

Substantive Knowledge and Disciplinary Knowledge



Teacher guidance

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:

- Language Content
- Transactional language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language Learning skills including the four core skills

Disciplinary Knowledge refers to *how* the children acquire the substantive knowledge, and the elements which are unique to learning languages.

At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.



Substantive Knowledge Timeline

KS1 Language Explorers

EYFS
Listening
skills, joining
in with songs
and
celebrations.

KS1 – Year 1
Talking
about me;
nouns and
phrases.

KS1 – Year 2
Listen and
respond,
songs, stories
and
celebrations.

KS2 Language Detectives

Stage 1
Core
language
content,
retrieval.
Nouns,
stories.

Stage 2
Core
language
retrieval.
Nouns +
adjectives,
simple
sentences.
Commands,
opinions.

Stage 3
Core
language
retrieval.
Verbs.
Conjunctions
to extend
sentences,
role-play,
descriptions.

Stage 4
Core
language
retrieval.
Complex
sentences,
verbs.
Manipulating
language
structures.

Transition

KS3
Core
language
retrieval.
Transferable
skills to
another
language.



Substantive Knowledge Summary – EYFS and KS1 ‘Language Explorers’

EYFS: Begin to develop an awareness of listening to and replicating the sounds of a new language. Join in with songs and games. Begin to investigate and appreciate similarities and differences of other cultures and their celebrations.

KS1-Year 1: Begin to talk about themselves using words and simple sentences. Listen to, join in with and appreciate rhymes, songs and games. Begin to explore nouns and phrases.

KS1- Year 2: Begin to understand questions and respond with confidence. Explore celebrations and start to make comparisons. Follow and join in with stories, songs and games.



Substantive Knowledge Summary – KS2 ‘Language Detectives’

LKS2 – Stage 1: Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for ‘a’. Express simple opinions. Retrieval of familiar core language content. Appreciate, follow and understand simple stories, linked to language learnt. Introduction to the geography and culture of the target language country. Hear and identify phonemes and recognise graphemes.

LKS2 – Stage 2: Retrieval of core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for ‘a’ and ‘the’. Read, understand, follow, and use commands. Express simple opinions. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes.



Substantive Knowledge Summary – KS2 ‘Language Detectives’

UKS2-Stage 3: Continue to develop and extend skills in language retrieval. Produce familiar personal information sentences in 1st and 3rd person singular. Begin to explore the conjugation of a regular present tense verb (to wear). Create spoken and written extended sentences including conjunctions and giving an opinion. Engage in extended role play dialogues. Say and write detailed description including a verb, nouns and a variety of adjectives. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Use modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters. Recognise, use and apply familiar phonemes and graphemes confidently.

UKS2-Stage 4: Retrieval of core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country’s culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.



Substantive Knowledge Summary – KS3 (Moving on/Transition)

KS3: Retrieval and development of core language content acquired at KS2 as a platform upon which to build and apply transferable skills to learn another language or continue in the same language.



EYFS - Substantive Knowledge End Points

Hello, goodbye	• To listen and respond physically to a greeting, a farewell, and the phrase 'Thank you' • To attempt to say in the target language a greeting, a farewell, and the phrase 'Thank you' • To understand that the target language country is another place in the world where people speak another language.
Counting	• To listen and respond physically to counting 1-10 • To attempt to say a number or sequence of numbers in the target language • To enjoy and join in with an authentic target language counting rhyme
Days and Birthdays	• To listen and respond physically to the days of the week • To attempt to say a day or a sequence of days in the target language • To join in and try to sing the birthday song
Rainbows	• To listen and respond physically to some colours (eg. Red, yellow, green and blue) • To attempt to say a colour in the target language • To join in with a guessing game to anticipate the colour
Families and bears	• To listen and respond to the question 'What are you called?' • To attempt to say the name phrase in the target language (I am called...) • To be aware of some nouns of members of the family in the target language.
Having fun whilst listening and joining in	• To listen and respond physically to a greeting, a colour and a number. • To attempt to ask and answer in the target language the question 'What are you called?' • To join in with an authentic target language song.



KS1 – Year 1 - Substantive Knowledge End Points

Greetings, Farewells and Name Phrase	- To listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night' - To listen, respond and answer the question 'What are you called?' - To join in with an authentic target language rhyme
Colours, Numbers 1-10 and Greetings	- To listen and respond physically to some familiar colours. Eg. red, yellow, green and blue. - To say a sequence of numbers - To be able to identify a specific number and colour - To know some facts about Christmas in the target language country
Rhymes, Songs and Games	- To listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider) - To join in with names of animals, in a animal carnival rhyme. - To know some facts about epiphany and the arrival of the three kings.
Animals	- To listen and respond physically to the names of animals - To join in with the animal nouns in a song. - To know that animal sounds are different in the target language.
Fish Fun	- To listen and respond physically to specific familiar language (Numbers, name and family members) - To say numbers 1-10 in a random order - To perform traditional rhymes
Sunshine, Rain and Seasons	- To listen and respond physically to some phrases about the weather - To say a weather phrase - To perform a traditional rhyme



