Worldviews reading log

Use a reusable reading log to separate what an author says from your interpretation. Record the source, explain an idea in your own words and test a question against the actual text.

TEACHER NOTES

Learning objective: give a fair account of a source's idea, identify its reasons and perspective, and distinguish an exact quotation, paraphrase and inference.

Planning detail	Suggested use
Audience	Approximately ages 11-16; select a text suitable for the group.
Duration / preparation	35 minutes / 10 minutes for a short text. Longer reading needs extra time. These are planning estimates.
Prerequisites	Pupils can find a passage and distinguish the author's words from their own explanation.
Materials	A legitimately obtained text chosen by the teacher or librarian, or the complete fictional passage in this pack; one log per pupil.

Select the source

Choose a manageable passage with a discernible claim, explanation or perspective. Check its reading demands, context, author, edition and suitability for the learners. A text can be a group's own account, a memoir, a philosophical argument or a fictional example, but label its type. One voice cannot establish what an entire tradition thinks.

The school-library guide gives a selection framework. The source-evaluation guide helps distinguish a self-description from independent evidence.

Run the activity

1. Orientate (5 minutes): identify the author, source type and passage location.

2. Read (10 minutes): read the short passage, clarify vocabulary and mark one claim and its support.

3. Complete the log (10 minutes): record a paraphrase, reasons, a question and an alternative reading. Use the fictional example first if needed.

4. Compare (5 minutes): partners check whether each explanation can be traced to the text.

5. Revise (5 minutes): change an unsupported inference or improve a question. Longer texts may need a separate reading session.

> **Keep interpretation and identity separate**
>
> Pupils explain a text; they need not agree with it or disclose their own beliefs. Ask what the source establishes about its author or organisation, and what it leaves open.

PUPIL READING LOG

Record the source and its ideas

Use these prompts with your selected text. Write 'not stated' when a detail is unavailable rather than inventing it. Add a second sheet if you need more space.

Title, author or organisation, and source type:

Publication or edition date; publisher or website; URL and access date if online:

Exact passage location: page, chapter, paragraph, heading or timestamp:

The main idea in my own words, without adding my opinion:

The reasons, evidence or examples the author gives:

A short quotation if useful, clearly marked as exact words, with its location:

A question, missing piece of context or word that needs clarification:

An alternative interpretation, and the words that would support it:

On separate paper, add a connection to another source and explain any significant difference. Your personal or family beliefs are not needed to complete the log.

PUPIL COPY

Practise with an original fictional passage

Source: 'Sharing a quiet room', an original YAH for Schools teaching passage, version 1.0, 3 November 2026. The club and speaker are fictional. The passage is not a quotation from a real pupil, organisation or book.

Sharing a quiet room

Paragraph 1. At our reading club, we plan to share one quiet room. People come for different reasons. Some describe patience as part of their religion; others describe it as a responsibility to other people without a religious explanation. We do not need identical reasons to agree that interrupting a reader can prevent them following a story.

Paragraph 2. I suggest an hour for quiet reading and another for conversation. Everyone should be able to suggest changes. A majority vote might settle the timetable, but the majority should first hear from anyone who cannot attend the chosen hour.

Paragraph 3. I do not know whether our plan will suit everyone. We could try it for two meetings and ask what worked. If the times exclude some people, we should look again at the plan rather than assume that a vote has made every concern disappear.

Questions for close reading

- Which sentence proposes what the club ought to do?

- What reason is given for considering someone who cannot attend?

- Does the passage say that everyone has the same beliefs? Find the relevant words.

- What does the speaker acknowledge they do not know?

- What evidence would tell us whether the timetable works? The passage does not supply that evidence.

Practise the distinction

Quotation: copy a short sequence exactly, mark it with quotation marks and give its location. **Paraphrase:** explain an idea in new wording and still name the source. **Inference:** state what you think follows and explain which words support it. Keep these three moves visibly distinct.

