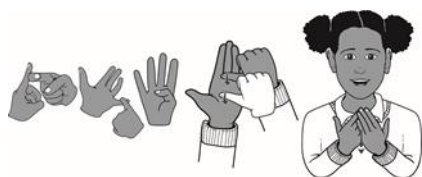
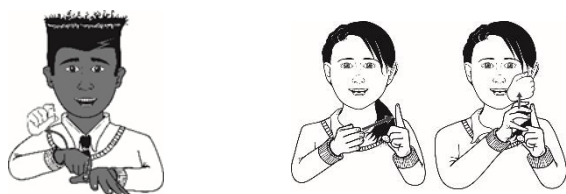


BSL Secondary Curriculum



Key Stage Four Programme of Study



Year 11	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ BSL grammar and vocabulary, consolidating and building on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> a. drawing on grammatical constructions from their signed narrative, and using these consciously in their language to achieve particular effects; b. using BSL terminology accurately and confidently in discussing the language. ★ 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. ★ 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. ★ 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. ★ their own narration confidently, accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> a. use of correct formal/informal register, adapting their signing for a wide range of purposes and audiences; b. selecting and organising ideas, facts and key points using enumerations, and giving evidence, details and quotations; c. selecting and using appropriate vocabulary, BSL grammar, phonology, and narrative structural and BSL features. d. appropriate use of topographical space in their narration. 	
Vocabulary	

<ul style="list-style-type: none"> ★ and consolidate their knowledge of grammar and vocabulary by drawing on new vocabulary and grammatical constructions from their signed narrative and using these consciously. ★ 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.
<p>Lip-Patterns</p> <ul style="list-style-type: none"> ★ correct lip patterns while focusing on the use of accurate mouthing and/or lip-patterns used in BSL with prompts.
<p>Description/NMF</p> <ul style="list-style-type: none"> ★ 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: <ul style="list-style-type: none"> a. to describe, narrate, explain, instruct, give and respond to information, and debate. b. using referents effectively, including role-shift and affirmations/negations.
<p>Handshapes</p> <ul style="list-style-type: none"> ★ 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.
<p>Fingerspelling</p> <ul style="list-style-type: none"> ★ 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.
<p>Understanding Language: Receptive Skills</p> <p>Pupils should understand:</p>
<p>Structure</p> <ul style="list-style-type: none"> ★ a wide range of advanced, high-quality, challenging, BSL narratives, extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling.

<ul style="list-style-type: none"> ★ 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: <ul style="list-style-type: none"> 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> ★ 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.
<p>Lip-Reading</p> <ul style="list-style-type: none"> ★ why and how lip patterns are used in signed sentences for clarity and to discriminate between signs. 	<p>Description/NMF</p> <ul style="list-style-type: none"> ★ 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.
<p>Directionality</p> <ul style="list-style-type: none"> ★ complex signed sentences including plain, spatial and agreement verbs, classifiers. 	<p>Comprehension</p>

- ★ 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.