



English Curriculum

Aims

In English, students learn to develop their understanding and experience of language and communication as sources for the growth of personal and cultural identity. The subject develops students' ability to empathize in the context of their aesthetic, ethical and historical understanding. Through the exploration of fiction, nonfiction, drama and poetry, students strengthen their mastery of the language, promoting their desire to use language personally and eloquently in interaction with others. Reading, writing, speaking and listening are core skills which are the foundation upon which the curriculum is built.

Students develop an open and analytical attitude to contemporary and other periods' forms of written and spoken expression. In English, students also develop their understanding of how language is structured to achieve clarity of thought. Students also develop fluency and comprehension in reading which fosters empathy and insight into understanding authorial purpose in fiction, nonfiction, drama and poetry. Emphasizing the importance of mother tongue and home country's cultural communities also underpins the teaching of English. Finally, central to the teaching of English is multimodality. It is important to emphasize that virtually all major subject teaching has an element of multimodality in it since the students transform what they have learned into, for example, a text, images, storyboards, videos and through movement, music and drama. Students must write, edit, layout and illustrate what they have learned.

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Objectives and Final Goals of the Subject

Reading (R)

- Includes knowledge and skill goals within finding text, preparation, decoding, language comprehension, text comprehension, and coherence.

The teaching gives the student the opportunity to:

- Control and regulate his or her reading process and discuss the meaning of texts in their context.

Creating (C)

- Includes knowledge and skill goals within planning, preparation, production, response, proofreading, presentation and evaluation.

The teaching gives the student the opportunity to:

- Create a response that is comprehensive, clear and in a variety of styles: writing, speech, sound, image and movement that suits the genre and situation.

Interpreting (I)

- Includes knowledge and skill goals within experience and empathy, investigation, interpretation, assessment and perspective.

The teaching gives the student the opportunity to:

- Relate to culture, identity and language through systematic examination and discussion of fiction and nonfiction.

Communicating (CM)

- Includes knowledge and skill goals within communication, language, culture, linguistic awareness as presented through dialogue, oration, drama, and Information Technology.

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The teaching gives the student the opportunity to:

- Participate reflectively in complex formal and social situations.

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Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1 The folktales run like a red thread through Class 1, where the teacher tells a number of them in class and the next day the class has to retell them. The retelling can be varied so that the retelling takes place in conversation with the whole class or in conversation with smaller groups. The next step is for children to depict what they have learned through dramatization, drawings, paintings and so on. In Class 1 we do not interpret complex elements of fairy tales, but we can, for example, ask the children to find the beginning, middle and end of the fairy tale, causes of events and about the emotions of the characters.</p> <p>We review the alphabet with a focus on the image and phonetics. We let the letter grow out of a picture from a story that the child has lived with. Each individual letter is written, painted and shaped, and we play with and talk about where we can hear the sound of the letter. With rhymes, strips and letter games, Class 1 learns the letters in depth.</p>	<p>Reading (R), Creating (C), Interpretation (I) and Communication (CM)</p>	<p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • Prepare reading through conversation in class • Decode and begin to read words in texts at grade level • Identify unknown words in text and speech • Begin to recognize letter-sound connections • Begin to understand the context-dependent pronunciation of words • Practice the identification of the meaning of content words in context • Begin to understand the differences and similarities in the meaning of words • Use simple pre-reading strategies • Follow the plot in a story, understanding that there is a beginning, middle and end • Retell a narrative text by stating the beginning, middle and end of the text • Discuss character motivations • Discuss the message in a narrative text



