

## CURRICULUM OF THE ENGLISH CLASSES OF HYVINKÄÄ

In the English Classes of Hyvinkää instruction is given mainly in English. Pupils study Finnish in separate Finnish lessons either as the mother tongue (äidinkieli) or as a second language (S2). When learning through English the pupils are learning content and language at the same time. Main definitions in each subjects are taught in both languages (English and Finnish). In the sixth grade the amount of Finnish instruction increases in order to take the possibility of the pupils transferring to a Finnish speaking seventh grade into consideration.

Learning groups can be very heterogeneous in their linguistic backgrounds. In the starting first grade there can be pupils whose mother tongue or home language is English and at the same time there are pupils with only few experiences of the language. The general goal of the instruction is to narrow down the differences in the language skills as much as possible.

The Curriculum of the English Classes of Hyvinkää follows the contents of the Hyvinkää City Curriculum with some differences. The largest differences are found in the English subject. In the English Classes the subject is taught already from the grade 1, which means that the objectives and contents are divided between grades 1-6 when in the Finnish speaking classes they are divided from grade 3 to grade 6.

At the end of the sixth grade in all subjects the pupils should have achieved the same objectives as the pupils in the Finnish classes with stronger language skills in the English language.

## Distribution of lesson hours

SUBJECT/grade	1	2	3	4	5	6	total
Mother tongue and literature	4	4	4	5	4	4	25
A1 language	3	3	4	3	4	3	20
B1 language						2	2
Mathematics	4	4	4	4	4	3	23
Environmental studies	2	2	2	2	3	3	14
Religion/Ethics	1	1	2	1	1	1	7
History and Social Studies				1	2	2	5
Music	1	1	2	2	1	1	8
Visual arts	1	1	1	2	2	1	8
Crafts	2	2	2	2	2	2	12
Physical education	2	2	2	2	2	3	13
A2 language				2	2	2	6
total	20	20	23	24/26	25/27	25/27	143

# ENGLISH

ENGLISH A1, GRADES 1-2			
OBJECTIVES	CONTENTS	TRANSVERSAL COMPETENCE	GOOD PERFORMANCE
Growth into cultural diversity and language awareness			
1 To guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world and the status of English as a means of global communication	S1 Familiarization to the mother tongues of one's own class. Discussions about the spread of English language. Different cultural festivals e.g. Christmas, Easter, Halloween, Valentine's Day	T2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
2 To motivate the pupil to value his or her own linguistic and cultural backgrounds, the linguistic and cultural diversity of the world and to encounter people without prejudices.	S1 Teaching students to make links between what they read and their own lives.	T1 Thinking and learning to learn T2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
3 To guide the pupil to notice phenomena that are similar and different in languages and to support the pupil in developing his or her ability for linguistic reasoning.	S1 Studying the loan words of the English and other languages. The differences between pronunciation and writing in English.	T1 Thinking and learning to learn T2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
4 To guide the pupil to understand that there is plenty of material available in English and to select material with suitable content and level of difficulty that promotes his or her learning.	S1 Observing the English language in the immediate environment (TV, games, computer, grocery stores) Introducing net-based learning material.	T2 Cultural skills, communication and expression T3 Taking care of oneself and everyday skills	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
Language learning skills			
5 To become familiar with the objectives of the instruction together and create a permissive classroom atmosphere in which getting the message across and	S2 Motivating and engaging students with dynamic themes and classroom activities both individually and in groups. Students should understand how to take turns.	T1 Thinking and learning to learn T3 Taking care of oneself and everyday skills	

