

Curriculum, English

Turku International School

Task of the subject

Language is the prerequisite for learning and thinking. Language is a part of all school activities, and each teacher is a language instructor. Language learning promotes the development of thinking skills. It provides material for the formation and appreciation of a plurilingual and multicultural identity. As the pupil expands his or her vocabulary and learns new structures, he or she also develops his or her interaction and information acquisition skills. There is plenty of room for joy, playfulness, and creativity in language learning.

The instruction of languages is a part of language education and introduction to language awareness. The pupils' interest in the linguistic and cultural diversity of the school community and the surrounding world is supported and they are encouraged to communicate in authentic environments. At school, the pupils are guided to appreciate other languages, their speakers, and different cultures. Gender equality is strengthened in language choices and language learning by providing information about language learning opportunities that appeal to different types of pupils, by encouraging pupils to make decisions based on genuine interest regardless of gender, by discussing a versatile range of topics in the instruction, and by using varying and functional working.

Objectives of the instruction in the A syllabus in English in grades 1–2

At school, studies in the first foreign language or the second national language usually start in the third grade. However, instruction in the A syllabus may begin before the third grade. In that case, the instruction follows the core curriculum of the A syllabus, taking the pupils' age into account.

Pupils may be given a preliminary introduction to certain languages, such as English, even before the instruction in the A syllabus begins. In this approach, called a language shower, the pupils learn the basics of a language or languages by means of songs, play, games, and physical activities. The topics are selected together with the pupils based on their interests. The instruction may be provided in connection with lessons in other subjects, as part of multidisciplinary learning modules, or during specifically allocated lessons or teaching periods. Language showers may also be organised in higher grades.

School specific adaptations:

The syllabus of English A is adapted to support the specific purpose of English instruction at Turku International School. In grades 1-2 the school specific assessment criteria portray a higher language level of language acquisition than the corresponding national guidelines expect.

Objectives of instruction in the A syllabus in English in grades 1-2

Objectives of instruction	Content areas related to the objectives	Transversal competences
Growing into cultural diversity and language awareness		
O1 to guide the pupil to notice the linguistic and cultural richness of his or her surroundings	C1	T2
O2 to motivate the pupil to value his or her own linguistic and cultural background and the linguistic and cultural diversity of the world and to encounter people without prejudices	C1	T1, T2

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 Pupils are expected to develop their linguistic reasoning through phonological awareness, print concepts, phonics/decoding, spelling, and handwriting.	C1	T1, T2
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 The pupils are expected to develop the ability to answer listening and reading comprehension in complete sentences. The pupils are expected to develop their reading skills and to reach their grade level reading goal.	C1	T2, T3
Language-learning skills		
O5 “to explore the objectives of the instruction jointly and to create a permissive classroom atmosphere in which getting the message across and encouraging learning together have the most important role”	C2	T1,T3

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 him or her	C2	T1, T4, T5, T7
Evolving language proficiency, interaction skills		
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 The pupil is developing strategies to maintain a communication situation in English.	C3	T2, T4, T5, T7
O8 to encourage the pupil to maintain a communication situation by using many different means of continuing the communication Communication in English.	C3	T4
O9 to support the cultural appropriateness of the pupil's communication by offering possibilities for practising diverse social situations	C3	T2, T4

Evolving language proficiency, text interaction skills		
O10 to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation. Pupils are expected to know the alphabets and their sounds by the end of Grade 1. In Grade 2 pupils are expected to decode and spell multisyllabic words with multiple sound spelling patterns.	C3	T4
Evolving language proficiency, text production skills		
O11 to offer the pupil opportunities for producing speech and writing on a wider range of topics, also paying attention to essential structures and the basic rules of pronunciation The pupil is developing speech and writing in a wide range of texts and topics using basic spelling, punctuation, and grammar rules for grades 1& 2.	C3	T3, T4, T5, T7

Key content areas related to the objectives of instruction of the A syllabus in English in grades 1-2

C1 Growing into cultural diversity and language awareness: The pupils are familiarised with linguistic and cultural diversity and the distribution of English, for example on the web. They reflect on their own linguistic and cultural backgrounds. They acquire information about the significance of language and culture to the individual and the community. They practise respectful language use in interactive situations. They listen to different languages, explore different ways of writing, and observe the way in

which words are borrowed from one language to another. They consider the possibilities of coping with a limited language proficiency.

Grade 1 the pupils are introduced to linguistic and cultural diversity through story telling. They learn about their linguistic and cultural backgrounds. They practice respectful language and speaking politely using a variety of vocabulary. Pupils are introduced to the writing process to compose multiple texts that are legible and use appropriate conventions for Grade 1.

