



**Viking International School
English Curriculum**

CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish Fællesmål and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

English at VIS develops students' reading, writing, speaking, and listening skills, as well as their confidence in using language to express ideas clearly and effectively. Students engage with a wide range of texts, including literature, non-fiction, and media, which help them develop critical thinking, creativity, and a deeper understanding of language and communication.

Through discussion, writing, and analysis, students learn to organise their thoughts, construct arguments, and communicate appropriately for different audiences and purposes. The subject also fosters a love of reading and an appreciation for literature from different cultures and time periods.

Students' progress in English is assessed continuously through class participation, written work, presentations, and formative feedback. Summative assessments and opportunities for self-reflection are used to evaluate students' development in reading, writing, speaking, and listening.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

YEARGROUP ALIGNMENT

Danish	VIS	Key Stage (KS)
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

OVERVIEW

Requirement (Friskoleloven §1a)

How VIS meets this

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

Common Goals

Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
Oral Communication	Students can say sentences aloud clearly, read their work with simple intonation, and participate in group talk by taking turns and giving basic opinions. They understand simple vocabulary, question forms, and basic patterns of spoken interaction.	Students can understand main ideas in short texts, hold simple conversations using correct tense, and present information with clear tone. They know key grammar, vocabulary for describing events, and intonation cues that help convey meaning.	Students can discuss ideas and purpose in texts, contribute confidently using more complex sentences, and present short paragraphs clearly. They understand advanced grammar, tone, and organisational features that support effective communication.	Students can communicate confidently in discussions, debates, and presentations, adapting tone and structure for audience and purpose. They understand persuasive strategies, academic language, and how to justify interpretations with evidence.
Reading	Students can decode using phonics, read aloud with growing fluency, and identify key ideas while making simple inferences. They know phonics phases, common patterns, and basic features of stories and non-fiction.	Students can read fluently, summarise ideas across paragraphs, and explain how language and structure support meaning. They understand word morphology, paragraphing, and foundational literary concepts.	Students can interpret implicit meaning, analyse tone and figurative language, and compare perspectives across texts. They understand key literary devices, genre features, and analytical terminology.	Students can critically evaluate complex texts, synthesise ideas across works, and analyse sophisticated stylistic choices. They understand advanced literary and contextual concepts and how authors craft meaning.
Culture & Society	Students can recognise simple cultural elements like songs, rhymes, and traditions and share basic personal information politely. They know everyday cultural vocabulary and enjoy familiar stories from English-speaking contexts.	Students can compare everyday life and traditions in English-speaking cultures with their own and share simple cultural information. They understand common customs, polite expressions, and how books or media present cultural ideas.	Students can describe and discuss cultural similarities and differences in detail and interpret cultural perspectives in varied texts. They know cultural vocabulary, media features, and social norms reflected in texts and media.	Students can analyse cultural perspectives in literature and media and explain how cultural context shapes meaning. They understand cultural frameworks, historical influences, and advanced vocabulary that supports critical discussion.

