

Latin at Key Stage 2 in the National Literacy and Numeracy Framework

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1. Oracy

Year 5:

	Framework	Latin classes
Speaking	Explain information and ideas, exploring and using ways to be convincing, <i>e.g. use of vocabulary, gesture, visual aids</i>	<ul style="list-style-type: none"> - Aspects of Roman culture and language are discussed in group - myth through drama
	Speak clearly, using formal language and projecting voice effectively to a large audience, <i>e.g. event for parents/carers, presentation to visitors</i>	<ul style="list-style-type: none"> - pupils are asked to communicate effectively with student volunteers coming into the school as visitors - pupils have to participate actively in classes, making themselves understood to peers and student volunteers
	Explore issues and themes through role play	Role play is used often in Latin class, e.g. <ul style="list-style-type: none"> - myth through drama - Roman shopkeepers game
	Welsh-medium statement: mutate correctly after most prepositions and pronouns	Latin: <ul style="list-style-type: none"> - Use cases for subject and direct object correctly - Apply knowledge of conjugation - Be able to spot similarities between English and Latin words and understand the place of Welsh
Listening	Listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i>	<ul style="list-style-type: none"> - Pupils are asked to make notes on grammar seen in class and listen to the student volunteers explain grammar
	Listen to others, asking questions and responding to both the content and the speakers' viewpoints	<ul style="list-style-type: none"> - Pupils are asked to listen to student volunteers and peers in discussions about myth and Roman history
Collaboration and discussion	Contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i>	<ul style="list-style-type: none"> - Pupils are asked to participate in group discussions about the Romans and Latin, and work in group on exercises
	Build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas</i>	<ul style="list-style-type: none"> - Pupils participate actively in group discussions on topics about the Romans, Roman Britain, and modern topics such as Halloween and Christmas, modern and Roman food.

Year 6:

	Framework	Latin classes
Speaking	Express issues and ideas clearly, using specialist vocabulary and examples	<ul style="list-style-type: none"> - Pupils work on development of vocabulary through comparison of Latin and English - Pupils discuss grammar, vocabulary, and topics about the Romans and modern Wales in class
	Speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested	<ul style="list-style-type: none"> - pupils are asked to communicate effectively with student volunteers coming into the school as visitors - pupils have to participate actively in classes, making themselves understood to peers and student volunteers
	Explore challenging or contentious issues through sustained role play	Role play is used often in Latin class, e.g. <ul style="list-style-type: none"> - myth through drama - Roman shopkeepers game
	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order	Latin: <ul style="list-style-type: none"> - Develop grammar through use of four tenses, three declensions, correct use of prepositions - Apply understanding of noun and adjective agreement
Listening	Listen carefully to presentations and show understanding of the speakers' conclusions or opinions	<ul style="list-style-type: none"> - Pupils listen to student volunteers' presentations on topics of Roman and modern history, and have to respond and discuss
	Respond to others with questions and comments which focus on reasons, implications and next steps	<ul style="list-style-type: none"> - Through discussion of topics of Roman and modern history, pupils' awareness of their own context is raised and they are asked to consider and discuss different issues.
Collaboration and discussion	Contribute purposefully to group discussion to achieve agreed outcomes	<ul style="list-style-type: none"> - Pupils are asked to participate in group discussions about the Romans and Latin, and work in group on exercises
	Follow up points in group discussions, showing agreement or disagreement giving reasons.	<ul style="list-style-type: none"> - Pupils participate actively in group discussions on topics about the Romans, Roman Britain, and modern topics such as Halloween and Christmas, modern and Roman food.

2. Reading

Year 5:

