



Languages: French

Substantive and Disciplinary Knowledge

Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously.

Substantive Knowledge

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

- Language Content, for example key vocabulary to describe yourself physically.
- Transactional Language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language learning skills

Disciplinary Knowledge

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

By disciplinary knowledge we also mean the linguistic skills necessary to use their substantive knowledge effectively, for example adjective agreement related to physical description.

Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing.

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.

