

LANGUAGE AND LITERATURE

Subject Continuum



At TRINT, we believe that language is a vehicle of thought and learning and is fundamental to communication, expression and reflection. By developing the key skills of reading, writing, speaking, listening, viewing and presenting, students can communicate confidently in different settings and acquire information. Language and literature is taught from an international perspective, which supports students in developing their personal identity, values and opinions as they reflect on moral and ethical issues.

The world is constantly changing, and language and literature teaching should involve critical thinking and open-mindedness to equip students to become modern citizens ready for their working life. Our goal at TRINT is that by building an appreciation of language and literature, the students will value different perspectives, become avid readers and creative writers.

HOW TO READ THIS DOCUMENT:

The document is sectioned into two parts; the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

PRIMARY YEARS PROGRAMME,

IN THE SECTION FOR THE PYP YOU WILL FIND:

Written Curriculum for the various year levels.

Contains conceptual understandings from the International Baccalaureate PYP subject documents as well as competency targets from the Norwegian curriculum. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB. Therefore, they are written parallel to each other to show correlation.

Examples of taught curriculum

Examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

Milestones

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

How can you support your child

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

Primary Years Programme

How are language practices changing?	
Increased emphasis on:	Decreased emphasis on:
promoting integrated language development	teaching language as isolated strands
language as a transdisciplinary element throughout the curriculum	language as a separate discipline
additional-language teachers viewed (and viewing themselves) as PYP teachers	additional-language teachers seen as solely single-subject teachers
a literature-based approach to learning language	using skill-drill texts and workbooks to learn language
a teaching approach that sees making mistakes in language as inevitable and necessary for learning	a teaching approach that focuses on encouraging students not to make mistakes in language
reading for meaning	decoding only for accuracy
reading selected according to interest level	reading selected according to decoding level
student-selected reading materials	teacher-directed reading materials
making world classics available for reading	having only school classics available for reading
making culturally diverse reading material available	having only monocultural reading materials available
focusing on meaning when reading and writing	focusing primarily on accuracy when reading and writing
encouraging appropriate cooperative discussion in the classroom	enforcing silent, individual work in the classroom
students engaged in spontaneous writing	students carrying out teacher-imposed writing
a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning	activities where teachers simply model language for students
writing as a process	writing only as a product
developing a range of independent spelling strategies	a dependence on the teacher as the only source of correct spelling
nurturing appreciation of the richness of language	language study as grammar and syntax
literature as a means of understanding and exploring	literature study as vocabulary, grammar and syntax
teaching students to read and research using multimedia resources	providing print-only resources for reading and research
using language for creative problem solving and information processing	using language for rote learning
a range of appropriate assessment methods such as portfolios, conferencing, miscue analysis, writing sample analysis, response journals.	standardized reading and writing assessments.

PYP 1 – 2 WRITTEN CURRICULUM

PYP conceptual understandings	Norwegian curriculum
Stories can tell about imagined worlds.	listen to and talk about fiction and non-fiction in Bokmål and Nynorsk
Printed information can tell about the real world.	
There are established ways of setting out print and organizing books.	borrow and read books from the library
We can enjoy and learn from visual language.	express text experiences through game, songs, drawing, writing and other creative activities
The words we see and hear enable us to create pictures in our minds.	
People read for pleasure.	
Spoken words connect us with others.	talk about and describe how the words we use may affect others
People ask questions to learn from others.	
People listen and speak to share thoughts and feelings.	
	play with rhyme and rhythm and listen to language sounds and syllables in words
	blend sounds to words when reading and writing
People read to learn.	read with context and comprehension on paper and digitally, and use simple strategies for reading comprehension
Everyone has the right to speak and be listened to.	listen, take the floor in turn and justify your own opinions in conversations
People write to tell about their experiences, ideas and feelings.	describe and tell orally and in writing
Everyone can express themselves in writing.	write texts by hand and with a keyboard
People write to communicate.	
Written language works differently from spoken language.	use uppercase and lowercase letters, periods, question marks and exclamation marks in texts and conversation about own and others' texts
Talking about our stories and pictures helps other people to understand and enjoy them.	
The sounds of spoken language can be represented visually (letters, symbols, characters).	use uppercase and lowercase letters, periods, question marks and exclamation marks in texts and conversation about own and others' texts
The pictures, images, and symbols in our environment have meaning.	create texts that combine font with images
Illustrations convey meaning.	
Visual language is all around us.	
Visual texts can immediately gain our attention.	
Viewing and talking about the images others have created helps us to understand and create our own presentations.	
Print conveys meaning.	
The sounds of language are a symbolic way of representing ideas and objects.	explore and talk about the structure and meaning of words and expressions
Writing conveys meaning.	
People communicate using different languages.	explore your own spoken language and talk about differences and similarities between spoken and written language
People use static and moving images to communicate ideas and information.	