TEACHER AND PUPIL EXAMPLE

Compare a worked reading-log entry

Log prompt	Example response to the fictional passage
Source and location	YAH for Schools, 'Sharing a quiet room', original fictional teaching passage, version 1.0, 3 November 2026, paragraphs 1-3.
Main idea in my own words	A club should try separate quiet and conversation times, while listening to people whom the timetable may exclude.
Reasons and support	The speaker thinks interruptions can disrupt reading and that shared decisions should consider affected people. The plan is a proposal; no trial results are supplied.
Exact words and location	'Everyone should be able to suggest changes.' Paragraph 2.
Author perspective	The fictional speaker values cooperation and participation. The text does not identify the speaker's religion or non-religion.
Question	Who cannot attend the proposed times, and is a different timetable possible?
Alternative interpretation	The central concern might be a fair process, rather than defending this exact timetable. Paragraph 3 supports this because the speaker is willing to revise the plan.
Connection	This connects to the fairness dilemmas: an agreed procedure may still need attention to particular needs. It does not show that a majority vote is always wrong.

Why this response is defensible

The paraphrase keeps the proposal and its condition together. It does not turn a suggested trial into a completed study. The quotation is exact, short and located. The interpretation about fair process is offered as a reading supported by particular words, rather than as a fact about a real author.

An inference to challenge

'The speaker must be a humanist because they care about cooperation' adds an identity the passage does not give. Religious and non-religious people can value cooperation. A stronger response identifies the value and leaves the speaker's identity unstated.

TEACHER NOTES AND USE

Use the log carefully

Quotation, paraphrase and context

Ask pupils to check an exact quotation against the source, including words that limit a claim. A paraphrase still needs attribution. If a passage is unclear, record the uncertainty and read the surrounding material rather than filling the gap with an assumption.

A record of a first-person experience shows that person's account. An organisation's statement shows an organised position. Neither automatically represents every member of a religion or every non-religious person. Compare sources on the same question and explain differences in purpose or scope.

Respond to common difficulties

Difficulty	Teaching adjustment
Copying instead of explaining	Read a sentence, cover it, explain its idea, then reopen it to check accuracy and add attribution.
Opinion replaces summary	Separate 'The author argues...' from 'A question I would ask...'. Complete the first before the second.
Missing source details	Model a complete reference. Permit 'not stated' and ask where the missing detail might be found.
A single label explains everything	Ask which part of the interpretation is in the source and which part was supplied by the reader.

For support, use the short fictional passage, read aloud and complete the first two prompts together. Allow a dictated response or shorter notes. For extension, compare two defensible interpretations and identify what further context could distinguish them.

A final check

Can a reader trace the explanation to a passage, distinguish quotation from interpretation and see a worthwhile question? Assess that work, rather than whether the pupil shares the source's view.

PUPIL REFLECTION AND USE NOTES

Reflect on your reading

An idea I can now explain more accurately, and the passage that supports it:

An assumption I made at first that the text did not actually establish:

A further question that another source or more context might help answer:

Source and use notes

The log, fictional passage and worked response are original. RE Council guidance supplies background on diversity within worldviews. The IPO source explains that educational use of someone else's work has conditions; this pack does not grant permission to copy a third-party book or scan.

All classroom examples and figures in this pack are original fiction, not findings from a study or accounts of real pupils. Timings are planning estimates. Teachers should adapt the material to their learners and curriculum.

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Version 1.0. Prepared 3 November 2026. The complete text is also available as an HTML resource, which can be enlarged and read with assistive technology.

RE Council: Religion and Worldviews Approach - FAQs (professional guidance) https://religiouseducationcouncil.org.uk/resource/worldviews-introduction-faqs/ - checked 3 November 2026.

Intellectual Property Office: Exceptions to copyright https://www.gov.uk/guidance/exceptions-to-copyright - checked 3 November 2026.