

Aims

- *To consider how literacy objectives can be made clear in schemes of work*
- *To provide time for teachers to identify where, within their own schemes of work, literacy objectives to support learning in RE may be included*

5.1 Introduction

Here is an example from a school's current plan for a Year 9 RE module on Buddhism (ideas from which were explored in section 4: Writing in RE). You will need to print out pages 54–57 as they are 'landscape pages' and difficult to read on screen.

How did Siddhartha come to be known as the Buddha? Year 9 Term 3

About this unit

This unit examines the religious belief, practice, language and expression of Buddhism and provides opportunities for students to contribute to the development of their own beliefs and values. It seeks to enable pupils to learn:

- to reflect on their own inner development
- about the Buddha's enlightenment experiences
- about the way in which religious experience can direct future life decisions and motivation.

Estimated time for this unit: six hours

Where this unit fits in

This unit draws on previous experiences of Buddhism in Key Stages 1 and 2 and enables pupils to:

- gain a greater sense of their own journey in life
- increase their understanding of how and why the Buddha achieved his enlightened status
- gain an insight into religious experience and how an inner search for change and self-fulfilment can motivate action.

(continued)

Prior learning

It is helpful if pupils have:

- had opportunities to explore the links between beliefs and practices
- been introduced to the concept of religion and its distinctive features

Vocabulary

In this unit, pupils will have an opportunity to use words and phrases related to:

- Buddhism – the life of Siddhartha, key teachings such as the three universal truths, the four noble truths and the noble eightfold path
- general religious terms: Buddha, *bodhi*, enlightenment, karma, dharma, meditation, samsara, reincarnation
- other non-religious terms that are significant for this topic: transformation, change, wisdom, truth

Resources

- A range of texts on Buddhism
- Access to subject-specific CD-ROMs
- Access to CD-ROM encyclopaedias
- Access to the Internet
- Use of: www.buddhanet.net; www.dharmathecat.com
www.theresite.org.uk; www.abm.ndirect.co.uk
(all very useful and informative sites)

Expectations

At the end of this unit:

most pupils will:	be able to explain how Siddhartha's experiences changed the way he saw the world and relate this change to their own lives
some pupils will not have made so much progress and will:	describe how events in Siddhartha's life led to enlightenment and make links with their own experience of change
some pupils will have progressed further and will:	analyse and account for the Buddha's enlightenment, evaluate the importance of the experience for Buddhists and relate this to their own account of issues of identity and experience

Key questions	Learning Objectives	English Framework objectives	Possible Teaching Activities	Learning Outcomes	<i>Points to note</i> <i>Links</i> <i>Evaluation</i>
<ul style="list-style-type: none"> ■ Why is the Buddha such a significant figure? 	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> ■ give an overview of the life and significance of the Buddha ■ develop the skill of asking appropriate questions 		<ul style="list-style-type: none"> ■ Identify what pupils already know about the life of the Buddha and enable pupils to raise their own questions about him ■ Consider questions including: What made Siddhartha Gautama so different or special? Why is he still so important today? Why might he be important to some people who are not even Buddhists? ■ Brainstorm the question: What made Siddhartha such an important figure? (What is unique about his story?) 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ Outline life experiences of Siddhartha and raise questions about it 	
<ul style="list-style-type: none"> ■ What are the key characteristics of his transformation from Prince to enlightened being? 	<ul style="list-style-type: none"> ■ be able to explain the change that occurred in Siddhartha's life 	<p>Speaking and listening</p> <p>2. use standard English to explain, explore or justify an idea</p>	<ul style="list-style-type: none"> ■ Emphasise the key significance of the Buddha's enlightenment, and revisit the details of this story ■ Ask pupils to discuss stories of transformation in pairs, then note down two sentences about what happened and why it was transforming. Put specific emphasis on inner transformation experiences but do not focus formally on the literacy features at this stage 	<ul style="list-style-type: none"> ■ explain what difference enlightenment made to Siddhartha 	

