

APPENDIX 3 The objectives, contents, and assessment of the pupil's learning in the instruction in his or her mother tongue complementing basic education

Task of instruction

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. All pupils whose mother tongue or one of their family's languages is a language other than Finnish, Swedish, or Sámi may participate in the instruction in his or her mother tongue complementing basic education and provided under separate funding. In addition, pupils who speak Finnish, Swedish, or Sámi as their mother tongue and participate in the instruction for maintaining language proficiency acquired abroad may study according to the syllabus. The purpose of the instruction of the pupil's mother tongue is to support the development of active plurilingualism and to develop his or her interest in the lifelong development of language proficiency. Studies in the pupil's mother tongue support integration into the Finnish society.

The instruction in the pupil's mother tongue is implemented in cooperation with the instruction of Finnish language and literature and Finnish as a second language and literature as well as the instruction of other languages. The task of joint language education is to increase the pupils' understanding of the significance of linguistic and cultural background for the individual, the community, and society as well as to guide the pupils to appreciate their mother tongue and other languages. Teaching and learning is based on the pupils' active agency, which allows for the utilisation of the pupils' language skills and other abilities. The cultural and linguistic diversity of the school is also utilised in all school activities.

The pupils' opportunities for developing their language skills outside the school are utilised in teaching and learning. The pupils are encouraged to use their own language diversely in the lessons of different subjects and in other school activities. The learning and use of the mother tongue thus support the adoption of the content of different subjects, and the pupils learn to discuss the contents of school subjects in their mother tongue. The pupils' personal choices, experiences of participation, and the meaningfulness of the studied topics are important motivators. Interaction and communication are emphasised in the instruction.

This core curriculum has been formulated for all the languages that are taught as the pupil's mother tongue. The objectives and contents of the core curriculum have been defined for the instruction of the pupil's mother tongue for the extent of two annual weekly lessons for the course of the entire basic education. Based on the core curriculum, the education provider prepares a local curriculum which may utilise the descriptions in the core curriculum for mother tongue and literature regarding the task, the objectives related to learning environments and working methods as well as guidance, differentiation, support, and the assessment of the pupil's learning. The education provider may also formulate a language-specific curriculum. The objectives and contents of instruction as well as the assessment criteria are determined in the language-specific curriculum, taking into account the special features of the language, including its writing system. Language-specific curricula may also be formulated in cooperation between education providers. The pupil's proficiency achieved in basic education may vary between different languages.

The pupil's mother tongue complementing basic education in grades 1–2

The special task of the instruction in grades 1–2 is to encourage the pupils to learn to use their mother tongue in different interactive situations. The pupil learns to listen, to ask, and answer questions, and to relate information. The pupils systematically expand their vocabulary and resource of expressions to cover different areas of life. In the pupil’s mother tongue for the extent of two annual weekly lessons for the course of the entire basic education. Based on the core curriculum, the education provider prepares a local curriculum which may utilise the descriptions in the core curriculum for mother tongue and literature regarding the task, the objectives related to learning environments and working methods as well as guidance, differentiation, support, and the assessment of the pupil’s learning. The education provider may also formulate a language-specific curriculum. The objectives and contents of instruction as well as the assessment criteria are determined in the language-specific curriculum, taking into account the special features of the language, including its writing system. Language-specific curricula may also be formulated in cooperation between education providers. The pupil’s proficiency achieved in basic education may vary between different languages.

The pupil’s mother tongue complementing basic education in grades 1–2

The special task of the instruction in grades 1–2 is to encourage the pupils to learn to use their mother tongue in different interactive situations. The pupil learns to listen, to ask, and answer questions, and to relate information. The pupils systematically expand their vocabulary and resource of expressions to cover different areas of life. In cooperation with guardians, instruction helps the pupils to improve their thinking and self-expression skills. The pupil acquires basic reading and writing skills and becomes familiar with age-appropriate children’s literature as well as narrative and cultural traditions. The aim is to learn to use language in different learning environments and acquire information using one’s mother tongue. The aim is to become aware of the significance of one’s mother tongue and to develop a positive relationship with the mother tongue.

