

**SOUTH AFRICAN SIGN LANGUAGE
| HOME LANGUAGE**

National Curriculum Statement (NCS)

*Curriculum Assessment
Policy Statement*



*Foundation Phase
Grades R - 3*



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

FOUNDATION PHASE Grades R-3

**National Curriculum Statement (NCS)
Curriculum and Assessment Policy Statement (CAPS)**

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FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
 - improve the quality of life of all citizens and free the potential of each person;
 - lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement Grades 10-12 to produce this document.

From 2010, we undertook the development of Curriculum and Assessment Policy Statements (CAPS) for the South African Sign Language (SASL) Grades R-12 which were completed and approved as policy in July 2014. For a long time, learners who are Deaf were persistently marginalised as they had been deprived of a home language, resulting in their education not being one of quality. This has impacted the extent of their retention within the system and their opportunities of studying further up to and including higher education institutions.

This ground-breaking work has however, ensured that the Department complies with the provision of the South African Schools Act (84 of 1996) which recognises the SASL as a language of learning and teaching (LOLT). The CAPS for SASL therefore begins a new era in the educational experiences of Deaf learners in the system and is part of the Department's commitment to improving the quality of education for all.

MRS AM MOTSHEKGA, MP
MINISTER

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
 - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
 - (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (vi) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R-12. It will therefore, in terms of section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.*

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The *National Curriculum Statement Grades R-12* serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The *National Curriculum Statement Grades R-12* is based on the following principles:
- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - **Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - **High knowledge and high skills:** the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - **Progression:** content and context of each grade shows progression from simple to complex;
 - **Human rights, inclusivity, environmental and social justice:** infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The *National Curriculum Statement Grades R-12* is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - **Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

- (a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
South African Sign Language		5,5	6
First Additional Language		2/3 4,5	3/4 5
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

For Deaf learners who select SASL as their Home Language the time allocation is as follows:

	Home Language (Hours)	First Additional Language (Hours)	
Grade R	10		10
Grade 1	5,5	4,5	10
Grade 2	5,5	4,5	10
Grade 3	6	5	11

This adjustment will enable Deaf learners to develop competency in handwriting which is not in the FAL curriculum and will also not be covered in the SASL Home Language curriculum as SASL does not have a written form.

- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

- (a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
TOTAL	27,5

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2: INTRODUCING SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

2.1 INTRODUCTION

The Minister of Education appointed a ministerial committee, the Curriculum Management Team (CMT), to oversee the development and implementation of South African Sign Language (SASL) as a subject to be taught in schools. The Department of Basic Education (DBE) and the CMT appointed a writing team to develop CAPS for SASL. It was decided to develop SASL as a Home Language (rather than a First Additional Language) to parallel the process of attaining official status for SASL in South Africa. The decision by the SASL CMT was to make the CAPS of SASL as close as possible to the other Home Languages in terms of structure, content and sequence.

Notes on terminology:

Deaf (with a capital D) is used to denote a distinct cultural and linguistic group of Deaf people who use South African Sign Language as their language of choice. The Deaf Community has a distinct identity and their experience of the world is particularly shaped by the fact that their communication is expressed by their bodies and perceived visually. This group may include hearing children of Deaf parents and other hearing people who are users of SASL and immerse themselves in the Deaf Community e.g. SASL interpreters.

However deaf (with a lower case d) is an adjective referring to hearing loss from an audiological point of view. Many deaf people use spoken language to communicate. This group includes people who have lost their hearing through e.g. age, illness and trauma.

Some verbs in common usage have a connotation of being associated only with spoken languages. These verbs appear in the curriculum documents in inverted commas and must be used and understood in a signed context. Examples: “listen to”, “tell”, “listening”, “say”, “a speech”, “something to say”, “read”, “voice”.

Throughout the SASL CAPS the term ‘text’ used to denote a body of work should be understood as signed texts. These texts e.g. stories, poems, reports are presented in live SASL or may be recorded in SASL. These are NOT written texts.

Where it is necessary for clarity, the capitalised first letter of the word is used to denote the skill or outcome and the one in lower case is the action or the verb i.e. Signing (the skill) versus signing (the action).

Where SASL GLOSS (the signs represented in English written form) is used, it is presented in upper case as per convention.

The skills outlined in the CAPS English Home Language document were used and adapted for SASL.

The skills in the SASL curriculum are:

CAPS English Home Language	CAPS SASL Home Language
Listening and speaking	Observing & Signing
Phonological awareness (Foundation Phase only)	Phonological Awareness
Reading and viewing	Visual Reading and Viewing
Writing & presenting	Recording
Language structure and use (not for Foundation Phase)	Language Structure and Use

CAPS SASL Home Language	Description
Observing & Signing	This skill is done with live (face-to-face) signing of a variety of signed texts
Phonological Awareness (working with parameters)	Distinction between spoken and Sign Language phonology – phonemes (smallest building blocks/units of a language) sounds vs. parameters
Visual Reading and Viewing	This is done with recorded SASL material
Recording	Signed texts are recorded and presented by learners
Language Structure and Use	From Intermediate Phase to FET. In the Foundation Phase this skill is integrated in the other skills and not taught separately

The content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the Curriculum and Assessment Policy Statement (CAPS), per term, using these headings. This CAPS document provides teachers with:

- an introduction containing guidelines on how to use the Foundation Phase document
- content, concepts and skills to be taught per term
- guidelines for time allocation
- requirements for the Formal Assessment Activities and suggestions for informal assessment
- lists of recommended resources per grade.

2.2 AN INTEGRATED APPROACH

The Languages programme is integrated into all other subject areas. Language is used across the curriculum. Many of the Observing and Signing Language skills will be developed within Mathematics and Life Skills, which is made up of many subjects such as Creative Arts and Beginning Knowledge including Personal and Social Well-being, Natural Sciences and Technology and the Social Sciences. Themes and topics can be selected from these subject areas to provide contexts for the teaching of language skills.

2.3 INTRODUCING SOUTH AFRICAN SIGN LANGUAGE (SASL)

“As long as we have Deaf people on earth, we will have sign language” (George W. Veditz, 1913).

South African Sign Language (SASL) is a visual-spatial language used by the Deaf community of South Africa. SASL is a natural language on par with spoken languages that allows users the opportunity to learn and communicate and to express thoughts, feelings and abstract ideas.

Signed languages use a different modality to spoken languages with meaning being made by non-verbal forms of communication including movement of the hands, upper body and face. Signs in SASL are made up of five parameters: hand-shape, location, movement, palm orientation and the non-manual features such as specific facial expressions that carry important grammatical information. SASL has its own distinct linguistic structure that includes syntax, morphology, phonology and language conventions. It is not based on any written or spoken language. Fingerspelling is not signed language, but is used by signers to represent the written form when needed (e.g. proper nouns, acronyms and technical jargon).

“Sign Language is a real language, equivalent to any other language. Deaf persons can sign about any topic, concrete or abstract as economically and as effectively, as rapidly and as grammatical as hearing people can. Sign language is influenced by equivalent historical social and psychological factors as spoken language – there are rules for attention-getting, turn-taking, story-telling; there are jokes, puns, and taboo signs; there are generational effects observed in Sign Language and metaphors and ‘slips-of-the-hand’” (Penn, 1993: 12).

Historically, SASL has emerged with regional variations that mirror the country's oppressive past which segregated the education of deaf learners. Research has shown that despite these regional and historical differences, there is a cohesive and commonly used South African Sign Language that unifies Deaf people across the country. All **local/regional** language variations (dialects) of SASL are acceptable as part of the richness of the language. SASL is not yet accepted as an official language of South Africa although the South African School's Act (November, 1996) states that, "A recognised Sign Language has the status of an official language for purposes of learning at a public school" (Chapter 2, 6.4). Civil society organizations continue to lobby for the recognition of language rights of deaf learners.

Signed language is acquired by Deaf children who are raised in Deaf families in the same way hearing children acquire spoken language from their hearing parents. The overwhelming majority of deaf children are born to hearing parents and acquire sign language from their peers and Deaf teachers in schools for the Deaf. It is important to establish an age appropriate SASL language base for all learners from which they can access the curriculum and develop literacy skills.

In developing this curriculum several assumptions were made including that the CAPS for SASL would match as closely as possible other Home Languages in terms of structure, content and sequence; that teachers of the curriculum would be skilled in SASL and appropriate teaching methodologies and that appropriate SASL learning and teaching support material (LTSM) would to be identified and developed.

It is acknowledged that there is as yet insufficient research on SASL. This means that there has been borrowing from the research done with other signed languages around the world and addendums to the SASL curriculum will be included based on on-going research here in South Africa and internationally. Teachers of SASL are encouraged to use their classrooms as a research resource and all language variations (dialects) are recognised as part of the richness of the language.

2.4 TIME ALLOCATION

The following time allocations for languages come into effect in 2012. For Language in the Foundation Phase time will be determined by the language context of the school. Schools can choose whether to give relatively more or less time to the Home and First Additional Languages depending on the needs of their learners. The minimum time for the Home Language and First Additional Languages is provided in brackets in the table below.

	Home Language (SASL)	First Additional Language (Language of Literacy)
Grade R	10 hours	
Grade 1	5 hours 30 minutes	4 hours 30 minutes
Grade 2	5 hours 30 minutes	4 hours 30 minutes
Grade 3	6 hours	5 hours

The Department does not prescribe how to break down the **minimum time** into the different components although the following suggestions are made for each grade.

GRADE 1 HOME LANGUAGE	Total per week
Observing and Signing	2 hours 30 minutes
Visual Reading and Viewing	2 hours
Recording	1 hour
Total per week	5 hours 30 minutes

GRADE 2 HOME LANGUAGE	Total per week
Observing and Signing	2 hours
Visual Reading and Viewing	1 hour 30 minutes
Recording	1 hour
Phonological Awareness	1 hour
Total per week	5 hours 30 minutes

GRADE 3 HOME LANGUAGE	Total per week
Observing and Signing	2 hours
Visual Reading and Viewing	2 hours
Recording	1 hour
Phonological Awareness	1 hour
Total per week	6 hours

2.5 ASSESSMENT

The CAPS document provides the requirements for each Formal Assessment Activity.

GRADE	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
1	Home Language	1	2	2	2	7
2	Home Language	1	2	2	2	7
3	Home Language	1	3	3	2	9

In Term 1 there is only one Formal Assessment Task (made up of a number of parts dealing with different aspects of Language) in Grades 1 - 3. Schools are encouraged to conduct a baseline assessment in the first term. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

2.6 SASL HOME LANGUAGE SKILLS

2.6.1 Observing and Signing

For SASL all Observing and Signing activities are done with **live (face-to-face)** signing (as opposed to recorded texts).

Children are constantly developing their observing and signing skills not only in each of the components of Language but also during other subjects. Because observing and signing are crucial to all learning, it is important that these skills are effectively developed early in a child's academic life. Hence, in the Foundation Phase, there is time specifically dedicated to the development of these two important skills.

The time allocation for *Observing and Signing* provides for (1) the time spent at the beginning of the day and (2) focussed observing and signing activities.

