



St Patrick's Catholic Primary School
'Sharing, caring, belonging, safe in the arms of God's love'

Prayer and liturgy Celebration of the Word Expectations and Progression			Alternative Forms of Prayer to Explore
Group/Phase	Expectations of Pupils <i>Expectations are split into group phases. It is expected that the lower year group in each phase works towards the same expectations, knowing that these will be consolidated in the latter year group of the phase.</i>	Expectations of Adults <i>How will we move from co-leading celebrations of the Word to facilitating?</i>	
Early Years Foundation Stage (EYFS)	<p>By the end of Advent term in F2, children will:</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Recognise important prayer objects including the cross, the Bible and a candle and be able to explain why they are used during 'gather.' Participate in preparing the focal area with important artefacts during 'gather.' Show understanding of the importance of celebration of the word by sitting calmly, listening carefully and being respectful. Know how to make the sign of the cross and know that this is a special way to mark the beginning and end of celebration of the word. Know the Prayer before Meals, Prayer after Meals, Know the Lord's Prayer Participate in silent reflection. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class. 	<p>Throughout EYFS, adults will move from co-leading celebration of the word to facilitating more independence by:</p> <p><i>During the planning and leading stage:</i></p> <ul style="list-style-type: none"> Planning and leading the majority of celebration of the word, making connections and liturgical elements clear and understandable. Helping young people take responsibility for small sections of celebration of the word as the year progresses. 	<p>Throughout EYFS, children could explore:</p> <ul style="list-style-type: none"> 1-minute meditation facilitated by an adult. 1-minute end of day reflection and thanks-giving facilitated by an adult Spontaneous prayer, encouraged by adults
	<p>By the end of Lent term in F2, children will:</p> <p><i>As above, plus:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use appropriate responses to the Word, as modelled by the adult. Join in with known hymns. Show understanding of the importance of the Gospel by standing when Scripture is from the Gospel. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input. 		



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	<p>By the end of Pentecost term in F2, children will:</p> <p><i>As above, plus:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none">• Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning with greater child input. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. <p><u>Key Skills:</u></p> <ul style="list-style-type: none">• Offer simple spontaneous prayers.• Respond to prayers as modelled by the adult. <p><u>Evaluation:</u></p> <ul style="list-style-type: none">• Use evaluation proforma to evaluate celebration of the word as a class, with greater child input.		
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KS1	<p>By the end of Advent term in Year 2, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with adult support. • Use Mark 10 to support planning, with adult support. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Know the order of gather, Word, response and mission. • Choose a wider range of prayer space artefacts and resources to reflect their theme, with adult support. • Choose liturgically correct cloths according to the Church's season, with adult support. • Choose appropriate ways to gather, with adult support. • Know the Sign of the Cross • Know the Lord's Prayer. • Know the Prayers before and after meals. • Know the Glory Be <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word as a class, with greater child input. 	<p>Throughout KS1, adults will move from co-leading celebration of the word to facilitating more independence by:</p> <p><u>During the planning stage:</u></p> <ul style="list-style-type: none"> • Regularly modelling the planning of celebration of the word. • Supporting groups of children to plan celebration of the word (using Let Us Pray), differentiating this support by ability. This might include giving examples of each part of the celebration of the word (e.g "We could gather by...") for children to choose from. • Explaining clearly the meaning of the word of the week/theme. • Showing children appropriate Scripture and supporting them in understanding its meaning and relevance to the theme so that they can make an informed choice. <p><u>During the leading stage:</u></p> <ul style="list-style-type: none"> • Reading Scripture where needed. • Supporting children during their child-led liturgies by prompting them, reminding them of the next step, modelling how to introduce Scripture and supporting them in the organisation of the response. • Modelling links between sections of the celebration of the word, commenting on what is happening next and why, giving more detail than EYFS as to how this links. 	<p>Throughout KS1, children could explore:</p> <ul style="list-style-type: none"> • 2-minute meditation facilitated by an adult. • 2-minute end of day reflection and thanks-giving facilitated by an adult • Spontaneous prayer, encouraged by adults • Introduction of Lectio Divina from Year 2, facilitated by an adult.
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By the end of Lent term in Year 2, children will:

As above, plus:

Planning:

- Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with greater child input.
- Use Mark 10 to support planning, with greater child input.

Key Skills:

- Use appropriate responses to the Word with greater independence.
- Show understanding of the importance of the Gospel by greeting it through song.
- Respond to the Gospel appropriately by making the sign of the cross on the forehead, lips and heart and begin to explain why.
- Choose appropriate ways to gather, with greater independence.
- Know the Hail Mary and the Glory Be.

Evaluation:

- Use evaluation proforma to evaluate celebration of the word as a class, with greater child input.



