using the phrases 'I am', 'I am not' and the third person singular form. Pupils have some success with adjective agreement. Their pronunciation is mostly accurate.	Speaking - Pupils can use a wide range of adjectives to describe themselves and other people using the full conjugation of the verb 'to be'. In addition, pupils consistently apply the grammar rules concerning adjective agreement. Their pronunciation is always accurate.
	Reading - Pupils recognise a minimum of three adjectives to describe people and the phrase 'I am' in short sentences.	Reading - Pupils recognise a range of adjectives to describe people using the phrases 'I am', 'I am not' and the third person singular form within a short reading text.	Reading - Pupils recognise a wide range of adjectives to describe people used with the verb 'to be' with all pronouns when in a longer reading text.
	Writing – Pupils can use a minimum of three adjectives and the phrase 'I am' to write short sentences about themselves. Pupils have limited success applying the grammar rules concerning adjective agreement. Their spelling is approximate.	Writing – Pupils can write a short paragraph about themselves using a range of adjectives and the phrases 'I am' and 'I am not'. Pupils can also use the 3 rd person singular form of 'to be' to describe other people with adjectives. Pupils apply the grammar rules concerning adjective agreement with some success. Their spelling is mostly accurate.	Writing - Pupils can write a longer paragraph to describe themselves and other people using a wide range of adjectives and the full conjugation of the verb 'to be'. Pupils can consistently apply the grammar rules concerning adjective agreement. Their spelling is always accurate.
	Grammar – Pupils can recognise and use the first person singular form of the verb 'to be'. Pupils have limited success with adjective agreements.	Grammar – Pupils can recognise and use the first person singular, 3 rd person singular and negative form of the verb 'to be'. Pupils understand the grammar rules concerning adjective agreement and can apply them with some success.	Grammar – Pupils can recognise and conjugate the verb 'to be' in the present tense with all pronouns. Pupils confidently understand the grammar rules concerning adjective agreement and they can apply them consistently.
Relationships	Listening – Pupils understand a minimum of three opinion phrases that refer to family relationships with a family member (i.e. I like, I do not like).	Listening – Pupils understand a range of phrases that refer to family relationships, and understand some reasons.	Listening – Pupils understand a wide range of phrases that refer to family relationships and a wide range of justifications, including first person plural forms.
	Speaking – Pupils can say a minimum of three sentences about who they like and dislike in their family using an opinion phrase and a family member. Their pronunciation is approximate.	Speaking – Pupils can say who they get on well with and who they do not get on well with and use a simple justification. Their pronunciation is mostly accurate.	Speaking – Pupils can say who they get on well with and who they do not get on well with and can use complex reasons to justify this. In addition, students can also use the first person plural form to refer to family relationships. Their pronunciation is always accurate.
	Reading – Pupils can recognise a minimum of three opinion phrases with family members within short sentences.	Reading – Pupils can recognise a range of phrases that refer to family relationships with justification within a short reading text.	Reading – Pupils can recognise a wide range of phrases that refer to family relationships and complex justifications within a longer reading text, including sentences using the first person plural form.
	Writing – Pupils can write a minimum of three short sentences about who they like and dislike in their family using an opinion phrase and a family member. Their spelling is approximate.	Writing – Pupils can write compound sentences about who they do and do not get on with in their family and use reasons to justify this. Their spelling is mostly accurate.	Writing – Pupils can write compound sentences about who they do and do not get on with in their family and use complex reasons to justify this, including sentences attempted in the first person plural form. Their spelling is always accurate.
	Grammar - Pupils revise grammar rules concerning possessive pronouns.	Grammar - Pupils revise grammar rules concerning possessive pronouns. Pupils revise grammar rules concerning adjective agreement.	Grammar - Pupils revise grammar rules concerning possessive pronouns. Pupils revise grammar rules concerning adjective agreement.