

Literature Syllabus. Form I.

At this stage when most children are reading for enjoyment and information, appreciation of books may be stimulated in many ~~too~~ incidental ways.

1. In discussions they can be encouraged to talk about a book they have particularly enjoyed, or to read a chapter selected by them in order to recommend it to others.
2. Topics of conversation frequently form links with books read, and interest is thus aroused.
3. If the library is organised by the children themselves and holds an important place in the classroom an interest in books and pleasure in communication of this interest will inevitably follow.

In spite of the recently acquired independence in being able to read books for themselves, children of all ages enjoy being read to, and enjoying a book together is an important experience. The choice of it depends very much on the particular group. A book that has been enjoyed by one group in Form I may not necessarily be enjoyed by another. ~~in spite of the age-range being the same.~~

Flexibility is essential and if a mistake in the choice

of the book has been made it may be dropped without loss if. — a) the children are encouraged to discover why it lacks appeal.
or b) It is pointed out that the book may be enjoyed more at a later stage.

As in all forms of art a love of literature is caught and not taught and once a group becomes ~~aware~~ "book-conscious" there may be a constant interplay of interest between teacher and children with ample opportunity for guidance.

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Written Composition. — should arise spontaneously from the current interests and activities of individual children. Speech is still the most natural and direct means, both of communication and externalisation of ideas and thoughts. Thus children need opportunities for conversation and composition to develop side by side.

When a child is capable of expressing on paper the things that concern him most intimately, help may be given to explore further afield with greater clarity.

An appreciation of the need for punctuation usually

2 comes quite naturally, and when this stage has been reached teaching should be given ~~use~~ as a help towards clear communication, ~~rather than an exercise divorced from the children's own writings.~~

Insert

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followed by

* * * (Spelling)