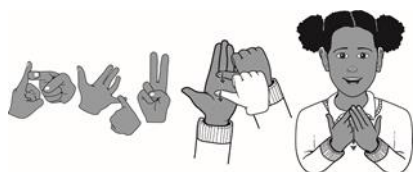
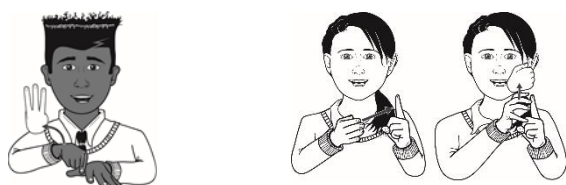


BSL Primary Curriculum



Key Stage Two Programme of Study



Year 3	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ 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. 	
Vocabulary <ul style="list-style-type: none"> ★ 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. 	
Lip-Patterns <ul style="list-style-type: none"> ★ 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. 	
Description/NMF <ul style="list-style-type: none"> ★ 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. 	

<p>Handshapes</p> <ul style="list-style-type: none"> ★ 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.
<p>Spelling</p> <ul style="list-style-type: none"> ★ 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.
<p>Understanding Language: Receptive Skills</p> <p>Pupils should understand:</p>
<p>Structure</p> <ul style="list-style-type: none"> ★ 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.
<p>Vocabulary</p> <ul style="list-style-type: none"> ★ 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.
<p>Lip-Reading</p> <ul style="list-style-type: none"> ★ by lip-reading blended fingerspelling. ★ by lip-reading fingerspelled names. ★ by lip-reading homophones and near homophones (within topic).
<p>Description/NMF</p> <ul style="list-style-type: none"> ★ 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.

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.

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.

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.