**BSL Primary Curriculum**

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**Key Stage One Programme of Study**





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| **Year One** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce:  |
| **Structure*** a string of 3 signs in a sentence e.g. PARK GO ME.
* signs for everyday routines E.g. ME WAKE-UP, ME BREAKFAST, SCHOOL BUS GO, OUTSIDE PLAY ME.
* signs for past tenses e.g. BEEN and FINISH.
* directional verbs with increasing accuracy.
* signing placement with increasing accuracy.
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| **Vocabulary*** signs for questions: WHO, WHAT, WHERE and WHEN.
* 20-25 key vocabulary from the 4 BSL Curriculum Themes.
* signs using BSL timeline e.g. WAIT, LATER, TOMORROW, TODAY, YESTERDAY.
* signs for WEEK and WEEKEND.
* days of the week and months of the year.
* signs for different seasons.
* signing prepositions e.g. ON, UNDER, NEXT-TO, OVER.
* signs for time: O’CLOCK.
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| **Lip-Patterns*** correct lip-patterns for numbers.
* correct lip-patterns for colours.
* correct lip-patterns for days of the week and months of the year.
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| **Description/NMF*** signs for more colours: GREY, GOLD, SILVER, BRONZE.
* signs for 4 additional emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED with correct use of facial expressions.
* signs for simple adjectives e.g. BIG, SMALL, KIND, SCARY, BEAUTIFUL.
* modified base signs for productive morphology e.g. angry, angrier.
* emotive colours: DARK, LIGHT, BRIGHT, DULL, BOLD.
* 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.
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| **Handshapes*** numbers up to 50.
* numbers for age in the correct phonological location.
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| **Fingerspelling*** the BSL alphabet with increasing accuracy.
* their sign name and fingerspell own name.
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| **Understanding Language: Receptive Skills**Pupils should understand: |
| **Structure*** signs for past tense e.g. BEEN and FINISH.
* that BSL uses connectives through pauses, silence and head-nodding.
* the use of the present participle suffix: ‘ing’ in BSL.
* the structure of storytelling and its order.
* the use of quantifiers in BSL.
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| **Vocabulary*** the alphabet in BSL.
* some verbs e.g. GIVE, WANT.
* a range of colours.
* numbers to 50.
* everyday nouns.
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| **Lip-Reading*** the use of plurals in signs.
* BSL lip patterns for:
* I am tired;
* I don’t understand;
* nothing;
* there is nothing left.
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| **Description/NMF*** signing inflections with the use of NMF (modified base signs).
* facial expressions.
* 4 more emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED.
* emotive colours: DARK, DULL, BRIGHT, LIGHT, BOLD.
* the use of negation in sentences.
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| **Directionality*** signs for time: NEXT WEEK, LAST WEEK, YESTERDAY, TODAY, TOMORROW.
* verbs e.g. GIVE, WANT.
* the use of placement and referents.
* eye gaze.
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| **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.
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| 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.
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