

## **Curriculum in English**

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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## About the subject

### Relevance and central values

English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication.

All subjects shall help the pupils to understand the value system for learning. Through working with the subject the pupils shall become confident users of English so that they can use English to learn, communicate and connect with others. Knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking and social conditions open for new perspectives on the world and ourselves. The subject shall develop the pupils' understanding that their views of the world are culture-dependent. This can open for new ways to interpret the world, promote curiosity and engagement and help to prevent prejudice. The pupils shall experience that the ability to speak several languages is an asset at school and in society in general. The curriculum for English and the curriculum for English for pupils who use sign language are equivalent.

### Core elements

#### Communication

Communication refers to creating meaning through language and the ability to use the language in both formal and informal settings. The pupils shall employ suitable strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources. The pupils shall experience, use and explore the language from the very start. The teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations.

#### Language learning

Language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies. Learning the pronunciation of phonemes, and learning vocabulary, word structure, syntax and text composition gives the pupils choices and possibilities in their communication and interaction. Language learning refers

to identifying connections between English and other languages the pupils know, and to understanding how English is structured.

## Working with texts in English

Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical. The texts can contain writing, pictures, audio, drawings, graphs, numbers and other forms of expression that are combined to enhance and present a message. Working with texts in English helps to develop the pupils' knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking and traditions of indigenous peoples. By reflecting on, interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society. Thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns. They shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context.

## Interdisciplinary topics

### Health and life skills

In the English subject, the interdisciplinary topic of health and life skills refers to developing the ability of the pupils to express themselves in writing and orally in English. This forms the basis for being able to express their feelings, thoughts, experiences and opinions and can provide new perspectives on different ways of thinking and communication patterns, as well as on the pupils' own way of life and that of others. The ability to handle situations that require linguistic and cultural competence can give pupils a sense of achievement and help them develop a positive self-image and a secure identity.

### Democracy and citizenship

In the English subject, the interdisciplinary topic of democracy and citizenship refers to helping the pupils to develop their understanding of the fact that the way they view the world is culture dependent. By learning English, the pupils can experience different societies and cultures by communicating with others around the world, regardless of linguistic or cultural background. This can open for new ways to interpret the world, and promote curiosity and engagement and help to prevent prejudices.

## Basic skills

### Oral skills

Oral skills in English refers to creating meaning through listening, talking and engaging in conversation. This means presenting information, adapting the language to the purpose, the receiver and the situation and choosing suitable strategies. Developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds.

### Writing

Writing in English means being able to express ideas and opinions in an understandable and appropriate manner in various types of texts, both on paper and on screen. Writing requires planning, formulating and processing texts that communicate, and to adapt the language to the purpose, receiver and situation, and to choose appropriate writing strategies. The development of writing proficiency in English progresses from learning single words and phrases to creating different types of coherent texts that present viewpoints and knowledge. It also entails using different types of sources in a critical and verifiable manner.

### Reading

Reading in English means understanding and reflecting on the content of various types of texts on paper and on screen, and contributing to reading pleasure and language acquisition. It means reading and finding information in multimedia texts with competing messages and using reading strategies to understand explicit and implicit information. The development of reading skills in English progresses from experimenting with phonemes and speech sounds, spelling patterns and syllables to reading varied and complex texts with fluency and comprehension and being increasingly able to critically reflect on and assess different types of texts.

### Digital skills

Digital skills in English involve being able to use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English. This requires critical and reflected behaviour using digital forms of expression in English and in communication with others. The development of digital skills in English progresses from exploring the language to interacting with others, creating texts and acquiring knowledge by obtaining, exploring and critically assessing information from different English-language sources.

## Competence aims and assessment

### Competence aims and assessment Year 2

#### Competence aims after Year 2

The pupil is expected to be able to

- use digital aids to experience the language through authentic language models and interlocutors
- listen to and recognise phonemes and syllables in words
- associate phonemes with letters and spelling patterns and combine letter sounds into words
- listen to and explore the English alphabet and pronunciation patterns through play and singing
- find high frequency words and phrases in different types of texts
- ask and answer simple questions, follow simple instructions and use some polite expressions
- participate in rehearsed dialogues and spontaneous conversations about one's own needs and feelings, daily life and interests
- find words that are common to English and other languages with which the pupil is familiar
- listen to, read and talk about the content of simple texts, including picture books
- read and experiment with writing familiar words, phrases and simple sentences
- learn words and acquire cultural knowledge through English-language literature for children

#### Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in English in Years 1 and 2 when they explore and use the language in listening, play and conversation. They also demonstrate and develop competence when they understand and make themselves understood in English.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The teacher shall allow the pupils to be active, play, explore and use their senses in a variety of ways to experience language learning. The pupils shall be given the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the

pupils' development in English. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in understanding and being understood in English, both orally and in writing.

