



## BSL

Levesque et al. (2023) explains that language is a fundamental component of communication and the construction of meaning. It manifests through various codes and modalities, acting as a bridge that connects us to diverse communities and environments, thereby enriching our understanding of different languages and cultures. Language, as the authors emphasise, holds a central position in our lives. It serves as a conduit for engaging in social interactions, honing thinking skills, and facilitating the exchange of attitudes and ideas among individuals. In essence, language is a vital tool that not only enables communication but also plays a pivotal role in shaping our experiences and connections with the world around us.

Engaging in the learning of British Sign Language provides pupils with a unique opportunity to gain insights into BSL and the Deaf community, recognised as a linguistic and cultural minority. Through the delivery of the BSL Curriculum, pupils can develop the skills to convey a broad spectrum of emotions and ideas using a visual language. This educational experience not only introduces them to a new language but also equips them to engage fluently with sign language users, fostering a profound appreciation for cultural diversity and equality.

The BSL curriculum aims to:

- Cultivate, expand, and proficiently employ an extensive vocabulary and grammar within BSL.
- Acquire a deep understanding of the grammar and structural nuances inherent in BSL.
- Engage in fluent conversations in BSL, demonstrating a high level of proficiency in both comprehension and expression.
- Enhance awareness and sensitivity to Deaf culture, thereby fostering a deeper connection with the rich heritage of the Deaf community.
- Advocate for and uphold a high standard of BSL as a legitimate and expressive language.
- Foster a genuine passion for learning a new language, promoting an atmosphere of enjoyment and enthusiasm among pupils.
- Educate pupils to appreciate the uniqueness of BSL as a visual language, providing them with a broader cultural perspective.
- Demonstrate the ability to understand and produce a diverse array of signs, laying the groundwork for competence in BSL usage.
- Establish a strong foundation that equips individuals to become proficient users of BSL, laying the groundwork for continued growth.
- Apply BSL effectively in everyday life, using acquired skills post-qualification to enhance communication and connection.
- Advocate for equity in the recognition and use of BSL as a valid and essential means of communication.
- Raise awareness about BSL as a language with regional variation, richness and diversity, fostering appreciation for its unique linguistic features.

British Sign Language (BSL) is recognised as the natural and preferred language of Deaf people in Britain, as noted by the BSL Dictionary (1993). BSL is not only utilised by the Deaf community but also by individuals associated with this community, such as family members and sign language interpreters.

BSL is a visual language with distinct characteristics, encompassing its own vocabulary, grammatical rules, syntax, and phonological features such as orientation, location, movement, handshape, and non-manual features. BSL as a language is unique in that it operates through the "corporal-visual" channel, where information is conveyed through the body and perceived by the eyes, as explained by Sutton-Spence and Woll (1999). Essential components of BSL include facial expressions and body language, contributing significantly to the richness and depth of the language.

Pupils will cultivate the skills necessary to comprehend a broad spectrum of vocabulary and sentence structures in British Sign Language. They will showcase their understanding through effective questioning techniques, thereby developing an awareness of BSL grammar along with a diverse vocabulary. Pupils will acquire the ability to express themselves fluently in British Sign Language, utilising a diverse vocabulary that adheres to the language's syntactical and grammatical rules. This proficiency will encompass the correct application of phonological features: orientation, movement, location, handshape, and non-manual features. Furthermore, they will demonstrate a comprehensive understanding of Deaf culture, society, education, employability, and history by effectively showcasing and articulating these concepts in BSL.

At Dane Ghyll students are taught BSL from Nursery, all taught by our specialist BSL teacher, Bek. Our curriculum has been designed by the BSL Curriculum Working Group with their aim of establishing a comprehensive sign language curriculum accessible to all schools nationwide, ensuring both Deaf and hearing pupils can seamlessly integrate British Sign Language into their educational experience. Children are taught in accordance with the four BSL curriculum themes; culture, society, education and employability.

## BSL – Year 1

### Productive Skills

#### Productive Skills

Children should be able to produce signs for:

#### Structure

- A string of 3 signs in a sentence
- Signs for everyday routine
- Signs for past tense
- Directional verbs with increasing accuracy
- Signing placement with increasing accuracy

#### Vocabulary

- Signs for questions: who, what, where, when
- 20-25 key vocabulary signs from the 4 BSL curriculum themes
- Signs using BSL timeline
- Signs for week and weekend
- Days of the week, months of the year and seasons
- Signs for prepositions
- Signs for time: o'clock

#### Lip-Patterns

- Correct lip-patterns for numbers
- Correct lip-patterns for colours
- Correct lip-patterns for days of the week and months of the year.

