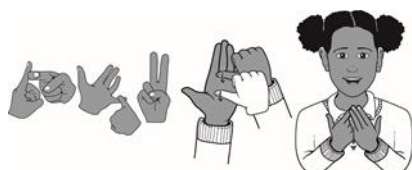
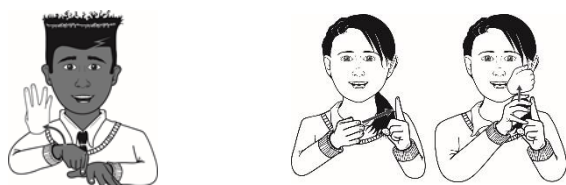


BSL Primary Curriculum



Key Stage Two Programme of Study



Year 4	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ 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. 	
Vocabulary <ul style="list-style-type: none"> ★ 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. 	
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. CHEW, BRUSH. 	

★ some general BSL specific lip patterns e.g. VEE.
Description/NMF <ul style="list-style-type: none"> ★ 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.
Handshapes <ul style="list-style-type: none"> ★ 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.
Fingerspelling <ul style="list-style-type: none"> ★ 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.
Understanding Language: Receptive Skills Pupils should understand:
Structure <ul style="list-style-type: none"> ★ 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.
Vocabulary <ul style="list-style-type: none"> ★ 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.
Lip-Reading <ul style="list-style-type: none"> ★ by lip-reading blended fingerspelling.

<ul style="list-style-type: none"> ★ by lip-reading fingerspelled names. ★ by lip-reading homophones and near homophones in context.
Description/NMF <ul style="list-style-type: none"> ★ 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.
Directionality <ul style="list-style-type: none"> ★ 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.
Comprehension <ul style="list-style-type: none"> ★ 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.
<p>Pupils should be taught to:</p>
<ul style="list-style-type: none"> ★ 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.