Key questions	Learning Objectives	English Framework objectives	Possible Teaching Activities	Learning Outcomes	<i>Points to note</i> <i>Links</i> <i>Evaluation</i>
<ul style="list-style-type: none"> ■ What are the key features of enlightenment? 	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> ■ understand 'enlightenment' – as far as it is possible to do so ■ develop the language and means for expressing the concept 	<p>Year 8 Word level</p> <p>9. appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing</p>	<ul style="list-style-type: none"> ■ Brainstorm the concept of enlightenment (a dramatic experience enabling an individual to gain far-reaching wisdom and knowledge). Give particular weight to references which focus on spiritual growth and religious experience ■ As a starter or to introduce the topic, break enlightenment down into its morphemes: en-light-en-ment and explore what the word means ■ Explore the concepts of before and after enlightenment, through worksheet exercise of matching up pairs of contrasting words and phrases, e.g. conflict – peace; turmoil – calm; 'unsatisfactoriness' (dukkha) – acceptance ■ Give out diagrams that are descriptive of the Buddha's journey from samsara the cycle of rebirth) to nirvana (cessation of suffering); then for homework ask pupils to design their own poster to illustrate the Buddha's journey, using colour, images and key words 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ express their own understanding of the enlightenment of the Buddha in the form of a diagram 	

Key questions	Learning Objectives	English Framework objectives	Possible Teaching Activities	Learning Outcomes	<i>Points to note</i> <i>Links</i> <i>Evaluation</i>
<ul style="list-style-type: none"> ■ What does it mean to change one's inner spiritual understanding? 	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> ■ gain deeper insight into the concept of enlightenment and recognise the limitations of language ■ listen actively and express ideas coherently 	<p>Speaking & listening</p> <p>10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives</p>	<ul style="list-style-type: none"> ■ In pairs and then fours, offer pupils the opportunity to discuss their designs and report back to their partners ■ Organise peer assessment – have pupils look at each of the posters and ask questions of the designers before they identify what they consider to be the best examples and why ■ Take feedback in the plenary session about the qualities of the work done and what the key points for learning had been, e.g. the appropriateness of signs and symbols; the grasp of the journey and its significance 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ Pupils express their own understanding of enlightenment by describing in prose what they were trying to say and by incorporating ideas gained through discussions 	
<ul style="list-style-type: none"> ■ How did Siddhartha come to be known as the Buddha? – preparation lesson 	<ul style="list-style-type: none"> ■ review the characteristics and conventions of good analysis ■ identify structure and good practice in use of supportive evidence 	<p>Sentence level</p> <p>7. analyse and exploit the stylistic conventions of the main text-types</p>	<ul style="list-style-type: none"> ■ Set assessment task developing literacy target of analytical writing: 'Explain why Siddhartha become known as the Buddha.' Introduce the task with the aid of the model essay (on Jesus as the Christ). Pupils identify features of analytic style: use of topic sentences, connectives, key vocabulary etc. 	<ul style="list-style-type: none"> ■ a clear understanding of what is expected in a good written answer to the question 	

Key questions	Learning Objectives	English Framework objectives	Possible Teaching Activities	Learning Outcomes	<i>Points to note</i> <i>Links</i> <i>Evaluation</i>
<ul style="list-style-type: none"> ■ How did Siddhartha come to be known as the Buddha? – writing lesson 	<p>Pupils should learn to:</p> <ul style="list-style-type: none"> ■ give own well-argued answer to the question with a recognition of how it relates to pupil's own life 	<p>Writing</p> <p>16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions</p>	<ul style="list-style-type: none"> ■ After a quick warm-up exercise identifying some key vocabulary needed and some key features of analytical writing, pupils complete the written assessment task. In the plenary session, ask pupils to consider what aspects of the preparation they found most helpful and how it could be improved next time 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ A good set of completed work in which all pupils have achieved their potential 	

Can you identify strengths and weaknesses of the planning? In particular, note where English Framework objectives have been incorporated into the planning and consider how these support the learning.

Ideas from other teachers include the following.

- Using the objectives focuses on what needs to be taught: for example, the use of Standard English in speaking and listening. This can then be linked to other subject areas where there may be focus on the same objective, or to the whole-school focus.
- The objectives provide a reminder to teach subject-specific vocabulary rather than listing learning or assuming pupils can deploy vocabulary appropriately and effectively.
- The objectives support the learning in RE; they are neither an add-on nor a focus in themselves.

