



# **British Sign Language Curriculum for Primary and Secondary Schools**

**BSL Curriculum Working Group  
1<sup>st</sup> December 2023**





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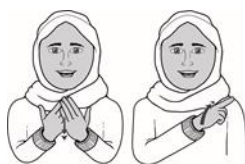




## Background

The British Sign Language (BSL) Curriculum Working Group's journey towards establishing a comprehensive BSL Curriculum for Primary and Secondary schools began with a collaborative effort involving the Sign Bilingual Consortium (SBC) during the summer of 2017. Recognising the need for a structured curriculum encompassing the linguistic features, historical context and cultural significance of BSL, our goal has been to ensure every Deaf child receives quality education, as is their right, utilising sign language. This initiative is equally significant for those learning sign language as a second language.

Initiating our plans in January 2018, we embarked on a 5-year journey, and we are thrilled that our efforts have culminated in the completion of a curriculum spanning Early Years Foundation Stage (Nursery) to Key Stage 4 (Year 11), ready for nationwide implementation from 2023.



## Purpose of Study

Levesque et al. (2023) explains that language is a fundamental component of communication and the construction of meaning. It manifests through various codes and modalities, acting as a bridge that connects us to diverse communities and environments, thereby enriching our understanding of different languages and cultures. Language, as the authors emphasise, holds a central position in our lives. It serves as a conduit for engaging in social interactions, honing thinking skills, and facilitating the exchange of attitudes and ideas among individuals. In essence, language is a vital tool that not only enables communication but also plays a pivotal role in shaping our experiences and connections with the world around us.

Engaging in the learning of British Sign Language provides pupils with a unique opportunity to gain insights into BSL and the Deaf community, recognised as a linguistic and cultural minority. Through the delivery of the BSL Curriculum, pupils can develop the skills to convey a broad spectrum of emotions and ideas using a visual language. This educational experience not only introduces them to a new language but also equips them to engage fluently with sign language users, fostering a profound appreciation for cultural diversity and equality.

The Declaration on the Rights of Deaf Children (WFD, 2023) underscores the significance of inclusive education for all Deaf children. Article 5 highlights that every Deaf child has the right to receive quality, inclusive, and multilingual education, encompassing both their national sign language(s) and the national written language(s). Furthermore, Article 6



emphasises the right of all Deaf children to learn the linguistic identity and culture of the Deaf community. By aligning educational practices with these principles, we, as educators can contribute to the empowerment and cultural enrichment of all children, promoting inclusivity and respect for the Deaf community's unique linguistic and cultural heritage.

Furthermore, the acquisition of BSL offers a range of benefits, including:

- ★ **Building blocks of language acquisition:** Providing a solid foundation for understanding language structures.
- ★ **Knowing more than 1 language:** Enhancing overall linguistic proficiency.
- ★ **Learn other languages:** Facilitating the acquisition of additional languages.
- ★ **Communicate with each other:** Promoting effective communication within the Deaf community.
- ★ **Learn Deaf culture and mannerisms:** Gaining insights into the cultural aspects and communication styles of the Deaf community.
- ★ **Build friendships and relationships:** Fostering connections and social bonds.
- ★ **Media, social media and the internet:** Opening avenues for engagement with various forms of media and online content.
- ★ **Community:** Contributing to a sense of belonging within the Deaf community.
- ★ **Education:** Supporting educational pursuits and inclusive learning environments.
- ★ **Travel:** Facilitating communication and cultural understanding while traveling.
- ★ **Career Prospects:** Enhancing employment opportunities and cultural competence in professional settings.

These advantages collectively highlight the holistic benefits of learning BSL, extending beyond language proficiency to encompass cultural awareness, social connections, and expanded opportunities in various aspects of life.

Finally, with the global prevalence of multilingualism, with approximately two-thirds of all children now growing up in environments where they acquire two or more languages (Levesque et al., 2023). Through the inclusion of BSL in Deaf children, they can actively participate in the world of multilingualism.



### Aims

- ★ Cultivate, expand, and proficiently employ an extensive vocabulary and grammar within BSL.
- ★ Acquire a deep understanding of the grammar and structural nuances inherent in BSL.
- ★ Engage in fluent conversations in BSL, demonstrating a high level of proficiency in both comprehension and expression.



- ★ Enhance awareness and sensitivity to Deaf culture, thereby fostering a deeper connection with the rich heritage of the Deaf community.
- ★ Advocate for and uphold a high standard of BSL as a legitimate and expressive language.
- ★ Foster a genuine passion for learning a new language, promoting an atmosphere of enjoyment and enthusiasm among pupils.
- ★ Educate pupils to appreciate the uniqueness of BSL as a visual language, providing them with a broader cultural perspective.
- ★ Demonstrate the ability to understand and produce a diverse array of signs, laying the groundwork for competence in BSL usage.
- ★ Establish a strong foundation that equips individuals to become proficient users of BSL, laying the groundwork for continued growth.
- ★ Apply BSL effectively in everyday life, using acquired skills post-qualification to enhance communication and connection.
- ★ Advocate for equity in the recognition and use of BSL as a valid and essential means of communication.
- ★ Raise awareness about BSL as a language with regional variation, richness and diversity, fostering appreciation for its unique linguistic features.



## British Sign Language

British Sign Language (BSL) is recognised as the natural and preferred language of Deaf people in Britain, as noted by the BSL Dictionary (1993). It has evolved over centuries as the intrinsic language of signs within the British context, according to Sutton-Spence and Woll (1999). BSL is not only utilised by the Deaf community but also by individuals associated with this community, such as family members and sign language interpreters.

BSL is a visual language with distinct characteristics, encompassing its own vocabulary, grammatical rules, syntax, and phonological features such as orientation, location, movement, handshape, and non-manual features. BSL as a language is unique in that it operates through the "corporal-visual" channel, where information is conveyed through the body and perceived by the eyes, as explained by Sutton-Spence and Woll (1999). Essential components of BSL include facial expressions and body language, contributing significantly to the richness and depth of the language.

British Sign Language (BSL) achieved official recognition as a language by the UK government on 18<sup>th</sup> March 2003, and later solidified its legal status as a language of Great Britain through the BSL Act 2022 (GOV.UK), marking a monumental achievement for the Deaf community.



The Convention on the Rights of Persons with Disabilities (CRPD) actively acknowledges and advocates for the use of sign languages. It explicitly asserts the equal status of sign languages alongside spoken languages and imposes an obligation on States Parties to support the acquisition of sign language skills and enhance the linguistic identity of the Deaf community (United Nations, 2023). This recognition within the CRPD reflects a commitment to fostering inclusivity and ensuring that the linguistic rights of individuals who use sign languages are duly respected and promoted on a global scale.

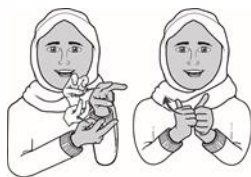
The Declaration on the Rights of Deaf Children (WFD, 2023) emphasises the crucial role played by education in upholding the rights of Deaf individuals. It unequivocally asserts that every Deaf child is entitled to protection from language deprivation, and the denial of access to national sign language(s) for all Deaf children is deemed a form of discrimination (Article 7). Furthermore, the declaration asserts that every Deaf child has the right to proficient national sign language models, including educators in the field of education (Article 8). These provisions underscore the commitment to ensuring linguistic inclusivity and equitable educational opportunities for Deaf children, thereby promoting their overall well-being and development.

Duncan et al. (2023) emphasises the fundamental rights of Deaf children, including the right to life, education, health, language, inclusion, identity, culture, and protection from discrimination. This comprehensive perspective aligns with the principles outlined in the Convention on the Rights of Persons with Disabilities (CRPD) Article 2, which explicitly establishes the equal status of sign languages in comparison to spoken languages. Notably, this curriculum holds equal significance for individuals learning sign language as a second language, reinforcing the importance of recognising and upholding the linguistic rights of all, regardless of their hearing status.

It is worth mentioning that aside from BSL, there are sign languages around the world. Notably, the World Federation of the Deaf reports that there are over 70 million deaf individuals globally, with more than 80% residing in developing countries. This diverse community has over 300 different sign languages (2023).

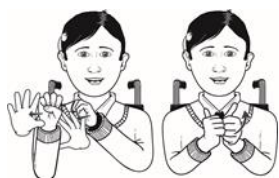
While there are sign languages worldwide, we acknowledge a form of signing used by many, International Sign (IS). IS is not recognised as a distinct language. Instead, it serves as a shared means of communication worldwide, employing borrowed and visual signs that are collectively 'agreed' upon for the duration of discourse. This form of communication is often utilised on an international platform.





## Receptive Skills

Pupils will cultivate the skills necessary to comprehend a broad spectrum of vocabulary and sentence structures in British Sign Language. They will showcase their understanding through effective questioning techniques, thereby developing an awareness of BSL grammar along with a diverse vocabulary. Additionally, they will gain the ability to grasp the nuances of Deaf culture and history when presented in British Sign Language.



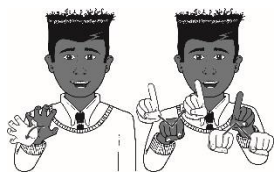
## Productive Skills

Pupils will acquire the ability to express themselves fluently in British Sign Language, utilising a diverse vocabulary that adheres to the language's syntactical and grammatical rules. This proficiency will encompass the correct application of phonological features: orientation, movement, location, handshape, and non-manual features. Furthermore, they will demonstrate a comprehensive understanding of Deaf culture, society, education, employability, and history by effectively showcasing and articulating these concepts in BSL.



## Vocabulary

There is no predetermined vocabulary list for learning BSL. Pupils are encouraged to acquire vocabulary that aligns with the topics they explore throughout their learning journey and progression. The teaching of vocabulary should be contextual and integrated into the practical use of language, emphasising real-life application rather than isolated memorisation. This approach ensures that pupils not only grasp the signs (words) but also understand how to use them effectively within relevant contexts.



## Regional Variation

Sutton-Spence and Woll (1999) assert that British Sign Language is a language in its own right, differing from other national sign languages. Similar to variations in spoken languages, BSL exhibits regional, social, and situational differences.





Within BSL, regional variations exist as a historical consequence, where Deaf people traditionally learned signs specific to their localities. Influences such as Deaf schools and teaching staff have further shaped these variations. While communication among Deaf people has expanded over greater distances, fostering more commonality between UK regions, it's crucial to acknowledge and preserve the existing regional distinctions.



## School Curriculum

BSL lessons should initially be incorporated into weekly sessions lasting 30 minutes, spanning the duration of Nursery education. For pupils in Reception classes and above, it is advisable to introduce one BSL lesson per week, for instance, through hour-long sessions integrated into the school timetable. The consistent use of BSL in daily classroom activities and other lessons is encouraged, fostering the reinforcement of BSL skills and ensuring their proficient acquisition. This approach supports pupils in their language development, reinforcing previously taught BSL concepts.

While there is no legal mandate for the provision of BSL, the time allocation and curriculum organisation are not specified. Schools are encouraged to determine the most suitable approach for their setting and pupils. BSL instruction can be effectively integrated into, for example, English lessons, History courses, or other subjects. The holistic learning of a language is recommended, incorporating lessons and community involvement for a richer BSL acquisition. Using signing photos or graphics in, for example, class displays, books and worksheets, encourages bilingual practice and enhances the learning experience.

To immerse pupils in practical BSL experiences, we encourage school trips to Deaf schools, Deaf clubs, and Deaf organisations, as well as visits to events such as Deaf or signing theatre performances throughout the year.

To provide real-world exposure, Deaf role models and proficient BSL users should be invited for interactive sessions, fostering engagement, for example, through question-and-answer sessions. Schools are urged to explore collaborative opportunities with Deaf schools for joint projects or events, promoting the active use of BSL and the practical application of acquired skills.

The BSL Curriculum Working Group's aim is to establish a comprehensive sign language curriculum accessible to all schools nationwide, ensuring both Deaf and hearing pupils can seamlessly integrate British Sign Language into their educational experience. The BSL Curriculum is tailored for mainstream pupils, particularly those unfamiliar or new to BSL, ensuring a systematic progression in learning from Nursery to Further Education. For native BSL users and Deaf pupils in Deaf schools, the curriculum can be extended to support



advanced language development. This is detailed further in the "Age Groups and Progression" section.