#### Description

- Signs for colours
- Signs for emotions
- Signs for simple adjectives
- Modified base signs for productive morphology
- Emotive colours
- Adjectives through signs, body language, expression and gesture that create a narrative

#### Handshapes

- Correct handshapes for numbers to 50
- Appropriate handshapes for numbers for age

#### Fingerspelling

- BSL alphabet with increasing accuracy
- Their sign name and fingerspell their own name

### Receptive Skills

#### Receptive Skills

Children should be able to understand signs for:

#### Structure

- Signs for past tense e.g. BEEN and FINISH.
- That BSL uses connectives through pauses, silence and head-nodding.
- The use of the present participle suffix: '-ing' in BSL.
- The structure of storytelling and its order.
- The use of quantifiers in BSL.

#### Vocabulary

- The alphabet in BSL.
- Some verbs e.g. GIVE, WANT.
- A range of colours.
- Numbers to 50.
- Everyday nouns.

#### Lip-Reading

- the use of plurals in signs.
- BSL lip patterns for: I am tired; I don't understand; nothing; there is nothing left.

#### Description

- Signing inflections with the use of NMF (modified base signs).
- Facial expressions.
- 4 more emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED.
- Emotive colours: DARK, DULL, BRIGHT, LIGHT, BOLD.
- The use of negation in sentences.

#### Directionality

- Signs for time: NEXT WEEK, LAST WEEK, YESTERDAY, TODAY, TOMORROW.
- Verbs e.g. GIVE, WANT.
- The use of placement and referents.
- Eye gaze.

#### Comprehension

- That there are different handshapes, movement and locations (phonological awareness) in BSL.
- Stories, poems and non-fiction e.g. weekend news.
- How to get attention.
- 20-25 key vocabulary from the 4 BSL Curriculum Themes.

- Signed communication: children may not know or understand all the signs but can follow signed communication when the context is clear.

## Key Skills Progression

Over the year, children will be taught the following skills:

- Have a developing knowledge and understanding of BSL structure.
- Understand and produce simple sentences consisting of at least 3 signs based on what is seen first (ROOM-ME - IN) (CAR – DRIVE - PAST).
- Watch and read stories and retell it in the correct order.
- Be aware that BSL has its own structure.
- Know that BSL uses connectives through pauses or head-nodding.
- Develop their understanding and use of deaf awareness e.g. how to get attention, eye contact, using gestures/paper and pen if they do not know the sign, keeping the mouth clear, not shouting.

## BSL – Year 2

### Productive Skills

#### Structure

- A fully signed sentence with an adjective
- A signed subordination sentence e.g. WHY (because/giving reason).
- A fully connective sentence e.g. OR.
- Make simple additions, revision and corrections to their own signing.
- A narrative about personal experiences and those of others.
- A description about a real event.
- A poem (and plan how they are going to sign).
- Retell simple sentences.
- Question sentences.
- Information and instructional sentences.

#### Vocabulary

- 50-60 key vocabulary from the 4 BSL Curriculum themes.
- Signs using BSL timeline e.g. TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.
- Past, present and future tenses correctly e.g. BEEN and WILL.
- Signing prepositions e.g. BELOW, ABOVE, BETWEEN, AROUND, THROUGH.
- Favourite signs.
- Signs for time: HALF-PAST.

#### Lip-Patterns

### Receptive Skills

#### Receptive Skills

Children should be able to understand signs for:

#### Structure

- Appropriate intonations using facial expressions.
- Respond appropriately to retell a sequence of events and give information.
- Fingerspelling at speed.
- Past, present and future tenses and recognise when these are being used.
- Brief explanation of events quickly.
- Become familiar with everyday greetings.
- Become familiar with signs in functional settings.
- Recognise recurring signs.
- A signed poem.

