

### Modern Foreign Languages Target Related Expectations (TReE)

Knowledge	Pathway 1 (Target Grade 1-3)	Pathway 2 (Target Grade 4-6)	Pathway 3 (Target Grade 7-8)
<b>Greetings</b>	Listening – Pupils understand a minimum of three familiar greetings.	Listening – Pupils understand a range of familiar greetings.	Listening – Pupils understand a range of greetings including colloquialisms.
	Speaking – Pupils can use a minimum of three set phrases to greet people. Their pronunciation is approximate.	Speaking – Pupils can use a range of greetings. The meaning is mostly clear.	Speaking – Pupils can use a range of greetings including colloquialisms. The meaning is always clear.
	Reading – Pupils recognise a minimum of three set phrases to greet people in a short reading text.	Reading – Pupils recognise a range of greetings in a short reading text.	Reading – Pupils recognise a range of greetings including colloquialisms in a short reading text.
	Writing – Pupils can copy a range of greetings. Pupils can write a minimum of three greetings from memory. Their spelling is approximate.	Writing - Pupils can write a range of greetings from memory. Their spelling is mostly accurate.	Writing - Pupils can write a range of greetings including colloquialisms from memory. Their spelling is always accurate.
	Grammar – Pupils understand the concept of formality.	Grammar – Pupils can recognise various levels of formality within context.	Grammar – Pupils can use different levels of formality accurately within the correct context.
<b>Alphabet</b>	Listening – Pupils can understand letter cognates between the target language and English.	Listening – Pupils can understand almost all letters in the target language alphabet.	Listening – Pupils can understand all letters of the target language alphabet including sound differences from accents, umlauts and unfamiliar letter sounds.
	Speaking – Pupils can spell their first name using the target language alphabet. Their pronunciation is approximate.	Speaking - Pupils can spell their first and last name using the target language alphabet. Their pronunciation is mostly clear.	Speaking - Pupils can confidently use the target language alphabet to spell their own name as well as target language vocabulary. Their pronunciation is always clear.
	Reading – Not applicable.	Reading – Not applicable.	Reading – Not applicable.
	Writing – Not applicable.	Writing – Not applicable.	Writing – Not applicable.
	Grammar – Not applicable.	Grammar – Not applicable.	Grammar – Not applicable.
<b>Numbers 1-100</b>	Listening - Pupils understand most numbers between 1 and 10.	Listening - Pupils understand numbers between 1 and 20 and multiples of 10.	Listening - Pupils confidently understand all numbers between 1 and 100.
	Speaking - Pupils can count from 1 to 10. Their pronunciation is approximate.	Speaking - Pupils can count from 1 to 20. Their pronunciation is mostly accurate.	Speaking - Pupils can confidently count from 1 to 100. Their pronunciation is always clear.
	Reading – Pupils recognise the written form of most numbers between 1 and 10.	Reading – Pupils recognise the written form of numbers between 1 and 20 and multiples of 10.	Reading – Pupils recognise the written form of all numbers between 1 and 100.
	Writing - Pupils can copy most numbers between 1 and 10. Pupils can write three numbers from memory. Their spelling is approximate.	Writing - Pupils can write the numbers between 1 and 20 from memory. Their spelling is mostly accurate.	Writing - Pupils can write all numbers between 1 and 100 from memory. Their spelling is always accurate.
	Grammar - Not applicable.	Grammar - Not applicable.	Grammar - Not applicable.
<b>Months, seasons, days</b>	Listening - Pupils understand some familiar months, seasons and days.	Listening - Pupils understand a range of months, seasons and days.	Listening - Pupils understand all months, seasons and days. Pupils understand dates including all three components.
	Speaking – Pupils use some familiar months, seasons and days. Their pronunciation is approximate.	Speaking - Pupils use a range of months, seasons and days. Their pronunciation is mostly accurate.	Speaking - Pupils use all months, seasons and days and can confidently produce dates including all three components. Their pronunciation is always clear.
	Reading – Pupils can categorise some months, seasons and days.	Reading – Pupils recognise the written form of all months, seasons and days.	Reading – Pupils recognise the written form of all months, seasons and days and can confidently translate dates including all three components.