encouraging learning together play a key role.			
6 To guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practise his or her language proficiency confidently, also using ICT.	S2 Encouraging students to use English in daily routines and taking responsibility of their materials	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT knowledge	
<b>Developing language ability, communication skills</b>			
7 To guide the pupil to practise interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication.	S3 Encouraging students to use English in daily routines: greetings, morning calendar. Teaching them to listen and respond appropriately to adults and their peers.	T2 Cultural skills, communication and expression T4 Multiliteracy T5 ICT knowledge	
8 To encourage the pupil to maintain a communication situation by using many different means of continuing the communication.	S3 Extending communication through facial expressions and gestures. Teaching them to show some awareness of the non-verbal communication.	T4 Multiliteracy	
9 To support the cultural appropriateness of the pupil's communication by offering possibilities for practising diverse social situations.	S3 Helping students to note that people speak in different ways for different purposes and meanings.	T2 Cultural skills, communication and expression T4 Multiliteracy	
<b>Developing language ability, skills of interpreting texts</b>			
10 To guide the pupil to work with spoken and written texts of many different levels of difficulty, using various comprehension strategies.	S3 Grade 1: Learning the letter sounds while also learning to sound out and blend words with regular sounds and alternative spellings, and reading tricky words. The students are guided to progress from reading words to decoding simple texts. Teaching students to listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Grade 2: The students' phonics decoding skills are strengthened. Students learn to recognise and read different types of texts: fiction, non-fiction and poetry suitable for the age. The comprehension of meaning is an essential goal.	T4 Multiliteracy	
<b>Developing language ability, skills of producing texts</b>			

<p>11 To offer the pupil opportunities for producing speech and writing on a wider range of topics and also paying attention to key structures and the basic pronunciation rules.</p>	<p>S3 Grade 1: Practicing the correct letter formation along learning the letter sounds. Developing the skill of segmenting and identifying the individual sounds in words and of visually remembering the spelling of tricky words. Writing words and short sentences.</p> <p>Grade 2: The students' understanding of graphemes (the written letter or letter groups that represent a separate sound) is strengthened. The students are also encouraged to write short sentences, eg. speech bubbles, instructions and captions. Sentence punctuation (full stops and capital letters) is practiced.</p>	<p>T3 Taking care of oneself and everyday skills</p> <p>T4 Multiliteracy</p> <p>T5 ICT knowledge</p>	
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ENGLISH A1, GRADES 3-4			
OBJECTIVES	CONTENTS	TRANSVERSAL COMPETENCE	GOOD PERFORMANCE
Growth into cultural diversity and language awareness			
1 To guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world and the status of English as a means of global communication	S1 Broadening the contents of grades 1-2: Discussions about the riches of cultural diversity in the immediate environment. Different cultural festivals (arising from the cultural backgrounds of the pupils).	T2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
2 To motivate the pupil to value his or her own linguistic and cultural backgrounds, the linguistic and cultural diversity of the world and to encounter people without prejudices.	S2 Teaching students to make links between what they read and the wider world.	T1 Thinking and learning to learn  T2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
3 To guide the pupil to notice phenomena that are similar and different in languages and to support the pupil in developing his or her ability for linguistic reasoning.	S1 Guiding the pupil to draw conclusions from different kinds of texts.	T1 Thinking and learning to learn  T2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
4 To guide the pupil to understand that there is plenty of material available in English and to select material with suitable content and level of difficulty that promotes his or her learning.	S1 Learning to look for material outside the classes (webpages, games).	T2 Cultural skills, communication and expression  T3 Taking care of oneself and everyday skills	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
Language learning skills			

