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Languages: Progression Guidance for Latin DRAFT

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Introduction

This guidance supports practitioners to interpret and apply the Languages – Latin Know-Do-Understand (KDU) Framework when planning learning and teaching in Latin. It can be used alongside the KDU Framework which sets out progression in knowledge, skills and understanding from Second to Fourth Level.

Learning Latin within this framework is receptive. Learners develop their understanding through reading Latin texts and demonstrate this understanding in different ways, including through translating and responding to texts. As they progress, they draw increasingly on their knowledge of vocabulary, grammatical structures, language patterns and context to work out meaning with greater independence. Learners may learn Latin through different languages, and the language used to support understanding, discussion and translating will depend on the learning context.

Learners may understand grammatical forms and structures before they can draw on them confidently when translating or responding to texts. The guidance reflects this development across the progression.

The examples show what expectations within the KDU model may look like in Latin. They illustrate the types of vocabulary, grammatical features, sentence structures and texts learners may encounter at different levels. They are not intended to prescribe particular texts, contexts, vocabulary or sequences of learning.

Progression in Latin is cumulative. Language and grammatical features encountered at an earlier level remain part of later learning and can be revisited and extended through increasingly developed texts. Learners will not necessarily demonstrate every feature described at a level at the same time. Practitioners should use professional judgement, drawing on evidence of learning over time and taking account of learners' prior experiences and starting points.

Using this guidance

This guidance is organised from Second to Fourth Level. At each level, it provides examples of the Latin learners may understand, followed by a grammar progression which shows how features of Latin may develop across the levels. This accompanying progression guidance complements the Languages – Latin KDU model by:

- illustrating the characteristics of progression in Latin
- exemplifying possible language and grammar progression in Latin.

At each level, the guidance includes:

- an overview of the characteristics of Latin at that stage
- language exemplification showing the Latin that learners are likely to encounter and understand
- exemplification of the types of grammatical knowledge learners are likely to develop and apply when reading and translating Latin.

The terms *Basic Language*, *Simple Language* and *Straightforward Language* reflect the language used in the KDU model. They describe progression in the Latin learners encounter and understand rather than fixed measures of sentence length or grammatical complexity. The guidance explains what these terms may look like in Latin at each level.

The grammar progression illustrates how learners may develop their knowledge of Latin across the levels. Learners may recognise grammatical features before they can use this knowledge confidently when interpreting or translating a text. A feature appearing at a particular level does not mean that learners need to know its grammatical name before they can use it to support understanding.

The grammar tables are not intended as a syllabus or checklist to be taught in order. They help practitioners identify how understanding of Latin can develop over time and support decisions about appropriate next steps. Grammar should develop through engagement with Latin texts.

Progression in Latin

Progression in Latin is not simply about encountering more vocabulary or grammatical structures. It involves learners becoming increasingly able to draw on their use of vocabulary, grammar, sentence structure and context to understand Latin texts with greater confidence and independence.

Progression may be seen as learners:

- understand a wider range of Latin grammatical structures
- draw together information from across a text to develop their understanding
- use grammatical knowledge and context increasingly confidently to work out meaning
- make increasingly informed choices when translating Latin
- recognise that more than one valid rendering of Latin may be possible
- respond to texts with increasing reference to evidence
- develop greater independence when reading Latin.

These aspects will not always develop at the same rate. A learner may, for example, recognise and understand a grammatical feature before they can draw on it confidently when interpreting or translating a text.

An example of progression in Latin

The following example illustrates how learners' understanding of Latin may develop across the levels. It is illustrative rather than a prescribed sequence.

Level	Understanding an event
Second	*nuntius in horto sedet.* The messenger sits in the garden.
Third	*nuntius in horto sedet et canem magnum videt.* The messenger sits in the garden and sees the big dog.
Fourth	*nuntius in horto sedebat et canem magnum vidit, qui ferociter latrabat.* The messenger was sitting in the garden and saw the big dog which was barking fiercely.