Grade 2 linguistic and cultural diversity is broadened and reinforced. Pupils learn more about their and others linguistic and cultural backgrounds. They continue practice respectful language and speaking politely using a variety of vocabulary. Pupils practice the use of the writing process to compose multiple texts that are legible and use appropriate conventions for Grade 2.

C2 Language-learning skills: The pupils learn to make plans together, give and receive feedback, and take responsibility. They learn efficient language-learning skills, such as using new words and structures actively in their own expression, utilising mnemonic techniques, and deducing the meaning of an unfamiliar word from the context. They learn to assess their own language proficiency, for example using the European Language Portfolio.

Grade 1 pupils are expected to develop and sustain foundational language skills in: listening, speaking, discussion, thinking/ oral language, language, literature, and culture, and beginning reading and writing. Pupils are also expected to develop word structure knowledge through, phonological awareness, print concepts, phonics/ decoding, spelling, and handwriting.

Grade 2 pupils are expected to become more confident and fluent in foundational language skills in: listening, speaking, discussion, thinking/ oral language, language, literature, and culture, and evolving reading and writing. Pupils are also expected to enhance word structure knowledge through, phonological awareness, print concepts, phonics/ decoding, spelling, and handwriting.

C3 Evolving language proficiency, interaction skills, text interpretation skills, text production skills: The pupils learn to listen to, speak, read as well as living and acting in an English language environment. Topics are also selected together. The selection of contents is based on the pupil's daily life, interests, and current issues, and the perspective is I, us, and the world. Various functions of language use are selected, including greeting, asking for help, or expressing an opinion. The pupils learn vocabulary and structures in connection with many text genres, including short stories, plays, interviews, and lyrics. Opportunities for practising more demanding language use situations shall be offered to the pupils. The

pupils learn to find English material, for example in their surroundings, on the web and in the library. When selecting texts and topics, the distribution, and the status of English as the language of global communication is taken into account. The pupils observe and get plenty of practise in pronunciation, stressing words and sentences, the rhythm of speech and intonation. They practise recognising the symbols of phonetic transcription in English.

Grade 1 pupils are expected to listen to a variety of literacy genres read aloud and develop the ability to answer listening comprehension questions in complete sentences. Pupils are expected to know the alphabet and their sounds. Pupils are expected to reach the reading mastery expectations at the end of Grade 1. Pupils are expected to gradually plan and structure texts and then the basics of spelling and the conventions of written language.

Grade 2 pupils are expected to listen to a variety of literacy genres read aloud and read independently and further develop the ability to answer comprehension questions in complete sentences. Pupils are expected to reach the reading mastery expectations at the end of Grade 2. Pupils develop ability to decode and spell multisyllabic words with multiple sound spelling patterns. Pupils are expected to gradually plan and structure texts using the conventions of written language.

Objectives of instruction in the A syllabus in English in grades 3-6

Objectives of instruction	Content areas related to the objectives	Transversal competences
Growing into cultural diversity and language awareness		
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 From Grades 3 to 5 pupils listen to and read literature from different cultures especially from where English is the main language. Grade 6 pupils select and widen interest from different cultural texts in English.	C1	T2

O2 to motivate the pupil to value his or her own linguistic and cultural background and the linguistic and cultural diversity of the world and to encounter people without prejudices	C1	T1, T2
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 linguistics Pupils are expected to develop their linguistic reasoning through print concepts, phonics, spelling, and handwriting.	C1	T1, T2
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 The pupils are expected to develop the ability to answer reading comprehension in complete and complex sentences. The pupils are expected to further their reading skills and to reach their grade level reading goal.	C1	T2, T3
Language-learning skills		
	C2	T1, T3
O5 to explore the objectives of the instruction jointly and to create a permissive classroom atmosphere in which getting the message across and encouraging learning together have the most important role	C2	T1,3

O6 to guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practice his or her language proficiency confidently, also using ICT, and to experiment to find the ways of learning languages that are best suited for him or her	C2	T1, T4, T5, T6
Evolving language proficiency, interaction skills		
O7 to guide the pupil to practice interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication The pupil is further developing and using strategies to maintain a communication situation in English.	C3	T2, T4, T5, T7
O8 to encourage the pupil to maintain a communication situation by using many different means of continuing the communication Communication in English.	C3	T4,
O9 to support the cultural appropriateness of the pupil's communication by offering possibilities for practicing diverse social situations	C3	T2
Evolving language proficiency, text interpretation skills		

O10 to guide the pupil to work with spoken and written texts with many different levels of difficulty, using different comprehension strategies	C3	T4
Evolving language proficiency, text production skills		
O11 to offer the pupil opportunities for producing speech and writing on a wider range of topics, also paying attention to essential structures and the basic rules of pronunciation The structure of the English language is revised and expanded. Students continue different ways of writing and show their understanding of it. Grade 6 students explore descriptive and figurative language in their writing.	C3	T3, T4, T5, T7

Key content areas related to the objectives of instruction of the A syllabus in English in grades 3–6

C1 Growing into cultural diversity and language awareness: The pupils are familiarised with linguistic and cultural diversity and the distribution of English, for example on the web. They reflect on their own linguistic and cultural backgrounds. They acquire information about the significance of language and culture to the individual and the community. They practise respectful language use in interactive situations. They listen to different languages, explore different ways of writing, and observe the way in which words are borrowed from one language to another. They consider the possibilities of coping with a limited language proficiency.

