**BSL Primary Curriculum**

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**Key Stage One Programme of Study**



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| **Year Two** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce:  |
| **Structure*** a fully signed sentence with an adjective.
* a signed subordination sentence e.g. WHY (because/giving reason).
* a fully connective sentence e.g. OR.
* and make simple additions, revision and corrections to their own signing.
* a narrative about personal experiences and those of others.
* a description about a real event.
* a poem.
* and plan how they are going to sign.
* and retell simple sentences.
* question sentences.
* information and instructional sentences.
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| **Vocabulary*** 50-60 key vocabulary from the 4 BSL Curriculum themes.
* signs using BSL timeline e.g. TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.
* past, present and future tenses correctly e.g. BEEN and WILL.
* signing prepositions e.g. BELOW, ABOVE, BETWEEN, AROUND, THROUGH.
* favourite signs.
* signs for time: HALF-PAST.
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| **Lip-Patterns*** signs and lip-patterns correctly for homophones and near homophones.
* 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*** 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.
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| **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.
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| **Spelling*** family and friends’ names fingerspelled.
* the alphabet in order fingerspelled.
* clearly fingerspelled letters especially two same letters e.g. SPELL.
* fingerspelling with increasing fluency.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| 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.
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