Objectives of the instruction of the pupil’s mother tongue complementing basic education in grades 1–2

Objectives of instruction	Content areas related to the objectives	Transversal competences
Acting in interactive situations		
O1 to help the pupil develop his or her listening skills and to encourage the pupil to ask and to present his or her ideas and experiences without the fear of mistakes	C1	T2
O2 to stimulate the pupil’s curiosity about and interest in the use of different means of expression	C1	T2
O3 to encourage the pupil to develop his or her language proficiency and imagination as well as cooperation and interaction skills	C1	T2
Interpreting texts		
O4 to guide the pupil in developing a positive and curious attitude towards reading and to encourage him or her to read independently according to his or her language proficiency	C2	T1, T4
O5 to inspire the pupil to acquire basic literacy and text comprehension skills	C2	T1, T4
O6 to guide the pupil in familiarising himself or herself with different texts and in discussing them in order to share ideas and experiences	C2	T2, T4

Producing texts		
O7 to help the pupil develop a positive attitude towards writing according to his or her language proficiency	C3	T2
O8 to guide the pupil to familiarise himself or herself with the writing system of his or her own language and to further his or her basic writing skills	C3	T2, T5
O9 to guide the pupil to practise producing text as well as to encourage him or her to express his or her thoughts and observations in writing according to his or her language proficiency	C3	T1, T2
Understanding language, literature, and culture		
O10 to encourage the pupil to use his or her mother tongue in school, at home, and in his or her surroundings as well as to guide him or her to make observations on his or her own language use and familiarise himself or herself with basic linguistic structures	C4	T1, T2, T3
O11 to encourage the pupil to familiarise himself or herself with the traditions of customs and festivities of his or her linguistic and cultural community as well as to guide him or her to use and appreciate the cultural offerings available in his or her own language	C4	T2, T7
Language use as support for all learning		
O12 to encourage the pupil to use his or her mother tongue in different learning situations	C5	T1, T2, T5
O13 to build good cooperation between the instruction of the pupil's mother tongue and other school subjects in grades 1 and 2	C5	T1, T7

Key content areas related to the objectives of the instruction in the pupil's mother tongue complementing basic education in grades 1–2

The pupils learn literacy, language proficiency, and interaction skills in their mother tongue in language use situations and through versatile work with the language. The contents are selected to allow the pupil to diversely expand his or her knowledge and skills related to language, literature, and other forms of culture. The contents support the achievement of goals and draw on both the pupils' experiences and the possibilities of the local environment. Content areas are utilised in forming learning units for each grade.

C1 Acting in interactive situations: The pupils practise listening and oral expression in a group, including discussing, asking, answering, and narrating. They familiarise themselves with different interaction situations and means of expression, for example by utilising play, games, and drama.

C2 Interpreting texts: The pupils familiarise themselves with different texts, such as fairy tales, narratives, poems, simple non-fiction and media texts as well as images. They practice reading and asking and answering questions, particularly on the basis of narrative and descriptive texts. They discuss texts and share experiences related to them. They expand their vocabulary and resource of expressions exploring different texts.

C3 Producing texts: The pupils familiarise themselves with the characteristics of the writing system, practise writing independently and together with others, and play with the language.

C4 Proficiency in understanding language, literature, and culture: The pupils observe their mother tongue at home, in school, and in their surroundings. In cooperation with other school subjects in grades 1 and 2, the pupils are encouraged to use their mother tongue proficiency.

C5 Language use as support for all learning: The pupils familiarise themselves with the language of education and practise the basics of the language used in different fields of knowledge in cooperation with other subjects in grades 1 and 2.

Assessment of the pupil's learning in his or her mother tongue complementing basic education in grades 1–2

The basis and the aim of the assessment of the pupils' learning in grades 1–2 is forming an overall picture of the linguistic development of each pupil. Through feedback based on the assessment, the pupils receive information about their linguistic strengths and their progress as learners of the studied language. The pupils also receive diverse feedback on how well they understand and use the language, express themselves, participate in group discussions, and produce, and comprehend texts. Encouraging feedback on different competence areas is important.

In terms of the learning process, the key targets of assessment and feedback in the pupil's mother tongue include the following:

- progress in self-expression and interaction skills and expanding one's vocabulary and resource of concepts
- progress in reading proficiency, text comprehension, and reinforcing reading as a pastime
- progress in text production
- progress in understanding language and culture, with a particular focus on making observations on the meaning of words and everyday language use situations.

Particular attention in the pupil's mother tongue is paid to the development of the pupil's understanding of the language. Special features of the studied language, including the writing system, have an impact on the pupil's potential to progress his or her proficiency in the language.

The pupil's mother tongue complementing basic education in grades 3–6

The special task of the instruction in grades 3–6 is to encourage the pupils to participate actively in their mother tongue in different interaction situations. The pupils learn to use different reading strategies in their reading, to structure what they have read, and to share their reading experiences as well as to strengthen their command of the writing system. The pupils familiarise themselves with the key characteristics of the language. The pupils learn to make comparisons between languages and utilise their language proficiency in different learning environments by searching for information in their mother tongue in different subjects. The aim is that the pupils deepen their relationship with language and learn to appreciate proficiency in different languages. The aim is also that the pupils learn to assess and direct their

own learning. The pupils' study motivation is strengthened in cooperation with the homes and the language community.