EXAMPLES OF TAUGHT CURRICULUM

- Working with **phonological awareness** through phonics, syllable play, blending and segmenting in writing, reading and oral tasks, rhyme and rhythm, listening out a specific sound and reading non-sense words.
- Working with **writing** through exploratory writing, learning letters and words, writing short words, writing sentences, writing stories and instructional texts, writing simple reports, multimodal texts such as posters or audiobooks, poems, handwriting and typing
- Working with **listening and speaking** through class conversations, listening to books, listening to and expressing ideas, videos, listening to and following instructions, singing.
- Working with **viewing and presenting** through preparing and presenting their own work, presenting their homework, working with peer feedback, discussing videos and other media.
- Working with **reading** through reading simple books, borrowing books from the library, simple reading practices, reading and drawing, expressing text experiences, singing.

MILESTONES:

- Knowing the alphabet
- Vowels, consonants and diphthongs
- Adjectives
- Reading, writing and comprehending simple texts
- Uppercase and lowercase letters, periods, question marks and exclamation marks

HOW YOU CAN SUPPORT YOUR CHILD:

- Practice phonological awareness. Ask for sounds in a word, or what they expect to come after a sound.
- Read with your child. Let them try to read, help them with letters, and then let the child try to put the words together.
- Read with your child in your mother tongue. It will help them connect concepts and abstract terms in the new language(s) they are learning.
- Create an environment for children to enjoy and see the purpose for reading (manuals, recipes, songs, picture books, signs, maps etc).
- Do blending and segmenting activities together.
- Let the child write on their own, assist by showing them letters if they ask for it.

PYP 3 – 4 WRITTEN CURRICULUM

PYP conceptual understandings	Norwegian curriculum
Stories can tell about imagined worlds.	Read and listen to stories, fairy tales, song lyrics, fact books and other texts in Bokmål and Nynorsk and in translation from Sami and other languages, and talk about what the lyrics mean to the student
What we already know enables us to understand what we read.	
We write in different ways for different purposes.	
Thinking about storybook characters and people in real life helps us to develop characters in our own stories.	
Reading and thinking work together to enable us to make meaning.	choose books from libraries based on your own interests and reading skills
Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.	read texts with fluency and comprehension and use reading strategies targeted to learn
Identifying the main ideas in the text helps us to understand what is important.	
Different types of texts serve different purposes.	explore and convey texts through conversation, writing, play, movement and other creative expressions
When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.	
Applying a range of strategies helps us to read and understand new texts.	
Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.	
People draw on what they already know in order to infer new meaning from what they hear.	conversation about the difference between opinions and facts in texts
Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.	give oral presentations with and without digital resources
	combine different forms of expression in multimedia texts
People draw on what they already know in order to infer new meaning from what they hear.	follow up input from others in professional conversations and ask clarifying and in-depth questions
Wondering about texts and asking questions helps us to understand the meaning.	
Asking questions of ourselves and others helps to make our writing more focused and purposeful.	
Viewing and talking about the images others have created helps us to understand and create our own presentations.	describe, tell and discuss orally and in writing and use the language in creative ways
Visual texts can expand our database of sources of information.	
The structure of different types of texts includes identifiable features.	
Writing and thinking work together to enable us to express ideas and convey meaning.	
Different visual techniques produce different effects and are used to present different types of information. This can be translated into the use of digital media and resources	write texts with functional handwriting and with a keyboard
Spoken communication is different from written communication—it has its own set of rules.	use commas and other punctuation in texts