This example illustrates one possible progression rather than a prescribed sequence. The language learners use will depend on the context, their prior learning and the support available.

Discovering the Roman World

Developing an understanding of the Roman World is an important part of learning Latin. Learning about people, communities and cultures should be integrated with language learning and provide contexts through which learners explore everyday life, beliefs, values, traditions and different experiences.

The Roman World included different places, communities and experiences. Learning should reflect this diversity and avoid presenting a single view of Roman life. Learners should have opportunities to explore how people's experiences differed according to factors such as time, place, community and their roles and responsibilities within society.

Latin texts provide an important source for developing this understanding. Secondary sources can also provide context and help learners build a broader picture of the Roman World. As learners progress, they increasingly draw on evidence from texts and other sources to explore different experiences and perspectives and deepen their understanding.

Using cultural contexts across the progression

Cultural contexts provide meaningful settings for engaging with Latin texts and developing understanding of the Roman World. They should be integrated with language learning rather than treated as a separate set of topics to be covered.

Latin texts in translation can support learners to discuss ideas, experiences and perspectives in greater depth than their Latin currently allows. This enables learners to engage with the cultural and historical contexts of the texts they encounter while continuing to develop their understanding of Latin.

The same context may be explored at different levels through increasingly developed Latin and a wider range of texts and sources. Practitioners can select contexts that are appropriate to the language being encountered and the interests and experiences of their learners.

Possible contexts might include:

Context	Possible examples
Everyday life	• homes and family life • food and meals • clothing • education • work and leisure
Communities and society	• different groups within Roman society • roles and responsibilities; social status • experiences of people in different communities
Beliefs and traditions	• gods and religious practices • festivals • beliefs about death and the afterlife • myths and their place in Roman culture
People and relationships	• relationships within the household • friendships • relationships between people of different status • how characters and individuals are represented in texts

Second Level

Language Progression

At Second Level, learners develop their understanding of Latin through reading and translating. They draw on a growing use of vocabulary, grammatical patterns and sentence structures to work out meaning, while using contextual clues and their developing knowledge of Latin to support understanding. Learners may encounter language and structures that they are not yet expected to recognise and understand independently.

<table>
<tr><th colspan="2">Second Level – Basic Language</th></tr>
<tr><td colspan="2">At Second Level, basic Latin is characterised by short, adapted sentences that communicate simple meaning in familiar contexts. Understanding is supported through wordlists, illustrations and contextual clues. Sentences usually express a single idea using a wordlist and recurring grammatical patterns. Learners begin to recognise how word endings contribute to meaning and that Latin word order may differ from English.</td></tr>
<tr><th>Receptive</th><th>Translating and Interpreting</th></tr>
<tr><td>Learners may recognise language such as:

gladiator tenet gladium.

Wordlist
gladiator – gladiator
gladium – sword
tenet – (he/she) holds

canis felem fugat.

Wordlist
canis – dog
feles – cat
fugat – (he/she/it) chases</td><td>Learners translate short Latin sentences into English by applying their ability to use a wordlist, grammatical patterns and word endings. They recognise that Latin and English do not always organise meaning in the same way and begin to re-order words where necessary to produce natural English.

Suggested English translations:

• The / A gladiator holds (is holding) the / a sword.
• The / A dog chases (is chasing) the / a cat.
• The / A god is angry.</td></tr>
</table>

deus est iratus. **Wordlist** *deus* – god *est* – (he/she) is *iratus* – angry	

Suggested Roman World contexts

Learning may draw on familiar aspects of Roman life, including:

- home and family
- daily routines
- work and leisure
- communities
- beliefs, customs and traditions
- simple stories and characters that illustrate life in the Roman World.

Comments/Guidance

At Second Level, learners develop confidence in reading short, adapted Latin texts. Wordlists and other appropriate scaffolding support learners in establishing the overall meaning of a sentence.

