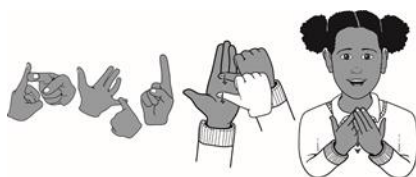
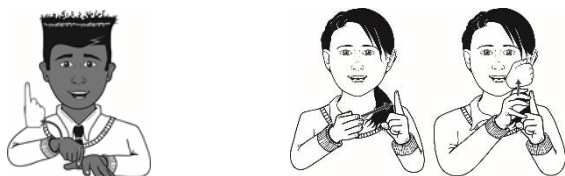


BSL Primary Curriculum



Key Stage One Programme of Study



| Year One | Learning Outcomes |
|---|-------------------|
| Using Language: Productive Skills Pupils should be able to produce: | |
| Structure <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ signs for more colours: GREY, GOLD, SILVER, BRONZE. ★ signs for 4 additional emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED with correct use of facial expressions. | |

| |
|---|
| <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ numbers up to 50. ★ numbers for age in the correct phonological location. |
| Fingerspelling <ul style="list-style-type: none"> ★ the BSL alphabet with increasing accuracy. ★ their sign name and fingerspell own name. |
| Understanding Language: Receptive Skills Pupils should understand: |
| Structure <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ the alphabet in BSL. ★ some verbs e.g. GIVE, WANT. ★ a range of colours. ★ numbers to 50. ★ everyday nouns. |
| Lip-Reading <ul style="list-style-type: none"> ★ the use of plurals in signs. ★ BSL lip patterns for: <ul style="list-style-type: none"> ★ I am tired; ★ I don't understand; ★ nothing; ★ there is nothing left. |
| Description/NMF <ul style="list-style-type: none"> ★ 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.