2.6.1.1 Signing work at the beginning of the day

Each morning should begin with a brief whole class signing activity with children. Use this time to:

- Talk about the day, date, the weather chart, children who have birthdays and any special events for the day.
- Check attendance: take a roll call to identify children present / absent.
- Observe a few children share their news, 'show and tell' about a picture or object, discuss the diary, sports, concerts, topical events and story-telling. Try to observe every child's news at least once every two weeks.

2.6.1.2 Focussed activities

Specific attention should be given to observing and signing skills throughout the Foundation Phase. The time allocated to Signing includes Observing and Signing activities that target specific skills at least twice a week. The CAPS document thus provides (1) daily/weekly observing and signing skills and (2) a list of other essential observing and signing skills. This division helps teachers to plan their teaching so that their focussed observing and signing lessons concentrate on developing 2 - 3 specific skills at a time. These focussed activities should be integrated with Drama which is part of Creative Arts in Life Skills.

2.6.2 Visual Reading and Recording Focus Time

For SASL all Visual Reading and Viewing activities are done with **recorded SASL** material (as opposed to live texts).

In Grades 1 - 3, Visual Reading and Recording take place in *Reading and Writing Focus Time*. It is here, through clear, focussed lessons that children will be taught to be effective viewers and authors. Time every day must be set aside for focussed lessons covering visual reading (Shared Visual Reading, Group Guided Visual Reading, Paired and Independent Visual Reading) and recording (Shared Recording, Group Recording and Individual Recording and grammar activities). During this time the teacher does group guided reading with two groups while other children are busy with consolidation activities such as comprehension, grammar and recording. Paired / independent visual reading can also take place at the same time.

The Curriculum and Assessment Policy Statement (CAPS) for the Foundation Phase divides the requirements for Visual Reading into:

- Shared Visual Reading (including Shared Recording)
- Group Guided Visual Reading
- Paired / Independent Visual Reading

2.6.2.1 Shared Visual Reading

Shared Visual Reading (and/or Shared Recording) usually happens at the start of the Visual Reading and Recording Focus Time. The teacher works with the whole class. Shared Visual Reading will happen on two to four days a week using a single signed text for the whole class such as DVDs, posters and pictures or any other recorded texts. Although there will normally be only one text used per week, the texts selected for each grade should increase in length and complexity across the year and across the grades. Children will be introduced to a range of stories, poems and plays as well as information and graphical texts.

Each Shared Visual Reading session will have a learning focus from the following: *text features, language patterns and comprehension at a range of levels (e.g. literal, reorganization, inferential, evaluation and appreciation questions)*. The first session focuses on the enjoyment and first 'look' at the signed text, with the children giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the "reading" with the teacher using the discussions that take place to develop vocabulary, comprehension and text structures (grammar,

and SASL conventions). On the third, and possibly the fourth day, children “read” the text themselves and engage in signed, practical and recorded activities based on the recorded text. Some texts might only be used over a day or two, especially in Grade 2 and Grade 3.

2.6.2.2 Shared Recording

Where possible, the Shared Visual Reading text should inform the **Shared Recording** where the teacher models how to record a text. Children engage in the composition of the text while the teacher takes on the role of facilitator and recorded. The Shared Visual Reading text can be consulted to provide examples of language patterns, choice of signs or other text features useful in the preparation of new texts. This modelling of the recording process helps to prepare children for their own recording tasks. Shared Visual Reading and Shared Recording should take place in Grades 1 - 3.

2.6.2.3 Group, Guided Visual Reading

This is an **ability-group “reading” teaching strategy** where all the members in the group “read” the same signed text under the direction of the teacher and should take place **every day**. Guided “reading” involves the teacher in a session with a small group of children. The teacher plans the lessons to include a range of comprehension strategies that children will learn to apply when meeting challenges in texts. The “text talk” between teacher and children (and children with each other) is central to this approach. During this time the teacher should not be interrupted by other children who are doing independent activities. Each group session should be between 10 and 15 minutes long.

2.6.2.4 Forming ability groups

Signed texts are selected according to the group’s instructional “reading” level. The easiest way of establishing this level and dividing children into groups is through observation of the learners as they “read” a signed text. Here is a list of observable behaviour that will help in grouping children for Guided “Reading” sessions.

- The text must be “read” with ease but still have a few challenges for the learner at the comprehension level. The learner should recognise quickly approximately 95% of the signs.
- Learners should be “reading” at a similar pace.
- They will be interested in the text.

Steps in a Group Guided Visual Reading Lesson

I. Select an appropriate signed text:

Signed texts used for group “reading” should be at a lower level than the texts used for Shared “Reading”. Watch the text beforehand and note any features of structure, vocabulary or syntax that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of recorded text or chapter of the DVD for the session and introduce the topic. Assist the children to make connections with the topic and their own life experiences. Keep this discussion focused and just enough for the children to “read” successfully (2 - 3 minutes).

III. DVD Picture Discussion or Browsing:

With very young children briefly discuss the illustrations on the cover of the DVD pointing out significant details and raising questions about what might happen. With older children teach them to browse through the DVD paying

attention to organisational features within the text. Where new or difficult signs appear in the DVD, the teacher introduces these signs in the ‘text talk’, prior to the children viewing the DVD themselves. This should last for 2 - 3 minutes.

IV. First Viewing:

Children “read” the signed text individually without pausing or interruption. The teacher observes the children’s “reading” behaviours and may select an additional teaching focus based on these observations. The teacher prompts the children at this stage, e.g.:

- What do you expect to “read” in this DVD?
- Look at the illustrations on the DVD cover.

V. Discussion:

If children raised questions in the DVD picture discussion stage, return to these questions and discuss the answers. The discussion could also include a focus on comprehension or on an aspect of grammar. Discuss the text bearing in mind the range of questions that should be integrated into the discussion to develop comprehension.

VI. Second and subsequent viewings:

On subsequent viewings children “re-read” the signed text pausing and/or rewinding wherever necessary to allow for explanation and discussion. The prime focus here is to provide opportunities to use the text to develop vocabulary, grammar and deeper comprehension of the text.

Paired and Independent Visual Reading

Paired and Independent Visual Reading provides children with “reading” practice and encourages “reading” for enjoyment.

Children can “re-read” their recorded texts, or they can “read” simple DVDs. The recorded text should be at a lower level than that used for Shared and Group Guided Visual Reading. **Paired Visual Reading** can take place at any time, anywhere, as a class “reading” activity. Children can sit in pairs to “read” together or two children who have completed their tasks can “read” together while other children complete their work.

Comprehension:

During the Visual Reading lessons the teacher has many opportunities to engage children in a range of levels of thinking and questioning. Here are a few ways of starting questions that will help to develop both lower and higher order comprehension skills.

Literal comprehension

- Identify.... (e.g. *Identify the main character in the story.*)
- Point out... (e.g. *Point out the car the robber was driving.*)
- Find the signed sentence that... (e.g. *Which signed sentence tells you the grandmother was unhappy?*)
- Describe... (e.g. *Describe the villain of the story.*)
- Locate ... (e.g. *Locate the place the family was driving to in the story.*)
- State... (e.g. *State the name of the little black dog that ran away.*)

Reorganisation

- Compare.... (e.g. *Compare the two sisters. What was different?*)
- List (e.g. *List the places the grandfather visited.*)
- Contrast... (e.g. *Contrast the place where they were living with their new home.*)
- Divide....into.... (e.g. *Divide the different animals in the story into two groups, those that were kind to the girl and those that tried to eat her.*)
- Classify... (e.g. *Classify the animals in the story.*)
- Summarise... (e.g. *Summarise the story in not more than four sentences.*)
- How is....different to... (e.g. *How is the hero different from the villain?*)

Inferential

- Pretend... (e.g. *Pretend you were the hero. What would you have done?*)
- Suppose... (e.g. *If the zookeeper had left the cage door open, what would have happened?*)
- Could.... (e.g. *Could the man have reached the other side of the river a different way?*)
- What are the implications ... (e.g. *What happened because of that decision?*)
- What might have happened if.... (e.g. *What might have happened if his father had gone to see his uncle?*)
- What consequences.... (e.g. *What were the consequences of her actions?*)

Evaluation

- Should... (e.g. *Should her grandmother have told her the story?*)
- In your opinion... (e.g. *In your opinion was the boy right to behave that way?*)
- Do you agree... (e.g. *Do you agree that leaving home was the best choice?*)
- Would you have... (e.g. *Would you have done the same thing if you were in that position?*)
- Is it right that... (e.g. *Is it right that his uncle threw him out of the house because he stole some bread?*)
- What best describes... (e.g. *What best describes the main character in the story?*)

Appreciation

- What did you think when... (e.g. *What did you think would happen when the lion opened his mouth?*)
- Is this sign effective for... (e.g. *Is this sign a good sign to describe the villain?*)
- Do you know anyone like... (e.g. *Do you know anyone who behaves like his sister?*)
- Why did you like/dislike... (e.g. *Why did you dislike her uncle?*)

2.6.3 Recording

Through Shared Recording children develop an extended vocabulary and come to understand how sentences can be enriched by the use of interesting adjectives and adverbs. As children become more skilled in recording their own sentences, introduce the concept of chunks.

The CAPS uses the process approach to recording. The process involves children in planning/pre-recording, drafting (recording), revising, editing, final recording and publishing texts for others to “read”.

2.6.4 Phonological Awareness

Phonologic awareness is the knowledge of sub-lexical structures of words/signs used in language. For spoken languages it is the knowledge of sounds used in words, such as syllables, rhymes, alliteration, and phonemes (e.g. C-AT, C-A-T). For signed languages it is the knowledge of basic parameters such as handshape, movement, location, palm orientation and non-manual features. This skill will focus on understanding, identifying, differentiating and manipulating the five parameters. Phonological awareness allows children to understand how a word/sign is produced **separately from its meaning**.

This meta-linguistic ability forms part of the Language structure and use skill In the SASL curriculum.

2.7 FINGERSPELLING

Fingerspelling is not signed language, but is used by signers to represent the written form when needed (e.g. proper nouns, acronyms, technical jargon, lexicalised or loan signs and initialised signs).

A deaf child’s understanding of fingerspelling undergoes a change as his or her knowledge of language increases. Children initially view fingerspelling as another form of a sign, but later understand that fingerspelling is a representation of the alphabet of English (or any other spoken language).

2.8 BARRIERS TO LEARNING

The Language periods should provide opportunities to support children with barriers to learning, enrichment for those who are doing well, assessment activities and time to record. Recorded work must be assessed and overseen by the teacher so that progress of each individual child can be tracked, monitored and can be used to inform the next steps to be taken in the learning pathway. Sign texts to the children daily to ensure vocabulary growth and development.

2.9 GRADE R

The Grade R organisation of language learning is based on principles of **integration and play-based learning**. The teacher should be pro-active, a mediator rather than a facilitator. A mediator makes the most of incidental learning opportunities that arise spontaneously through a range of child-centred activities, such as free-play in the fantasy corner or block construction site, and teacher-directed activities such as a story ‘ring’ or other ‘rings’. Issues relating to language as well as social, emotional and other forms of development such as fine and gross motor present themselves naturally in the routines and activities of a quality Grade R daily schedule. All these settings could provide opportunities for a teacher to purposely intervene and ‘mediate’ incidental learning that promotes emergent language and literacy. A traditional, formal classroom-based learning programme that is tightly structured and ‘basics bound’ should be avoided as it does not optimise language and literacy acquisition for the Grade R child. Grade R should not be a ‘watered down’ Grade One. It has its own unique characteristics based on how children in this age group make sense of their world and acquire the knowledge, skills, values and attitudes that will allow them to maximise the opportunities afforded in the formal learning years.

