

## Example of Key Stage 3 Student Work – Latin and Classics

The following gives some examples of the level of work covered in Latin and Classics in Year 7 and 8, including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps, review which of the Core Concepts requires the most development and respond to the individual feedback they have been given, will make the most progress.

### Classwork and homework

Work is neatly presented and has a date and underlined title.

The learning objective of the lesson is recorded.

Students ensure key grammatical points are clear, neat and highlighted, which is important for reference and revision. The core concepts expect students to know the forms of nouns, adjectives and verbs.

21/11/24

Nominative and Accusative

LO: To understand these terms, recognise the case of nouns and translate them accurately. Also, to learn about what a forum was.

Endings of nouns change as their role in a sentence changes. We call the form of the noun a **case**.

- Nominative case (subject)
- Accusative case (object)

Example

canis in sepulchro stat. Gisco canem vocat.  
The dog stands on the tomb. Gisco calls the dog.  
↓ nom ↓ acc

Nouns follow different patterns. We call these patterns **declensions**.

	feminine	masculine	both
1 <sup>st</sup> dec		2 <sup>nd</sup> dec	3 <sup>rd</sup> dec
Nom	pulla	canis	canis
acc	pulam	canem	canem

→ Any other ending

the parrot for sale? Are you selling the parrot?

Merchant - No, I sell food. The parrot is mine.

Parrot - You are a liar! You are a liar!

Sabrina - Certainly, you are a liar. You are a ~~that~~ thief!

Sabrina calls the parrot. The parrot flies to

Sabrina. ~~Quart~~ Quarta laughs. Sabrina

holds the parrot ~~out~~ and runs out of the market. ~~or forum~~

Work is spaced out neatly and translations are done on alternate lines. Students use green pen to make notes and mark and correct their work during feedback episodes in lessons.

### Teacher marked work

A diligence grade is given.

34	Part A: Translation and comprehension (CC2)
Target code:	ZB
Write your target here:	To give the correct level of detail (in line with how many marks the question is worth).
Follow Up Task code:	11
10	Part B: Grammar Analysis (CC3)
Target code:	3C
Write your target here:	To manipulate nouns into different forms
Follow Up Task code:	12

TBT - Ceter Sabina et Quarta salutet  
c. ceterem  
3. a) ancilla, amicus, Quarta  
b) Quarta, canem.  
① FLT  
CC2 11. I lost answers in part A because - especially for question 5 - I didn't properly read what the question said, as the question said after Sabina introduces herself? I also think I confused nominative and accusative in part 11.  
CC3 12. i) sororis  
ii) canis  
iii) iuvenis  
iv) frater  
v) urbis  
vi) custodis  
Canis ~~vide~~ meus fratrem  
The dog ~~vide~~ sees my father.

A target is given using a code which directly relates to one of the core concepts. Students then complete a follow up task, which may take the form of an instruction, extension, or question asking students to explain core grammar rules. Students must carry out this work in green pen.