5 To become familiar with the objectives of the instruction together and create a permissive classroom atmosphere in which getting the message across and encouraging learning together play a key role.	S2 Students should understand how to take turns and when and how to participate in conversations and group works. Students work effectively and willingly in collaboration with others.	T1 Thinking and learning to learn  T3 Taking care of oneself and everyday skills	The pupil can <ul style="list-style-type: none"> <li>describe different languages in his/her immediate environment</li> <li>discuss his/her experiences as part of self assessment</li> <li>observe the differences between English and Finnish/the mother tongue (if not Finnish)</li> <li>name available learning material in English</li> </ul>
6 To guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practise his or her language proficiency confidently, also using ICT.	S3 Showing some independence in learning.	T1 Thinking and learning to learn  T4 Multiliteracy  T5 ICT knowledge	
Developing language ability, communication skills			
7 To guide the pupil to practise interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication.	S3 Expressing feelings, opinions and ideas. Participating in discussions, presentations, performances, role play/improvisations and debates.	T2 Cultural skills, communication and expression  T4 Multiliteracy  T5 ICT knowledge	Level A1.1
8 To encourage the pupil to maintain a communication situation by using many different means of continuing the communication.	S3 Students maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	T4 Multiliteracy	A1.1
9 To support the cultural appropriateness of the pupil's communication by offering possibilities for practising diverse social situations.	S3 Increasing the students' awareness that speakers use a variety of ways of speaking in different situations and they can try out different ways of speaking.	T2 Cultural skills, communication and expression  T4 Multiliteracy	A1.1
Developing language ability, skills of interpreting texts			
10 To guide the pupil to work with spoken and written texts of many different levels of difficulty, using various comprehension strategies.	S3 Teaching students to develop positive attitudes to reading. The students will become familiar with various genres of texts and learn that they're structured in different ways. The students' phonics decoding skills (the ability to recognize and sound out letters and letter groups to form spoken words) and comprehension of meaning are strengthened.	T4 Multiliteracy	A1.1
Developing language ability, skills of producing texts			
11 To offer the pupil opportunities for producing speech and writing on a wider range of topics and also paying attention	S3 Composition (articulating ideas and structuring them in speech and writing) and the range of sentences are extended (statement, question, exclamation, command). The students are	T3 Taking care of oneself and everyday skills  T4 Multiliteracy	A1.1

to key structures and the basic pronunciation rules.	encouraged to write various texts, eg. stories, poems, explanations and reports.	T5 ICT knowledge T7 Taking part, influencing and building the sustainable future	
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## ENGLISH A1, GRADE 5

OBJECTIVES	CONTENTS	TRANSVERSAL COMPETENCE	GOOD PERFORMANCE
Growth into cultural diversity and language awareness			
1 To guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world and the status of English as a means of global communication	S1 Deepening the contents of grades 3-4: customs, traditions, festivals, languages, ways of living in different cultures.	T2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment and the area of spread of the English language discuss his/her experiences as part of self assessment observe the differences or similarities between English and Finnish/the mother tongue (if not Finnish) in structures and vocabulary name available learning material in English
2 To motivate the pupil to value his or her own linguistic and cultural backgrounds, the linguistic and cultural diversity of the world and to encounter people without prejudices.	S1 Teaching students to compare their culture and experience with culture or experience described in texts.	T1 Thinking and learning to learn  T2 Cultural skills, communication and expression	
3 To guide the pupil to notice phenomena that are similar and different in languages and to support the pupil in developing his or her ability for linguistic reasoning.	S1 Deepening the comparison of differences in English and Finnish languages (Grade 6 also Swedish)	T1 Thinking and learning to learn  T2 Cultural skills, communication and expression	
4 To guide the pupil to understand that there is plenty of material available in English and to select material with suitable content and level of difficulty that promotes his or her learning.	S1 Learning to look for various material outside the classes. (internet and printed sources)	T2 Cultural skills, communication and expression  T3 Taking care of oneself and everyday skills	
Language learning skills			
5 To become familiar with the objectives of the instruction together and create a permissive classroom atmosphere in which getting the message across and encouraging learning together play a key role.	S2 Students should understand how to take turns and when and how to participate constructively in conversations and debates. Students work effectively and willingly in collaboration with others.	T1 Thinking and learning to learn  T3 Taking care of oneself and everyday skills	
6 To guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practise his or her language proficiency confidently, also using ICT.	S3 Showing independence in learning. Students work with others and are willing to lead or follow as needed.	T1 Thinking and learning to learn  T4 Multiliteracy  T5 ICT knowledge	