#### Vocabulary

- 50-60 key vocabulary from the 4 BSL Curriculum themes.
- Recognise the signs for tense e.g. BEEN and WILL.
- Know common signs.
- Simple words with pictures and match signs to these.
- Signed descriptions and find images to match.
- Repeat back sentences.
- Be exposed to a wider range of vocabulary.

#### Lip-Reading

- Signs and lip-patterns correctly for homophones and near homophones.
- Correct lip-patterns for numbers.
- Correct lip-patterns for colours.
- Correct lip-patterns for days of the week and months of the year.

#### **Description**

- More signed emotions e.g. EMBARRASSED, EMOTIONAL, SHY, STUBBORN.
- Adjectives and adverbs in sentences.
- Expanded noun phrases to describe.
- Pauses to break and end sentences.
- aspect to signing sentences.
- inflections to verbs (modified base signs) e.g. RUN/RUN SLOWLY/RUN FAST.

#### **Handshapes**

- Correct possessive signs.
- Numbers up to 100.
- Calendar dates and year/s.
- Numbers for age in the correct location.
- Correct handshapes, NMF, movement, location and orientation for most signs.

#### **Fingerspelling**

- family and friends' names.
- The alphabet in order.
- Clearly fingerspelled letters especially two same letters e.g. SPELL.
- Fingerspelling with increasing fluency.

- Correctly lip-read blended fingerspelling.
- Correctly lip-read finger spelled names.
- Correctly lip-read homophones and near homophones.
- Recognise that some meanings of signs are defined by the lip patterns used.

#### **Description**

- Interrupt in order to clarify meaning.
- More signed emotions e.g. EMBARRASSED, EMOTIONAL, SHY, STUBBORN.
- Adjectives and adverbs in sentences.

#### **Directionality**

- The direction of verbs being signed e.g. I-GIVE-YOU / YOU-GIVE-ME.
- Signs for time: NEXT WEEK, LAST WEEK, YESTERDAY, TODAY, TOMORROW.
- The use of placement and referents.
- Eye gaze.

#### **Comprehension**

- Answer questions.
- Predict what might happen next in stories and events.
- Participate in discussions about events, books, poems, etc.
- Discuss and explain their comprehension of books, poems, etc.
- The importance of using correct handshapes.
- Know one handshape can be used for a variety of signs.
- Discuss, watch and express views.

### **Key Skills Progression**

Over the year, children will be taught the following skills:

- Sign their thoughts aloud.
- Share ideas and opinions in BSL.
- Use prior knowledge and new vocabulary learnt.
- Have their understanding of BSL structure established.
- Develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
- Reinforce their deaf awareness knowledge:
- How to get attention
- Eye contact
- Using gestures/paper and pen if they do not know the sign
- Keeping the mouth clear
- Not shouting.

## BSL – Year 3

### Productive Skills

#### Productive Skills

Children should be able to produce signs for:

#### Structure

- A timeline of events using BSL tenses e.g. WILL or BEEN.
- Sentences retelling an event about a daily routine activity.
- Signed pronouns e.g. YOURS, MINE, YOU, ME.
- A story from a three picture-sequence story.
- A short presentation in a group or to the whole class.
- Pauses in retelling an event or story.
- BSL connectives in sentences e.g. IF, WHY, BUT.

#### Vocabulary

- Signs for time e.g. NEXT WEEK, 3 YEARS LATER, LAST YEAR, QUARTER TO/PAST
- Signed pronouns e.g. YOU, ME, US, BOTH.
- Simple vocabulary to make at least 3 sign-sentences.
- Vocabulary from the four different curriculum themes.

#### Lip-Patterns

- Correct lip-patterns for signed homophones and near homophones.
- BSL lip-patterns for manner and aspect signs e.g. LONG-TIME, EATING.
- Some general BSL lip patterns.

#### Description

- Emphasis with use of manner, e.g. LIGHT RAIN/HEAVY RAIN.
- NMF in signs for possession e.g. YOURS, MINE.
- NMF in ten different adjectives.
- NMF for inflected verbs e.g. WALK, WALKED QUICKLY, WALKED SLOWLY. NMF to show time e.g. LONG-TIME-AGO, RECENT.

#### Handshapes

- Signs in context.
- An increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
- Signed plurals e.g. LOTS-OF, MANY.
- Signs using their dominant hand consistently.