Area of competence		Competency goals						
Oral Communication	Students can say sentences aloud clearly, read their work with simple intonation, and participate in group talk by taking turns and giving basic opinions. They understand simple vocabulary, question forms, and basic patterns of spoken interaction.	Speaking for Communicate Meaning		Participating in Conversation & Discussion		Presenting to an Audience		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Students can say simple sentences aloud clearly and read them back with basic intonation to check they make sense.	Knows understanding of basic vocabulary, simple sentence structures, and early intonation cues.	Students can take turns in short group exchanges and share simple opinions about familiar topics.	Knows classroom talk routines, polite expressions, and language for expressing likes/dislikes.	Students can present a short sentence or rhyme aloud with support.	Knows basic rhythm, stress patterns, and awareness of how punctuation affects oral delivery.
		IC 2	Students can speak in linked sentences about events or texts using appropriate tone and pace.	Knows present/past tense forms, common conjunctions, and intonation for clarity.	Students can engage in short conversations, ask and answer questions, and justify simple preferences.	Knows question structures, vocabulary for describing events, and phrases for giving reasons.	Student can read short texts aloud using phrasing, intonation, and simple expression.	Knows punctuation cues, expressive techniques, and vocabulary for describing ideas clearly.
IC 3	Students can present a coherent short paragraph or story using controlled tone, volume, and stress.	Knows paragraph organisation, linking words, and how tone changes for different purposes.	Students can contribute confidently to group discussion using varied sentence structures and provide reasons for viewpoints.	Knows subordinate clauses, conjunctions (cause/time), and polite forms for elaborating ideas.	Students can deliver a short presentation with clear structure, appropriate intonation, and attention to audience.	Knows presentation techniques, tone adjustment, and vocabulary to signal sequence and emphasis.		
Reading	Students can decode using phonics, read aloud with growing fluency, and identify key ideas while making simple inferences. They know phonics phases, common patterns, and basic features of stories and non-fiction.	Decoding & Word Recognition		Understanding and Interpreting Texts		Comparing & Evaluation Text Features		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Students can decode common CVC/CCVC words and read a growing set of tricky words.	Knows Phase 5 phonics patterns and common grapheme–phoneme correspondences.	Students can identify key ideas in simple texts and make basic predictions using pictures and patterns.	Knows simple story structure (beginning/end), everyday vocabulary, and context clues.	Students point out obvious differences between stories and factual texts.	Has early awareness of genre features (pictures, labels, captions).
		IC 2	Students can read short texts more fluently and use roots, prefixes, and suffixes to decode new words.	Knows Phase 5 morphology, high-frequency words, and punctuation as phrasing guides.	Students can summarise main ideas in a short text and explain how specific words or features support meaning.	Knows paragraph structure, topic sentences, and simple analytical vocabulary.	Students can how two short texts present information using headings, images, or layout.	Knows organisational features (headings, captions) and their purpose.
IC 3	Students can longer KS1 texts confidently and infer meaning of unfamiliar words using context and morphology.	Knows Phase 6 phonics, statutory word list, and strategies for using context clues.	Students can infer characters' motives and identify a text's purpose with simple explanation.	Knows language signalling purpose (inform, describe), and basic figurative meaning awareness.	Students can two texts on the same topic, explaining key similarities and differences.	Knows how to compare/contrast language, genre indicators, and layout-based clues.		

Culture & Society	Students can recognise simple cultural elements like songs, rhymes, and traditions and share basic personal information politely. They know everyday cultural vocabulary and enjoy familiar stories from English-speaking contexts.	Recognising Cultural Elements in Texts & Media		Understanding Traditions & Everyday Life		Expressing Cultural Comparisons & Opinions			
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge		
		IC 1	Students can recognise simple songs, stories, and celebrations from English-speaking cultures.	Knows basic cultural vocabulary and familiarity with common children's stories/rhymes.	Students can identify familiar routines or stories or pictures.	Knows everyday vocabulary (school, family, food) and simple cultural references.	Students can say one way a tradition is similar or different to their own experience.	Knows comparative language (same/different) and examples from texts/media.	
		IC 2	Students can use books and media to identify cultural practices such as food, school routines, or celebrations.	Knows informational text features and topic vocabulary for cultural elements.	Students can describe basic customs in English-speaking communities and relate them to their own...	Knows vocabulary for traditions, daily routines, and polite expressions for cultural discussions.	Students can compare cultural practices using simple reasons or examples.	Knows sentence frames for giving reasons ("because") and vocabulary for cultural comparison.	
IC 3	Students can identify cultural perspectives in stories or articles and explain what they show about everyday life.	Knows that setting clues, descriptive details, and vocabulary are needed for cultural concepts.	Students can describe similarities and differences between cultural practices using examples from texts or media.	Knows vocabulary for traditions and social norms, and language for comparison and explanation.	Students can express a supported opinion about a cultural practice and explain why they think so.	Knows opinion language (I think..., because...), and culturally relevant context vocabulary.			

