

- spelling at the sound and sentence level: spacing between words, word division between lines, capital initial letters in familiar names and at the beginning of a sentence, terminal sentence punctuation and its use in the pupil's own texts
- production of texts based on the pupil's own observations, everyday experiences, opinions, and imagination, with emphasis on content and the joy of creating

#### **Literature and language**

- literature and other texts, the pupils listening as the teacher reads, looking at the illustrations, and gradually reading on their own
- reading and treatment of books, with reading experiences and the general experiential aspect being central; use of literature as a stimulus in creative activity
- literary discussion, in connection with which concepts of the principal character, setting, and plot; connecting the reading to one's own life, and to things previously read, heard and seen
- learning to use a library
- observing language and its forms and meanings

#### **DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE**

##### **The pupils' interaction skills will have developed so that they**

- are accustomed to expressing themselves orally and know how to relate observations and experiences to a small group so that the listeners are able to follow the account
- are able to act appropriately in everyday speaking situations; they will follow the teacher's and other pupils' oral narration and discussion, strive for reciprocity when speaking and, in discussion, react to what they have heard with their own thoughts and questions
- participate with concentration in expression exercises.

##### **The pupils' skills in reading and writing will have developed so that they**

- have progressed from the initial reading phase to a phase in which basic technique is reinforced; their reading will be fluent enough to allow them to read texts intended for their age group
- have begun, while reading, to observe whether they understand what they are reading; they will be able to draw conclusions from what they are reading
- are able to express themselves in writing, too, so as to enable them to cope with writing situations in their own daily lives: they will also be able to use imagination in their writing
- are able to connect letters when writing by hand, and to produce original text on a computer
- are able to write simple and familiar words almost without error and have begun to use terminal punctuation in sentences, and capital letters to begin sentences.

##### **The pupils' relationship with literature and language will have taken shape so that they**

- look for something appropriate and pleasant to read; they will use their reading skills both for pleasure and to find information
- have read at least a few children's books appropriate to their reading skills; their media literacy will suffice to follow programmes directed at their age group