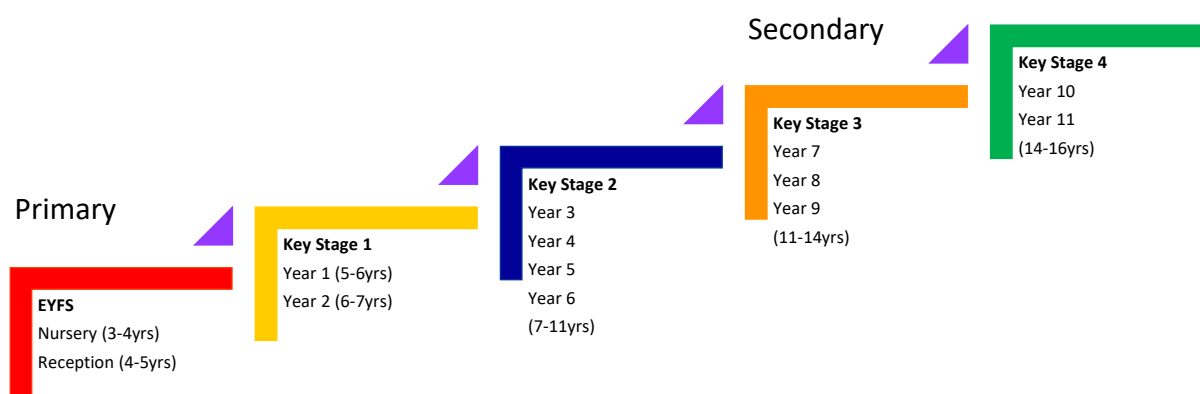


## Age Groups and Progression

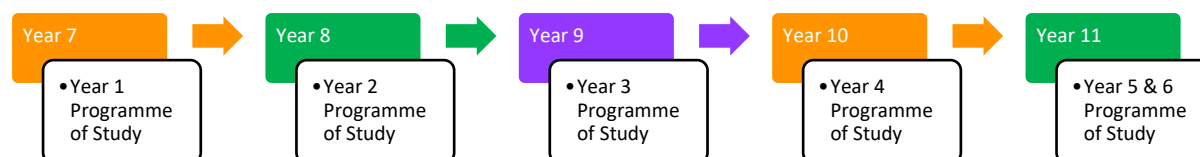
In any early childhood setting, school class, or other learning environment, pupils may be working at different levels. A pupil might be working at one level in one aspect (learning strand) of the curriculum and at a different level in another area. It is essential for teachers to structure their lessons to accommodate these individual differences.

The following diagrams illustrate potential progressions for pupils learning BSL at two different points across each key stage, but variations will occur within each group of pupils.

Pupils who are exposed to BSL early on, either through their families or in early childhood education settings such as learning BSL in school, may follow this pattern of progression.



Pupils who begin learning BSL at Year 7 without prior knowledge may follow this pattern of progression.





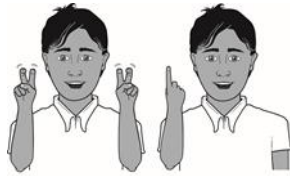
## Themes

It is essential that pupils are taught in accordance with the four themes provided, consistent with the programme of study for each year group. However, the selection of topics and scenarios should resonate with social, cultural, and personal contexts that are meaningful to pupils, ensuring a curriculum that caters to the diverse needs and interests of a broad spectrum of learners.

In the Early Years Foundation Stage, pupils are expected to receive instruction in BSL, aligning with topics relevant to their EYFS setting.

The four overarching themes—culture, society, education, and employability—are intended to be integrated into the curriculum seamlessly, spanning from Key Stage 1 to Key Stage 4, tailored to the specific needs and developmental stages of each age group.

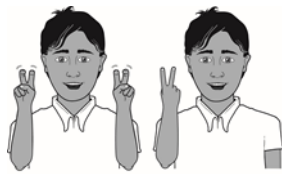




## Theme 1: Society

<b>Lifestyle</b> <ul style="list-style-type: none"> <li>★ Hobbies</li> <li>★ Daily routine</li> <li>★ Theatre</li> <li>★ Travelling</li> <li>★ Evening activities</li> <li>★ Weekend activities</li> <li>★ Half term/Holiday activities</li> <li>★ Deaf events</li> <li>★ CODA/DPDC/NDCS</li> <li>★ Home activities/lifestyle</li> </ul>	<b>Family and Friends</b> <ul style="list-style-type: none"> <li>★ Family Members</li> <li>★ Extended Family e.g. Aunt, Uncle.</li> <li>★ Pets</li> <li>★ Friendships and Relationships</li> <li>★ Culture/Religion</li> <li>★ Celebrations</li> <li>★ Family Holidays</li> <li>★ Describing family and friends e.g. age, dates, colour, height</li> </ul>
<b>Health</b> <ul style="list-style-type: none"> <li>★ Food / Diet</li> <li>★ Exercise</li> <li>★ Doctor/Hospital e.g. Dentist, Opticians.</li> <li>★ Sport including the Deaflympics</li> <li>★ PSHE</li> <li>★ Mental Health (well-being)</li> <li>★ Illness/injury</li> <li>★ Health access</li> <li>★ Audiology</li> <li>★ Speech therapy</li> <li>★ Counselling</li> <li>★ CAHMS/Sign Health</li> <li>★ Healthy eating</li> </ul>	<b>Language</b> <ul style="list-style-type: none"> <li>★ Regional Variation</li> <li>★ International Signs</li> <li>★ Sign Languages around the World</li> <li>★ Communication Approaches e.g. SSE, TC, Oral</li> </ul>

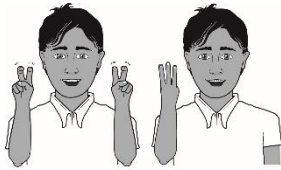




## Theme 2: Culture

<p><b>Leisure</b></p> <ul style="list-style-type: none"> <li>★ Hobbies, interests and activities</li> <li>★ Sports e.g. clubs and tournaments</li> <li>★ Holidays / days out</li> <li>★ Technology</li> <li>★ Home</li> <li>★ Deaf Club</li> <li>★ Sign songs</li> <li>★ Deaf Theatre</li> <li>★ Deaf Arts</li> </ul>	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>★ Transport</li> <li>★ Travel</li> <li>★ Events and activities</li> <li>★ Accessibility</li> <li>★ Sport events abroad</li> <li>★ Events in our area</li> <li>★ Visiting Deaf events</li> <li>★ Places to visit</li> <li>★ History</li> <li>★ Food e.g. in other countries</li> <li>★ Clothes</li> <li>★ Local, national and international tourism</li> </ul>
<p><b>Deaf Culture</b></p> <ul style="list-style-type: none"> <li>★ Deaf culture at home and school</li> <li>★ Deaf schools</li> <li>★ Deaf clubs</li> <li>★ Technology</li> <li>★ CSWs and interpreters</li> <li>★ Deaf history/BSL history</li> <li>★ Deaf role models</li> <li>★ Deaf media e.g. social networking</li> <li>★ Famous Deaf people</li> <li>★ Children of Deaf Adults (CODA)</li> <li>★ Use of technology and social media</li> <li>★ Deaf Bingo</li> <li>★ Sign songs</li> <li>★ Deaf identity</li> <li>★ Deaf community</li> <li>★ BSL Community</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>★ BSL poets and poetry</li> <li>★ BSL stories</li> <li>★ Nursery rhymes</li> <li>★ Humour including Deaf humour</li> <li>★ Films and media</li> <li>★ Role-play and performing</li> </ul>

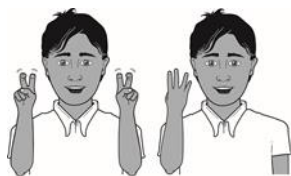




### Theme 3: Education

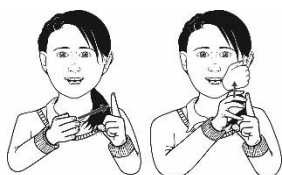
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>★ School routine</li> <li>★ School Communication types e.g. bilingual, total communication, oral</li> <li>★ Educational settings: Deaf School, Deaf Units, Mainstream.</li> <li>★ Hearing aids/cochlear implants/radio aids</li> <li>★ Health and safety</li> <li>★ School Council</li> <li>★ Education vocabulary</li> <li>★ Equipment vocabulary</li> <li>★ Qualifications/levels</li> <li>★ Different roles/jobs</li> <li>★ Different behaviours</li> </ul>	<p><b>School Day</b></p> <ul style="list-style-type: none"> <li>★ Routine</li> <li>★ Subjects</li> <li>★ Special events</li> <li>★ Uniform e.g. school/PE uniform, sports clothes</li> <li>★ Time</li> <li>★ School equipment</li> <li>★ Staff/roles/jobs/support</li> <li>★ Annual events/reviews/meetings</li> <li>★ Vocabulary for time, days, months, years</li> </ul>
<p><b>Deaf Awareness</b></p> <ul style="list-style-type: none"> <li>★ Position of Lighting</li> <li>★ Choice of clothes</li> <li>★ Technology and equipment for/used by Deaf people</li> <li>★ Lip patterns and lip reading</li> <li>★ Deaf role models</li> <li>★ Getting attention</li> <li>★ Appropriate language use</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ History of BSL</li> <li>★ Grammar and structure used in BSL</li> <li>★ Linguistics of BSL</li> <li>★ Handshapes</li> <li>★ Role shifting skills</li> <li>★ Various uses of communication modes: SSE/Total communication/Paget – Gorman/Cued speech/Visual Phonics by Hand /Deafblind /Ushers fingerspelling</li> </ul>





## Theme 4: Employability

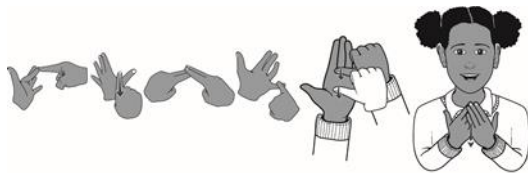
<b>Future Plans</b> <ul style="list-style-type: none"> <li>★ Further education</li> <li>★ Future job</li> <li>★ Aspirations</li> <li>★ Family</li> <li>★ Moving out</li> <li>★ Driving</li> <li>★ Strategic plans</li> <li>★ Qualifications</li> <li>★ College/University</li> <li>★ Deaf role models</li> <li>★ Budgeting skills</li> <li>★ Lifestyle choices</li> <li>★ Technology</li> <li>★ Independence skills</li> </ul>	<b>Jobs</b> <ul style="list-style-type: none"> <li>★ Careers</li> <li>★ Roles</li> <li>★ What Deaf people can do</li> <li>★ Uniforms</li> <li>★ Education</li> <li>★ Equipment</li> <li>★ Using Access to Work</li> <li>★ Access to &amp; Using Interpreters</li> </ul>
<b>Rights</b> <ul style="list-style-type: none"> <li>★ BSL Act 2022</li> <li>★ BSL History</li> <li>★ Captioning</li> <li>★ Deaf Rights</li> <li>★ Deaf campaigners</li> <li>★ Human right</li> <li>★ United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</li> <li>★ World Federation of the Deaf (WFD)</li> <li>★ Role of charities</li> </ul>	<b>Interpreter</b> <ul style="list-style-type: none"> <li>★ Role of a BSL interpreter</li> <li>★ How to use an interpreter</li> <li>★ In-Vision Interpreting</li> <li>★ Access to Work (AtW)</li> <li>★ Role of a Communication Support Worker (CSW) and the differences between a CSW and Interpreter.</li> <li>★ Different ways of interpreting e.g. face to face, online.</li> <li>★ Notetakers: manual and electronic</li> </ul>



## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (DfE, 2013).





## Early Years Foundation Stage Programme of Study



Nursery	Learning Outcomes
<p><b>Receptive and Productive Skills</b></p> <p>Pupils should be able to understand and produce signs for:</p> <ul style="list-style-type: none"> <li>★ 10 basic colours (red, blue, yellow, green, pink, purple, orange, brown, white, black).</li> <li>★ numbers up to 10.</li> <li>★ their age e.g. 3-YEARS-OLD.</li> <li>★ 2-word sentences E.g. WANT MILK.</li> <li>★ at least 2 wh-questions: who, where or which.</li> <li>★ 10 basic verbs per term.</li> <li>★ 10-15 key words in class-based topics per term.</li> <li>★ 4 key emotions: happy, sad, angry, excited and use correct facial expressions.</li> <li>★ simple greetings e.g. hello, goodbye, please, thank you.</li> <li>★ basic deaf awareness e.g. tapping on shoulder, no shouting, eye contact etc.</li> <li>★ stories: to watch BSL stories and sign along repetitive phrases.</li> <li>★ simple nursery rhymes and songs.</li> <li>★ basic narratives: nouns, commonly used verbs and adjectives.</li> <li>★ their sign name and first initial/letter of their name.</li> <li>★ negation signs and head movements e.g. no, not allowed.</li> </ul>	
Reception	Learning Outcomes
<p><b>Productive Skills</b></p> <p>Pupils should be able to produce signs for:</p> <ul style="list-style-type: none"> <li>★ numbers up to 20.</li> <li>★ additional colours: grey, gold, silver, bronze.</li> <li>★ wh-questions: who, what, where, when and why.</li> <li>★ 20-25 key vocabulary from class-based topic per term.</li> </ul>	





- ★ 4 additional emotions: frightened, shocked, upset, and scared with correct use of facial expressions.
- ★ time e.g. wait, soon, later, tomorrow.
- ★ a string of 3 signs in a sentence e.g. ME GO PARK / PARK ME GO.
- ★ everyday routine e.g. ME WAKE UP / ME EAT BREAKFAST / ME CLEAN TEETH / ME OUTSIDE PLAY.
- ★ simple adjectives e.g. big, small.
- ★ simple sentences of minimum 3 signs based on what is seen first e.g. ROOM ME IN / CAR DRIVE FAST.
- ★ their sign names and fingerspell their names.
- ★ basic deaf awareness e.g. tapping on shoulder, eye contact etc.

