

Knowledge About Language (KAL) progression:

As with the KAL progression diagrams that accompany this practitioners' resource, these KAL resources are not intended to be prescriptive nor exhaustive in terms of what authorities, schools and classroom teachers will want to cover with children from P1 to P7. This is intended as a guide and also a tool that will allow practitioners to benchmark more effectively in their planning for learning and teaching in Primary Language Learning.

Verbs	P1 – P4	P5 onwards	3rd level (S1 for most)
Person	Developing understanding and use of 1 st , 2 nd & 3 rd person singular (especially verbs 'to have/ to be'). Some learners encouraged to go beyond this and explore 2 nd person singular and plural for questioning.	Notion of endings of common verbs – mainly regular. Person must be clear from the verb if language does not usually use pronouns	Acquiring increasing knowledge of full verb paradigms and ability to apply this with familiar verbs – regular and irregular
Time	(for some)	Acquiring increasing knowledge of time phrases (<i>This morning/ at the weekend/ sometimes</i>) and ability to link to an appropriate verb	Increasing confidence and ability to understand and produce basic sentences with time phrases in tenses other than present
Mood/Modality /Tenses	Increasing understanding and ability to express notions of volition, being able to and imperatives. Express basic modal verbs in 1 st person (<i>to want to/to be able to</i>)	Some learners may be able to explore and produce basic modal verbs in tenses other than present as a stock phrase, or with support (<i>i.e. I would like to (conditional)</i> and so on). Learning of some basic stock phrases in other tenses: <i>I went/ I ate/ I received/ I did/ there was/ it was/ I liked/ did not like....</i>	
Commands	Increasing confidence in understanding teacher's and others' commands (<i>daily classroom language</i>)	Increasing confidence in producing basic commands (<i>i.e. in classroom language, games etc.</i>)	Gaining knowledge of formal command rules for common verbs – regular and irregular
Nouns	P1 – P4	P5 onwards	3rd level (S1 for most)
Gender	Increasing notion of gender with common nouns i.e. in daily classroom language	Increasing awareness of and confidence in producing patterns with gender	Increasing knowledge and confidence in producing with accuracy, some conventions of gender
Number	Awareness of singular/ plural indicated through common nouns, verbs, articles or adjectives	Increasing awareness of understanding and using some common irregular plurals	Increasing awareness of formal rules for regular and irregular plural forms

Pronouns	P1 – P4	P5 onwards	3rd level (S1 for most)
Subject/ object	Developing understanding and use of 1 st , 2 nd & 3 rd person singular (especially verbs 'to have/ be' & verbs that express opinion). Some learners encouraged to go beyond this and explore 2 nd person singular and plural for questioning.	Increasing exposure to and understanding of all subject pronouns and some basic object pronouns (<i>as appropriate to the language</i>)	Increasing understanding and confident use of subject, and more direct and indirect object pronouns
Emphatic	First and second person	Increasing understanding of other emphatic pronouns, depending on contexts for learning	
Relative	Introduction to and increasing understanding of basic relative pronouns (i.e. <i>who/ where</i>)	Increasing understanding of common relative pronouns (<i>in different cases as relevant to the language</i>)	

Adjectives	P1 – P4	P5 onwards	3rd level (S1 for most)
Rules of agreement	Basic notions of agreement with roll call and increasing with such concepts as colour adjectives, and other similar basic notions of agreement	Increasing exposure to and more confident use of agreement, including some irregular forms where appropriate	Notion of agreement and common forms – regular & irregular, as well as ending rules for case as relevant
Rules of position	Increasing basic awareness of position with commonly used adjectives	Increasing confidence in understanding and using commonly used adjectives with correct notion of position	
Possessives	'My/ your' as a basic notion to develop at these stages	Developing an understanding of, and for some children, can use some other possessives (<i>his/ hers/ours</i>) etc.	Developing knowledge of possessives for all persons, including a knowledge of possessive pronouns (<i>[it's] mine/ [it's] yours</i>) etc.
Interrogative	Growing understanding of the meaning of words for ' <i>which/ what</i> '. Many children may be able to produce increasingly <i>orally</i> – especially through songs/ rhymes etc.	Exposure to and increasing understanding, and for some, ability to produce questions using different question forms/ conventions	Increasing understanding of formal rules around agreement with interrogative adjectives (<i>language dependant</i>)

	P1 – P4	P5 onwards	3rd level (S1 for most)
Prepositions	Notion with basic classroom language (<i>On/ under/ with/ next to</i>) etc.		Developing notion that prepositions may change case/ form of noun/ article as relevant (<i>language specific</i>)

Articles	P1 – P4	P5 onwards	3rd level (S1 for most)
	Newly introduced nouns always introduced with the correct article/gender: <i>the/a/an...</i>	Increasing awareness of when to use contracted definite article (set phrases/ nouns): (<i>language specific</i>) i.e. <i>au/ à la/ à l'/ aux (French)</i>	Awareness of formal rules around definite, indefinite and contraction of articles (<i>language appropriate</i>)

