

Substantive & Disciplinary Knowledge

Many schools wish to categorise the content of their primary foreign language curriculum into **substantive** and **disciplinary** knowledge to align with the documentation requested by their senior leadership teams as is required in other subject areas. In foreign languages substantive & disciplinary knowledge are both intrinsically linked. This document aims to support schools in collating and categorising this information. Primary schools may choose to document by unit, by end of year or by end of primary phase. We are unable to provide one single document as all schools are unique and will have different learning pathways. However, each Language Angels unit will have all the documentation and information required to prepare this task on the teaching page of each unit.

Substantive Knowledge

The key content. What is being taught.

This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase. In simple terms, the phonemes, grammar, vocabulary and linguistic structures taught in every unit, teaching type or teaching phase. This content is always clearly documented by unit and the 'elements' the pupils are expected to learn in terms of that unit will always be clearly displayed and itemised.

Where to find it:

Pupil Knowledge Organiser and **Pupil Unit Glossary**.

The minimum content all pupils should aim to know by the end of primary phase:

- Recognise and know how to pronounce the key phonemes suggested on the phonics mats.
- Recognise, recall and remember **as a minimum** the vocabulary presented in the Core Vocabulary Mat (numbers at least 1-31, days of the week, months of the year, the

weather, colours, key greetings, key question words and phrases, key high frequency verbs, simple opinions).

- Recognise, recall and remember the vocabulary and linguistics structure from all the extra units covered across the key stage.
- Understand the key grammatical concepts of gender, noun plurality, determiners, adjectival agreement, negative structures, possessive adjectives, conjunctions, regular and irregular high frequency verbs, verb conjugation, opinions and justifications.

Disciplinary Knowledge

The linguistic skills. How to use what is taught.

This is what pupils are expected to be able to do with the content presented and learnt in each unit, teaching type or teaching phase - the things that are unique to learning foreign languages. It is the questions pupils will be expected to ask and answer by the end of the unit and what pupils should be able to understand and express in written or oral form. The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy. To learn to use a range of language learning strategies when trying to decode less familiar language and understand that these are transferable skills. Understanding the grammar taught and being able to use it to communicate effectively. To say more, to write more and understand more of what they hear and read as they move through primary phase using a growing knowledge and understanding of the foreign language taught.

Where to find it:

Pupil Knowledge Organiser (bottom section – learning intentions for each unit).

The minimum linguistic skills all pupils should aim to have by the end of primary phase:

- Know how to greet somebody and ask how they are feeling.
- Say how they are feeling.

- Ask somebody their name.
- Tell somebody their name.
- Ask somebody their age.
- Say how old they are.
- Ask somebody where they live.
- Tell somebody where they live.
- Present themselves with key details such as name, age and where they live.
- Know how to say the date.
- Know how to say when their birthday is.
- Ask somebody when their birthday is.
- Know how to describe the weather.
- Ask what the weather is like.
- Describe a/their own family.
- Ask somebody if they have any siblings and ask what he/she/they are called.
- Say if they have a pet and what it is called.
- Ask somebody if they have a pet.
- Describe something by colour using their knowledge of adjectival agreement.
- Say what they have/do not have in their pencil case and/or home.
- Describe a school day/a weekend in detail.
- Pronounce what they say and read in longer text with increased accuracy and intonation.
- Learn how to gist listen and read using language learning strategies so that they understand more of what they hear and read.
- Have improved metacognition and be able to remember and recall more quickly.
- Learn to look for cognates and hooks. Be aware of 'false friends' that confuse meaning.
- Know how to use a bilingual dictionary to understand the meaning of unknown words.
- Know how to use a bilingual dictionary to look up translations of English words they do not know.
- Know that verb forms change more and how to do it when talking about others.
- Say and write more with increased confidence, speed, improved pronunciation and general accuracy.