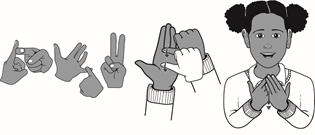
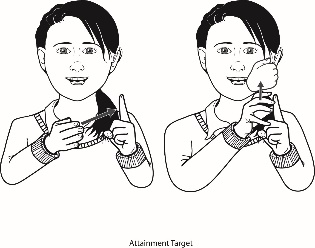
**BSL Primary Curriculum**

****

**Key Stage Two Programme of Study**



|  |  |
| --- | --- |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |
| 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. | |