



St Oliver's Mini Newsletter

Term 3

Week 7

2016

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CORPORAL WORK OF MERCY: VISIT THE IMPRISONED

Many years ago, I was asked to visit prisoners in a maximum security prison. The memory that stays with me is the slamming of the doors – so many closed doors to be unlocked and re-locked, large clanging keys, no conversation, silence except for the deafening slamming of the door. It seemed to be screaming out to the prisoners that they were truly 'locked away'. I felt afraid. I too was locked in.

In opening the Door of Mercy, Pope Francis has invited us to a very different space. He has invited us to enter through the door that is no longer locked. He has invited us to reflect on the corporal and spiritual works of mercy – and to do something about them.

Probably the least likely Work of Mercy we will do during the Year of Mercy is visit the imprisoned. Frances has led through example. Visiting prisoners in Philadelphia, he reflected that serving time in prison is a painful time: "It is painful when we see prison systems which are not concerned to care for wounds, to soothe pain, to offer new possibilities. . . . Jesus doesn't ask us where we have been, he doesn't question us what about what we have done. Instead, Jesus washes peoples' feet and gives them life"¹

How can we put into action something of this work of mercy? Many people may feel 'imprisoned' because they are homebound, unable to leave their house, are in a nursing home or care facility, or can no longer move about to run simple tasks. Their isolation is less dramatic than if they were literally in prison, but they are still deserving of our care. Let us make the commitment to visit someone who is imprisoned - not in jail - but by the situation of their life.

Anne Ferguson, Mission Animation, Parramatta

¹ <https://www.ncronline.org/news/visiting-prison-pope-says-all-people-need-forgiveness-cleansing>

A Prayer of Christian Unity

*All hail the Father almighty
who created us to live in unity.
Although our sins are great and tall
Our Lord our Father has forgiven us all.
Oh King of Heaven, we sing songs of peace
and stand strong in close fellowship.
But God we are divided, no longer strong,
so our God help us make right the wrong.*



Jyotimay – Yr 5

DATES TO REMEMBER

September

- 2nd Stage 1 and ES1 @ Parish Mass
- 2nd Book club due
- 5th Coffee n Chat @ 9:15am
- 6th CAPTIVATE- Stage 2 & 3
- 8th Kindergarten Excursion to Parramatta Park
- 9th **Staff Development Day – NO SCHOOL**
- 16th Stage 2 @ Parish Mass
- 16th Whole School Assembly – Stage 3
- 17th **Bunnings BBQ – fundraiser**
- 23rd Stage 1 and ES1 @ Parish Mass

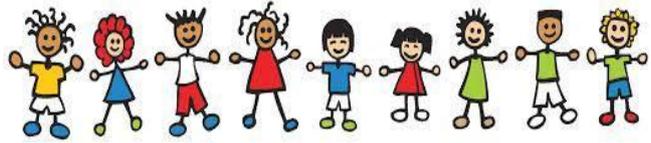
23rd LAST DAY OF TERM 3

October

- 10th First day of Term 4
Children to come dressed in their summer uniforms.



Focus On Learning



Oral Language Development

Oral language is a vital first step in your child's development as a successful reader and writer. There are several phases of development:

- **Phase 1: Beginning Language** - In this phase children experiment with language and begin to understand that speaking is about communicating a message
- **Phase 2: Early Language** - In this phase children's use of language becomes more refined and extended. It is used to satisfy simple social needs and to gain control of objects, people and knowledge in the environment
- **Phase 3: Exploratory Language** - In this phase, children already know a great deal about language. They use language competently and include most grammatical patterns. They know that language can be used to express meaning and share experiences with others
- **Phase 4: Emergent language for Learning** - In this phase, children use language effectively to satisfy social and communicative needs. They also display considerable skill in responding to, and using language to satisfy the demands of formal learning
- **Phase 5: Consolidating Language for Learning** - In this phase, children use a variety of language forms and manipulate language to suit a range of situations. They also understand how listening, speaking, reading and writing compliment each other as tools for learning
- **Phase 6: Extended Language for Learning** - In this phase speakers/listeners continue to extend and refine their understandings and use of language. Language is manipulated and adapted to suit a range of situations and purposes.
- **Phase 7: Proficient Language Use** - In this phase, children use language critically to reflect on and analyse spoken and written texts
- **Phase 8: Advanced language Use** - In this phase, children respond to and analyse texts outside own socio-cultural experience to reflect on learning and enhance or further develop own knowledge and understanding

The teacher's employ a variety of strategies to support each students development as they progress through the various phases of Oral Language acquisition. The following are some practical suggestions outlining how you can help to develop your child's oral language at home.

How to support your child's oral language development

- take the time to talk with your child
- wonder together about the world
- model a rich vocabulary
- share stories, rhymes and songs from many cultures
- talk about the great books that you read together
- play games and have fun with words
- listen, answer and ask questions
- engage in lively conversations
- provide the time and place for imaginative play
- praise turn taking and active listening
- share quality electronic screen time experiences with your child
- encourage your child to talk about their thinking

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AUSTRALIAN LITERACY EDUCATORS' ASSOCIATION