		T6 Working skills and entrepreneurship	
Developing language ability, communication skills			
7 To guide the pupil to practise interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication.	S3 Expressing feelings, opinions and ideas. Participating in discussions, presentations, performances, role play/improvisations and debates.	T2 Cultural skills, communication and expression T4 Multiliteracy T5 ICT knowledge T7 Taking part, influencing and building the sustainable future	Level A1.3
8 To encourage the pupil to maintain a communication situation by using many different means of continuing the communication.	S3 Learning to gain, maintain and monitor the interest of the listener(s). Selecting and using appropriate registers for effective communication. Students consider and evaluate different viewpoints, attending to and building on the contributions of others.	T4 Multiliteracy	A1.3
9 To support the cultural appropriateness of the pupil's communication by offering possibilities for practising diverse social situations.	S3 Increasing students' awareness that speakers use a variety of ways of speaking in different situations and they can try out different ways of speaking.	T2 Cultural skills, communication and expression T4 Multiliteracy	A1.3
Developing language ability, skills of interpreting texts			
10 To guide the pupil to work with spoken and written texts of many different levels of difficulty, using various comprehension strategies.	S3 Learning to ask relevant questions to extend their understanding and knowledge Students use relevant strategies to build their vocabulary. Articulating and justifying answers, arguments and opinions. Learning to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Student continue to read various genres of fiction and non-fiction texts and elaborate on the texts on a higher level through taking part in various types of projects such as book presentations, reports, debates, theatre plays, dances etc. The student will be encouraged to use different type of media.	T4 Multiliteracy	A1.3
Developing language ability, skills of producing texts			
11 To offer the pupil opportunities for producing speech and writing on a wider range of topics and also paying attention to key structures and the basic pronunciation rules.	S3 The range of sentences are extended: subordination (using when, if, that, because) and co-ordination (using or, and, but).	T3 Taking care of oneself and everyday skills T4 Multiliteracy	A1.3

	<p>Students are encouraged to explore and collect ideas, drafting and re-reading to check their message is clear.</p> <p>Students will continue to write different genres of text by using models of which the structures have been unfolded after guided reading.</p>	<p>T5 ICT knowledge</p> <p>T7 Taking part, influencing and building the sustainable future</p>	
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## Grade 6 ENGLISH, A1 SYLLABUS

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Growing into cultural diversity and language awareness</b>				
<i>O1 to guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world, and the status of English as a language of global communication</i>	C1 Pupils deepen their knowledge of the prevalence of English, learning about certain countries in which English is an official language. Pupils learn about the culture, way of life, festivities and traditions of these countries.	T2 Cultural competence, interaction and self-expression	<i>Perceiving the linguistic environment</i>	<i>The pupil is able to describe in general terms the languages spoken in his or her surroundings, list the most widely spoken languages in the world and quantify the distribution of English.</i>
<i>O2 to motivate the pupil to value his or her own linguistic and cultural backgrounds and the linguistic and cultural diversity of the world and to encounter people without prejudices</i>	C1 Pupils deepen their knowledge of the significance of language and culture to the individual and the community. They learn about the multiple languages of the surrounding community through internationalisation at home.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression		<i>Not used as a basis for grade formulation. The pupil is guided to reflect on his or her experiences as a part of self-assessment.</i>
<i>O3 To guide the pupil to notice phenomena that are similar and different in languages and to support the pupil in developing his or her ability for linguistic reasoning</i>	C1 Pupils learn more about comparing English to the features of Finnish (for example, prepositions in English compared to grammatical cases in Finnish) The newly-started B1 Swedish is used as a new point of reference.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	<i>Linguistic reasoning</i>	<i>The pupil is able to make observations on the differences and similarities related to structures, vocabulary and other features of English and his or her mother tongue or another language he or she knows.</i>
<i>O4 to guide the pupil to understand that there is plenty of material available in English and to select material with suitable content and level of difficulty that promotes his or her learning</i>	C1 Pupils find material in English in diverse ways, for example, online and in printed media.	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	<i>Finding English material</i>	<i>The pupil is able to describe the kind of English material available that promotes his or her learning.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Language-learning skills</b>				

