

Child's name

Date

**Pre-A1 proficiency level in Finnish: no Finnish language skills yet**

The child subsists in certain everyday interaction situations, as long as they feel safe in the situation and environment. The child needs pictures and illustration and/or words in their mother tongue to support interaction in order to interpret very simple and clear situational speech. The child must be allowed to observe others' behavior and mimic it. The child often responds with a look, gesture, or expression to initiated interaction addressed to them and supported, e.g., with their name, picture, or gesture. The child may use their mother tongue(s).

**Skills at the pre-A1 proficiency level**

**Interaction skills**

	Developing: date	Developed: date
Observes other children's activities.		
Follows the example of others.		
Shows interest in speech by giving a look or making a gesture.		
Initiates interaction with a look, gestures, expressions, touch, or using pictures.		

**Language comprehension skills**

Follows some simple, situation-specific instructions supported with pictures and gestures.		
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**Speech production skills**

Points to the object they mean.		
Uses a gesture, expression or picture to ask a conversation partner to name things and objects.		

**Language use competences**

In the immediate situation, repeats easy, short words and greetings that occur frequently on a daily basis.		
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**Linguistic memory and vocabulary**

Lists simple words, such as numbers, colours, or objects.		
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**Language awareness**

Participates by observing the reading of a simple picture book.		
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Date, examples of speech produced by the child, and other observations:

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**How does language proficiency develop from the pre-A1 to the A1 level:**

The child starts to acquire Finnish language from their environment. From the start, the child makes observations about the language they hear and accumulates an understandable vocabulary, even if they may not yet speak the language themselves. The child gradually starts to repeat words and phrases according to the example they have heard. Word meanings start to become more organized in contextual usage. The child needs extensive speech modelling and illustration using pictures, gestures and demonstrations.