Maximum Classics

	T1 (1-12)	T2 (13-23)	T3 (24-33)
Pupils should be able to listen attentively to spoken language and show understanding by joining in and responding.			
listening	verb ending chant	esse chant	imperfect ending chant & game
joining in/responding	verb ending chant words roots challenge game quick fire verbs game ecce centurio vocab mime game	esse chant	imperfect ending chant & game tense sorting game
Pupils should be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			
songs & rhymes	verb ending chant present tense verb endings pattern noun endings s/o, sing/pl, masc/fem ending patterns	esse chant adjectival agreement through rhyme	imperfect ending chant & game
spelling/sound/ meaning links	repetition of words after teacher apply regularity of pronunciation paradigm	preposition meanings and links to English morphemes	-
Pupils should be able to speak in sentences using familiar vocabulary, phrases and simple writing.			
spoken vocabulary	quick fire verbs game, Roman names (rote)	esse - to be (rote)	-
spoken phrases	Classroom greetings & conversation (rote phrases)	self-descriptions (synthesised) manipulation of adjectives	Noun phrases expressing possession (synthesised)
spoken sentences	Classroom greetings & conversation (rote phrases) Basic present tense sentences (synthesised)	self-descriptions (synthesised) manipulation of adjectives quick on the draw game (repetition and translation)	Basic past tense sentences (synthesised) quick on the draw game (repetition and translation)
Pupils should be able to read carefully and show an understanding of words, phrases and simple writing.			
careful reading	importance of inflected endings over word order close reading of inflected noun and verb endings reading of curse tablets	close reading of inflected verb/substantive endings	close reading of inflected verb/substantive endings
understanding of words/phrases/ sentences	vocabulary= 33 words decoding of simple s-o-v sentences singular & plural noun inflection subject & object noun inflection	vocabulary= 58 words	vocabulary= 88 words close reading and decoding of complex sentences (multi-case, multi-tense)
Pupils should be able to appreciate stories, songs, poems and rhymes in the language.			
stories	(Plato in translation)	-	translating short stories (6 sentences) myths in translation
songs	-	-	-
poems/rhymes	-	(Iliad & Odyssey in translation)	Ovid extract in Latin
Pupils should be able to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.			
vocab range	33 words grammar range = regular verbs (present tense, 123SP), nouns (1F, 2M, subj/obj, sing/plur), adverbs	58 words grammar range = irregular verbs (to be, present tense, 123SP), adjectives (1, 2, subj/obj, sing/plur), prepositions	88 words grammar range = verbs (imperfect tense, 123SP), nouns (1F, 2M, possessive), negatives
opportunity for deduction of unfamiliar vocab	decoding through English derivatives	decoding through English derivatives	decoding through English derivatives use of gloss for new words
Pupils should be able to write phrases from memory and adapt these to create new sentences, to express ideas clearly.			
written phrases from memory	(encoding words to memory) (encoding inflection to memory)	-	-
new adaptations	writing curse tablets (guided synthesis)	applying correctly-agreeing adjectives to nouns	manipulation of verb endings to change tense, and noun endings to change s/o or denote possession
Pupils should be able to describe people, places, things and actions orally and in writing.			
written descriptions	adverbs	self descriptions adjectival agreement	sentences incorporating one adjective or more in various cases
oral descriptions	adverbs	Guess Who game (adjectival agreement)	-
Pupils should be able to 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			
noun forms	subject/object, singular/plural, masc/fem (1,2D)	-	possessive (1,2D SP)

	T1 (1-12)	T2 (13-23)	T3 (24-33)
verb conjugation	regular verbs present tense 123SP (imperative)	irregular verbs (esse)	imperfect 123SP
sentence building	word order	-	conjunctions
other word classes	adverbs	adjectives & adjectival agreement prepositions	negatives

Pupils should be able to listen attentively to spoken language and show understanding by joining in and responding.

This can be done by asking questions in English about a Latin story - "who is in the street"? (answer in Latin or in English), "what does Silvia say?". Classroom commands and greetings can be used in lessons (see Chapter 2).

Pupils should be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Latin happily has a relatively straightforward pronunciation, with few exceptions to its rules. Use of the audio feature, getting pupils to repeat after the narrator, then allow them to read out sentences themselves, acting out stories together, etc.

Pupils should be able to speak in sentences using familiar vocabulary, phrases and simple writing.

Only basic language structures need be used. Question and answers about the story in Latin: "quis est in via?" - "pistor est in via".

Pupils should be able to read carefully and show an understanding of words, phrases and simple writing.

Pupils should be able to appreciate stories, songs, poems and rhymes in the language.

stories	language learning is built round stories

Pupils should be able to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

The built-in dictionary can be used to expand pupils' vocabulary; no translations are displayed without the Latin word being clicked on, to encourage the natural acquisition of vocabulary through looking at its context.

Pupils should be able to write phrases from memory and adapt these to create new sentences, to express ideas clearly.

The repetition of similar sentence patterns should embed phrases naturally in the pupils' memory. Should you feel they need more scaffolding and would benefit from learning phrases by heart the "practice sentences" for each chapter can be used. Activities creating new sentences are frequently one of the language activities for download.

Pupils should be able to describe people, places, things and actions orally and in writing.

