



Skill	Emerging	Developing	Secure	Mastered
<p>YR7: Investigation</p>	<p>Information is obtained from a few sources.</p> <p>Able to skim and scan.</p> <p>Able to ask questions.</p> <p>The information gathered has limited relevance to the objective.</p>	<p>Information is obtained from a range of sources.</p> <p>Able to ask relevant questions.</p> <p>Some of the research undertaken is relevant to the objective.</p> <p>There is some application of information gathered to the objective.</p> <p>There has been some attempt to make the work their own.</p>	<p>Information is obtained from a range of sources independently.</p> <p>Able to ask relevant factual and Higher Order questions.</p> <p>Most of the information gathered is relevant to the objective.</p> <p>The information is applied to the objective.</p> <p>Some use of quotation and/or paraphrasing.</p> <p>Some awareness demonstrated of the reliability, credibility and bias of their sources.</p>	<p>Research is carried out using a range of sources, using at least two different types of information.</p> <p>The research is consistently relevant to the objective.</p> <p>Clear use of quotation and paraphrasing.</p> <p>Sources identified in a Bibliography. Clear awareness demonstrated of the reliability, credibility and bias of their sources.</p>
<p>Application</p>	<p>Identify and give examples of key/relevant values within a community (religious or non-religious).</p> <p>Make suggestions about how values can affect actions and behaviour .</p>	<p>Identify Key religious values and link these to similar values in other communities (including secular).</p> <p>Make suggestions about how values can affect actions and behaviour . There may be direct reference to guidance/ teaching found in religion.</p>	<p>Identify key religious values and write about how they may influence a believer (the impact on actions and behaviour).</p> <p>I can link religious values with secular values by referring to actual examples /evidence/ case study.</p> <p>As learners make progress in literacy they will demonstrate how well they can apply their literacy skills in different situations, including other areas of the curriculum. For example:</p> <ul style="list-style-type: none"> • How well do they contribute to discussions and openly explain their thinking? • Are they increasingly able to distil key ideas from texts? • Can they apply their literacy skills successfully in different areas of their learning and their daily lives? 	<p>Consistently able to make links between religion and individual, community, national and international life, without support.</p> <p>Where questions specifically stipulate the use of religious ideas/texts, students:</p> <ul style="list-style-type: none"> • must directly reference, interpret or analyse the information provided in the stimulus • in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.
<p>YR8: Interpretation</p>	<p>Able to draw meaning from sources.</p>	<p>Able to draw meaning from religious language/sources as well as other sources.</p>	<p>Able to suggest more complex meanings of religious texts.</p>	<p>Read, understand and identify differences between different texts, (e.g. poetry, fiction/non-fiction).</p>



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	<p>Understands different types of interpretation; common/social interpretation vs individual interpretation, Literal vs Non-literal: denotation/connotation, figurative language (simile & metaphor) and Inference</p> <p>Sometimes able to write about what it must have been like when a piece of religious literature was written.</p>	<p>Able to explain the significance of religious common/social interpretation in a given context.</p> <p>Able to explain the significance of non-literal language (connotation, figurative language and inference) with some evidence from the text.</p> <p>Can show understanding about what was happening at the time religious text was written and clearly link this to the text.</p>	<p>Uses text/evidence/example regularly to support interpretations.</p> <p>Able to identify and explain different layers of meaning in text (recognise that the teachings can have different interpretations).</p> <p>Comment on how a text/source might be viewed differently today compared to at the time of writing.</p>	<p>Identify different layers of meaning in a text with some detailed explanation. Include relevant quotations from religion as evidence to support a point made</p> <p>Able to place a text or source into a social/historical context and comment on how the context influenced the writing.</p> <p>Able to reflect on the writer's intent and evaluate the impact on both self and believers.</p>
YR9: Evaluation / Evaluate	<p>Strengths and weaknesses identified but not necessarily based on criteria. Little understanding of the issue demonstrated. Answers may be simplistic with little or no relevant information. judgements may not be supported or appropriate. Answer may be ambiguous or disorganised.</p>	<p>Strengths and weaknesses identified, based on criteria. Some understanding of the issue demonstrated. Answer appears reasoned and evidence is provided to support judgements (some evidence of PEE). Answer shows some organisation. Reference to religion may be vague.</p>	<p>Evidence of appropriate response to the original question. Demonstrates the overall quality of the topic for evaluation. Answer does not come across as opinionated but appears reasoned and unbiased (good evidence of PEE). Answer is well organised/structured. Some appropriate reference to religion.</p>	<p>Establishes clear and fair criteria, judgements and evidence. Able to refer to both religious and non-religious points, weighing the respective claims of self-interest (business, autonomy etc) consideration for others (UDHR etc), individual conscience (individual morality etc). Takes account of different perspectives.</p>
Literacy: Reading and Writing	<p>Sometimes use paragraphs.</p> <p>Some structure, such as a clear sequence. Sometimes able to make use of technical language.</p> <p>Use of simple sentences.</p> <p>Writing usually makes sense.</p>	<p>Writing is consistently paragraphed and follows a clear sequence.</p> <p>Effective use of words to make a point.</p> <p>Common words spelt correctly.</p> <p>Uses full stops and capital letters correctly. Beginning to use other forms of punctuation such as commas.</p>	<p>Organise ideas in well-developed, linked paragraphs (accurate use of connectives).</p> <p>Use both simple and complex sentences which use a range of punctuation to clarify my meaning, for example, semi-colons.</p> <p>Using a dictionary and thesaurus regularly to improve work.</p> <p>Handwriting is neat and legible.</p>	<p>Experiments with a wide range of vocabulary and sentence structure to create different effects on reader.</p> <p>Writing provides clear and articulate points of view and considers different perspectives, sources of information and reliability/bias/fact/opinion.</p>
Literacy: Speaking and Listening			<p>Use language appropriate to the setting.</p> <p>Understand how to use punctuation within a text for pauses and emphasis.</p> <p>Can moderate my reading tone for effect.</p> <p>Able to express an idea or opinion in response to a question or comment.</p>	<p>Through intelligent listening able to develop new ideas/related topics to the one being discussed. * can affect speech style and tone to suit specific audiences * able to use a variety of linguistic techniques, (rebuttal, humour, rhetorical questioning, technical language) in order to convey personal viewpoint effectively in</p>



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			<p>I am not afraid to get it wrong.</p> <p>Recall key facts that have been discussed and comment on them.</p> <p>Through careful listening I can ask questions that encourage the speaker to develop their ideas further.</p> <p>Able to formulate extended ideas on a topic being discussed.</p>	<p>the face of audience questions and criticisms.</p> <ul style="list-style-type: none">* make significant contributions to discussions as an audience member and can recall key information from a speech to support my point of view.* Able to offer specific, constructive feedback in a discussion using vocabulary appropriate to the topic, in order to help another speaker to improve.* Through intelligent and thoughtful listening, ask original, higher order questions designed to challenge the speaker and extend the discussion further.