Objectives of the instruction in the pupil's mother tongue complementing basic education in grades 3–6

Objectives of instruction	Content areas related to the objectives	Transversal competences
Acting in interactive situations		
O1 to encourage the pupil to act in different interaction situations	C1	T2
O2 to encourage the pupil to use different means of expression in group and interaction situations	C1	T2
O3 to guide the pupil to assess his or her own activities and to give and receive feedback	C1	T1
Interpreting texts		
O4 to encourage the pupil to pursue reading and use texts in his or her language independently according to his or her language proficiency	C2	T1, T4, T5
O5 to guide the pupil to further the fluency of his or her basic literacy, and to develop his or her text comprehension and reading strategy skills	C2	T4, T5
O6 to guide the pupil to use his or her literacy and texts to gather experiences, to acquire and assess information, as well as to discuss texts	C2	T1, T2, T4
Producing texts		
O7 to help the pupil develop his or her expression and a positive attitude towards writing according to his or her language proficiency	C3	T2
O8 to encourage the pupil to practise his or her basic writing skills and text production skills as well as to improve their fluency	C3	T1, T2, T5
O9 to inspire the pupil to further his or her skills in expressing thoughts and experiences in non-fiction and literary texts	C3	T1, T2
Understanding language, literature, and culture		
O10 to help the pupil understand his or her linguistic and cultural identity and to reflect on the significance of mother tongue	C4	T1, T2
O11 to guide the pupil to familiarise himself or herself with the most central structures	C4	T1, T2
Language use as support for all learning		
O12 to guide the pupil to utilise his or her proficiency in the mother tongue in all learning and to progress in the use of the language needed in different fields of knowledge	C5	T1, T4
O13 to provide the pupil with tools for seeking, exploring, and assessing information in the mother tongue and to support the pupil in adopting a self-directed approach to studying his or her mother tongue	C5	T1, T4, T5

Key content areas related to the objectives of the instruction in the pupil's mother tongue complementing basic education in grades 3–6

The pupils learn literacy, language proficiency, and interaction skills in their mother tongue in language use situations and through versatile work with the language. The contents are selected to allow the pupil to diversely expand his or her knowledge and skills related to language, literature, and other forms of culture. The contents support the achievement of goals and draw on both the pupils' experiences and the possibilities of the local environment. Content areas are utilised in forming learning units for each grade.

C1 Acting in interactive situations: The pupils practice cooperation skills, such as listening and taking initiative, and also make presentations that utilise local possibilities and the media. They practise assessing their own actions and receiving feedback.

C2 Interpreting texts: The pupils work diversely with different texts in order to strengthen their relationship with the textual world in their mother tongue. They advance their reading and text comprehension skills by exploring different spoken and written texts, particularly narrative, descriptive, and simple argumentative texts. The pupils practise text comprehension strategies, including asking questions, glancing through a text, and summarising. They discuss texts, share reading experiences, and advance their knowledge of how different texts are constructed. The pupils expand their vocabulary and resource of expressions.

C3 Producing texts: The pupils practise the stages of the writing process and text structure. They practise handwriting and keyboard skills as well as the special features of the spelling of their own language and using them in their own texts. They write texts independently and together with others as well as discuss and give feedback on them.

C4 Understanding language, literature, and culture: The pupils are guided to reflect on the formation of cultural identity and the use of their mother tongue at home, in school, and in their surroundings. They familiarise themselves with the most central characteristics of their mother tongue.

C5 Language use as support for all learning: The pupils familiarise themselves with the concepts and textual practices of different subjects and also compare texts from different fields of knowledge. They practice searching for information and using the media in their mother tongue. Different language learning strategies are introduced and practised.

Assessment of the pupil's learning in his or her mother tongue complementing basic education in grades 3–6

The purpose of the assessment is to provide information on the progress of the pupil's learning and to guide and encourage the pupil. The pupil is given versatile feedback on how he or she has progressed in understanding and using oral and written language and diversified his or her resource of expressions. Assessment feedback also provides information for the planning of instruction. The assessment helps the pupil acquire information on strengths and progress of his or her language proficiency as well as on himself or herself as a learner of his or her mother tongue and his or her ability to use language proficiency as support for learning.

When giving verbal assessments or awarding grades for the pupil's mother tongue, the teacher assesses the pupil's achievement level in terms of the objectives defined in the local curriculum. When assessing the achievement level for the 6th grade school year report, the teacher shall use the national description of good knowledge and skills. Basic skills in the different objective

areas of the pupil's mother tongue as well as the work processes and learning strategies that enable them are essential for progress in learning.

