



Celebration of the word – Expectations and progression				
Group/Phase	Expectations of pupils What will the pupils do during, before and after the celebration of the word?	Expectations of adults How will we move from co-leading celebration of the word to facilitating?	Alternative forms of prayer	Documenting of Worship
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 at the beginning of the day and end of the day Participate in silent reflection. 	<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> Advent term</p> <ul style="list-style-type: none"> Teacher explicitly models to children once per week and at the end of an RE topic Teacher models the basic structure of a liturgy. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and not this on the evaluation. <p>Lent Term</p> <ul style="list-style-type: none"> Teacher to select the theme, scripture, response and mission of the liturgy. Children to begin to choose elements of the gather including what should be on the prayer table and begin to give reasons for their choices. 	<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 thanksgiving facilitated by an adult Spontaneous prayer, encouraged by adults Daily prayers Encourage sharing of bibles stories <p>Modelling of the use of the prayer station tepee by adults</p>	<p>Planning be completed on the schools adopted trust proforma</p> <p>Photos of worship to be uploaded to the St Patrick's Share point</p> <p>Evaluation on planning sheet</p>



	<p><u>Evaluation:</u> Use evaluation proforma to evaluate celebration of the word as a class.</p> <p>By the end of Lent term in F2, children will: <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> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input.</p> <p>By the end of Pentecost term in F2, children will: <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 	<ul style="list-style-type: none"> • Choose a group of children to being the liturgy with the sign of the cross (beginning to lead liturgy). • Talk to the children about the essential parts of the liturgy and ask if we had all of these, what could have made our liturgy better? (Beginning to evaluate) <p>Pentecost term</p> <ul style="list-style-type: none"> • Take a small group to help plan using the Let us pray resources. Teacher to know the direction they want to go in with the liturgy but to encourage ideas from the children to co-plan. Ensure the theme of the liturgy runs throughout and elements chosen to create a thread that is weaved through the liturgy. • Talk to children about why some ideas will work with the theme of the liturgy but others won't. • Assign the children some basic leadership roles of the deliver in the worship and support them in doing this (teachers' discrepancy) • Gather whole school evaluation 		
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	<p>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> <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> <p>Use evaluation proforma to evaluate celebration of the word as a class, with greater child input</p>			
Year 1	<p>By the end of Advent term year, Children will:</p> <ul style="list-style-type: none"> • Plan and prepare the prayer focus for the worship according to the liturgical season. (choice of correct colour of cloth) • Adults may facilitate by helping the children to select additional items for the prayer focus that links with the theme. • Begin to select cards from a given selection of the let us pray together box. • Groups of children to begin leading elements of liturgy at the teacher's discrepancy (SOTC, theme of the liturgy) • All children by the end of the term to have had an opportunity to lead some element of the liturgy. 	<p>Throughout KS1, adults will move from co-leading celebration of the word to facilitate more independence by:</p> <p>Advent term</p> <ul style="list-style-type: none"> • Teacher to model the basic structure of a liturgy to the children • Teacher to model to small groups how to select cards form a small selection from 'Let us pray together' • Children to begin to generate ideas for the gather linked to the theme e.g. SOTC, chosen hymn from a selection. Adult to facilitate the pupils in ensuring the theme threads through 	<p>Throughout year 1 Children could explore</p> <ul style="list-style-type: none"> • Christian meditation moving from 1 min to 2 min – adult led • Lectio Divina with a simple picture and line of scripture in Pentecost term. Encourage the children to talk about how the scripture or picture them feel. 	<p>Planning be completed on the schools adopted trust proforma</p> <p>Photos of worship to be uploaded to the St Patrick's Share point</p>



