

**Gospel** Jn 6:60-69

## Lord, whom shall we go to? You have the words of everlasting life,

After hearing his doctrine many of the followers of Jesus said, 'This is intolerable language. How could anyone accept it?' Jesus was aware that his followers were complaining about it and said, 'Does this upset you? What if you should see the Son of Man ascend to where he was before?'

'It is the spirit that gives life, the flesh has nothing to offer.

The words I have spoken to you are spirit and they are life.

'But there are some of you who do not believe.' For Jesus knew from the outset those who did not believe, and who it was that would betray him. He went on, 'This is why I told you that no one could come to me unless the Father allows him.' After this, many of his disciples left him and stopped going with him.

Then Jesus said to the Twelve, 'What about you, do you want to go away too?' Simon Peter answered, 'Lord, who shall we go to? You have the message of eternal life, and we believe; we know that you are the Holy One of God.'



### Reflection

A major theme of the Scripture readings is 'The challenge of faith'.

The Gospel reading portrays many of Jesus' disciples having their faith shaken. Some leave Jesus behind. The responsibilities of being loyal to him are getting more real and demanding. And the startling revelation that union with Jesus is to be by way of bread made flesh and wine made blood is just too tough to take. Yet the Apostles remain steadfast. Peter's profession of faith expresses the need for a quantum leap of faith in Christ.

We are not unlike the Apostles. Our faith in Christ is challenged by those around us. Our faith makes demands that often involve risking something of ourselves to continue to follow him.

### Answering Jesus' Call

We live in a world that is saturated by advertising and marketers trying to persuade us to think certain things, want certain things and even act in certain ways. At times the message and the medium of the message blur and it's not always clear where one stops and the other begins. For Christian people the medium – the person – IS the message (or at least should be!). We are called to live what we believe. That can be tough at times, especially in our modern world, but the challenge comes from the example Jesus gave.

#### In Brief

- Who do you stand for?
- God heals the broken-hearted.
- God loves the church deeply.
- You have reached a crossroads in your faith.
- Jesus' message is hard to swallow.

**Sacraments of Initiation** All students who are eligible to receive the sacraments (Reconciliation, First Holy Communion or Confirmation) in 2016 are asked to contact one of these parishes:

St Patrick's Cathedral  
Phone: (02) 8839 8460

Holy Trinity Granville  
Phone: (02) 9637 1904

Holy Family Parish  
Phone: (02) 9543 2614

# Focus On Learning



## Spelling

This week we continue to look at the spelling skills and strategies to be taught in each Stage as outlined in The NSW English Syllabus.

*The following are the expectations for **Stage 1** (Year 1 & Year 2):*

### One-syllable words

- Write cv (consonant-vowel) words that contain known letter–sound relationships, *e.g. to*
- Write vc (vowel-consonant) words that contain known letter–sound relationships, *e.g. at*
- Write cvc (consonant-vowel-consonant) words that contain known letter–sound relationships, *e.g. dog*
- Use knowledge of letter–sound relationships to spell regular one-syllable words

### Sound–letter relationships

- Isolate and write the initial, middle and final sound of a word, *e.g. l-oo-k*
- Understand how to use digraphs (‘ch’, ‘sh’, ‘th’) to spell words, *e.g. chop, crush, mother*
- Choose appropriate letters to represent most of the sounds in unknown words
- Spell words using consonant blends, *e.g. ‘fr’ – frog, ‘pl’ - play*
- Spell words using silent letters, *e.g. know*
- Use double consonants where appropriate, *e.g. hopping*
- Exchange one letter in a written word with a different letter to make a new word, *e.g. sight, might*

### Segmenting to spell

- Break simple words into sound parts or syllables to aid in spelling, *e.g. l/un/ch*
- Use rime analogy to spell new words, *e.g. mop, hop*
- Use knowledge of familiar letter patterns to spell words, *e.g. -ed, -ing*

### Sight words

- Write high-frequency words accurately from memory

### Word origins

- Begin to understand how knowledge of word origins supports spelling (*word origins shed light on a words meaning and offers clues to the words usage*) *e.g. The word **soccer** comes from an abbreviation for Association (from Association Football, the ‘official’ name for the game) plus the addition of the suffix –er.*

As always, if you have any questions or require further clarification you are most welcome to make a time to discuss this further.