### Receptive Skills

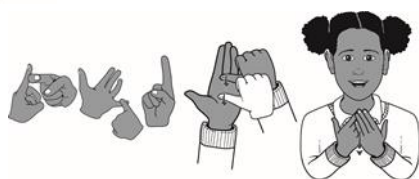
Pupils should understand signs for:

- ★ pronouns with placements and referents.
- ★ numbers up to 20.
- ★ a range of colours: grey, gold, silver, bronze.
- ★ wh-questions: who, what, where, when and why.
- ★ 20-25 key vocabulary from class-based topics per term.
- ★ 4 additional emotions: frightened, shocked, upset, scared.
- ★ time: wait, soon, later, tomorrow.
- ★ plurals in BSL by the following steps: a) numbers, b) lots of, c) repetition.
- ★ negation in sentences by NMF and correct verb use of negation e.g. no, don't like.
- ★ adjectives describing things. (Size/tracing, entity/objects and handling classifiers.)
- ★ verbs for everyday life and understand the direction of signs e.g. YOU-HELP-ME / ME-HELP-YOU.
- ★ key vocabulary in stories and retell the story chronologically.
- ★ basic deaf awareness e.g. tapping on shoulder, eye contact etc.

Pupils should be taught to:

- ★ watch and sign stories, understand and retell stories chronologically.
- ★ be aware that BSL has its own structure.
- ★ know that BSL uses connectives through pauses, silence or head nods.
- ★ know how to get attention, maintain eye contact, use gestures, keeping mouth clear, waving, not shouting.

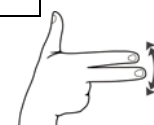




## Key Stage One Programme of Study



Year One	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ a string of 3 signs in a sentence e.g. PARK GO ME.</li> <li>★ signs for everyday routine E.g. ME WAKE-UP, ME BREAKFAST, SCHOOL BUS GO, OUTSIDE PLAY ME.</li> <li>★ signs for past tense e.g. BEEN and FINISH.</li> <li>★ directional verbs with increasing accuracy.</li> <li>★ signing placement with increasing accuracy.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ signs for questions: WHO, WHAT, WHERE and WHEN.</li> <li>★ 20-25 key vocabulary from the 4 BSL Curriculum themes.</li> <li>★ signs using BSL timeline e.g. WAIT, LATER, TOMORROW, TODAY, YESTERDAY.</li> <li>★ signs for WEEK and WEEKEND.</li> <li>★ days of the week and months of the year.</li> <li>★ signs for different seasons.</li> <li>★ signing prepositions e.g. ON, UNDER, NEXT-TO, OVER.</li> <li>★ signs for time: O'CLOCK.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ correct lip-patterns for numbers.</li> <li>★ correct lip-patterns for colours.</li> <li>★ correct lip-patterns for days of the week and months of the year.</li> </ul>	
<b>Description/NMF</b> <ul style="list-style-type: none"> <li>★ signs for more colours: GREY, GOLD, SILVER, BRONZE.</li> <li>★ signs for 4 additional emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED with correct use of facial expressions.</li> <li>★ signs for simple adjectives e.g. BIG, SMALL, KIND, SCARY, BEAUTIFUL.</li> <li>★ modified base signs for productive morphology e.g. angry, angrier.</li> </ul>	



<ul style="list-style-type: none"> <li>★ emotive colours: DARK, LIGHT, BRIGHT, DULL, BOLD.</li> <li>★ adjectives (colour/size) through signs and body language expressions and gesture that create a narrative e.g. poem, story, description of a non-fiction event.</li> </ul>
<b>Handshapes</b> <ul style="list-style-type: none"> <li>★ correct handshapes for numbers up to 50.</li> <li>★ appropriate handshapes for numbers for age in the correct phonological location.</li> </ul>
<b>Fingerspelling</b> <ul style="list-style-type: none"> <li>★ the BSL alphabet with increasing accuracy.</li> <li>★ their sign name and fingerspell own name.</li> </ul>
<b>Understanding Language: Receptive Skills</b>  Pupils should understand:
<b>Structure</b> <ul style="list-style-type: none"> <li>★ signs for past tense e.g. BEEN and FINISH.</li> <li>★ that BSL uses connectives through pauses, silence and head-nodding.</li> <li>★ the use of the present participle suffix: '-ing' in BSL.</li> <li>★ the structure of storytelling and its order.</li> <li>★ the use of quantifiers in BSL.</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ the alphabet in BSL.</li> <li>★ some verbs e.g. GIVE, WANT.</li> <li>★ a range of colours.</li> <li>★ numbers to 50.</li> <li>★ everyday nouns.</li> </ul>
<b>Lip-Reading</b> <ul style="list-style-type: none"> <li>★ the use of plurals in signs.</li> <li>★ BSL lip patterns for: <ul style="list-style-type: none"> <li>★ I am tired;</li> <li>★ I don't understand;</li> <li>★ nothing;</li> <li>★ there is nothing left.</li> </ul> </li> </ul>
<b>Description/NMF</b> <ul style="list-style-type: none"> <li>★ signing inflections with the use of NMF (modified base signs).</li> <li>★ facial expressions.</li> <li>★ 4 more emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED.</li> <li>★ emotive colours: DARK, DULL, BRIGHT, LIGHT, BOLD.</li> <li>★ the use of negation in sentences.</li> </ul>



### **Directionality**

- ★ signs for time: NEXT WEEK, LAST WEEK, YESTERDAY, TODAY, TOMORROW.
- ★ verbs e.g. GIVE, WANT.
- ★ the use of placement and referents.
- ★ eye gaze.

### **Comprehension**

- ★ that there are different handshapes, movement and locations (phonological awareness) in BSL.
- ★ stories, poems and non-fiction e.g. weekend news.
- ★ how to get attention.
- ★ 20-25 key vocabulary from the 4 BSL Curriculum Themes.
- ★ signed communication: children may not know or understand all the signs but can follow signed communication when the context is clear.

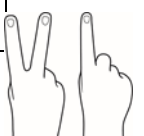
Pupils should be taught to:

- ★ have a developing knowledge and understanding of BSL structure.
- ★ understand and produce simple sentences consisting of at least 3 signs based on what is seen first (ROOM-ME - IN) (CAR – DRIVE - PAST).
- ★ watch and read stories and retell it in the correct order.
- ★ be aware that BSL has its own structure.
- ★ know that BSL uses connectives through pauses or head-nodding.
- ★ develop their understanding and use of deaf awareness e.g.
  - ★ how to get attention
  - ★ eye contact
  - ★ using gestures/paper and pen if they do not know the sign
  - ★ keeping the mouth clear
  - ★ not shouting.





Year Two	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ a fully signed sentence with an adjective.</li> <li>★ a signed subordination sentence e.g. WHY (because/giving reason).</li> <li>★ a fully connective sentence e.g. OR.</li> <li>★ and make simple additions, revision and corrections to their own signing.</li> <li>★ a narrative about personal experiences and those of others.</li> <li>★ a description about a real event.</li> <li>★ a poem.</li> <li>★ and plan how they are going to sign.</li> <li>★ and retell simple sentences.</li> <li>★ question sentences.</li> <li>★ information and instructional sentences.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ 50-60 key vocabulary from the 4 BSL Curriculum themes.</li> <li>★ signs using BSL timeline e.g. TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.</li> <li>★ past, present and future tenses correctly e.g. BEEN and WILL.</li> <li>★ signing prepositions e.g. BELOW, ABOVE, BETWEEN, AROUND, THROUGH.</li> <li>★ favourite signs.</li> <li>★ signs for time: HALF-PAST.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ signs and lip-patterns correctly for homophones and near homophones.</li> <li>★ correct lip-patterns for numbers.</li> <li>★ correct lip-patterns for colours.</li> <li>★ correct lip-patterns for days of the week and months of the year.</li> <li>★</li> </ul>	
<b>Description/NMF</b> <ul style="list-style-type: none"> <li>★ more signed emotions e.g. EMBARRASSED, EMOTIONAL, SHY, STUBBORN.</li> <li>★ adjectives and adverbs in sentences.</li> <li>★ expanded noun phrases to describe.</li> <li>★ pauses to break and end sentences.</li> <li>★ aspect to signing sentences.</li> <li>★ inflections to verbs (modified base signs) e.g. RUN/RUN SLOWLY/RUN FAST.</li> </ul>	



### Handshapes

- ★ correct possessive signs.
- ★ numbers up to 100.
- ★ calendar dates and year/s.
- ★ numbers for age in the correct location.
- ★ correct handshapes, NMF, movement, location and orientation for most signs.

### Fingerspelling

- ★ family and friends' names fingerspelled.
- ★ the alphabet in order fingerspelled.
- ★ clearly fingerspelled letters especially two same letters e.g. SPELL.
- ★ fingerspelling with increasing fluency.

### Understanding Language: Receptive Skills

Pupils should understand:

#### Structure

- ★ appropriate intonations using facial expressions.
- ★ and respond appropriately to retell a sequence of events and give information.
- ★ fingerspelling at speed.
- ★ past, present and future tenses and recognise when these are being used.
- ★ brief explanation of events quickly.
- ★ and become familiar with everyday greetings.
- ★ and become familiar with signs in functional settings.
- ★ and recognise recurring signs.
- ★ a signed poem.

#### Vocabulary

- ★ 50-60 key vocabulary from the 4 BSL Curriculum themes.
- ★ and recognise the signs for tense e.g. BEEN and WILL.
- ★ and know common signs.
- ★ simple words with pictures and match signs to these.
- ★ signed descriptions and find images to match.
- ★ and repeat back sentences.
- ★ and be exposed to a wider range of vocabulary.

#### Lip-Reading

- ★ and correctly lip-read blended fingerspelling.
- ★ and correctly lip-read fingerspelled names.
- ★ and correctly lip-read homophones and near homophones.
- ★ that some meanings of signs are defined by the lip patterns used.

#### Description/NMF

- ★ and interrupt in order to clarify meaning.
- ★ more signed emotions e.g. EMBARRASSED, EMOTIONAL, SHY, STUBBORN.
- ★ adjectives and adverbs in sentences.



- ★ expanded noun phrases to describe.
- ★ pauses to break and end sentences.
- ★ aspect to signing sentences.
- ★ inflections to verbs (modified base signs) e.g. RUN/RUN SLOWLY/RUN FAST.

### Directionality

- ★ the direction of verbs being signed e.g. I-GIVE-YOU / YOU-GIVE-ME.
- ★ signs for time: NEXT WEEK, LAST WEEK, YESTERDAY, TODAY, TOMORROW.
- ★ the use of placement and referents.
- ★ eye gaze.

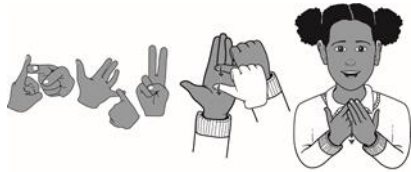
### Comprehension

- ★ and answer questions.
- ★ and predict what might happen next in stories and events.
- ★ and participate in discussions about events, books, poems, etc.
- ★ discuss and explain their comprehension of books, poems, etc.
- ★ the importance of using correct handshapes.
- ★ and know one handshape can be used for a variety of signs.
- ★ discuss, watch and express views.

Pupils should be taught to:

- ★ sign their thoughts aloud.
- ★ share ideas and opinions in BSL.
- ★ use prior knowledge and new vocabulary learnt.
- ★ have their understanding of BSL structure established.
- ★ develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
- ★ reinforce their deaf awareness knowledge:
  - ★ how to get attention
  - ★ eye contact
  - ★ using gestures/paper and pen if they do not know the sign
  - ★ keeping the mouth clear
  - ★ not shouting.





## Key Stage Two Programme of Study



Year 3	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ a timeline of events using BSL tenses e.g. WILL or BEEN.</li> <li>★ sentences retelling an event about a daily routine activity.</li> <li>★ signed pronouns e.g. YOURS, MINE, YOU, ME.</li> <li>★ a story from a three picture-sequence story.</li> <li>★ a short presentation in a group or to the whole class.</li> <li>★ pauses in retelling an event or story.</li> <li>★ BSL connectives in sentences e.g. IF, WHY, BUT.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ signs for time e.g. NEXT WEEK, 3 YEARS LATER, LAST YEAR, QUARTER TO/PAST</li> <li>★ signed pronouns e.g. YOU, ME, US, BOTH.</li> <li>★ simple vocabulary to make at least 3 sign-sentences.</li> <li>★ vocabulary from the four different curriculum themes.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ correct lip-patterns for signed homophones and near homophones.</li> <li>★ BSL lip-patterns for manner and aspect signs e.g. LONG-TIME, EATING.</li> <li>★ some general BSL lip patterns.</li> </ul>	
<b>Description/NMF</b> <ul style="list-style-type: none"> <li>★ emphasis with use of manner, e.g. LIGHT RAIN/HEAVY RAIN.</li> <li>★ NMF in signs for possession e.g. YOURS, MINE.</li> <li>★ NMF in ten different adjectives.</li> <li>★ NMF for inflected verbs e.g. WALK, WALKED QUICKLY, WALKED SLOWLY.</li> <li>★ NMF to show time e.g. LONG-TIME-AGO, RECENT.</li> </ul>	





### Handshapes

- ★ signs in context.
- ★ an increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
- ★ signed plurals e.g. LOTS-OF, MANY.
- ★ signs using their dominant hand consistently.

### Spelling

- ★ addresses e.g. name of places.
- ★ letters of the alphabet.
- ★ fingerspelling for names as it first appears in a story and then use initials or sign names thereafter.

