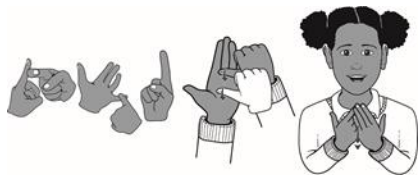
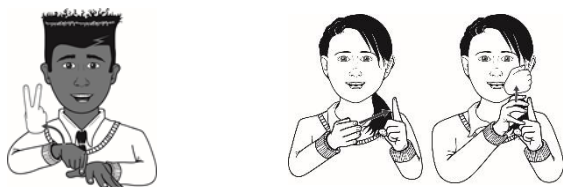


## BSL Primary Curriculum



### Key Stage One Programme of Study



Year Two	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ a fully signed sentence with an adjective.</li> <li>★ a signed subordination sentence e.g. WHY (because/giving reason).</li> <li>★ a fully connective sentence e.g. OR.</li> <li>★ and make simple additions, revision and corrections to their own signing.</li> <li>★ a narrative about personal experiences and those of others.</li> <li>★ a description about a real event.</li> <li>★ a poem.</li> <li>★ and plan how they are going to sign.</li> <li>★ and retell simple sentences.</li> <li>★ question sentences.</li> <li>★ information and instructional sentences.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ 50-60 key vocabulary from the 4 BSL Curriculum themes.</li> <li>★ signs using BSL timeline e.g. TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.</li> <li>★ past, present and future tenses correctly e.g. BEEN and WILL.</li> <li>★ signing prepositions e.g. BELOW, ABOVE, BETWEEN, AROUND, THROUGH.</li> <li>★ favourite signs.</li> <li>★ signs for time: HALF-PAST.</li> </ul>	
<b>Lip-Patterns</b> <ul style="list-style-type: none"> <li>★ signs and lip-patterns correctly for homophones and near homophones.</li> <li>★ correct lip-patterns for numbers.</li> <li>★ correct lip-patterns for colours.</li> <li>★ correct lip-patterns for days of the week and months of the year.</li> </ul>	

### 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.

### 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.

### 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.

### 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.

### 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.

### **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.

### **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.

### **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.

### **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.

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.