

LMA: Key Knowledge Progression Document: **British Sign Language**

This unit is designed to teach young learners to communicate with Deaf people in British Sign Language (BSL) on a range of topics that involve simple, everyday language use.

The KKPd specification has been designed using the BSL101 – Introduction to British Sign Language (Young People)

At Aldercar High School (KS3) pupils can develop their BSL to be assessed at Level 1

Rationale - decisions made include the following:

Unit BSL101 (Young People) is designed to provide a nationally accredited unit of BSL skills for young people who attend Deaf or mainstream schools and/or have contact with Deaf staff or colleagues. These may be as school friends, youth workers, member of staff, relatives, or any member of the general public. Unit BSL101 (Young People) can be taken without any previous BSL experience at any level. This unit allows young learners to gain basic competence. N.B this unit has been developed to give basic BSL skills to children and is suitable for those under 16.

Qualification objectives. At the end of the unit, learners will be able to:

- understand and use a limited range of simple relevant words and sentences in BSL
- take part in simple, everyday conversations in BSL
- give and follow simple directions or instructions in BSL
- give and follow simple familiar statements or descriptions in BSL.

Qualification Specification: <https://www.signature.org.uk/wp-content/uploads/2021/08/BSL1-v1.00.pdf>

Young person qualification: https://www.signature.org.uk/docs/unit_specifications2018-19/BSL101YP-v1.00.pdf

✓ **Skills** are dependent on specific procedural knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

✓ These **knowledge statements** should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a **knowledge organiser** which contains the relevant words used for BSL for their age group. This should be shared with parents.

Assessment for BSL will be a basic conversation, between teacher and candidate. Teachers will create activities to cover all the learning outcomes (see page 3) which will be recorded on the Candidate Assessment Record (CAR) Form provided (see page 9).

Pupils will show both productive and receptive skills for each item on the CAR form. More than one item can be demonstrated in one activity. The centre will allocate an appropriate person to mark the assessment on the CAR forms. This person will probably work for the centre as their teacher-assessor and must complete the CAR form. External quality assurance will be carried out by Signature. A sample of assessments may be requested for this purpose.

The pass mark for the assessment is 85%, i.e. 15/18.

Sign BSL: <https://www.signbsl.com/sign/young-person>

Y2	Strand	Y3 – Entry Level	Y4	Y5	Y6	Y7	
Minimal knowledge of BSL from our feeder schools – Aldercar Infants have an ERF provision	Understand and communicate basic conversation when meeting people	Know the BSL alphabet	Know and produce fingerspelling for names of people and places.	Know, use and recognise strategies for asking clarification, What was that sign? Again, please, Sorry, I don't understand, Please write it down.	Know and use facial expressions when asking or responding to questions, or signalling affirmation and negation.	Move to BSL Level 1 moving to Aldercar High	
		Know how to address and greet another BSL user.	Know how to address, greet and leave of another BSL user.	Know how to address, greet and leave with a courteous comment. Good to see you. You look well.	Know how to ask for and give relevant personal information about self and others.		
		Attracting attention, e.g. tapping or waving (BSL deaf awareness including facial expressions)	Know and use and recognise simple question forms and responses.	Attracting attention, e.g. tapping or waving (BSL deaf awareness)	What do you want? What would you like me to do? Can I help? What time does your next lesson begin? Do you want a drink?		
		Know some formal ways of greeting unfamiliar people, Introducing oneself e.g. Hello/good morning, welcome to our school, My name is...	What is your name? Where are you from? Are you deaf or hearing? I am/am not deaf. I'm learning BSL Who do you want to see?	Know informal ways of greeting familiar people, e.g. Hi! Alright? How are you? Haven't seen you for a while! Thank you. I must go. See you next lesson. Goodbye. See you again soon.			
	Strand specific vocabulary: hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where. Do/do not understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, chair, wait, arrive, leave, drink, water, tea, coffee, juice.						
	Know basic numbers	Know numbers up to 20	Know numbers up to 100	Know numbers up to 1000	Know numbers up to 1,000,000		
		Know the time at o'clock and half past	Know the time at o'clock, half past, quarter to and quarter past	Know the time at increments of 5 minutes	Know the time at increments of minutes		
		Know the four seasons	Know sequential numbers	Know the four seasons and the months of the year	Use sequential numbers to sign full dates (4 th May)		
		Know the days of the week	Know the signs for pounds and pence and use them to sign round values (£3 or 50p)	Know the signs for pounds and pence and use them to sign round values (£3 or 50p)	Know the signs for pounds and pence and use them to sign any value (£3.47 or 76p)		
		Strand specific vocabulary: minutes, time, pounds, pence, days, weeks, months, years, people, first, second, third and so on, year group, classroom numbers.					
Know different school related topics and respond appropriately	Know how to give and receive information about friends and teachers. Who is your friend? My friend is... She is ... years old.	Know how to give and receive increasing specific information about friends and teachers using adjectives. She has long blonde hair and bright blue eyes.	Know how to give and receive information about classroom lessons/subjects and homework. What is the homework this week? Who is the P.E. teacher? What is for lunch?	Know how to give and receive information about classroom lessons/subjects and homework with specific details on time and location. When is assembly?			
	Strand specific vocabulary: English, capital letter, question mark, full stop, paragraph, Maths, add, subtract, multiply, divide/share, Science, Music, sing, guitar, piano, drum, P.E., ball, bat, Assembly, break time, lunchtime, school, computer, interactive whiteboard, book, half term, holidays, teacher, lesson, paper, printer, pen, file, friends, subject, pencil, eraser, white board pen, iPad, visualiser, friend, long/short hair, brown eyes, blue eyes, brown hair, blond hair, light skin, dark skin, tall, short.						