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	<p>By the end of the Lent Term year 1</p> <ul style="list-style-type: none"> • As above • Begin to select cards from the let us pray together given selection for the mission • All children by the end of the term to have had an opportunity to be involved with planning and leading some element of celebration of the word by the end of the term. <p>By the end of Pentecost term year 1</p> <ul style="list-style-type: none"> • As above – planning in small groups • Children should begin to focus on developing leadership skills of the basic liturgy • Children to develop skills of evaluation and focus on what was good and one way to improve • All children by the end of the term to have had an opportunity to be involved with planning and leading some element of celebration of the word by the end of the term. 	<ul style="list-style-type: none"> • Adult to facilitate finding the scripture in the bible and using the correct introduction. • Adult to write the plan on the proforma • Whole class to evaluate the liturgy with the teacher facilitating and writing on the proforma. <p>Lent term</p> <ul style="list-style-type: none"> • As above • Teacher to know the direction they want the liturgy to go and encourage ideas from the children in co-planning • Talk to the children about why some ideas would work and others wouldn't • Assign leadership roles for the delivery of the celebration of the word • Support children to generate ideas for the mission and ending of the celebration including SOTC and hymn. • Adult facilitates finding the scripture and modelling the introduction of the scripture, writing up the plan on the proforma and writing the evaluation using the pupils ideas. 	<ul style="list-style-type: none"> • Know daily prayer – morning, before and after dinner and end of day • Attend whole school celebration of the word • Opportunities provided for spontaneous prayer 	<p>Evaluation on planning sheet</p> <p>Meditation and lectio divina to be recorded in class prayer and liturgy journal</p>
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		<p>Pentecost term</p> <ul style="list-style-type: none"> • As above • Facilitate finding the scripture and modelling the introduction and response • Write up the plan on the proforma using the children's ideas for the gather and mission • Evaluate the liturgy. <p>During the planning stage</p> <ul style="list-style-type: none"> • Model the planning of the celebration of the word • Support pupils to plan using the let us pray together resource this will include giving the children options to choose from and discussing which would be the most appropriate • Explain the meaning of the word of the week and theme • Show children examples of appropriate scripture and the meaning so that pupils can choose <p>During the leading stage</p> <ul style="list-style-type: none"> • Reading the scripture where needed • Support children to remind them of the next steps and prompt when needed 		
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		<ul style="list-style-type: none"> Model the links between the sections of the celebration of the word and commentary on what is happening next and why. 		
Year 2	<p>By the end of Advent term 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 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 Lord's Prayer. Know the Prayers before and after meals. Know the Glory Be <p><u>Evaluation:</u></p>	<p>Advent term</p> <ul style="list-style-type: none"> Adult supports the planning of the liturgy with a small group – using a section of gather and mission cards. Adult locates the appropriate reading in the bible and models correct introduction and response gathering ideas for gather and mission Adult writes the plan onto the proforma Whole class evaluates the liturgy teachers scribes. <p>Lent</p> <p>As above plus:</p> <ul style="list-style-type: none"> Teacher supports children to locate bible reading and begin to introduce, read and respond to this during celebration of the word. Children given wider options for the gather and mission <p>Pentecost</p> <p>As above plus:</p> <ul style="list-style-type: none"> Children begin to take further leadership over the reading of the 	<ul style="list-style-type: none"> Christian meditation building up to 2 minutes throughout the year. Meditation led by an adult. Lectio Devina scripture sources by an adult and linked to liturgical year – responses in whole class prayer and liturgy journal. Attendance at whole school celebration of the word. Daily prayers Encourage opportunities for spontaneous prayer. 	<p>Planning be completed on the schools adopted trust proforma</p> <p>Photos of worship to be uploaded to the St Patrick's Share point</p> <p>Evaluation on planning sheet</p> <p>Meditation and Lectio Devina to be recorded in class prayer and liturgy journal</p>



