



ENGLISH LANGUAGE, CURRICULUM IN GRADES 4-6

In Grades 4-6, all students will learn at least two other languages in addition to the mother tongue. The first language is a common A1 language (Finnish, from preschool), the following an A2 language.

“Many students are increasingly using English in their spare time. The fact that pupils acquire through informal learning will be taken into account when the education is planned and the content is chosen.”

Central contents in English in Grades 3-6

1. Cultural diversity and language awareness:

To familiarize yourself with linguistic and cultural diversity and the spread of English

To reflect on their own linguistic and cultural background

To acquire knowledge of the importance of language and culture for the individual and the society

To train polite language use in communication situations. Listening to different languages, looking at different ways to write and to discover how words are borrowed from one language to another.

To reflect on how to do if you only have little knowledge in one language.

2. Skills for Language Studies:

- Together learning to plan the work, giving and receiving responses and taking responsibility
- Learning effective ways to study languages, eg to actively apply new words or structures in their own way of expressing themselves, practice using different memory strategies and derive the meaning of new words based on the context
- To get used to evaluating their language skills

3. Growing language skills:

- Ability to communicate, interpret texts, produce texts
- Learning to listen, speak, read and write in English and to treat different topics such as myself, my family, my friends, school, leisure and leisure time and about life in English-speaking environments. The content is chosen with regard to the students' daily surroundings, interests and from the perspective I, we and our society
- To use the language for various purposes, such as to greet, ask for help or express an opinion
- To learn vocabulary and structures in connection with different types of texts, such as shorter stories, acting, interviews and lyrics
- To allow the student to train more demanding language situations
- Learning to find English-language material eg in the surroundings, online or in libraries
- Choosing texts and topics, taking into account the extent and position of English as a global communication language
- To observe and diligently practice pronouncements, emphasis on words, betting, speech rhythm and intonation
- To practice recognizing English's phonetic characters

Objectives for learning environments and working methods in the A-course in English in Grades 3-6

The goal is that the language use should be as correct, natural and as relevant to the students as possible.

The work will mainly consist of teamwork, small group work and learning together in different types of learning environments. In order to achieve the goals of multilingualism and language education, cooperation between the teachers is needed.

The students will be given the opportunity to test their growing language skills and to work with attitudes using play, song, games and drama.

Different learning environments, media and digital tools are widely used in teaching. Students should be encouraged to be active and take independent responsibility for their learning using the European Language Portfolio or equivalent tools.

With the help of internationalization at home, students will be familiar with the multilingualism and cultural diversity of the surrounding community. They will also be given the opportunity to practice communicating internationally. English should always be used whenever possible.

Supervision, differentiation and support in the A-course in English in Grades 3-6:

- Students should be encouraged to boldly use their language skills.
- Plenty of communicative exercises support the development of students' language skills.
- Students will also be encouraged to study other languages offered by the school.
- Students with learning difficulties in language should be given support.
- Teaching should be planned so that it offers sufficient challenges even for students who advance faster or can speak English from earlier.