### Understanding Language: Receptive Skills

Pupils should understand:

#### Structure

- ★ and ask for clarification.
- ★ simple questions and answer using BSL sentence order.
- ★ appropriate intonations using facial expressions.
- ★ and respond appropriately to retell a sequence of events and give information.
- ★ fingerspelling at speed.
- ★ past, present and future tenses and recognise when these are being used.
- ★ brief explanation of events quickly.
- ★ and be familiar with everyday greetings.
- ★ and be familiar with signs in functional settings.
- ★ and recognise recurring signs.
- ★ a signed poem.

#### Vocabulary

- ★ 70-75 new vocabulary signs.
- ★ simple words with pictures and match signs to these.
- ★ and be able to sign BSL sentences to match pictures.
- ★ and be able to repeat back sentences.
- ★ and recognise the signs for tense e.g. BEEN and WILL.
- ★ and know common signs.
- ★ and be exposed to a wider range of vocabulary.

#### Lip-Reading

- ★ by lip-reading blended fingerspelling.
- ★ by lip-reading fingerspelled names.
- ★ by lip-reading homophones and near homophones (within topic).

#### Description/NMF

- ★ what emotions and manner are being conveyed in a story or event.



- ★ which NMF is used to describe types of weather.
- ★ question forms from the use of NMF e.g. eyebrow movement.

### Directionality

- ★ when directional verbs are used and for which subject.
- ★ when time is used e.g. 2-DAYS-AGO, 3-DAYS-LATER.
- ★ and use eye gaze correctly.
- ★ when pointing is used to refer to something.
- ★ how placement is used to describe the scene.

### Comprehension

- ★ and identify emotions from facial expressions, aspect and manner.
- ★ and answer questions in BSL order.
- ★ and be able to discuss the context of conversations and meaning of some signs.
- ★ head movements e.g. YES and NO.
- ★ short signed stories, answer story questions and share views/opinions.

Pupils should be taught to:

- ★ sign their thoughts aloud.
- ★ share ideas and opinions in BSL.
- ★ use prior knowledge and new vocabulary learnt.
- ★ have their understanding of BSL structure established.
- ★ develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
- ★ develop a positive attitude to learning BSL by meeting and conversing with Deaf people.
- ★ watch Deaf programmes or BSL clips e.g. BSL Zone, See Hear.





Year 4	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ topic-comment structured signing sentences.</li> <li>★ signed sentence which includes a question.</li> <li>★ correct signs for: who, what, where, when, why, which and how in sentences.</li> <li>★ a story from a four picture-sequence story.</li> <li>★ a narrative including appropriate pauses and pace by composing, rehearsing and adapting.</li> <li>★ BSL connectives in sentences e.g. WHY, AS-WELL.</li> <li>★ role-shifting skills between two different subjects.</li> <li>★ a short presentation of a topic or chosen subject area in a group or to the whole class.</li> <li>★ a short poem of a topic or chosen subject area in a group or to the whole class.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ signs for time including passages of time e.g. 3-O'CLOCK, 25-PAST-3, 3-YEARS-TIME.</li> <li>★ signs for money e.g. PENCE, POUND.</li> <li>★ consistently signed pronouns e.g. YOU, ME, US, BOTH.</li> <li>★ consistently 3 sign-sentences.</li> <li>★ vocabulary from the four different BSL curriculum themes.</li> <li>★ plausible guesses for signs that are unknown.</li> <li>★ signs for shades of colour e.g. LIGHT / DARK.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ correct lip-patterns for signed homophones and near homophones.</li> <li>★ BSL lip-patterns for manner and aspect signs e.g. CHEW, BRUSH.</li> <li>★ some general BSL specific lip patterns e.g. VEE.</li> </ul>	
<b>Description/NMF</b> <ul style="list-style-type: none"> <li>★ descriptive signs including manner and aspect e.g. CAR-DRIVE-FAST / CAR-DRIVE-SLOWLY.</li> <li>★ speed to show emphasis.</li> <li>★ NMF consistently for at least ten different adjectives.</li> <li>★ NMF for inflected verbs (modified base signs) e.g. WAIT / WAITING / WAIT-A-LONG-TIME.</li> </ul>	



- ★ NMF to show time e.g. YEARS-AGO, JUST-NOW.
- ★ facial expressions in a signed narrative using correct emphasis e.g. PLUMP-PERSON / TALL PERSON.

### Handshapes

- ★ correct handshapes for classifiers: whole entity; handling and size and shape.
- ★ signs in context.
- ★ an increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
- ★ signs using enumerators.
- ★ signed plurals using classifiers e.g. BOOKS / BOOK-PILE.

### Fingerspelling

- ★ the alphabet fluently using their dominant hand and using correct handshapes and movements.
- ★ fingerspelling for names as it first appears in a story and then use initials or sign names thereafter.

### Understanding Language: Receptive Skills

Pupils should understand:

### Structure

- ★ and answer questions for fiction and non-fiction events.
- ★ the shift between roles e.g. role-shifting between adult and child.
- ★ and ask for clarification.
- ★ questions and answer in BSL using cohesive sentences.

### Vocabulary

- ★ the signed differences between: money, age and time using location and placement.
- ★ timelines in a school setting e.g. school timetable/routine.
- ★ new vocabulary for different topics.
- ★ and be able to repeat back sentences.
- ★ the difference between colour and skin colour signs.

### Lip-Reading

- ★ by lip-reading blended fingerspelling.
- ★ by lip-reading fingerspelled names.
- ★ by lip-reading homophones and near homophones in context.

### Description/NMF

- ★ what manner and emotions are being conveyed in a story or event.
- ★ inflected verbs in a sentence.
- ★ negation NMF in sentences e.g. EMPTY / NOTHING / RUN-OUT.



### **Directionality**

- ★ the role of directional verbs and why e.g. HELP-YOU / HELP-ME
- ★ when directional verbs are used and for which subject.
- ★ when time is used e.g. 2-DAYS-AGO, 3-DAYS-LATER.
- ★ and correctly use eye gaze.
- ★ how placement is used to describe the scene.

### **Comprehension**

- ★ and discuss their understanding of events and stories.
- ★ views and opinions of others.
- ★ signed stories/events and answer questions.
- ★ fiction and non-fiction video clips.
- ★ and be able to summarise and feedback points.

Pupils should be taught to:

- ★ sign their thoughts aloud.
- ★ share ideas and opinions in BSL.
- ★ use prior knowledge and new vocabulary learnt.
- ★ develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
- ★ have their understanding of BSL structure established.
- ★ sign frequently around the school for information and enjoyment.
- ★ develop a positive attitude to learning BSL by meeting and conversing with Deaf people.
- ★ watch Deaf programmes or BSL clips e.g. BSL Zone, See Hear.





Year 5	Learning Outcomes
<p><b>Using Language: Productive Skills</b></p> <p>Pupils should be able to produce:</p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>★ topic-comment structured signing sentences.</li> <li>★ extended noun phrases to convey a more complex question.</li> <li>★ appropriate use of directional verbs in questions and sentences.</li> <li>★ the six 'wh' question forms.</li> <li>★ a story from a six picture sequenced story.</li> <li>★ and develop the use of adverbs in sentences e.g. UNFORTUNATELY, LUCKILY.</li> <li>★ and develop role-shifting skills between two different subjects.</li> <li>★ a narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.</li> <li>★ an increasing BSL fluency in presentations, poetry and debates and deliver this in a setting e.g. class, group, or assembly.</li> <li>★ signs across the school not only in BSL lessons.</li> <li>★ signs at pace in line with their thoughts.</li> <li>★ signs summarising an event or story.</li> <li>★ signs out loud sharing their thoughts and ideas..</li> <li>★ and recheck their own signs to ensure their sentences or meaning is clear.</li> <li>★ a range of topical presentations, poems and narratives in BSL at a comfortable pace.</li> <li>★ signs frequently around the school for information and enjoyment.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>★ signs for time including passage of time, using timelines A, B and E.</li> <li>★ signs for age from the nose and from the chin for money.</li> <li>★ an extended use of pronouns e.g. THEY/THEM – HIS/HERS.</li> <li>★ signs consistently for at least 4-sign-sentences.</li> <li>★ plausible guesses for signs that are unknown.</li> <li>★ signs for various shades of colour e.g. lilac and navy.</li> <li>★ signs appropriate to their audience and consider their choice of vocabulary and BSL grammar.</li> <li>★ subject specific vocabulary.</li> <li>★ and use vocabulary from the 4 different BSL curriculum themes.</li> <li>★ using their knowledge from previous learning to use correct vocabulary in different contexts.</li> </ul>	



### **Lip-Patterns**

- ★ correct lip patterns for different shades of colours.
- ★ correct BSL specific lip-patterns e.g. VEE, FOO, FOW.
- ★ appropriate lip-patterns for blended fingerspelling.
- ★ appropriate lip-patterns when fingerspelling names.
- ★ appropriate lip-patterns for homophones and near homophones in context.
- ★ appropriate lip-patterns when signing sentences or narratives.

### **Description/NMF**

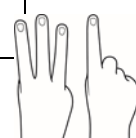
- ★ descriptive signs including manner and aspect e.g. CAR-BUMP/CAR-TRAFFIC/CAR PARK.
- ★ and use eye gaze and eye brow movement in their narratives.
- ★ varying speed/pace to show emphasis in their signs.
- ★ using NMF in at least 12 different adjectives.
- ★ showing in-depth emotions through NMF e.g. UNKIND/KIND.
- ★ and include appropriate manner and emotions in stories, presentations, poetry and debates.
- ★ and use inflected verbs (modified base signs) in a sentence with correct NMF.
- ★ affirmation and negation head movements in sentences.

### **Handshapes**

- ★ and begin to use plurals in signs using appropriate classifiers to support.
- ★ and begin to ask for clarification of signs from peers.
- ★ and use their knowledge from previous learning to use correct handshapes in different contexts.
- ★ and recheck their own signs to ensure their handshapes are clear and within context.
- ★ unfamiliar signs with increasing accuracy.
- ★ in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.

### **Fingerspelling**

- ★ the alphabet fluently using their dominant hand, using correct handshape and movement for these.
- ★ fingerspelling for names and places as it first appears in a story and then use initials or sign names thereafter.
- ★ an increasingly accurate blended fingerspelling.
- ★ and choose which letter to fingerspell and deciding whether to blend or not.
- ★ and use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.



## Understanding Language: Receptive Skills

Pupils should understand:

### Structure

- ★ the role of topic-comment structures and how this supports BSL..
- ★ and identify placements and role shifts in a story.
- ★ BSL stories and demonstrate understanding through discussions and question and answer sessions.
- ★ with increasing BSL fluency in presentations, poetry, and debates.
- ★ why BSL sentences are constructed as they are.
- ★ BSL narratives and stories that are structured in different ways.
- ★ how structure and language is used to contribute to meaning.

### Vocabulary

- ★ and expand on contextual signs e.g. RUN-OUT/RUN OUT. PHONE-CALL/CALL-OUT.
- ★ and repeat back sentences or narratives with alternative vocabulary where appropriate.
- ★ subject specific vocabulary.
- ★ nuances in vocabulary choice and age-appropriate, academic vocabulary.
- ★ unfamiliar signs with increasing accuracy.
- ★ recheck or clarify signs so that meaning is clear and makes sense.

### Lip-Reading

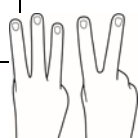
- ★ a range of lip patterns used in differing contexts.
- ★ blended fingerspelling.
- ★ fingerspelled names.
- ★ fingerspelling of unfamiliar names and places
- ★ the difference between homophones near homophones in context.

### Description/NMF

- ★ what manner and emotions are being conveyed in stories, presentations, poetry and debates.
- ★ inflected verbs (modified base signs) in a sentence.
- ★ negation NMF in sentences.
- ★ and make comparisons with other narratives.
- ★ and be familiar with the BSL community and culture.

### Directionality

- ★ the role of directional verbs and why e.g. HELP-YOU/HELP-ME.
- ★ when directional verbs are used and for which subject.
- ★ when time is used e.g. 2-WEEKS-TIME.
- ★ and correctly use eye gaze.
- ★ how placement is used to describe the scene.





### Comprehension

- ★ and use their knowledge of language gained from stories, poems, narratives and apply this to their learning.
- ★ the meaning of new signs that they have learned.
- ★ a range of topical presentations, poems, and narratives in BSL at a comfortable pace.
- ★ fingerspelling in different contexts: full names, initials, and blended fingerspelling.
- ★ and draw inferences from stories to events and explain how they inferred this in BSL.
- ★ the difference between fact and opinion in signed narrations.

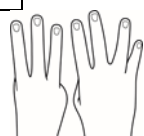
Pupils should be taught to:

- ★ sign out loud their thoughts and ideas.
- ★ recheck their own signs to ensure their sentences or meaning is clear.
- ★ understand and express a range of topical presentations, poems and narratives in BSL at a comfortable pace.
- ★ understand and express unfamiliar signs with increasing accuracy.
- ★ use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.
- ★ present in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.
- ★ sign frequently around the school for information and enjoyment.
- ★ enjoy and have confidence in their BSL mastery.





