

[Start](#) › [Teaching](#) › [Compulsory school](#) › [Curriculum and syllabi for compulsory school](#) › Curriculum (Lgr22) for compulsory school and for preschool class and after-school recreation centre

The curriculum has been translated into other languages

English

Content

[1. Syllabus - English](#)

[2. Purpose of the substance](#)

[3. Key content](#)

[4. GRADING CRITERIA IN THE SUBJECT ENGLISH](#)

[Syllabus in English \(pdf\)](#)

Syllabus - English

Language is man's primary tool for thinking, communicating and learning. Having knowledge of several languages can provide new perspectives on the world around us, increased opportunities for contacts and a greater understanding of different ways of life. The English language surrounds us in everyday life and is used in areas as diverse as politics, education and economics. Knowledge of English therefore increases the individual's opportunities to participate in different social and cultural contexts and to participate in international study and working life.

Purpose of the subject

The teaching in the subject of English shall aim to help the pupils develop knowledge of the English language and knowledge of areas and contexts where English is used. The teaching should give the pupils the conditions to develop their multilingualism and confidence in their ability to use the language in different situations and for different purposes.

[Back to top](#) 

Through the teaching, the pupils shall be given the opportunity to develop an all-round communicative ability. This ability involves understanding spoken and written language, being able to formulate and interact with others in speech and writing, and being able to adapt one's language to different situations, purposes and recipients. Communicative skills also include linguistic security and being able to use different strategies to facilitate communication when language skills are not enough.

In the encounter with spoken language and texts, the pupils shall be given the opportunity to develop the ability to relate the content to their own experiences, living conditions and interests. The teaching shall also give the pupils the opportunity to develop an understanding of different living conditions as well as cultural and social conditions in areas and contexts where English is used.

The teaching shall contribute to the pupils developing knowledge in searching, evaluating, selecting and acquiring the content of spoken language and texts from different sources. They must also be given the conditions to be able to use various aids for learning, understanding, creation and communication. The teaching should stimulate the pupils' interest in languages and cultures and convey the benefits of language skills.

The teaching of the subject of English shall give the pupils the conditions to develop

- understanding of English in speech and writing,
- the ability to express oneself and communicate in English in speech and writing,
- the ability to adapt the language to different purposes, recipients and contexts, and
- understanding of cultural and social conditions in different contexts and areas where English is used.

Key content

In grades 1-3

Visa ▾

In grades 4-6

Dölj

In grades 4–6

Content of communication

- Subject areas that are familiar to the students.

Back to top ▲

- Everyday situations, interests, people, places, activities and events.
- Opinions, feelings and experiences.
- Everyday life, way of life and social relations in different contexts and areas where English is used, also in comparison with one's own experiences and knowledge. The spread of English in the world.

Listening and reading – reception

- Clearly spoken English and simple texts that are instructive, descriptive and connective, from different media.
- Dialogues, conversations and interviews.
- Stories and other fiction for children and young people, also in spoken or dramatised form.
- Songs, poems and fairy tales.
- Verbal and written communications and information, such as advertisements, timetables and notices.
- Strategies for perceiving words and contexts that carry meaning and for adapting listening and reading to the form and content of the presentation.
- Search for simple information in a limited selection of oral and written sources of various kinds for use in own production and interaction.
- Linguistic phenomena, including pronunciation, words and fixed linguistic expressions, grammatical structures and spelling, in the language the pupils encounter.
- How different formulations are used to start and end different types of petitions and conversations.

Speaking, writing and conversing – production and interaction

- Conversation and writing for contact and communication.
- Presentations, instructions, messages, stories, and descriptions in coherent speech and writing.
- Strategies, including rephrasing, questions and supporting phrases, to contribute to and facilitate conversation and written interaction, including digital.

[Back to top](#) 

- Linguistic phenomena, including pronunciation, words, polite phrases, addresses and

other fixed linguistic expressions, as well as grammatical structures and spelling in the pupils' own production and interaction.

- Processing of own oral and written presentations to clarify and adapt the communication according to the purpose and recipient.

In grades 7-9

Dölj

In grades 7–9

Content of communication

- Current and familiar subject areas.
- Everyday situations, interests, activities and sequence of events.
- Opinions, feelings, experiences and future plans, as well as relationships and ethical issues.
- Living conditions, traditions, social relations and cultural phenomena in different contexts and areas where English is used, also in comparison with one's own experiences and knowledge.