	Framework	Latin classes
Reading strategies	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	<ul style="list-style-type: none"> - Pupils learn about Latin roots and how they impact English (and Welsh) vocabulary - Pupils learn about cognate nouns, verbs, adjectives - Pupils learn about the difference in English and Latin word order and syntax - Pupils learn to translate basic Latin sentences based on basic grammar and context
	Read extended texts independently for sustained periods	<ul style="list-style-type: none"> - Pupils work towards reading short adapted texts in Latin
	Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	<ul style="list-style-type: none"> - Pupils learn about reading in Latin, paying attention to punctuation which works similarly as in English.
	Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i>	<ul style="list-style-type: none"> - Pupils read through texts in English, Latin (and Welsh), and have to answer questions about them based on skimming through the texts, which helps them target key words, phrases, gist.
	Scan to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams</i>	<ul style="list-style-type: none"> - Pupils learn to read Latin texts without necessarily understanding all the words through scanning and context
	Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i>	<ul style="list-style-type: none"> - This is only present at a very basic level in Latin, as texts are short and adapted. However attention is paid to the importance of titles and illustrations
	Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	<ul style="list-style-type: none"> - Pupils are introduced to Latin and Roman websites with information they can use for their homework and projects.
Comprehension	Show understanding of main ideas and significant details in texts, <i>e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process</i>	<ul style="list-style-type: none"> - Texts too short to necessitate this approach at this level.
	Infer meaning which is not explicitly stated, <i>e.g. what happens next? Why did he/she do that?</i>	<ul style="list-style-type: none"> - In reading adapted texts, pupils are asked to infer meaning and discuss
	Identify and explore ideas and information that interest them	<ul style="list-style-type: none"> - Pupils work on short projects in school and are encouraged to discuss those at home and explore them further.

Response and analysis	Gather and organise information and ideas from different sources	- Pupils discuss both literature and iconography/archaeology in order to create a complex understanding of Roman/British history
	Identify what the writer thinks about the topic, <i>e.g. admires a historical figure, only interested in facts</i>	- n/a
	Consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i>	- Pupils are made aware of the difference between myth and history, and how history is shaped by ideas.

Year 6:

	Framework	Latin classes
Reading strategies	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	<ul style="list-style-type: none"> - Pupils learn about more complex Latin roots and how they impact English (and Welsh) vocabulary - Pupils learn about cognate nouns, verbs in four tenses, adjectives - Pupils learn about the difference in English and Latin word order and syntax - Pupils learn to translate more complex Latin sentences based on basic grammar and context
	Read complex texts independently for sustained periods	- Pupils read short adapted texts in Latin, in pairs or group, or individually
	Understand how punctuation can vary and so affect sentence structure and meaning	- Pupils learn about reading in Latin, paying attention to punctuation which works similarly as in English.
	Use a range of strategies for finding information, <i>e.g. skimming for gist, scanning for detail</i>	- Pupils read texts in Latin, English (and Welsh), and are asked to derive meaning from them through skimming and scanning
	Read closely, annotating for specific purposes	- Pupils read adapted texts and are asked to make notes in order to arrive at a correct translation and understanding
	Use internet searches carefully, deciding which sources to read and believe	- Pupils are introduced to websites about the Romans
Comprehension	Show understanding of main ideas and significant details in different texts on the same topic	- Pupils are introduced to adapted texts (in English with Latin vocabulary and/or Latin texts) on similar topics (e.g. myth, every-day life) and discuss the topics with the teacher.
	Infer ideas which are not explicitly stated	- In the process of translating, pupils discuss the background and

		interpretation of the text, particularly through pre-reading exercises.
	Identify ideas and information that interest them to develop further understanding	- By using themes that connect with the modern world, pupils are encouraged to think further about parallels and differences.
Response and analysis	Collate and make connections, e.g. prioritising, categorising	- By learning grammar, pupils can gain in-depth understanding of texts and their topics.
	Distinguish between facts, theories and opinions	- While reading texts, pupils are encouraged to interpret their meaning and think critically about fact and opinion.
	Compare the viewpoint of different writers on the same topic	- Pupils are provided with adapted texts by various authors (e.g. Virgil, Ovid) so they are asked to think critically about their differing viewpoints .e.g on myth.
	Consider whether a text is effective in conveying information and ideas	- After reading a text, pupils discuss the interpretation of the text.

3. Writing

Year 5:

	Framework	Latin classes
Meaning, purposes, readers	Write with a clear purpose, showing consideration for the reader	- Pupils create their own stories based on the texts read in class, e.g. Easter cards, letters to another pupil, a Latin Facebook page. These texts all have differing readers and require a different writing style.
	Expand upon main idea/s with supporting reasons, information	- Pupils are introduced to prepositions, adverbs, adjectives etc. in Latin to help with their writing style. - Pupils are taught aspects of Roman culture to help with support their arguments.
	Use techniques in planning writing	- Pupils have to plan the short stories they write based on the vocabulary and grammar at their disposal.
	Explore the layout of web pages to create material using available tools	- A Latin Facebook page has been created for pupils to connect their Latin learning with the modern context.

