



St Hugh Of Lincoln Catholic Primary School
Progression in Skills - Latin

Year Group	Year 3/4 (This milestone links to STATUTORY suffix/prefix work in Year 3/4 Appendix 1)	Year 5/6 (This milestone links to STATUTORY suffix/prefix work in Year 5/6 Appendix 1) x Influence of Latin on Modern Foreign Languages
Listen attentively to spoken language and show understanding by joining in and responding	Listening – x Understand simple questions in Latin x Understand simple instructions in Latin Responding – x Respond orally to simple questions In Latin x Respond physically to simple instructions Listening – x Understand more complex questions in Latin Responding – x Respond orally using simple Latin sentences of five or more words.	Listening – x Understand more complex questions in Latin Responding – x Respond orally using simple Latin sentences of five or more words.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Patterns of Latin – x Accusative singular noun ending –m x Present tense (regular) verb endings Songs and rhymes Sounds in Latin – x ‘v’ in Latin is pronounced ‘w’ in English Meaning of Latin words x Derivations from Latin (links to STATUTORY suffix/prefix work in Year 3/4 Appendix 1)	Patterns of Latin – x Gender of nouns and adjectives x Infinite ending (regular) – re Songs and rhymes [Sounds in Latin –] *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.* x Lengthening effect of macra on vowels Meaning of Latin words x Derivations from Latin. (Links to STATUTORY suffix/prefix work in Year 5/6 Appendix 1) x Influence of Latin on Modern Foreign Languages
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Rules of spoken Latin – x Correct pronunciation of 3 short sentences x Verb at end of sentence Latin vocabulary – x Knowledge of 25 Latin words	[Rules of spoken Latin –] *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.* x Correct pronunciation of 6 short sentences x Appropriate intonation for questions and commands Latin vocabulary – x Knowledge of 50 Latin words
Read carefully and show understanding of words, phrases and simple writing	Reading Latin words and Phrases – x Translation of simple Latin sentences Linking Latin words, where possible, with English ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK	Reading Latin words and Phrases – x Translation of more complex Latin sentences Linking Latin words, where possible, with English ALSO, SEE GUIDANCE ABOVE REGARDING PREFIX/SUFFIX WORK.
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	Translating simple text from Latin to English –	Translating simple text from Latin to English –



<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Vocabulary development – x Use wordlists accompanying textbook stories.</p>	<p>Vocabulary development – x Make educated guesses for meaning of new Latin words, but confirm correct meaning by consulting word list</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 – x Communicate simple ideas using short sentences</p>	<p>Application of Latin in writing and basic pronunciation to communicate basic meaning – x Communicate more complex ideas using conjunctions</p>
<p>Describe people, places, things and actions in writing</p>	<p>Descriptive vocabulary – x Make a simple statement which describes a place, person, thing or action</p>	<p>Descriptive vocabulary – x Describe a person, place, thing or action using at least three descriptive sentences</p>
<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. x Present tense (regular) verb endings In English, it is the agent (e.g. I, you, he/she/it, we, you (pl.)/they) which changes. In Latin, it is the verb ending (e.g. –m/-o, -s, -t, -mus, -tis, -nt). x accusative singular noun ending –m x 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. x You singular and plural</p>	<p>Latin Grammar and English Grammar – similarities and differences. x In Latin, infinitives (regular) end –re. In English, we add ‘to’ before the meaning of the verb e.g. audire – to hear, facere – to do, ponere – to put x Verb to be in present tense sum – I am es - you are (s.) est – he/she/it is sumus – we are estis – you are (pl.) sunt – they are x Adjectival agreement for masculine, feminine and neuter nouns</p>