Learners begin to recognise that translating is not always a matter of matching each Latin word directly with a word in another language. Latin may organise words differently, so learners use word endings, familiar sentence patterns and context to help them work out how words relate to one another and establish the meaning of the sentence as a whole.

Translating should communicate the meaning of the Latin accurately and naturally in another language. Learners begin to recognise that this may require words to be reordered and that more than one valid rendering may sometimes be possible.

Learning at this level should provide regular opportunities to encounter Latin stories and short texts that also develop learners' understanding of the Roman World.

Grammar Progression

At Second Level, learners begin to recognise how grammatical features contribute to meaning in Latin. They develop an understanding of familiar patterns and begin to draw on grammatical clues to work out how words relate to one another within sentences. The grammar exemplified below illustrates the types of features learners are likely to encounter in basic Latin.

Grammatical feature	SECOND Basic Language
Nouns	regular first and second declension nouns nominative (subject) and accusative (object) singular forms simple ablative phrases following common prepositions
Verbs	regular present tense verbs in the third person singular the present tense of esse (est)
Sentence structure	simple clauses containing a subject, object and verb recurring sentence patterns sentences where Latin word order differs from English, but meaning is shown through word endings
Adjectives	regular positive adjectives adjective agreement with nouns
Vocabulary and language	everyday vocabulary related to familiar aspects of the Roman World familiar Latin words that share roots with English common Latin words and expressions still encountered in everyday life, such as mottos and familiar phrases

Third Level

Language Progression

At Third Level, learners develop their understanding of simple Latin through reading and translating increasingly connected texts. They draw on a wider range of vocabulary, grammatical patterns and sentence structures to work out meaning across sentences and passages. Learners increasingly make links between words and use their developing knowledge of Latin to support understanding and translation.

<table>
<tr><th colspan="2">Third Level – Simple Language</th></tr>
<tr><td colspan="2">At Third Level, simple Latin is characterised by adapted texts in which sentences and ideas develop across a passage. Texts contain a wider range of vocabulary and grammatical structures, and sentences may contain more than one clause. Learners encounter texts in which they can follow sequences and narratives, with familiar vocabulary alongside some unfamiliar language supported by the wordlist. They increasingly draw on grammar, sentence structure and context to work out meaning.</td></tr>
<tr><th>Receptive</th><th>Translating and Interpreting</th></tr>
<tr><td>Learners may recognise language such as:

Sample sentences covering key grammar points which would be found within the context of a passage:

spectatores in amphitheatro sedebant.
Wordlist
amphitheatrum – amphitheatre
in (+ ablative) – in
sedeo, sedere – (to) sit
spectator – spectator</td><td>Learners translate adapted Latin texts into natural English by applying their understanding of vocabulary, grammatical structures and sentence patterns. They increasingly recognise how Latin organises meaning differently from English and adapt their translations accordingly.

Suggested English translations:

The spectators were sitting/sat in the amphitheatre.</td></tr>
</table>

miles domum redire vult.	The soldier wants to return home.
Wordlist *domum – home* *miles – soldier* *redeo, redire – (to) return* *volo, velle – (to) want*	
discipulus clamavit: 'ego laborare nolo quod defessus sum.'	The pupil shouted: "I do not want to work because I am tired."
Wordlist *clamo, clamare – (to) shout* *defessus – tired* *discipulus – pupil* *ego – I* *laboro, laborare – (to) work* *nolo, nolle – (to) not want* *quod – because* *sum, esse – (to) be*	
Good practice is to use a text simplified and adapted from an original Latin source.	
*The Golden Touch (*adapted from Ovid's *Metamorphoses* 11*)*	
King Midas was given the chance by a god to make one wish.	
olim rex Midas iuvit deum Bacchum. Bacchus voluit regem adornare. Midas stultus tactum aureum rogavit.	"Once upon a time King Midas helped the god Bacchus. Bacchus wanted to reward the King. Foolish Midas asked for a golden touch.
At first, everything started off well.	
mox laetus rex poterat vertere gladium, flores et aquam in aurum. eheu! Midas quoque vertit panem, carnem et filiam in aurum.	Soon the happy King could turn a sword, flowers and water into gold. Oh no! Midas also turned bread, meat and his daughter into gold."