### Modern Foreign Languages Target Related Expectations (TReE)

	Pathway 1 (Target Grade 1-3)	Pathway 2 (Target Grade 4-6)	Pathway 3 (Target Grade 7-8)
	Writing - Pupils can copy most months, seasons and days. Pupils can write some familiar components from memory. Their spelling is approximate.	Writing - Pupils can write most months, seasons and days from memory. Their spelling is mostly accurate.	Writing - Pupils can write all months, seasons and days from memory and can produce their own dates. Their spelling is always accurate.
	Grammar - Not applicable.	Grammar - Not applicable.	Grammar - Not applicable.
<b>Gender</b>	Listening - Pupils can hear the difference between definite articles in the target language.	Listening - Pupils can hear the difference between definite and indefinite articles in the target language.	Listening - Pupils can hear the difference between definite and indefinite articles in the target language. Pupils can identify words which do not follow the expected pattern.
	Speaking - Pupils can pronounce definite articles with some accuracy.	Speaking - Pupils can apply basic gender rules of articles to the pronunciation of single words.	Speaking - Pupils can confidently apply gender rules of articles to the pronunciation of single words including irregulars.
	Reading – Pupils recognise the spelling differences between articles.	Reading – Pupils recognise some spelling patterns which identify gender.	Reading – When applicable, students can confidently identify the gender of new vocabulary based upon spelling patterns.
	Writing - When writing new vocabulary, pupils can copy the accompanying article but their accuracy is approximate.	Writing - Pupils can use the correct article when writing new vocabulary by applying grammar rules. The application of gender rules is mostly accurate.	Writing - Pupils can confidently use the correct article when writing new vocabulary by applying grammar rules.
	Grammar - Pupils show some understanding that vocabulary in the target language has a gender.	Grammar - Pupils understand the concept of gender and can recognise some gender patterns.	Grammar - Pupils confidently understand the concept of gender and can recognise and apply most gender patterns.
<b>Personal information – name, age, birthday, live (town and how long lived there), born</b>	Listening - Pupils understand a minimum of three pieces of personal information.	Listening - Pupils understand a range of personal information phrases.	Listening - Pupils understand all personal information phrases including references to different time frames.
	Speaking - Pupils can give a minimum of three pieces of information about themselves. Their pronunciation is approximate.	Speaking - Pupils can give a range of personal information about themselves. Their pronunciation is mostly accurate.	Speaking - Pupils can give a wide range of personal information about themselves and can make references to different time frames. Their pronunciation is always accurate.
	Reading – Pupils recognise a minimum of three pieces of personal information within a short reading text.	Reading – Pupils recognise a range of personal information phrases within a reading text.	Reading – Pupils recognise a wide range of personal information phrases within an extended reading text.
	Writing - Pupils can write a minimum of three phrases about themselves. Their spelling is approximate.	Writing - Pupils can write a range of phrases about themselves from memory. Their spelling is mostly accurate.	Writing - Pupils can write a wide range of phrases about themselves from memory with reference to different time frames. Their spelling is always accurate.
	Grammar - Pupils can use the first person singular form of relevant verbs.	Grammar - Pupils can use the first person singular form of relevant verbs. Pupils are familiar with the present tense conjugation of the verbs 'to be', 'to have' and 'to live'.	Grammar - Pupils can use the 1 <sup>st</sup> person singular form of relevant verbs. Pupils can conjugate the verbs 'to be', 'to have' and 'to live' in the present tense.
<b>Countries and nationalities</b>	Listening - Pupils understand a minimum of three countries and nationalities.	Listening - Pupils understand a range of countries and nationalities.	Listening - Pupils understand all countries and nationalities and can consistently hear the difference between the masculine and feminine forms of nationalities.
	Speaking - Pupils can use the phrases 'I live in' and 'I am' with a minimum of three countries and nationalities. Their pronunciation and grammar are approximate.	Speaking - Pupils can use the phrases 'I live in' and 'I am' with a range of countries and nationalities. Their pronunciation and grammar are mostly accurate.	Speaking - Pupils can confidently use the phrases 'I live in' and 'I am' with all countries and nationalities. Their pronunciation and grammar are always accurate.
	Reading – Pupils recognise a minimum of three countries and nationalities within short sentences.	Reading – Pupils recognise a range of countries and nationalities within a reading text.	Reading – Pupils recognise all countries and nationalities within an extended reading text. Pupils can recognise and explain the associated grammar rules within context.

