

LOWER KS2: LATIN ASSESSMENT BOOKMARK

Hands up Primary Latin :																						
<p>Read Fluently:</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<p>Chapter 1: The Main Street</p> <p>Sentence Pattern:</p> <p>Simple sentences:</p> <p>Marcus est puer. Marcus is a boy. pistor est in via. The baker is in the street. salve, carnifex! Hello, butcher!</p>	<p>Vocabulary:</p> <table> <tr><td>est</td><td>is</td></tr> <tr><td>et</td><td>and</td></tr> <tr><td>In</td><td>in</td></tr> <tr><td>mercator</td><td>merchant</td></tr> <tr><td>piscatrix</td><td>fishmonger</td></tr> <tr><td>pistor</td><td>baker</td></tr> <tr><td>salve</td><td>hello</td></tr> <tr><td>taberna</td><td>taberna, inn</td></tr> <tr><td>vale</td><td>goodbye</td></tr> <tr><td>via</td><td>street</td></tr> </table>	est	is	et	and	In	in	mercator	merchant	piscatrix	fishmonger	pistor	baker	salve	hello	taberna	taberna, inn	vale	goodbye	via	street
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<p>Write Imaginatively:</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 																						
<p>Speak Confidently:</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<p>Chapter 2: Going to School</p> <p>Sentence Pattern:</p> <p>Main verb at the end of the sentence:</p> <p>Silvia advenit. Silvia arrives. Marcus in via ambulat. Marcus is walking in the street.</p> <p>Sentences including a negative:</p> <p>Silvia non est in palaestra. Silvia isn't in the palaestra.</p>	<p>Vocabulary:</p> <table> <tr><td>advenit</td><td>arrives</td></tr> <tr><td>ambulat</td><td>walks</td></tr> <tr><td>dominus</td><td>master</td></tr> <tr><td>feles</td><td>cat</td></tr> <tr><td>magister</td><td>teacher</td></tr> <tr><td>non</td><td>not</td></tr> <tr><td>palaestra</td><td>exercise ground</td></tr> <tr><td>sedet</td><td>sits</td></tr> <tr><td>ubi</td><td>where</td></tr> <tr><td>villa</td><td>house</td></tr> </table>	advenit	arrives	ambulat	walks	dominus	master	feles	cat	magister	teacher	non	not	palaestra	exercise ground	sedet	sits	ubi	where	villa	house
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<p>Understand the culture of the countries in which the language is spoken:</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<p>Chapter 3: At the Baths</p> <p>Sentence Pattern:</p> <p>Sentences including adjectives:</p> <p>pater est magnus. The father is big. filius non est fessus. The son is not tired.</p> <p>Further use of main verb at the end of the sentence:</p> <p>Marcus ad frigidarium currit. Marcus runs to the frigidarium.</p>	<p>Vocabulary:</p> <table> <tr><td>ad</td><td>to</td></tr> <tr><td>aqua</td><td>water</td></tr> <tr><td>filius</td><td>son</td></tr> <tr><td>laetus</td><td>happy</td></tr> <tr><td>magnus</td><td>big, large</td></tr> <tr><td>mater</td><td>mother</td></tr> <tr><td>parvus</td><td>small</td></tr> <tr><td>pater</td><td>father</td></tr> <tr><td>quis?</td><td>who?</td></tr> <tr><td>servus</td><td>slave</td></tr> </table>	ad	to	aqua	water	filius	son	laetus	happy	magnus	big, large	mater	mother	parvus	small	pater	father	quis?	who?	servus	slave
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UPPER KS2: LATIN ASSESSMENT BOOKMARK

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<p>Read Fluently:</p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. 	<p>Chapter 4: Cara Paints a Picture Sentence Pattern: Sentences with nominative, accusative and verb: Cara picturam pingit. Cara is painting a picture. Livia Aprum non videt. Livia doesn't see Aper. Caper quoque hortum intrat. Caper also enters the garden. Balbus pigmentum quoque non videt. Balbus also doesn't see the paint.</p>	<p>Vocabulary:</p> <table border="0"> <tr><td>atrium</td><td>entrance hall</td></tr> <tr><td>audit</td><td>hears</td></tr> <tr><td>cantat</td><td>sings</td></tr> <tr><td>dormit</td><td>sleeps</td></tr> <tr><td>ecce!</td><td>look!</td></tr> <tr><td>hortus</td><td>garden</td></tr> <tr><td>Intrat</td><td>enters</td></tr> <tr><td>nunc</td><td>now</td></tr> <tr><td>salutat</td><td>greet</td></tr> <tr><td>videt</td><td>sees</td></tr> </table>	atrium	entrance hall	audit	hears	cantat	sings	dormit	sleeps	ecce!	look!	hortus	garden	Intrat	enters	nunc	now	salutat	greet	videt	sees
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<p>Write Imaginatively:</p> <ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. 	<p>Chapter 5: An Errand in Town Sentence Pattern: Longer sentences (including two verbs): mercator est in via, et Balbum salutat. The merchant is in the street, and greets Balbus. Caper mercatorem videt, et salutat. Caper sees the merchant, and greets [him].</p>	<p>Vocabulary:</p> <table border="0"> <tr><td>cena</td><td>dinner</td></tr> <tr><td>cupit</td><td>wants</td></tr> <tr><td>eheu!</td><td>oh dear!</td></tr> <tr><td>exclamat</td><td>shouts</td></tr> <tr><td>habet</td><td>has</td></tr> <tr><td>laudat</td><td>praises</td></tr> <tr><td>pavo</td><td>peacock</td></tr> <tr><td>portat</td><td>carries</td></tr> <tr><td>quoque</td><td>also</td></tr> <tr><td>sed</td><td>but</td></tr> </table>	cena	dinner	cupit	wants	eheu!	oh dear!	exclamat	shouts	habet	has	laudat	praises	pavo	peacock	portat	carries	quoque	also	sed	but
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<p>Speak Confidently:</p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	<p>Chapter 6: At the Theatre Sentence Pattern: Longer sentences (including two verbs and/or adjectives): Dama in via ambulat et magnam turbam videt. Dama is walking in the street and sees a big crowd. Balbus, parvus, cum magno servo in theatro stat. Balbus, who is small, is standing in the theatre with a big slave.</p>	<p>Vocabulary:</p> <table border="0"> <tr><td>adest</td><td>is present</td></tr> <tr><td>cum</td><td>with</td></tr> <tr><td>fortis</td><td>strong</td></tr> <tr><td>meus</td><td>my</td></tr> <tr><td>ridet</td><td>laughs</td></tr> <tr><td>spectat</td><td>watches</td></tr> <tr><td>statua</td><td>statue</td></tr> <tr><td>theatrum</td><td>theatre</td></tr> <tr><td>turba</td><td>crowd</td></tr> <tr><td>vir</td><td>man</td></tr> </table>	adest	is present	cum	with	fortis	strong	meus	my	ridet	laughs	spectat	watches	statua	statue	theatrum	theatre	turba	crowd	vir	man
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<p>Understand the culture of the countries in which the language is spoken:</p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 																						