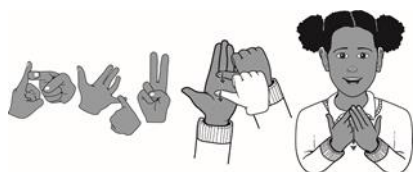
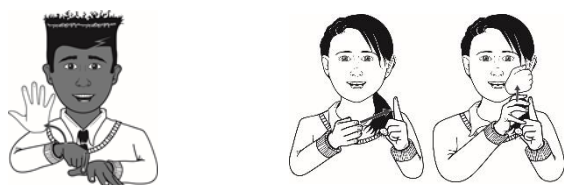


BSL Primary Curriculum



Key Stage Two Programme of Study



Year 5	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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 <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-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.