### Receptive Skills

#### Receptive Skills

Children should be able to understand signs for:

#### Structure

- Ask for clarification.
- Simple questions and answer using BSL sentence order.
- Appropriate intonations using facial expressions.
- Respond appropriately to retell a sequence of events and give information.
- Fingerspelling at speed.
- Past, present and future tenses and recognise when these are being used.
- Brief explanation of events quickly.
- Be familiar with everyday greetings.
- Be familiar with signs in functional settings.
- Recognise recurring signs.
- A signed poem.

#### Vocabulary

- 70-75 new vocabulary signs.
- Simple words with pictures and match signs to these.
- Be able to sign BSL sentences to match pictures.
- Be able to repeat back sentences.
- Recognise the signs for tense e.g. BEEN and WILL.
- Know common signs.
- Be exposed to a wider range of vocabulary.

#### Lip-Reading

- Lip-reading blended fingerspelling.
- Lip-reading finger spelled names.
- Lip-reading homophones and near homophones (within topic).

#### Description

- What emotions and manner are being conveyed in a story or event.
- Which NMF is used to describe types of weather.
- Question forms from the use of NMF e.g. eyebrow movement.

<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Addresses e.g. name of places.</li> <li>• Letters of the alphabet.</li> <li>• Fingerspelling for names as it first appears in a story and then use initials or sign names thereafter.</li> </ul>	<p><b><u>Directionality</u></b></p> <ul style="list-style-type: none"> <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>• Use eye gaze correctly.</li> <li>• When pointing is used to refer to something.</li> <li>• How placement is used to describe the scene.</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify emotions from facial expressions, aspect and manner.</li> <li>• Answer questions in BSL order.</li> <li>• Discuss the context of conversations and meaning of some signs.</li> <li>• Head movements e.g. YES and NO.</li> <li>• Short signed stories, answer story questions and share views/opinions.</li> </ul>
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**Key Skills Progression**

<p>Over the year, children will be taught the following skills:</p> <ul style="list-style-type: none"> <li>• Sign their thoughts aloud.</li> <li>• Share ideas and opinions in BSL.</li> <li>• Use prior knowledge and new vocabulary learnt.</li> <li>• Have their understanding of BSL structure established.</li> <li>• Develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.</li> <li>• Develop a positive attitude to learning BSL by meeting and conversing with Deaf people.</li> <li>• Watch Deaf programmes or BSL clips e.g. BSL Zone, See Hear.</li> </ul>
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**BSL – Year 4**

<b>Productive Skills</b>	<b>Receptive Skills</b>
<p><b><u>Productive Skills</u></b> Children should be able to produce signs for:</p> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Topic-comment structured signing sentences.</li> <li>• Signed sentence which includes a question.</li> <li>• Correct signs for: who, what, where, when, why, which and how in sentences. A story from a four picture-sequence story.</li> <li>• A narrative including appropriate pauses and pace by composing, rehearsing and adapting.</li> <li>• BSL connectives in sentences e.g. WHY, AS-WELL.</li> <li>• Role-shifting skills between two different subjects.</li> </ul>	<p><b><u>Receptive Skills</u></b> Children should be able to understand signs for:</p> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Answer questions for fiction and non-fiction events.</li> <li>• The shift between roles e.g. role-shifting between adult and child.</li> <li>• Ask for clarification.</li> <li>• Questions and answer in BSL using cohesive sentences.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• The signed differences between: money, age and time using location and placement.</li> <li>• Timelines in a school setting e.g. school timetable/routine.</li> <li>• New vocabulary for different topics.</li> </ul>

- A short presentation of a topic or chosen subject area in a group or to the whole class.
- A short poem of a topic or chosen subject area in a group or to the whole class.

### **Vocabulary**

- Signs for time including passages of time e.g. 3-O'CLOCK, 25-PAST-3, 3-YEARSTIME.
- Signs for money e.g. PENCE, POUND.
- Consistently signed pronouns e.g. YOU, ME, US, BOTH. Consistently 3 sign-sentences.
- Vocabulary from the four different BSL curriculum themes.
- Plausible guesses for signs that are unknown.
- Signs for shades of colour e.g. LIGHT / DARK.