Downloadable worksheets for most of the chapters address this skill, which can be used as a template for further exercises.

Pupils should be able to 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

The **understanding** of basic grammar does not necessitate a fluency with the linguistic vocabulary to describe these forms (i.e. 'neuter' or 'conjugation') - the understanding of such forms is built up and tested by pupils' ability to interpret them in a Latin text. If you wish to use the terminology to describe the linguistic topics covered in the course, the Teacher's Guide gives guidance on how to do this in each chapter. The **application** of students' understanding is developed and tested through reading (without understanding the difference between nominative and accusative, they would not be able to understand a passage), as well as language activities that ask them to complete sentences, choose a correct form etc. There is no need to add any further material to meet this objective, though the approach taken to pupils' linguistic development will differ per teacher.

Pupils should be able to listen attentively to spoken language and show understanding by joining in and responding.	
listening	audio files available on CD
joining in/responding	games and exercises encourage modelled spoken language
Pupils should be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	
	songs with familiar tunes on website meaning of words linked with English through Word Roots sections
Pupils should be able to speak in sentences using familiar vocabulary, phrases and simple writing.	
	Audio files model language Cartoon format of narrative encourages acting out loud of words Worksheets promote simple writing skills Narrative enables learning of phrases, descriptions, questions and responses
Pupils should be able to read carefully and show an understanding of words, phrases and simple writing.	
	Focus on various aspects of inflected language encourages close reading for grammatical meaning Repetition of phrases encourages understanding
Pupils should be able to appreciate stories, songs, poems and rhymes in the language.	
stories	(myths in translation) The language learning is built round the central narrative
songs	Artifactual evidence is used to illustrate language
poems/rhymes	songs with familiar tunes on website
Pupils should be able to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	
vocab range	>450 (M & MS)
opportunity for deduction of unfamiliar vocab	Actively encourages student deduction through reading of stories, with new vocab glossed once at point of introduction
Pupils should be able to write phrases from memory and adapt these to create new sentences, to express ideas clearly.	
	structured by worksheets
Pupils should be able to describe people, places, things and actions orally and in writing.	
	structured by worksheets
Pupils should be able to 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	
	subject/object, singular/plural, masc/fem/neut (1,2, 3D) esse (present tense 123 SP) adjectives & adjectival agreement adverbs prepositions exclamations conjunctions interrogatives imperatives impersonal verbs (MS) infinitive (MS) pronouns (MS) compound verbs (MS) past participles (MS)

	Maximum Classics	Hands Up PLC	Minimus
Pupils should be able to listen attentively to spoken language and show understanding by joining in and responding.			
listening	teacher models spoken language	audio extensive throughout story	audio files available on CD
joining in/responding	games and exercises encourage modelled spoken language		games and exercises encourage modelled spoken language
Pupils should be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			
songs & rhymes	simple chants and oral games	-	songs with familiar tunes on website
Pupils should be able to speak in sentences using familiar vocabulary, phrases and simple writing.			
spoken vocabulary	basic synthetic language a few rote phrases	basic oral language, especially question and response	narrative promotes learning of more complex phrases, descriptions, questions and responses
Pupils should be able to read carefully and show an understanding of words, phrases and simple writing.			
careful reading	close reading of inflected noun, adjective and verb endings	deductive understanding of contextual/ illustrated stores	close reading of inflected noun, adjective and verb endings
understanding of words/phrases/ sentences	decoding of simple s-o-v sentences (with some possessive/genitive at the end of the course)		deductive understanding of contextual/illustrated stores
Pupils should be able to appreciate stories, songs, poems and rhymes in the language.			
stories	toward end of course	extensive - narrative at core of course	extensive - narrative at core of course
songs	-	(other artifactual evidence)	(other artifactual evidence)
poems/rhymes	toward end of course	-	-
Pupils should be able to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.			
vocab range	<100	c.250	large (>450)
opportunity for deduction of unfamiliar vocab	most vocabulary explicitly taught, some implicit deduction toward end of course	Ability to read inductively or to use the Latin labelling function for more explicit learning	Actively encourages student deduction through reading of stories, with new vocab glossed once at point of introduction
Pupils should be able to write phrases from memory and adapt these to create new sentences, to express ideas clearly.			
written phrases	writing structured by worksheets	structured by worksheets	structured by worksheets
new adaptations	structured by games and worksheets		
Pupils should be able to describe people, places, things and actions orally and in writing.			
	esse (present tense 123 SP) adjectives & adjectival agreement adverbs	adjectives present tense	esse (present tense 123 SP) adjectives & adjectival agreement adverbs
Pupils should be able to 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			
	word order subject/object/possessive, singular/plural, masc/fem (1,2D) regular verbs present & imperfect tenses 123SP conjunctions	word order subject/object, singular/plural, masc/fem/ neut (1, 2, 3D) esse (present tense 123 SP) present tense interrogatives prepositions exclamations conjunctions	subject/object, singular/plural, masc/fem/neut (1,2, 3D) esse (present tense 123 SP) adjectives & adjectival agreement adverbs exclamations prepositions conjunctions interrogatives imperatives impersonal verbs (MS) infinitive (MS) pronouns (MS) compound verbs (MS) past participles (MS)