<p>The letters are put together to form simple, correct-sounding words. During Class 1, simple rules can be introduced that go beyond correct spelling.</p> <p>Reading in Class 1 begins to develop via writing. The class writes, for example, letter verses in the booklet, and during the year the majority of the children will be able to read what they themselves have written in the booklets. At the end of Class 1, the students perform a fairy tale play for the whole school.</p> <p>Class 2</p> <p>At the beginning of the year, the children learn about lower case letters. They continue in the track with the correct words, non-correct words and spelling rules.</p> <p>In Class 2, the narrative material is fables and legends. We work closely with the more than 2000-year-old fables from a variety of cultures. The fables are told, retold and discussed in class. Here, ethical issues are brought to life when the fox is a prankster and the stork pays back. Children reflect on how their own experiences may sometimes be seen in the animals and heroes in fables and legends.</p>		<ul style="list-style-type: none">● Connect the topic of the text with their own knowledge, experience and ideas● Ask questions that show wonder● Begin to understand the structure of the language in words and sentences and the connection between text and image● Prepare simple texts with a title, beginning, middle and end● Prepare simple texts with drawings and writing● Learn how to set up headings and combine text and drawings to create a coherent understanding● Use lower case and capital letters in handwriting● Spell common words● Begin to understand the spellings of phonetic and non-phonetic words● Practice simple forms of presentation● Play with language, pictures and narrative● Learn about simple poetic language and images● Learn about methods for simple interpretation● Participate in a simple interpretation of conflict, character motivation and theme● Begin writing in legible and connected handwriting● Gain knowledge of ways to create preconceptions● Express himself or herself creatively and experimentally
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<p>As a counterpoint to the down-to-earth ethical stories, we also work with, for example, Medieval holy Saints both men and women and their stories and radical life choices. Examples may be Francis of Assisi and Clare of Assisi. Children discuss the spiritual dimension when a person gives away all his or her possessions and helps the most sick and needy. Here, the children live with the stories, and the ethical and moral issues are formulated and discussed.</p> <p>The above narrative material is also used in terms of recitation, dramatization, drawing, writing and reading. During Class 2, the students can help write the retold texts for the main subject booklet, where the children write texts, make drawings, and occasionally the students present their work to each other. Finally, simplified variations of the stories are used as reading material.</p> <p>Also in Class 2, the students can perform for the school with some dramatized fables or something else from the year's story material.</p>		
<p>Class 3 In Class 3, students learn cursive handwriting, and at the same time, students begin to write longer texts in</p>		The teaching gives the student the opportunity to



