

# St Peter's Catholic Primary School – Latin Key Skills Progression Document

## National Curriculum Key Stage 2

By the end of Key Stage 2 pupils should be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

At St Peter's the decision to teach Latin, rather than a Modern Foreign Language, was informed by the following:

- Latin provides insight into the structure and grammar of English and other modern European languages
  - parts of speech – identification and function of nouns, verbs, adjectives, adverbs, prepositions, conjunctions
  - nouns having genders
  - adjectives agreeing with them
  - different word order
  - more complex conjugation of verbs
  - singular & plural “you”
  - seeing links between different languages
- Latin extends English vocabulary and develops spelling patterns
  - understanding of words with Latin roots, providing support for spelling of English words derived from Latin
- Prepares for MFL
  - grammar
  - vocabulary
- In addition, Latin provides development of Historic and General Knowledge and also explores ‘big questions’ such as the concept of slavery and the role of ‘Gods’.

This is the linguistic knowledge that the children should cover over their time with us, building on their skills each year. It has been split into four strands:

- **Listening**
- **Speaking**
- **Reading and responding**
- **Writing**

	<b>Listening</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<b>Year 3</b>	To understand a few familiar spoken words and phrases (with repetition and gesture).	To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).  To be able to introduce oneself & greet another.  To imitate correct pronunciation.	To understand single everyday words.  To understand the concept of the gender of nouns and their different endings.  To know how nouns & adjectives are used in Latin.  To know how verbs are used in Latin.  To begin to understand Latin word order in a sentence.  To know how the ending of a verb changes depending upon who is doing the action.	To write or copy simple words correctly.  To label items and select appropriate words to complete short phrases or sentences.
<b>Year 4</b>	To understand a range of familiar spoken phrases.	To answer simple questions and give basic information.  To give short, simple responses to what they see and hear, and use set phrases.  To show an awareness of sound patterns in their pronunciation.	To understand familiar written phrases.  To revise nouns, adjectives and verbs in Latin.  To introduce the use of adverbs in Latin.  To consolidate the use of nouns, adjectives verbs and adverbs in Latin.  To introduce the plural form of nouns and adjectives.  To introduce colours and numbers to 20  To use a dictionary to check meanings.	To write one or two short sentences, following a model.  To label items and write familiar short phrases.  To write single words from memory (spelling may be approximate)
<b>Year 5</b>	To understand short spoken passages and pick out the main points.	To ask and answer simple questions and talk about their interests.  To take part in simple conversations, using mainly memorised language.	To understand short written passages and pick out the main points  To give commands – (bossy verbs!) and to know what happens to the word when a command is given to more than one person.  To name parts of the body based upon their Latin derivatives.  To use prepositions accurately in Latin.  To revise the use of adverbs and bossy verbs in Latin.	To write a few short sentences, with support, using expressions that they have already learnt.
<b>Year 6</b>	To understand the main points and some of the detail from spoken passages made up of familiar language.	To take part in simple conversations, supported by visual or other cues, and express their opinions.  To begin to use their knowledge of grammar to adapt and substitute single words and phrases.  To pronounce words mostly accurately and develop intonation.	To understand the main points and some of the detail in short texts.  To use conjunctions accurately in Latin.  To understand the concept of subject & object in Latin sentences.  To use the term Imperative verb instead of 'bossy verb'. (Extension: use of terms: vocative ending; accusative form; infinitive)  To read and translate simple text from Latin to English (new books linked to Minimus).  To use context and knowledge of English vocabulary to work out the meaning of unfamiliar words, as well as using a bilingual dictionary.	To write sentences/short paragraphs on familiar topics.  To begin to change phrases they already know to something new.  To begin to use dictionaries to check words they have learnt.