Grade 3 Can establish a relationship with members of other cultures, listen to literature from different countries specifically where English is the main language, showing interest, comprehension and empathy through questioning, and identification of emotional and practical needs, as well as understanding different story elements.

Grade 4 Can develop a relationship with members of other cultures, listen to literature from different countries specifically where English is the main language, showing interest in genres from different cultures, continue comprehension and empathy through questioning, and deepen identification of emotional and practical needs. Students can explore different ways of writing and show their understanding of it. Students can use different story elements in their writing.

Grade 5 Can continue a relationship with members of other cultures, listen to literature from different countries specifically where English is the main language, furthering interest in genres from different cultures, continue more complex comprehension and empathy through questioning, and deepen identification of emotional and practical needs. Students continue exploring different ways of writing and show their understanding of it. Students vary use of different story elements and cultural diversity in their writing.

Grade 6 Can deepen a relationship with members of other cultures, select literature from different countries specifically where English is the main language, widening interest in genres from different cultures, continue analyzing text and empathy through questioning, and deepen identification of emotional and practical needs. Students continue exploring different ways of writing and show their understanding of it. Students vary use of cultural diversity and include descriptive and figurative language their writing.

C2 Language-learning skills: The pupils learn to make plans together, give and receive feedback, and take responsibility. They learn efficient language-learning skills, such as using new words and structures actively in their own expression, utilising mnemonic techniques, and deducing the meaning of an unfamiliar word from the context. They learn to assess their own language proficiency, for example using the European Language Portfolio.

C3 Evolving language proficiency, interaction skills, text interpretation skills, text production skills: The pupils learn to listen to, speak, read as well as living and acting in an English language environment. Topics are also selected together. The selection of contents is based on the pupil's daily life, interests, and current issues, and the perspective is I, us, and the world. Various functions of language use are selected, including greeting, asking for help, or expressing an opinion. The pupils learn vocabulary and structures in connection with many text genres, including short stories, plays, interviews, and lyrics. Opportunities for practising more demanding language use situations shall be offered to the pupils. The pupils learn to find English material, for example in their surroundings, on the web and in the library. When selecting texts and topics, the distribution, and the status of English as the language of global communication is taken into account. The pupils observe and get plenty of practise in pronunciation, stressing words and sentences, the rhythm of speech and intonation. They practise recognising the symbols of phonetic transcription in English.

Grade 3 The content learned in Grade 2 is revised: spelling, grammar, and punctuation. Text production skills focus on learning the writing process to write narratives, creative writing, and other texts.

Grade 4 The content learned in Grade 3 is revised: spelling, grammar, and punctuation. Text production skills focus on further develop the writing process to write more focused, structured, and coherent pieces of writing, such as narratives, creative writing, and other texts.

Grade 5 The content learned in Grade 4 is revised: spelling, grammar, and punctuation. Text production skills focus on further develop the writing process to include careful planning, before writing more focused, structured, and coherent pieces of writing, such as narratives, creative writing, and other texts. Students learn to use information gathered from a secondary source and how to paraphrase and quote secondary sources in their own writing.

Grade 6 The content learned in Grade 5 is revised and enhanced spelling, grammar, and punctuation. Text production skills include the writing process to utilize careful planning, before writing a focused, structured, and coherent pieces of writing. Students compose multiple texts that uses appropriate conventions for Grade 6.

Objectives related to the learning environments and working methods of the A syllabus in English in grades 3–6

The objective is that the language use is as appropriate, natural, and meaningful for the pupils as possible. Work in pairs and in small groups and learning together in versatile learning environments is emphasised in the schoolwork. Cooperation between teachers is needed to meet the objectives of plurilingual and language education. Play, songs, gamification, and drama are used to provide the pupils with opportunities for experimenting with their increasing language proficiency and for dealing with attitudes. A versatile range of communication channels and devices are used in the instruction. The pupils are guided to become active actors and to take responsibility for their own learning with the aid of the European Language Portfolio or a corresponding instrument. The pupils familiarise themselves with multilingualism and multiculturalism in their surrounding community with the aid of internationalisation at home. They are also provided with opportunities for practising international communication. English is used whenever possible.