Wordlist

adorno, adornare – (to) reward
aqua – water
aurum – gold
aureus – golden
Bacchus – Bacchus (name of a god)
carnis – meat
deus – god
eheu – oh no!
et – and
filia – daughter
flos – flower
gladius – sword
in (+ accusative) – into
iuvo, iuvare – (to) help
laetus – happy
Midas – Midas (name of a king)
mox – soon
olim – once upon a time
panis – bread
possum, posse – (to) be able
quoque – also
rex – king
rogo, rogare – (to) request
stultus – foolish
tactus – touch
verto, vertere – (to) turn
volo, velle – (to) want

Suggested Roman World contexts

Learning may draw on familiar aspects of Roman life, including:

- family, relationships and social roles
- homes, towns and communities
- education and childhood
- entertainment and leisure
- beliefs, customs and traditions
- myths and legends
- travel, trade and communication
- significant people, places and events that illustrate life in the Roman World.

Comments/Guidance
At Third Level, learners increasingly read Latin texts with different types of support. They begin to draw together their understanding of vocabulary, grammatical structures and context to convey meaning independently. Learners increasingly consider words and phrases in the context of the sentence and text as a whole. They recognise that Latin and the language used for translating may organise meaning differently and that words and phrases may not always have a direct equivalent. This may require learners to reorder or adapt their rendering so that the meaning of the Latin is communicated accurately. Translating increasingly involves making choices about how meaning is expressed. Different renderings of the same Latin may be valid, provided they communicate the meaning of the original text. Comparing possible renderings can help learners understand that translating involves conveying meaning rather than reproducing the structure of the Latin. Learning should provide regular opportunities to engage with adapted texts that broaden learners' understanding of the Latin language and the diversity of life across the Roman World.

Grammar Progression

At Third Level, learners build on their understanding of familiar grammatical patterns and begin to recognise a wider range of grammatical features in Latin. They increasingly draw on their grammatical knowledge to understand how words, clauses and ideas relate to one another in sentences. The grammar exemplified below illustrates the types of features learners are likely to encounter in simple Latin.

Grammatical feature	THIRD Simple Language
Nouns	first, second and third declension nouns nominative, accusative, genitive and ablative singular forms common plural forms
Verbs	regular present, imperfect and perfect tense verbs the present, imperfect and perfect tense of *esse (to be)* infinitives with common verbs
Sentence structure	connected sentences forming short narratives a wider range of word order coordination using common conjunctions simple subordinate clauses direct speech

Adjectives	adjective agreement across a wider range of noun forms comparative adjectives where appropriate
Vocabulary and language	increasingly varied vocabulary related to everyday life and the Roman World Latin roots shared with English and other languages Latin expressions and inscriptions encountered in historical and contemporary contexts.

Fourth Level

Language Progression

At Fourth Level, learners develop their understanding of straightforward Latin through reading and translating increasingly longer texts. They draw on a broader range of vocabulary, grammatical patterns and sentence structures to work out meaning of a text. Learners increasingly combine grammatical knowledge with context to establish meaning, make informed translation choices and respond to more detailed texts with greater independence.

<table>
<tr><th colspan="2">Fourth Level – Straightforward Language</th></tr>
<tr><td colspan="2">At Fourth Level, straightforward Latin is characterised by more detailed adapted texts and, where appropriate, short authentic extracts. Texts contain a broader range of vocabulary and grammatical structures, and sentences may be longer and more varied, including subordinate clauses. Learners increasingly use grammatical and contextual knowledge together to work out meaning of a text.</td></tr>
<tr><th>Receptive</th><th>Translating and Interpreting</th></tr>
<tr><td>Learners may recognise language such as:

