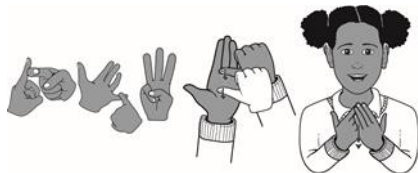


BSL Secondary Curriculum



Key Stage Three Programme of Study



Year 7	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ structured and evidence of formal signed: <ul style="list-style-type: none"> a. stories/narratives b. scripts c. poetry d. presentations e. short speeches f. arguments ★ a simple summary of a story/presentation with guidance. ★ ideas and arguments with at least one factual detail. ★ with guidance, signed comments and/or building on narration to participate in formal debates and structured discussions. ★ formal and informal registers to show the knowledge and understanding of BSL used in different settings, including: <ul style="list-style-type: none"> a. evidence of formal register e.g. presentation/speeches. b. evidence of informal register e.g. classroom discussion, conversation with friends. ★ and develop a natural signing pace. ★ and use a range of different placement types with evidence of references. 	
Vocabulary <ul style="list-style-type: none"> ★ an emerging knowledge of vocabulary, grammar, text structure and apply to their narration. ★ a range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration. ★ amendments to the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness. ★ evidence of correct manner and aspect in their narration. 	

Lip-Patterns

- ★ lip-patterns focusing on correct use of accurate mouthing and/or lip-patterns used in BSL with guidance.
- ★ appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ evidence of improvising, rehearsing and performing short play scripts and poetry with guidance in order to show mood, silence, stillness and action with the use of lip-pattern to add impact.

Description/NMF

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended.
- ★ their own BSL narration with evidence of NMF.
- ★ an appropriate expository for a range of stories, scripts and poetry.
- ★ appropriate NMF for a range of stories, poetry and presentation, adjusting accordingly.
- ★ short play scripts and poetry by improvising, rehearsing and performing with guidance in order to develop language using role-shift, expression and action to add impact.
- ★ 4 different types of role shifting skills with support:
 - a. Character
 - b. Conversation
 - c. Mind talk
 - d. Mirror response (back channel)
- ★ and develop understanding of extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE
- ★ and develop the use of placements and referents in verb agreements, with repetition e.g. I-ASK-ASK-ASK/THEY-BOTHER-BOTHER-BOTHER.

Handshapes

- ★ accurate handshapes paying attention to fluidity with guidance.
- ★ and apply their knowledge of handshapes from analysing more challenging fluent signers with guidance.
- ★ a range of appropriate handshapes correctly in order to generate language using role, intonation, tone, mood and action to add impact with prompts by improvising, rehearsing and performing short play scripts and poetry.

Fingerspelling

- ★ fingerspelling using previous knowledge to fingerspell in different contexts e.g. blended fingerspelling.
- ★ fingerspelling in stories, scripts, poems and presentations with guidance.
- ★ fingerspelling using appropriate rules with guidance e.g. using correct handshapes and dominant hand.
- ★ more challenging fingerspelling by extending and applying their grammatical knowledge with guidance.

Understanding Language: Receptive Skills

Pupils should understand:

Structure

- ★ and make inferences from watching BSL narratives.
- ★ and recognise that there are regional differences in BSL.
- ★ the differences between formal and informal registers in BSL narratives.
- ★ the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions and understand how these have been used.
- ★ how signing performers communicate through performance.
- ★ and make comparisons across formal and informal narratives.

Vocabulary

- ★ new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context.
- ★ the impact of the grammatical features of the BSL narratives they watch.
- ★ new vocabulary and grammatical constructions from watching BSL narratives to achieve particular effects.
- ★ how language, including vocabulary choice presents different meanings in BSL.

Lip-Reading

- ★ the relevance and impact of lip-patterns and mouthing used by signers.
- ★ signers in different settings e.g. poems and stories.

Description/NMF

- ★ the relevance and impact of NMF used by signers.
- ★ how language devices are used in BSL e.g. figurative language, descriptions, NMF and organisational features presents different meanings in BSL.
- ★ the use of placements and referents in verb agreement to develop an understanding of web agreement e.g. (Placement: I give you)(Web: I give them).
- ★ 4 different types of role shifting skills with support:
 - a. Character
 - b. Conversation
 - c. Mind talk
 - d. Mirror response (back channel)

Directionality

- ★ the impact of directional verbs from watching a variety of signers to achieve meaning.
- ★ how organisational features presents different meanings in BSL.

Comprehension

- ★ by watching BSL videos for enjoyment.
- ★ and establish familiarity by re-watching BSL videos as basis for making comparisons and reflections.
- ★ and identify the purpose, audience and context of BSL narratives.

- ★ and recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives with guidance.
- ★ by asking questions to check to confirm understanding.
- ★ and identify the setting, plot, and characterisation in BSL storytelling.

Pupils should be taught to:

- ★ watch a variety of BSL videos by fluent signers with little understanding.
- ★ Explore a variety of BSL videos where they can begin to enjoy watching different signers.
- ★ acquire a wide vocabulary.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ★ use discussion in order to learn; they should be able to explain their understanding and ideas.
- ★ develop confidence in BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations coherently so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ begin to appreciate a variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy BSL stories and poems to develop culturally, emotionally, intellectually and socially.