



## **Primary Latin Skills Progression Grid**

### **Aims - The National Curriculum for languages at KS2 aims to ensure that all pupils:**

- Understand and respond to written language from a variety of authentic sources
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

“If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.”

\*For exemplification, please see accompanying Primary Latin Skills Progression Grid (with exemplification), available at [classicsincommunities.org](http://classicsincommunities.org)\*

### **Assessing skill progression**

Pupils are expected to be at Milestone 1 by the end of Year 4, Milestone 2 by the end of Year 6, although this will vary according to when Latin is introduced in individual schools. A significant proportion of Milestone 2 is used for consolidation and deepening links between the English Language, the Romance Languages, and Latin. This will build a strong foundation for Modern Foreign Languages at KS3.

The terms ‘approaching’, ‘at’ and ‘past’ have been chosen in order to move away from the notion that milestones must be met in full by a particular age. This allows for small variations in pupils’ development.

The Assessment terms mean:

- **Approaching:** not fully achieving all the milestone indicators but making steady progress.
- **At:** comfortably achieving all of the milestone indicators.
- **Past:** making some progress in achieving the next milestone indicators.

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### Primary Latin Skills Progression Grid

Pupils should be taught to:	Milestone 1	Milestone 2
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Listening –</p> <ul style="list-style-type: none"> <li>• Understand simple questions in Latin</li> <li>• Understand simple instructions in Latin</li> </ul> <p>Responding –</p> <ul style="list-style-type: none"> <li>• Respond orally to simple questions in Latin</li> <li>• Respond physically to simple instructions</li> </ul>	<p>Listening –</p> <ul style="list-style-type: none"> <li>• Understand more complex questions in Latin</li> </ul> <p>Responding –</p> <ul style="list-style-type: none"> <li>• Respond orally using simple Latin sentences of five or more words.</li> </ul>
<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Patterns of Latin –</p> <ul style="list-style-type: none"> <li>• Accusative singular noun ending –m</li> <li>• Present tense (regular) verb endings</li> </ul> <p>Songs and rhymes</p> <p>Sounds in Latin –</p> <ul style="list-style-type: none"> <li>• ‘v’ in Latin is pronounced ‘w’ in English</li> </ul> <p>Meaning of Latin words</p> <ul style="list-style-type: none"> <li>• Derivations from Latin</li> </ul>	<p>Patterns of Latin –</p> <ul style="list-style-type: none"> <li>• Gender of nouns and adjectives</li> <li>• Infinitive ending (regular) –re</li> </ul> <p>Songs and rhymes</p> <p>[Sounds in Latin – ]</p> <p>*This indicator is OPTIONAL at Milestone 2 – teachers should decide the extent to which they wish Latin to be a ‘spoken’ language in their classrooms.*</p> <ul style="list-style-type: none"> <li>• Lengthening effect of macra on vowels</li> </ul> <p>Meaning of Latin words</p> <ul style="list-style-type: none"> <li>• Derivations from Latin</li> </ul>

	<i>(This milestone links to <b>STATUTORY</b> suffix/prefix work in Year 3/4 Appendix 1)</i>	<i>(This milestone links to <b>STATUTORY</b> suffix/prefix work in Year 5/6 Appendix 1)</i> <ul style="list-style-type: none"> <li>Influence of Latin on Modern Foreign Languages</li> </ul>
Speak in sentences, using familiar vocabulary, phrases and basic language structures	<p>Rules of spoken Latin –</p> <ul style="list-style-type: none"> <li>Correct pronunciation of 3 short sentences</li> <li>Verb at end of sentence</li> </ul> <p>Latin vocabulary –</p> <ul style="list-style-type: none"> <li>Knowledge of 25 Latin words</li> </ul>	<p>[Rules of spoken Latin – ]</p> <p>*This indicator is OPTIONAL at Milestone 2 – teachers should decide the extent to which they wish Latin to be a ‘spoken’ language in their classrooms.*</p> <ul style="list-style-type: none"> <li>Correct pronunciation of 6 short sentences</li> <li>Appropriate intonation for questions and commands</li> </ul> <p>Latin vocabulary –</p> <ul style="list-style-type: none"> <li>Knowledge of 50 Latin words</li> </ul>
Read carefully and show understanding of words, phrases and simple writing	<p>Reading Latin words and Phrases –</p> <ul style="list-style-type: none"> <li>Translation of simple Latin sentences</li> </ul> <p>Linking Latin words, where possible, with English</p> <p><b>ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK.</b></p>	<p>Reading Latin words and Phrases –</p> <ul style="list-style-type: none"> <li>Translation of more complex Latin sentences</li> </ul> <p>Linking Latin words, where possible, with English</p> <p><b>ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK.</b></p>
Appreciate stories, songs, poems and rhymes in the language	Translating simple text from Latin to English –	Translating simple text from Latin to English –

<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></p>	<p><b>Vocabulary development –</b></p> <ul style="list-style-type: none"> <li>• Use wordlists accompanying textbook stories.</li> </ul>	<p><b>Vocabulary development –</b></p> <ul style="list-style-type: none"> <li>• Make educated guesses for meaning of new Latin words, but confirm correct meaning by consulting word list</li> </ul>
<p><b>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</b></p>	<p><b>Application of Latin in writing and basic pronunciation to communicate basic meaning –</b></p> <ul style="list-style-type: none"> <li>• Communicate simple ideas using short sentences</li> </ul>	<p><b>Application of Latin in writing and basic pronunciation to communicate basic meaning –</b></p> <ul style="list-style-type: none"> <li>• Communicate more complex ideas using conjunctions</li> </ul>
<p><b>Describe people, places, things and actions in writing</b></p>	<p><b>Descriptive vocabulary –</b></p> <ul style="list-style-type: none"> <li>• Make a simple statement which describes a place, person, thing or action</li> </ul>	<p><b>Descriptive vocabulary –</b></p> <ul style="list-style-type: none"> <li>• Describe a person, place, thing or action using at least three descriptive sentences</li> </ul>

<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Latin Grammar and English Grammar – similarities and differences.</p> <ul style="list-style-type: none"> <li>• Present tense (regular) verb endings In English, it is the <u>agent</u> (e.g. I, you, he/she/it, we, you (pl.)/they) which changes. In Latin, it is the <u>verb ending</u> (e.g. -m/-o, -s, -t, -mus, -tis, -nt).</li> <li>• accusative singular noun ending -m</li> <li>• Imperative verb endings e.g. -a, -ate!; -e, -ete!; -i, -ite! English does not differentiate between commands to one person or to a group of people.</li> <li>• You singular and plural</li> </ul>	<p>Latin Grammar and English Grammar – similarities and differences.</p> <ul style="list-style-type: none"> <li>• In Latin, infinitives (regular) end <i>-re</i>. In English, we add 'to' before the meaning of the verb e.g. <i>audire</i> – <i>to hear</i>, <i>facere</i> – <i>to do</i>, <i>ponere</i> – <i>to put</i></li> <li>• Verb <i>to be</i> in present tense <i>sum</i> – <i>I am</i> <i>es</i> – <i>you are (s.)</i> <i>est</i> – <i>he/she/it is</i> <i>sumus</i> – <i>we are</i> <i>estis</i> – <i>you are (pl.)</i> <i>sunt</i> – <i>they are</i></li> <li>• Adjectival agreement for masculine, feminine and neuter nouns</li> </ul>
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