



Danish Language Policy

Created	August 2026
Updated	
Review	June 2028

Mission

The International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes we prepare students for the challenges of an ever-changing world.

Purpose

The purpose of this policy is to clearly outline the aims of Danish language lessons at our school, to define the pathway for students transitioning from Danish as an Additional Language (DAL) to Danish Language and Literature (DLL), and to set clear expectations regarding student engagement, effort, and progress.

Danish Aims

At ISIB, Danish lessons are designed to:

- ✓ Develop students' linguistic competence in listening, speaking, reading, and writing in Danish.
- ✓ Foster an appreciation of Danish language and culture, enabling students to participate fully in the school community and broader Danish society.
- ✓ Support students in reaching a level of fluency and literacy that allows access to academic texts and discussions.
- ✓ Prepare students for either continued language learning or full integration into the Danish Language and Literature curriculum.
- ✓ Prepare students for formal language assessments appropriate to their learning path:
 - **For Danish as an Additional Language students**, to achieve success in their Danish CEFR (Common European Framework of Reference for Languages) assessment, demonstrating competence at an internationally recognised standard.
 - **For Danish Language and Literature students**, to prepare thoroughly for Folkeskolens Afgangsprøve for 9. klasse (FP9) & Optagelsesprøven til Gymnasiale Uddannelser (Entrance Exam for Upper Secondary Education), ensuring that students are able to analyse and engage with complex texts, express nuanced ideas, and meet the academic expectations of the Danish Language and Literature curriculum.

Danish in Early Years

In the Early Years, Danish language learning is introduced in a gentle, playful, and immersive way. Children have one session of Danish per week and are also exposed to the language through cultural experiences.

The focus is on creating positive associations with language through a range of engaging topics that spark curiosity and enjoyment.

Danish culture and traditions are woven into the learning experience, with children taking part in seasonal celebrations, traditional songs, and cultural activities that reflect life in Denmark. This early exposure lays a meaningful foundation for language awareness, intercultural understanding, and confident participation in the school's broader Danish language programme.

Danish in Primary

In Primary (Years 1–6), Danish lessons focus on building a strong foundation in the Danish language through the development of basic listening, speaking, reading, grammar and writing skills.

The aim is to foster early language acquisition, confidence, and curiosity in a supportive and engaging environment. Instruction is tailored to students' individual starting points, with an emphasis on vocabulary development, pronunciation, phonics, and simple sentence construction.

Students are introduced to age-appropriate stories, songs, games, and texts to develop comprehension and encourage communication in Danish.

Cultural elements, such as Danish culture & traditions, holidays, and social customs, are also embedded in lessons to help students connect with the language in meaningful and relevant ways.

In Primary, Danish classes are divided into Danish as an Additional Language (DAL) and Danish Language and Literature (DLL) to best support the needs of our diverse learners. For non-native speakers, DAL lessons are tailored to ensure access and inclusion, with a focus on progression through CEFR levels from Pre-A1 to B1. Native or near-native speakers in DLL follow a more advanced pathway, engaging with age-appropriate reading and writing tasks aligned with the national objectives outlined in Fælles Mål.



The Primary Danish programme provides the essential linguistic foundation for further Danish study in the upper years, whether students transition into Danish as an Additional Language or Danish Language and Literature.

Danish Language and Literature Course – Secondary

The Danish Language and Literature course aims to develop students' proficiency in reading, understanding, and analysing a wide range of texts, encompassing both contemporary and classical works. Students will cultivate an appreciation for the richness of Danish literary traditions and engage critically with language as a means of expression and communication.

The Danish Language and Literature course is designed for students who possess at least a Higher B2 level of proficiency on the Common European Framework of Reference for Languages (CEFR) scale or who demonstrate near-native competency in Danish.

Students enrolled on this course are expected to engage confidently with complex texts, express themselves fluently and accurately in both spoken and written form, and participate actively in analytical discussions. The course builds on these advanced language skills to further develop literary analysis, critical thinking, and academic writing necessary for success in the FP9 Danish Examination and beyond.

The course seeks to:

- ✓ Enhance students' linguistic abilities, enabling them to articulate complex ideas clearly and coherently in both spoken and written Danish.
- ✓ Foster analytical and interpretative skills, encouraging independent thought and a deeper understanding of texts within their cultural, historical, and social contexts.
- ✓ Promote an appreciation of literature as a source of personal enrichment, cultural insight, and intellectual challenge.
- ✓ Prepare students for formal academic assessments, notably the FP9 Danish Examination, equipping them with the skills necessary for further education and active participation in Danish society.