Focus on informal and spontaneous learning in various ‘rings’ during the day. Also develop a daily programme that allows optimal time for free play and is coupled with an acute awareness on the part of the teacher of what could be called ‘teachable moments’, moments that arise in many instances out of the children’s own interests and creativity. The entire school day should be viewed as possibilities for enhancing language and literacy learning; either because of the direct intervention of the teacher, through planned mediated moments, including teacher-guided activities or because of the numerous incidental learning opportunities that occur during the day and enable the teacher to promote learning through utilising the ‘teachable moment’. Such moments most frequently occur during routine periods and, of course, free play.

From **a language literacy perspective**, teachable moments will afford the teacher the opportunity to ask, for example, open-ended questions or to offer an alternative suggestion to the child and so instil in the child the desire to further his/her own learning. It becomes a question of the teacher knowing when to intervene in the learning process and when to stand back and allow the child the opportunity of providing his/her own solution to the problem at hand.

In the Grade R year the time table is called **the daily programme** and it comprises three main components, namely **teacher-guided activities, routines and child-initiated activities or free play**. Specific teacher-guided literacy learning opportunities are offered during the morning language ‘ring’ (for example, theme/topic discussion/language ‘ring’; daily weather discussions; “telling” news; show and tell ‘rings’ and story time). Depending on the choice of focus (i.e. the teacher must have a clear idea of what learning s/he wants to promote) creative art activities, perceptual ‘rings’, movement and dramatisation ‘rings’ can have a very specific language and literacy focus.

In **a balanced, flexible language rich daily programme**, literacy learning opportunities are offered throughout the day. At the same time, important principles underpinning early learning are reinforced, namely, that young children learn best through movement (kinaesthetically) and then through interacting with concrete materials (three dimensional learning) before engaging with table top and paper and pencil activities (two dimensional representational activities).

Assessment practices in Grade R should be informal and children should not be subjected to a ‘test’ situation. For this reason Assessment Activities have not been included in the Grade R Curriculum and Assessment Policy Document (CAPS). Each activity used for assessment should be carefully planned so that it integrates a variety of skills. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist. Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximised.

2.10 LEARNING AND TEACHING SUPPORT MATERIALS

Home Language teachers should have:

- (a) A Curriculum and Assessment Policy Statement document
- (b) Language in Education Policy
- (c) Signed language linguistic textbooks for resource purposes
- (d) SASL Dictionary
- (e) Literature genres
- (f) A variety of media materials: news/ magazines items
- (g) Access to visual aids to be used in the classroom

Classroom resources

- a) Digital cameras / video recorders / tripods
- b) Memory cards / flash drives
- c) TV monitors and DVD players
- d) Computers / software for editing
- e) A range of DVDs to accommodate different reading levels
- f) OPTIONAL: Webcam facilities / broadband internet access / smart-board/ tablets / smart phone with video recording and viewing capabilities

SECTION 3: CONTENT AND TEACHING PLANS FOR SOUTH AFRICAN SIGN LANGUAGE

This section is divided into TWO components, the contents for the language skills and the Teaching Plans.

3.1 Observing and Signing

Note: Observing and Signing is done with **live** signing and not with recorded SASL material.

Observing process

- **Pre-observing** – to prepare/orientate learners towards signed texts (set the context, generate interest, activate vocabulary, predict content, activate existing knowledge and build prior knowledge).
- **During observing** – recognise, match, find meaning, ask questions, confirm predictions and reflect.
- **Post-observing** – ask questions, discuss what was signed, do role-play, give personal views and relate content to own experience.

Learners must follow the observing process and must be able to:

Observe a variety of signed texts (live)

- Stories
- Simple questions
- Instructions
- Announcements
- Messages
- Humorous stories, jokes, rhymes (Grade R) and poems
- Greetings, news and weather (Grade R, 1)

Communication activities

- Conversations
- Discussions
- Role-plays
- Interviews

Observing and signing skills:

- Demonstrate appropriate “listening” behaviour by observing without interrupting, making eye contact, showing respect for the signer
- Show sensitivity when signing to others (e.g. greeting, introductions, maintaining eye contact, taking turns, not interrupting, attention getting strategies, adapting to your audience)
- Observe stories and act these out
- Ask questions for clarity and information
- Observe and answer content questions
- Observe and answer higher order questions
- Observe and answer open-ended questions
- Observe for the main idea
- Observe for detail in stories
- Identify cause and effect
- Express feelings about the story (and give reasons)
- Observe instructions and respond appropriately
- Observe announcements and respond appropriately
- Observe and use language imaginatively, e.g. humorous stories and jokes at grade appropriate levels

- Comment on what was observed
- Sign simple SASL action rhymes
- Sign about pictures e.g. posters, theme charts, books
- Participate in discussions and ask questions (report back on the group's work)
- Sign about personal experiences and feelings
- Sign more general news
- Make a signed presentation (e.g. sign personal news, describe something experienced and narrate on an event)
- Organise their thoughts logically in a story
- Sign a familiar story that has a beginning, middle and end
- Sign a story with a simple plot and different characters
- Role play different situations
- Interview people for a particular purpose
- Recognise and use numbers and numeral incorporation
- Recognise and use name signs appropriately
- Understand and use non-manual markers and intensifiers
- Observe and use fingerspelling accurately and appropriately (at grade level)
- Display "non-mirroring in signing" (Grade R)
- Develop vocabulary (Grade R)

PHONOLOGICAL AWARENESS

OVERVIEW OF PHONOLOGICAL AWARENESS IN THE SASL HOME LANGUAGE GRADES 2 AND 3

GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Recognise simple commonly used handshapes • Recognise that signs are made up of parameters • Understand and group different signs which have the same parameter • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) • Distinguish between different parameters of signs • Recognise some rhyming signs in simple signed texts • Recognise parameters in different signed texts 	<ul style="list-style-type: none"> • Recognise simple commonly used handshapes • Recognise that signs are made up of parameters • Understand and group different signs which have the same parameter • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) • Distinguish between different parameters of signs • Recognise some rhyming signs in simple signed texts • Recognise parameters in different signed texts • Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign • Form different signs by changing the parameters (e.g. handshapes and location) • Link handshapes to specific meanings (e.g. person classifiers) • Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) • Segment simple one-handed and two-handed (same handshape) signs into parameters • Segment one-handed and two-handed (different handshape) signs into parameters • Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND • Identify all the possible handshapes that the non-dominant hand can take

3.2 Visual Reading and Viewing

Note: Visual Reading and Viewing is done with **recorded** SASL material and not with live signing.

Emergent “Reading” Skills (Grades R and 1)

- Recognise and point out common objects in pictures
- Distinguish between the shapes of objects that are the same, sequencing of pictures, picking out the picture that is different
- Match signs to objects: match signs to items on an interest table
- Match signs to pictures
- Use sequencing skills to order pictures and sign the story created
- Use memory skills to recall items seen such as shapes or concrete objects
- Build puzzles and complete pictures
- Hold picture book the right way up and page correctly when ‘reading’
- Make up own story by ‘reading’ the pictures
- Recognise and use own name-sign, name-signs of children in the class and other significant people in the school environment
- Observe and discuss pre-recorded signed stories and other signed texts presented
- Recall details and state main idea from a story presented by the teacher
- Act out parts of a story
- “Talk about” signed stories using signs such as BEGINNING, MIDDLE, END
- Draw pictures of stories
- Interpret pictures to construct ideas, make up own story and sign the pictures
- Discuss handling and care of DVDs and video equipment
- Use DVD cover/ pictures to predict what the story is about

Fingerspelling

- Recognise familiar, age-appropriate fingerspelling with increasing speed and accuracy.

Visual reading and viewing will consist of **shared visual reading** as a class with the teacher. This is followed by small group work with the teacher, followed by paired/independent reading for information and enjoyment.

The visual reading process consists of:

- “Pre-reading” activities
- “During reading” activities
- “Post-reading” activities

“Pre-reading” activities

Learners may be prepared for the signed text in various ways depending on the type of signed text and the level of the learner. “Pre-reading” activates associations and previous knowledge.

- Use visual cues e.g. pictures and DVD covers to predict and interpret what the story/signed text is about, and tell a story
- Suggest purpose and audience
- Express personal response to images

“During reading” activities

The recorded signed text (e.g. DVD) will be paused during “reading” when needed for the following activities to happen.

- Identify the main idea, the characters and the plot
- Infer meaning of unfamiliar signs and images by using contextual clues
- “Re-reading”, “reading” further on, pausing
- Ask questions
- Answer higher order questions

“Post-reading” activities

- Explain whether or not a story was liked and why
- Give an opinion on what was “read”
- Express feeling about the poem
- Draw conclusions
- Justify responses
- Answer open-ended and higher order questions based on the signed text
- Discuss the sequence of events, plot, setting, cultural values and cause and effect relations
- Identify key details in what was “read”
- Confirm purpose and audience

3.3 Recording: process, content, strategies and signed texts

Good recording skills need to be developed and supported. Although visual reading is an important source of input, it is only through presenting that presenting skills are developed. The recording process consists of the following:

- Planning / Pre-recording
- Drafting (recording)
- Revising
- Editing
- Final recording
- Publishing

During the recording process learners should do the following:

Planning / Pre-recording

Use planning strategies to initiate and draft a piece of formal SASL recording:

- select a formal SASL text form to suit the purpose and audience (e.g. stories, recipes, instructions, dialogues using role-shift and “letter” to a friend or family member)
- record a selection of short formal SASL texts for different purposes (e.g. message (“letter”) to a friend, instructions)
- where appropriate, record a title that reflects the content

Build vocabulary and record signs so that they can be “read” and understood by others:

- record signs that represent age appropriate vocabulary
- record new signs in contextual sentences or phrases

Use pre-recording strategies:

- use various pre-recording strategies to gather information and choose a topic (e.g. creates and uses drawings, brainstorming, signing with friends, use visual images)

Drafting (recording)

Record for different purposes:

- organise thoughts logically
- compile lists
- record simple labels or captions for drawings
- create simple texts such as birthday messages, dialogues, poems, simple interviews, one to two chunk stories and personal experiences and events
- use simple strategies for getting and recording information, such as carrying out simple surveys (e.g. age and gender of learners)
- collect suitable pictures and graphics to illustrate recorded text
- sign a title that reflects the content
- produce a first draft
- view draft and get feedback from others (classmates)

Revising, editing, final recording

Revise formal SASL recording:

- discuss own and others' recording to get or give feedback
- edit own recording (e.g. deleting or adding signs to clarify meaning, re-ordering sentences, checking and correcting signs and formal SASL conventions)
- revise own recording after getting feedback from others

Record the final signed presentation

- complete a recording task within a set time

Publishing (Grades 2 and 3)

