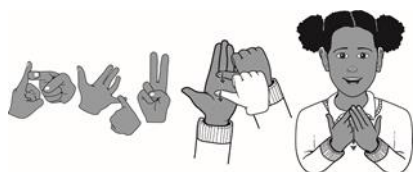


## BSL Primary Curriculum



### Key Stage Two Programme of Study



Year 6	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce with greater detail:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ topic-comment structured signing sentences .</li> <li>★ extended noun phrases to convey a more complex question.</li> <li>★ directional verbs in questions and sentences.</li> <li>★ the six 'wh-' question forms.</li> <li>★ a developing use of adverbs in sentences, e.g. UNFORTUNATELY, MEANWHILE, LUCKILY.</li> <li>★ role-shifting skills between two different subjects.</li> <li>★ a narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.</li> <li>★ comments on structured signing that remains on a topic for an extended period of time with deeper knowledge demonstrated.</li> <li>★ placement, classifiers and movement in their signing presentations.</li> <li>★ appropriate use of space, role-shift, character expressions and use of eye-gaze in their presentations.</li> <li>★ structures appropriate for informal/formal narration.</li> <li>★ increasing BSL fluency in presentations, poetry and debates, and sign out loud sharing their thoughts and ideas.</li> <li>★ signs at pace in line with their thoughts.</li> <li>★ signs summarising an event or story.</li> <li>★ and recheck their own signs to ensure their sentences and/or meaning is clear.</li> <li>★ a range of topical presentations, comedy, poems and narratives in BSL at a comfortable pace including BSL order, placement, role-shift and NMF.</li> <li>★ signs frequently around the school for information and enjoyment.</li> </ul>	
<b>Vocabulary</b>	

- ★ 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.

<ul style="list-style-type: none"> <li>★ the difference between homophones.</li> <li>★ homophones and near homophones in context.</li> </ul>
<p><b>Description/NMF</b></p> <ul style="list-style-type: none"> <li>★ what manner and emotions are being conveyed in stories, presentations, poetry and debates.</li> <li>★ inflected verbs in a sentence.</li> <li>★ negation NMF in sentences.</li> <li>★ and be familiar with the BSL community and culture.</li> <li>★ and make comparisons with other narratives.</li> <li>★ open and closed questions are indicated by eyebrow movement.</li> <li>★ and respond showing interest when watching stories, narratives and conversations using NMF and short exclamations.</li> </ul>
<p><b>Directionality</b></p> <ul style="list-style-type: none"> <li>★ the use of plurals in directional verbs, e.g. 3 people walking.</li> <li>★ which signs can be shown in plurals and which cannot.</li> <li>★ the role of directional verbs and why, e.g. HELP-YOU / HELP-ME.</li> <li>★ when directional verbs are used and for which subject.</li> <li>★ when time is used, e.g. 2-DAYS-AGO, 3-DAYS-LATER.</li> <li>★ and correctly use eye-gaze.</li> <li>★ how placement is used to describe the scene.</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>★ and show comprehension of a story by being able to predict what might happen next.</li> <li>★ and be able to summarise a BSL story.</li> <li>★ and use their knowledge of language gained from stories, poems, narratives, and apply this to their learning.</li> <li>★ the meaning of new signs that they have learnt.</li> <li>★ a range of topical presentations, poems and narratives in BSL at a comfortable pace.</li> <li>★ fingerspelling in different contexts: full names, initials and blended fingerspelling.</li> <li>★ and draw inferences from stories or events and explain how they inferred this in BSL.</li> <li>★ the difference between fact and opinion in signed narrations.</li> </ul>
<p>Pupils should be taught to:</p>
<ul style="list-style-type: none"> <li>★ sign out loud their thoughts and ideas.</li> <li>★ recheck their own signs to ensure their sentences or meaning is clear.</li> <li>★ understand and express a range of topical presentations, poems and narratives in BSL at a comfortable pace.</li> <li>★ understand and express unfamiliar signs with increasing accuracy.</li> <li>★ use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.</li> </ul>

- ★ 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.