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	<p>By the end of Pentecost term in Year 2, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with greater child input. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. Use Mark 10 to support planning, with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Offer spontaneous prayers which link to their chosen themes. Respond to prayers appropriately with greater independence. Create their own sorry, bidding and thank you prayers relevant to the theme, with adult support. Choose appropriate mission, with adult support. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input 		
KS2 (Y3&Y4)	<p>By the end of Advent term in Year 4, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with adult support where needed. Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support. Use Mark 10 to support planning, with greater child input. Use Lectionary to find correct Scripture, with adult support. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Choose a wider range of prayer space artefacts and resources to reflect their theme, with greater independence. 	<p>Throughout LKS2, adults will encourage more independence by: <u>During the planning stage:</u></p> <ul style="list-style-type: none"> Supporting the planning of liturgies. This might include guiding the children with some initial ideas. Supporting children to find appropriate Scripture by suggesting well-known Bible stories which are relevant or guiding the children in using other resources to find appropriate Scripture. <p><u>During the leading stage:</u></p> <ul style="list-style-type: none"> Supporting the children to begin to articulate and explain the connections between the stages of the celebration of the word so that this flows appropriately and the theme follows through from beginning to end 	<p>Throughout LKS2, children could explore:</p> <ul style="list-style-type: none"> 3-minute meditation led by an adult or chaplain. 3-minute end of day reflection and thanks-giving led by an adult or chaplain. Spontaneous prayer, encouraged by adults Lectio Divina facilitated by an adult, with greater child input.



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	<ul style="list-style-type: none"> Choose liturgically correct cloths according to the Church's season, with greater independence. Choose appropriate missions, with greater independence. Know the Our Father, the Act of Contrition, the Apostles' Creed and the Glory Be <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word in groups, with adult support. 	<ul style="list-style-type: none"> Supporting children during their child-led liturgies where necessary e.g. by reminding them of the next step, supporting them in introducing the Scripture accurately or adding additional explanation of links between scripture and theme. 	
	<p>By the end of Lent term in Year 4, children will:</p> <p><i>As above, plus:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with adult support where needed. Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support. Use Mark 10 to support planning, with greater child input. Use Lectionary to find correct Scripture, with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use appropriate responses to the Word with greater independence. Introduce all Scripture appropriately. Show understanding of the importance of the Gospel by greeting it in a variety of ways. Choose appropriate ways to respond to the Word, with adult support. Know An Act of Contrition. Know Angel of God. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word in groups, with greater child input. 		



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	<p>By the end of Pentecost term in Year 4, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with support if needed. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support if needed. • Use Mark 10 to support planning, with greater child input. • Use Lectionary to find correct Scripture, with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Know where formal prayers fit into the structure of celebration of the word. • Write sorry, bidding and thank you prayers with independence. • Choose appropriate ways to respond to the Word, with independence. • Know Come, Holy Spirit. • Know The Prayer of St Richard of Chichester. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word in groups, with greater child input. 		
KS2 (Y5&Y6)	<p>By the end of Advent term in Year 6, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in small group planning with adult support where strictly necessary. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. • Use Mark 10 to support planning, with greater child input. • Use Lectionary to find correct Scripture, with greater independence. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Choose a wide range of prayer space artefacts and resources to reflect their theme, with independence, considering the five senses. • Choose liturgically correct cloths according to the Church's season, with independence. • Choose appropriate Scripture with adult support. • Know the Morning Offering. • Know the Rosary. • Know the Act of Contrition • Know the Magnificat <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word independently, with adult support. 	<p>Throughout UKS2, adults will encourage independence by: <u>During the planning stage:</u></p> <ul style="list-style-type: none"> • Checking the relevance of chosen Scripture and prayer space artefacts and guiding children if necessary to choose appropriately. • Encouraging ownership. <p><u>During the leading stage:</u></p> <ul style="list-style-type: none"> • Supporting children during their child-led liturgies if needed for modelling, particularly if links have not been made clear. 	<p>Throughout UKS2, children could explore:</p> <ul style="list-style-type: none"> • 5-minute meditation led by any member of the class. • 5-minute end of day reflection and thanksgiving led by any member of the class. • Spontaneous prayer, encouraged by adults • Lectio Divina sourced by pupils.



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	<p>By the end of Lent term in Year 6, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in small group planning with adult support where strictly necessary. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. • Use Mark 10 to support planning, with independence. • Use Lectionary to find correct Scripture, with greater independence. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use appropriate responses to the Word with independence. • Show understanding of the importance of the Gospel by greeting it in the most appropriate way. • Choose appropriate Scripture with independence. • Know the Magnificat. • Know the Act of Faith.DRA <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word independently, with adult support where strictly necessary. <p>By the end of Pentecost term in Year 6, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in small group or individual planning with independence and confidence. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. • Use Mark 10 to support planning, with independence. • Use Lectionary to find correct Scripture, with independence. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Identify which type of prayer is most appropriate. • Explain reasons for liturgical choices and weave these explanations into the celebration of the word. • Explain how different parts of celebration of the word connect. • Demonstrate creativity. • Know the Act of Hope. • Know the Act of Love. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word independently, commenting on how it could be applied to their own lives. 		
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