

## THE KS3 MFL FRAMEWORK OBJECTIVES GRID - YEAR 9

1 Listening and Speaking	2 Reading and Writing	3 Intercultural Understanding	4 Knowledge about Language	5 Language Learning Strategies (same across Years 7,8,9)
<p><b>1.1 Understanding and responding to the spoken word</b></p> <p>Understand longer sequences of speech, noting relevant points for oral feedback and discussion</p> <p><b>1.2 Developing capability and confidence in listening</b></p> <p>Listen to authentic speech from different sources, identifying how spoken language varies according to context and purpose</p> <p><b>1.3 Being sensitive to the spoken word</b></p> <p>i. Listen for language variation in formal and informal contexts</p> <p>ii. Adapt the degree of formality of language to suit different situations</p> <p><b>1.4 Talking together</b></p> <p>i. Make extended and/or frequent contributions to classroom talk</p> <p>ii. Deal effectively with unexpected responses in order to sustain conversations and discussions</p> <p><b>1.5 Presenting and narrating</b></p> <p>i. Respond quickly and appropriately to audience comments or questions following a talk or narrative</p> <p>ii. Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary</p>	<p><b>2.1 Understanding and responding to the written word</b></p> <p>Identify and summarise evidence from text to support or refute a hypothesis</p> <p><b>2.2 Developing capability and confidence in reading</b></p> <p>i. Identify and describe features of language associated with different text types</p> <p>ii. Appraise texts quickly, deciding on their usefulness, interest and degree of difficulty, as a preliminary to independent reading</p> <p><b>2.3 Being sensitive to the written word</b></p> <p>Infer attitudes, feelings and points of view in a text by reading between the lines</p> <p><b>2.4 Adapting and building text</b></p> <p>i. Adapt a text for a different audience and purpose</p> <p>ii. link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text</p> <p><b>2.5 Writing to create meaning</b></p> <p>Experiment with linguistic devices and presentation to create an effect</p>	<p><b>3.1 Appreciating cultural diversity</b></p> <p>Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched</p> <p><b>3.2 Recognising different ways of seeing the world</b></p> <p>i Explain predominant beliefs and values, showing awareness of perspectives that may differ from their own</p> <p>ii Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture</p>	<p><b>4.1 Letters and sounds</b></p> <p>Identify the specific function or meaning of some letter strings</p> <p><b>4.2 Words</b></p> <p>Develop and refine their vocabulary by adding to their knowledge or word families and words with close meanings</p> <p><b>4.3 Gender number and other inflections</b></p> <p>Explore more complex points of inflection using reference materials if needed</p> <p><b>4.4 Sentence structure</b></p> <p>Use knowledge or word order, phrases and clauses to understand and build a wider range of extended sentences</p> <p><b>4.5 Verbs and tenses</b></p> <p>i. Recognise past, present and future verb forms and switch from on tense to another in speaking and writing</p> <p>ii. Understand and use key past and future tense forms of modal verbs for set phrases</p> <p><b>4.6 Questions and negatives</b></p> <p>i. Make confident use of question types with simple and compound tenses</p> <p>ii. Make confident use of negative forms with simple and compound tenses</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>