The Danish Language and Literature programme supports the development of confident, articulate, and reflective individuals who can use language thoughtfully and effectively across various contexts.

Danish Language and Literature Assessment Overview

Years 7 – 9

In Years 7 to 9 (6. klasse to 8. klasse), students build a strong foundation in Danish Language and Literature, developing their skills progressively across reading, writing, listening, and speaking. Throughout these years, students are exposed to an increasingly broad and challenging range of texts, including fiction, non-fiction, poetry, and media texts, with a focus on strengthening their analytical and interpretative abilities. Emphasis is placed on expanding vocabulary, improving grammatical accuracy, and deepening understanding of literary devices and stylistic techniques.

Students are encouraged to express themselves with clarity and confidence, both orally and in writing, while engaging critically with a variety of themes and cultural contexts. Alongside language development, students refine their ability to discuss and evaluate different forms of communication, including visual media and artwork. These years are critical in preparing students for the demands of the final year, both academically and linguistically, ensuring they are equipped for success in the FP9 Danish Examination and beyond.

Year 10 (9. Klasse)

The Year 10 (9. Klasse) Danish Language and Literature course is designed to develop students' proficiency across all areas of language use: reading, writing, listening, and speaking in Danish. Through engagement with a wide variety of texts, students will enhance their analytical and interpretative skills, deepening their understanding of both language and literature. The course also prepares students thoroughly for the FP9 Danish examination, which includes both written and oral components. Students will be assessed through written examinations in:

- ✓ retskrivning (spelling)
- ✓ læsning (reading comprehension)
- ✓ skriftlig fremstilling (written composition)
- ✓ oral examination, where students will present and discuss prepared topics and texts, demonstrating their ability to communicate fluently and thoughtfully in Danish.

Parent Involvement

Parental involvement is a vital component of students' success in Danish Language and Literature. Parents are encouraged to actively support their child's learning by ensuring regular engagement with Danish-language literature, fostering conversations about the texts studied in class, and providing opportunities for their child to practise speaking and writing in Danish outside of school.

In addition to reading, parents are asked to discuss and analyse a range of Danish-language media, including films, television programmes, podcasts, news articles, and artwork, with their child. Exploring visual art alongside written and spoken media encourages deeper critical thinking, broadens vocabulary, and strengthens the child's ability to interpret and evaluate different forms of communication.

A strong partnership between home and school is essential for supporting students' academic progress and for building their confidence and competence in Danish.

Selection of Texts and Sensitive Content in Danish Language and Literature

As part of the Danish national curriculum, the Danish Language and Literature (DLL) course includes the exploration of a range of themes that reflect the complexity of human experience. These may include sensitive topics such as identity, family dynamics, social inequality, grief, mental health, discrimination, and historical conflict.

Some prescribed or recommended texts may also include strong language, mature themes, or visual imagery that is characteristic of the literary and cultural context in which the work was produced.

At ISIB, we are committed to selecting texts that fulfil the academic requirements of the curriculum while remaining culturally sensitive and appropriate for our diverse, international student body.

When addressing potentially sensitive content, we aim to foster open, respectful dialogue and create a supportive classroom environment in which students can engage critically and empathetically. Texts are chosen not only for their literary and linguistic value but also with careful consideration of students' varied backgrounds and developmental maturity.

Where appropriate, parents will be informed in advance of any materials that may raise concerns.