Year 6	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce with greater detail:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ topic-comment structured signing sentences .</li> <li>★ extended noun phrases to convey a more complex question.</li> <li>★ directional verbs in questions and sentences.</li> <li>★ the six 'wh-' question forms.</li> <li>★ a developing use of adverbs in sentences, e.g. UNFORTUNATELY, MEANWHILE, LUCKILY.</li> <li>★ role-shifting skills between two different subjects.</li> <li>★ a narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.</li> <li>★ comments on structured signing that remains on a topic for an extended period of time with deeper knowledge demonstrated.</li> <li>★ placement, classifiers and movement in their signing presentations.</li> <li>★ appropriate use of space, role-shift, character expressions and use of eye-gaze in their presentations.</li> <li>★ structures appropriate for informal/formal narration.</li> <li>★ increasing BSL fluency in presentations, poetry and debates, and sign out loud sharing their thoughts and ideas.</li> <li>★ signs at pace in line with their thoughts.</li> <li>★ signs summarising an event or story.</li> <li>★ and recheck their own signs to ensure their sentences and/or meaning is clear.</li> <li>★ a range of topical presentations, comedy, poems and narratives in BSL at a comfortable pace including BSL order, placement, role-shift and NMF.</li> <li>★ signs frequently around the school for information and enjoyment.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ signs for time including passage of time, e.g. timelines A, B, C, D and E.</li> <li>★ an extended use of pronouns, e.g. THEY/THEM, HIS/HERS.</li> <li>★ plausible guesses for signs that are unknown.</li> <li>★ signs for various shades of colour, e.g. lilac and navy.</li> <li>★ signs for currency, e.g. EURO/DOLLAR, etc.</li> <li>★ signs for reference: pointing to reinforce initial established placements of characters and objects.</li> </ul>	



- ★ signs appropriate to their audience and consider their choice of vocabulary and BSL grammar.
- ★ subject-specific vocabulary.
- ★ and use vocabulary from the 4 different curriculum themes especially school routine for secondary school.
- ★ and use their knowledge from previous learning to use correct vocabulary in different contexts.

### **Lip-Patterns**

- ★ correct lip-patterns for different shades of colours.
- ★ correct BSL-specific lip-patterns for VEE / FOO / FOW.
- ★ and know when to use lip-patterns and when not to as part of NMF intensification of signs.
- ★ appropriate lip-patterns for blended fingerspelling.
- ★ appropriate lip-patterns when fingerspelling names.
- ★ appropriate lip-patterns for homophones and near homophones in context.
- ★ appropriate lip-patterns when signing sentences or narratives.

### **Description/NMF**

- ★ descriptive signs including manner and aspect, e.g. CAR-BUMP / CAR-TRAFFIC / CAR-PARK.
- ★ and use eye-gaze and eyebrow movement in their narratives.
- ★ varying speed/pace to show emphasis in their signs.
- ★ use of NMF in at least 12 different adjectives.
- ★ in-depth emotions through NMF, e.g. UNKIND / KIND.
- ★ appropriate manner and emotions in stories, presentations, poetry and debates.
- ★ and use inflected verbs in a sentence with correct NMF.
- ★ affirmation and negation NMF in sentences.

### **Handshapes**

- ★ a range of plurals in signs using appropriate classifiers to support.
- ★ and begin to ask for clarification of signs from peers.
- ★ and use their knowledge from previous learning to use correct handshapes in different contexts.
- ★ and recheck their own signs to ensure their handshapes are clear and within context.
- ★ unfamiliar signs with increasing accuracy and know when to clarify themselves by fingerspelling.
- ★ in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.

### **Fingerspelling**

- ★ the alphabet fluently using their dominant hand and correct handshape and movement for these.
- ★ fingerspelling for names and places as it first appears in a story and then use initials or sign names thereafter.



- ★ an increasingly accurate blended fingerspelling using fingerspelling techniques to support.
- ★ and choose which letter to fingerspell and decide whether to fingerspell or not.
- ★ and use their knowledge from previous learning to fingerspell in different contexts, e.g. full names, initials and blended fingerspelling.

### **Understanding Language: Receptive Skills**

Pupils should understand in greater depth:

#### **Structure**

- ★ the role of topic-comment structures and how this supports BSL.
- ★ and give details following a range of fictional or non-fictional stories and conversational situations.
- ★ and identify placements and role-shifts in a story.
- ★ and be able to follow a narrative that includes multiple role-shifts.
- ★ BSL stories and demonstrate understanding through discussions and question and answer sessions.
- ★ increasing BSL fluency in presentations, poetry and debates.
- ★ why BSL sentences are constructed as they are.
- ★ BSL narratives and stories that are structured in different ways.
- ★ how structure and language is used to contribute to meaning.

#### **Vocabulary**

- ★ and expand on contextual signs, e.g. RUN-OUT / RUN OUT, PHONE-CALL / CALL OUT.
- ★ and repeat back sentences or narratives with alternative vocabulary where appropriate.
- ★ and be secure in BSL future and past timelines.
- ★ subject-specific vocabulary.
- ★ nuances in vocabulary choice and age-appropriate, academic vocabulary.
- ★ understand unfamiliar signs with increasing accuracy.
- ★ recheck or clarify signs so that meaning is clear and makes sense.
- ★ and be secure in understanding the majority of what is signed and work out from context without the need to clarify from a narration.

#### **Lip-Reading**

- ★ a range of lip-patterns used in differing contexts.
- ★ blended fingerspelling.
- ★ fingerspelled names.
- ★ fingerspelling of unfamiliar names and places.
- ★ the difference between homophones.
- ★ homophones and near homophones in context.



### Description/NMF

- ★ what manner and emotions are being conveyed in stories, presentations, poetry and debates.
- ★ inflected verbs in a sentence.
- ★ negation NMF in sentences.
- ★ and be familiar with the BSL community and culture.
- ★ and make comparisons with other narratives.
- ★ open and closed questions are indicated by eyebrow movement.
- ★ and respond showing interest when watching stories, narratives and conversations using NMF and short exclamations.

### Directionality

- ★ the use of plurals in directional verbs, e.g. 3 people walking.
- ★ which signs can be shown in plurals and which cannot.
- ★ the role of directional verbs and why, e.g. HELP-YOU / HELP-ME.
- ★ when directional verbs are used and for which subject.
- ★ when time is used, e.g. 2-DAYS-AGO, 3-DAYS-LATER.
- ★ and correctly use eye-gaze.
- ★ how placement is used to describe the scene.

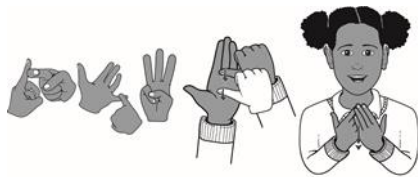
### Comprehension

- ★ and show comprehension of a story by being able to predict what might happen next.
- ★ and be able to summarise a BSL story.
- ★ and use their knowledge of language gained from stories, poems, narratives, and apply this to their learning.
- ★ the meaning of new signs that they have learnt.
- ★ a range of topical presentations, poems and narratives in BSL at a comfortable pace.
- ★ fingerspelling in different contexts: full names, initials and blended fingerspelling.
- ★ and draw inferences from stories or events and explain how they inferred this in BSL.
- ★ the difference between fact and opinion in signed narrations.

### Pupils should be taught to:

- ★ sign out loud their thoughts and ideas.
- ★ recheck their own signs to ensure their sentences or meaning is clear.
- ★ understand and express a range of topical presentations, poems and narratives in BSL at a comfortable pace.
- ★ understand and express unfamiliar signs with increasing accuracy.
- ★ use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.
- ★ present in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.
- ★ sign frequently around the school for information and enjoyment.
- ★ enjoy and have confidence in their BSL mastery.





## Key Stage Three Programme of Study



Year 7	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ structured and evidence of formal signed: <ul style="list-style-type: none"> <li>a. stories/narratives</li> <li>b. scripts</li> <li>c. poetry</li> <li>d. presentations</li> <li>e. short speeches</li> <li>f. arguments</li> </ul> </li> <li>★ a simple summary of a story/presentation with guidance.</li> <li>★ ideas and arguments with at least one factual detail.</li> <li>★ with guidance, signed comments and/or building on narration to participate in formal debates and structured discussions.</li> <li>★ formal and informal registers to show the knowledge and understanding of BSL used in different settings, including: <ul style="list-style-type: none"> <li>a. evidence of formal register e.g. presentation/speeches.</li> <li>b. evidence of informal register e.g. classroom discussion, conversation with friends.</li> </ul> </li> <li>★ and develop a natural signing pace.</li> <li>★ and use a range of different placement types with evidence of references.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ an emerging knowledge of vocabulary, grammar, text structure and apply to their narration.</li> <li>★ a range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration.</li> <li>★ amendments to the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness.</li> <li>★ evidence of correct manner and aspect in their narration.</li> </ul>	



### **Lip-Patterns**

- ★ lip-patterns focusing on correct use of accurate mouthing and/or lip-patterns used in BSL with guidance.
- ★ appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ evidence of improvising, rehearsing and performing short play scripts and poetry with guidance in order to show mood, silence, stillness and action with the use of lip-pattern to add impact.

### **Description/NMF**

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended.
- ★ their own BSL narration with evidence of NMF.
- ★ an appropriate expository for a range of stories, scripts and poetry.
- ★ appropriate NMF for a range of stories, poetry and presentation, adjusting accordingly.
- ★ short play scripts and poetry by improvising, rehearsing and performing with guidance in order to develop language using role-shift, expression and action to add impact.
- ★ 4 different types of role shifting skills with support:
  - a. character
  - b. conversation
  - c. mind talk
  - d. mirror response (back channel)
- ★ and develop understanding of extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE.
- ★ and develop the use of placements and referents in verb agreements, with repetition e.g. I-ASK-ASK-ASK/THEY-BOTHER-BOTHER-BOTHER.

### **Handshapes**

- ★ accurate handshapes paying attention to fluidity with guidance.
- ★ and apply their knowledge of handshapes from analysing more challenging fluent signers with guidance.
- ★ a range of appropriate handshapes correctly in order to generate language using role, intonation, tone, mood and action to add impact with prompts by improvising, rehearsing and performing short play scripts and poetry.

### **Fingerspelling**

- ★ fingerspelling using previous knowledge to fingerspell in different contexts e.g. blended fingerspelling.
- ★ fingerspelling in stories, scripts, poems and presentations with guidance.
- ★ fingerspelling using appropriate rules with guidance e.g. using correct handshapes and dominant hand.
- ★ more challenging fingerspelling by extending and applying their grammatical knowledge with guidance.



## Understanding Language: Receptive Skills

Pupils should understand:

### Structure

- ★ and make inferences from watching BSL narratives.
- ★ and recognise that there are regional differences in BSL.
- ★ the differences between formal and informal registers in BSL narratives.
- ★ the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions and understand how these have been used.
- ★ how signing performers communicate through performance.
- ★ and make comparisons across formal and informal narratives.

### Vocabulary

- ★ new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context.
- ★ the impact of the grammatical features of the BSL narratives they watch.
- ★ new vocabulary and grammatical constructions from watching BSL narratives to achieve particular effects.
- ★ how language, including vocabulary choice presents different meanings in BSL.

### Lip-Reading

- ★ the relevance and impact of lip-patterns and mouthing used by signers.
- ★ signers in different settings e.g. poems and stories.

### Description/NMF

- ★ the relevance and impact of NMF used by signers.
- ★ how language devices are used in BSL e.g. figurative language, descriptions, NMF and organisational features presents different meanings in BSL.
- ★ the use of placements and referents in verb agreement to develop an understanding of web agreement e.g. placement: I-GIVE-YOU, web: I-GIVE-THEM.
- ★ 4 different types of role shifting skills with support:
  - a. character
  - b. conversation
  - c. mind talk
  - d. mirror response (back channel)

### Directionality

- ★ the impact of directional verbs from watching a variety of signers to achieve meaning.
- ★ how organisational features presents different meanings in BSL.

### Comprehension

- ★ by watching BSL videos for enjoyment.
- ★ and establish familiarity by re-watching BSL videos as basis for making comparisons and reflections.





- ★ and identify the purpose, audience and context of BSL narratives.
- ★ and recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives with guidance.
- ★ by asking questions to check to confirm understanding.
- ★ and identify the setting, plot, and characterisation in BSL storytelling.

Pupils should be taught to:

- ★ watch a variety of BSL videos by fluent signers with little understanding.
- ★ explore a variety of BSL videos where they can begin to enjoy watching different signers.
- ★ acquire a wide vocabulary.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ★ use discussion in order to learn; they should be able to explain their understanding and ideas.
- ★ develop confidence in BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations coherently so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ begin to appreciate a variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy BSL stories and poems to develop culturally, emotionally, intellectually and socially.





Year 8	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ structured and evidence of formal signed <ul style="list-style-type: none"> <li>a. stories/narrative</li> <li>b. script</li> <li>c. poetry</li> <li>d. presentations</li> <li>e. short speeches</li> <li>f. arguments</li> </ul> </li> <li>★ an extended summary of a story/presentation with prompts.</li> <li>★ ideas and arguments with several factual detail with prompts.</li> <li>★ signed comments and/or building on extended narration to participate in formal debates and structured discussions with prompts.</li> <li>★ a description of the differences between formal and informal registers to show knowledge and understanding of BSL used in a variety of settings, including: <ul style="list-style-type: none"> <li>a. evidence of formal register to their presentation/speeches.</li> <li>b. evidence of an informal register e.g. classroom discussion, conversation with friends.</li> </ul> </li> <li>★ and show development of natural fluency of BSL.</li> <li>★ and develop a wider range of different placement types with evidence of references simultaneously.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ a developing knowledge of vocabulary, grammar and text structure and begin to apply it in their narration.</li> <li>★ a range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration.</li> <li>★ and be able to enhance the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness.</li> <li>★ and include correct manner and aspect in their narration.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ lip-patterns focusing on correct use of accurate mouthing and/or lip-patterns used in BSL with prompts.</li> <li>★ and reflect on the inappropriate use of lip-patterns and its impact on BSL.</li> <li>★ and show the importance of lip-pattern in identification of signs (Brother/March).</li> </ul>	



- ★ and show lip-patterns with corresponding “letter” that can be used when sign is not known/commonly used.
- ★ and understand the importance of using lip-patterns in context.
- ★ appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ short play scripts and poetry by improvising, rehearsing and performing in order to show mood, silence, stillness and action with the use of lip-pattern to add impact with prompts.