Sample sentences covering key grammar points which would be found within the context of a passage:

naves in portum celerrime navigaverunt ut hostem vitarent.
Wordlist
celeriter – quickly
hostis, hostis m. – enemy
in (+accusative) – into
navigo, navigare – (to) sail
navis, navis f. – ship
portus, portus m. – harbour
ut (+subjunctive) – in order to
vito, vitare – (to) avoid</td><td>Learners translate increasingly detailed Latin texts into accurate and natural English by applying their understanding of vocabulary, grammatical structures and sentence patterns. They increasingly recognise nuance and implied meaning, selecting English that reflects both the literal meaning and the style of the original text where appropriate. Translation demonstrates secure understanding of the text as a whole and is supported by evidence from the Latin.

Suggested English translations:

The ships sailed very quickly into the harbour in order to avoid the enemy.</td></tr>
</table>

magister dixit discipulos laborantes cibum postulare.	The teacher said that the working pupils were demanding food.
Wordlist *cibus, cibi* ***m.*** – food *dico, dicere, dixi* – (to) say *discipulus, -I* ***m.*** – pupil *magistar, magistri* ***m.*** – teacher *laboro, laborare* – (to) work *postulo, postulare* – (to) demand	
princeps iratus exclamavit: "milites, nolite timere!"	The angry emperor shouted: "Soldiers, do not be afraid."
Wordlist *exclamo, exclamare* – (to) shout out *iratus* – angry *miles, militis* m. – soldier *noli, nolite* – do not *princeps, principis* m. – emperor *timeo, timere* – (to) fear	
Good practice is to use a text simplified and adapted from an original Latin source. The Haunted House (adapted from Pliny's Letters 7.27) There was once a house which was haunted.	
olim erat domus magna et spatiosa, sed erat etiam pestilens. noctu, ubi omnes dormiebant, erat sonus ferri. mox umbra apparebat et catenas gerebat et quatiebat.	Once upon a time there was a large and spacious house, but it was also haunted. At night, when everyone was sleeping, there was the

The house was abandoned and remained empty for some time. Eventually a Greek philosopher, Athenodorus, bought the house.

tandem philosophus, nomine Athenodorus, advenit. Athenodorus domum emere constituit ut umbram investigaret.

At last the ghost appeared.

subito media noctu umbra apparuit. umbra ambulabat lentissime et catenas quatiebat. Athenodorus umbram in horto appropinquabat. postquam Athenodorus hortum intravit, umbra evanuit.

Wordlist

advenio, advenire, adveni – (to) arrive
Athenodorus, Athenodori m. – Athenodorus
ambulo, ambulare – (to) walk
appareo, apparere, apparui – (to) appear
appropinquo, appropinquare – (to) approach
catena, catenae f. – chain
constituo, constituere, constitui – (to) decide
domus, domus f. – house
investigo, investigare, investigavi – (to) investigate
lente – slowly
magnus – large
media noctu – in the middle of the night
mox – soon
nomine – called
noctu – at night
olim – once upon a time
omnes – everyone
pestilens – haunted
philosophus, philosophi m. – philosopher
postquam – after
quatio, quatere – (to) shake

sound of iron. Soon a ghost appeared and it was wearing chains and it was shaking them,

Eventually a philosopher, called Athenodorus, arrived. Athenodorus decided to buy the house in order to investigate the ghost.

Suddenly in the middle of the night, the ghost appeared. The ghost was walking very slowly, and it kept shaking its chains. Athenodorus approached the ghost in the garden. After Athenodorus entered the garden, the ghost vanished.

dormio, dormire – (to) sleep
emo, emere – (to) buy
et – and
etiam – also
evanesco, evanescere, evanui – (to) vanish
ferrum, ferri n. – iron
gero, gerere – (to) wear
hortus, horti m. – garden
in (+ablative) – in
intro, intrare, intravi – (to) enter
sed – but
sonus, soni m. – sound
spatiosus – spacious
subito – suddenly
sum, esse – (to) be
tandem – eventually
ubi – when
umbra, umbrae f. – ghost
ut (+subjunctive) – in order to