Area of competence		Competency goals		After KS2						
Oral Communication	Students can understand main ideas in short texts, hold simple conversations using correct tense, and present information with clear tone. They know key grammar, vocabulary for describing events, and intonation cues that help convey meaning.	Speaking to Communicate Meaning		Participating in Conversation & Discussion		Presenting to an Audience				
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge			
		IC 4	Students can communicate ideas using clear, well-structured sentences, maintaining accurate tense and appropriate tone.	Knows Standard English verb forms, tense consistency, and vocabulary for expressing sequence and cause.	Students can contribute relevant ideas, respond to others, and use evidence from texts to support simple interpretations.	Knows conjunctions, pronouns for cohesion, and academic discussion language (e.g., "I agree because...").	Students can present rehearsed sentences and short paragraphs clearly, using intonation and volume appropriate to audience.	Knows expressive reading techniques, punctuation cues, and presentation structure.		
		IC 5	Students can explain ideas using expanded noun phrases, modal verbs, and adverbs to show possibility or degree.	Knows grammatical terminology (modal verb, adverbial), and structures for expressing certainty or speculation.	Students take part in group discussions, building on others' ideas and asking clarifying questions.	Knows relative clauses, linking words, and language for comparing viewpoints.	Students can perform poems or short scripts using tone, rhythm, and gesture to enhance meaning.	Knows features of performance (intonation, pace, emphasis) and vocabulary for describing performance choices.		
IC 6	Students can adapt tone, pace, and formality when speaking for different purposes and audiences.	Knows passive and subjunctive forms, perfect verb forms, and register-appropriate vocabulary.	Students engage in extended discussion, presenting reasoned arguments and responding thoughtfully to alternative views.	Knows sophisticated conjunctions, advanced grammatical structures, and vocabulary for evaluating ideas.	Students deliver polished presentations using expressive techniques and organisational devices (e.g., headings, bullet points).	Knows advanced presentation structures, punctuation for effect, and strategies for guiding the audience.				
Reading	Students can read fluently, summarise ideas across paragraphs, and explain how language and structure support meaning. They understand word morphology, paragraphing, and foundational literary concepts.	Decoding & Word Recognition		Understanding & Interpreting Texts		Comparing & Evaluating Text Features				
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge			
		IC 4	Students decode unfamiliar words using knowledge of root words, prefixes, and suffixes.	Knows spelling rules for common affixes and how word parts affect meaning.	Students summarise key ideas across paragraphs and identify themes or conventions in familiar genres.	Knows organisational features of texts and vocabulary that signals mood, tone, or emphasis.	Students discuss differences in structure and presentation across text types and explain how they support meaning.	Knows the effect of layout devices (headings, diagrams) and genre-specific features.		
IC 5	Students read fluently, applying advanced spelling patterns (-sion, -tion, -cial) to decode unfamiliar words.	Knows letter strings like ough, homophones, and dictionary strategies.	Students justify predictions and inferences with evidence and explain how figurative language creates meaning.	Knows literary devices (simile, metaphor), analytical vocabulary, and authorial intention.	Students compare texts across genres, identifying differences in style, structure, and viewpoint.	Knows genre conventions, perspective, and cohesion strategies.				

	IC 6	Students decode and interpret complex words, including those with difficult patterns (-able/-ible, -ably/-ibly).	Knows etymology, morphology, and advanced dictionary/thesaurus skills.	Students can explain authorial choices, analyse themes, and distinguish between fact and opinion.	Knows technical terminology (imagery, analogy), thematic analysis strategies, and contextual understanding.	Students can evaluate how structural and linguistic features influence meaning across multiple texts.	Knows cohesion devices, organisational structures, and comparative analysis methods.
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Culture & Society	Students can compare everyday life and traditions in English-speaking cultures with their own and share simple cultural information. They understand common customs, polite expressions, and how books or media present cultural ideas.							
	Decoding & Word Recognition		Understanding & Interpreting Texts		Comparing & Evaluating Text Features			
	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge		
	IC 4	Students can identify cultural references in stories and nonfiction (e.g., celebrations, routines) and describe their significance.	Knows vocabulary for cultural elements and recognition of text features that convey cultural context.	Students can explain how everyday life or customs are portrayed in English-speaking cultures.	Knows awareness of common cultural practices and language for describing them.	Students can compare cultural practices to their own using clear supporting details.	Knows comparative language (however, similarly) and vocabulary for giving reasons.	
	IC 5	Students can interpret cultural themes and identify how different media present cultural information.	Knows features of media forms (articles, videos) and vocabulary for cultural perspectives.	Students can describe how traditions influence behaviour, roles, and celebrations in English-speaking societies.	Knows cultural terminology, social norms, and key identifiers of cultural traditions.	Students can express informed opinions about cultural differences and similarities with examples.	Knows language for supporting arguments and vocabulary tied to cultural analysis.	
IC 6	Students can analyse how texts and media reflect cultural beliefs, values, and perspectives.	Has knowledge of cultural frameworks and how authors embed cultural meaning.	Students can compare traditions across places and time periods, explaining how context shapes cultural practices.	Knows historical/cultural background knowledge and language for contextual explanation.	Students can articulate nuanced opinions about cultural issues and support them with evidence from texts or media.	Knows advanced vocabulary for cultural analysis and structured reasoning techniques.		