The grammatical structures of a language enable members of a language community to communicate with each other.	use subject related language about sentence structure and inflection of verbs, nouns and adjectives in conversations about language and about own and others' texts
The structure and organization of written language influences and conveys meaning.	
Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.	reflect on how our language use affects others, and how we adapt and change the language in different situations
People communicate using different languages.	compare words and expressions in Norwegian and other languages
Visual texts provide alternative means to develop new levels of understanding.	
People interpret messages according to their unique experiences and ways of understanding.	explore and talk about linguistic variation and diversity in the local community
Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.	explore differences and similarities between writing on Bokmål and Nynorsk



EXAMPLES OF TAUGHT CURRICULUM

- Working with **phonological awareness** through complex graphemes, language games, tongue twisters, rhyme and rhythm and pronunciation.
- Working with **writing** through spelling, suffixes and prefixes, planning and drafting, formal and informal writing, story writing, letter writing, diary, fairy tales, poetry, reports fact texts, multimodal texts such as cartoons, power-points etc. handwriting, and touch typing multimodal texts such as posters or audiobooks, poems, handwriting and typing.
- Working with **listening and speaking** through oral presentations, reader' theatre, singing, plays and performances, reading with expression, group work, discussions and idea sharing, following instructions.
- Working with **viewing and presenting** through power points and presentations, class debates, drama and plays, working with constructive peer feedback, discussing videos and other media, presenting in assembly, arguing for a standpoint.
- Working with **reading** through reading systematically, borrowing books from the library, reflecting on level of books, developing reading strategies, understanding texts from different cultures, answering questions about texts, reading circle, purpose of text and authors intent, simple genre knowledge.

MILESTONES:

- Commas for a list.
- Sentence types.
- Vary sentence openers
- Punctuation for speech and paragraphs.
- Reading with expression
- Develop strategies for spelling
- Nouns, adjectives, verbs and prepositions.
- Double consonants.

HOW YOU CAN HELP YOUR CHILD:

- Show that you are language learners together.
- Write letters to family.
- Read with your child and listen to audiobooks together.
- Read with your child in your mother tongue. It will help them connect concepts and abstract terms in the new language(s) they are learning.
- Be interested in what your child likes to read, write about or watch (fact, fiction, biographies, artists and songs, videogames, recipes and baking, maps and geocaching etc.)
- Discuss the news
- Sing and play language games (scrabble, songs, or rhyming games etc.)

PYP 5-6 WRITTEN CURRICULUM

PYP conceptual understanding	Norwegian curriculum
Authors structure stories around significant themes.	read lyrical poetry, non-fiction texts and other fiction and non-fiction texts from around the world and talk about purpose, form and content.
Stories that people want to read are built around themes to which they can make connections.	
Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.	
Listeners identify key ideas in spoken language and synthesize them to create their own understanding.	read Sami texts written in Norwegian and talk about the values that are expressed, and how place names and personal names with Sami letters are pronounced
Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives	
Interpreting visual texts involves making an informed judgment about the intention of the message.	orient oneself in academic sources at the library and digitally, evaluate the reliability of these, and use sources in their own texts
	use reading strategies adapted to the purpose of the reading
Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.	write texts with functional hand writing and with fluency on keyboard.
Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.	listening to and build on others contributions and give reasons for their own point of view in conversations
Different visual techniques produce different effects and are used to present different types of information.	reflect ethically on how the students represents themselves and others in digital media
To enhance learning we need to be efficient and constructive users of the internet.	
The aim of commercial media is to influence and persuade viewers.	
Visual texts have the power to influence thinking and behaviour.	
Knowing what we aim to achieve helps us to select useful reference material to conduct research.	present academic topics orally with and without digital resources
Spoken language can be used to persuade and influence people.	
Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.	experiment with the language and try out different tools and methods of presentation in oral and written texts
Metaphorical language creates strong visual images in our imagination.	
Synthesizing ideas and information from texts leads to new ideas and understanding.	describe, tell, justify point of view and reflect in different oral and written genres and for different purposes
Knowing what we aim to achieve helps us to plan and develop different forms of writing.	write texts with a clear structure and master key rules for spelling, inflection and punctuation

