

The Key Stage 3 Framework for languages

Overview: the five strands of progression

Strands	Substrands
1 Listening and speaking	1.1 Understanding and responding to the spoken word 1.2 Developing capability and confidence in listening 1.3 Being sensitive to the spoken word 1.4 Talking together 1.5 Presenting and narrating
2 Reading and writing	2.1 Understanding and responding to the written word 2.2 Developing capability and confidence in reading 2.3 Being sensitive to the written word 2.4 Adapting and building text 2.5 Writing to create meaning
3 Intercultural understanding	3.1 Appreciating cultural diversity 3.2 Recognising different ways of seeing the world
4 Knowledge about language	4.1 Letters and sounds 4.2 Words 4.3 Gender, number and other inflections 4.4 Sentence structure 4.5 Verbs and tenses 4.6 Questions and negatives
5 Language learning strategies	5.1 Identifying patterns in the target language 5.2 Memorising 5.3 Using knowledge of English or another language 5.4 Working out meaning 5.5 Using reference materials 5.6 Reading aloud 5.7 Planning and preparing 5.8 Evaluating and improving

Learning objectives

1. Listening and speaking

Pupils will extend their linguistic capability in listening, speaking and spoken interaction.

Contexts for learning in this strand should give pupils opportunities to explore aspects of the life and culture of countries and communities where the language is spoken. These could include people, places, festivals, national events, food, sport, history, education, climate, geographical features, buildings, the spoken and the written word, music and song, the visual arts and the media.

1.1 Understanding and responding to the spoken word

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> identify gist and some detail in face-to-face exchanges, spoken passages, stories and songs 	<ul style="list-style-type: none"> understand information at the first attempt, including language spoken at near-normal speed 	<ul style="list-style-type: none"> understand longer sequences of speech, noting relevant points for oral feedback and discussion

1.2 Developing capability and confidence in listening

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts 	<ul style="list-style-type: none"> sustain perseverance and concentration when listening to speech containing familiar language used in new contexts 	<ul style="list-style-type: none"> listen to authentic speech from different sources, identifying how spoken language varies according to context and purpose

1.3 Being sensitive to the spoken word

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> interpret speakers' intentions from intonation and tone of voice use intonation and tone of voice to convey mood and meaning 	<ul style="list-style-type: none"> explore how speakers use language for specific communicative functions identify and use specific language for a range of communicative functions 	<ul style="list-style-type: none"> listen for language variation in formal and informal contexts adapt the degree of formality of language to suit different situations

1.4 Talking together

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work make effective use of simple verbal or visual prompts in order to take part in conversations and discussions 	<ul style="list-style-type: none"> initiate and participate in unrehearsed pupil–teacher and pupil–pupil exchanges plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member 	<ul style="list-style-type: none"> make extended and/or frequent contributions to classroom talk deal effectively with unexpected responses in order to sustain conversations and discussions

1.5 Presenting and narrating

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation engage listeners' attention through expression and non-verbal techniques 	<ul style="list-style-type: none"> use some complex language in a prepared but unscripted talk or narrative add authenticity through use of simple idioms 	<ul style="list-style-type: none"> respond quickly and appropriately to audience comments or questions following a talk or narrative add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

2. Reading and writing

Pupils will develop their capacity and independence in reading, enjoying, appreciating and making use of a wide range of texts and in writing for a range of purposes and audiences.

Contexts for learning in this strand should give pupils opportunities to explore aspects of the life and culture of countries and communities where the language is spoken. These could include people, places, festivals, national events, food, sport, history, education, climate, geographical features, buildings, the spoken and the written word, music and song, the visual arts and the media.

2.1 Understanding and responding to the written word

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> identify main points and some detail in written passages, stories and poems 	<ul style="list-style-type: none"> develop their vocabulary through contact with authentic materials 	<ul style="list-style-type: none"> identify and summarise evidence from text to support or refute a hypothesis

2.2 Developing capability and confidence in reading

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> use knowledge of word forms, syntax and context to engage with some unfamiliar but accessible language in a text select a text for personal reading and give reasons for their choice 	<ul style="list-style-type: none"> identify and understand familiar language in new contexts when reading longer and more complex texts give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself 	<ul style="list-style-type: none"> identify and describe features of language associated with different text types appraise texts quickly, deciding on their usefulness, interest and degree of difficulty, as a preliminary to independent reading

2.3 Being sensitive to the written word

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> recognise features used in a text for a specific effect 	<ul style="list-style-type: none"> explore how language is used to evoke an emotive response in the reader 	<ul style="list-style-type: none"> infer attitudes, feelings and points of view in a text by reading between the lines

2.4 Adapting and building text

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • use sentences and paragraphs as models for their own writing • use familiar structures and vocabulary to build short paragraphs of narrative and non-narrative text 	<ul style="list-style-type: none"> • use a story, poem or information text as a stimulus for their own writing • organise ideas and information into a sequence of paragraphs 	<ul style="list-style-type: none"> • adapt a text for a different audience and purpose • link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text

2.5 Writing to create meaning

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • make effective use of familiar language in different text types 	<ul style="list-style-type: none"> • use language researched independently to add originality to their writing 	<ul style="list-style-type: none"> • experiment with linguistic devices and presentation to create an effect

3. Intercultural understanding

Pupils will learn to recognise that people in other countries and communities using the target language may have different beliefs and attitudes. In so doing they will develop a better understanding of their own lives.