Overview of Year 10 Danish Language and Literature

Months	Overview of Task
August - September	The academic year begins with an introduction to the course structure and examination requirements. Students complete diagnostic assessments to identify individual learning needs. During this period, there is a strong focus on reviewing fundamental grammar and vocabulary and introducing various text genres and analytical techniques essential for success in Danish Language and Literature.
October - November	Students engage in an in-depth study of literary texts, including novels, short stories, and poetry. Emphasis is placed on identifying themes, narrative techniques, and stylistic devices. Alongside reading, students develop their writing skills through structured exercises in essay writing and creative composition, building a strong foundation for examination tasks.
December	December is dedicated to mock examinations, where students complete practice written exams under timed conditions to simulate the FP9 experience. Following the assessments, individual and group feedback sessions are held to highlight areas of strength and identify targets for further improvement in the new year.
January - February	The focus shifts towards developing oral communication skills, with students preparing and delivering presentations and participating in structured discussions. Preparation for the oral examination includes selecting topics and creating outlines. Comparative text analysis continues to deepen students' critical reading and analytical abilities.
March – April	This period centres on intensive examination preparation, with comprehensive review sessions covering all written and oral components. Students undertake practice exams and oral presentations, receiving feedback from both peers and teachers. Final assessments and the completion of any outstanding coursework also take place during these months.
May	Depending on the dates set by the Ministry, in May (approx.), students sit their FP9 examinations. Written examinations in <i>Retskrivning</i> (spelling), <i>Læsning</i> (reading comprehension), and <i>Skriftlig Fremstilling</i> (written composition) are scheduled at the beginning of the month. Oral examinations are conducted with students presenting prepared topics and engaging in discussion to demonstrate their language and analytical proficiency.
June	After the examinations, students participate in post-examination activities focused on reflecting on their performance and consolidating their learning. They also begin preparing for the transition to upper secondary education, ensuring they are well-equipped for the next stage of their academic journey.

Danish as an Additional Language Course

Danish as an Additional Language students are expected to develop linguistic competences in Danish as an additional language, building upon their overall linguistic abilities. The aim is for students to attain proficiency in both understanding and using spoken and written Danish across a range of contexts.

The teaching of Danish as an additional language is designed to foster students' awareness of language and the processes of language acquisition. This will enable them to participate actively within both the school environment and wider society, and to prepare them for further educational opportunities.

Students enrolled in Danish as an Additional Language are assessed in accordance with the Cambridge Model through year 8. The Common European Framework of Reference for Languages (CEFR) scale with official level assessments is given in Years 9 and 10. The CEFR scale provides a recognised international standard for measuring language proficiency across listening, speaking, reading, and writing skills.

The Danish as an Additional Language (DAL) programme is designed for students who are in the process of developing proficiency in Danish, including those who are entirely new to the language. These students are often bilingual or multilingual learners acquiring Danish alongside one or more home languages. They work towards achieving functional and academic competence across listening, speaking, reading, and writing, and are assessed according to the Cambridge Model and the Common European Framework of Reference for Languages (CEFR) scale, with the aim of progressing through the CEFR A / B levels.

Students in the Danish as an Additional Language programme require structured support in vocabulary development, grammar, language structures, and comprehension strategies to participate fully in school life and to access academic content. The programme is committed to providing a supportive and inclusive learning environment that promotes language acquisition, strengthens students' confidence and fosters active engagement in both the school community and wider society.

Danish as an Additional Language Assessment

Competence Areas & Goals for Years 1-6

Teaching is organized around three main competence areas, each with specific goals:

Listening Comprehension

- ✓ Students can understand simple spoken Danish in familiar contexts.
- ✓ Focus: everyday vocabulary, instructions, and short dialogues.

Oral Communication

- ✓ Students can express themselves in simple Danish appropriate to the situation.
- ✓ Focus: greetings, questions, descriptions, and short conversations.

Reading and Writing

- ✓ Students can read and write simple words and sentences.
- ✓ Focus: decoding, sight words, sentence structure, and basic spelling.

Teaching Principles for Years 1-3

- Student-Centered Learning: Build on students' linguistic backgrounds and interests.
- Play-Based and Visual Learning: Use songs, games, pictures, and movement.
- Differentiation: Adapt tasks to different language levels and learning styles.
- Cultural Integration: Include Danish traditions, history, holidays, and everyday life.
- Cross-Curricular Links: Connect Danish learning to other subjects (e.g., music, art, nature).

Teaching Principles for Years 4-6

In Years 4-6 the same principles apply but with more focus on formalising and solidifying the grammatical building blocks of the Danish language. This includes:

- Increased focus on reading comprehension.
- Increased focus on the parts of speech (i.e. nouns, verbs, adjectives, etc.)
- Short writing assignments with practical everyday applications.
- Increased focus on pronunciation and spoken language.

Years 7 – 9

At our International School, Danish as an Additional Language is taught with a strong focus on differentiation and individual learning goals. Students enter each year group at different stages of their Danish language development - some are beginners, while others have already made significant progress. Our goal is to ensure that all students develop strong Danish language skills, and their individual targets are continually adjusted to ensure appropriate challenge and steady academic progress.

