

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>
Weather	Listening - Pupils understand a minimum of three weather types.	Listening - Pupils understand a range of weather types. Pupils understand how to use negative structures.	Listening - Pupils understand a wide range weather types. Pupils understand weather in different time frames and with negative structures.
	Speaking - Pupils can say what the weather is like. Their pronunciation is approximate.	Speaking - Pupils can say what the weather is and is not like. Their pronunciation is mostly accurate.	Speaking - Pupils can say what the weather is and is not like and can refer to different time frames. Their pronunciation is always accurate.
	Reading - Pupils recognise a minimum of three weather types with verb 'to do'.	Reading - Pupils recognise a range of weather types including negative structures e.g. it doesn't rain.	Reading - Pupils recognise a wide range of weather types and in reference to different time frames within a longer reading text. This could also include compass points and locations.
	Writing - Pupils can write a minimum of three short sentences about the weather. Their spelling is approximate.	Writing - Pupils can write sentences saying what the weather is like and can use negative structures to add detail. Their spelling is mostly accurate.	Writing - Pupils can write sentences about the weather and add different time frames. Their spelling is always accurate.
	Grammar – Not applicable	Grammar – Not applicable	Grammar – Not applicable
Holidays – transport, accommodation, facilities and activities	Listening - Pupils recognise at least three phrases relating to holiday activities. Pupils can identify three modes of transport regarding how they get to their holiday destination. Pupils recognise three familiar adjectives to describe their holiday accommodation.	Listening - Pupils recognise a variety of phrases relating to holiday activities. Pupils can identify various modes of transport regarding how they get to their holiday destination. Pupils recognise a variety of new adjectives to describe their holiday accommodation.	Listening - Pupils confidently recognise a wide variety of phrases relating to holiday activities in more than one time frame. Pupils can identify a wide range of transport regarding how they get to their holiday destination. Pupils confidently recognise a wide variety of new adjectives to describe their holiday accommodation.
	Speaking - Pupils can say what they normally do on holiday and how they get there. Pupils may rely on the same three phrases to do so. Pupils can say three adjectives to describe their holiday accommodation. Their pronunciation is approximate.	Speaking - Pupils can say what they normally do on holiday and how they get there using a variety of phrases. Pupils can use a variety of positive and negative adjectives to describe what their holiday accommodation is and is not like. Their pronunciation is mostly accurate.	Speaking - Pupils can say what they normally do on holiday and how they get there using a variety of phrases. Pupils can confidently use a wide variety of positive and negative adjectives to describe what their holiday accommodation is and is not like, as well as higher level opinion phrases to introduce these sentences. Their pronunciation is always accurate.
	Reading – Pupils can translate at least three phrases relating to holiday activities in the present tense. Pupils can understand three modes of transport regarding how they get to their holiday destination. Pupils understand three familiar adjectives to describe their holiday accommodation in a short reading text.	Reading - Pupils can translate a variety of phrases relating to holiday activities in the present tense. Pupils can understand a range of modes of transport regarding how they get to their holiday destination. Pupils understand a range of positive and negative adjectives to describe their holiday accommodation in a longer reading text.	Reading - Pupils can confidently translate a wide variety of phrases relating to holiday activities in more than one time frame. Pupils can understand a wide range of modes of transport regarding how they get to their holiday destination. Pupils understand a wide range of positive and negative adjectives to describe their holiday accommodation in a longer reading text. Pupils understand higher level and colloquial opinion phrases such as 'it was worth it'.

	<p>Writing - Pupils can write about what they normally do on holiday and how they get there. Pupils may rely on the same three phrases to do so. Pupils can describe their holiday destination using at least 3 adjectives in a short piece of writing. Their spelling is approximate.</p>	<p>Writing - Pupils can write about what they normally do on holiday and how they get there using a range of phrases. Pupils can describe their holiday destination using a variety of adjectives in a piece of writing.</p>	<p>Writing - Pupils can confidently translate a wide variety of phrases relating to holiday activities in more than one time frame. Pupils can understand a wide range of modes of transport regarding how they get to their holiday destination. Pupils understand a wide range of positive and negative adjectives to describe their holiday accommodation in a longer reading text. Pupils understand higher level and colloquial opinion phrases such as 'it was worth it'.</p>
	<p>Grammar – Pupils can recognise the first person singular present tense form of common verbs related to holidays, such as 'to go' 'to visit', 'to travel'.</p>	<p>Grammar – Pupils can recognise the first person singular and plural present tense form of common verbs related to holidays, such as 'to go' 'to visit', 'to travel'.</p>	<p>Grammar - Pupils can recognise full present tense conjugation of common verbs related to holidays, such as 'to go' 'to visit', 'to travel'. Pupils can also recognise these verbs in some past tense forms.</p>
TV and cinema	<p>Listening – Pupils understand a minimum of three television and film genres and the phrase 'I watch'.</p>	<p>Listening - Pupils understand a range of television and film genres with opinion phrases and connectives and the verb 'to watch'.</p>	<p>Listening – Pupils understand all vocabulary associated with television and film genres. Pupils understand complex opinions and the verb 'to watch' in different time frames.</p>
	<p>Speaking- Pupils can say which programmes and films they like and dislike and attempt to justify this, using adjectives with some success. Their pronunciation is approximate.</p>	<p>Speaking – Pupils can say which programmes and films they like and dislike with different justifications. Their pronunciation is mostly accurate.</p>	<p>Speaking - Pupils can say what they normally watch on television and at the cinema using a variety of phrases and development. Pupils can confidently use a wide variety of positive and negative adjectives to describe what films and programmes they like. They can use higher level opinion phrases and connectives confidently. Their pronunciation is always accurate.</p>
	<p>Reading - Pupils recognise a minimum of three television and film genres with the verb 'to watch' in short sentences.</p>	<p>Reading - Pupils can recognise a range of television and film genres with opinion phrases, justifications and the verb 'to watch' in a short reading text.</p>	<p>Reading - Pupils recognise all television and film genres with a range of verbs relating to opinions and reasons. Pupils recognise these verbs in a range of time phrases within an extended text and can review a film and programme confidently.</p>
	<p>Writing - Pupils can write a minimum of three short sentences about their television and film preferences. Their spelling is approximate.</p>	<p>Writing - Pupils can write a range of sentences about what television programmes and films they like and don't like. Pupils have some success with using connectives and giving justification. They can write a short review about a recent film or programme that they have watched. Their spelling is mostly accurate.</p>	<p>Writing - Pupils can write an extended paragraph about what they watch with reference to another time frame. Students can confidently justify and express opinions. Their spelling is always accurate.</p>
	<p>Grammar – Not applicable</p>	<p>Grammar – Not applicable</p>	<p>Grammar – Not applicable</p>