Competency goals	After KS3		
Students can discuss ideas and purpose in texts, contribute	Speaking to Communicate Meaning	Participating in Conversation & Discussion	Presenting to an Audience

Area of competence	confidently using more complex sentences, and present short paragraphs clearly. They understand advanced grammar, tone, and organisational features that support effective communication.							
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		Students can express ideas in extended, well-structured responses, using precise vocabulary and varying tone to suit purpose.	Knows advanced grammar (complex sentences, expanded clauses) and vocabulary for nuance and formality.	Students can contribute thoughtful points, build on others' ideas, and reference evidence from texts or media.	Knows language for agreement/disagreement, analytical terminology, and structures for supporting claims.	Students can present interpretations clearly in discussions or short presentations, using tone, emphasis, and pacing deliberately.	Knows techniques for academic presentation, intonation control, and vocabulary for explaining analysis.	
Oral Communication		IC 7						
		IC 8	Students can communicate complex ideas clearly and confidently, adapting style, pace, and register to context.	Knows advanced stylistic devices, register awareness, and precise academic vocabulary.	Students can evaluate others' viewpoints, present counterarguments, and synthesise ideas from multiple contributions.	Knows debate conventions, evaluative language, and cohesive language for structuring arguments.	Students can deliver structured presentations with strong coherence, clarity, and audience engagement.	Knows rhetorical devices, organisational structures (introduction—points—conclusion), and prosodic control.
		Decoding & Word Recognition Understanding & Interpreting Text Comparing & Evaluation Text Features						
Reading	Students can interpret implicit meaning, analyse tone and figurative language, and compare perspectives across texts. They understand key literary devices, genre features, and analytical terminology.							
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		Students can read fluently across a range of increasingly complex fiction and nonfiction, using context to interpret nuanced vocabulary.	Knows advanced roots/affixes, figurative meanings, and contextual decoding strategies.	Students can identify themes, infer deeper meanings, and analyse how literary devices shape tone and atmosphere.	Knows figurative language terminology, thematic analysis skills, and knowledge of genre conventions.	Students can compare authorial choices across texts and evaluate how structure shapes meaning.	Knows narrative/argumentative structures and analytical frameworks for comparing texts.	
Culture & Society	Students can describe and discuss cultural similarities and differences in detail and interpret cultural perspectives in varied texts. They know cultural vocabulary,	IC 7						
		IC 8	Students can interpret sophisticated vocabulary and ambiguous language, using multiple strategies to establish meaning.	Knows etymology, abstract vocabulary, and advanced semantic reasoning.	Students can critically analyse explicit and implicit meanings and explain how authors develop ideas through structure and voice.	Knows technical literary terminology (motif, tone, imagery), and structural analysis tools.	Students can evaluate perspectives and interpret how different texts present themes or social issues.	Knows comparative analysis techniques, perspective terminology, and genre-dependent features.
		Recognising Cultural Elements in Texts & Media Understanding Tradition & Everyday Life Expressing Cultural Comparisons & Opinions						
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	

	media features, and social norms reflected in texts and media	IC 7	Students can identify cultural influences in texts and explain how they shape characters, settings, or viewpoints.	Knows cultural and historical context vocabulary and media/text evidence identification.	Students can describe how traditions, values, and societal norms influence behaviour or events in texts.	Knows familiarity with cultural norms and strategies for linking cultural context to narrative meaning.	Students can compare cultural representations across texts and give reasoned personal responses.	Knows comparative language for culture, interpretive vocabulary, and evaluative structures.
		IC 8	Students can analyse how texts and media reflect beliefs, values, and social perspectives.	Knows frameworks of cultural interpretation, symbolism, and point-of-view analysis.	Students can explain how cultural and historical contexts shape societal expectations, conflicts, or themes.	Knows contextual knowledge (historical, geographical) and analytical strategies for linking context to text.	Students can express nuanced interpretations of cultural issues using evidence from multiple sources.	Knows advanced evaluative vocabulary, cultural theory basics, and comparative discourse strategies.

