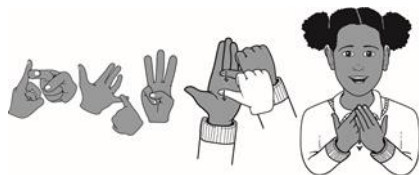
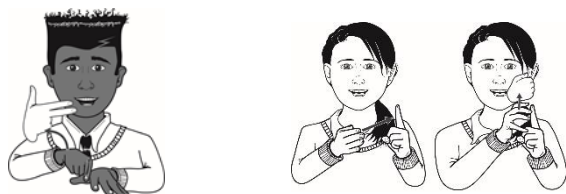


BSL Secondary Curriculum



Key Stage Three Programme of Study



Year 8	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/narrative b. script c. poetry d. presentations e. short speeches f. arguments ★ an extended summary of a story/presentation with prompts. ★ ideas and arguments with several factual detail with prompts. ★ signed comments and/or building on extended narration to participate in formal debates and structured discussions with prompts. ★ a description of the differences between formal and informal registers to show knowledge and understanding of BSL used in a variety of settings, including: <ul style="list-style-type: none"> a. evidence of formal register to their presentation/speeches. b. evidence of an informal register e.g. classroom discussion, conversation with friends. ★ fluidity in BSL with natural pauses. ★ and show development of natural fluency of BSL. ★ and develop a wider range of different placement types with evidence of references simultaneously. 	
Vocabulary <ul style="list-style-type: none"> ★ a developing knowledge of vocabulary, grammar and text structure and begin to apply it in their narration. ★ a range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration. 	

- ★ and be able to enhance the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness.
- ★ and include 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 prompts.
- ★ and reflect on the inappropriate use of lip-patterns and its impact on BSL.
- ★ and show the importance of lip-pattern in identification of signs (Brother/March).
- ★ and show lip-patterns with corresponding “letter” that can be used when sign is not known/commonly used.
- ★ and understand the importance of using lip-patterns in context.
- ★ appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ short play scripts and poetry by improvising, rehearsing and performing in order to show mood, silence, stillness and action with the use of lip-pattern to add impact with prompts.

Description/NMF

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended.
- ★ BSL in their own narration with significant 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 in order to show mood, silence, stillness and action with the use of lip-pattern to add impact with prompts.
- ★ and explore using the 4 different types of role –shifting skills:
 - a. Character
 - b. Conversation
 - c. Mind talk
 - d. Mirror response (back channel)
- ★ an extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE.
- ★ 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 prompts.
- ★ and apply their knowledge of handshapes from analysing more challenging fluent signers with prompts.
- ★ 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 in stories, scripts, poems and presentations with prompts.
- ★ fingerspelling using appropriate rules e.g. using correct handshapes and dominant hand.

- ★ more challenging fingerspelling by extending and applying their grammatical knowledge.
- ★ and demonstrate competent use of knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.

Understanding Language: Receptive Skills

Pupils should understand:

Structure

- ★ and explore inferences from watching BSL narratives with prompts.
- ★ and identify regional sign variations.
- ★ and give a few examples of regional signs – productive.
- ★ and identify the differences and make comparisons between formal and informal registers in BSL narratives.
- ★ and identify the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions with prompt.
- ★ how signing performers communicate effectively through performance.
- ★ and recognise different performance categories with prompt.

Vocabulary

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

Lip-Reading

- ★ the impact of lip-patterns and mouthing used.
- ★ and be able to lip-read in a range of different settings e.g. poems and stories.
- ★ and be aware of inappropriate lip-pattern usage in different settings with prompting.
- ★ and explore using the 4 different types of role –shifting skills:
 - a. Character
 - b. Conversation
 - c. Mind talk
 - d. Mirror response (back channel)

Description/NMF

- ★ the impact of the NMF used by signers and describe how it is used.
- ★ and identify structural and grammatical features that are used in BSL e.g. figurative/imaginative language, descriptions, NMF and how organisational features presents different meanings in BSL with prompts.

- ★ and identify a range of placements and referents in verb agreement. (Placement: I give you)(Web: I give them).

Directionality

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

Comprehension

- ★ by watching BSL videos for enjoyment and information.
- ★ and with prompts, establish familiarity by re-watching BSL videos as a basis for making comparisons and reflections.
- ★ and identify the purpose, audience, and context of the BSL narratives.
- ★ and recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives with prompts.
- ★ by asking in-depth questions to further check understanding.
- ★ and identify and explain the setting, plot, and characterisation in BSL storytelling with prompts.

Pupils should be taught to:

- ★ watch BSL videos by fluent signers with some understanding.
- ★ watch a variety of BSL videos for pleasure and information.
- ★ acquire a wide vocabulary, an understanding of grammar for BSL productive and receptive skills.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives clearly, 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 clearly their understanding and ideas.
- ★ be competent in BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations clearly so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ appreciate a variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy a range of BSL stories and poems to develop culturally, emotionally, intellectually and socially.