### **Description/NMF**

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended.
- ★ BSL in their own narration with significant evidence of NMF.
- ★ an appropriate expository for a range of stories, scripts and poetry.
- ★ appropriate NMF for a range of stories, poetry and presentation, adjusting accordingly.
- ★ short play scripts and poetry by improvising, rehearsing and performing in order to show mood, silence, stillness and action with the use of lip-pattern to add impact with prompts.
- ★ and explore using the 4 different types of role –shifting skills:
  - a. character
  - b. conversation
  - c. mind talk
  - d. mirror response (back channel)
- ★ using extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE.
- ★ using placements and referents in verb agreements, with repetition e.g. I-ASK-ASK-ASK, THEY-BOTHER-BOTHER-BOTHER

### **Handshapes**

- ★ accurate handshapes paying attention to fluidity with prompts.
- ★ and apply their knowledge of handshapes from analysing more challenging fluent signers with prompts.
- ★ a range of appropriate handshapes correctly in order to generate language using role, intonation, tone, mood and action to add impact with prompts by improvising, rehearsing and performing short play scripts and poetry.

### **Fingerspelling**

- ★ fingerspelling in stories, scripts, poems and presentations with prompts.
- ★ fingerspelling using appropriate rules e.g. using correct handshapes and dominant hand.
- ★ more challenging fingerspelling by extending and applying their grammatical knowledge.
- ★ and demonstrate competent use of knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.



## Understanding Language: Receptive Skills

Pupils should understand:

### Structure

- ★ and explore inferences from watching BSL narratives with prompts.
- ★ and identify regional sign variations.
- ★ and give a few examples of regional signs – productive.
- ★ and identify the differences and make comparisons between formal and informal registers in BSL narratives.
- ★ and identify the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions with prompt.
- ★ how signing performers communicate effectively through performance.
- ★ and recognise different performance categories with prompt.

### Vocabulary

- ★ new vocabulary, relating it explicitly to known vocabulary and understanding it with prompts.
- ★ the impact of the grammatical features of the BSL narratives they watch and describe how.
- ★ new vocabulary and grammatical features from watching BSL narratives to achieve particular effects with prompt.
- ★ how language, including vocabulary choice presents different meanings in BSL with prompts.

### Lip-Reading

- ★ the impact of lip-patterns and mouthing used.
- ★ and be able to lip-read in a range of different settings e.g. poems and stories.
- ★ and with prompting, be aware of inappropriate lip-pattern usage in different settings.
- ★ and explore using the 4 different types of role-shifting skills:
  - a. character
  - b. conversation
  - c. mind talk
  - d. mirror response (back channel)

### Description/NMF

- ★ the impact of the NMF used by signers and describe how it is used.
- ★ and identify structural and grammatical features that are used in BSL e.g. figurative/imaginative language, descriptions, NMF and how organisational features presents different meanings in BSL with prompts.
- ★ and identify a range of placements and referents in verb agreement. (Placement: I give you) (Web: I give them).



### **Directionality**

- ★ the impact of directional verbs from watching a variety of signers to achieve meaning and describe how.
- ★ how organisational features presents different meanings in BSL with prompts.

### **Comprehension**

- ★ by watching BSL videos for enjoyment and information.
- ★ and with prompts, establish familiarity by re-watching BSL videos as a basis for making comparisons and reflections.
- ★ and identify the purpose, audience, and context of the BSL narratives.
- ★ and to recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives with prompts.
- ★ by asking in-depth questions to further check understanding.
- ★ and identify and explain the setting, plot, and characterisation in BSL storytelling with prompts.

Pupils should be taught to:

- ★ watch BSL videos by fluent signers with some understanding.
- ★ watch a variety of BSL videos for pleasure and information.
- ★ acquire a wide vocabulary, an understanding of grammar for BSL productive and receptive skills.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives clearly, adapting their language and style in and for a range of contexts, purposes and audiences.
- ★ use discussion in order to learn; they should be able to explain clearly their understanding and ideas.
- ★ be competent in BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations clearly so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ appreciate a variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy a range of BSL stories and poems to develop culturally, emotionally, intellectually and socially.





Year 9	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ structured and evidence of formal signed <ul style="list-style-type: none"> <li>a. stories/narrative</li> <li>b. script</li> <li>c. poetry</li> <li>d. presentations</li> <li>e. short speeches</li> <li>f. arguments</li> </ul> </li> <li>★ an extended summary of a story/presentation independently.</li> <li>★ ideas and arguments with several factual details independently .</li> <li>★ signed comments and/or building on extended narration to participate in formal debates and structured discussions with independently .</li> <li>★ an accurate description of the differences between formal and informal registers to show knowledge and understanding of BSL used in a variety of settings. <ul style="list-style-type: none"> <li>a. evidence of a formal register to their presentation/speeches.</li> <li>b. evidence of an informal delivery e.g. classroom discussion, conversation with friends.</li> </ul> </li> <li>★ fluidity in BSL following natural pace and pauses.</li> <li>★ and develop a wide range of different placement types with evidence of references simultaneously.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ evidence of a wide knowledge of vocabulary, grammar and text structure and begin to apply it to their narration.</li> <li>★ evidence of a wide range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration.</li> <li>★ and be able to independently enhance the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ lip-patterns focusing on correct use of accurate mouthing and/or lip-patterns used in BSL.</li> <li>★ and be able to critically reflect on the inappropriate usage of lip-pattern and its impact on BSL.</li> </ul>	



- ★ and show the importance of lip-pattern in the identification of signs e.g. BROTHER and MARCH.
- ★ and show lip-patterns with the corresponding “letter” that can be used when a sign is not known/commonly used.
- ★ correct lip-patterns and understand the importance of using lip-patterns in the context of signs.
- ★ and use appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ lip-patterns by improvising, rehearsing and performing short play scripts and poetry in order to show mood, silence, stillness and action with the use of lip-pattern to add impact independently.

### **Description/NMF**

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended independently.
- ★ and use BSL in their own narration with significant evidence of NMF independently.
- ★ and use appropriate expository for a wide range of stories, scripts and poetry independently.
- ★ and effectively demonstrate the use of appropriate NMF for a wide range of stories, poetry and presentation, adjusting accordingly.
- ★ and develop language by improvising, rehearsing and performing short play scripts and poetry, using role shift, expression and action to add impact independently.
- ★ and become secure in using the 4 different types of role shift through conversation and narrative:
  - a. character
  - b. conversation
  - c. mind talk
  - d. mirror response
- ★ and use extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE.
- ★ and use placements and referents in verb agreements, with repetition e.g. I-ASK-ASK-ASK/THEY-BOTHER-BOTHER-BOTHER.

### **Handshapes**

- ★ accurate handshapes independently, paying attention to fluidity.
- ★ and apply their knowledge of handshapes from independently analysing more challenging fluent signers.
- ★ a wide range of appropriate handshapes correctly and independently in order to generate language using role, intonation, tone, mood and action to add impact by improvising, rehearsing and performing short play scripts and poetry.

### **Fingerspelling**

- ★ and use fingerspelling independently in stories, scripts, poems and presentations.
- ★ and use appropriate rules for fingerspelling e.g. using correct handshapes and dominant hand.



- ★ and use more challenging fingerspelling by extending and applying their grammatical knowledge.
- ★ and demonstrate competent use of knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.

### **Understanding Language: Receptive Skills**

Pupils should understand:

#### **Structure**

- ★ inferences from watching BSL narratives independently
- ★ and identify, give examples of regional sign variations.
- ★ and use a range of strategies to begin comprehension of unknown signs.
- ★ and explain the differences and make comparisons between formal and informal registers in BSL narratives.
- ★ and explain the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions independently.
- ★ how signing performers communicate effectively through performance.
- ★ and recognise different performance categories independently.

#### **Vocabulary**

- ★ new vocabulary, relating it explicitly to known vocabulary and understanding it with independently.
- ★ the impact of the grammatical features of the BSL narratives they watch and independently describe how.
- ★ new vocabulary and grammatical features from watching BSL narratives to achieve particular effects independently.
- ★ how language, including vocabulary choice presents different meanings in BSL independently.

#### **Lip-Reading**

- ★ the impact of lip-patterns and mouthing used.
- ★ and be able to lip-read in a range of different settings e.g. poems and stories.
- ★ and independently be aware of inappropriate lip-pattern usage in different settings and registers.

#### **Description/NMF**

- ★ the impact of the NMF used by signers and describe how it is used.
- ★ and independently identify how structural grammatical features are used in BSL e.g. Figurative/imaginative language, descriptions, NMF and organisational features and how these present different meanings in BSL.
- ★ and identify/explain a range of placements and referents in verb agreement in context. (E.g. Placement: I give you / Web: I give them).





### **Directionality**

- ★ the impact of directional verbs from watching a variety of signers to achieve meaning and describe how.
- ★ how organisational features presents different meanings in BSL independently.

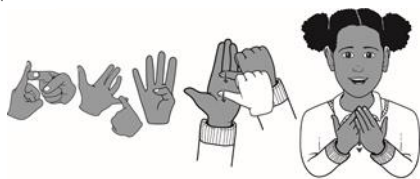
### **Comprehension**

- ★ by watching BSL videos for enjoyment and information.
- ★ and unpack fictional videos for details.
- ★ and establish familiarity by re-watching BSL video as a basis for making comparisons and reflections independently.
- ★ and identify the purpose, audience, and context of the BSL narratives.
- ★ and recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives independently.
- ★ by asking in-depth questions to further check understanding and to get more details.
- ★ and independently identify and explain the setting, plot, and characterisation in BSL storytelling.

Pupils should be taught to:

- ★ watch BSL videos by fluent signers and with good understanding.
- ★ develop the habit of watching a variety of BSL videos and often, for both pleasure and information.
- ★ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for BSL productive and receptive skills.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ★ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- ★ be secure in their mastery of BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations fluently so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ appreciate a wider variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy a wider range of BSL stories and poems to develop culturally, emotionally, intellectually and socially.





## Key Stage Four Programme of Study



Year 10	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ BSL grammar and vocabulary, consolidated by building on their knowledge and practising the following: <ul style="list-style-type: none"> <li>a. drawing on grammatical constructions from their signed narrative, and using these consciously in their language to achieve particular effects.</li> <li>b. using BSL terminology accurately and confidently in discussing the language.</li> </ul> </li> <li>★ and plan their use of BSL grammar and structure for different purposes and audiences. This will include selecting and organising information and ideas effectively and persuasively for informal and formal presentations and debates.</li> <li>★ translations by reading English texts and then relaying/translating into BSL, not following English order. Additionally, to be able to use correct BSL grammar and structure including verbs, established signs, productive signs and fingerspelling.</li> <li>★ self-reflections by watching BSL videos and narratives and reflect on their signing, making the required changes to improve their productive skills.</li> <li>★ signing that is accurate, fluent, effective and at length for pleasure and information through: <ul style="list-style-type: none"> <li>a. use of correct formal/informal register, adapting their signing for a wide range of purposes and audiences.</li> <li>b. selection and organisation of ideas, facts and key points using enumerations, and giving evidence, details and quotations.</li> <li>c. selection and use of appropriate vocabulary, BSL grammar, phonology, and narrative structural and BSL features.</li> </ul> </li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ and consolidate their knowledge of grammar and vocabulary by drawing on new vocabulary and grammatical constructions from their signed narrative and using these consciously.</li> </ul>	



- ★ signing that is accurate, fluent, effective and at length for pleasure and information by using BSL features such as affirmations/negations, manner, fingerspelling and aspect.

### **Lip-Patterns**

- ★ lip-patterns by drawing on previous learning to use appropriately, focusing on correct use of accurate mouthing and/or lip-patterns used in BSL with prompts.
- ★ consistent use of lip-patterns by recapping on their prior learning.

### **Description/NMF**

- ★ improvisations, to rehearse and perform play scripts and BSL poetry in order to generate language, discuss language use and its meaning. Additionally, use role shift, manner, aspect, inflection, morphology, NMF and classifiers, affirmations and negations.
- ★ a range of classifiers to show Size & Shape / Body Part (begin to).
- ★ signing that is accurate, fluent, effective and at length for pleasure and information (begin to):
  - a. to describe, narrate, explain, instruct, give and respond to information, and debate.
  - b. by using referents effectively, including role-shift and affirmations/negations.