Across all Secondary year groups (Years 7-9), we work with the four core language domains:

- Reading: The student can read and understand simple texts.
- Writing: The student can write simple words and sentences for communication.
- Listening: The student can listen actively and understand simple to basic spoken Danish.
- Speaking: The student can express themselves using simple spoken Danish, appropriate to the context and the person they are speaking with.

As students advance, they are guided toward more advanced competencies:

- Reading: The student can read, understand, and evaluate texts based on genre and topic.
- Writing: The student can write reflectively and appropriately according to genre and topic.
- Listening: The student can actively listen to and understand complex spoken Danish.
- Speaking: The student can express themselves using nuanced spoken Danish, tailored to the context, topic, and conversation partner.

To support optimal language development, we strongly encourage students to engage with Danish outside the classroom - to seek out real-life situations where they can hear and speak Danish. We also recommend that students read Danish regularly at home to expand their vocabulary and build familiarity with sentence structure.

Year 10

At the end of Year 10, students complete a final assessment at Sprogcenter Midt in Herning. This exam evaluates the student's Danish proficiency across all four language skills: speaking, listening, writing, and reading. Each student receives an individual certificate issued by Sprogcenter Midt, which reflects their performance and progression in Danish. The assessments are aligned with the Common European Framework of Reference for Languages (CEFR), providing a standardized and internationally recognized measure of language competence.

Year 11 Danish

Year 11 is geared and focused on bridging the academic level between Secondary education and the entrance demands of the entrance exam of High School (Gymnasie etc.). During year 11 the students will be taught in four key areas:

Project Work

Students engage with projects in Danish to foster collaboration, independent research and presentation skills. The projects encourage learners to explore topics in depth, apply theoretical knowledge to real-world scenarios and develop a structured approach to problem-solving.

Grammar and writing

A strong emphasis is placed on mastering grammar and enhancing writing proficiency in Danish. Students learn to construct coherent texts, refine their stylistic choices and adapt their writing to different genres and audiences.

Text analysis

Through the study of various literary texts, students develop analytical skills and interpretive strategies. They learn to identify themes, stylistic devices and narrative techniques, fostering a deeper understanding of literature and its cultural significance.

Den Gymnasielle Optagelsesprøve

Preparation for the Gymnasial Admissions Exam is a central focus. Students are guided through the structure and expectations of the test, with targeted practice in reading comprehension, written expression and critical analysis. This ensures they are well-equipped to meet the demands of the exam and transition smoothly into high school (Gymnasiet).



INTERNATIONAL SCHOOL

Transitioning between Danish as an Additional Language (DAL) and Danish Language and Literature (DLL)

Students who demonstrate significant progress in Danish may be considered for transition from the Danish as an Additional Language (DAL) programme into the Danish Language and Literature (DLL) course. The transition process is carefully managed by the Danish Teachers to ensure that students are fully prepared for the academic demands of DLL and are supported throughout the change.

The transition process is as follows:

1. **Initial Assessment:** A candidate is discussed in the Danish team for the potentiality of further progression in transitioning between classes.
2. **Formal Assessment:** Students undertake formal assessments of their Danish language skills, covering listening, speaking, reading, and writing. These assessments are age appropriate and taken online through Alinea—which are aligned with CEFR descriptors and the expectations of the DLL curriculum.
3. **Review of Results:** Following the assessments, teachers review the student's performance against established benchmarks for DLL entry (minimum B2 CEFR or near-native proficiency). If the staff and management agree, step 4 is initiated.
4. **Transition Meeting:** If deemed necessary, a meeting with parents and relevant staff is held to review the assessment outcomes, discuss the student's classroom performance and motivation, and make a shared decision regarding the transition.
5. **Formal Decision:** The final decision is communicated in writing to the student and their parents, along with a clear outline of next steps.

Expectations During the Transition

Students who transition into Danish Language and Literature are expected to:

- Engage fully with the DLL curriculum, demonstrating independence in reading and writing.
- Participate actively in lessons, contributing thoughtfully to discussions and critical analysis tasks.
- Complete assignments to a high standard and meet deadlines consistently.
- Seek support proactively if challenges arise.
- Dedicate time outside of school hours to consolidate and extend their Danish language skills through independent study and practice.

It is also expected that parents support their child's language development by ensuring that the student engages in a wide range of Danish-language activities outside of school. This may include reading Danish books, accessing Danish media, participating in cultural activities, and practising conversational Danish in everyday settings. A collaborative approach between home and school is essential.