<p>their notebooks. This can be about texts that the teacher has formulated based on the major subject currently studied. It can also be about texts that the student formulates, alone or together with others. It is at this grade level that word classes and inflections are introduced as well as working with simple punctuation: commas, periods, question marks and exclamation marks. Students are introduced to the parts of speech.</p> <p>The main subject is the old self-sufficient society with farmer, fisherman, blacksmith, carpenter, baker and midwife such as presented in the <i>Old Testament</i>. The class, for example, sows rye, follows the process and draws and describes it. In the same way, there can be a visit to a farm and open-air museum, and here too the students can describe what they have experienced. Thus, the teaching requires that what has been learned must be structured, the finished text must appear with an adapted layout and a legible connected handwriting. At regular intervals, students show and explain their work to each other and get feedback and inspiration.</p> <p>The reading material at this grade level will typically be descriptions of the old self-sufficient society, such as <i>The Little House on the Prairie</i> and <i>All We Children in Bulderby</i>. Simple subject texts should also be read at this grade level.</p>	<p>Reading (R), Creating (C), Interpretation (I) and Communication (CM)</p>	<ul style="list-style-type: none">● Read unfamiliar age-appropriate texts in non-fiction, fiction and poetry● Read words in texts at grade level● Learn about word classes and rules for composing and inflection of words● Learn about the function and structure of reference works and dictionaries● Use dictionaries and reference tools to clarify the meaning, pronunciation and etymology of words● Write in cursive, legibly and connected● Practice writing in a variety of texts● Use a simple and genre-appropriate layout● Set up headings, combining text and drawings as a whole● Develop ideas on the basis of other texts● Understand on how to organize a written or spoken response● Divide the process of creating an analytical or creative response into smaller parts● Expand vocabulary and language options● Begin to master the parts of speech● Begin to master the use of periods, question marks and exclamation marks● Prepare multimodal texts● Practice descriptive and narrative forms of presentation● Read unfamiliar age-appropriate texts in non-fiction, fiction, drama and poetry
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<p>Class 4</p> <p>In Class 4, working with handwriting and grammar is continued. Work continues with simple punctuation and sentence comprehension. Parts of Speech are reinforced. At this grade level, the class also gets a dictionary to work with. Along with enhancing the skills of decoding, word recognition and comprehension, students begin to understand the etymology of words along with how to correctly spell and pronounce words.</p> <p>The narrative material in Class 4 is Nordic mythology and legends. The Nordic mythology and legends of heroes and heroines are read aloud to students and at the same time the children will also have independently read some of the myths and legends. The life of the Vikings is part of the narrative material in the 4th grade, and here the class can read simple subject texts about the life of the Vikings such as <i>The Dragon's Hoard: Stories from the Viking Sagas</i> by Lari Don, <i>Attack of the Vikings</i> by Tony Bradman or <i>There's a Viking in My Bed and Other Stories</i> by Jeremy Strong. The class gets the first review of genres that they have worked with so far. Often, students will also read a self-selected book, which must be presented to the class where they describe genre, action, time, place, conflict and characteristics of the protagonist and secondary characters.</p>		<ul style="list-style-type: none">• Learn about and respond to the genre and structure of texts• Spell based on knowledge of morphemes, word classes and sound sequences• Learn the methods for oral communication• Create and give an oral presentation• Learn about the simple evaluation methods• Assess the product's quality, purpose, structure and layout• Recognize and relate to well-known themes in their own life and that of others through the study of fiction, nonfiction, poetry and drama• Identify and evaluate the time and place presented in the texts• Identify and evaluate the motivations of characters and people• Identify and evaluate the themes explored in fiction, nonfiction, poetry and drama• Follow rules for communication in formal and informal situations• Engage in dialogue in small groups and whole class discussions• Actively listen to others and follow up with questions and responses• Understand their own and other people's body language and how the voice and body work to convey meaning• Dramatize texts and themes together with others
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<p>At this grade level, students have their first major independent research assignment of their choice, which must be presented to the class. In connection with the assignment, the class must visit the library with a focus on research skills. The student must build up the assignment with an introduction and sections with headings, and there must also be drawings for the assignment. The assignment must be handed in to the teacher, and the student must also present his assignment to the class. Finally, students are given the task of evaluating their project with a focus on process.</p> <p>Finally, in Class 4, students will perform a play or a recitation from Norse mythology.</p>		<ul style="list-style-type: none"> ● Express him/herself or themselves creatively and experimentally
<p>Class 5 to 9</p> <p>Curriculum in Classes 5 to 9 is designed to encourage students to use the English language with enjoyment as a vehicle for thought, creativity, and learning. In each class level, students are involved in a comprehensive program concentrating on knowledge and study skills that are essential to a student's later success in subsequent grades.</p> <p>Specific themes for each class level are left up to the teacher in order to encourage creativity and dovetailing</p>	<p>Reading (R), Creating (C), Interpretation (I) and Communication (CM)</p>	<p>Students have the opportunity to</p> <ul style="list-style-type: none"> ● develop skills of observation ● gather information by listening and questioning ● decode and synthesize acquired information ● express facts and information received from listening ● present ideas and information orally for various purposes ● develop interpersonal communication skills ● assess the process one has utilized to arrive at the end result of an assignment ● foster active, short and long term memory



<p>with material taught in history and when appropriate other academic subjects.</p> <p>The courses from Class 6 through Class 9 are skills and knowledge driven; hence, each grade level builds upon skills and knowledge established in prior grades. Likewise, each year focuses on teaching students how to cope with the increase in demands on both the complexity and volume of material; teaching students study skills is a primary objective of the English curriculum.</p>		<ul style="list-style-type: none">• anticipate possible obstacles to learning• read and identify the series of related events that occur in a short story, novel or play• read and identify the facts and opinions in a work that is non-fiction• summarize and paraphrase fictional and non-fictional works• draw conclusions while examining fictional or non-fictional work• employ literary tools in the analysis of fictional works• identify figurative language and metrical devices utilized in the writing of poetry• learn and use rhetorical devices in writing and speaking• produce unified, coherent writing assignments that exhibit continuity• write in a legible manner with a focus on proofing and revision• generate expository literature-based and personal essay writing assignments• generate creative writing assignments that model short story, poetry, drama and folklore principles• master grammar, usage, and mechanics principles and then apply them contextually in class discussions and written assignments• acquire an adequate vocabulary with a technical understanding of prefixes and root words• detect and present pertinent and convincing arguments through class discussions and writing assignments• use library and IT reference systems and other reference materials
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