

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)
School subjects	Listening - Pupils understand a minimum of three school subjects with the phrases 'I like' and 'I don't like'. Pupils understand familiar positive and negative adjectives.	Listening - Pupils understand a range of school subjects with opinion phrases and connectives such as 'because' and 'although'.	Listening - Pupils understand all school subjects with a wide range of connectives and complex opinion phrases.
	Speaking - Pupils can use a minimum of three school subjects to say what they like and dislike. Their pronunciation is approximate.	Speaking - Pupils can say which school subjects they like and dislike with a reason. Their pronunciation is mostly accurate.	Speaking - Pupils can confidently say which school subjects they like and dislike, using connectives and complex opinion phrases to give justification. Their pronunciation is always accurate.
	Reading – Pupils recognise a minimum of three school subjects with the phrases 'I like', 'I dislike' and 'I study' within short sentences.	Reading - Pupils recognise a range of school subjects with key verbs such as 'to like', 'to study', 'to hate' and 'to love', including justification and reasoning within a short reading text.	Reading - Pupils recognise all school subjects with a range of verbs relating to opinions and reasons. Pupils recognise these verbs in a range of time frames within an extended reading text.
	Writing - Pupils can write a minimum of three short sentences about what subjects they like and do not like. Their spelling is approximate.	Writing - Pupils can write a range of sentences about what subjects they like and do not like. Pupils have some success with using connectives and giving justification behind their opinions. Their spelling is mostly accurate.	Writing - Pupils can confidently write about their opinions on school subjects using a range of connectives and complex opinion phrases. Pupils can give their opinions in different time frames. Their spelling is always accurate.
	Grammar - Pupils are aware of the first person present tense singular conjugation of the verbs 'to like' and 'to study'.	Grammar - Pupils can recognise and form the first and third person singular present tense conjugation of popular opinion verbs with some success.	Grammar - Pupils can confidently conjugate verbs such as 'to like', 'to hate' and 'to study' and they are aware of these in different time frames.
School day	Listening - Pupils understand a minimum of three basic phrases regarding school routine in the first person singular.	Listening - Pupils understand a range of phrases regarding school routine in the first and third person singular.	Listening - Pupils understand a wide range of phrases regarding school routine in the first and third person singular and plural. Pupils understand a wide range of sequencers such as 'then' and 'next'.
	Speaking - Pupils can say a minimum of three phrases about what they do during their school day. Their pronunciation is approximate.	Speaking - Pupils can say a range of phrases about what they do in their school day. Their pronunciation is mostly accurate.	Speaking - Pupils can confidently say a wide range of phrases about what they do in their school day. Students are able to link these sentences by using connectives and sequencers. Their pronunciation is always accurate.
	Reading – Pupils can understand and translate a minimum of three short sentences about what they do during their school day.	Reading – Pupils can understand a range of phrases regarding the school day within a written passage. Students can translate a variety of these phrases with general accuracy.	Reading – Pupils can confidently understand a wide range of phrases regarding the school day within an extended piece of writing. Students can accurately translate short paragraphs about school routine using connectives and sequencers.
	Writing - Pupils can write a minimum of three short sentences about their school day. Their spelling is approximate.	Writing - Pupils can write a range of sentences about what they do during their school day. Their spelling is mostly accurate.	Writing - Pupils can write a short paragraph about what they do during their school day. Students can confidently link these with connectives and sequencers. Their spelling is always accurate.
	Grammar - Pupils can recognise the conjugation of some present tense verbs in the first person singular.	Grammar - Pupils can recognise and form the first and third person singular present tense forms of the verbs 'to do', 'to have' and 'to study', and they can use these with increasing accuracy.	Grammar - Pupils can recognise and form the first and third person singular and plural present tense forms of the verbs 'to do', 'to have' and 'to study'. Pupils can use these confidently.
Time	Listening – Pupils understand times on the hour.	Listening – Pupils understand a range of times e.g. quarter past, quarter to etc.	Listening – Pupils recognise a wide range of times and can link it to school day and hobbies.

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)
	Speaking – Pupils can say what time it is. Their pronunciation is approximate.	Speaking- Pupils can say what time it is, and they can link it with a time of day. They can also add quarter past, half past etc. Their pronunciation is mostly accurate.	Speaking – Pupils can say what time it is, and they can link it with a time of day. Pupils can link a time with a hobby or an aspect of their school day. Their pronunciation is always accurate.
