**BSL Primary Curriculum**

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**Key Stage Two Programme of Study**



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| **Year 5** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce:  |
| **Structure*** topic-comment structured signing sentences.
* extended noun phrases to convey a more complex question.
* appropriate use of directional verbs in questions and sentences.
* the six ‘wh’ question forms.
* a story from a six picture sequenced story.
* and develop the use of adverbs in sentences e.g. UNFORTUNATELY, LUCKILY.
* and develop role-shifting skills between two different subjects.
* a narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.
* an increasing BSL fluency in presentations, poetry and debates and deliver this in a setting e.g. class, group, or assembly.
* signs across the school not only in BSL lessons.
* signs at pace in line with their thoughts.
* signs summarising an event or story.
* signs out loud sharing their thoughts and ideas..
* and recheck their own signs to ensure their sentences or meaning is clear.
* a range of topical presentations, poems and narratives in BSL at a comfortable pace.
* signs frequently around the school for information and enjoyment.
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| **Vocabulary*** signs for time including passage of time, using timelines A, B and E.
* signs for age from the nose and from the chin for money.
* an extended use of pronouns e.g. THEY/THEM – HIS/HERS.
* signs consistently for at least 4-sign-sentences.
* plausible guesses for signs that are unknown.
* signs for various shades of colour e.g. lilac and navy.
* signs appropriate to their audience and consider their choice of vocabulary and BSL grammar.
* subject specific vocabulary.
* and use vocabulary from the 4 different BSL curriculum themes.
* using their knowledge from previous learning to use correct vocabulary in different contexts.
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| **Lip-Patterns*** correct lip patterns for different shades of colours.
* correct BSL specific lip-patterns e.g. VEE, FOO, FOW.
* appropriate lip-patterns for blended fingerspelling.
* appropriate lip-patterns when fingerspelling names.
* appropriate lip-patterns for homophones and near homophones in context.
* appropriate lip-patterns when signing sentences or narratives.
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| **Description/NMF*** descriptive signs including manner and aspect e.g. CAR-BUMP/CAR-TRAFFIC/CAR PARK.
* and use eye gaze and eye brow movement in their narratives.
* varying speed/pace to show emphasis in their signs.
* using NMF in at least 12 different adjectives.
* showing in-depth emotions through NMF e.g. UNKIND/KIND.
* and include appropriate manner and emotions in stories, presentations, poetry and debates.
* and use inflected verbs (modified base signs) in a sentence with correct NMF.
* affirmation and negation head movements in sentences.
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| **Handshapes*** and begin to use plurals in signs using appropriate classifiers to support.
* and begin to ask for clarification of signs from peers.
* and use their knowledge from previous learning to use correct handshapes in different contexts.
* and recheck their own signs to ensure their handshapes are clear and within context.
* unfamiliar signs with increasing accuracy.
* in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.
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| **Fingerspelling*** the alphabet fluently using their dominant hand, using correct handshape and movement for these.
* fingerspelling for names and places as it first appears in a story and then use initials or sign names thereafter.
* an increasingly accurate blended fingerspelling.
* and choose which letter to fingerspell and deciding whether to blend or not.
* and use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.
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| **Understanding Language: Receptive Skills**Pupils should understand: |
| **Structure*** the role of topic-comment structures and how this supports BSL..
* and identify placements and role shifts in a story.
* BSL stories and demonstrate understanding through discussions and question and answer sessions.
* with increasing BSL fluency in presentations, poetry, and debates.
* why BSL sentences are constructed as they are.
* BSL narratives and stories that are structured in different ways.
* how structure and language is used to contribute to meaning.
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| **Vocabulary*** and expand on contextual signs e.g. RUN-OUT/RUN OUT. PHONE-CALL/CALL-OUT.
* and repeat back sentences or narratives with alternative vocabulary where appropriate.
* subject specific vocabulary.
* nuances in vocabulary choice and age-appropriate, academic vocabulary.
* unfamiliar signs with increasing accuracy.
* recheck or clarify signs so that meaning is clear and makes sense.
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| **Lip-Reading*** a range of lip patterns used in differing contexts.
* blended fingerspelling.
* fingerspelled names.
* fingerspelling of unfamiliar names and places
* the difference between homophones near homophones in context.
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| **Description/NMF*** what manner and emotions are being conveyed in stories, presentations, poetry and debates.
* inflected verbs (modified base signs) in a sentence.
* negation NMF in sentences.
* and make comparisons with other narratives.
* and be familiar with the BSL community and culture.
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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-WEEKS-TIME.
* and correctly use eye gaze.
* how placement is used to describe the scene.
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| **Comprehension*** and use their knowledge of language gained from stories, poems, narratives and apply this to their learning.
* the meaning of new signs that they have learned.
* a range of topical presentations, poems, and narratives in BSL at a comfortable pace.
* fingerspelling in different contexts: full names, initials, and blended fingerspelling.
* and draw inferences from stories to events and explain how they inferred this in BSL.
* the difference between fact and opinion in signed narrations.
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| Pupils should be taught to: |
| * sign out loud their thoughts and ideas.
* recheck their own signs to ensure their sentences or meaning is clear.
* understand and express a range of topical presentations, poems and narratives in BSL at a comfortable pace.
* understand and express unfamiliar signs with increasing accuracy.
* use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.
* present in BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.
* sign frequently around the school for information and enjoyment.
* enjoy and have confidence in their BSL mastery.
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