Child’s name       Date

**Developing basic language proficiency, level A2: basic needs for direct social interaction and brief narrative** The child still relies heavily on expressions and gestures in interaction. The child manages with language use situations associated with daily routines in early childhood education and care. They understand recurring instructions and tasks and use the most common phrases. They talk briefly about familiar and contextual topics. Comprehension requires slow and clear speech, repetition and a familiar topic. The child’s speech is fluent at times, but various pauses are very common. Pronunciation and inconsistent language structures may occasionally cause comprehension difficulties. The child needs a lot of models and support when practicing speaking. Acquiring new information and skills requires a lot of support. The child needs guidance regarding what they should focus on in spoken language or text that is read out loud. With regard toinstructive discourse supported with illustrative methods, the child understands the theme and some information. They understand fragments of information from text read out loud when it is illustrated. The child can express their lack of understanding verbally and may ask clarifying questions. In unstructured social situations, the child has difficulty understanding what others say if the speech does not contain concrete situational hints and actions. The child recognizes their name when it is written down and can write their name using an example.

**Skills at the developing basic language proficiency A2 level**

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| --- | --- | --- |
| **Interaction skills** | Developing: date | Developed: date |
| Is able to focus on what is relevant with the help of the conversation partner. |   |   |
| **Language comprehension skills** |  |  |
| Notices when the topic of conversation changes.  |   |   |
| Understands contextual speech about topics that are important or familiar. |   |   |
| Understands simple concepts associated with quantity, attributes, and prepositions of place (a lot, a little, big, small, in front of, behind, next to). |   |   |
| **Speech production skills** |  |  |
| Answers questions about familiar topics, asks questions, and requests explanations and repetition. |   |   |
| When asked, talks about themselves, their family, living environment, and everyday events. |   |   |
| Discusses familiar topics but needs help from the conversation partner in order to maintain the conversation. |   |   |
| **Language use competencies** |  |  |
| Uses short sentences to describe what is happening in, e.g., a picture. |   |   |
| Uses euphemisms when speaking. |   |   |
| **Linguistic memory and vocabulary** |  |  |
| Actively uses their growing vocabulary. |   |   |
| **Language awareness** |  |  |
| Deduces the meaning of words based on contextual, sentence and picture clues. |   |   |
| Understands some information in a short story that is read out loud. |   |   |

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| Date, examples of speech produced by the child, and other observations:       |

**How does language proficiency develop from the A2 to the B1 level:**

Interaction gradually improves also in unpredictable situations. The child’s ability to take the initiative in conversation develops. They learn to understand and discuss topics that are not directly related to their life or sphere of life. They are able to participate in discussion with several people or in a group situation. The child is also able to vary their expression and expression is more continuous and coherent.