

Creating a BSL Curriculum for Primary and Secondary Schools

Friday 15th November 2019

Frank Barnes School for Deaf Children

11th Meeting



Brimsdown
Primary School
Enfield



★ Feedback on Action Points from the last meeting.

- ★ To contact Teresa Best for her work on drawing BSL handshapes.
- ★ To bring the SQA's Qualification Specification to the next meeting.
- ★ To bring Year 5 and 6 English National Curriculum to the next meeting.
- ★ To get descriptions for different age groups via the BSL Assessment Test written by Ros Herman.

★ Year 5 and 6 BSL Curriculum.

★ Meeting Dates for 2019-2020.

BSL Handshapes

- ★ 59 Handshapes to include in our Appendix.
- ★ Use correct terminology when referring to specific handshapes.
- ★ Teresa Best: Handshape drawings.

Language Descriptors

★ BSL Productive Skills Test (Herman et al.)

★ Age descriptors:

★1-2 years

★2-3 years

★4-5 years

★5-7 years

★8-10 years

1-2 years

- Make reference to past events once they have a functional vocabulary and at about the time they start to produce sequences and single words.
- Provide one word answers.
- Create two sign utterances.
- Lessen pointing to people but pointing to objects is maintained.

2-3 years

- Produce longer sentences of narrative that are ordered in time. (i.e. they state what happened first, then what happened next)
- Tell themselves stories in monologue – either about their own real experiences or fictional stories they may have heard or invented.
- Make noun / verb pairs.
- Use universal patterns of handshape developments.

3-4 years

- Use the structural components of narrative (place, time, characters, sequences of events, climax and resolution)
- Generally refer to one or two more events.
- Use conjunctions appropriately to join up narrative sequences.
- Use a wide range of conjunctions to link their statements.
- Include introductions to the narrative (but likely to get order of events in a complex narrative mixed up; often starting with climax of story and working backwards.)

5-7 years

- Regularly tell the listener where and when story happened and who was involved.
- Organise their stories around a central event.
- Make their understanding of character and psychological understanding more explicit (– understanding basic emotions, intentions of characters and characteristics of fictional characters).
- Produce complete structured narratives containing plots, character development and logical sense of episodes.
- Make their narratives longer, detailed, organised and contain a greater number of episodes.
- Make their episodes complete and to be embedded within larger discourse units (sub plotting).
- Show recognition of the need to provide explanations for events and behaviour, complex emotions such as guilt and jealousy and understanding time frames (days, weeks, years).
- Make explicit insights into the difference between appearance and reality.
- Make their own stories more elaborate with multiple episodes and sub-plots and reflect more than one point of view.

8-10 years

- Link stories between different sentences.
- Obey the linguistic and pragmatic constraints imposed on them for telling a story to another person.
- Show reflective skills.
- Have the ability to think about their story as a story and discuss themes, characters, differences of interpretation and the way they are telling the story.
- Tell complex stories which are structurally coherent.
- Adapt to the needs of different audiences.
- Introduce detail and variation through differential linguistic markers (such as pronouns & links i.e. and, so, when).
- Engage and keep the listener's attention.

SQA – SCQF BSL Award Level 3,4,5,6,7 & 8

- ★ SCQF BSL Award Level 3-8 could be compared to Signature BSL Level 1-6 (content is different).
- ★ See Example of SCQF Level 3, Level 6 and Level 7 Specifications.

Year 5 and 6 BSL Curriculum

★ Year 5 Understanding Language: Receptive Skills

★ Year 5 Using Language: Productive Skills

★ Year 6 Understanding Language: Receptive Skills

★ Year 6 Using Language: Productive Skills

Group Discussion

Group 1

Year 5

- ★ Receptive Skills
- ★ Productive Skills

Group 2

Year 6

- ★ Receptive Skills
- ★ Productive Skills

After half an hour, we will swap over.

Meeting Dates for 2019-2020

- Friday 13th September 2019
- Friday 15th November 2019
- Friday 17th January 2020
- Friday 27th March 2020
- Friday 15th May 2020
- Friday 10th July 2020

- All meetings will remain 9.30am to 12pm.