	Reading - Pupils recognise times on the hour with the phrase 'it is' in short sentences.	Reading - Pupils recognise a range of times linked with times of day in a short reading text.	Reading - Pupils recognise a wide range of times and can recognise them linked with hobbies or aspects of their school day in a longer reading text.
	Writing – Pupils can write short sentences using time phrases on the hour with the phrase 'it is'. Their spelling is approximate.	Writing – Pupils can write sentences saying what time it is and link this to different times of day. Their spelling is mostly accurate.	Writing – Pupils can write sentences saying what time it is and what they do at a particular time. Their spelling is always accurate.
	Grammar – Not applicable	Grammar – Not applicable	Grammar- Not applicable
Clothes - Uniform	Listening - Pupils understand a minimum of three items of clothing. Pupils understand the phrase 'I wear'.	Listening - Pupils understand a range of items of clothing with colours and they understand the phrases 'I wear' and 'I do not wear'.	Listening - Pupils understand a wide range of items of clothing. Pupils can understand different time frames linked with clothing e.g. I used to wear, I would like to wear and I wore.
	Speaking - Pupils can say what they wear. Their pronunciation is approximate.	Speaking - Pupils can say what they wear and do not wear with colours. Their pronunciation is mostly accurate.	Speaking - Pupils can say what they wear and do not wear and they can refer to different time frames. Their pronunciation is always accurate.
	Reading - Pupils recognise a minimum of three items clothing with the phrase 'I wear' in short sentences.	Reading - Pupils recognise a range of items of clothing linked with colours. They also recognise phrases linked with the verb 'to wear' in a short reading text.	Reading - Pupils recognise a wide range of items of clothing and they refer to different time frames within a longer reading text. This could also include colours, styles and sizes.
	Writing - Pupils can write a minimum of three short sentences saying what they wear. Their spelling is approximate.	Writing - Pupils can write sentences saying what they wear and do not wear using colours to add detail. Their spelling is mostly accurate.	Writing - Pupils can write sentences about what they wear and do not wear with reference to different time frames. Their spelling is always accurate.
	Grammar – Pupils recognise the first person singular present tense form of the verb 'to wear'.	Grammar - Pupils recognise the first person singular present tense form of the verb 'to wear' and the negative form. Pupils revise the grammar rules concerning adjective agreement with colours.	Grammar - Pupils recognise the first person singular form of the verb 'to wear' in different time frames. Pupils revise the grammar rules concerning adjective agreement with colours.
Daily routine	Listening – Pupils understand a minimum of three phrases linked to daily routine.	Listening – Pupils understand a range of phrases linked to daily routine including reference to the past tense.	Listening – Pupils understand a wide range of phrases linked to daily routine including reference to the past tense. Pupils understand daily routine phrases with other pronouns.
	Speaking – Pupils can say a minimum of three activities that they do as part of their daily routine. Their pronunciation is approximate.	Speaking – Pupils can say what they do and do not do as part of their daily routine and they can refer to past events. Their pronunciation is mostly accurate.	Speaking - Pupils can say what they do and do not do as part of their daily routine and they can refer to past events. Pupils can say what other people do as part of their daily routine.
	Reading - Pupils can recognise a minimum of three short sentences which refer to daily routine.	Reading - Pupils can understand a short reading text describing someone's daily routine in both the present and past tense.	Reading - Pupils can understand a longer reading text describing someone's daily routine in both the present and past tense. Pupils can also recognise sequencers.
	Writing – Pupils can write a minimum of three short sentences about their own daily routine. Their pronunciation is approximate.	Writing – Pupils can write a short paragraph using a range of phrases to talk about their daily routine and they can refer to past events. Their spelling is mostly accurate.	Writing - Pupils can write a developed paragraph about their daily routine, including sequencers, and they can refer to past events. Their spelling is always accurate.
	Grammar – Pupils can see a difference between reflexive and non-reflexive verbs by identifying the reflexive pronoun.	Grammar – Pupils can conjugate the first person singular form of regular reflexive verbs in the present and past tense with some accuracy.	Grammar - Pupils can confidently conjugate the first person singular form of regular reflexive verbs in the present and past tense. Pupils can also form the first person plural and 3rd person singular forms of reflexive verbs in the present tense.