KS1 – Year 2 - Substantive Knowledge End Points

Language Learning Powers	- To listen and respond to a target language song containing 'good morning, good afternoon and good night'. - To be able to perform the tooth fairy rhyme and know some facts about the tooth mouse in the target language country - To join in with a song in the target language
Nouns, Rhymes and Christmas	- To listen and respond physically to specific body parts in the target language - To perform an authentic rhyme of Heads, shoulders, knees and toes - To listen, respond to the song of Rudolph the Red Nose Reindeer in the target language - To recognise and read familiar colours and numbers in the target language
Birthdays	- To listen and respond physically to the months of year in the target language - To name their birthday month in the target language - To identify months written in the target language
Butterflies, Bees and Plant Pot Story	- To listen and respond to an authentic rhyme about butterflies in the target language - To say aloud specific sounds in unfamiliar nouns in the target language - To know some facts about the Easter bells and the role of these in Easter in the target language country
Exploring Animal Kingdoms	- To listen and respond to a story containing familiar language (names, colours and greetings) in the target language - To identify numbers and colours in spoken and written form in the target language - To practise, remember and perform a poem in the target language about the animal kingdom in the target language
Celebrate	- To listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in the target language - To practise, remember and perform an action song in the target language - To know some facts about birthdays and begin to understand that the target language is spoken in other countries (e.g. French in Canada, Spanish in Mexico)



KS2 – Stage 1 - Substantive Knowledge End Points

A new start	- To say greetings in the target language. - To ask and answer about feelings in the target language - To say, recall, identify numbers between 1 and 10 in the target language - To write some colours in the target language
Calendar and celebrations	- To understand basic classroom commands - To understand and say days of the week in the target language. - To understand, say and try to write some months of the year in the target language. - To recall some facts about Christmas traditions in the target language country.
Animals I like/I don't like	- To say and read the name of some animals in the target language. - To begin to recognise some plural nouns for animals in the target language. - To begin to understand a simple story in the target language. - To begin to copy some names of animals in the target language. - To say a simple sentence to say their favourite animal. - To begin to write simple sentences about animals.
Carnival Using numbers	- To know some facts about Carnival in the target language country. - To say and begin to write numbers 1-15 - To say simple sentences about themselves - To begin to read and write dates in the target language
Fruits and Vegetables Hungry Giant story	- To understand and participate in games involving fruit and vegetable nouns in the target language. - To ask politely for some fruit or vegetable item in the target language. - To listen, understand and enjoy a story in the target language. - To write, with support, a simple sentence or several sentences in 1st person singular.
Going on a picnic Aliens in _____ (France/Spain/Germany)	- To recall nouns for picnic items in the target language - To write a simple phrase, using verb, noun and adjective. - To complete some simple sentences to say where they live. - To ask a simple question and understand the answer - To apply their language skills to begin to learn other languages



KS2 – Stage 2 - Substantive Knowledge End Points

Welcome to school super learners	- To ask and answer questions about self in the target language - To listen, recall and respond to classroom instructions in the target language - To say and write the name of rooms in school in the target language - To say and write nouns for some classroom objects in the target language
My Local Area/Your Local Area	- To say and recognise some places in a town in the target language - To give simple directions to places in a town in the target language - To read and understand some useful directions in the target language - To copy some names of places in a town: Church, shop, park, pharmacy in the target language - To write a sentence using nouns of shops in a town.
Family and faces	- To know some important facts about Epiphany in the target language country - To say some family nouns in the target language - To write personal information sentences in 1st person singular about a family member in the target language - To understand the nouns for face parts in the target language - To write a simple descriptive sentence to describe a face
Face and Body Parts	- To understand and respond to body part nouns and commands in the target language - To understand and participate in yoga sequences including commands and body part nouns - To identify singular and plural body parts in the target language - To write some body parts in the target language - To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Feeling Unwell/ Jungle Animals	- To understand and say phrases to describe feeling unwell, aches and pains - To remember some jungle animal nouns in the target language - To understand adjectives to describe jungle animals in the target language - To write a simple sentence or sequence of sentences to describe a jungle animal in the target language
The Weather/ Ice creams	- To say different types of weather phrases in the target language - To name the seasons in the target language - To write a simple sentence to describe the weather in the target language - To say ice cream flavours and spot sounds in the flavours in the target language - To say an ice cream order in the target language - To apply their language skills to learn other languages



