



Full Governing Body Paper – Latin Update Report	
<b>From:</b> Catherine Cook	<b>Date:</b> 15 <sup>th</sup> July 2024
<b>Date of meeting:</b> Monday 22 <sup>nd</sup> July	<b>Agenda Item No.</b>
<b>Aim of paper:</b> For the Governing body to review the Latin Update	
<b>Action required:</b> For the Governing body to review and note the report.	
<b>Strategic Objective:</b> Curriculum update based on Ofsted 2019 report	

## Introduction

This report provides a comprehensive overview of the mathematics provision at Beam Primary School, based on the latest evaluations and data, including insights from the 2019 Ofsted inspection. It highlights our school's strengths, identifies areas for improvement, and outlines strategies for enhancing the quality of mathematics education.

## Background

Beam Primary school received its Ofsted inspection in 2019 before the closure of school due to the pandemic. Their findings were as follows:

*“The planning of the curriculum in music, modern foreign languages and design and technology does not cover all the knowledge that pupils should learn. Consequently, pupils in these subjects do not achieve as well as they are capable of achieving.”*

### **What does the school need to do to improve?**

*“Leaders must make sure that in modern foreign languages, design and technology and music the curriculum is broad and at least covers the breadth of the national curriculum.”*

Report to the Governing Body – Latin

**Intent** - “Why Latin?”. Research conducted by Charlie Andrew at Maximum Classics sums it up with six points:

1. Accessibility to all pupils – ancient languages as a leveller
2. Language learning without the pressure of spoken accuracy
3. Development of English literacy
4. Cross-curricular application
5. Foundational work for later MFL learning
6. Development of analytical and cognitive skills.

### **Accessibility to all pupils – ancient languages as a leveller**

Research has also shown that when Latin is used as an intervention strategy, learners performing at below-age related expectation respond positively. Latin is a logical step after phonics. The similarity of phonic systems between Latin and English (there are no silent letters in Latin) develops confidence and understanding of spelling and pronunciation for teachers and pupils alike. Latin forms at least 60% of English words!

### **Language learning without the pressure of spoken accuracy**

Since 2014, ancient languages were introduced to the National Curriculum at Key Stage 2. Unlike modern foreign languages, the speaking and listening component is exempted for ancient languages in the National Curriculum. Pupils studying ancient languages may take part in optional simple oral exchanges.

Latin is a phonically regular language and easy to grasp. Latin diminishes the demotivating factor for children learning a second language - the fear of mis-pronunciation and the importance of accent.

#### **Development of English literacy**

As previously mentioned, Latin forms at least 60% of English words and the teaching of Latin has improved English within Primary Schools.

The teaching of Latin requires a clear and detailed teaching of grammar, much of which matches the grammar mandated by the National Curriculum for KS2. Latin helps to support language skills for pupils of all abilities, encouraging a structured approach to grammar and a strong foundation for literacy and learning modern foreign languages.

### **Cross-curricular application**

Latin provides a wide vocabulary equating to ongoing academic success. Latin exposes children to vocabulary and develops an understanding that can be used and applied beyond the 'Latin Lesson' – and across their wider curriculum (for example, scientific words, geographical words etc) and in their reading.

Latin provides cultural enrichment. The Maximum Classics and Minimus schemes have carefully planned stories and cultural sessions interwoven and embedded throughout, to ignite an interest in an appreciation of classical civilisation. Children develop a rich bank of knowledge linked to fables, myths and significant classical people and events. 'Whether it is a Trojan horse, a Herculean effort, or a Sisyphean task, classical allusions are everywhere.

### **Foundational work for later MFL learning**

On transition to secondary school, students generally have no choice over the MFL they study. Latin provides a solid foundation for later foreign language learning. Learning Latin at a primary level can help future language learning due to the systematic approach to grammar and syntax necessary for learning an ancient language, including exposure to grammatical terminology. Latin helps to develop strong foundational skills for learning Romance languages such as French and Spanish.

### **Development of analytical and cognitive skills**

Latin promotes the development of analytical and cognitive skills. Latin is an inflected language which means it encodes grammatical meaning into the ends of words rather than word order. It is not read left to right, like English. Therefore, a thoughtful analysis of Latin words must happen before the translation of the actual meaning, this draws on many cognitive processes.

### **Implementation**

The National Curriculum requirements related to pronunciation and intonation are disapplied when an ancient language is chosen – but children still require a strong phonics understanding to read the Latin words presented. 60% of English words have a Latinate basis, so children can use their strong phonetic knowledge to read the words presented to them. Beam's Latin curriculum is clear about the target vocabulary that children should know and remember for each unit undertaken.

In Year 3 and Year 4, we use the Maximum Classics scheme. This focuses more on the grammar within Latin.

In Year 5 and Year 6, we use the Minimus scheme. This scheme develops the pupils' knowledge of grammar in conjunction with stories that give more information regarding Roman life.

The Maximum Classics and Minimus courses:

- introduce the notion of different linguistic methods for conveying meaning
- explore the paradigm of inflected language
- use vocabulary that is at the foundation of romance languages such as French, Spanish, and Italian
- encourage the learning, retention, and manipulation of vocabulary
- explore links and relationships between languages
- introduce grammatical concepts such as the infinitive, impersonal verbs, and personal endings
- situate language learning within a distinct and different culture.

### Impact

Crucially, by the end of year 6 our pupils have a secure knowledge in the vocabulary they have been taught since their journey in Latin started. We expect our pupils to be able to understand and respond to the written elements of Latin. They will have had access to vocabulary that is at the foundation of romance languages and have explored links and relationships between ancient language and English. ALL pupils will leave year 6 with the knowledge of the regular verb endings. On transition to secondary school, students generally have no choice over the MFL they study. Latin provides a solid foundation for later foreign language learning. Latin enables pupils to develop the skills that will stand students in good stead for whichever language they learn at secondary level (and beyond).

### Successes

Since we started our Latin journey, we have overcome some barriers.

Teachers were not confident in the delivery of the Latin curriculum but are developing in confidence due to in-house support and external training from Classics 4 All. This has led to teachers' enjoyment when teaching Latin.

The pupils at Beam, enjoy learning the language. They can now make connections between Latin and English. During a recent Pupil Voice meeting, the Year 6 pupils commented that they would like the language to be taught in Secondary schools too.

### Next Steps (2024-2025)

- Continue with training of new and existing staff through in-house insets and delivery from Classics 4 All.
- Subject Lead to review Latin curriculum across KS2 through Learning Walks, Book Looks and Pupil Voice meetings.
- Subject Lead to work with Classics 4 All to develop a rigid assessment framework.

### Next Steps (2025 – 2026)

- Continue with training of new and existing staff through in-house insets and delivery from Classics 4 All.
- Subject Lead to review Latin curriculum and Assessment across KS2 through Learning Walks, Book Looks and Pupil Voice meetings.