Suggested Roman World contexts

Learning may draw on familiar aspects of Roman life, including:

- family, society and social structures
- towns, cities and public life
- education, entertainment and daily life
- religion, beliefs and traditions
- mythology and storytelling
- leadership, power and significant historical figures
- Roman influence across the wider world

Comments/Guidance
At Fourth Level, learners engage with increasingly linguistically rich Latin texts, drawing independently on their understanding of vocabulary, grammar and context to deduce meaning. While appropriate scaffolding may still be provided for more demanding language, learners increasingly rely on their developing linguistic knowledge to understand and translate texts. Learners increasingly bring together different sources of grammatical information. Endings, agreement, tense, clause structure and word order can all contribute to meaning of a text. Individual Latin words may also carry several pieces of grammatical information at the same time. Learners draw on these different clues, alongside their understanding of context, to establish meaning. Translating at this level increasingly involves making informed choices. More than one rendering may communicate the meaning of the Latin accurately, and learners consider how their choices convey meaning naturally while reflecting important features of the original text. Learning should provide opportunities to engage with a range of adapted texts.

Grammar Progression

At Fourth Level, learners recognise grammatical patterns across a wider range of straightforward language and use familiar forms with increasing independence and flexibility. They begin to make more independent grammatical choices, while accuracy in areas such as case, number, adjective endings and word order continues to develop.

Grammatical feature	FOURTH Straightforward Language
Nouns	first, second and third declension nouns singular and plural forms in the nominative, accusative, genitive, dative and ablative cases common irregular noun forms
Verbs	present, imperfect, perfect and future tenses the full range of common forms of *esse* (to be) infinitives and participles in straightforward contexts active verb forms across a wider range of persons
Sentence structure	longer narrative texts containing a variety of sentence patterns a broader range of subordinate clauses increasingly flexible Latin word order grammatical structures that require deduction rather than direct word-for-word translation

Adjectives	adjective agreement across a wider range of noun forms comparative and superlative adjectives and adverbs common pronouns prepositional phrases
Vocabulary and language	increasingly varied vocabulary drawn from literary and historical contexts Latin roots shared with English and other languages familiar Latin expressions, inscriptions and historical terminology encountered in wider contexts.

Appendix – Grammar Overview

Grammar Grid - Latin

The grammatical features and examples in this grid illustrate characteristics of the language learners may recognise and understand at each level.
Learners may encounter grammatical forms and structures before they are expected to recognise and understand them independently. They increasingly draw on their grammatical knowledge, alongside vocabulary and context, to support their understanding and translation of Latin texts.
Examples are illustrative and should not be interpreted as a checklist of forms that all learners must master at each level.

Grammatical feature	Second Basic language	Third Simple language	Fourth Straightforward language
Nouns	regular first and second declension nouns nominative (subject) and accusative (object) singular forms simple ablative phrases following common prepositions	first, second and third declension nouns nominative, accusative, genitive and ablative singular forms common plural forms	first, second and third declension nouns singular and plural forms in the nominative, accusative, genitive, dative and ablative cases common irregular noun forms

Verbs	regular present tense verbs in the third person singular the present tense of *esse* (*est*) / is	regular present, imperfect and perfect tense verbs the present, imperfect and perfect tense of *esse (to) be* infinitives with common verbs	present, imperfect, perfect and future tenses the full range of common forms of *esse (to) be* infinitives and participles in straightforward contexts active verb forms across a wider range of persons
Sentence structure	simple clauses containing a subject, object and verb recurring sentence patterns sentences where Latin word order differs from English, but meaning is shown through word endings	connected sentences forming short narratives a wider range of word order coordination using common conjunctions simple subordinate clauses where meaning is supported by context direct speech	longer connected texts containing a variety of sentence patterns a broader range of subordinate clauses increasingly flexible Latin word order grammatical structures that require deduction rather than direct word-for-word translation