KS2 – Stage 3 - Substantive Knowledge End Points

Talking about us/ School subjects and opinions	• To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way. • To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live. • To say a third person singular sentence with details about someone else. • To know at least five nouns for school subjects and can use this language in a spoken sentence. • To say an extended opinion of a school subject including a reason for liking/disliking a subject.
In the city	• To recall some facts about a city in the target language country • To say and understand nouns for places in a city • To ask for and give simple directions • To participate in a dialogue for buying a ticket • To write simple descriptive sentences to describe their town/city.
Healthy Eating / Going to market	• To say some fruit and vegetables in the target language and use these in simple dialogues. • To read and understand some fruit and vegetables in written texts in the target language. • To understand plural nouns and how to write them • To know to say 'I have' in the target language and that we use part of the verb to have . • To understand how to say I haven't in the target language (negating) • To write some fruits and vegetables • To read and understand a recipe • To write a recipe including ingredients and instructions
Clothes	• To say nouns for some items of clothing in the target language. • To read and write descriptive sentences with nouns and colour adjectives in the target language. • To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language • To explore and use the verb 'to wear'
Out of this world	• To ask and answer questions about someone's identity in the target language. • To read and recognise names of planets in the target language • To read some simple information about planets in the target language. • To read and write simple sentences about an imaginary planet in the target language.
At the seaside	• To read aloud and understand sentences about the seaside in the target language • To creative simple persuasive extended sentences in the target language • To read and understand facts about going to the beach in the target language • To explore beach culture in the target language country • To apply their language skills to learn other languages



KS2 – Stage 4 - Substantive Knowledge End Points

Daily routine	- To recall phrases to describe feelings in the target language - To understand 'o'clock' phrases in the target language - To talk about daily routine in the target language - To answer questions about daily routine in the target language
Homes and Houses	- To understand the nouns for rooms in a house in the target language - To understand the nouns for some items of furniture - To read and understand some simple descriptions of rooms in a house in the target language. - To follow and understand a descriptive story - To write descriptive sentences using adjectives of colour and size - To recognise and understand some familiar and unfamiliar nouns in the target language - To understand some prepositions
Playing and Enjoying Sport	- To create opinions about a sport in the target language - To look at and use the verb 'to play' - To understand and write simple information about a sport in the target language - To express a like or dislike of a sport in the target language
Funfair and Favourites	- To know some nouns for fun fair rides and food in the target language - To write simple sentences about a funfair in the target language - To express opinions of favourite things in the target language, recalling prior learning - To recall some key facts about a tradition in the target language country
Café culture	- To know some facts about café culture - To ask politely for snacks and drinks in the target language - To understand information about food and meals - To explore breakfast foods and different types of breakfast
Performance time	- To participate in short sketches using familiar language - To recall familiar core language in the target language - To apply their language skills to learn other languages



Disciplinary Knowledge Timeline

KS1 Language Explorers

EYFS
Education of
the ear.
Learn to
listen and
join in.

KS1 – Year 1
Education
of the ear:
Listen and
repeat.

KS1 – Year 2
Begin to
memorise,
learn through
song. Use
actions.

KS2 Language Detectives

Stage 1
Introduction
to
'cognate'.
Use memory
hooks.
Simple,
effective
communicat
ion.

Stage 2
Simple,
effective
communica
tion with
more detail.
Use of
bilingual
dictionary.

Stage 3
Simple,
structured,
effective
communicati
on.
Manipulating
language
structures.

Stage 4
Simple,
structured,
effective and
descriptive
communicati
on.
Independent
manipulation
of language.

Transition

KS3
Transferable
skills to
another
language



Disciplinary Knowledge End Points

EYFS End Points:

To begin to understand that sounds in a different language have different meaning.

To explore how to listen to be able to hear new sounds and words.

To explore how to learn and remember language through song and rhyme.

To explore replicating mouth shapes and repeating/imitating sounds.

To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.



Disciplinary Knowledge End Points

KS1 End Points:

To educate the ear to new sounds and meaning.

To engage with how to listen to be able to hear new sounds and words

To repeat and imitate and begin to form utterances independently

To engage in turn-taking as a precursor to conversation

To attempt to copywrite single words in the target language

To explore and begin to memorise language through song and rhyme.

To use actions and gesture to aid memorisation.

To begin to develop cultural understanding and empathy as a global citizen.



Disciplinary Knowledge End Points

LKS2 End Points (Stages 1 and 2):

To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.

To begin to form educated guesses based on the context of the language.

To begin to use memory hooks to help remember.

To begin to understand what helps make me a better language learner

To engage with opportunities to practise to aid long-term memory

To develop confidence to 'have a go' and learn from any mistakes.

To write single words and set phrases with support

To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.

To begin to practise bilingual dictionary skills.

To develop as global citizens through broadening the understanding of the target language and culture.



Disciplinary Knowledge End Points

UKS2 End Points (Stages 3 and 4):

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.

To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.

To use reading comprehension strategies such as skim and scan to understand unfamiliar language

To use context to form educated guesses and use this and prior learning to aid translation

To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.

To develop the ability to speak fluently (without conscious thought)

To use a model effectively to aid writing grammatically accurate and extended sentences.

To develop the ability to use and create memory hooks to remember more.

To develop metacognitive strategies to learn and remember more language.

To know how to use opportunities to practise to improve long-term memory and recall.

To use a bilingual dictionary independently to look up unfamiliar words

To develop as global citizens through broadening the understanding of the target language and culture.