In strands 1 and 2 of the Framework contexts for learning should give pupils opportunities to explore aspects of the life and culture of countries and communities where the language is spoken. Work in these contexts will be complemented, strengthened and extended by the learning objectives of this strand.

3.1 Appreciating cultural diversity

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> investigate an aspect of life and compare with their own, noting similarities and differences 	<ul style="list-style-type: none"> identify and explain an aspect of life that has changed over time 	<ul style="list-style-type: none"> develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched

3.2 Recognising different ways of seeing the world

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> explore interests and opinions of young people, and compare with their own reflect on and challenge stereotypes 	<ul style="list-style-type: none"> investigate aspirations of young people, recognising perspectives that are both similar to and different from their own explain the origin and purpose of a custom that does not exist in their own culture 	<ul style="list-style-type: none"> explain predominant beliefs and values, showing awareness of perspectives that may differ from their own understand how attitudes towards other countries and reactions to world events may differ from those of their own culture

4. Knowledge about language

Pupils will develop their understanding of how a language works and then how to manipulate it.

4.1 Letters and sounds

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> apply knowledge of common letter strings, sound patterns, accents and other characters 	<ul style="list-style-type: none"> identify and recall common exceptions to the usual patterns of sounds and spellings 	<ul style="list-style-type: none"> identify the specific function or meaning of some letter strings

4.2 Words

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> build and use in new contexts a stock of high-frequency words and words relating to everyday settings 	<ul style="list-style-type: none"> increase their stock of words, including a range of abstract items and words with more than one meaning 	<ul style="list-style-type: none"> develop and refine their vocabulary by adding to their knowledge of word families and words with close meanings

4.3 Gender, number and other inflections

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> use knowledge of gender and plural forms to make changes to words and phrases 	<ul style="list-style-type: none"> apply knowledge of gender and plural forms in their own writing and speaking 	<ul style="list-style-type: none"> explore more complex points of inflection using reference materials if needed

4.4 Sentence structure

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences 	<ul style="list-style-type: none"> develop and improve sentences by adding, rearranging or replacing elements 	<ul style="list-style-type: none"> use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

4.5 Verbs and tenses

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> understand and use present tense forms of high-frequency verbs, and examples of past and other tense forms for set phrases understand and use some high-frequency modal verb forms in simple statements and questions 	<ul style="list-style-type: none"> understand and use a range of verb forms referring to past, present and future events understand and use a range of modal verb forms in different contexts 	<ul style="list-style-type: none"> recognise past, present and future verb forms and switch from one tense to another in speaking and writing understand and use key past and future tense forms of modal verbs for set phrases

4.6 Questions and negatives

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> understand and use confidently some common question types in different contexts understand and use confidently some common negative forms in different contexts 	<ul style="list-style-type: none"> understand and use a range of question types understand and use a range of negative forms 	<ul style="list-style-type: none"> make confident use of question types with simple and compound tenses make confident use of negative forms with simple and compound tenses

5. Language learning strategies

Pupils will become increasingly able to manage their own learning by selecting, using and evaluating different language learning strategies. (N.B. this is a cross-cutting strand for use with pupils in years 7, 8 and 9.)

5.1 Identifying patterns in the target language

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in the target language 	<ul style="list-style-type: none"> identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in the target language 	<ul style="list-style-type: none"> identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in the target language

5.2 Memorising

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings 	<ul style="list-style-type: none"> discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings 	<ul style="list-style-type: none"> discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings

5.3 Using knowledge of English or another language

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in the target language with English and/or another language that they know well 	<ul style="list-style-type: none"> compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in the target language with English and/or another language that they know well 	<ul style="list-style-type: none"> compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in the target language with English and/or another language that they know well

5.4 Working out meaning

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> use previous knowledge, context and other clues to work out the meaning of what they hear or read 	<ul style="list-style-type: none"> use previous knowledge, context and other clues to work out the meaning of what they hear or read 	<ul style="list-style-type: none"> use previous knowledge, context and other clues to work out the meaning of what they hear or read

5.5 Using reference materials

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing 	<ul style="list-style-type: none"> make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing 	<ul style="list-style-type: none"> make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing

5.6 Reading aloud

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning 	<ul style="list-style-type: none"> read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning 	<ul style="list-style-type: none"> read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning

5.7 Planning and preparing

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> discuss and agree what needs to be known, understood and practised in order to carry out a task 	<ul style="list-style-type: none"> discuss and agree what needs to be known, understood and practised in order to carry out a task 	<ul style="list-style-type: none"> discuss and agree what needs to be known, understood and practised in order to carry out a task

5.8 Evaluating and improving

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word 	<ul style="list-style-type: none"> evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word 	<ul style="list-style-type: none"> evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word