5.2 Planning English Framework objectives into units of work

You might now consider planning English Framework objectives into your schemes of work. Two important points to bear in mind are:

- the need to be clear about both the RE and the literacy objectives, that is what is it that pupils will know, be able to do and/or understand as a result of the unit or lesson?
- the value of literacy objectives to raise standards in RE through:
 - better task setting that identifies audience, purpose and genre
 - improved communication skills
 - identifying appropriate structures and conventions for writing
 - planning and structuring effective speaking and listening
 - identifying ways in which every pupil can engage with the texts to be read
 - improved research and enquiry skills
 - enabling clearer thinking and response to the encounters with religion.

5.3 Conclusion

In conclusion you might like to identify:

- two aspects from these materials that will have an impact on your teaching and that you will act upon in the short term
- one longer-term aim for the development of literacy within RE
- any support that you may need to fulfil the above.

Year 7 teaching objectives

Word level

Spelling

Pupils should revise, consolidate and secure:

- 7 the spellings of key words in each subject;

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

- 8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
- 10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Vocabulary

To continue developing their vocabulary, pupils should be able to:

- 14 define and deploy words with precision, including their exact implication in context;
- 21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy*, *resistance*;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

- 1 extend their use and control of complex sentences by:
 - a recognising and using subordinate clauses;
 - b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
 - c deploying subordinate clauses in a variety of positions within the sentence;
- 3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
- 5 use the active or the passive voice to suit purpose;

Paragraphing and cohesion

- 8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a *shift of topic, viewpoint or time*;
- 12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

- 14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report, book review*;

Standard English and language variation

- 15 vary the formality of language in speech and writing to suit different circumstances;
- 17 use standard English consistently in formal situations and in writing;

(continued)

Text level – Reading

Research and study skills

Pupils should be taught to:

- 1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
- 2 use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;
- 3 compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
- 4 make brief, clearly-organised notes of key points for later use;
- 5 appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

- 7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
- 8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

- 13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

- 1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
- 2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
- 3 use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;

Write to inform, explain, describe

- 10 organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise

- 15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;

(continued)

Speaking and Listening

Speaking

Pupils should be taught to:

- 1 use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;
- 4 give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
- 5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Group discussion and interaction

- 10 identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;
- 13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

Year 8 teaching objectives

Word level

Pupils should be taught to:

Spelling

- 4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
- 5 secure the spelling of key terms and new words from across the curriculum;

Vocabulary

- 9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
- 10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
- 5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

- 6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by *chronology*, *comparison* or *through adding exemplification*;
- 7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

Standard English and language variation

- 11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 1 combine information from various sources into one coherent document;
- 2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
- 3 make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval*;

Reading for meaning

- 6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

Understanding the author's craft

- 10 analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
- 3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

Write to inform, explain, describe

- 11 explain complex ideas and information clearly, e.g. *defining principles, explaining a scientific process*;

Write to persuade, argue, advise

- 14 develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment

- 16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

- 1** reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
- 5** ask questions to clarify understanding and refine ideas;

Listening

- 7** listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

Group discussion and interaction

- 10** use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

Year 9 teaching objectives

Word level

Pupils should be taught to:

Spelling

2 spell accurately all high-frequency words and new terms from all subject areas;

Spelling strategies

3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

Vocabulary

7 recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;

3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion

5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

Standard English and language variation

9 write sustained standard English with the formality suited to reader and purpose;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 2 synthesise information from a range of sources, shaping material to meet the reader's needs;
- 3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
- 4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

- 7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

Inform, explain, describe

- 9 integrate diverse information into a coherent and comprehensive account;

Persuade, argue, advise

- 13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
- 14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

Analyse, review, comment

- 16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

2 use standard English to explain, explore or justify an idea;

Listening

7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;

10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

To conclude, it is worth repeating that further support can be found in the *Literacy across the curriculum* training file, available in your school. Module 9 (Making notes) might prove useful to you.

The training materials in the foundation subjects also contain helpful material, especially in terms of speaking and listening. The teaching repertoire, modules 4 (Questioning), 5 (Explaining) and 6 (Modelling), are very useful, as is module 12 (Thinking together).

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Section 2:

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