Know different hobbies and activities and respond appropriately	Know how to give and receive information about sports.	Know how to give and receive information about technology/games.	Know how to give and receive information about films / TV / DVDs.	Know how to give and receive information about Social media / popular culture
	Strand specific vocabulary: Gym, club, football, basketball, tennis, golf, swimming, skateboard, cycling, rugby, online, Facebook, twitter, scouts, youth club, TV, DVD, and YouTube.			
Communicate a range of directions	Know and use a range of prepositions & describe locations within the classroom.	Know how to describe and give simple directions in places or buildings. The boy's toilet is upstairs, left at the second floor. The lift is on the right. Go to the fourth floor. Go upstairs/downstairs.	Know how to ask for and receive directions using a range of vocabulary within school or other buildings. Where is the toilet? Where is Mrs Pappa? How do I get to the dining hall? Where is Dublin? Where is the P.E. storage?	Know how to ask for and receive directions to a range of local facilities (doctors, vets, fast-food outlets, parks, leisure centres)
	Strand specific vocabulary: Toilet, exit, way out, upstairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go, about, miles.			

GUIDELINES (for Young People)

The candidate can use (Production) and recognise (Reception) BSL in the following ways:		
Assessment criteria:	Production achieved	Reception achieved
Greet/greeted in BSL	Candidate to welcome teacher.	Teacher to welcome candidate and candidate to acknowledge.
Fingerspell own name, receive others	Candidate to fingerspell own name.	Candidate to understand teacher fingerspelling name and repeat.
Ask to repeat or clarify	If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to ask for repetition or clarification.	If this does not occur naturally, teacher needs to pretend not to understand and ask for repetition or clarification. Candidate must show understanding of this by repeating.
Two questions on personal information – ask/receive	Candidate must ask the teacher at least one question around personal information.	Teacher must ask the candidate at least one question around personal information. Candidate to answer question(s) correctly to show they have understood.
Numbers 0-30 – use/recognise describing/confirming/asking about people, time, money, dates	Candidate must sign at least one sign relating to numbers.	Teacher must sign at least one sign relating to numbers. Candidate must respond to show they have understood.
Two signs describing/asking about school/college related topics – use/recognise	Candidate must sign at least one sign describing or asking about school/college	Teacher must sign at least one sign describing or asking about school/college. Candidate must respond to show understanding.
Hobbies and activities - describe/ask/recognise different hobbies/activities	Candidate must sign at least one sign in relation to hobbies and activities by describing or asking.	Teacher to sign at least one sign about hobbies and activities. Candidate must respond to show understanding.
Ask/give/receive simple directions	Candidate must ask for directions.	Teacher must give directions and candidate must repeat directions to show they have understood.
	Candidate must give directions when asked by the teacher.	Teacher must ask for directions.
Taking leave – use/recognise signs	Candidate to take leave of teacher.	Teacher to end conversation politely and candidate to acknowledge.

Note: Candidates and teachers must use different signs to achieve both productive and receptive points. For example, the teacher must sign a different number to the candidate.

Level 1 Award in British Sign Language
Unit BSL101 (Young People)

CANDIDATE ASSESSMENT RECORD FORM (Young People)

Centre: Assessment ID:

Candidate name: Candidate ID:

Assessment criteria	See guidelines on page 8	
	Production achieved	Reception achieved
The candidate can use (Production) and recognise (Reception) BSL in the following ways:		
Greet/greeted in BSL		
Fingerspell own name, receive others		
Ask to repeat or clarify		
Two questions on personal information – ask/receive simple questions		
Numbers 0-30 – use/recognise, describing/confirming/asking about people, time, money, dates		
Two signs describing/asking about school/college related topics – use/recognise		
Hobbies and activities – describe/ask/recognise about hobbies and activities		
Ask/give/receive simple directions		
Taking leave – use/recognise signs		
Number achieved (✓)		
Total/Result	Pass	Fail

(15 or more to pass)

I certify that the above assessments were carried out according to Signature regulations for this unit, and that no assistance was given to the candidates during the assessment(s).
I confirm that a total of 15 or more ticks in the productive and receptive requirements have been met.

Teacher-assessor name (please print):

Signed: Date: