



Primary Latin Skills Progression Grid (with exemplification)

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.”

Exemplification has been provided in this document for guidance only. Progress and assessment will also be possible using alternative milestone indicators and resource materials.

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 (with exemplification)

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"> • Understand simple questions in Latin e.g. <i>quis es?</i> <i>Who are you?</i> • Understand simple instructions in Latin e.g. <i>tace!</i> <i>Be quiet!</i> <i>surge!</i> <i>Get up!</i> <p>Responding –</p> <ul style="list-style-type: none"> • Respond orally to simple questions in Latin e.g. <i>Victoria sum</i> - <i>I am Victoria</i> <i>Marcus sum</i> - <i>I am Marcus</i> • Respond physically to simple instructions e.g. <i>tace/tacete!</i> <i>be quiet</i> <i>surge/surgete!</i> <i>stand up</i> <i>intra/intrate!</i> <i>enter!</i> <i>abi/abite!</i> <i>go away!</i> <i>audi/audite!</i> <i>listen!</i> <i>labora/laborate!</i> <i>work!</i> <i>sede/sedete!</i> <i>sit down!</i> 	<p>Listening –</p> <ul style="list-style-type: none"> • Understand more complex questions in Latin e.g. <i>cur tam laetus es?</i> <i>Why are you so happy?</i> <i>quid vis?</i> <i>What do you want?</i> <i>ubi Vindolanda est?</i> <i>Where is Vindolanda?</i> <p>Responding –</p> <ul style="list-style-type: none"> • Respond orally using simple Latin sentences of five or more words. e.g. <i>laetus sum quod cum Flavia ludo.</i> <i>I am happy because I am playing with Flavia.</i> <i>pontem cum amicis aedificare volo.</i> <i>I want to build a bridge with my friends.</i>
<p>Explore the patterns and sounds of language through songs</p>	<p>Patterns of Latin –</p> <ul style="list-style-type: none"> • Accusative singular noun ending –m • Present tense (regular) verb endings (e.g. <i>Minimus 1, Stage 4</i>) 	<p>Patterns of Latin –</p> <ul style="list-style-type: none"> • Gender of nouns and adjectives (e.g. <i>Minimus 2, Stage 3</i>) • Infinite ending (regular) –re

<p>and rhymes and link the spelling, sound and meaning of words</p>	<p>Songs and rhymes –</p> <ul style="list-style-type: none"> A selection of familiar tunes (e.g Three Blind Mice, Ten Green Bottles) with Latin words can be accessed at http://www.minimus-etc.co.uk/Songs_page1.htm and http://www.minimus-etc.co.uk/SupportSheets_page1.htm <p>Sounds in Latin –</p> <ul style="list-style-type: none"> 'v' in Latin is pronounced 'w' in English <p>Meaning of Latin words –</p> <ul style="list-style-type: none"> Derivations from Latin e.g. <i>aqua</i> – aquatic, aquarium, aqua-marine <i>scribit</i> – scribe, scribble, subscribe, script, description <i>spectat</i> – spectator, spectacle, spectacular <i>multi</i> – multiply, multitude, multi-millionaire <i>circum</i> – circumference, circumnavigate, circumstantial <i>octo</i> – octopus, octagon, octosyllabic, octogenarian 	<p>Songs and rhymes –</p> <ul style="list-style-type: none"> A selection of familiar tunes (e.g Three Blind Mice, Ten Green Bottles) with Latin words can be accessed at http://www.minimus-etc.co.uk/Songs_page1.htm and http://www.minimus-etc.co.uk/SupportSheets_page1.htm <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"> Lengthening effect of macra on vowels e.g. 'ā' is pronounced twice as long as 'a', same is true for ē,ī,ō,ū. Explanation and guidance at http://www.minimus-etc.co.uk/SupportSheets/supportsheet42Minimus_Pronunciation_Guide_-_short_version.pdf <p>Meaning of Latin words –</p> <ul style="list-style-type: none"> Derivations from Latin e.g <i>ultra</i> – ultra violet, ultrasound, ultramarine <i>post</i> – postpone, P.M. post meridiem, post-mortem <i>bene</i> – benefit, benevolent, beneficiary, benefactor, beneficial <i>inter</i> – interfere, interact, intercept, interchange, interject, interest, interrupt <i>non</i> – nonsense, non-resistant, non-payment <i>ambi</i> – ambidextrous, ambience <i>super</i> – superior, supernatural, superwoman, supersonic, superb <i>credo</i> – credit card, credibility, incredible
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	<p><i>sub</i> – submarine, subway, submerge, subtract <i>finis</i> – finish, final, infinity, finite, define <i>trans</i> – transparent, transfer, transform, transplant, transport, transmitter</p> <p><i>(This milestone links to STATUTORY suffix/prefix work in Year 3/4 Appendix 1)</i></p>	<p><i>(This milestone links to STATUTORY suffix/prefix work in Year 5/6 Appendix 1)</i></p> <ul style="list-style-type: none"> • Influence of Latin on Modern Foreign Languages e.g. amicus (friend) – ami (French), amigo (Spanish), amico (Italian) terra (land) – terre (French), terra (Spanish and Italian) novus (new) – nouveau (French), nuevo (Spanish) nuovo (Italian) bonus (good) – bon (French), bueno (Spanish), buono (Italian) cantare (to sing) – chanter (French), cantar (Spanish), cantare (Italian) habitare (to live) – habiter (French), habitar (Spanish), abitare (Italian) delphinus (dolphin) – dauphin (French), delfin (Spanish), delfino (Italian) balaena (whale) – baleine (French), ballena (Spanish), balena (Italian)
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Rules of spoken Latin –</p> <ul style="list-style-type: none"> • Correct pronunciation of 3 short sentences (These are modelled on the Minimus app and on the CD that comes with the textbook) • Verb at end of sentence <p>Latin vocabulary –</p> <ul style="list-style-type: none"> • Knowledge of 25 Latin words (There are vocabulary tests on the Minimus website http://www.minimus- 	<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"> • Correct pronunciation of 6 short sentences • Appropriate intonation for questions and commands <p>Latin vocabulary –</p> <ul style="list-style-type: none"> • Knowledge of 50 Latin words (There are vocabulary tests on the Minimus website http://www.minimus-etc.co.uk/Vocab/Vocab%20tests/Vocab_test_page.htm) or use

	etc.co.uk/Vocab/Vocab%20tests/Vocab_test_page.htm)	OCR Entry level wordlist (http://www.ocr.org.uk/Images/67515-vocabulary-list.pdf)
Read carefully and show understanding of words, phrases and simple writing	<p>Reading Latin words and Phrases –</p> <ul style="list-style-type: none"> • Translation of simple Latin sentences e.g. <i>Flavia et Iulius sedent. Corinthus docet.</i> <i>Flavia ad Julius sit down. Corinthus is teaching.</i> (Minimus 1, Stage 4) <p>Linking Latin words, where possible, with English –</p> <ul style="list-style-type: none"> • e.g. <i>magnus</i> meaning big or great – magnify, magnificent <p>ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK.</p>	<p>Reading Latin words and Phrases –</p> <ul style="list-style-type: none"> • Translation of more complex Latin sentences e.g. <i>Flavius et Lepidina lucernam et anulum in ollam deponunt.</i> <i>Flavius and Lepida put down the lamp and the ring into a pot.</i> (Minimus 1, Stage 11) <p>Linking Latin words, where possible, with English –</p> <ul style="list-style-type: none"> • e.g. <i>curat</i> meaning he/she looks after – curator, cure • <i>multi</i> – learner should be able to list and explain at least 10 derivations <p>ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK.</p>
Appreciate stories, songs, poems and rhymes in the language	<p>Translating simple text from Latin to English –</p> <ul style="list-style-type: none"> • e.g. 6 captions in Minimus 1, Stage 4 (page 21) 	<p>Translating simple text from Latin to English –</p> <ul style="list-style-type: none"> • e.g. 6 captions in Minimus 1 Stage 12 (page 71)
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written	<p>Vocabulary development –</p> <ul style="list-style-type: none"> • Use wordlists accompanying textbook stories, both in Minimus and ‘Telling Tales in Latin’. 	<p>Vocabulary development –</p> <ul style="list-style-type: none"> • Make educated guesses for meaning of new Latin words, but confirm correct meaning by consulting word list • Use both Minimus and ‘Telling Tales in Latin’ written by Lorna Robinson: http://irisproject.org.uk/index.php/resources/telling-tales-2 to support making ‘educated guesses’ regarding meaning.

<p>material, including through using a dictionary</p>		
<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Application of Latin in writing and basic pronunciation to communicate basic meaning –</p> <ul style="list-style-type: none"> Communicate simple ideas using short sentences e.g. <i>Victoria sum. Vindolandam visitare volo.</i> <i>I am Victoria. I want to visit Vindolanda.</i> 	<p>Application of Latin in writing and basic pronunciation to communicate basic meaning –</p> <ul style="list-style-type: none"> Communicate more complex ideas using conjunctions e.g. <i>laeta sum quod cum amicis ludere possum.</i> <i>I am happy because I am able to play with my friends.</i>
<p>Describe people, places, things and actions in writing</p>	<p>Descriptive vocabulary –</p> <ul style="list-style-type: none"> Make a simple statement which describes a place, person, thing or action e.g. <i>Minimus mus est. Minimus et familia Vindolandae habitant.</i> <i>Minimus is a mouse. Minimus and his family live at Vindolanda.</i> 	<p>Descriptive vocabulary –</p> <ul style="list-style-type: none"> Describe a person, place, thing or action using at least three descriptive sentences e.g. <i>Vindolanda in Britannia est. ibi milites Romani laborant. Vindolandae semper pluit.</i> <i>Vindolanda is in Britannia. Roman soldiers work there. It always rains at Vindolanda.</i>
<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</p>	<p>Latin Grammar and English Grammar – similarities and differences.</p> <ul style="list-style-type: none"> 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). e.g. <i>audio</i> – <i>I hear</i> <i>audiunt</i> – <i>they hear</i> accusative singular noun ending –m e.g. <i>puella villam intrat.</i> <i>The girl enters the house.</i> (accusative) 	<p>Latin Grammar and English Grammar – similarities and differences.</p> <ul style="list-style-type: none"> In Latin, infinitives (regular) end –re. 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> Verb <i>to be</i> in present tense (Minimus 2, Stage 1) <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>

<p>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>English nouns do not have case endings. e.g. <i>Villa magna est. The house is big.</i> (nominative)</p> <ul style="list-style-type: none"> • 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. e.g. <i>sede!</i> Sit down! (singular) <i>sedete!</i> Sit down! (plural) The same order is given in English. • You singular and plural In Latin, -s ending on a verb denotes that you (singular) is completing the action of the verb. -tis identifies that the action is being done by more than one 'you'. English does not differentiate in this way e.g. <i>es</i> – you are (s.), <i>estis</i> – you are (pl.) <i>laboras</i> – you work (s.), <i>laboratis</i> – you work (pl.) 	<ul style="list-style-type: none"> • Adjectival agreement for masculine, feminine and neuter nouns (Minimus 2, Stage 2) e.g. <i>milites Romani</i> – Roman soldiers (masculine) <i>legiones notissimae</i> – very famous legions (feminine) <i>bellum periculosum</i> – dangerous war (neuter)
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