### **Lip-Patterns**

- Correct lip-patterns for signed homophones and near homophones.
- BSL lip-patterns for manner and aspect signs e.g. CHEW, BRUSH.
- Some general BSL specific lip patterns

### **Description**

- Descriptive signs including manner and aspect e.g. CAR-DRIVE-FAST / CAR-DRIVE SLOWLY.
- Speed to show emphasis.
- NMF consistently for at least ten different adjectives.
- NMF for inflected verbs (modified base signs) e.g. WAIT / WAITING / WAIT-ALONG-TIME.
- NMF to show time e.g. YEARS-AGO, JUST-NOW.
- Facial expressions in a signed narrative using correct emphasis e.g. TALL PERSON.

### **Handshapes**

- Correct handshapes for classifiers: whole entity; handling and size and shape. Signs in context.
- An increasing range of signs with numbers e.g. time, age, money and ordinal numbers.
- Signs using enumerators.
- Signed plurals using classifiers e.g. BOOKS / BOOK-PILE.

### **Fingerspelling**

- The alphabet fluently using their dominant hand and using correct handshapes and movements.
- Fingerspelling for names as it first appears in a story and then use initials or sign names thereafter.

- Repeat back sentences.
- The difference between colour and skin colour signs.

### **Lip-Reading**

- Lip-reading blended fingerspelling.
- Lip-reading fingerspelled names. Lip-reading homophones and near homophones in context

### **Description**

- What manner and emotions are being conveyed in a story or event.
- Inflected verbs in a sentence.
- Negation NMF in sentences e.g. EMPTY / NOTHING / RUN-OUT.

### **Directionality**

- 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.
- Correctly use eye gaze.
- How placement is used to describe the scene.

### **Comprehension**

- Discuss their understanding of events and stories. Views and opinions of others.
- Signed stories/events and answer questions.
- Fiction and non-fiction video clips.
- Summarise and feedback points.

## **Key Skills Progression**

Over the year, children will be taught the following skills:

- Sign their thoughts aloud.
- Share ideas and opinions in BSL.
- Use prior knowledge and new vocabulary learnt.
- Develop their knowledge of stories and non-fiction texts and be exposed to a wider range of vocabulary.
- Have their understanding of BSL structure established.
- Sign frequently around the school for information and enjoyment.
- Develop a positive attitude to learning BSL by meeting and conversing with Deaf people.
- Watch Deaf programmes or BSL clips e.g. BSL Zone, See Hear.

## BSL – Year 5

### Productive Skills

#### Productive Skills

Children should be able to produce signs for:

#### Structure

- Topic-comment structured signing sentences.
- Extended noun phrases to convey a more complex question.
- Appropriate use of directional verbs in questions and sentences.
- The six 'wh' question forms.
- A story from a six picture sequenced story.
- Develop the use of adverbs in sentences e.g. UNFORTUNATELY, LUCKILY.
- Develop role-shifting skills between two different subjects.
- A narrative including appropriate pauses and pace by composing, rehearsing and adapting prior to delivery.
- An increasing BSL fluency in presentations, poetry and debates and deliver this in a setting e.g. class, group, or assembly.
- Signs across the school not only in BSL lessons.
- Signs at pace in line with their thoughts. Signs summarising an event or story. Signs out loud sharing their thoughts and ideas.
- Recheck their own signs to ensure their sentences or meaning is clear.
- A range of topical presentations, poems and narratives in BSL at a comfortable pace.
- Signs frequently around the school for information and enjoyment.

#### Vocabulary

- Signs for time including passage of time, using timelines.
- Signs for age from the nose and from the chin for money.
- An extended use of pronouns e.g. THEY/THEM – HIS/HERS.

### Receptive Skills

#### Receptive Skills

Children should be able to understand signs for:

#### Structure

- The role of topic-comment structures and how this supports BSL..
- Identify placements and role shifts in a story.
- 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

- Expand on contextual signs e.g. RUN-OUT/RUN OUT. PHONE-CALL/CALL-OUT.
- Repeat back sentences or narratives with alternative vocabulary where appropriate.
- Subject specific vocabulary.
- Nuances in vocabulary choice and age-appropriate, academic vocabulary.
- Unfamiliar signs with increasing accuracy.
- Recheck or clarify signs so that meaning is clear and makes sense.