Adjectives	regular positive adjectives adjective agreement with nouns	adjective agreement across a wider range of noun forms comparative adjectives where appropriate	adjective agreement across a wider range of noun forms comparative and superlative adjectives and adverbs common pronouns prepositional phrases
Vocabulary and language	everyday vocabulary related to familiar aspects of the Roman World familiar Latin words that share roots with English common Latin words and expressions still encountered in everyday life, such as mottos and familiar phrases	increasingly varied vocabulary related to everyday life and the Roman World Latin roots shared with English and other languages Latin expressions and inscriptions encountered in historical and contemporary contexts.	increasingly varied vocabulary drawn from literary and historical contexts Latin roots shared with English and other languages familiar Latin expressions, inscriptions and historical terminology encountered in wider contexts.

Glossary

This glossary explains the grammatical terminology used in the progression grid. It is intended as a quick reference for practitioners and uses plain English rather than providing detailed linguistic definitions. The examples illustrate how each feature can appear in Latin. Practitioners do not need to teach the terminology itself for learners to recognise and understand how the language works.

Grammatical term	Description	Latin example
Ablative	A case used in a number of ways in Latin, including after particular prepositions.	*in amphitheatro* in the amphitheatre *de arbore* out of the tree
Accusative	The case commonly used for the direct object of a verb: the person or thing directly affected by the action. It is also used after some prepositions.	*nuntius epistolam tenet* The messenger holds the letter. *extra villam* outside the house
Adjective	A word that describes a noun. In Latin, an adjective changes its ending to agree with the noun it describes.	*puella callida* the clever girl *puer callidus* the clever boy liberi callidi the clever children
Adverb	A word that gives more information about a verb.	*celeriter* quickly *lente* slowly *stulte* stupidly
Agreement	When the endings of related words match grammatically. In Latin, adjectives agree with the nouns they describe.	*puellae laetae* the happy girls *grammatici laeti* the happy teachers
Case	The form of a noun, adjective or pronoun that helps to show its role in a sentence.	Latin has 5 main cases: • Nominative (subject) • Accusative (direct object) • Genitive (belonging) • Dative (to/for) • Ablative (by/with/from)
Clause	A group of words containing a verb that expresses an idea. Some clauses can stand alone, while others add information to another clause.	*miles, qui est timidus, aufugit.* A soldier, who is afraid, runs away.
Comparative adjective	A form of an adjective used to compare, often corresponding to English '-er' or 'more'.	*laetus* happy *laetior* more happy, happier *pulcher* beautiful *pulchrior* more beautiful
Conjunction	A word that links words, phrases or clauses.	Some conjunctions connect elements of equal importance: *et* and *sed* but *aut* or

		Others introduce a dependent clause: *quod* because *si* if *cum* when *quamquam* although
Dative	A case commonly used for the indirect object: often the person or thing to or for whom something is done.	*pater donum filiae dat.* The father gives a present to his daughter. The father gives his daughter a present.
Declension	A group of nouns that follow the same pattern of endings. Latin nouns are grouped into declensions according to how their endings change.	In a wordlist, to show the declension, a Latin noun usually follows this pattern: *puella*, *-ae* (f.) girl *lupus,-i* (m.) wolf
Direct speech	The actual words spoken by a person or character, presented directly in the text.	*viator dixit: "volo domum redire"* The traveller said: "I want to return home".
esse (to) be	The Latin verb meaning 'to be'. It is irregular and appears frequently in Latin texts.	*sum* I am *es* you are (sing.) *est* he/she/it is *sumus* we are *estis* you are (pl.) *sunt* they are
Future tense	A verb form generally used for an action or state that will happen.	*gladiator pugnabit* The gladiator will fight
Genitive	A case commonly used to show possession or a relationship between nouns. It can often be translated using 'of' or an English possessive.	*liber puellae* the girl's book the book of the girl
Grammatical function	The role a word has within a sentence and how it contributes to meaning. A noun ending can help show whether it is the subject or object.	*feles murem videt.* The cat sees the mouse. *mus felem videt.* The mouse sees the cat.
Imperfect tense	A past tense commonly used for an action or situation that was continuing, repeated or ongoing in the past.	*sedebant* they were sitting, they sat, they used to sit
Infinitive	The basic form of a verb, often translated into English using 'to'.	*redire* to return *sedere* to sit
Nominative	The case commonly used for the subject of a sentence: the person or thing carrying out the action.	*canis dormit* the dog is sleeping
Noun	A word used to name a person, place, thing or idea. In Latin, the ending of a	*puella* (f.) girl *gladius* (m.) sword