Listening and reading – reception

- Spoken English, also with elements of regional and sociolectal variation, and texts, from different media.
- Spoken English and texts that are instructive, informing, descriptive, narrative, discussing, argumentative and contact-making – each of its kind or in different combinations – such as conversations, interviews, news, reports and newspaper articles.
- Fiction and other fiction, also in spoken and filmed form.
- Songs and poems.
- Strategies for perceiving details and understanding context, and for adapting listening and reading to the form, content and purpose of the presentation.
- Searching and evaluating the content of oral and written sources of various kinds based on different purposes.
- Linguistic phenomena, including pronunciation, grammatical structures and sentence

[Back to top](#) 

structure, words with different stylistic values and fixed linguistic expressions, and spelling, in the language the pupils encounter.

- How connecting words and other expressions are used to create structure and linguistically coherent wholes.

Speaking, writing and conversing – production and interaction

- Conversation, discussion and writing where the students tell, describe, instruct and justify their opinions.
- Strategies to contribute to and facilitate conversation and written interaction, including digital, for example by giving confirmation, asking follow-up questions, listening actively, rephrasing, explaining, contributing new perspectives and ending in a polite manner.
- Linguistic phenomena, including pronunciation, words and fixed linguistic expressions, grammatical structures and sentence structure, as well as spelling in the pupils' own production and interaction.
- Processing of own oral and written presentations in order to clarify, vary, specify and adapt the communication according to purpose, recipient and context.

GRADING CRITERIA IN ENGLISH

Grading criteria for the end of year 6

Dölj

Grading criteria for grade E at the end of year 6

The pupil listens, understands and interprets **the most essential of the** content in clearly spoken, simple language at a leisurely pace on everyday and familiar topics.

The pupil reads, understands and interprets **the most essential of the** content of simple texts on everyday and familiar subjects. The student chooses simple information from a limited selection of oral and written sources and uses the selected material **in a partially relevant way** in his/her own production and interaction.

In oral presentations of various kinds, the pupil formulates himself **simply and comprehensibly with phrases and sentences**. In written presentations of various

[Back to top](#) 

kinds, the pupil formulates himself simply **and comprehensibly with phrases and**

sentences.

In interaction, the pupil expresses himself **simply and comprehensively with words, phrases and sentences**. In addition, the pupil uses strategies that facilitate and improve interaction **to some extent**.

The pupil comments **in a simple way**, in English, conditions in different contexts and areas where the language is used.

Grading criteria for the grade D at the end of year 6

The student's knowledge is assessed to be between C and E.

Grading criteria for the grade C at the end of year 6

The pupil listens, understands and interprets **the main content and clear details** in clearly spoken, simple language at a leisurely pace on everyday and familiar topics. The pupil reads, understands and **interprets the main content and clear details** of simple texts on everyday and familiar subjects. The student chooses simple information from a limited selection of oral and written sources and uses the chosen material **in a relevant way** in his/her own production and interaction.

In oral presentations of various kinds, the pupil formulates himself **simply, relatively clearly and to some extent coherently**. In written presentations of various kinds, the pupil formulates himself **simply, relatively clearly and to some extent coherently**.

In interaction, the student expresses himself **simply and relatively clearly with words, phrases and sentences**. In addition, the student uses strategies that **to some extent** facilitate and improve interaction.

The pupil comments **in a simple way**, in English, conditions in different contexts and areas where the language is used.

Grading criteria for grade B at the end of year 6

The student's knowledge is assessed to be between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens, understands and **interprets the whole picture and essential details** in clearly spoken, simple language at a leisurely pace on everyday and familiar

The pupil reads, understands and **interprets the whole and essential details** of simple

[Back to top](#) 

texts on everyday and familiar subjects. The student chooses simple information from a limited selection of oral and written sources and uses the chosen material **in a relevant and effective way** in his/her own production and interaction.

In oral presentations of various kinds, the pupil expresses himself to **some extent in a varied, relatively clear and relatively coherent** manner. In written presentations of various kinds, the pupil expresses himself to **some extent in a varied, relatively clear and relatively coherent** manner.