## **Competence aims and assessment Year 4**

### Competence aims after Year 4

The pupil is expected to be able to

- explore different dictionaries and how they can be used in language learning
- use digital resources to explore the language and interact with others
- explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities
- listen to and understand words and expressions in adapted texts
- use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood
- participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules
- discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar
- identify word classes in adapted texts
- follow simple rules for spelling and syntax
- read and understand texts with phonetic words and familiar and unfamiliar word images
- read and understand the meaning of familiar and unfamiliar words, phrases and sentences based on the context in self-chosen texts
- read and talk about the content of various types of texts, including picture books
- write simple texts that express thoughts and opinions
- talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway
- learn words and phrases and acquire cultural knowledge through English-language literature

### Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in English in Years 3 and 4 when they play, explore and participate in oral, written and digital interaction. The pupils also demonstrate and develop

competence when they relate their experiences of encounters with the English language and English-language cultures.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The teacher shall allow the pupils to be active, play, explore and use what they have learnt in new situations. The pupils shall have the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the pupils' development in English. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject.

## **Competence aims and assessment Year 7**

### Competence aims after Year 7

The pupil is expected to be able to

- use simple strategies for language learning, text creation and communication
- use digital resources and different dictionaries in language learning, text creation and interaction
- explore and use pronunciation patterns and words and expressions in play, singing and role playing
- listen to and understand words and expressions in adapted and authentic texts
- express oneself in an understandable way with a varied vocabulary and polite expressions adapted to the receiver and situation
- initiate, maintain and conclude conversations about one's own interests and current topics
- explore and talk about some linguistic similarities between English and other languages that the pupil is familiar with and use this in their language learning
- identify sentence elements in various types of sentences and use knowledge of verb conjugation and declension of nouns and adjectives in working on own oral and written texts
- follow rules for spelling, word inflection and syntax
- read and present content from various types of texts, including self-chosen texts
- read and listen to English-language factual texts and literature for children and young people and write and talk about the content

- talk about the reliability of various sources and choose sources for one's own use
- write cohesive texts, including multimedia texts, that retell, tell, inquire about and express opinions and interests adapted to the recipient
- revise one's own texts based on feedback
- reflect on and talk about the role played by English in their own lives
- investigate ways of living and traditions in different societies in the English-speaking world and in Norway and reflect on identity and cultural belonging

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in English in Years 5, 6 and 7 when they play with and explore the language, when they read with fluency and comprehension and when they express themselves in oral and written texts about different societies in the English-speaking world.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills in a variety of situations. The pupils shall be given the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the pupils' development in English. With the competence the pupils have demonstrated as the starting point they shall have the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject.

## Competence aims and assessment Year 10

### Competence aims after Year 10

The pupil is expected to be able to

- use a variety of strategies for language learning, text creation and communication
- use different digital resources and other aids in language learning, text creation and interaction
- use key patterns of pronunciation in communication
- listen to and understand words and expressions in variants of English
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation



- ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations
- explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning
- use knowledge of word classes and syntax in working on one's own oral and written texts
- follow rules for spelling, word inflection, syntax and text structure
- read, discuss and present content from various types of texts, including self-chosen texts
- read, interpret and reflect on English-language fiction, including young people's literature
- read factual texts and assess the reliability of the sources
- use sources in a critical and accountable manner
- write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation
- revise one's own texts based on feedback and knowledge of the language
- describe and reflect on the role played by the English language in Norway and the rest of the world
- explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway
- explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world
- explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in English in Years 8, 9 and 10 when they communicate with structure and coherence, both orally and in writing, and adapted to various situations and recipients. They also demonstrate and develop competence when they create different types of texts that incorporate information from sources in a verifiable way.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The pupils shall be given the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the pupils' development in English. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on

their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject.

## Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in English after completing Year 10. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thought, and in various contexts. The teacher shall assign one grade for the coursework in English based on the pupil's overall competence in the subject.