'Publish' (make public) own recording:

- share work with others by showing the recording in the classroom
- introduce the recorded text to the audience
- share recording with intended audience, such as family or friends
- make own DVDs or contribute to class anthologies and/or SASL recordings

Fingerspelling:

- Use fingerspelling accurately (right direction, rhythmically) and appropriately as per SASL conventions, e.g. proper nouns (people and place names), titles of texts
- Use acronyms appropriate to different media and audiences

RECOMMENDED TEXTS/RESOURCES FOR THE PHASE

Classroom resources

- Digital cameras / video recorders / tripods
- Memory cards / flash drives
- TV monitors and DVD players
- Computers / software for editing
- A range of DVDs to accommodate different reading levels
- OPTIONAL: Webcam facilities / broadband internet access / smart-board/ tablets/ smart phone with video recording and viewing capabilities

Grade R

- Theme charts, books with pictures and posters
- Photographs
- Colour charts
- Number charts
- Games (e.g. Terence Parkin hand-shape flash cards)
- Objects related to themes and topics
- Story board pieces
- Pictures to sequence/picture stories
- Picture puzzles (e.g. Spot the difference, Where's Wally?)
- Jig-saw puzzles
- Toys e.g. blocks, construction toys, cars, dolls, puppets, masks, etc.
- Plastic bottles, jars, boxes, etc.
- DVDs with stories, poems, action rhymes, mime and sign songs
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- Sign language dictionary for young children
- Simple instructions
- Simple descriptions
- Children's animated films (no voice)
- Recorded name signs
- Announcements
- Messages

Grade 1

- Theme charts, books with pictures and posters
- "Logos"
- Recorded name signs
- Pictures or recordings of finger spelling
- Messages
- Announcements

- Familiar advertisements
- Photographs
- Colour charts
- Number charts / time-line charts
- Games (e.g. hand-shape flash cards)
- Objects/props related to themes and topics, puppets, masks, etc.
- Story board pieces, jig-saws, tangrams and matching puzzles
- Pictures to sequence/picture stories
- Costumes for role-play
- DVDs with stories, fables, legends, poems, action rhymes, mime and sign songs
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- DVD player, television, video camera (tapes, memory sticks, etc.)
- Sign language dictionary for young children
- Instructions of growing complexity
- Simple descriptions
- Children's animated films (no voice)

Grade 2

- Pictures and posters
- Magazine pictures and advertisements
- Photographs
- Games (e.g. hand-shape flash cards)
- Objects/props related to themes and topics, puppets, masks, etc.
- Pictures to sequence/picture stories
- Costumes for role-play and other signed activities
- DVDs with stories, fables, legends, poems, action rhymes, mime and sign songs
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- DVD player, television, video camera (tapes, memory sticks, etc.)
- Sign language dictionary for young children
- Instructions of growing complexity
- Rules (e.g. rules for a game)
- Lists
- Descriptions
- Dialogues and conversations
- Jokes
- Children's animated films (no voice)
- Calendar
- Recorded signs related to learning areas eg. Maths and Science
- Graphs / table charts
- Messages e.g. Thank you / get well
- News items

Grade 3

- Pictures and posters
- Television advertisements
- Photographs
- Games (e.g. handshape flash cards)
- Objects/props related to themes and topics, puppets, masks, etc.
- Pictures to sequence/picture stories
- Picture comics
- Picture flow-diagrams / graphs / table charts
- Picture mind maps
- Costumes for role-play and other signed activities
- DVDs with stories (fiction and non-fiction), fables, legends and poems
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- DVD player, television, video camera (tapes, memory sticks, etc.)
- Sign language dictionary for young children
- Instructions of growing complexity
- Lists
- Descriptions
- Dialogues and conversations
- Jokes
- Television broadcasts in SASL (e.g. stories, announcements, news, weather, interviews, sport)
- Children's films (with signing, no voice)
- Recorded signs related to learning areas e.g. Life-skills
- Signed announcements
- Directions e.g. simple maps
- Instructional texts e.g. recipes and experiments

3.4 Teaching Plans

Grade R		
Observing and Signing	Visual Reading and Viewing	Recording
TERM 1		
<p>Daily activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies Observe attentively to simple questions and announcements and responds appropriately Observe simple instructions and act on them Observe without interrupting Observe short signed stories with enjoyment and join in choruses where appropriate Sign simple signed rhymes and do actions Observe and recall simple sign sequences. Start with three signs and build up to four or more so that visual memory is developed Sign about pictures in e.g. posters, theme charts and books. Related to a minimum of four themes per term. "Tell" stories and "retell" stories of others in their own way <p>Use SASL to develop concepts in all subjects</p> <ul style="list-style-type: none"> Develop SASL to understand concepts, e.g. shape, colour, age, time, sequence <p>Use SASL to think and reason</p> <ul style="list-style-type: none"> Identify and describe similarities and differences Match things that go together, and compare things that are different Group familiar items, e.g. put all toys in box, books on shelves, crayons in tins or sort according to colour Identify parts from the whole e.g. names and points to parts of a house <p>Use SASL to investigate and explore</p> <ul style="list-style-type: none"> Ask questions Give explanations Solve and complete at least five or more piece jig-saw puzzles <p>Process information</p> <ul style="list-style-type: none"> Pick out selected information from a description <p>Use visual and pictorial cues to make meaning</p> <ul style="list-style-type: none"> Recognise and point out common objects in pictures Participate in activities to perceive objects in the foreground and the background and to separate them meaningfully e.g. find an image in a busy or detailed picture Play games such as 'Where is it?' finding an object hidden in a classroom among other items Group identical objects/pictures View nearly identical objects/pictures, pick out the one that is different and explain why it is different Arrange a set of three pictures in such a way that they form a story and a logical sequence of events; sign the story created by the pictures Play a memory game, e.g. put different objects on the table, children look at these, teacher covers objects and children have to recall what they saw on the table Complete a puzzle or picture 	<p>Emergent "reading" skills</p> <ul style="list-style-type: none"> Distinguish between the shapes of objects that are the same, sequencing of pictures, picking out the picture that is different Use sequencing skills to order three pictures and relate the story created Use memory skills to recall items seen such as shapes or concrete objects Build puzzles and completing pictures Hold picture book the right way up and page correctly Make up own story by 'reading' the pictures Recognise own name-signs and name-signs of at least five other children in the class <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" simple signed stories as a whole class with the teacher (Shared Visual Reading) Discuss and describe characters in stories Draw pictures capturing main idea of the stories Sequence pictures in a story Respond to stories through movement and drama activities <p>Independent Visual Reading</p> <p>"Read" independently signed texts for pleasure from a DVD library</p>	<ul style="list-style-type: none"> Draw or paint pictures to convey messages during creative art activities such as about a personal experience Role-play recording in play situations Contribute ideas for a class news programme by means of drawings

GRADE R TERM 2

Observing and Signing	Visual Reading and Viewing	Recording
<p>Daily activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies Observe two or three part instructions, announcements and responds appropriately (e.g. CRAYONS COLLECT, SHELF PUT) Observe without interrupting, taking turns to sign Observe stories and act these out "Tell" stories and "retell" stories of others in their own way Sign rhymes with the whole class Sequence pictures of a story Participate in discussions and ask questions Sign about pictures in e.g. posters, theme charts and books. Related to a minimum of four themes per term Observe and recall in order simple sign sequences. Start with three signs and build up to four or more so that visual memory is developed <p>Use SASL to develop concepts in all subjects</p> <ul style="list-style-type: none"> Use SASL to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age <p>Use SASL to think and reason</p> <ul style="list-style-type: none"> Identify and describe similarities and differences Match things that go together, and compare things that are different Group things according to colour, shape or size Identify parts from the whole, e.g. name parts of a car <p>Use SASL to investigate and explore</p> <ul style="list-style-type: none"> Ask questions and ask for explanation Give explanations and ask for clarification Solve and complete ten or more piece jig-saw puzzles <p>Process information</p> <ul style="list-style-type: none"> Pick out selected information from a description <p>Use visual and pictorial cues to make meaning</p> <ul style="list-style-type: none"> Look carefully at pictures and sign about common experiences Find specified images in a busy or detailed picture Play games such as 'Search!' finding an object hidden in a classroom among other items Group identical objects/pictures View nearly identical objects/pictures, pick out the one that is different and explain why it is different Order a sequence of pictures and sign the story created 	<p>Emergent "reading"</p> <ul style="list-style-type: none"> Hold picture book the right way up and turn pages correctly when 'reading' Interpret pictures to make up own story: 'reads' the pictures Recognise and use the name-signs of significant people in the school environment View and discuss pre-recorded signed stories. Recall details and state main idea Act out parts of a story "Talk about" signed stories using signs such as BEGINNING, MIDDLE, END <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" signed texts such as stories and poems stories as a whole class with the teacher (Shared Visual Reading) Discuss and describe characters in stories Draw pictures capturing the main idea of stories Arrange a set of pictures in such a way that they form a story and then sign the story Respond to stories through movement and drama activities Predict what will happen next in the story using familiar stories and picture cues Respond to stories through creative art: paints a picture of the story <p>Independent Reading</p> <ul style="list-style-type: none"> "Read" independently signed texts for pleasure from a DVD library 	<ul style="list-style-type: none"> Draw pictures to convey a message such as own 'news' Role play recording in play situations

GRADE R TERM 3

Observing and Signing

- Daily activities in all areas of SASL and other subjects**
- Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies
 - Observe attentively to questions and give answers
 - Observe announcements and respond appropriately
 - Observe a complex list of instructions and respond appropriately
 - Observe without interrupting, show respect for the signer and take turns to sign
 - "Tell" stories and "retell" other children's stories in their own way
 - Sign rhymes on their own
 - Observe longer stories and show understanding by answering questions related to the story
 - Sequence pictures of a story
 - Observe and recall, in order, simple sign sequences. Start with three signs and build up to four or more so that visual memory is developed
 - Sign about pictures in e.g. posters, theme charts and books. Related to a minimum of four themes per term

Use SASL to develop concepts in all subjects

- Use SASL to develop concepts in all subjects, e.g. Mathematics; quantity, size, time, shape, age, direction and colour during group activities or informally during free play
- Use SASL to think and reason**
- Identify and describe similarities and differences
 - Match things that go together and compare things that are different
 - Group things according to learners' own criteria
 - Identify parts from the whole, e.g. parts that make up a picture

Use SASL to investigate and explore

- Ask questions and use pictures in books for explanations
- Give explanations and offer solutions
- Complete between ten or twenty piece jig-saw puzzles

Process information

- Pick out selected information from a description

Use visual and pictorial cues to make meaning

- Understand that pictures and photographs convey meaning about events, people, places and things and sign about these
- Look carefully at pictures and sign about common experiences
- Isolate images from the foreground and the background in pictures and simple designs
- Find objects hidden in a classroom among other items and guide peers to items using simple directions
- Sequence pictures and relate the story created

Visual Reading and Viewing

Emergent "reading" skills

- Can match signs to objects: matches signs to items on an interest table
- Hold picture books the right way up and turn pages correctly when 'reading'
- Interpret pictures to make up own story: 'read' the pictures
- Act out parts of a story or poem
- Recall details and state main idea from a story presented by the teacher
- Draw pictures of stories or poems
- View and discuss stories and other signed texts presented.
- Use signs like BEGINNING, MIDDLE, END when discussing signed text

