**BSL Primary Curriculum**

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**Key Stage Two Programme of Study**



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| **Year 6** | **Learning Outcomes**  |
| **Using Language: Productive Skills**Pupils should be able to produce with greater detail:  |
| **Structure*** topic-comment structured signing sentences .
* extended noun phrases to convey a more complex question.
* directional verbs in questions and sentences.
* the six ‘wh-‘ question forms.
* a developing use of adverbs in sentences, e.g. UNFORTUNATELY, MEANWHILE, LUCKILY.
* role-shifting skills between two different subjects.
* a narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.
* comments on structured signing that remains on a topic for an extended period of time with deeper knowledge demonstrated.
* placement, classifiers and movement in their signing presentations.
* appropriate use of space, role-shift, character expressions and use of eye-gaze in their presentations.
* structures appropriate for informal/formal narration.
* increasing BSL fluency in presentations, poetry and debates, and sign out loud sharing their thoughts and ideas.
* signs at pace in line with their thoughts.
* signs summarising an event or story.
* and recheck their own signs to ensure their sentences and/or meaning is clear.
* a range of topical presentations, comedy, poems and narratives in BSL at a comfortable pace including BSL order, placement, role-shift and NMF.
* signs frequently around the school for information and enjoyment.
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| **Vocabulary*** signs for time including passage of time, e.g. timelines A, B, C, D and E.
* an extended use of pronouns, e.g. THEY/THEM, HIS/HERS.
* plausible guesses for signs that are unknown.
* signs for various shades of colour, e.g. lilac and navy.
* signs for currency, e.g. EURO/DOLLAR, etc.
* signs for reference: pointing to reinforce initial established placements of characters and objects.
* signs appropriate to their audience and consider their choice of vocabulary and BSL grammar.
* subject-specific vocabulary.
* and use vocabulary from the 4 different curriculum themes especially school routine for secondary school.
* and use 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 for VEE / FOO / FOW/ amazed / fantastic.
* and know when to use lip-patterns and when not to as part of NMF intensification of signs.
* 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 eyebrow movement in their narratives.
* varying speed/pace to show emphasis in their signs.
* use of NMF in at least 12 different adjectives.
* in-depth emotions through NMF, e.g. UNKIND / KIND.
* appropriate manner and emotions in stories, presentations, poetry and debates.
* and use inflected verbs in a sentence with correct NMF.
* affirmation and negation NMF in sentences.
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| **Handshapes*** a range of 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 and know when to clarify themselves by fingerspelling.
* 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 and 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 using fingerspelling techniques to support.
* and choose which letter to fingerspell and decide whether to fingerspell or not.
* and use their knowledge from previous learning to fingerspell in different contexts, e.g. full names, initials and blended fingerspelling.
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| **Understanding Language: Receptive Skills**Pupils should understand in greater depth:  |
| **Structure*** the role of topic-comment structures and how this supports BSL.
* and give details following a range of fictional or non-fictional stories and conversational situations.
* and identify placements and role-shifts in a story.
* and be able to follow a narrative that includes multiple role-shifts.
* BSL stories and demonstrate understanding through discussions and question and answer sessions.
* 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.
* and be secure in BSL future and past timelines.
* subject-specific vocabulary.
* nuances in vocabulary choice and age-appropriate, academic vocabulary.
* understand unfamiliar signs with increasing accuracy.
* recheck or clarify signs so that meaning is clear and makes sense.
* and be secure in understanding the majority of what is signed and work out from context without the need to clarify from a narration.
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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.
* homophones and 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 in a sentence.
* negation NMF in sentences.
* and be familiar with the BSL community and culture.
* and make comparisons with other narratives.
* open and closed questions are indicated by eyebrow movement.
* and respond showing interest when watching stories, narratives and conversations using NMF and short exclamations.
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| **Directionality*** the use of plurals in directional verbs, e.g. 3 people walking.
* which signs can be shown in plurals and which cannot.
* 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 show comprehension of a story by being able to predict what might happen next.
* and be able to summarise a BSL story.
* 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 learnt.
* 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 or 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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