The way we structure and organize our writing helps others to understand and appreciate it.	
Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.	
Through the process of planning, drafting, editing and revising, our writing improves over time.	provide feedback on fellow students' texts based on criteria and use feedback in processing own texts
Rereading and editing our own writing enables us to express what we want to say more clearly.	
Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.	
	use professional language and knowledge of word classes and sentence structure in conversation about own and others' texts
appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing	explore and describe the relationship between writing, images and other forms of expression and create your own multimode texts
The grammatical structures of a language enable members of a language community to communicate with each other.	compare spoken language in the local community with other spoken language variants in Norway and with neighbouring languages
	explore writing texts in Nynorsk (unless this is your main writing language, then explore bokmål)
People communicate using different languages.	explore and reflect on the connection between language and identity

EXAMPLES OF TAUGHT CURRICULUM

- Working with **phonological awareness** through exploring similarities and differences in language, using metalanguage, language games, tongue twisters, rhyme and rhythm and pronunciation.
- Working with **writing** through spelling, formal and persuasive writing, analyses and critique each other's writing, working with atmosphere, edit text, structuring text, understanding word and office 365, planning and drafting, complex reports, multimodal texts such as advertisements, social media content etc., handwriting, and touch typing.
- Working with **listening and speaking** through class reflections and discussions, reader's theatre, singing, plays and performances, reading with expression, group work, discussions and idea sharing, following instructions.
- Working with **viewing and presenting** through power points and presentations, the PYP exhibition, class debates, social media content and advertisement, drama and plays, constructive peer feedback, presenting in assembly, arguing for a standpoint.
- Working with **reading** through reading systematically, borrowing books from the library, reflecting on level of books, understanding texts from different cultures, news articles, fact texts, critical approach to texts, reading circle, purpose of text and authors intent, point of view, message and theme, genre knowledge.

MILESTONES:

- Structuring a story with paragraph and different parts
- Be able to adapt writing to different genres: descriptive, argument, persuasive, narrative
- Complex sentences (mastery of co-ordinating and subordinating conjunctions) use of fronted adverbials
- Be able to research, plan and edit their writing
- Identify and comment on texts.
- Understand and use similes, metaphors – simple literary devices
- Adverbs, prepositions, conjunctions,
- Simple office 365 skills
- Notetaking strategies

HOW YOU CAN HELP YOUR CHILD:

- Show that you are language learners together.
- Write letters to family.
- Read with your child and listen to audiobooks together.
- Read with your child in your mother tongue. It will help them connect concepts and abstract terms in the new language(s) they are learning.
- Discuss the news
- Sing and play language games (scrabble, song or rhyming games etc.)
- Be interested in what your child likes to read, write about or watch (fact, fiction, biographies, artists and songs, videogames, recipes and baking, maps and geocaching etc.)

MIDDLE YEARS PROGRAMME,
IN THE SECTION FOR THE MYP YOU WILL FIND:

Written Curriculum for the various year levels.

This section contains the competency targets from the Norwegian curriculum, and a brief outline of the four criteria used for assessment. The Norwegian competency targets are bulked up so they cover all of the MYP years in one list. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB.

Examples of taught curriculum

Here you will see examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

Milestones

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

How can you support your child

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

MIDDLE YEARS PROGRAMME

MYP language and literature starts with the skills that students have been taught during the PYP. The course is inquiry-driven and the teaching strategies and learning experiences (both disciplinary and interdisciplinary) are built upon the units students experience during their studies in the programme.

The subject group focuses on six skill areas — listening, speaking, reading, writing, viewing and presenting— as both independent and interdependent skills. Students interact with chosen texts that generate insight into moral, social, historical, economic, political, cultural and environmental factors. This contributes to their development of opinion-forming, decision-making and ethical-reasoning skills, which further develops the attributes of an IB learner.