Shared Visual Reading

- "Read" signed texts as a whole class with the teacher
- "Read" class or group generated signed texts
- Make links to own experience when "reading" signed stories or watching signed TV programmes with the teacher
- Describe the characteristics of characters in stories or television and give opinions
- Identify the sequence of events in simple stories
- Use cover of DVD and illustrations throughout the signed text to predict storyline
- Join in the shared visual reading of signed texts with increasing confidence and enjoyment

Independent Reading

- Answer a range of questions based on the story "read"
- "Read" signed texts independently for pleasure from a DVD library

Recording

- Draw pictures to convey a message about a personal experience and use this as a starting point for presenting
- Role play recording in play situations
- Contribute ideas and sign sentences for a class news programme/group story
- Use signs like BEGINNING, MIDDLE and END when discussing signed texts

Observing and Signing	Visual Reading and Viewing	Recording
<p>Daily activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies Observe attentively to questions and give answers Observe announcements and respond appropriately Pass on messages Observe a complex list of instructions and respond appropriately Observe without interrupting, show respect for the signer and take turns to sign Observe longer stories and show understanding by answering questions related to the story "Tell" stories and "retell" other children's stories in their own way Sign rhymes on their own confidently Sequence pictures of a story Participate in discussions and ask questions Observe and recall, in order, simple sign sequences. Start with three signs and build up to four or more so that visual memory is developed Sign about pictures in e.g. posters, theme charts, books related to a minimum of four themes per term <p>Use SASL to develop concepts in all subjects</p> <ul style="list-style-type: none"> Use SASL to develop concepts in all subjects, e.g. quantity, size, shape, direction, colour, speed, time, age and sequence <p>Use SASL to think and reason</p> <ul style="list-style-type: none"> Identify and describe similarities and differences Match things that go together, and compare things that are different Group things according to learners' own criteria and more complex criteria such as textures Identify parts from the whole in a 2-Dimensional format and then construct in a 3-Dimensional format, i.e. copy a picture or a pattern from a 2-D card into a 3-D shape using blocks, plastic shapes or play dough <p>Use SASL to investigate and explore</p> <ul style="list-style-type: none"> Ask questions and use pictures in books for explanations "Listen to" problems and offer solutions Complete 20 piece or more jig-saw puzzles <p>Process information</p> <ul style="list-style-type: none"> Pick out selected information from a signed description. For example, "listen for" the starting time of an event from an announcement <p>Use visual and pictorial cues to make meaning</p> <ul style="list-style-type: none"> Understand that pictures and photographs convey meaning about events, people and things and sign about these Use pictures to predict the content of stories Identify the foreground and background in pictures as separate elements Play direction games with teacher and friends, e.g. 'Snakes and Ladders' board game Match pictures, signs and drawings of signs 	<p>Emergent "reading" skills</p> <ul style="list-style-type: none"> Match signs to pictures Interpret pictures to construct ideas, make up own story and sign the pictures Act out a story or poem Recall details and state main idea Draw pictures of stories or poems Discuss DVD handling and care <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" signed texts as a whole class with the teacher "Read" class generated texts such as signed sentences in a group with the teacher Make links to own experience when "reading" signed stories or watching signed TV programmes with the teacher Describe the characteristics of characters in stories or signed TV programmes and give opinions Identify the sequence of events in simple signed stories Use the cover of a DVD and illustrations throughout the signed text to predict storyline Join in the shared visual reading of signed texts with increasing confidence and enjoyment Answer a range of questions based on the story read <p>Independent Reading</p> <ul style="list-style-type: none"> "Read" signed texts independently for pleasure from a DVD library 	<ul style="list-style-type: none"> Draw pictures to convey a message about a personal experience and use this as a starting point for recording Role play recording in play situations Contribute ideas and signed sentences for a class news programme/group story Use recording technology with increased confidence and ease Use signs like BEGINNING, MIDDLE, END, SIGN, SENTENCE, SAME, DIFFERENT

Grade 1		
Observing and Signing	Visual Reading and Viewing	Recording
TERM 1		
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies Observe without interrupting Sign about personal experiences <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe simple instructions (classroom routines) and respond appropriately Observe stories with interest and act out part of the story Answer questions, e.g. questions related to personal details <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Sequence pictures of a story communicating through "retelling" the sequence of ideas Sign about pictures, e.g. in posters, theme charts and books Participate in discussions, taking turns to sign and respecting others in the group <p>Describe objects in terms of e.g. colour, size or shape, using the correct vocabulary</p> <p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Sequence pictures of a story communicating through "retelling" the sequence of ideas Sign about pictures, e.g. in posters, theme charts and books 	<p>Daily Visual Reading Activities</p> <p>Emergent "reading" skills (taught in Shared and Group Guided Visual Reading lessons)</p> <ul style="list-style-type: none"> Use DVD cover pictures to predict what the story is about Collect and "read" logos from their everyday environment Discuss handling and care of DVDs and video equipment Observe and discuss stories and other signed texts presented <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" as a whole class with the teacher pre-recorded texts such as class stories and poems developed in shared recording sessions <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same signed story 	<ul style="list-style-type: none"> Draw pictures to convey a message, e.g. about a personal experience Record a caption for a drawing or picture Contribute ideas for a class story captured by the teacher on charts to create new texts for visual reading and display in the classroom "reading" corner
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Sequence pictures of a story communicating through "retelling" the sequence of ideas Sign about pictures, e.g. in posters, theme charts and books 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Discuss handling and care of DVDs and video equipment/technology 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Contribute ideas for a class story captured by the teacher on charts to create new texts for visual reading and display in the classroom "reading" corner

GRADE 1 TERM 2

Observing and Signing	Visual Reading and Viewing	Recording
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe without interrupting, taking turns to sign in whole class and group discussions Sign about personal experiences Identify parts from the whole, e.g. parts of a bicycle, parts of a plant Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe instructions (group and daily routines) and respond appropriately Pass on messages Observe stories with interest and draw a picture to show understanding Answer closed and open-ended questions <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Describe objects in terms of e.g. age, direction or sequence using the correct vocabulary Observe stories and identify the main idea Sequence the pictures of a story Participate in classroom discussions Ask questions related to signed stories Understand and use appropriate vocabulary and language for different subjects 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" pre-recorded signed texts as a whole class with teacher Use pictures to predict what the story is about Use clues and pictures in the text for understanding Discuss the story, identifying the main idea in the text and the main characters Answer a wide variety of types of questions based on the signed texts "read" including higher order questions Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same signed story <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Read" with a partner from prepared or known signed texts "Reread" familiar signed texts such as those read in Shared Visual Reading sessions 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Draw pictures to convey a message and sign a label or caption, e.g. about a personal experience Record own news Compile a list of signs according to instructions e.g. different kinds of food Contribute ideas for a class story (Shared Recording) Record with illustrations a caption or short sentence on a topic to contribute to a signed text for the "reading" corner
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Observe instructions (group and daily routines) and respond appropriately Pass on messages <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Describe objects in terms of e.g. age, direction or sequence using the correct vocabulary 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Use pictures to predict what the story is about Discuss the story, identifying the main idea in the text and the main characters <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Recognise familiar, age-appropriate fingerspelling 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record own news <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Compile a list of signs according to instructions e.g. different kinds of food

GRADE 1 TERM 3

Observing and Signing	Visual Reading and Viewing	Recording
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe instructions and announcements and respond appropriately Observe without interrupting showing respect for the signer Sign about personal experiences Understand and use appropriate vocabulary and language for different subjects Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe a story with interest and enjoyment and draw a picture about it Sequence the pictures of a story Role play different situations, using appropriate language Participate in discussions, asking and answering questions <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> "Listen for" the detail in stories and answer open-ended questions Identify similarities and differences using the correct vocabulary Use an increasing vocabulary when signing 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" pre-recorded signed texts as a whole class with teacher Identify the sequence of events and the setting of the story Use cover of DVD to predict storyline and possible ending Recognise cause and effect in a story Answer higher order questions based on the signed text Give an opinion on what was "read" Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group views the same signed story <p>Paired/Independent Reading</p> <ul style="list-style-type: none"> "Read" with a partner "Read" own and others' recording "Read" signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner 	<p>Shared, Group and Independent Recording:</p> <ul style="list-style-type: none"> Record a message such as a get well or birthday greeting Record at least two sentences of own news Fingerspell correctly With help use referencing (e.g. indexing, proforms, use of classifiers, eye gaze, space) correctly when recording Contribute ideas and signs for a class story in Shared Recording sessions Record with illustrations a few short sentences on a topic to contribute to a signed text for the "reading" corner
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Role play different situations, using appropriate language <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Identify similarities and differences using the correct vocabulary 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Recognise cause and effect in a story Answer higher order questions based on the signed text Give an opinion on what was "read" <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> "Read" own and others' recording 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record a message such as a get well or birthday greeting Fingerspell correctly <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Record with illustrations a few short sentences on a topic to contribute to a signed text for the "reading" corner

Observing and Signing	Visual Reading and Viewing	Recording
<p>Daily / Weekly activities in all areas of SASL and other subjects.</p> <ul style="list-style-type: none"> Observe without interrupting, taking turns to sign and asking questions for clarification Sign about personal experiences and feelings Observe stories and express feelings about the story Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe, enjoy and respond to humorous stories and jokes using language imaginatively Participate in discussions and report back on behalf of the group Use simple strategies for finding information, e.g. carry out a survey on how children come to school <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Observe instructions and announcements and respond appropriately Sign a familiar story which has a beginning, middle and end, varying signing mode Answer closed and open-ended questions 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" pre-recorded signed texts as a whole class with teacher Use DVD cover to predict what the DVD is about Identify the initial problem in a story that sets the story in motion Use clues and pictures in the DVD for understanding Identify the sequence of events in what was "read" Recognise cause and effect in a story Answer open-ended questions based on the signed text Recognise familiar, age-appropriate fingerspelling <p>Group Guided Reading</p> <ul style="list-style-type: none"> The whole group "read" the same signed story Monitor self when "reading", both recognition of signs and comprehension <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Read" own recording, starting to correct errors "Read" signed texts used in Shared Visual Reading sessions and DVDs from the classroom "reading" corner 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Contribute ideas for and help to revise a class/group story (Shared Recording) Discuss ideas for recording with classmates Record at least three sentences of own news or creative story Record with illustrations sentences on a topic to contribute to a signed text for the visual reading corner Use fingerspelling where needed Begin to indicate time/tense correctly in recording Form the plurals of familiar signs appropriately Uses placement (prepositions) correctly Organise information into a simple graphic form such as chart or timeline, e.g. use a chart to record the results of a survey on how children come to school
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Use simple strategies for finding information, e.g. carry out a survey on how children come to school Participate in discussions and report back on behalf of the group <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Observe instructions and announcements and respond appropriately 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Identify the sequence of events in what was "read" <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Read" own recording, starting to correct errors Monitor self when "reading", both recognition of signs and comprehension 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Form the plurals of familiar signs appropriately Uses placement (prepositions) correctly <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Organise information into a simple graphic form such as chart or timeline, e.g. use a chart to record the results of a survey on how children come to school

