BSL Content Spine

	Autumn		Spring		Summer	
Year 3	Alphabet Numbers Introducing yourself Polite ways to gain a deaf person's attention	Months and birthdays Days of the week School Subjects Telling the time Learning a Christmas song	BSL signs for key British towns Places in town Giving directions (prepositions)	Food and drink Breakfast Lunch Dinner Drinks Ordering and paying for food in a cafe	Weather Signing a weather report	Introducing family members Revision of alphabet
Year 4	Describing friends and family – appearance and character	Talking about feelings and preferences Jobs – describing what people do	Animals Describing pets	Countries and nationalities	Hobbies Describe past activities, regular activities and future plans	Directional verbs Learning how movement can be added to handshapes to add meaning
Year 5	Describing a holiday Countries Transport Activities	Describing a holiday Lost property Accommodation Ice cream flavours	Weekday routine Weekend routine	School equipment School facilities	Hand shapes in BSL Colours and Rooms in the House	Question words
Year 6	Use question words Use a variety of verbs Use modal verbs can, can't and will	Frequency adverbs Revision Name Age Where from	Revision Family Names Ages Personal description	Revision School subjects Hobbies Food and drink	Pupils prepare video presentations about themselves including all topics covered in years 3-6.	

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BSL
Key Concepts

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BSL Progression Map – Productive and Receptive Skills

Year 3

- repeat modelled signs
- watch and show understanding of single signs through physical response
- recognise a familiar question and respond with a simple rehearsed response
- name objects and actions and may link signs with a simple connective
- present simple rehearsed statements about themselves, objects and people to a partner

Year 4

- repeat modelled short phrases
- watch and show understanding of short phrases through physical response
- ask and answer a simple and familiar question with a response
- use familiar signs to say a short sentence using a language scaffold
- sign about everyday activities and interests
- sign one or two short sentences that may contain an adjective to describe people, places, things and actions.

Year 5

- watch and understand the main points from short, signed material in BSL
- engage in a short conversation using a range of simple, familiar questions
- ask and answer more complex questions with a scaffold of responses
- use familiar signs accurately using knowledge of handshapes and lip patterns
- manipulate familiar language to present ideas and information in simple sentences

Year 6

- watch and understand the main points and some detail from short, spoken material in BSL.
- express a wider range of opinions and begin to provide simple justification;
- converse briefly without prompts.

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BSL Progression Map - Handshapes, lip patterns, non-manual features

Year 3

- Understand that signs can change meaning with different lip patterns
- Understand that facial expressions change meaning eg. nodding or shaking head for positive and negative sentences

Year 4

- Understand that there is a variety of handshapes in BSL
- Understand that movements significantly in front of the body relate to future and over the shoulder relate to past tense sentences

Year 5

- Use directional verbs to describe travel eg. plane taking off, plane landing
- Use directional verbs to indicate the object of a sentence

Year 6

- appreciate the impact of directional movements and facial expressions on meaning apply increasingly confidently when signing;
- use modifying facial expressions as intensifiers in a sentence

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BSL Progression Map – Sentence structure

Year 3

- understand that BSL has a different word order to spoken and written English
- understand that question words go at the end of a sentence
- understand that the most important word in a sentence goes at the start

Year 4

- understand that verbs can be modified by movement to indicate the object of a sentence eg. “help YOU”; “help ME”
- understand that past tense can be indicated by movement backwards and future tense can be indicated by movement forwards from the body

Year 5

- use facial expressions to quantify or intensify sentences eg. “very expensive” vs. “quite expensive”
- sign sentences with two key pieces of information eg. “I went to Spain by plane”.
- use adjectives to modify nouns eg, “hot coffee”; “sunny day”

Year 6

- sign sentences in the past, present and future (using the sign “will”)
- use modal verbs
- modify verbs using frequency adverbs eg. “I often go to the cinema”

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BSL Progression Map – Cultural Understanding

Year 3

- learn how to politely get a deaf person's attention (tapping, waving, creating a vibration)
- understand facts and figures about the prevalence of BSL in the UK
- learn to sign a Christmas carol
- Sign to Sing

Year 4

- learn about Evelyn Glennie
- learn how we hear and how it is different for people with cochlear implants and bone anchored hearing aids
- learn about degrees of deafness (mild to profound)
- learn to sign a Christmas carol
- Sign to Sing

Year 5

- read a book with a deaf main character (Harriet vs the Galaxy)
- learn to sign a Christmas carol
- Sign to Sing

Year 6

- deaf role model assembly
- learn to sign a Christmas carol
- Sign to Sing

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