In interaction, the pupil expresses himself **relatively clearly with words, phrases and sentences** and **to some extent adapted** to the purpose, recipient and situation. In addition, the student uses strategies that facilitate and improve interaction.

The pupil comments **in** general terms, in English, on conditions in different contexts and areas where the language is used.

Grading criteria for the end of year 9

Dölj

Grading criteria for grade E at the end of year 9

The pupil listens, understands and **interprets the main content and clear details** of spoken language at a moderate pace and in different contexts. The pupil reads, understands and **interprets the main content and clear details** of easily accessible texts of various kinds. The pupil selects and evaluates the content of oral and written sources of various kinds and uses the chosen material **in a partly relevant way** in his/her own production and interaction.

In oral presentations of various kinds, the pupil formulates himself **simply, comprehensibly and relatively coherently**. In written presentations of various kinds, the pupil formulates himself **simply, comprehensibly and relatively coherently**.

In interaction in different contexts, the pupil expresses himself **simply and comprehensibly** and **to some extent adapted** to the purpose, recipient and situation. In addition, the student uses strategies that **to some extent** facilitate and improve interaction.

The pupil discusses, **in** English, conditions in different contexts and areas where the language is used, also based on their own experiences or knowledge.

[Back to top](#) 

Grading criteria for the grade D at the end of year 9

The student's knowledge is assessed to be between C and E.

Grading criteria for the grade C at the end of year 9

The pupil listens, understands and interprets **in a well-founded manner the main content and essential details** of spoken language at a moderate pace and in different contexts. The pupil reads, understands and **interprets in a well-founded manner the main content and essential details** of easily accessible texts of various kinds. The student chooses and evaluates the content of oral and written sources of various kinds and uses the chosen material **in a relevant way** in his/her own production and interaction.

In oral presentations of various kinds, the pupil expresses himself **with some variation, relatively clearly and relatively coherently**. The student also formulates himself **with a certain fluency and to some extent adapted** to the purpose, recipient and situation. In written presentations of various kinds, the pupil formulates himself **with some variation, relatively clearly and relatively coherently**. The student also formulates himself **with a certain fluency and to some extent adapted** to the purpose, recipient and situation.

In interaction in different contexts, the pupil expresses himself **relatively clearly and with some fluency** and **to some extent adapted** to the purpose, recipient and situation. In addition, the student uses strategies that facilitate and improve interaction.

The pupil discusses **developed**, in English, conditions in different contexts and areas where the language is used, also based on their own experiences or knowledge.

Grading criteria for grade B at the end of year 9

The student's knowledge is assessed to be between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens, understands and interprets **in a well-founded and nuanced way both the whole and the details** of spoken language at a moderate pace and in different contexts. The pupil reads, understands and interprets **in a well-founded and nuanced way both the whole and the details** of easily accessible texts of various kinds. The student chooses and evaluates the content of oral and written sources of various kinds

and uses the chosen material **in a relevant and effective way** in his/her own

[Back to top](#) 

production and interaction.

In oral presentations of various kinds, the pupil expresses himself **with a certain variety, clearly and coherently**. The student also formulates himself **with fluency** and **some adaptation** to the purpose, recipient and situation. In written presentations of various kinds, the pupil formulates himself **with a certain variety, clearly and coherently**. The student also formulates himself **with fluency** and **some adaptation** to the purpose, recipient and situation.

In interaction in different contexts, the pupil expresses himself **clearly and with fluency** and **with some adaptation** to the purpose, recipient and situation. In addition, the student uses strategies that facilitate and improve the interaction **and move it forward in a constructive way**.

The pupil discusses **well-developed**, in English, conditions in different contexts and areas where the language is used, also based on their own experiences or knowledge.

[Download or buy the curriculum for compulsory school, preschool class and leisure-time centre \(Lgr22\).](#)

[Curriculum for Compulsory School, Preschool Class and School-Age Educare – Lgr22](#)

[Commentary material for the syllabi in compulsory school](#)

Contact

Information service and switchboard

08-527 332 00

All contact information

Press

About the website

Back to top 

About skolverket.se

Accessibility statement

Our other websites

Operational information

Find fast

Our business

Work with us

Newsletters and social media

Skolverket

Back to top 