## Competence aims and assessment Vg1 vocational education programmes

### Competence aims after Vg1 vocational education programmes

The pupil is expected to be able to

- use appropriate strategies for language learning, text creation and communication
- use appropriate digital resources and other aids in language learning, text creation and interaction
- use patterns of pronunciation in communication
- listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations
- express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation
- explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant topics
- use knowledge of similarities between English and other languages the pupil knows in language learning
- use knowledge of grammar and text structure in working on one's own oral and written texts
- read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts
- read and summarise vocational content from English-language documentation
- read and compare different factual texts on the same topic from different sources and critically assess the reliability of the sources
- use different sources in a critical, appropriate and accountable manner
- create texts relevant to the vocation with structure and coherence that describe and document the pupil's own work and are adapted to the purpose, recipient and situation

- assess and revise one's own texts based on criteria in the subject and knowledge of language
- describe key features of the development of English as a language in working life
- explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts
- discuss and reflect on form, content and language features and literary devices in cultural forms of expression in English from different media in the English-speaking world, including music, film and gaming

## Formative assessment

The formative assessment shall help to promote learning and development of competence in the subject. The pupils demonstrate and develop competence in English in the Vg1 vocational education programmes when they communicate and interact in a nuanced and precise manner with fluency and coherence, both orally and in writing, and adapted to the purpose, recipient and situation. They also demonstrate and develop competence when they create different types of texts and when they use sources in a critical, appropriate and verifiable way.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The pupils shall have the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the pupils' development in English. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject.

## Assessment of coursework

The grade awarded for coursework shall express the overall competence of the pupil in English after completing the Vg1 vocational education programme. The teacher shall plan and facilitate for the opportunity for pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thought, and in various contexts. The teacher shall assign one grade for the coursework in English based on the pupil's overall competence in the subject.

## Competence aims and assessment Vg1 programme for general studies

### Competence aims after Vg1 programme for general studies

The pupil is expected to be able to

- use appropriate strategies for language learning, text creation and communication
- use appropriate digital resources and other aids in language learning, text creation and interaction
- use pronunciation patterns in communication
- listen to, understand and use academic language in working on one's own oral and written texts
- express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation
- explain the reasoning of others and use and follow up input from others during conversations and discussions on various topics
- use knowledge of similarities between English and other languages with which the pupil is familiar in language learning
- use knowledge of grammar and text structure in working on one's own oral and written texts
- read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts
- read, analyse and interpret fictional texts in English
- read and compare different factual texts on the same topic from different sources and critically assess the reliability of the sources
- use different sources in a critical, appropriate and accountable manner
- write different types of formal and informal texts, including multimedia texts with structure and coherence that describe, discuss, reason and reflect adapted to the purpose, recipient and situation
- assess and revise one's own texts based on criteria in the subject and knowledge of language
- describe key features of the development of English as a global language
- explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts
- discuss and reflect on form, content and language features and literary devices in different cultural forms of expression from different media in the English-language world, including music, film and gaming

### Formative assessment

The formative assessment shall help to promote learning and development of competence in the subject. The pupils demonstrate and develop competence

in English in the Vg1 programme for general studies when they communicate and interact in a nuanced and precise manner with fluency and coherence, both orally and in writing, adapted to the purpose, recipient and situation. They also demonstrate and develop competence when they create different types of texts and when they use sources in a critical, appropriate and verifiable way.

The teacher shall facilitate for pupil participation and encourage the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The pupils shall have the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher and pupils shall engage in dialogue on the pupils' development in English. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject.

## Assessment of coursework

The grade awarded for coursework shall express the overall competence of the pupil in English after completing the Vg1 programme for general studies. The teacher shall plan and facilitate for the opportunity for pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thought, and in various contexts. The teacher shall assign one grade for the coursework in English based on the pupil's overall competence in the subject.

## Type of assessment

### Assessment of coursework

Year 10: Pupils shall receive one grade for coursework.

Vg1 programmes for general studies / vocational education programmes:  
Pupils shall receive one grade for coursework.

### Examination for pupils

Year 10: The pupil can be selected for a written examination. The written examination is prepared and graded centrally. The pupils may also be selected for an oral examination. The oral examination is prepared and graded locally.

## **Examination for external candidates**

Etter 10. trinn: Se gjeldende ordning for grunnskole-opplæring for voksne.

Etter Vg1 studieforberevende utdanningsprogram / yrkesfaglige utdanningsprogram: Privatisten skal opp til skriftlig eksamen. Skriftlig eksamen blir utarbeidet og sensurert sentralt. Privatisten skal også opp til muntlig eksamen med forberedelsesdel. Muntlig eksamen blir utarbeidet og sensurert lokalt. Fylkeskommunen avgjør om privatister skal få forberedelsesdel ved lokalt gitt eksamen.