**BSL Primary Curriculum**

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**Key Stage Two Programme of Study**



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| **Year 3** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce:  |
| **Structure*** a timeline of events using BSL tenses e.g. WILL or BEEN.
* sentences retelling an event about a daily routine activity.
* signed pronouns e.g. YOURS, MINE, YOU, ME.
* a story from a three picture-sequence story.
* a short presentation in a group or to the whole class.
* pauses in retelling an event or story.
* BSL connectives in sentences e.g. IF, WHY, BUT.
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| **Vocabulary*** signs for time e.g. NEXT WEEK, 3 YEARS LATER, LAST YEAR, QUARTER TO/PAST
* signed pronouns e.g. YOU, ME, US, BOTH.
* simple vocabulary to make at least 3 sign-sentences.
* vocabulary from the four different curriculum themes.
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| **Lip-Patterns*** correct lip-patterns for signed homophones and near homophones.
* BSL lip-patterns for manner and aspect signs e.g. LONG-TIME, EATING.
* some general BSL lip patterns.
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| **Description/NMF*** emphasis with use of manner, e.g. LIGHT RAIN/HEAVY RAIN.
* NMF in signs for possession e.g. YOURS, MINE.
* NMF in ten different adjectives.
* NMF for inflected verbs e.g. WALK, WALKED QUICKLY, WALKED SLOWLY.
* NMF to show time e.g. LONG-TIME-AGO, RECENT.
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| **Handshapes*** signs in context.
* an increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
* signed plurals e.g. LOTS-OF, MANY.
* signs using their dominant hand consistently.
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| **Spelling*** addresses e.g. name of places.
* Letters of the alphabet.
* fingerspelling for names as it first appears in a story and then use initials or sign names thereafter.
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| **Understanding Language: Receptive Skills**Pupils should understand: |
| **Structure*** and ask for clarification.
* simple questions and answer using BSL sentence order.
* 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 be familiar with everyday greetings.
* and be familiar with signs in functional settings.
* and recognise recurring signs.
* a signed poem.
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| **Vocabulary*** 70-75 new vocabulary signs.
* simple words with pictures and match signs to these.
* and be able to sign BSL sentences to match pictures.
* and be able to repeat back sentences.
* and recognise the signs for tense e.g. BEEN and WILL.
* and know common signs.
* and be exposed to a wider range of vocabulary.
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| **Lip-Reading*** by lip-reading blended fingerspelling.
* by lip-reading fingerspelled names.
* by lip-reading homophones and near homophones (within topic).
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| **Description/NMF*** what emotions and manner are being conveyed in a story or event.
* which NMF is used to describe types of weather.
* question forms from the use of NMF e.g. eyebrow movement.
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| **Directionality*** when directional verbs are used and for which subject.
* when time is used e.g. 2-DAYS-AGO, 3-DAYS-LATER.
* and use eye gaze correctly.
* when pointing is used to refer to something.
* how placement is used to describe the scene.
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| **Comprehension*** and identify emotions from facial expressions, aspect and manner.
* and answer questions in BSL order.
* and be able to discuss the context of conversations and meaning of some signs.
* head movements e.g. YES and NO.
* short signed stories, answer story questions and share views/opinions.
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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.
* develop a positive attitude to learning BSL by meeting and conversing with Deaf people.
* watch Deaf programmes or BSL clips e.g. BSL Zone, See Hear.
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