

Latin

The children in our school go to a wide range of secondary schools, so there is no particular benefit in teaching one Modern Foreign Language over another. This has led us to considering an Ancient Foreign Language instead. In fact, Latin is the origin of many Modern Foreign Languages such as French, Italian, Spanish, Portuguese, and Romanian—the five Romance languages, with roughly 90 percent of the vocabulary of these languages comes from Latin. These Romance languages are actually forms of Latin that have evolved over the centuries in various regions with some interaction from other local tongues.

Over 50% of English is derived from Latin and over 80/90% of English polysyllabic words also, with many prefixes and suffixes based on Latin. Studying Latin prepares children for mastering English, both through developing a deeper understanding grammar, extending vocabulary, supporting spelling and the ability to work out unfamiliar vocabulary.

Many professions use Latin language or language derived from Latin such as law, medicine, science, music, theology, philosophy, art, and literature. An understanding of Latin also supports the study of associated subjects in school. Roman mythology, an integral part of a classics education, is valuable from an interesting, general knowledge point of view and is also the basis of many modern day references in conversation.

The focus of study in an ancient language is 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. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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 in writing Languages – key stage 2 3
- 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.

How do we ensure progression of knowledge and skills?

Children in Years 3 and 4 study Ancient Britain, including Ancient Romans and will begin their Latin journey with *Minimusculus*, <http://www.minimus-etc.co.uk/> published by the Primary Latin Project particularly for the youngest learners, which provides an effective springboard for extending learning in Years 5 and 6. For these older year groups, we use the *Minimus Mouse* and *Minimus Secundus*, providing extension work suitable for either KS3 or the more able pupils. The structure is carefully sequenced and the presentations and content appeal to this age-group.

How is the subject taught?

As discrete weekly lessons currently only across Years 5 and 6

How is the content chosen?

How do we know our children are making progress?

Formative assessment takes place within every lesson through questioning and simple vocabulary checks, based on the content taught. A teacher judgement is made at the end of a term regarding progress over time.

What wider opportunities are provided for our children?