Grade 2

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
TERM 1			
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe without interrupting, showing respect for the signer Take turns to sign Sign about personal experiences Use correct signs for the context such as an invitation Suggest solutions to a problem especially during Mathematics (e.g. story sums) Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe a story with enjoyment and answer questions related to the story Repeat a sequence of events in the story correctly Observe more complex instructions containing and respond appropriately <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Sign a story that has a beginning, middle and end Participate in discussions, asking and answering questions and suggesting ideas 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> Interpret pictures, photographs or an advertisement to make up own story. "Read" the picture, photograph or advertisement "Read" DVDs as a whole class with teacher (shared visual reading) and describe the main ideas Use visual cues to predict what the story is about: the cover of the DVD, illustrations in the signed text Express a personal response to a signed text "read" Identify key details in what was "read" such as the sequence of events Answer higher order questions before, during and after "reading" a shared signed text Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same story based on the instructional "reading" level of the group Use pictures in text for understanding Use contextual decoding skills when "reading" Show an understanding of SASL conventions <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Reads" independently: a variety of signed texts from the library or classroom "reading" corner 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Draw pictures to convey a message e.g. about a personal experience Contribute ideas and signs for a class story (Shared Recording) Record a list using SASL conventions to separate the items e.g. tasks for the day Record at least three sentences of own news or creative story using appropriate SASL conventions and fingerspelling Record with illustrations sentences (2 - 4 sentences) on a topic to contribute to a signed text for the classroom "reading" corner 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Repeat a sequence of events in the story correctly Observe more complex instructions containing and respond appropriately 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Express a personal response to a signed text "read" Identify key details in what was "read" such as the sequence of events Answer higher order questions before, during and after "reading" a shared signed text Recognise familiar, age-appropriate fingerspelling 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record a list using SASL conventions to separate the items e.g. tasks for the day 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Recognise simple commonly used handshapes

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe without interrupting, showing respect for the signer Take turns to sign, showing sensitivity to others and giving positive feedback Sign about personal experiences Understand and use appropriate language for different subjects such as language specific to Mathematics Suggest solutions to a problem especially during Mathematics (e.g. story sums) Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe stories for a longer period with enjoyment Express feelings about a story or poem Identify similarities and differences Compare and group things explaining grouping such as things with 4 legs or 2 legs <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Observe more complex instructions and respond appropriately Observe stories and identify the main idea, details and sequence of events Answer closed and open-ended questions and give reasons for answers Respond to jokes Make up own stories using imaginative language Participate in discussions and ask questions for clarity 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> Use visual cues to identify the purpose of advertisements and the intended audience "Read" DVD as a whole class with teacher (shared visual reading) and discuss cause-effect relations Identify key details in what was "read" such as main characters and setting "Read" poems as a whole class with teacher (shared visual reading) Answer higher order questions based on the signed text "read" Give an opinion on what was "read" Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> "Read" the same signed story as a whole group Use contextual decoding skills when "reading" <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Read" with a partner "Read" own and others' recordings "Read" independently a variety of signed texts (e.g. simple fiction) 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Participate in a discussion to choose a topic to record about Record an expressive text such as a thank you message Record own story of at least one chunk using a frame Record one chunk on personal experiences or events e.g. daily news Record with illustrations sentences on a topic to contribute to a signed text for the "reading" corner Use the recording process (drafting, recording and editing) Use appropriate SASL grammar Use fingerspelling where appropriate Indicate time/tense correctly Use placement (prepositions) correctly Show own recording to a partner 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Identify similarities and differences Compare and group things explaining grouping such as things with 4 legs or 2 legs <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Answer closed and open-ended questions and give reasons for answers Participate in discussions and ask questions for clarity 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Use visual cues to identify the purpose of advertisements and the intended audience <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> "Read" poems as a whole class with teacher (shared visual reading) Give an opinion on what was "read" 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record an expressive text such as a thank you message <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Record with illustrations sentences on a topic to contribute to a signed text for the "reading" corner Use the recording process (drafting, recording and editing) 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Recognise that signs are made up of parameters <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)

GRADE 2 TERM 3

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe without interrupting, showing respect for the signer and asking questions for clarification Sign about personal experiences and more general news Use an ever-increasing vocabulary when signing Participate in discussions, asking and answering questions Suggest solutions to a problem especially during Mathematics (e.g. story sums) Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe a sequence of instructions and respond appropriately Observe stories and predict the ending, or make up their own ending for the story Sign simple stories varying signing mode <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> "Listen for" the detail in stories and answer open-ended questions, e.g. work out cause and effect Role play different situations, e.g. take on the role of a Deaf TV presenter Use appropriate language with different people such as when interviewing friends vs adults Sign jokes using language imaginatively 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" DVD as a whole class with teacher, identify the sequence of events and the setting Use the cover of a DVD for prediction Answer higher order questions based on the signed text "read" Give an opinion on what was "read" Identify some synonyms and antonyms Interpret information from simple tables such as calendar Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same signed story Use contextual decoding skills when "reading" <p>Paired/Independent visual reading</p> <ul style="list-style-type: none"> "Read" with a partner "Read" own and others' recordings "Read" independently: a variety of signed texts (short fiction and poems) 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Participate in a discussion to choose a topic to record about Record an expressive text e.g. a get well message Draft, record and 'publish' own story Record 1-2 chunks on personal experiences or events Uses correct SASL grammar Use fingerspelling where appropriate Indicate time/tense correctly Identify and use nouns and verbs correctly Identify and use referencing correctly (e.g. indexing, proforms, use of classifiers, eye-gaze, space) Record and discuss own recording with a partner 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Observe stories and predict the ending, or make up their own ending for the story <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Role play different situations, e.g. take on the role of a Deaf TV presenter Use appropriate language with different people such as when interviewing friends vs adults 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Identify some synonyms and antonyms Read" independently: a variety of signed texts (short fiction and poems) <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Interpret information from simple tables such as calendar 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Draft, record and 'publish' own story Record and discuss own recording with a partner <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Record 1-2 chunks on personal experiences or events 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Distinguish between different parameters of signs <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Recognise some rhyming signs in simple signed texts

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Observe without interrupting, ask questions for clarification and comment on what was observed Sign about personal experiences and more general news, e.g. tell news using descriptive language Understand and use appropriate language for different subjects Suggest solutions to a problem especially during Mathematics (e.g. story sums) Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe a complex sequence of instructions and respond appropriately Participate in discussions: suggest topics for discussion, ask questions for information and report back on the group's work Participate in playing sign games, e.g. guessing games <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Sign jokes using appropriate signing mode "Listen for" the detail in stories and answer higher-order questions Answer open-ended questions and justify answers Express feelings about a signed text and give reasons 	<p>Daily Visual Reading Activities</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" a variety of signed texts (fiction and non-fiction DVDs) as a whole class with teacher Answer higher order questions based on the text "read" Express whether a story was liked and justify the response Express a personal response to media images such as newspaper and magazine pictures, posters, advertisements Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same signed text Use contextual decoding skills to make meaning Use self-correcting strategies when "reading": "re-reading", pausing <p>Paired/Independent visual reading:</p> <ul style="list-style-type: none"> "Read" own and others' recordings "Read" with a partner" "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Participate in a discussion and contribute ideas Experiment with signs: present a simple poem Record at least two chunks on personal experiences or events e.g. a family celebration Draft, record and 'publish' own story of at least two chunks, using appropriate beginning and ending Organize information in a chart or table Use informational structures when recording e.g. when recording recipes Sequence signed text by using signs like FIRST, NEXT and FINALLY Use correct SASL grammar so that others can understand what has been recorded Use fingerspelling where needed Indicate time/ tense correctly 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Observe without interrupting, ask questions for clarification and comment on what was observed <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> "Listen for" the detail in stories and answer higher-order questions Answer open-ended questions and justify answers Express feelings about a signed text and give reasons 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Express a personal response to media images such as newspaper and magazine pictures, posters, advertisements <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1</p> <ul style="list-style-type: none"> Experiment with signs: present a simple poem <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Use informational structures when recording e.g. when recording recipes Sequence signed text by using signs like FIRST, NEXT and FINALLY 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1</p> <ul style="list-style-type: none"> Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Recognise parameters in different signed texts

Grade 3			
Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
TERM 1			
<p>Daily / Weekly activities in all areas of SASL and other subjects</p> <ul style="list-style-type: none"> Sign about personal experiences, e.g. sign news expressing feelings and opinions Observe without interrupting, showing respect for the signer and taking turns to sign Use appropriate language when signing to friends and adults, e.g. "telling" the teacher how the ball came to break the window and then "telling" friends about the same incident Observe and use finger-spelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> Observe a complex sequence of instructions (at least 4) and respond appropriately "Listen for" the main idea and for detail in stories and answer higher-order questions, e.g. discuss what the best title would be and why Ask questions for clarification and comment on what was observed Express feelings about a signed text and give reasons <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> Participate in discussions, asking questions and showing sensitivity to the feelings of others Answer questions and give reasons for the answers 	<p>Shared Visual Reading</p> <ul style="list-style-type: none"> Use visual cues to "talk about" a graphical text, e.g. look at the photograph and discuss for example what it is about and where it was taken "Read" a variety of signed texts as a whole class with the teacher "Read" a DVD as a whole class with the teacher and describe the main idea and the main characters "Read" different poems around a topic and discuss both the form and meanings Answer higher order questions before, during and after "reading" a shared signed text, Understand role-shift in signed stories Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading:</p> <ul style="list-style-type: none"> The whole group "reads" the same story on the instructional reading level of the group Use self-correcting strategies when "reading": "re-reading", pausing <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> Show an understanding of SASL conventions "Read" a variety of signed texts independently 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Draw pictures and record sentences to show understanding of a story Record instructions, e.g. to a friend Contribute ideas, signs and sentences for a class story (Shared Recording) Use a picture to choose a topic to record about Discuss with a partner to begin planning for recording Ask questions to help define the recording task Record at least one chunk e.g. own news, creative story, description of an incident/experiment Record with illustrations sentences on a topic to contribute to a signed text for the class library Record different sentence types using appropriate SASL grammar Use fingerspelling where appropriate Indicate time/tense correctly 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement)
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Sign about personal experiences, e.g. sign news expressing feelings and opinions Observe a complex sequence of instructions (at least 4) and respond appropriately "Listen for" the main idea and for detail in stories and answer higher-order questions, e.g. discuss what the best title would be and why 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <p>Shared Visual Reading</p> <ul style="list-style-type: none"> Use visual cues to "talk about" a graphical text, e.g. look at the photograph and discuss for example what it is about and where it was taken "Read" a DVD as a whole class with the teacher and describe the main idea and the main characters "Read" different poems around a topic and discuss both the form and meanings Answer higher order questions before, during and after "reading" a shared signed text, Understand role-shift in signed stories <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> Show an understanding of signed texts independently 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Use a picture to choose a topic to record about Discuss with a partner to begin planning for recording Ask questions to help define the recording task Record at least one chunk e.g. own news, creative story, description of an incident/experiment 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement)

