

THE KS3 MFL FRAMEWORK OBJECTIVES GRID - YEAR 7

1 Listening and Speaking	2 Reading and Writing	3 Intercultural Understanding	4 Knowledge about Language	5 Language Learning Strategies
<p>1.1 Understanding and responding to the spoken word</p> <p>Identify gist and some detail in face-to-face exchanges, spoken passages, stories and songs</p> <p>1.2 Developing capability and confidence in listening</p> <p>Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts</p> <p>1.3 Being sensitive to the spoken word</p> <p>i. Interpret speakers' intentions from intonation and tone of voice</p> <p>ii. Use intonation and tone of voice to convey mood and meaning</p> <p>1.4 Talking together</p> <p>i. Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work</p> <p>ii. Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions</p> <p>1.5 Presenting and narrating</p> <p>i. Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation</p> <p>ii. Engage listeners' attention through expression and non-verbal techniques</p>	<p>2.1 Understanding and responding to the written word</p> <p>Identify main points and some detail in written passages, stories and poems</p> <p>2.2 Developing capability and confidence in reading</p> <p>i. Use knowledge of word forms, syntax and context to engage with some unfamiliar but accessible language in a text</p> <p>ii. Select a text for personal reading and give reasons for their choice</p> <p>2.3 Being sensitive to the written word</p> <p>Recognise features used in a text for a specific effect</p> <p>2.4 Adapting and building text</p> <p>i. Use sentences and paragraphs as models for their own writing</p> <p>ii. Use familiar structures and vocabulary to build short paragraphs of narrative and non-narrative text</p> <p>2.5 Writing to create meaning</p> <p>Make effective use of familiar language in different text types</p>	<p>3.1 Appreciating cultural diversity</p> <p>Investigate an aspect of life and compare with their own, noting similarities and differences</p> <p>3.2 Recognising different ways of seeing the world</p> <p>i. Explore interests and opinions of young people, and compare with their own</p> <p>ii. Reflect on and challenge stereotypes</p>	<p>4.1 Letters and sounds</p> <p>Apply knowledge of common letter strings, sound patterns, accents and other characters</p> <p>4.2 Words</p> <p>Build and use in new contexts a stock of high-frequency words and words relating to everyday settings</p> <p>4.3 Gender number and other inflections</p> <p>Use knowledge of gender and plural forms to make changes to words and phrases</p> <p>4.4 Sentence structure</p> <p>Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences</p> <p>4.5 Verbs and tenses</p> <p>i. Understand and use present tense forms of high-frequency verbs, and examples of past and other tense forms for set phrases</p> <p>ii. Understand and use some high-frequency modal verb forms in simple statements and questions</p> <p>4.6 Questions and negatives</p> <p>i. Understand and use confidently some common question types in different contexts</p> <p>ii. Understand and use confidently some common negative forms in different contexts</p>	<p>5.1 Identifying patterns in the target language</p> <p>Identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in the target language</p> <p>5.2 Memorising</p> <p>Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings</p> <p>5.3 Using knowledge of English or another language</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>5.4 Working out meaning</p> <p>Use previous knowledge, context and other clues to work out the meaning of what they hear or read</p> <p>5.5 Using reference materials</p> <p>Make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing</p> <p>5.6 Reading aloud</p> <p>Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning</p> <p>5.7 Planning and preparing</p> <p>Discuss and agree what needs to be known, understood and practised in order to carry out a task</p> <p>5.8 Evaluating and improving</p> <p>Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word</p>