

## THE KS3 MFL FRAMEWORK OBJECTIVES GRID - YEAR 8

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