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of Language and other subjects</p> <ul style="list-style-type: none"> Observe and respond to signed announcements and instructions Sign about personal experiences e.g. sign news expressing feelings and opinions Observe stories, express feelings about the stories and give reasons Predict what will happen in a story Work out cause and effect in a story using connecting signs such as 'WHY'? Use language to investigate and explore, such as suggesting an alternative, e.g. using conditionals 'IF' Ask questions to clarify, plan and get information on an activity Analyse, compare and contrast information such as the eating habits of a child and a dog Understand and use appropriate language for different subjects such as Life Skills Suggest solutions to a problem, specifically story sums in Mathematics Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed Observing and Signing activities</p> <p><i>Weeks 1 - 3</i></p> <ul style="list-style-type: none"> Observe more complex instructions (at least 5) and responds appropriately Make a presentation, e.g. "show and tell" - describes and compares an object <p><i>Weeks 4 - 6</i></p> <ul style="list-style-type: none"> Observe stories signed by the teacher for a longer period with interest Sign a short story with a simple plot and different characters <p><i>Weeks 7 - 10</i></p> <ul style="list-style-type: none"> Participate in group and class discussions, suggest topics and contribute ideas Sign about a general news event, expressing feelings and opinions Observe and share jokes 	<p>Shared Visual Reading</p> <ul style="list-style-type: none"> "Read" a variety of signed texts as a whole class with the teacher Use visual cues to identify the purpose of advertisements and the intended audience "Read" signed texts as a whole class with the teacher and discuss the sequence of events, setting and cause-effect relations Use the information from a graphical text, e.g. follow the directions on a map and take part in a walk around the school Find and use sources of information such as Deaf community members, DVD library texts Answer a range of higher order questions based on the signed text "read" Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group views the same signed story at the instructional level of the group Use contextual decoding skills when "reading" unfamiliar signs Use self-correcting strategies when "reading": "re-reading", pausing Use diagrams and illustrations in signed text to increase understanding <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Read" with a partner "Read" own and others' recordings "Read" independently signed texts used in Shared Visual Reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> Participate in a discussion to choose a topic to record about Record at least two chunks on personal experiences e.g. daily news or a school event Record own story or a familiar story or another creative text of at least ten sentences Keep a signed diary for one week, noting the weather and one other piece of information Record a review of a simple signed text Record with illustrations a story to contribute to a signed text for the class library Uses correct SASL grammar so that others can understand what has been recorded Identify and use nouns, adjectives, verbs and adverbs correctly Use fingerspelling where needed Indicate time/tense correctly View and edit own recording Show ('publish') own recording to a friend or a group 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters

<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Observe more complex instructions (at least 5) and responds appropriately Make a presentation, including appropriate fingerspelling, e.g. "show and tell" - describes and compares an object <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Observe stories signed by the teacher for a longer period with interest Sign a short story with a simple plot and different characters <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Participate in group and class discussions, suggest topics and contribute ideas Observe stories, express feelings about the stories and give reasons With support, predict what will happen in a story Work out cause and effect in a story using connecting signs such as 'WHY?' 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Form different signs by changing the parameters (e.g. handshapes and placement) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Link handshapes to specific meanings (e.g. person classifiers)
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record own story or a familiar story or another creative text of at least ten sentences <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Keep a signed diary for one week, noting the weather and one other piece of information <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Record with illustrations a story to contribute to a signed text for the class library Uses correct SASL grammar so that others can understand what has been recorded 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Record own story or a familiar story or another creative text of at least ten sentences <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Keep a signed diary for one week, noting the weather and one other piece of information <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Record with illustrations a story to contribute to a signed text for the class library Uses correct SASL grammar so that others can understand what has been recorded
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> "Read" signed texts as a whole class with the teacher and discuss the sequence of events, setting and cause-effect relations Find and use sources of information such as Deaf community members, DVD library texts Answer a range of higher order questions based on the signed text "read" <p>Formal Assessment Activity 2:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> Use the information from a graphical text, e.g. follow the directions on a map and take part in a walk around the school <p>Group Guided Visual Reading:</p> <ul style="list-style-type: none"> Use diagrams and illustrations in signed text to increase understanding <p>Formal Assessment Activity 3:</p> <p>Paired/Independent Visual Reading:</p> <ul style="list-style-type: none"> "Read" independently signed texts used in Shared Visual Reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> "Read" signed texts as a whole class with the teacher and discuss the sequence of events, setting and cause-effect relations Find and use sources of information such as Deaf community members, DVD library texts Answer a range of higher order questions based on the signed text "read" <p>Formal Assessment Activity 2:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> Use the information from a graphical text, e.g. follow the directions on a map and take part in a walk around the school <p>Group Guided Visual Reading:</p> <ul style="list-style-type: none"> Use diagrams and illustrations in signed text to increase understanding <p>Formal Assessment Activity 3:</p> <p>Paired/Independent Visual Reading:</p> <ul style="list-style-type: none"> "Read" independently signed texts used in Shared Visual Reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners
<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Observe more complex instructions (at least 5) and responds appropriately Make a presentation, including appropriate fingerspelling, e.g. "show and tell" - describes and compares an object <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Observe stories signed by the teacher for a longer period with interest Sign a short story with a simple plot and different characters <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Participate in group and class discussions, suggest topics and contribute ideas Observe stories, express feelings about the stories and give reasons With support, predict what will happen in a story Work out cause and effect in a story using connecting signs such as 'WHY?' 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Form different signs by changing the parameters (e.g. handshapes and placement) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Link handshapes to specific meanings (e.g. person classifiers)

Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of Language and other subjects</p> <ul style="list-style-type: none"> • Make a signed presentation: "tell" news or sign about an experience logically and in sequence • Use an increasing vocabulary when signing • Suggests solutions to a problem, specifically story sums in Mathematics • Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed observing and signing activities</p> <p><i>Weeks 1 - 3</i></p> <ul style="list-style-type: none"> • Interview people for a particular purpose such as to find out about a person's work • Observe a story and work out cause and effect in the story <p><i>Weeks 4 - 6</i></p> <ul style="list-style-type: none"> • Participate in discussions, giving useful feedback to others • Put events in order of logical sequence <p><i>Weeks 7 - 10</i></p> <ul style="list-style-type: none"> • "Listen for" the detail in stories and other signed texts and answer open-ended questions, e.g. YOU GROW UP DO WHAT? • Sign a story with a beginning, middle and end 	<p>Shared Visual Reading</p> <p>Introduce different genres such as drama and different types of poems.</p> <ul style="list-style-type: none"> • "Read" a variety of signed texts as a whole class with teacher • "Read" a range of different types of poems around a topic and discuss these (e.g. both form and meanings, sign selection) • Interpret information from graphical texts such as advertisements, pictures, graphs, charts • "Read" signed texts as a whole class with teacher and discuss main idea, characters and plot • Express whether a story was liked and justify answer • Answer a range of higher order questions based on the signed text "read" • Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story at the instructional level of the group • "Read" different genres such as dramas • Use a range of self-correcting methods when "reading": "re-reading", "reading" further on, pausing • Use contextual decoding skills when "reading" unfamiliar signs <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> • "Read" with a partner • "Read" own and others' recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level-appropriate non-fiction signed texts 	<p>Shared, Group and Independent Recording</p> <ul style="list-style-type: none"> • Record personal signed texts in different forms: a diary entry, a message to a relative, a description • Draft, record, edit and 'publish' own story of at least two chunks, with a title • Record with illustrations sentences on a topic to contribute to a signed text for the class library • Summarise and record information using visual images • Use different sentence types when recording, e.g. statements, questions, commands • Use SASL grammar correctly • Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly • Join sentences using conjunctions such as AND, BUT • Use a variety of vocabulary to make the recording more interesting • Show ('publish') own recording to class 	<ul style="list-style-type: none"> • Recognise simple commonly used handshapes • Recognise that signs are made up of parameters • Understand and group different signs which have the same parameter • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) • Distinguish between different parameters of signs • Recognise some rhyming signs in simple signed texts • Recognise parameters in different signed texts • Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign • Form different signs by changing the parameters (e.g. handshapes and placement) • Link handshapes to specific meanings (e.g. person classifiers) • Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) • Segment simple one handed and two handed (same handshape) signs into parameters • Segment one handed and two handed (different handshape) signs into parameters • Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND

<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Interview people for a particular purpose such as to find out about a person's work Observe a story and work out cause and effect in the story <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Participate in discussions, giving useful feedback to others Put events in order of logical sequence <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> "Listen for" the detail in stories and other signed texts and answer open-ended questions, e.g. YOU GROW UP DO WHAT? Sign a story with a beginning, middle and end Make a signed presentation: "tell" news or sign about an experience logically and in sequence using appropriate fingerspelling 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> "Read" signed texts as a whole class with teacher and discuss main idea, characters and plot <p>Group Guided Visual Reading:</p> <ul style="list-style-type: none"> "Read" different genres such as dramas <p>Formal Assessment Activity 2:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> "Read" signed texts as a whole class with teacher and discuss main idea, characters and plot Express whether a story was liked and justify answer Answer a range of higher order questions based on the signed text "read" <p>Paired/Independent Visual Reading:</p> <ul style="list-style-type: none"> "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners <p>Formal Assessment Activity 3:</p> <p>Group Guided Visual Reading:</p> <ul style="list-style-type: none"> Use a range of self-correcting methods when "reading"; "re-reading", "reading" further on, pausing Use contextual decoding skills when "reading" unfamiliar signs <p>Paired/Independent Visual Reading:</p> <ul style="list-style-type: none"> Find information independently or in pairs from level-appropriate non-fiction signed texts 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Draft, record, edit and 'publish' own story of at least two chunks, with a title <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Record with illustrations sentences on a topic to contribute to a signed text for the class library <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Summarise and record information using visual images 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) <p>Formal Assessment Activity 3:</p> <ul style="list-style-type: none"> Segment simple one handed and two handed (same handshape) signs into parameters Segment one handed and two handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND
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Observing and Signing	Visual Reading and Viewing	Recording	Phonological Awareness
<p>Daily / Weekly activities in all areas of Language and other subjects</p> <ul style="list-style-type: none"> Understand and use appropriate language for different subjects Observe and use fingerspelling accurately and appropriately <p>Twice weekly focussed observing and signing activities</p> <p>Weeks 1 - 5</p> <ul style="list-style-type: none"> Engage in conversation as a social skill, accepting and respecting the way others sign Use language imaginatively: sign jokes using appropriate signing mode "Listen for" the detail in stories and answer open-ended questions Sign a story using descriptive language <p>Weeks 6 - 10</p> <ul style="list-style-type: none"> Observe a story and work out cause and effect in response to questions Plan and make a signed presentation: sign personal news, describe something experienced, narrate an event using a visual aid Express feelings and opinions about a signed text and give reasons Discuss solutions to a problem using higher order thinking skills 	<p>Shared Visual Reading</p> <p>Include fiction, non-fiction, signed news items, signed dialogues and graphical texts.</p> <ul style="list-style-type: none"> "Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher "Read" signed texts as a whole class with the teacher and discuss characters, the 'problem' in the story, the plot and the values in the text Use visual cues to "read" graphical texts and start to analyse text for attitudes and assumptions Answer a range of higher order questions based on the text 'read' Recognise familiar, age-appropriate fingerspelling <p>Group Guided Visual Reading</p> <ul style="list-style-type: none"> The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to make meaning Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing <p>Paired/Independent Visual Reading</p> <ul style="list-style-type: none"> "Read" own and others' recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading sessions 	<p>Shared, Group and Independent Recording:</p> <p>Provide frames to assist children to write a dialogue and a newspaper article.</p> <ul style="list-style-type: none"> Use pre-recording strategies to gather information and plan the recording: discussion with a partner, create a mind map, a planning frame Record a selection of short signed texts for different purposes e.g. narratives, dialogues Record about personal experiences in different forms e.g. a short news item Draft, record, edit and 'publish' own story of at least two chunks Use organisational structures when recording informational texts e.g. experiments, recipes Sequence information and organise text in a coherent and cohesive way (can include use of space) Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling where needed Discuss own and others' recordings to get and give feedback Record own signed texts and contribute to class DVD collection 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one handed and two handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. help, stand Identify all the possible handshapes that the non-dominant hand can take

