

Modern foreign language Progression Document



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

Let's sing	<ul style="list-style-type: none"> To listen and join in with songs introducing a range of core language To experience listening and responding to greetings, numbers, colours in the target language
Listen and join in	<ul style="list-style-type: none"> To listen to greetings, feelings, numbers, colours, commands and name To join in with saying greetings, feelings, numbers, colours, commands and name To join in with hello and goodbye as a circle game
Storytime - Goldilocks	<ul style="list-style-type: none"> To join in with hello and goodbye as a circle game To listen and join in with family members and face parts To join in with games to practise key vocabulary To attempt to say 'hot', 'cold', 'big' and 'small' in target language To attempt to say colours and numbers in the target language
Teddy Bears' picnic	<ul style="list-style-type: none"> To join in with greetings as a circle game To attempt to say colours, numbers and feelings To listen and respond to commands and name phrase in the target language To listen to a story and respond to colours, numbers and name phrase
Storytime – Jack and the Beanstalk	<ul style="list-style-type: none"> To join in with greetings as a circle game To attempt to say 'big', 'small' and the name phrase 'My name is..' in the target language To identify and name domestic animals To listen and identify the steps to grow a plant To listen and respond to numbers and commands
Holiday time	<ul style="list-style-type: none"> To listen and join in with 'hello' and 'goodbye' To identify and say colours and numbers To attempt to say 'mountain', 'beach', 'plane', 'boat', 'bike' and 'car' in the target language To attempt to say the phrases 'it's hot' and 'it's cold' in the target language



KS1 – Year 1 (Let's Explore A) - Substantive Knowledge End Points

Greetings and numbers	<ul style="list-style-type: none">• To listen and respond to specific greetings such as: 'good morning, good afternoon and good night'• To listen, respond and answer the question 'What are you called?'• To listen, respond and answer about feelings• To listen and join in with a series numbers
Playground Games	<ul style="list-style-type: none">• To listen and join in with a series of playground games covering key language such as:• numbers• days of the week• sea creatures
Minibeasts	<ul style="list-style-type: none">• To listen and respond to minibeast nouns• To identify and remember numbers and colours• To enjoy and join in with a story.• To understand and respond to the butterfly cycle.
Dinosaurs	<ul style="list-style-type: none">• To listen and respond to the names of dinosaurs• To identify and understand the names of habitats• To remember colours, numbers and name phrase• To enjoy and join in with a story.
Plant pot story	<ul style="list-style-type: none">• To listen and understand a simple story• To listen and respond to commands• To listen and join in with a simple rhyme, then perform it• To create own action rhyme
Mr Biscuit	<ul style="list-style-type: none">• To listen and respond to body parts• To listen and respond to commands and actions• To recognise and respond to colours and numbers



KS1 – Year 2 (Let's Explore B) - Substantive Knowledge End Points

At the Farm	<ul style="list-style-type: none">• To listen and respond to nouns for farm animals, including plural nouns• To listen and join in with a series of numbers• To join in with a rhyme and a song in the target language
Autumn Walk and Harvest	<ul style="list-style-type: none">• To identify and name colours• To listen to and join in with a story in the target language• To listen and join in with a series of numbers
Birthday Party	<ul style="list-style-type: none">• To listen to and join in with a story in the target language• To recall numbers and say the age sentence• To listen and respond to commands
Me and my puppy	<ul style="list-style-type: none">• To listen to and understand likes and favourite things• To listen and respond to commands• To listen to and understand numbers
Over the Rainbow	<ul style="list-style-type: none">• To listen and respond to colours and weather phrases• To listen and join in with songs in the target language
Pirate personalities	<ul style="list-style-type: none">• To listen and join in with a song and a story in the target language• To identify and read vocabulary associated with pirates• To use new vocabulary to play a board game



KS2 – Stage 1 - Substantive Knowledge End Points

<p>A new start</p>	<ul style="list-style-type: none"> 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
<p>Calendar and celebrations</p>	<ul style="list-style-type: none"> 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.
<p>Animals I like/I don't like</p>	<ul style="list-style-type: none"> 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.
<p>Carnival Using numbers</p>	<ul style="list-style-type: none"> 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
<p>Fruits and Vegetables Hungry Giant story</p>	<ul style="list-style-type: none"> 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.
<p>Going on a picnic Aliens in _____ (France/Spain/Germany)</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
communication.

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

Stage 3
Simple,
structured,
effective
communication.
Manipulating
language
structures.

Stage 4
Simple,
structured,
effective and
descriptive
communication.
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.

