



## Substantive Knowledge and Disciplinary Knowledge in Spanish



**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 (reading, writing, speaking and listening)

### Substantive Knowledge (KS2 Language Detectives)

Year 3 (Stage 1)	Core language content, retrieval, nouns and stories.
Year 4 (Stage 2)	Core language retrieval. nouns, adjectives, simple sentences, commands and opinions
Year 5 (Stage 3)	Core language retrieval, verbs, conjunctions to extend sentences, role-play and descriptions.
Year 6 (Stage 4)	Core language retrieval, complex sentences, verbs and manipulating language structures.
KS3 Transition	Core language retrieval. Transferable skills to another language.

### Disciplinary Knowledge (KS2 Language Detectives)

Year 3 (Stage 1)	Introduction to ‘cognate’. Use memory hooks. Simple, effective communication.
Year 4 (Stage 2)	Simple, effective communication with more detail. Use of bilingual dictionary.
Year 5 (Stage 3)	Simple, structured, effective communication. Manipulating language structures.
Year 6 (Stage 4)	Core language retrieval, complex sentences, verbs and manipulating language structures.
KS3 Transition	Transferable skills to another language.

**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.



Progression of Knowledge and Skills – MFL Spanish



		Year 3	Year 4	Year 5	Year 6
Aspect	Listening	I can understand a few familiar spoken words and phrases.	I can understand a range of familiar spoken phrases and am able to listen for specific words and phrases.	I can understand the main points from a series of spoken sentences including questions (this may require some repetition.)	I can understand some details and the main points from a short, spoken passage which is comprised of familiar language.
	Speaking	I can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	I can ask and answer simple questions and give basic information.  I can pronounce familiar words and some new words accurately.	I can ask and answer simple questions on several topics and can express opinions.  I can take part in brief pre-prepared tasks such as short presentations and role plays.	I can take part in a simple conversation and can express simple opinions. I can use generally accurate pronunciation (to a sympathetic native speaker).
	Reading	I can recognise and read out a few familiar words and phrases.	I can understand simple written phrases. I can match sounds to familiar written words.	I can understand the main point(s) from a short, written passage in clear printed script.  I can use bilingual dictionaries independently. I can my apply phonic knowledge to find, understand and/or produce spoken and written words.	I can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).  I can use a bilingual dictionary to access unfamiliar language.
	Writing	I can write or copy a few simple words or symbols as an emergent writer of Spanish.	I can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	I can write two or three short sentences as a personal response, using reference materials/with support.  I can make attempts to accurately use nouns and adjectives. I can show an awareness of the use of conjugation of some commonly used, regular verbs in the present tense.	I can write a short text based a familiar topic accurately using common nouns, adjectives and verbs in the present tense.

Grammar	Nouns	I can identify the nouns in a list of familiar nouns and other core language (numbers, colours, greetings)	I can identify if a noun is singular or plural.  I can identify masculine and feminine nouns and singular and plural nouns.		
		I know that nouns such as colours, numbers and greetings should have a definite article (el/los, la/las) or an indefinite article (un/una, unos/unas) in front of them.	I know that nouns can be singular (one) or plural (more than one).  I know that when I make a noun plural, I must change the article that goes with it. E.g., la chica becomes las chicas.	I know how to use a greater number of nouns in simple sentences. I know how to apply gender and plural rules to help me use appropriate determiners.	I know how to construct longer sentences that are grammatically correct when using a wider range of nouns and adjectives.
	Verbs	I can match familiar personal information questions and answers	I can identify verbs (in questions/ answers and written as commands) in a list of familiar vocabulary including numbers, days and months.	I can reorganise sentences that are not grammatically correct e.g. sentences that are not written in the correct order (muddled up) based on 'likes and dislikes' of animals or school subjects.  I can reorganise and write accurate "you can do..." sentences to create extended sentences about the seaside.	I can understand and remember a wide range of sports nouns and can describe these using verbs.  I can identify parts of the verb 'jugar' (to play) and can use this to help me create extended sentences about sports.
		I know that verbs can be used to describe an action, a feeling or to describe something that is happening.  I know how to identify a verb in a sentence.	I know how verbs are used to write commands in Spanish.  I know how to use high frequency verbs in the present tense.	I know that the ending of verbs change depending on who is performing them. For example, first person verbs (talking about yourself using 'I') end in 'o'.  I know that there are regular and irregular verbs (that don't follow the pattern). E.g., 'tener- to have' is an irregular verb and is used to show possession or to say what you have.	I know that in Spanish verbs need to be conjugated - this means the ending of verbs change depending on who is performing them.  I know how to conjugate familiar verbs that are regular and irregular. E.g., 'jugar- to play.'

		Adjectives	<p>I can find the adjectives (colours) amongst the list of key language – nouns, numbers, greetings and colours</p>	<p>I can identify the adjectives in facial descriptions.</p> <p>I can un reorganise and structure accurately descriptive phrases based on new vocabulary learnt e.g., faces, jungle animals and parts of the body.</p>	<p>I can create my own accurate phrases to describe an object shared with me as an image.</p>	
			<p>I know how to identify adjectives (colours) in simple sentences.</p> <p>I know that in Spanish most adjectives come after the noun they are describing E.g., el cielo azul.</p>	<p>I know that the gender of nouns in Spanish have to agree with (or match) the noun they describe.</p> <p>I know the masculine vowel is -o, and the feminine one is -a.</p>	<p>I know the position and importance of masculine/feminine agreement of adjectives in simple sentences.</p> <p>I know how to change the ending of adjectives to match the gender of a wider variety of nouns that go before them.</p>	<p>I know how to apply the rules of position and agreement of an increasing range of adjectives with increasing accuracy.</p>