#### 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 near homophones in context.

#### Description

- Signs consistently for at least 4-sign-sentences.
- Plausible guesses for signs that are unknown.
- Signs for various shades of colour e.g. lilac and navy.
- Signs appropriate to their audience and consider their choice of vocabulary and BSL grammar.
- Subject specific vocabulary.
- Use vocabulary from the 4 different BSL curriculum themes.
- Using 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
- 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**

- Descriptive signs including manner and aspect e.g. CAR-BUMP/CAR-TRAFFIC/CAR PARK.
- Use eye gaze and eye brow movement in their narratives.
- Varying speed/pace to show emphasis in their signs.
- Using NMF in at least 12 different adjectives.
- Showing in-depth emotions through NMF e.g. UNKIND/KIND.
- Include appropriate manner and emotions in stories, presentations, poetry and debates.
- Use inflected verbs (modified base signs) in a sentence with correct NMF.
- Affirmation and negation head movements in sentences.

### **Handshapes**

- Begin to use plurals in signs using appropriate classifiers to support.
- Begin to ask for clarification of signs from peers.
- Use their knowledge from previous learning to use correct handshapes in different contexts.
- Recheck their own signs to ensure their handshapes are clear and within context.
- Unfamiliar signs with increasing accuracy.
- In BSL their own compositions, using appropriate manner, aspect and handshape movement so that meaning is clear.

### **Fingerspelling**

- What manner and emotions are being conveyed in stories, presentations, poetry and debates.
- Inflected verbs (modified base signs) in a sentence.
- Negation NMF in sentences.
- Make comparisons with other narratives.
- Be familiar with the BSL community and culture.

### **Directionality**

- 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-WEEKS-TIME.
- Correctly use eye gaze.
- How placement is used to describe the scene.

### **Comprehension**

- Use their knowledge of language gained from stories, poems, narratives and apply this to their learning.
- The meaning of new signs that they have learned.
- A range of topical presentations, poems, and narratives in BSL at a comfortable pace.
- Fingerspelling in different contexts: full names, initials, and blended fingerspelling.
- Draw inferences from stories to events and explain how they inferred this in BSL.
- The difference between fact and opinion in signed narrations.

- The alphabet fluently using their dominant hand, using 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.
- Choose which letter to fingerspell and deciding whether to blend or not.
- Use their knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.

## Key Skills Progression

Over the year, children will be taught the following skills:

- 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.

## BSL – Year 6

### Productive Skills

#### Productive Skills

Children should be able to produce signs for:

#### 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.

### Receptive Skills

#### Receptive Skills

Children should be able to understand in greater depth signs for:

#### Structure

- The role of topic-comment structures and how this supports BSL.
- Give details following a range of fictional or non-fictional stories and conversational situations.
- Identify placements and role-shifts in a story.
- 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

- 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.
- 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
- 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.
- Use vocabulary from the 4 different curriculum themes especially school routine for secondary school.
- Use their knowledge from previous learning to use correct vocabulary different contexts.

### **Lip-Patterns**

- Correct lip-patterns for different shades of colours.
- Correct BSL-specific lip-patterns for VEE / FOO / FOW.
- 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**

- Descriptive signs including manner and aspect, e.g. CAR-BUMP / CAR-TRAFFIC / CAR-PARK.
- 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.

- Expand on contextual signs, e.g. RUN-OUT / RUN OUT, PHONE-CALL / CALL OUT.
- Repeat back sentences or narratives with alternative vocabulary where appropriate.
- 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.
- 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.
- Finger spelling of unfamiliar names and places.
- The difference between homophones.
- Homophones and near homophones in context.

### **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.
- Correctly use eye-gaze.
- How placement is used to describe the scene.

### **Comprehension**

- Show comprehension of a story by being able to predict what might happen next. Be able to summarise a BSL story.
- 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. Draw inferences from stories or events and explain how they inferred this in BSL. The difference between fact and opinion in signed narrations.

- Appropriate manner and emotions in stories, presentations, poetry and debates.
- 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.
- Begin to ask for clarification of signs from peers.
- Use their knowledge from previous learning to use correct handshapes in different contexts.
- 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.
- Choose which letter to fingerspell and decide whether to fingerspell or not.
- Use their knowledge from previous learning to fingerspell in different contexts, e.g. full names, initials and blended fingerspelling.

### **Key Skills Progression**

Over the year, children will be taught the following skills:

- 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.