Guidance, differentiation, and support in the A syllabus in English in grades 3–6

The pupils are guided to use their language skills confidently. Abundant practice in communication supports the development of the pupils' language proficiency. The pupils are also encouraged to study other languages offered by the school. Support is provided for pupils with learning difficulties connected to languages. The instruction is planned to offer challenges also for those advancing faster or those with previous proficiency in English.

Assessment of the pupil's learning in the A syllabus in English in grades 3–6

The assessment is encouraging in nature and provides the pupils with opportunities for becoming aware of their skills, developing them, and focusing on modes of expression that are natural for them. Versatile assessment also offers opportunities for pupils with linguistic learning difficulties or whose linguistic background is different in some other way to demonstrate their knowledge and skills. For example, the European Language Portfolio can be used as an assessment instrument.

When giving verbal assessments or awarding grades for English, the teacher assesses the pupils' achievement levels in terms of the objectives of language proficiency into account. Their assessment is based on the Common European Framework of Reference for Languages and a Finnish application prepared on its basis.

School specific adaptations:

The syllabus of English A is adapted to support the specific purpose of English instruction at Turku International School. In grades 3-6 the school specific assessment criteria portray a higher language level of language acquisition than the corresponding national guidelines expect.

Assessment criteria for the A syllabus in a foreign language at the end of grade 6 for a verbal assessment describing good knowledge and skills/numerical grade eight

Objectives of instruction	Content areas	Assessment targets in the subject	Knowledge and skills for the verbal assessment good/numerical grade 8
Growing into cultural diversity and language awareness			
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 To promote the understanding of literature where English is the native language.	C1	Perceiving the linguistic environment	The pupil can describe in general terms the language is spoken and his or her surroundings, list the most widely spoken languages in the world and quantify the distribution of English.

O2 to motivate the pupil to value his or her own linguistic and cultural background and the linguistic and cultural diversity of the world and to encounter people without prejudices	C1		Not used as a basis for grade formulation. The pupil is guided in reflecting on his or her experiences as a part of self-assessment.
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 linguistics The pupil learns about the literature of countries where English is the native language.	C1	linguistic reasoning	The pupil can 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.
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	C1	Finding English material	The pupil can describe the kind of available English material that promotes his or her learning.
Language-learning skills			
O5 to explore the objectives of the instruction jointly and to create a permissive classroom atmosphere in which getting the message across and encouraging learning together have the most important role	C2	Awareness of goals and acting in a group	The pupil is able to describe the study goals, and he or she participates in completing group assignments.

06 to guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practice his or her language proficiency confidently, also using ICT, and to experiment to find the ways of learning languages that are best suited for him or her	C2	setting and finding goals for language learning	The pupil sets goals for his or her language learning. Practices different ways of learning languages, also uses ICT and improves and assesses his or her skills.
Evolving language proficiency, interaction skills			levels of proficiency A 2.1
07 to guide the pupil to practice interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication	C3	Interacting in different situations	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation. The pupil is able to exchange thoughts and information in familiar and unfamiliar everyday situations and can always maintain a communication situation in English.

O8 to encourage the pupil to maintain a communication situation by using many different means of continuing the communication Communication in English.	C3	using communication strategies	The pupil increasingly participates in communication. The pupil resorts less often to nonverbal 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. The pupil fluently participates in communication and is able to express themselves more clearly by using voice intonation.
O9 to support the cultural appropriateness of the pupil's communication by offering possibilities for practicing diverse social situations	C3	Cultural appropriateness of communication	The pupil can manage short social situations. The pupil can use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, and apologies etc and to respond to these. The pupil can continuously maintain polite communication fluently.
Evolving language proficiency, text interpretation skills			level of proficiency A 2.1

O10 to guide the pupil to work with spoken and written texts with many different levels of difficulty, using different comprehension strategies The pupil is expected to work with spoken and written text with appropriate level of difficulty using different comprehension strategies.	C3	Text interpretation skills	the pupil understands texts that contain easy and familiar vocabulary and expressions and clear speech. The pupil understands the core contents of short 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. The pupil understands text that contain familiar and challenging vocabulary and expressions. The pupil understands and analyses grade level text.
Evolving language proficiency, text production skills			level of proficiency A 2.1

O11 to offer the pupil opportunities for producing speech and writing on a wider range to topics, also paying attention to essential structures and the basic rules of pronunciation The pupil needs to be able to produce speech and write a wide range of text and topics using accurate spelling, punctuation, and grammar.	C3		The pupil can describe every day and concrete topics and those 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 practiced The pupil can describe every day in concrete topics and those important to him or her using complex sentences and wide range of vocabulary. The pupil is expected to predict rules of pronunciation.
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