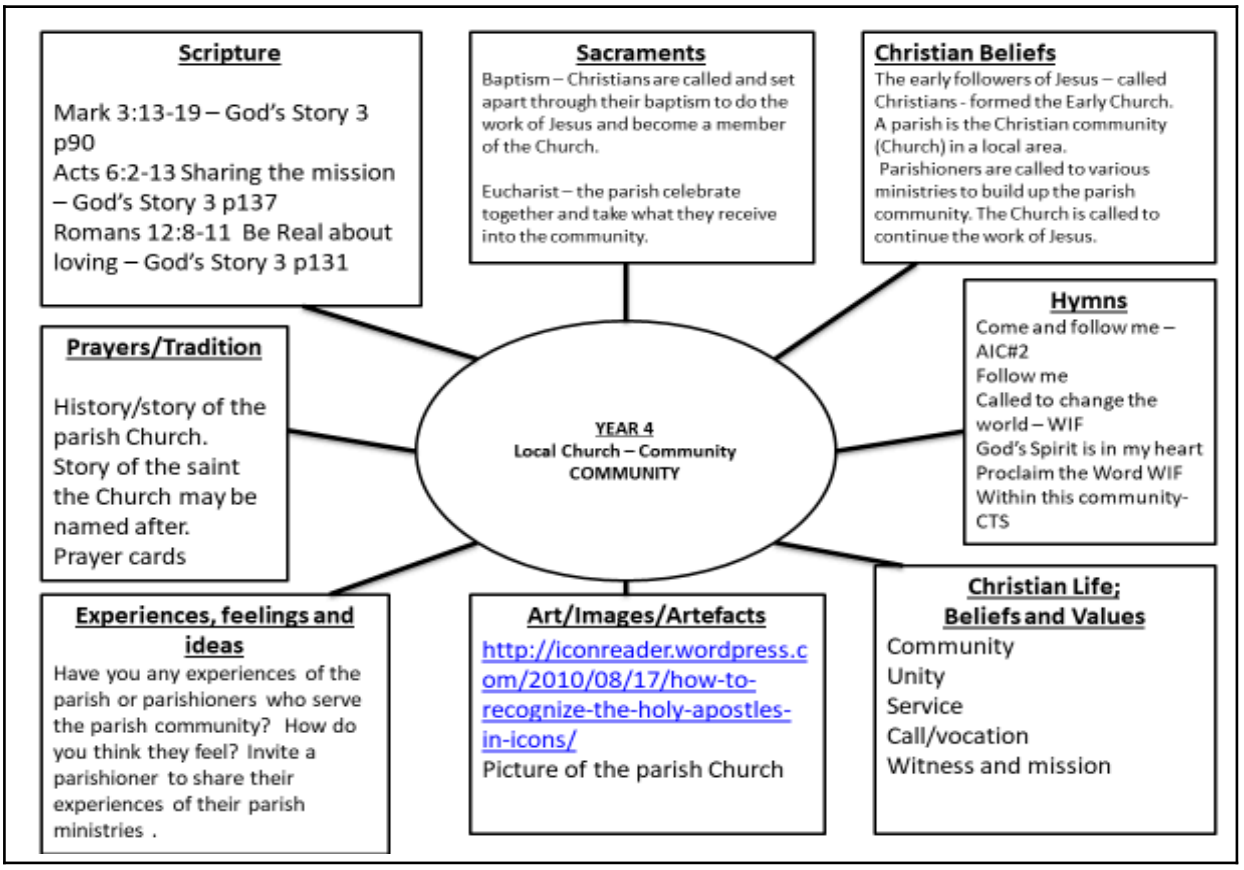
Signposts for extended writing within RE – Key Stage 2

The main premise for extended writing from Year 3 onwards is that pupils are given the opportunity to develop the 'why' and the 'because'.

As they progress through Key Stage 2, they should be encouraged to use examples of religious sources (prayers, hymns, words of Pope Francis, the school mission statement etc.) to qualify their writing, and how it is that those with religious beliefs 'live out' their lives.

The diocesan topic webs are very useful to assist with this development of writing in that they provide sources for the pupils to use – see below.



The following annotated pupil exemplars are designed to clarify the expectations further.

Exemplar 1 – AT1 iii

Diary entry of a follower of Jesus after Pentecost

Dear Diary

Since Pentecost my life has changed completely.

I live in a large group and we all work together and share everything we own, we meet together, we pray together and we are loving, caring, happy, joyful and are not afraid. We spread the news of Jesus, we help people, we are stronger and have lots of courage within us and have strength to live like Jesus. We sell everything we have and give each other a fair amount **– why would we do this??**

We are doing all of these things because we are filled with the Holy Spirit. The Spirit came as Jesus promised he would. The effect of the power of the Spirit is we have courage to live like Jesus and follow his teaching. It is because of the power that came as a mighty mind and tongues of fire, that we live together better as a stronger community. We do more things together to help each other, and we tell other people what Jesus is like and ask them to follow us. Our lives are different and better since that Pentecost day.

Those parts highlighted indicate where the pupil has given a 'why' or 'because', therefore up skilling it from merely a retell. To take this further the pupil could explore and write about people who spread

the Good News or refer to another source such as the hymn *Go Tell everyone* or a prayer such as the *Our Father.*

Exemplar 2 – AT1 iii

Letter to CAFOD

Dear CAFOD director,

During Lent we have been collecting money through fundraising to send to CAFOD. I like your website and kidzone by the way. In our Year 6 class we have been reflecting on why our school decided to support CAFOD. As a Catholic Christian boy I would like to tell you why I think we should support those who are less fortunate than us. We learn a lot about Jesus in our school and we know that he helped the poor a lot. So we should help those in poverty.

