**BSL Primary Curriculum**

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**Key Stage Two Programme of Study**



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| **Year 4** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce:  |
| **Structure*** topic-comment structured signing sentences.
* signed sentence which includes a question.
* correct signs for: who, what, where, when, why, which and how in sentences.
* a story from a four picture-sequence story.
* a narrative including appropriate pauses and pace by composing, rehearsing and adapting.
* BSL connectives in sentences e.g. WHY, ASWELL.
* role-shifting skills between two different subjects.
* a short presentation of a topic or chosen subject area in a group or to the whole class.
* a short poem of a topic or chosen subject area in a group or to the whole class.
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| **Vocabulary*** signs for time including passages of time e.g. 3-O’CLOCK, 25-PAST-3, 3-YEARS-TIME.
* signs for money e.g. PENCE, POUND.
* consistently signed pronouns e.g. YOU, ME, US, BOTH.
* consistently 3 sign-sentences.
* vocabulary from the four different BSL curriculum themes.
* plausible guesses for signs that are unknown.
* signs for shades of colour e.g. LIGHT / DARK.
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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. CHEW, BRUSH.
* some general BSL specific lip patterns e.g. VEE.
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| **Description/NMF*** descriptive signs including manner and aspect e.g. CAR-DRIVE-FAST / CAR-DRIVE-SLOWLY.
* speed to show emphasis.
* NMF consistently for at least ten different adjectives.
* NMF for inflected verbs (modified base signs) e.g. WAIT / WAITING / WAIT-A-LONG-TIME.
* NMF to show time e.g. YEARS-AGO, JUST-NOW.
* facial expressions in a signed narrative using correct emphasis e.g. PLUMP-PERSON / TALL PERSON.
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| **Handshapes*** correct handshapes for classifiers: whole entity; handling and size and shape.
* signs in context.
* an increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
* signs using enumerators.
* signed plurals using classifiers e.g. BOOKS / BOOK-PILE.
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| **Fingerspelling*** the alphabet fluently using their dominant hand and using correct handshapes and movements.
* 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 answer questions for fiction and non-fiction events.
* the shift between roles e.g. role-shifting between adult and child.
* and ask for clarification.
* questions and answer in BSL using cohesive sentences.
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| **Vocabulary*** the signed differences between: money, age and time using location and placement.
* timelines in a school setting e.g. school timetable/routine.
* new vocabulary for different topics.
* and be able to repeat back sentences.
* the difference between colour and skin colour signs.
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| **Lip-Reading*** by lip-reading blended fingerspelling.
* by lip-reading fingerspelled names.
* by lip-reading homophones and near homophones in context.
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| **Description/NMF*** what manner and emotions are being conveyed in a story or event.
* inflected verbs in a sentence.
* negation NMF in sentences e.g. EMPTY / NOTHING / RUN-OUT.
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| **Directionality*** the role of directional verbs and why e.g. HELP-YOU / HELP-ME
* when directional verbs are used and for which subject.
* when time is used e.g. 2-DAYS-AGO, 3-DAYS-LATER.
* and correctly use eye gaze.
* how placement is used to describe the scene.
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| **Comprehension*** and discuss their understanding of events and stories.
* views and opinions of others.
* signed stories/events and answer questions.
* fiction and non-fiction video clips.
* and be able to summarise and feedback points.
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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.
* develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
* have their understanding of BSL structure established.
* sign frequently around the school for information and enjoyment.
* 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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