<i>O5 to jointly explore the objectives of the instruction and to create a permissive classroom atmosphere in which getting the message across and encouraging learning together play the most important role</i>	C2 Activities are planned together, feedback is given and received. Pupils are guided in being active, independent players.	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life	<i>Awareness of the goals and acting in a group</i>	<i>The pupil is able to describe the study goals and participates in completing group assignments.</i>
<i>O6 to guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practise his or her language proficiency confidently, also using ICT, and to experiment to find the ways of learning languages that are the best suited for the pupil</i>	C2 Pupils practise their language skills diversely, use information and communication technology as a learning aid and a source of deeper knowledge. Pupils assess their learning skills, for example, using the European Language Portfolio.	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Setting and developing personal language learning goals</i>	<i>The pupil sets goals for his or her language learning, practises different ways of learning languages, also using ICT, and improves and assesses his or her skills</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	<b>Good competence</b>
<b>Evolving language proficiency, interaction skills</b>				
<i>O7 to guide the pupil to practise interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication</i>	C3 The selection of contents takes into account diversity and the interests of the pupil, with me, us and the world as the perspective. Pupils are encouraged to use paraphrasing when needed.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T7 Participation, involvement and building a sustainable future	<i>Interacting in different situations</i>	<i>Level of proficiency A 2.1 The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.</i>
<i>O8 to encourage the pupil to maintain a communication situation by using many different means of continuing the communication</i>	C3 Pupils are guided to *consider their partner in dialogue *contribute and listen *directly ask for help from the partner Pupils are encouraged to utilise all languages they know in interaction.	T4 Multiliteracy	Use of communication strategies	Level of proficiency A 2.1 The pupil increasingly participates in communication. The pupil resorts less often to non-verbal expressions. The pupil needs to ask for clarification or repetition quite frequently. The pupil is somewhat able to apply the expressions used by the communication partner to his or her own communication.

<i>O9 to support the cultural appropriateness of the pupil's communication by offering possibilities for practising diverse social situations</i>	C3 Different situations for using language are chosen, and respectful language use in such situations is practised. Voicing one's opinion and situations related to travelling are practised.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy	<i>Suitability of communication culture</i>	<i>Level of proficiency A 2.1 The pupil can manage brief social situations. The pupil is able to use the most common polite forms of greeting and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and to respond to them.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	<b>Good competence</b>
<b>Evolving language proficiency, text interpretation skills</b>				
<i>O10 to guide the pupil to work with spoken and written texts of many different levels of difficulty, using various comprehension strategies</i>	C3 Pupils learn more vocabulary and structures and interpret them in a variety of spoken and written uses (e.g. news, advertisements, letters to the editor). When selecting texts and topics, the distribution and status of English as the language of global communication is taken into account. Pupils progressing at different speeds are taken into account when selecting texts.	T4 Multiliteracy	<i>Text interpretation skills</i>	<i>Level of proficiency A2.1 The pupil understands texts that contain easy and familiar vocabulary and expressions and clear speech. The pupil understands the essence of brief and simple messages that are of interest to him or her and the gist of a predictable text containing familiar vocabulary. The pupil is capable of very simple reasoning supported by the context.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Evolving language proficiency, text production skills</b>				
<i>O11 to offer the pupil opportunities for producing speech and writing on a wider range of topics and also paying attention to key structures and the basic rules of pronunciation.</i>	C3 Pupils produce texts about their homeland or travels, for example. They can utilise phonetic notation when pronouncing new words. Pupils observe emphasis, intonation and rhythm. Regarding the basic structures, pupils concentrate on the past tense in spoken and written forms.	T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T7 Participation, involvement and building a sustainable future	<i>Text production skills</i>	<i>Level of proficiency A2.1 The pupil is able to describe everyday and concrete topics and those that are important to him or her using simple sentences and concrete vocabulary. The pupil masters an easily predictable basic vocabulary and many key structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</i>