Suggested Activities to Support Danish Language Development Outside of School

Parents are encouraged to support their child's continued growth in Danish by promoting a variety of enriching activities outside of school hours, such as:

- Reading Danish literature appropriate to the child's age and language level, including novels, short stories, and non-fiction texts.
- Watching Danish-language films, television programmes, or news broadcasts to enhance listening comprehension and cultural understanding.
- Engaging in regular conversation in Danish at home or within the community to build fluency and confidence.
- Participating in Danish cultural activities, such as visiting museums, attending theater performances, or engaging in community events where Danish is spoken.
- Listening to Danish podcasts, audiobooks, or radio programmes to develop auditory skills and expand vocabulary.
- Writing in Danish outside of school tasks, such as keeping a journal, writing stories, or corresponding with Danish-speaking friends or family members.
- Joining local clubs or activities where Danish is the language of communication, offering authentic practice in social contexts.

By actively encouraging and facilitating these experiences, parents play a vital role in supporting their child's successful transition and long-term achievement in Danish language.

Monitoring and Review

Students who transition will be monitored closely for an initial trial period of one academic term (approximately three months). During this period:

- Teachers will provide regular feedback to the student on their progress.
- The student's written and oral work will be reviewed against DLL standards.
- A formal review meeting between the teacher, parents and the student will be held at the end of the trial period to confirm the successful continuation in DLL or to discuss:
 - Whether to continue on the Danish Language and Literature course; or
 - To return to the Danish as an Additional Language Course.

Following this review, a recommendation regarding the student's placement will be made. However, it is important to note that the final decision lies with the Head of School, who will consider all evidence and discussions carefully in determining the most appropriate educational pathway for the student. The school is committed to ensuring that all transitions are supportive, carefully considered, and focused on the long-term success and wellbeing of each student.

Transitioning from Danish Language and Literature to Danish as an Additional Language

When concerns are raised about a student's ability to access the Danish Language and Literature curriculum - particularly for non-native speakers whose language proficiency may not meet the expected standard - a structured transition process is followed to ensure a fair and informed decision.

Initial Concern Raised

The class teacher identifies that a student may be experiencing severe difficulty engaging with the content or meeting the demands of the Danish Language and Literature course.

Consultation with the Head of School

The teacher discusses the case with the Head of School to determine whether further investigation is appropriate. This conversation includes a review of the student's engagement, prior assessments, and classroom performance.

Formal Assessment:

Students undertake formal assessments of their Danish language skills, covering listening, speaking, reading, and writing. These assessments are age appropriate and taken online through Alinea, which are aligned with CEFR descriptors and the expectations of the DLL curriculum.

Holistic Assessment

The teacher conducts a thorough, holistic review to determine whether the student is capable of accessing the course materials and examination requirements. This includes consideration of:

- Previous academic assessments in Danish
- Formative observations and engagement in class
- Language development over time
- Student motivation and learning behaviours
- Effort and motivation outside of class

Decision and Planning

Based on the findings, the teacher and Head of School decide on the most appropriate course of action. This may include continued participation in Danish Language and Literature with targeted support, a temporary monitoring period, or transition to Danish as an Additional Language if more appropriate.

Communication with Parents

Parents are informed of the outcome and involved in any decisions regarding support or a change in placement. Clear reasoning and recommendations are shared to support ongoing collaboration between home and school.



Dyslexia in Danish

At ISIB, we define dyslexia according to the British Dyslexia Association (BDA), which has been adopted from the [Rose \(2009\)](#) definition of dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

At ISIB, the early identification and support of students with potential reading and writing difficulties in Danish is a key priority. Screening for reading difficulties in first grade is mandatory and is intended to help us identify students with reading difficulties and provide them with academic support. We use Læs1 to do so.

In Years 1 to 3, students complete group assessments such as the Læseevaluering på begyndertrinnet and ST spelling tests to monitor early linguistic development. Where concerns arise, individual assessments are undertaken to provide a more detailed understanding of a student's needs.

From Year 4 onwards, further evaluations, including Høgreffe Online læseprøver, læse- og staveprøver on Grammatip, Testbatteriet and the National Ordblindetest for dyslexia, are used to identify students requiring additional support.

Students diagnosed with dyslexia receive targeted teaching in phonetics alongside compensatory measures IntoWords and Nota), such as the use of assistive technology. All interventions are personalised and planned in collaboration with parents and specialist support services.

For full details, please refer to the school's Additional Needs Policy.