

## THE KS3 MFL FRAMEWORK OBJECTIVES GRID - YEAR 8

1 Listening and Speaking	2 Reading and Writing	3 Intercultural Understanding	4 Knowledge about Language	5 Language Learning Strategies
<p><b>1.1 Understanding and responding to the spoken word</b></p> <p>Understand information at the first attempt, including language spoken at near-normal speed</p> <p><b>1.2 Developing capability and confidence in listening</b></p> <p>Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts</p> <p><b>1.3 Being sensitive to the spoken word</b></p> <p>i. Explore how speakers use language for specific communicative functions</p> <p>ii. Identify and use specific language for a range of communicative functions</p> <p><b>1.4 Talking together</b></p> <p>i. Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges</p> <p>ii. Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member</p> <p><b>1.5 Presenting and narrating</b></p> <p>i. Use some complex language in a prepared but unscripted talk or narrative</p> <p>ii. Add authenticity through use of simple idioms</p>	<p><b>2.1 Understanding and responding to the written word</b></p> <p>Develop their vocabulary through contact with authentic materials</p> <p><b>2.2 Developing capability and confidence in reading</b></p> <p>i. Identify and understand familiar language in new contexts when reading longer and more complex texts</p> <p>ii. Give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself</p> <p><b>2.3 Being sensitive to the written word</b></p> <p>Explore how language is used to evoke an emotive response in the reader</p> <p><b>2.4 Adapting and building text</b></p> <p>i. Use a story, poem or information text as a stimulus for their own writing</p> <p>ii. Organise ideas and information into a sequence of paragraphs</p> <p><b>2.5 Writing to create meaning</b></p> <p>Use language researched independently to add originality to their writing</p>	<p><b>3.1 Appreciating cultural diversity</b></p> <p>Identify and explain an aspect of life that has changed over time</p> <p><b>3.2 Recognising different ways of seeing the world</b></p> <p>i Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own</p> <p>ii Explain the origin and purpose of a custom that does not exist in their own culture</p>	<p><b>4.1 Letters and sounds</b></p> <p>Identify and recall common exceptions to the usual patterns of sounds and spellings</p> <p><b>4.2 Words</b></p> <p>Increase their stock of words, including a range of abstract items and words with more than one meaning</p> <p><b>4.3 Gender number and other inflections</b></p> <p>Apply knowledge of gender and plural forms in their own writing and speaking</p> <p><b>4.4 Sentence structure</b></p> <p>Develop and improve sentences by adding, rearranging or replacing elements</p> <p><b>4.5 Verbs and tenses</b></p> <p>i. Understand and use a range of verb forms referring past, present and future events</p> <p>ii. Understand and use a range of modal verb forms in different contexts</p> <p><b>4.6 Questions and negatives</b></p> <p>i. Understand and use a range of question types</p> <p>ii. Understand and use a range of negative forms</p>	<p><b>5.1 Identifying patterns in the target language</b></p> <p>Identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in the target language</p> <p><b>5.2 Memorising</b></p> <p>Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings</p> <p><b>5.3 Using knowledge of English or another language</b></p> <p>Compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in the target language with English and/or another language that they know well</p> <p><b>5.4 Working out meaning</b></p> <p>Use previous knowledge, context and other clues to work out the meaning of what they hear or read</p> <p><b>5.5 Using reference materials</b></p> <p>Make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing</p> <p><b>5.6 Reading aloud</b></p> <p>Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning</p> <p><b>5.7 Planning and preparing</b></p> <p>Discuss and agree what needs to be known, understood and practised in order to carry out a task</p> <p><b>5.8 Evaluating and improving</b></p> <p>Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word</p>