Grade 6 SWEDISH, B1 SYLLABUS				
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
Growing into cultural diversity and language awareness				
<i>O1 to help the pupil structure his or her perception of the relationships between all the languages he or she knows</i>	C1 Pupils will observe and compare the most important similarities and differences between Swedish and other languages they are already familiar with.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy	Perceiving the relationships between different languages	The pupil is able to describe the language groups to which the languages he or she knows and studies belong.
<i>O2 to familiarise the pupil with the status of Finnish and Swedish as national languages and the influence of Swedish on Finnish</i>	C1 Pupils will observe and compare the most important similarities and differences between Swedish and other languages they are already familiar with. Pupils consider how Sweden's influence or Swedish culture manifests in present-day Finland.	T2 Cultural competence, interaction and self-expression	Knowledge of the status and significance of Swedish in Finland	The pupil is able to cite reasons why Swedish is used in Finland and give examples of words borrowed from Swedish into Finnish.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
Language-learning skills				
<i>O3 to guide the pupil to improve his or her communication skills in a permissive classroom atmosphere, also using ICT, to take responsibility for his or her studies, and to assess his or her competence</i>	C2 Goals are set and activities are planned together. Pupils explore where Swedish skills are needed and where they can be used. They practise finding Swedish material online and consider how television, radio, Internet and libraries, for example, can be utilised in personal learning. They learn to notice the presence of Swedish in various everyday contexts. The pupil is guided to think about his or her future and consider the benefits of developing language skills after comprehensive school.	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence	Acting in a learning situation	Pupils practise their Swedish proficiency in a group, also using ICT, complete their homework and participate in the group's work in a positive manner. Pupils know how to assess the development of their Swedish proficiency quite realistically.
<i>O4 to encourage the pupil to perceive Swedish skills as an important part of lifelong learning and increasing his or her linguistic repertoire and to find and utilise Swedish-language learning environments, also outside the school</i>	C2 Pupils are guided in using social and individual working methods typical to language studies. Pupils learn to use information tools in versatile ways to understand the text.	T3 Taking care of oneself and managing daily life T5 ICT competence	Recognising areas and opportunities for using Swedish in the pupils' lives	The pupil is able to cite certain areas and opportunities for using Swedish.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
Evolving language proficiency, interaction skills				

<i>O5 to guide the pupil to practise different communication situations, especially oral ones</i>	C3 Pupils learn vocabulary and structures in connection with many types of themes, including myself, my family, school, hobbies and leisure time. Interesting topics for language use are also selected together.	T4 Multiliteracy	Interacting in different situations	Level of proficiency: A1.2 The pupil can cope with the most common routine communication situations, still mostly relying on his or her communication partner.
<i>O6 to encourage the pupils to use many methods for delivering a message, including paralinguistic cues, and to ask their communication partners to repeat what they said and slow down if necessary</i>	C3 Pupils learn the most important phonetic symbols of Swedish that differ from those in Finnish and learn how to pronounce them naturally. They practise various interaction situations and consider how the message should be conveyed, even if their vocabulary is still rather limited.	T4 Multiliteracy	Use of communication strategies	Level of proficiency: A1.2 The pupil relies on the most essential vocabulary and expressions in his or her communication. He or she needs many communication aids and is able to ask the communication partners to repeat what they said or to slow down.
<i>O7 to guide the pupil to practise different expressions of politeness</i>	C3 Pupils practise various interaction situations and attempt to use polite phrases.	T4 Multiliteracy	Suitability of communication culture	Level of proficiency: A1.2: The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Evolving language proficiency, text interpretation skills</b>				
<i>O8 to encourage the pupil to interpret easily predictable and age-appropriate speech or written text based on the context</i>	C3 The pupil is supported in understanding the discussed texts that deal with everyday topics and the essential content of speech in context. Develop skills to be able to identify the most important prepositions, basic numerals and other frequently recurring expressions. Texts interesting to the pupil are used as practice material for identifying and preparing interrogative clauses, negative sentences and statements.	T4 Multiliteracy	Text interpretation skills	Level of proficiency A1.1 The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The pupil is able to recognise individual facts in a text.
<i>O9 to offer the pupil plenty of opportunities for practising age-appropriate speaking and writing on a very small scale</i>	C3 Pupils can describe the local environment and closely related topics, such as family, school, hobbies and free time Pupils are encouraged to convey basic information about themselves and communicate about topics related to everyday life, relying on their partner. Pupils write short sentences and messages concerning topics related to the most common everyday situations. Pupils learn the essential grammatical conjugation of verbs (e.g. present tense, auxiliary verbs and infinitive) and learn to use the singular and plural forms of nouns Pupils practice declining adjectives and learn the personal pronouns.	T4 Multiliteracy	Text production skills	Level of proficiency A1.1 The pupil is capable of very limited self-expression through spoken language, using words that have been practised and standard expressions that he or she has learnt. The pupil is able to pronounce some expressions that he or she has practised in a comprehensible way. The pupil is able to write a few individual words and phrases.