



THE SKILL OF COMMUNICATION

TRUTH TO TEACH (SOURCE)

- 'In the beginning was the Word, and the Word was with God, and the Word was God. **John 1: 1, 14**
- The Word became flesh and made His dwelling amongst us.'
- 'The Word of the Lord is flawless.' **Psalm 18:30**
- 'A word aptly spoken is like apples of gold in settings of silver.' **Proverbs 25:11**

Within the overall mandate to train children in the ways of God, we value the importance of learning to use our language in order that we may be communicators, since we are made in the image of God. It is important that we learn to communicate accurately, truthfully and effectively in order to serve God in whichever sphere He may call us. It is also important that we use our language to relate with others in the purposes of God.

The message we communicate is the wisdom of God which can be divided into three themes: -

- a) The wisdom of God as seen in His own person.
- b) The wisdom of God as seen in the creation of people made after His own image.
- c) The wisdom of God as seen in the creation of the world.

Each of these themes provides us with a rich source of material to be used in our study of language and literature.

'Every child ought to know the pleasure of words so well chosen that they awaken sensibility, great emotions and understanding of truth. This is the magic of words – a touch of the supernatural, communication which ministers to the spirit, a gift of God...

Language is an instrument; it is even an environment ... We create a climate with words. God spoke and created a world. ..We also speak and create a world for our children.'

Quote from 'Honey for a Child's Heart' by Gladys Hunt

WAY TO WORK (MEANS)

English in the four years of the Junior Department (Year 3-Year 6, 7-11 years) is divided into: -

1. Comprehension and Literature – Enjoying Words (EW)
2. Grammar and Punctuation - Correct Words (CW)
3. Spellings and Phonics - Spelling Words (SW)
4. Writing, including creative and factual writing – Writing Words (WW)

1. Comprehension and Literature

Our ultimate aim in teaching children to read and comprehend literature is for them to read, understand and apply God's word to their lives.

'My son, if you accept my words and store up my commands within you, turning your ear to wisdom and applying your heart to understanding, and if you call out for insight and cry aloud for understanding, and if you look for it as silver and search for it as hidden treasure, then you will understand the fear of the Lord.' **Proverbs 2:1-5**

The children will be taught through weekly lessons with most comprehension lessons, depending on the scheme used, carrying questions at different levels.

The mining analogy is useful for understanding the different ways in which text can be understood: -

- The obvious information which is easily obtainable at the "S" surface level;
- The inferred information for which one has to dig a little deeper – the "D" deeper level.
- The specialist information for which one needs some prior expert knowledge or tools – the "T" or tools required level.
- The personal response which will be open ended and subjective – the P or personal level.

Different level answers require different kinds of digging: -

- **S**urface answers require the reader to **S**kim the text. Questions will often begin with 'What' or 'How'
- **D**eeper answers require the reader to **D**ig and **D**elve. Questions will often begin with 'Why'
- **T**ool questions require the reader to **T**hink about where he has seen this kind of word or phrase before.
- **P**ersonal questions require a **P**ause or meditate to reflect and respond.

The aim is to teach knowledge, skills and understanding through: -

- Exposing the children to a selection of modern fiction written by notable authors also well-established works of children's fiction.
- Looking at a selection of poetry.
- Looking at text derived from a range of cultures/traditions.
- Looking at stories of a traditional nature.
- Studying simple play scripts.
- Using newspaper articles, leaflets and other such materials.

Any of the following books can be used selectively.

a) Collins Comprehension Books for ages 6-11 years:-

Introductory Book	ISBN	0-00-314435 6
Book 1	ISBN	0-00-303304 4
Book 2	ISBN	0-00-302305 2
Book 3	ISBN	0-00-302306 0
Book 4	ISBN	0-00-302307 9

www.collinseducation.com

b) Primary Comprehension Books 1-4

www.prim-ed.com/search.php?searchterm=primary%20comprehension

c) Focus on Comprehension

www.nelsonthornes.com

d) Comprehension for Ages 7-11 years

www.hopscotchbooks.com

e) Some teachers may wish to use passages from well-known books or literature connected to the term's project work.

2. Grammar and Punctuation

Lesson plans and worksheets are provided in the scheme with extra activities for the more able shown by a clock at the base of most worksheets. Lessons are planned for 45-60 minutes each week. It is hoped that teachers will reinforce the teaching from these lessons through the weekly writing activities as well as in other subjects on the timetable.

3. Spelling and Phonics

Weekly spelling lists are suggested with extra words for more able pupils. However, these lists will need to be adapted according to the children's abilities. The words follow on from the Y1 and Y2 English scheme. Phonics lessons may be timetabled in addition to the time allotted to the weekly spelling test.

The aims are: -

- To sound phonemes.
- To split words into parts.
- To learn various spelling rules and irregular spellings.
- To use word books and dictionaries.
- To spell, read and write a wider vocabulary.

The spelling lists given with this scheme may be used or, alternatively, a very good photocopiable scheme 'Weekly Spelling Lists' for Key Stage 2 may be purchased from:-

Web-site: www.topical-resources.co.uk

Telephone: 01772 863158

Email: sales@topical-resources.co.uk

This product is available as: -

A book in the post (with p&p only added to the purchase price)

A CD-ROM in the post (with VAT and p&p added to the purchase price)

ISBN: 978-1-905509-20-1 **Price: £12.00**

4. Writing

Suggestions for all form of writing are provided with the scheme.

The aims are: -

- To select the form and content appropriate to a particular purpose.
- To extend vocabulary and apply it inventively in writing.
- To write in sentences using appropriate punctuation.
- To write a letter in a conventional manner.
- To revise and redraft writing.
- To discuss and assess writing.
- To adapt their language and style to serve various readers.
- To use ICT effectively in composing, redrafting and presenting work, where appropriate.

5. Handwriting

Handwriting is considered to be very important and is taught through the Nelson Handwriting Scheme. Presenting work neatly serves the reader.

www.nelsonthornes.com/nelson_primary/new_html/nelhandold_home.htm

Telephone: 01242 267280

6. Oral English / Drama

Oral English and Drama can be incorporated into the English teaching themes according to different teachers' preferences, but it is timetabled as a separate subject.

LEARNING FOR LIFE (FULFILMENT)

1. The children should be more competent in speaking, reading, understanding and writing English.
2. Skills learnt should be transferred to other subjects on the timetable.
3. Where possible, and where appropriate, the use of ICT should have been incorporated into language lessons.