### **Handshapes**

- ★ handshapes by drawing on previous learning to use them accurately and pay attention to fluidity. Additionally, to apply their knowledge of handshapes from analysing more challenging fluent signers.
- ★ a range of classifiers to show Body Part / Whole Entity / Handling classifiers (begin to).
- ★ verbs fluently for example plain, agreement and spatial verbs (begin to).

### **Fingerspelling**

- ★ fingerspelling by drawing on previous learning to use appropriate rules for fingerspelling, handshapes and use of dominant hand.
- ★ competent fingerspelling by using knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.

### **Understanding Language: Receptive Skills**

Pupils should understand:

### **Structure**

- ★ a wide range of high-quality, challenging, BSL narratives and extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling.
- ★ signing by drawing on knowledge of the purpose, audience and context of the signing. Additionally, develop knowledge of its social context, history, culture and region to which it belongs, to inform evaluation
- ★ and identify BSL features and interpret them.



- ★ how to make critical comparisons, referring to the contexts, themes, characterisation, style of signing clips.
- ★ how to evaluate clips demonstrating their knowledge of BSL grammar and structure and how it is used for different purposes and effects.
- ★ BSL grammar and structure and show their understanding through discussion and debate, for example:
  - a. Fingerspelling
  - b. Affirmation / Negation
  - c. Verbs – Plain / Agreement / Spatial
  - d. Aspect
  - e. Manner
  - f. Classifiers – Size & Shape (extension & surface) / Body Part (limbs) / Whole Entity / Handling
  - g. Enumerators / List buoys
  - h. Established Signs
  - i. Productive Signs
  - j. Inflectional Morphology
  - k. Role Shift
  - l. Phonology - Orientation/Location/Movement/Handshape/NMF
  - m. NMF
  - n. Style / Informal / Formal

#### **Vocabulary**

- ★ how to analyse a BSL narrative (sign language user), identifying the use of vocabulary, signing style and registers, grammatical and structural features, and evaluating their effectiveness and impact.

#### **Lip-Reading**

- ★ and identify how lip patterns / mouthing are used with signs in signed sentences.

#### **Description/NMF**

- ★ and identify evidence in the BSL clips to support a point of view, including answering questions.
- ★ how to make comparisons, referring to the contexts, themes, characterisation, style and signing clips.

#### **Directionality**

- ★ signed sentences including plain, agreement and spatial verbs and classifiers.

#### **Comprehension**

- ★ a wide range of high-quality, challenging, BSL narratives, extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling.
- ★ and watch BSL clips and translate them into simple written texts showing an understanding of the context.
- ★ and analyse video clips independently for challenge, interest and enjoyment and to develop their receptive skills.



Pupils should be taught to:

- ★ develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for productive skills, including communication and interaction.
- ★ acquire and use a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for receptive skills including communication and interaction.
- ★ develop the habit of continually signing informally and formally in different situations.
- ★ appreciate our rich and varied Deaf culture, community and history.
- ★ sign fluently using the appropriate register, adapting their language and style for a range of contexts, purposes and audiences.
- ★ participate in discussion/debate; they should be able to elaborate and explain clearly their understanding and ideas.
- ★ watch BSL videos, narratives and formal presentations.





Year 11	Learning Outcomes
<p><b>Using Language: Productive Skills</b></p> <p>Pupils should be able to produce:</p>	
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>★ BSL grammar and vocabulary, consolidating and building on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> <li>a. drawing on grammatical constructions from their signed narrative, and using these consciously in their language to achieve particular effects;</li> <li>b. using BSL terminology accurately and confidently in discussing the language.</li> </ul> </li> <li>★ BSL grammar and structure that is planned specifically for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for informal and formal presentations and debates.</li> <li>★ translations by reading complex English texts and then relaying/translating them into BSL, not following English order. Additionally, to use correct BSL grammar and structure including verbs, established signs, productive signs and fingerspelling.</li> <li>★ self-reflections by watching BSL videos and narratives and reflect on their signing, making the required changes to improve their productive skills and to be able to identify their own areas of development and improve on them.</li> <li>★ their own narration confidently, accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> <li>a. use of correct formal/informal register, adapting their signing for a wide range of purposes and audiences;</li> <li>b. selecting and organising ideas, facts and key points using enumerations, and giving evidence, details and quotations;</li> <li>c. selecting and using appropriate vocabulary, BSL grammar, phonology, and narrative structural and BSL features.</li> <li>d. appropriate use of topographical space in their narration.</li> </ul> </li> </ul>	
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>★ and consolidate their knowledge of grammar and vocabulary by drawing on new vocabulary and grammatical constructions from their signed narrative and using these consciously.</li> <li>★ their signed narration, confidently, accurately, fluently, effectively and at length for pleasure and information by using BSL features such as affirmations/negations, manner, fingerspelling and aspect.</li> </ul>	



### **Lip-Patterns**

- ★ correct lip patterns while focusing on the use of accurate mouthing and/or lip-patterns used in BSL with prompts.

### **Description/NMF**

- ★ performances, improvisations and rehearsals of play scripts and BSL poetry in order to generate language and discuss language use and meaning, using role shift, manner, aspect, inflection, morphology, NMF, classifiers, affirmations and negations.
- ★ fluent signing using a range of classifiers to show Size & Shape / Body.
- ★ their narration confidently, accurately, fluently, effectively and at length for pleasure and information:
  - a. to describe, narrate, explain, instruct, give and respond to information, and debate.
  - b. using referents effectively, including role-shift and affirmations/negations.

### **Handshapes**

- ★ correct use of accurate handshapes and consolidate their learning by paying attention to fluidity and apply their knowledge of handshapes from analysing more challenging fluent signers.
- ★ fluent signing by using a range of classifiers to show Part / Whole Entity / Handling.
- ★ fluent signing using a range of verbs, for example, plain, agreement and spatial verbs.

### **Fingerspelling**

- ★ fingerspelling with the correct use of rules for handshapes and use of dominant hand to consolidate learning.
- ★ fingerspelling in different contexts: full names, initials and blended fingerspelling. To be competent in its use, drawing on knowledge from previous learning.

### **Understanding Language: Receptive Skills**

Pupils should understand:

#### **Structure**

- ★ a wide range of advanced, high-quality, challenging, BSL narratives, extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling.
- ★ the purpose, audience and context of the signing. This will include an understanding of its social, historical, culture and region to which it belongs. This will inform evaluation, identifying and interpreting BSL features.
- ★ how to make critical comparisons, referring to the contexts, themes, characterisation, style of signing clips.
- ★ how to critically evaluate clips on the use of BSL grammar and structure for different purposes and effects.



- ★ and consolidate understanding by further identifying a range of BSL features, for example:
  - a. Fingerspelling
  - b. Affirmation / Negation
  - c. Verbs – Plain / Agreement / Spatial
  - d. Aspect
  - e. Manner
  - f. Classifiers – Size & Shape (extension and surface) / Body Parts (Limbs) / Whole Entity / Handling
  - g. Enumerators / List buoys
  - h. Established Signs
  - i. Productive Signs
  - j. Inflectional Morphology
  - k. Role Shift
  - l. Phonology - Orientation/Location/Movement/Handshape/NMF
  - m. NMF
  - n. Style / Informal / Formal
  - o. Topographical Space

#### **Vocabulary**

- ★ how to analyse a BSL narrative (sign language user), identifying the use of vocabulary, signing style and registers, grammatical and structural features, and evaluating their effectiveness and impact.

#### **Lip-Reading**

- ★ why and how lip patterns are used in signed sentences for clarity and to discriminate between signs.

#### **Description/NMF**

- ★ and identify evidence in BSL clips to support a point of view, including answering complex questions with details (e.g. why, what?)
- ★ how to make critical comparisons, referring to the contexts, themes, characterisation, style and signing clips.

#### **Directionality**

- ★ complex signed sentences including plain, agreement and spatial verbs and classifiers.

#### **Comprehension**

- ★ at an advanced level a wide range of high-quality and challenging BSL narratives, extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling.
- ★ a range of BSL clips and translate them into complex written texts showing an understanding of the context.
- ★ how to critically analyse video clips for challenge, interest and enjoyment to develop their receptive skills.





Pupils should be taught to:

- ★ confidently show a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for productive skills, including communication and interaction.
- ★ acquire a wider vocabulary, an understanding of grammar and knowledge of linguistic conventions for receptive skills, including communication and interaction.
- ★ develop an enhanced habit of continually signing informally and formally in different situations.
- ★ appreciate our rich and varied Deaf culture, community and history in depth.
- ★ consolidate and build on their knowledge and understanding of how to use appropriate register, adapting their language and style in for a range of contexts, purposes and audiences.
- ★ participate in discussion/debate; they should be able to elaborate and explain clearly their understanding and ideas.
- ★ watch BSL videos, narratives and formal presentations with confidence.





## Glossary

BSL specifications should align with the grammar and productive lexicon outlined in the programmes of study, allowing reasonable flexibility in the choice of vocabulary, topics, and scenarios within the established lexicon parameters. It is essential that pupils are taught in accordance with the four themes provided. However, selected topics and scenarios should be appropriate to the social, cultural, and personal contexts of a wide range of pupils, catering to their diverse needs and interests.

The following terminological definitions for BSL has been extracted from the proposed subject content for the BSL GCSE by the Department for Education (2023).

- ★ **Vocabulary:** BSL is a visual spatial language. The vocabulary of BSL can be divided into signs that are part of the established lexicon and signs that are part of the productive lexicon.
- ★ The **established lexicon** in terms of BSL signs codified in existing dictionaries is relatively small in comparison with other languages, but there are no limitations on signs in the productive lexicon. Items in the established lexicon answer the question: What is the sign for x? The majority of these signs are nouns and are fixed in the mental lexicon; they can be self-standing and understood out of context. Vocabulary from the established lexicon which students will be expected to know and use as they demonstrate their ability to understand, produce and interact in BSL.
- ★ The **productive lexicon** of BSL describes meaningful units which are only partially specified at the lexical level and in which new meanings and forms are created through the combination of components according to grammatical (morphological) rules. In order to create meaning, the signer must know the meanings and rules of assembly of the components, including semantic and grammatical properties associated with elements of sign formation such as handshape, movement, and non-manual features.
- ★ **Base signs:** The term 'base sign' is used linguistically to describe the form of a sign from the established lexicon before it is modified using productive morphology to change or extend its meaning. For example, "run, running and runner", these would not count as three different signs, this would count as one sign as they are identical signs.
- ★ **Visual motivation:** Students will need to understand and apply the concept of visual motivation in the structure of signs. In many BSL signs there is a link between the form of the sign and its meaning. This is sometimes called "iconicity", but the term "visual motivation" is preferred as the relationship is often not an image of the



referent, but of something associated with the referent. Visual motivation also includes the grammatical use of space to reflect spatial relationships. Other signs are not visually motivated and have an arbitrary relationship with their referents.

- ★ **Fingerspelling** is based on the written form of English, with 26 hand arrangements corresponding to the letters of the English alphabet. Fingerspelling serves multiple functions within BSL, including their role in loan signs as well as for representation of English personal names and place names.
- ★ **Pace:** For the purposes of learning BSL, a moderate signing pace is defined as accurate articulation of signs at a slower than normal conversational pace.
- ★ **BSL signs, sentences and texts:** The following definitions of terms will be helpful in understanding the linguistic demand of the subject content. Within this context, the term BSL signs refers to individual lexical items. A signed sentence is defined as a sign, clause, or phrase, or a group of clauses or phrases forming a syntactic and semantic unit. Signed text means a sequence made up of sentences articulated accurately at a moderate pace.
- ★ **Conversation in BSL** is an exchange of information between two proficient signers or between the student and a conversational partner, using signed sentences.
- ★ BSL Grammar includes **morphology** (e.g. plurals, classifiers) and **syntax** (sign order and sentence structure e.g. timeframe; negation, topic-comment structures). In common with many other languages, BSL signed sentences differ from English in structure and word/sign order.
- ★ **Standard BSL:** Students of BSL are expected to use the grammar of standard BSL and should have awareness of regional lexical variation.



## BSL Grammar Glossary

Throughout the duration of their learning journey, pupils will be expected to systematically cultivate and apply their comprehension of British Sign Language (BSL) grammar. Emphasising a progressive approach, the curriculum aims to guide pupils in an ongoing journey where they not only develop but also actively utilise their knowledge of grammar, tailored specifically to the unique structures of BSL. Beyond mere acquisition, pupils will be compelled to demonstrate a practical application of their grammatical understanding, ensuring a nuanced and contextually appropriate usage of BSL grammar throughout their educational experience.

The glossary for BSL Grammar has been extracted from the proposed subject content for BSL GCSE by the Department for Education (2023).



## The structure of the lexicon: visual motivation, the form of signs and fingerspelling

- ★ Students will be expected to demonstrate accuracy of articulation of signs and fingerspelling in relation to features of location, handshape, movement and orientation, and understand how the forms of signs may be related to sign meaning.