Area of competence		Competency goals		After KS4							
Oral Communication	Students can communicate confidently in discussions, debates, and presentations, adapting tone and structure for audience and purpose. They understand persuasive strategies, academic language, and how to justify interpretations with evidence.	Speaking to Communicate Meaning		Participating in Conversation & Discussion		Presenting to an Audience					
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge				
		IC 9	Students can articulate complex ideas fluently, using precise and formal language for academic contexts.	Knows advanced vocabulary, tone/register control, and sophisticated grammatical structures.	Students can contribute sustained arguments, question assumptions, and respond critically to contrasting viewpoints.	Knows rhetorical language, argument structures, and critical discussion techniques.	Students can deliver extended presentations with a clear line of reasoning supported by textual or researched evidence.	Knows persuasive devices, academic presentation structure, and audience-engagement strategies.			
		IC 10	Students can synthesise information from varied sources into coherent spoken explanations.	Knows summarising language, citation/attribution conventions, and formal speech modes.	Students can lead discussions, evaluate others' arguments, and refine their own positions based on evidence.	Knows evaluative terminology, debate conventions, and strategies for facilitating group dialogue.	Students can present complex ideas logically, using precise language and deliberate rhetorical effect.	Knows rhetorical techniques (pathos, ethos, logos), pacing, and structural coherence.			
		IC 11	Students can communicate original insights, adapting tone and structure effortlessly to purpose and audience.	Knows mastery of formal/informal registers, stylistic techniques, and advanced discourse markers.	Students can engage in sophisticated academic debate, analysing assumptions and synthesising perspectives.	Knows critical theory vocabulary, argument frameworks, and discursive language.	Students can deliver impactful presentations with refined structure, persuasive language, and sophisticated delivery.	Knows advanced rhetorical devices, presentation craft, and awareness of audience reception.			
Reading	Students can critically evaluate complex texts, synthesise ideas across works, and analyse sophisticated stylistic choices. They understand advanced	Decoding & Word Recognition		Understanding & Interpreting Texts		Comparing & Evaluating Text Features					
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge				

literary and contextual concepts and how authors craft meaning.	IC 9	Students can interpret complex vocabulary, figurative language, and abstract terminology across genres.	Knows etymology, semantic nuance, and figurative meaning interpretation.	Students can evaluate theme, tone, and perspective, supporting interpretations with detailed evidence.	Knows advanced literary terminology and close-reading strategies.	Students can compare how writers craft structure and style to achieve different effects.	Knows comparative literary frameworks and structural analysis tools.
	IC 10	Students can analyse multiple meanings, ambiguities, and connotations in sophisticated texts.	Knows morphology, symbolic language, and advanced inference.	Students can interpret complex themes and evaluate authorial intent with reference to context.	Understands contextual analysis, intertextuality, and advanced literary critique.	Students can compare texts across time periods, analysing shifts in style, structure, and worldview.	Knows historical literary movements and comparative analysis language.
	IC 11	Students can evaluate sophisticated vocabulary, syntax, and language choices as part of nuanced interpretation.	Knows structural linguistics, advanced discourse markers, and rhetorical analysis.	Students can produce critical, original interpretations supported by deep textual and contextual insight.	Knows high-level analytical frameworks, theoretical lenses, and advanced critique vocabulary.	Students can synthesise insights across multiple texts, evaluating authorial methods at an expert level.	Knows synthesis strategies, cross-textual analysis, and comparative theory.

Culture & Society	Students can analyse cultural perspectives in literature and media and explain how cultural context shapes meaning. They understand cultural frameworks, historical influences, and advanced vocabulary that supports critical discussion.	Recognising Cultural Elements in Texts & Media						Understanding Traditions & Everyday Life		Expressing Cultural Comparisons & Opinions		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge					
		IC 9	Students can identify cultural contexts and traditions influencing characters and themes.	Understands cultural background understanding and contextual vocabulary.	Students can explain how traditions and values shape character motivations and conflicts.	Knows cultural norms, societal expectations, and historical influences.	Students can compare cultural viewpoints using well-reasoned arguments supported by evidence.	Knows language of evaluation and comparative structures.				
		IC 10	Students can analyse how texts reflect cultural beliefs and societal issues across time.	Understands cultural frameworks, thematic analysis, and historical perspectives.	Students can interpret how cultural forces shape identity, conflict, or change within texts.	Knows socio-historical influences and identity-related vocabulary.	Students can articulate sophisticated comparisons of cultural issues using well-supported insights.	Knows advanced comparative language and evaluative structures.				
		IC 11	Students can evaluate the cultural significance of texts and explain how context shapes meaning.	Knows advanced cultural and historical lenses and interpretive vocabulary.	Students can critically analyse how texts reflect or challenge societal norms and cultural ideologies.	Knows cultural theory concepts and analytical frameworks.	Students can produce nuanced, insightful evaluations of cultural themes across multiple texts.	Knows critical discourse language, category vocabulary (values, identity, ideology), and synthesis skills.				