### Modern Foreign Languages Target Related Expectations (TReE)

	Pathway 1 (Target Grade 1-3)	Pathway 2 (Target Grade 4-6)	Pathway 3 (Target Grade 7-8)
	Writing - Pupils can write some sentences using 'I live in' and 'I am' with a minimum of three countries and nationalities. Their spelling is approximate.	Writing - Pupils can write sentences using 'I live in' and 'I am' with a range of countries and nationalities. Pupils attempt to apply the associated grammar rules within their writing. Their spelling is mostly correct.	Writing - Pupils can write sentences using 'I live in' and 'I am' with all countries and nationalities. Pupils consistently apply the associated grammar rules within their writing. Their spelling is always correct.
	Grammar - Pupils can use the first person singular of the verb 'to live'.	Grammar - Pupils can use the first person (singular and plural) and the 3 <sup>rd</sup> person singular of the verb 'to live'. Where applicable, students should recognise the grammar rules relating to the preposition 'in' and gender agreement with nationalities.	Grammar - Pupils can confidently use all present tense conjugations of the verb 'to live'. Where applicable, students should consistently use the grammar rules relating to the preposition 'in' and gender agreement with nationalities.
<b>Culture and celebrations - Christmas</b>	Listening - Pupils understand a minimum of three celebrations or festivals in the target language. Pupils also understand a minimum of three items of vocabulary related to Christmas, e.g. Christmas Tree, Father Christmas.	Listening - Pupils understand a range of celebrations or festivals in the target language. Pupils also understand a range of vocabulary related to Christmas e.g. Christmas Tree, Father Christmas.	Listening - Pupils understand a wide range of festivals and traditions in the target language and they can identify in which regions of the country these take place. Pupils also understand a wide range of vocabulary related to Christmas, including traditions are not followed in England.
	Speaking – Pupils can name a minimum of three celebrations and can also name a minimum of three items of vocabulary related to Christmas. Their pronunciation is approximate.	Speaking – Pupils can name a range of celebrations including some that are not celebrated in England. Pupils can also name a range of vocabulary related to Christmas. Their pronunciation is mostly accurate.	Speaking – Pupils can name a wide range of celebrations, including those that are not celebrated in England, and they can give a definition in English of unfamiliar customs. Pupils can also name a wide range of vocabulary related to Christmas. Their pronunciation is always appropriate.
	Reading – Pupils recognise a minimum of three celebrations and items of vocabulary related to Christmas within short sentences.	Reading - Pupils recognise a range of celebrations and vocabulary related to Christmas within longer sentences.	Reading - Pupils recognise a wide range of celebrations and vocabulary related to Christmas within longer sentences, including traditions which are not celebrated in England.
	Writing - Pupils can write a minimum of three celebrations and items of vocabulary related to Christmas. Their spelling is approximate.	Writing - Pupils can write a range of celebrations and vocabulary related to Christmas. Their spelling is mostly accurate.	Writing - Pupils can write a wide range of celebrations and vocabulary related to Christmas, including celebrations which are not celebrated in England. Their spelling is always accurate.
	Grammar - Not applicable.	Grammar – Not applicable.	Grammar - Not applicable.