## Classifiers

- ★ The term classifier refers to a morphological system that can express events and states, using handshape classifiers to represent movement, location, and shape. In contrast to signs in the established lexicon, which consist of a single morpheme, classifiers consist of many morphemes. Specifically, the handshape, location, and movement may all be meaningful on their own.
- ★ In classifier constructions, the handshape serves as a classifier representing an entity. The signer can also represent features of its movement in a visually motivated way. The handshape, movement and relative location are meaningful on their own.
- ★ Classifiers may be seen in both nouns and verbs. Depicting and locatable/spatial nouns can be located in different areas in signing space, while plain nouns (signs from the established lexicon) always occur in the same location. Students will be expected to recognise and use nouns and verbs which demonstrate the following:
  - ★ **Whole entity classifiers:** The handshape represents the overall shape of a referent (e.g. CUP, AIRPLANE).
  - ★ **Handling/instrument classifiers:** The handshape represents the hands handling an entity or instrument. They resemble whole entity classifiers, but they semantically imply an agent handling the entity (e.g. SPOON, SUITCASE).
  - ★ **Limb classifiers** (also referred to as body parts): The handshape represents limbs such as legs, feet or paws.
  - ★ **Extension and surface classifiers** (also referred to as size and shape): The handshape and movement represents the depth or width of an entity (e.g. THIN-PERSON, SPOTS).

## Modification of nouns and verbs

- ★ In BSL, modification may be accomplished in several ways, which can also co-occur: the addition of lexical modifiers, change in the manual articulation of the sign, or non-manual modification of the sign.

## Adjectivals (noun modification)

- ★ **Comparative/superlative:** Students will be able to describe and compare noun concepts.
- ★ **Size/shape:** Students will be able to modify signs in relation to size and shape of referents.
- ★ **Simultaneous/sequential modification:** Students will be able to use signs to indicate modification using two hands to indicate the noun and its modifier.

## Adverbials (lexical signs and verb modification)

- ★ As well as adverbial lexical signs, such as YESTERDAY and SLOWLY, adverbial information can be conveyed by modifications to the movement and size of a sign (speed of movement, use of space and spatial relations, and configurations of the



face and mouth with specific meanings). These modifications provide information on time, aspect and manner in verbs. Time adverbials indicate calendrical time (e.g. IN-2-HOURS, TOMORROW, LAST-YEAR). Aspect is concerned with the way the grammar marks the duration or type of temporal activity (e.g. REPEATEDLY, FOR-A-LONG-TIME). Manner adverbials describe how and in what way an action is carried out (e.g. NERVOUSLY, CASUALLY).

- ★ **Manner, aspect, intensity:** Students will be able to recognise and use lexical adverbial markers (for example, EVERY-DAY, CARELESSLY) and non-manual adverbial markers to describe how an action takes place.
- ★ **Comparative/superlative:** Students will be able to use manual signs and non-manual features to describe, for example, an action as faster or slower than another action.

## Verb

- ★ Verbs in BSL fall into a number of different classes, depending on their semantic properties. These classes have different morphological features. Students will be expected to recognise which class a verb belongs to and use appropriate morphology.
- ★ **Plain (non-inflecting):** Verbs that represent an agent's function, behaviour or experience, e.g. THINK, LOVE, CRY, RIDE A BIKE. They are often located on the body and do not undergo change in handshape or location.
- ★ **Indicating/agreeing/transfer:** (all three terms are used in literature): the locations at the beginning and end of the verb are associated with roles such as subject/agent or object/patient. Typical verbs in this group use the start point for the source and the end point for the goal, with something transferred (e.g. ASK, SEND, GIVE). Unlike spatial verbs, the handshape does not provide information on class of what is transferred, but the verb may be modified for plural number or aspect.
- ★ **Depicting (spatial):** (both terms are used in literature): Spatial verbs that take the form of a handshape or handshapes representing referents as they move through space and can demonstrate spatial relationships with other referents. Spatial verbs also indicate the starting and finishing points of an action, together with the movement path. The handshapes in spatial verbs represent real object features or classes (how objects are handled, their size and shape, or their function): these are classifiers.
- ★ **Existential:** Existential verbs indicate that a person, animal, object or vehicle exists in time and/or space. Negative existential verbs indicate that an entity does not exist.

## Auxiliary/modal verbs

- ★ Modal verbs express necessity, possibility and intention. They include such forms as MUST, CAN'T, WON'T, SHOULD and are listed in the vocabulary list in Annex C.

## Number/quantity

- ★ **Numerals:** Students will be expected to understand and correctly produce their regional variant form of BSL numerals.
- ★ **Plurals:** Pluralisation can take a number of forms, including – in signs with appropriate phonology and semantics - repetition of a noun or a verb sign accompanied by change in where the sign is located. Students are expected to understand and use plural forms as appropriate.



- ★ **Number in verbs:** Verbs can indicate the presence of more than one agent and also how many objects or 'undergoers' are part of a verb, for example how many people perform an action, or are given an object.
- ★ **Numeral incorporation:** Numerical incorporation is the process in which the handshape of signs referring to quantity (age/amount/time) can be modified to indicate the number of referents (e.g. THE THREE OF US, FOUR POUNDS, IN TWO WEEKS TIME). Students are expected to understand and be able to represent up to 5 referents using noun and verb morphology as appropriate.
- ★ **List buoys:** are used to enumerate entities. List buoys are numeral signs that are formed on one hand while the other hand keeps on signing or refers to the digits of the list buoy. They help guide the discourse by serving as conceptual landmarks (as in, for example, "There are 4 people in my family: my father, my mother, my older sister, and me", where the non-dominant hand maintains the handshape of the numeral 4, while the dominant hand is used to enumerate the family members).
- ★ **Ordinals:** are numeral signs such as 1st, 2nd, 3rd, 4th, that show relative ordering (e.g. She was the first person in her family to go to university). A list of ordinals is provided in Annex C. Students will be able to demonstrate an ability to use list buoys to discuss two or more things, and to use ordinals in BSL.

### Referencing

- ★ **Personal and possessive pronominals:** (comparable to such forms in English as 'I', 'me', 'my').
- ★ **Reflexive:** A reflexive pronominal refers to a previously named noun or pronominal with the same sentence (comparable to English "ourselves", "myself", particularly where the subject and object are the same).
- ★ **Enumerative:** In BSL, enumerative pronominals enable signers to distinguish between meanings such as "(each of) them" and "(all of) them".

### Negation

- ★ **Negative suffixation** (also called negative incorporation): A negation particle may be added at the end of a subset of plain verbs (primarily those involving sensory and cognitive experience, including modal verbs) to change the value of the sentence from positive to negative (comparable to structures in English such as "does/doesn't", "can/can't") as in the following sentence BOY CAKE LIKE-neg ("The boy doesn't like cake").
- ★ **Phrasal and Clausal negation:** Individual lexical items, phrases and clauses may be negated non-manually (using headshake and/or negative facial expression) or by non-manual negation accompanied by an appropriate lexical negator (e.g. NOT, NOTHING, NEVER).

### Clause structures

- ★ **Declaratives/statements:** A declarative sentence is a sentence that makes a statement, provides a fact, or offers an explanation. Students will be expected to recognise and produce declarative sentences.



- ★ **Negation:** Negation can take different forms in BSL. Students will be expected to understand and use appropriate manual single negator signs, non-manual markers of negation, and negative declarative sentences.
- ★ **Affirmation:** A declaration or confirmation of truth or validity. Students will be expected to use appropriate manual affirmative signs and non-manual markers.
- ★ **Interrogatives:** An interrogative sentence asks a direct question. Students will understand content ('wh-') and polar ('yes/no') sentences, including both manual and non-manual markers as appropriate. Students will be able to ask questions using these types of interrogatives in BSL.
- ★ **Sign order in simple clauses:** Students will be expected to understand and produce sentences with agent/subject as the initial element.
- ★ **Sentences with different verb types:** Students will be expected to recognise and produce sentence structure using a variety of plain, depicting/agreeing, and spatial verbs.

### Prepositions and Conjunctions

- ★ While a list of the most common prepositions is presented in the established lexicon, classifier constructions may be used in preference to spatial prepositions (e.g. locating the classifier for long thin object above the classifier for flat object to mean "the pen is on the table"); non-manual features such as use of different areas in front of the body and head tilts may be used in preference to conjunctions (for example, the 'if' clause in an "if, then" sentence may be signed to the left of the signer's body, with the head tilted back, and the 'then' clause signed to the right of the signer's body, with the head tilted forward).

### Complex clause structures

- ★ **Verbless clauses and ellipsis:** A verbless clause (or "small clause") is a clause-like construction in which a verb element is implied but not present, for example GOOD MORNING, HAPPY BIRTHDAY, COFFEE FOR ME). Students will be expected to recognise and produce verbless clauses as appropriate.
- ★ **Coordination & subordination:** Coordination links together two or more elements; nouns, verbs, adjectives, etc., e.g. two nouns may be coordinated ("cats and women"). In relation to clause structures, coordination and subordination refer to the presence of two (or more) linked clauses. The presence of coordination in BSL is signalled in several different ways: by the use of a manual coordinator (comparable to English 'and', 'or') by non-manual marking involving facial expression and body position.

Subordination is the process of connecting two sentences or parts of a sentence together to show that one part is more important than the other. Subordination can represent different types of relationship: Concession (expressed in English by conjunctions such as 'although'), Reason ('because', 'so that') and Condition ('if', 'unless'). In BSL subordination of one clause to another can be signalled by the use of a manual coordinator (comparable to English 'because') and by non-manual marking involving facial expression and body position. Students will be expected to recognise and use manual and non-manual coordination and subordination.





## Pragmatics

- ★ **Constructed action:** Students will be able to use constructed action to describe what different participants in a narrative do, using classifier handshapes and space to describe physical actions, for example climbing up a rope or crawling on the ground, and to represent a referent's utterances, thoughts, feelings and/or attitudes, using face, head, body, hands and/or other non-manual cues. These functions are comparable to those found with framed quotations and demonstrations in spoken languages.
- ★ **Role shift:** Role shift refers to a particular type of constructed action, where the signer takes on the role of one or more characters in a narrative (in addition to, or in place of, a narrator). Role shift involves using spatial marking and different orientations of the body and gaze to distinguish between characters and the referential space they occupy.

## Focus and emphasis

- ★ **Doubling:** In doubling, some element, referring to a single object or action, occurs twice (for example ANN WILL WIN WILL or WHO CAN'T READ WHO). The main function of doubling is foregrounding or emphasis of the doubled information, a function served in English, for example, by prosodic stress on the emphasised word. Students will be expected to recognise the presence of doubling in sign sentences.
- ★ **Topic-Comment, Topicalisation, contrasting old/new information, Cleft sentence structure:** These all modify the order of signs in a sentence in order to change the prominence of different elements.
- ★ **Topic-Comment:** The Topic is what the signer is talking about in relation to and the Comment makes observations on that topic.
- ★ **Topicalisation:** In Topicalisation, as well as having the topic first in the sentence, facial expression and head position is used for emphasis of the topic. This construction may be considered comparable to the emphasis on the object in passive sentences in English.
- ★ **Cleft sentences:** are complex sentences in which a single message is divided (cleft) into two clauses. This allows a focus on what is new information. (E.g. in English "It was my husband you spoke to on the phone". In BSL this is accomplished by various devices such as non-manual marking emphasising the focus and use of a wh-question sign (STEAL MONEY WHO/POINT is equivalent to "It's that person who stole the money).





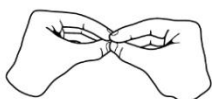


## BSL Alphabet

**Aa**



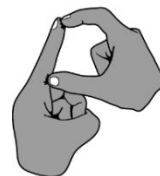
**Bb**



**Cc**



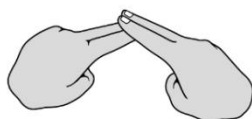
**Dd**



**Ee**



**Ff**



**Gg**



**Hh**



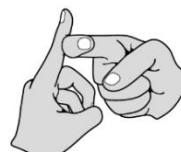
**Ii**



**Jj**



**Kk**



**Ll**



**Mm**



**Nn**



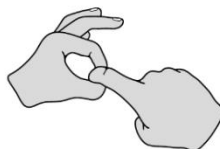
**Oo**



**Pp**



**Qq**



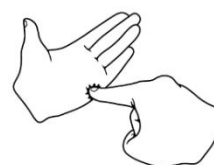
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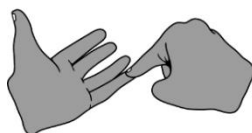
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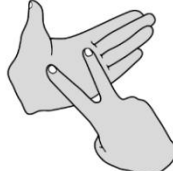
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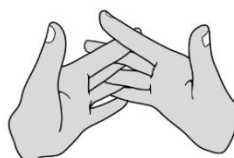
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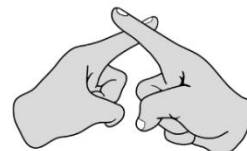
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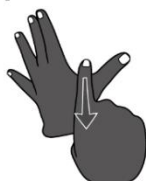
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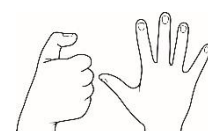
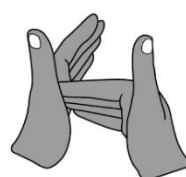
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**Yy**



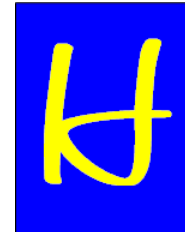
**Zz**





## Acknowledgements

We extend our gratitude to the dedicated representatives from schools, services, and organisations who collaborated as part of the BSL Curriculum Working Group, actively contributing to the development of the BSL Curriculum.



We express special appreciation to Eleni Botonaki for her contribution in illustrating the BSL Curriculum logo, as well as creating all the sign graphics and symbols accompanying the BSL Curriculum.