<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> • Sign a story using descriptive language • "Listen for" the detail in stories and answer open-ended questions <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> • Use language imaginatively: sign jokes using appropriate signing mode • Plan and make a signed presentation including appropriate fingerspelling: sign personal news, describe something experienced, narrate an event using a visual aid 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <p>Shared Visual Reading:</p> <ul style="list-style-type: none"> • "Read" signed texts as a whole class with the teacher and discuss characters, the 'problem' in the story, the plot and the values in the text • Answer a range of higher order questions based on the text "read" <p>Formal Assessment Activity 2:</p> <p>Paired/Independent Visual Reading:</p> <ul style="list-style-type: none"> • "Read" own and others' recordings • "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading sessions 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> • Use pre-recording strategies to gather information and plan the recording: discussion with a partner, create a mind map, a planning frame • Use organisational structures when recording informational texts e.g. experiments, recipes • Sequence information and organise text in a coherent and cohesive way (can include use of space) <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> • Discuss own and others' recordings to get and give feedback • Record own signed texts and contribute to class DVD collection 	<p>ASSESSMENT</p> <p>Formal Assessment Activity 1:</p> <ul style="list-style-type: none"> • Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign • Form different signs by changing the parameters (e.g. handshapes and placement) • Link handshapes to specific meanings (e.g. person classifiers) • Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) <p>Formal Assessment Activity 2:</p> <ul style="list-style-type: none"> • Segment simple one handed and two handed (same handshape) signs into parameters • Segment one handed and two handed (different handshape) signs into parameters • Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. help, stand • Identify all the possible handshapes that the non-dominant hand can take
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GLOSSARY

adjectives – adjectives can express some feature or quality of a noun; they can come before or after the noun or be incorporated into the noun; they are often formed by non-manual modification (see non-manual modification)

adverbs – adverbs are used to add in information about an event or situation such as its time, manner, frequency or place; they are often formed by non-manual modification (see non-manual modification)

alliteration - repetition of parameters

ambiguity - possible double or even multiple meanings of certain signs and expressions; open to two or more interpretations; or often intended to mislead; vague and unclear or not giving a straight answer

analogy - finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof

anticlimax – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

attention getting strategies – appropriate way of attracting the attention of and Deaf person, e.g. tapping on the shoulder, switch lights on and off

audience - the intended viewers of a particular text

author – the signer who produces a recorded text; often referred to as author/signer in this document

bias – a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

body language – non-verbal communication consisting of body posture, gestures, facial expressions and eye movement

chunking (paragraphing) - way of dividing up signed text

classifier – productive morpheme that represents the visual appearance, placement, movement and/or handling of objects and animate beings; classifiers do not occur in isolation but must be used with a noun referent; can be inflected to show pluralisation, position and verb movement

climax – the most exciting, effective or important part of the story; this important part is not necessarily at the end

coherence – the underlying logical relationship which links ideas together and gives a chunk unity

cohesion – the linking of sentences or chunks by means of logical connectors such as conjunctions, pronouns or repetition

collocation – the way that signs tend to group together, e.g. TEA, DRINK, CUP

colloquialism (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language, often including slang; this may include vocabulary and expressions acceptable among friends, colleagues or in a close working group; colloquialisms may be inappropriate in formal communications but are appropriate in some settings and can help to build rapport

compound signs - Compounds are a combination of 2 free morphemes that make a new sign with a different but related meaning, e.g. PARENTS is a compound of the 2 free morphemes MOTHER and FATHER

conditional - Expresses 'IF' – 'then' relationships between 2 sentences, e.g RAIN (NMF)THERE, UMBRELLA NONE, YOU WET

connotation / connotative meaning (see also denotative meaning) - both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

constructed action – a discourse strategy used widely in sign languages in which the signer uses various parts of their body – such as the head, torso, hands, eye-gaze and other non-manual cues – to depict the actions, utterances, thought, feelings and/or attitudes of the character; also known as roleshift

context – a text is always used and produced in a context; the context includes the broad and the immediate situation including aspects such as the social, cultural and political background, the term can also refer to that which precedes or follows a sign or text and is essential to its meaning

contextual clues – meaning given in the context

denotation / denotative meaning (see also connotative meaning) – the literal or primary meaning of a sign

dialect or regional variation – a variation of a language which includes different vocabulary and expressions; dialect usually refers to signing characteristic of a particular region but can also be used more broadly to refer to other types of variants in signing

discourse – longer pieces of text beyond the sentence level

eye gaze – using eyes to index the referent

facial expression – it is the overall configuration of the facial features, including the brows, eye-aperture, nose, cheeks and mouth

figures of speech/figurative language - signs used in a non-literal way to create a desired effect; literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fingerspelling – manual representation of the alphabet of a written language; one-to one relationship between the letters of the spoken language and the handshape

genre - the types or categories into which signed texts are grouped, e.g. longer stories, drama, poetry

gesture – movement of the hands, face or body which communicates specific messages (e.g. nodding of head to indicate agreement)

glossing – a way of representing signs and non-manual features in printed words

handshape – this is the parameter that refers to the shape of the hands in its onset; form adopted by the hand depending on the position of the fingers

higher order questions – these are questions that go beyond basic skills and require critical thinking including analysis, synthesis and evaluation

iconicity – iconic signs look like the objects they represent; some aspects of the object or action is copied in the sign, which makes the meaning transparent; visual equivalent of onomatopoeia

indexing – pointing to someone, something or to a particular location with the index finger (referent – people, objects, events which are initially located in the signing space and thereafter referred to by pointing)

imperative form – a command, warning or advice

infer and deduce – to pick up meaning behind what is stated and to deduce all the implications; to use the information in the signed text to work out something that is not directly stated in the signed text

jargon – special terms or expressions used in a trade or profession or by any specific group, e.g. computer or medical terminology

loan signs – signs borrowed from other sign languages as opposed to the indigenous/ native signs

location – this is the parameter that refers to where the sign is articulated, either on the body or the signing space

metaphor – using one thing to describe another thing which has similar qualities (e.g. ‘Education is the key to success’)

mode – a method, a way or manner in which something is presented; a way of communicating (e.g. the signing mode, and the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. converting a graph into a chunk)

mood – atmosphere or emotion in signed texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual or multi-media text

movement – this is the parameter that the direction, speed, repetition and manner are important in conveying the meaning in signing

narrative – a signed account of connected events in order of occurrence, a story

non-manual features – these actions are produced by any part of the body, from the waist up, other than the hands; carry grammatical meaning using movements of the eyes, eyebrows, head, or shoulders and various kinds of facial expressions and of lip, cheek, and tongue movement; no English equivalent

non-manual modification - non-manual modifiers consist of the various facial expressions, head tilting, shoulder raising, mouthing, and similar NMFs that are added to hand signs to create meaning, and are often necessary to properly form words. Non-manual modifiers are typically adjectival or adverbial. For example, the adverb “th,” the tongue being placed between the teeth, means “carelessly” or “lazily” when combined with a verb

non-mirroring – when you are signing you use your perspective (non-mirroring); if you are facing a Deaf person and giving them directions and you ask them to turn right you will sign to your right - the Deaf person facing you will understand that you are signing from your perspective which is the opposite of theirs

notation system – a number of different systems developed for representing sign languages in written form, e.g. Stokoe notation, HamNoSys (Hamburg notation system), SignWriting

numeral incorporation – incorporating the hand configurations found in numeral signs into numeral incorporating signs, e.g. ONE WEEK, TWO WEEKS, THREE WEEKS

open-ended questions – it cannot be answered with a simple yes or no or a specific piece of information and it gives the person answering the question scope to give the information that seems to them to be appropriate; this is opposed to a closed-ended question which is a question format that limits respondents with a list of answer choices from which they must choose, e.g. multiple choice, yes/no and forced alternate questions

orientation – this is the parameter that describes the direction of the palm and/or fingertips during the production of the sign

paraphrase – a restatement of an idea or text in one’s own signs

parameters – these are the five characteristics or basic parts of a sign, namely handshape, location, palm orientation, movement, non-manual features

personification – attributing human characteristics to non-human things

phonological awareness – children’s awareness of the phonological structure of sign language i.e. parameters; phonemes are the smallest building blocks of a language; sounds in spoken language vs parameters in sign language

proform – refers to classifiers and indicates any form that stands in the place of, and does the job of, another form/ whole entity, e.g. people, animals and objects

pronoun - a form that stands in the place of, and does the job of, a noun. Pronouns include personal pronouns such as `I` and `you` and possessive pronouns such as `my` and `your`

register - the use of different signs, style, grammar, signing mode for different contexts, situations, relationships and familiarity between language users

rhetorical question – this is not a request for information or an answer; the signer answers the question in the next sentence; a rhetorical question serves the purpose of backgrounding certain information (in the rhetorical question) and highlighting other information (in the focused phrase), all of which is done for conveying information in a conversation

roleshift – signers take on the role of two or more characters, with the direction of the body and eye-gaze allowing not only a shift in roles but also a shift in who is being addressed (also see constructed action)

SASL conventions – norms appropriate to SASL discourse dependent on the genre and context; accepted practices or rules in the use of SASL

semantics – meaning of signs

signing mode - it is the equivalent to tone in spoken language; the emotion of the signer as conveyed by pace of utterance, size of signing and NMF; in the context of this qualification also means announcement, articulation, choice of signs, explanation, statement, turn of phrase, presenting

sign size – appropriate for the audience, context and genre, e.g. large signing would apply to younger children, large audiences and large venues

SignWriting – a writing system which uses visual symbols to represent the handshapes, movements and facial expressions of signed languages; an example of a notation system (see also notation system)

slang – informal language often used by a group of people, such as teenagers; the difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms have been accepted

stereotype – a fixed conventional view of about what role a particular person is expected to play

style – the distinct and unique manner in which a signer arranges signs to achieve particular effects; combines the idea to be expressed with the individuality of the signer; includes individual sign choices and signing mode

syntax– also known as grammar; major sign categories i.e. lexical and parts of speech

vlog - video diary as opposed to a blog (written page)