	<p>Use evaluation proforma to evaluate celebration of the word as a class, with greater child input</p> <p>By the end of Lent term in year 2, 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 group planning with greater child input.• Use Mark 10 to support planning, with greater child input.• Children to learn how to find appropriate reading in the bible supported by the adult. <p><u>Key Skills:</u></p> <ul style="list-style-type: none">• 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. <p><u>Evaluation:</u></p>	<p>scripture including the correct introduction and ending.</p> <p>During the planning stage</p> <ul style="list-style-type: none">• Support the planning of liturgies including writing the plan for the pupils.• Support pupils to use the let us pray together• Facilitate discussions around the meaning of the theme and word of the week.• Support children to find the scripture and use the correct responses. <p>During the leading stage</p> <ul style="list-style-type: none">• Read or support the reading of the scripture where needed.• Prompt pupils during the leading stage to model and explain the next steps.• Model links between the sections of the celebration of the word and comment on what is happening and why.		
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	<ul style="list-style-type: none">• Use evaluation proforma to evaluate celebration of the word as a class, with greater child input. <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 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.• Children should be confident in planning the gather and mission• 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• Choose appropriate mission, with adult support.• Know prayers for before and after meals• Scripture should be introduced and responded to correctly teacher facilitates this.			
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	<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 (Y3/4)	<p>By the end of Advent term in Year 4, children will: As above, plus: Planning:</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 bible to find correct Scripture, with adult support. <p>Key Skills:</p> <ul style="list-style-type: none"> Choose a wider range of prayer space artefacts and resources to reflect their theme, with greater independence. Choose liturgically correct cloths according to the Church's season, with greater independence. Choose appropriate missions, with greater independence. Know the Apostles' Creed <p>Evaluation:</p>	<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 Supporting children during their child-led liturgies where necessary e.g. by reminding them of the next step, supporting them in introducing the 	<p>Throughout Key stage 2 Children could explore:</p> <ul style="list-style-type: none"> 3 minute meditation led by an adult or chaplain 3 minute end of the day reflection and thanks-giving led by an adult or chaplain Spontaneous prayer, encouraged by adults. Lectio Divina is facilitated by an adult, with greater child input. 	<p>Plans recorded on the school planner and collected in the prayer and liturgy journal.</p> <p>Photos of worship evidenced on staff shared.</p> <p>Evaluation completed on the evaluation on the evaluation sheet</p> <p>Lectio Divina is recorded in the class</p>



	<ul style="list-style-type: none">• Use evaluation proforma to evaluate celebration of the word in groups, with adult support. <p>By the end of Lent 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 bible 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.	Scripture accurately or adding additional explanation of links between scripture and theme.		prayer and liturgy journal and responses evidenced Mass reflection following mass
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	<ul style="list-style-type: none">• Know Angel of God. <p><u>Evaluation:</u> Use evaluation proforma to evaluate celebration of the word in groups, with greater child input.</p> <p>By the end of Pentecost term in Year 4, children will: As above, plus:</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 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 bible 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.			
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	<ul style="list-style-type: none"> 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> Use evaluation proforma to evaluate celebration of the word in groups, with greater child input.</p>			
KS2 (Y5/6)	<p>By the end of Advent term in Year 6, children will: <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 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. 	<p>Throughout UKS2, adults will encourage independence by:</p> <p><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> Supporting children during their child-led liturgies if needed for modelling, particularly if links have not been made clear.</p>	<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 the day reflection led by any member of the class Spontaneous prayer encouraged by adults Lectio Divina sourced by adults and pupils and 	<p>Plans recorded on the school planner and collected in the prayer and liturgy journal.</p> <p>Photos of worship evidenced on staff shared.</p> <p>Evaluation completed on the evaluation on the</p>



	<ul style="list-style-type: none">Choose liturgically correct cloths according to the Church's season, with independence.Choose appropriate Scripture with adult support.Know the morning offeringKnow the Rosary <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 bible 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.		led by adults and pupils	<p>evaluation sheet</p> <p>Lectio Divina is recorded in the class prayer and liturgy journal and responses evidenced</p> <p>Mass reflection following mass</p>
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	<ul style="list-style-type: none">• Choose appropriate Scripture with independence.• Know the Magnificat.• Know the Act of Faith. <p><u>Evaluation:</u> Use evaluation proforma to evaluate celebration of the word independently, with adult support where strictly necessary.</p> <p>By the end of Pentecost term in Year 6, children will: As <i>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 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 bible to find correct Scripture, with independence. <p><u>Key Skills:</u></p>			
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	<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><i>Evaluation:</i></u> Use evaluation proforma to evaluate celebration of the word independently, commenting on how it could be applied to their own lives.</p>			
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