We know a song which says whatsoever you do to the least of my brothers, so you do unto me. Jesus said this. Our teacher says its in Matthew's Gospel. We looked it up. I like this song. It means if we help the poor, we are helping Jesus. We read a Gospel line from John, it said "I have come that you may have life and have it to the full. Jesus said this too. But not everybody has a good life so I believe we can help some people have water and education and have a better life because Jesus wants them to and some people don't because they make the world unfair. If we help others that is working for justice, we did make poverty history banners in Y4 for the same reason because we believe in fairness and looking after the world and sharing what we have got with others. I feel sad when I see some of your videos but we hope our money helps. Hope is important so is thinking about how these people must feel. So we think your organisation is very good and we agree with your values of justice and working for the poor and we think you know how Jesus would treat people

because we believe he would have shared more and looked after things.

Thank you,
Harry

ONCE AGAIN, THE PIECE OF WRITING IS MADE BETTER THROUGH THE PHRASES USED SUCH AS 'WE THINK', 'I THINK' OR 'WE DO THIS BECAUSE', 'IT REMINDS ME OF'.
I would provide such phrases to pupils to use within their writing – writing hooks if you like.

Exemplar 3 – AT1 ii

Exploring the connection between
Baptism, Confirmation and the Easter Vigil.

Baptism is a celebration that usually happens when you're a baby. The baby is being welcomed into the Christian family. This means people who want to live like Jesus would of.
First the priest welcomes the family then asks whether they want and are going to bring up their child as best as they can as a follower of Jesus. When they say yes the priest will start the ceremony. The priest then traces the sign of the cross on the baby's forehead.
The priest then reads a reading from the bible. Then some short prayers for the family to help them to bring up their child. ***WHY?***
Then is the anointing of the oil of catechumens he does this to show strength and healing for the baby throughout the baby's life.
Then are the promises which are quite an important part of a baptism. They are important because the parents are now saying on the baby's behalf that he or she is going to be a Christian and will be brought up like a Christian. Water is then poured over the baby. This shows a sign of new life and wash away any sins. Another oil is then poured over the baby's head called the oil of chrism, this shows that the baby was chosen by God and is now a Christian in the Christian family.
During this ceremony the child usually wears white to show purity. The baptismal candle is then given the parents to keep for their child and that they hope their child will be a Christian and to learn to live like God wanted them to. At

the end of the ceremony everyone will be blessed inside the church.

Confirmation is a ceremony similar to baptism because the child is going to renew his or her baptismal promises.

At a confirmation each person is a candidate.

The names of each candidate are read out and they will come forward to the bishop and not the priest to renew their promises.

The Bishop then lays his hands on the candidates head, he is blessing them with the holy spirit this is to help the candidates to live like Christians. After this is the anointing with Chrism. This is also used in baptism. The candidates are blessed then leave the ceremony. ***WHY?***

The Easter vigil is a mass before Easter on the Saturday.

It starts with the full church in darkness. Outside is the priest who is lighting a large candle with a new flame.

He comes in and everyone lights their candles off his, then the full church is lit. This is a symbol of Jesus rising from the dead, the darkness is a sign of a duller life without Jesus.

Readings are then read out about Jesus, each person is offered the chance to say a prayer after each reading.

Then there are the renewal of promises which is similar to confirmation and baptism, because each ceremony includes the promises. Promises are said so often so we don't forget them or stop living as Christians.

After this is the blessing of water. The priest does this so the water is holy.

You can also get baptised in a Easter vigil.

Then all the people leave the church and enjoy the rest of Easter.

ONCE AGAIN – AS A PUPIL WRITES WE WOULD REMIND THEM TO STOP / THINK AND LINK!! SAYING WHY IT IS SOMETHING IT SAID AND DONE. DOES IT REMIND US OF ANYTHING OR LINK TO A SOURCE??

Simplified statement hooks for AT2 and AT3

What would AT2 and AT3 look like in a RE lesson / RE book?

Year Group	AT2 (HEART)	AT3 (Wonder cloud)
EYFS	Aware of feelings and actions. Share some of these and talk about experiences	Quiet time, *close our eyes and think of / about*
ONE	Talk to a partner. What makes you think of that?	What does the picture / prayer make you think of?
TWO	How do you feel? Why? Compare your ideas	What does this / it make you wonder about? Compare and share.
THREE	Share an experience – express how you feel. Why did you / they say or do that?	Think of / ask a question. Use one or more of the '5 Ws'. What do you think? *Reminds me of …… I prefer…….*
FOUR	Connect how I feel, say, do with my belief in…... Compare questions / answers with others.	Say why – reasons. Share / compare / prefer. Reasons – *this reminds me of….* CONNECT
FIVE	Make different connections between feelings and sources.	Give their point of view, back this up with a source.

	Choices / decisions and say why. Match answers to questions. Think / Link	
SIX	Question / Answer / Question. Discussion and engagement	Share viewpoints and some judgements. Use evidence to support opinion and point of view.

**The above statements are also very useful as a way to further extend pupils' thoughts, discussion and writing – an extension to AT1, further challenge.*

Sentence stems / hooks for extended writing

- *This reminds me of……..*
- *I can live this out by…….*
- *In following in the footsteps of Jesus, I can…….*
- *This connects to …….*
- *This links to ……..*
- *This would shape my life by……..*
- *Further actions I would take would be……*
- *This would help me to decide to ……..*
- *Having compared my ideas with, I would also…*
- *The reasons for this are……*
- *In the words of Pope Francis……..*
- *I would also be a disciple of Jesus by…….*