Description of good knowledge and skills in the pupil's mother tongue complementing basic education at the end of grade 6

Objective of instruction	Content areas	Assessment targets in the subject	Description of good performance
Acting in interactive situations			
O1 to encourage the pupil to act in different interaction situations	C1	Interaction skills	The pupil participates in diverse interaction situations. The pupil listens to the views of group members, takes others into account, and takes initiative in interaction situations.
O2 to encourage the pupil to use different means of expression in group and interaction situations	C1	Using different means of expression	The pupil is able to use different means of expression
O3 to guide the pupil to assess his or her own activities and to give and receive feedback	C1	Assessing the pupil's own actions and giving and receiving feedback	With guidance, the pupil is able to assess his or her actions and to give and receive feedback.
Interpreting texts			
O4 to encourage the pupil to pursue reading and use texts in his or her language according to his or her language proficiency	C2	Reading and using texts in the pupil's own language	The pupil reads the agreed books and text excerpts.
o his or her language proficiency	C2	Reading and using texts in the pupil's own language	The pupil reads the agreed books and text excerpts.
O5 to guide the pupil to further the fluency of his or her basic literacy, and to develop his or her text comprehension and reading strategy skills	C2	Promoting the fluency of the pupil's basic literacy and the command of text comprehension and reading strategies	The pupil's basic literacy has become more fluent. The pupil is able to grasp the key contents and is able to use some basic comprehension strategies, for example asking questions and drawing conclusions.
O6 to guide the pupil to use his or her literacy and texts to gather experiences, to acquire and assess information, as well as to discuss texts	C2	Utilising literacy and texts	The pupil is able to utilise his or her literacy and texts to gather experiences, to acquire and assess knowledge as well as to discuss texts while relying on his or her personal experiences.
Producing texts			
O7 to help the pupil develop his or her expression and a positive attitude towards writing according to his or her language proficiency	C3	Using expressions in text production	The pupil is to some extent able to use different expressions in his or her texts.
O8 to encourage the pupil to practise his or her basic writing skills and text production skills as well as to improve their fluency	C3	Command of basic writing skills	The pupil is primarily familiar with the writing system and spelling of the language and is able to write literary and non-fiction texts with guidance.

O9 to inspire the pupil to further his or her skills in expressing thoughts and experiences in non-fiction and literary texts	C3	Expressing thoughts and experiences in texts	With guidance, the pupil is able to describe thoughts and experiences in his or her texts.
Objective of instruction	Content areas	Assessment targets in the subject	Description of good performance
Understanding language, literature, and culture			
O10 to help the pupil understand his or her linguistic and cultural identity and to reflect on the significance of mother tongue	C4	Understanding linguistic and cultural identity and perceiving the significance of mother tongue	The pupil is able to describe the significance of linguistic and cultural identity and the mother tongue.
O11 to guide the pupil to familiarise himself or herself with the most central structures of his or her mother tongue	C4	Knowledge of the most central structures	The pupil knows the most central structures of his or her mother tongue and is somewhat able to use them.
Language use as support for all learning			
O12 to guide the pupil to utilise his or her proficiency in the mother tongue in all learning and to progress in the use of the language needed in different fields of knowledge	C5	Using mother tongue in learning and the development of the language of different fields of knowledge	With guidance, the pupil is able to use his or her mother tongue as support for learning and is somewhat familiar with the language of different fields of knowledge.
O13 to provide the pupil with tools for seeking, exploring, and assessing information in the mother tongue and to support the pupil in adopting a self-directed approach to studying his or her mother tongue	C5	Searching for information in the pupil's language	The pupil is somewhat familiar with sources of information in his or her language, and is able to search for, reflect on, and assess the information. The pupil is able to learn his or her mother tongue in a self-directed manner.
or herself with the most central structures of his or her mother tongue	C4	Knowledge of the most central structures	The pupil knows the most central structures of his or her mother tongue and is somewhat able to use them.
Language use as support for all learning			
O12 to guide the pupil to utilise his or her proficiency in the mother tongue in all learning and to progress in the use of the language needed in different fields of knowledge	C5	Using mother tongue in learning and the development of the language of different fields of knowledge	With guidance, the pupil is able to use his or her mother tongue as support for learning and is somewhat familiar with the language of different fields of knowledge.
O13 to provide the pupil with tools for seeking, exploring, and assessing information in the mother tongue and to support the pupil in adopting a self-directed approach to studying his or her mother tongue	C5	Searching for information in the pupil's language	The pupil is somewhat familiar with sources of information in his or her language, and is able to search for, reflect on, and assess the information. The pupil is able to learn his or her mother tongue in a self-directed manner.