In the MYP the students will have assessments leading to a final grade in the subject. In comparison to many other programmes and countries, the MYP assess students in four pre-set criteria that links to the main objectives of the subject.

Criterion A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator’s choices, the relationship between the various components of a text and between texts and making inferences about how an audience responds to a text, as well as the creator’s purpose for producing text. Students should be able to use the text to support their personal response and ideas. Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

Criterion B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention.

MYP 3 -5 Written Curriculum

Norwegian competency targets

Read fiction and non-fiction in Bokmål and Nynorsk and in translations from Sami and other languages, and reflect on the texts' purpose, content, genre features and literary devices

Compare and interpret novels, short stories, poetry and other texts from a historical context and present time

Describe and reflect on own use of reading strategies in reading fiction and non-fiction

Listen to and read texts in Swedish and Danish and explain content and linguistic features

Explore and reflect on how texts present young people's life situation

Recognize and use linguistic tools and rhetorical forms of appeal

Use sources in a critical way, mark quotations and refer to sources in an accountable way in your own texts

Explore and assess how digital media affects and changes language and communication

Use subject related language and argue objectively in discussions, conversations, oral presentations and written presentations on subject specific and interdisciplinary topics

Inform, tell, argue and reflect in different oral and written genres and for different purposes adapted to the recipient and medium

Write texts with connectors and proper transitions and correct punctuation and master spelling and inflection in Bokmål and Nynorsk

Use professional language and knowledge of grammar, text structure and genre in conversation about and processing of texts

Express themselves in different genres and experiment with genres in creative ways

Create multi-mode texts and justify the choice of forms of expression

Explain the historical background for Bokmål and Nynorsk and reflect on the status of the official languages in Norway today

Explore linguistic variation and diversity in Norway and reflect on attitudes to different languages and spoken language variants

Read fiction and non-fiction in Bokmål and Nynorsk and in translations from Sami and other languages, and reflect on the texts' purpose, content, genre features and literary devices

Compare and interpret novels, short stories, poetry and other texts from a historical context and present time

Describe and reflect on own use of reading strategies in reading fiction and non-fiction

Listen to and read texts in Swedish and Danish and explain content and linguistic features

Explore and reflect on how texts present young people's life situation

EXAMPLES OF TAUGHT CURRICULUM

- Inquiring into literary periods and comparing the historical and literary perspectives of social movements throughout time.
- Exploring the language of various persuasive methods used in different forms of media.
- Analyzing and looking at literary devices in creative writing.
- Producing short stories.
- Inquire into classics, and draw comparisons with the lyricism of modern music.
- Inquiring into history and culture by reading fiction and non-fiction texts.
- Explore how cultural, social and historical context can influence our point of view.
- Explore the classic elements of literature, from the terror it induces in its characters and readers to the literary devices its writers use to create a sense of the macabre.
- Inquiring into how we express ourselves in different parts of the country and how this influence how we perceive each other in different contexts.
- Explore how allegory and anthropomorphism can critique society and politics (for example in George Orwell's Animal Farm)

MILESTONES:

- Be able to properly structure different types of essays to communicate ideas, thoughts, arguments, and information.
- Be able to analyze themes and draw parallels between the text and the broader context of the work.
- Be able to apply appropriate reading strategies to different types of text to ensure text comprehension and commit information to memory.
- Use effective note taking strategies to accurately record and present information from various types of media.

HOW YOU CAN SUPPORT YOUR CHILD:

- Be curious about what your child is doing in school (check Managebac regularly and help them keep on top of deadlines so they don't fall behind).
- Promote reading for pleasure at home and ask them about the books they are interested in.
- Praise your child's efforts, it can sometimes be more important than praising the outcome.
- Attend the PTC meetings and follow up on the feedback given during the meetings.
- Let your children fail and let them try again. Building resilience is an important skill for students to master and will serve them well in the future. It will hopefully teach them to not give up when they face a challenge.