	Revise and improve writing, explaining why they have made changes	<ul style="list-style-type: none"> - Homework is discussed in the next lesson, which allows pupils to make changes or revise. If a mistake is made, then a peer can help reaffirm the correct vocabulary or grammar.
Structure and organisation	Use features which show the structure of the writing, e.g. subheadings	<ul style="list-style-type: none"> - By being provided handouts which have a clear structure, pupils are introduced to clear writing structures.
	Write an introduction that establishes context, a series of appropriately ordered points and a conclusion	<ul style="list-style-type: none"> - By reading Latin stories which are structured in a clear way, pupils are encouraged to write their own short stories in a similar structure, with introduction, arguments, and conclusion.
	Use paragraphs and images	<ul style="list-style-type: none"> - See previous point. Pupils are asked to create images alongside their stories.
Language	Use language appropriate to writing, including standard English	<ul style="list-style-type: none"> - Pupils are introduced to formal grammar in Latin and how it is applied in English. This helps pupils' understanding of appropriate writing in English, particularly spelling.
	Use appropriate vocabulary, including subject-specific words and phrases	<ul style="list-style-type: none"> - Pupils are continuously introduced to Latin vocabulary and its English derivations, so pupils' vocabulary is expanded rapidly. - Pupils listen to each other's short stories which also enables them to expand their vocabulary.
Handwriting, grammar, punctuation, spelling	Use different sentence structures, including showing relations of time or cause	<ul style="list-style-type: none"> - Pupils are introduced to various tenses (present, future, imperfect, perfect) and are asked to use them appropriately in their own writing.
	Use conditionals to show hypothesis	n/a This is a level of Latin that is too advanced.
	Use the full range of punctuation	<ul style="list-style-type: none"> - Punctuation is always pointed out in every text, so pupils are made aware of punctuation and are asked to use it appropriately in their own writing.
	Use a variety of strategies to spell words	<ul style="list-style-type: none"> - By focusing on etymology in each class, pupils are introduced to the concept of word roots and how these impact on spelling.
	Produce legible handwriting	<ul style="list-style-type: none"> - Pupils are asked to create cards and stories for each other and family members, which requires legible handwriting.

Year 6:

	Framework	Latin classes
Meaning, purposes, readers	Adapt writing style to suit the reader and purpose	- Pupils are asked to write stories about different themes (magic, myth, easter...) which require different registers and styles to suit the different purposes.
	Write a comprehensive account of a topic or theme	- Pupils are taught a lot of background understanding about Latin and the Romans, and are asked to use this in the creation of their own short stories.
	Use a range of strategies to plan writing, e.g. notes, diagram	n/a (pupils may do this independently but this is not something that received extensive focus.)
	Explore different ways to present work and use them appropriately, e.g. moving image, voice over	n/a (pupils are not asked to produce resources themselves by means of ICT.)
	Reflect on, edit and redraft writing	- Homework is discussed where appropriate in class and pupils are asked to reflect on their own writing which may then impact on their further writing.
Structure and organisation	Adapt structure in writing for different contexts, e.g. reporting, investigation	- Pupils use different structures for different writing exercises.
	Write an effective introduction, a suitable balance between facts and viewpoints, and a precise conclusion	- By reading Latin stories which are structured in a clear way, pupils are encouraged to write their own short stories in a similar structure, with introduction, arguments, and conclusion.
	Use paragraphs and features to present data	- See previous point. Pupils are asked to create images alongside their stories.
Language	Use language appropriate to writing, including standard English	- Pupils are introduced to formal grammar in Latin and how it is applied in English. This helps pupils' understanding of appropriate writing in English, particularly spelling.
	Use varied and appropriate vocabulary, including subject-specific words and phrases	- Pupils are continuously introduced to more advanced Latin vocabulary and its English derivations, so pupils' vocabulary is expanded rapidly. - Pupils listen to each other's short stories which also enables them to expand their vocabulary.
Handwriting, grammar,	Use varied sentence structure for emphasis and effect	- Pupils read Latin texts looking specifically at the topic of word

punctuation, spelling		order used for emphasis, and are then asked to use this in their own short stories.
	Use the full range of punctuation	- Punctuation is always pointed out in every text, so pupils are made aware of punctuation and are asked to use it appropriately in their own writing.
	Use strategies to spell correctly polysyllabic, complex and irregular words	- By focusing on advanced etymology in each class, pupils are introduced to the concept of word roots and how these impact on spelling.
	Produce fluent and legible handwriting	- Pupils are asked to create cards and stories for each other and family members, which requires legible handwriting.