

Latin



Intent:

Ayresome Primary School is a multi-cultural school where children contribute to a diverse, language rich environment.

At Ayresome Primary School we believe that learning an ancient language - that is the bedrock of our language - will help children learn to appreciate it and 'see' it in their everyday lives. Extensive research has demonstrated to us that learning Latin is the right approach for our children as this underpins many languages our children arrive at Ayresome with – and this is currently 74% of pupils who are arriving with English as an addition language. By introducing Latin at KS2, we commence a very logical step after phonics: once children can decode, they are ready to understand the structure and patterns within the English language. Latin is also a key vehicle for the teaching of root words and teaches children to be curious readers. Learning Latin will provide a deep knowledge of the English language and this serves to provide significant cultural capital for later life, including studying other languages at KS3.

Implementation:

Children at Ayresome are taught through a broad and balanced curriculum which takes into account their needs, regardless of ability. At Ayresome, we are striving to ensure that both language learning and culture is embedded into the broader curriculum for children to develop an international outlook. We have chosen to follow the Maximus Classics Scheme of Learning to provide our children with what we believe is the best available Latin program currently available. Each class in KS2 will deliver the program for 30 minutes weekly.

Impact:

Our Latin curriculum will ensure that pupils develop key language skills set out in the national curriculum. In addition to this, they will develop a love of learning languages, an interest in other cultures and confidence in understanding language learning.

Latin learning for ALL of our KS2 children will ensure no child is at a disadvantage when it comes to language learning.

As mobility is high and EAL numbers are high, we expect a significant positive impact where learning an ancient language that underpins not just English, but other languages our children have, will ensure greater understanding of ALL languages. As we cannot guarantee which languages children will learn at KS3, learning Latin at KS2 will ensure no lost learning time and will actually provide a firm foundation for any new language learning.

Due to the nature of learning Latin root words, there will be a strong positive impact on spelling as well as reading comprehension, as children understand the etymology of new vocabulary and can draw on this when reading new texts and when writing.



Cultural capital in Languages at Ayresome Primary School:

At Ayresome, we want our children to have the best possible learning experiences. By using Maximus Classics, the curriculum has carefully planned stories and cultural sessions interwoven and embedded throughout the programme in order to ignite an interest in an appreciation of classical civilisation. We believe that the historical language and knowledge from these sessions is vital to develop our children's cultural capital beyond our history curriculum. Children develop a rich bank of knowledge linked to fables, myths and significant classical people and events. This important part of our classics education provides our children with a depth of classical knowledge and confidence.

LANGUAGES JOURNEY POST PRIMARY

Key stage 3:

Modern foreign language teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- ♣ identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- ♣ use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- ♣ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- ♣ use accurate grammar, spelling and punctuation. Linguistic competence
- ♣ listen to a variety of forms of spoken language to obtain information and respond appropriately
- ♣ transcribe words and short sentences that they hear with increasing accuracy
- ♣ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

LANGUAGES PROGRESSION DOCUMENT

- ♣ express and develop ideas clearly and with increasing accuracy, both orally and in writing
 - ♣ speak coherently and confidently, with increasingly accurate pronunciation and intonation
 - ♣ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
 - ♣ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3
- 3 ♣ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

GCSE specifications in languages must encourage students to:

Speaking:

- Understand and responding to different types of spoken language.
- Communicate and interact effectively in speech for a variety of purposes.

Reading:

Understand and responding to different types of written language.

Writing:

Communicate effectively in writing for a variety of purposes.

CAREERS IN LANGUAGES:

Translator
Communications
Secondary school teacher
Academic Researcher
Broadcast journalist
Political risk analyst