	noun can change to show the job it is doing in a sentence.	
Number	A grammatical feature that shows whether a word refers to one or more than one person or thing.	*villa* house *villae* houses *lupus* wolf *lupi* wolves
Object	The person or thing directly affected by the action of a verb. Latin often uses the accusative case for the direct object.	*puella canem amat* The girl loves the dog *canis puellam amat* The dog loves the girl
Participle	A form of a verb that can also describe a noun. It combines characteristics of a verb and an adjective.	*leo dormiens* the sleeping lion *canis latrans* the barking dog
Perfect tense	A past tense commonly used for a completed action or event.	*rex clamavit* the king shouted
Person	A grammatical way of showing who is involved in the action of a verb: first person refers to 'I/we', second person to 'you', and third person to 'he/she/it/they'.	*clamo* I shout *clamas* you shout (sing.) *clamat* he/she/it shouts *clamamus* we shout *clamatis* you shout (pl.) *clamant* they shout
Plural	A form referring to more than one person or thing.	Masculine plural nouns usually end in -i Feminine plural nouns usually end in *-ae* Neuter plural nouns usually end in *-a*
Positive adjective	The basic form of an adjective, before comparison is made.	*laetus* happy miser sad
Preposition	A word used with a noun (or pronoun) to express relationships such as place, direction or time. In Latin, particular prepositions are followed by particular cases.	*in amphitheatro* in the amphitheatre *sub arbore* under the tree
Present tense	A verb form generally used for an action or state happening now or regularly.	*spectat* he/she/it watches he/she/it is watching *spectant* they watch they are watching they do watch

Pronoun	A word that can stand in place of a noun or refer to a person or thing without naming them again.	*eum* him *eam* her *eos* them
Sentence structure	The way words, phrases and clauses are organised within a sentence.	Flexible in Latin, with verb normally at the end: *caupo cibum parat* The innkeeper prepares the food *pater epistolam legit* Father reads a letter
Singular	A form referring to one person or thing.	Masculine singular nouns usually end in *-us* Feminine singular nouns usually end in *-a* Neuter singular nouns usually end in *-um*
Subject	The person or thing carrying out the action of a verb, or about which something is stated. Latin often uses the nominative case to show the subject.	*canis latrat* the dog barks *equus currit* the horse is running
Subordinate clause	A clause that adds information to another clause and does not normally stand independently in that context.	*qui* who; *cum* when; *postquam* after; *quod* because
Superlative adjective	A form of an adjective expressing the highest degree, often corresponding to English '-est' or 'most'.	*laetissimus* the happiest, very happy, the most happy
Tense	The form of a verb that provides information about time and how an action or state is viewed.	*ambulat* he/she/it walks (present) *ambulabat* he/she/it was walking (imperfect) *ambulavit* he/she/it walked (perfect) *ambulabit* he/she/it will walk (future)
Verb	A word that expresses an action, event or state. Latin verb endings can provide information about who is carrying out the action and when it takes place.	In a word-list, the verb is shown as: *teneo, -ere* (to) hold
Word order	The order in which words appear in a sentence. Latin word order can be more flexible than English because endings help show the grammatical relationships between words.	*canis felem fugat* *felem canis fugat* *canis fugat felem* These three sentences all have the same meaning: the dog chases the cat

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