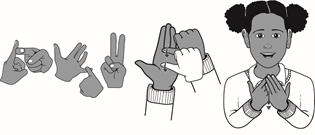
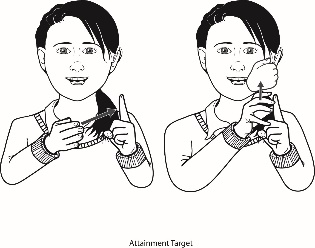
**BSL Primary Curriculum**

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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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| 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. | |