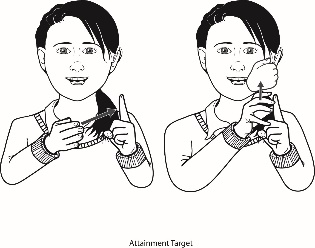
**BSL Primary Curriculum**

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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. | |
| **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. | |
| **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. | |
| **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. | |
| **Handshapes**   * numbers up to 50. * numbers for age in the correct phonological location. | |
| **Fingerspelling**   * the BSL alphabet with increasing accuracy. * their sign name and fingerspell own name. | |
| **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. | |
| **Vocabulary**   * the alphabet in BSL. * some verbs e.g. GIVE, WANT. * a range of colours. * numbers to 50. * everyday nouns. | |
| **Lip-Reading**   * the use of plurals in signs. * BSL lip patterns for: * I am tired; * I don’t understand; * nothing; * there is nothing left. | |
| **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. | |
| **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. | |