



Guidance

Curriculum and Standards

Key Stage 3 National Strategy

Literacy in physical education

For school-based use or self-study

Heads of
physical education
Teachers of
physical education

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General introduction to the Literacy in series

The aim of the subject-specific material in the *Literacy in series* is to exemplify how aspects of the *Literacy across the curriculum* training file relate to individual subjects.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that you can refer to it as and when you wish.

Key principles

- To develop consistent approaches to teaching and learning in literacy across departments, and to build increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To use speaking and listening to develop subject learning
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and to realise the learning to be gained from it
- To demonstrate the sequence for writing and modelling writing for a key text type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly
- To make suggestions for the learning of subject-specific vocabulary.

English Framework objectives

The objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification. This will help you to set literacy curricular targets and ensure common approaches through the objectives.

Developments in cross-curricular literacy

As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, such as explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to specific aspects of literacy.

As expertise develops in, for example, active reading strategies or managing group talk, and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

Making use of the Literacy in materials

Each subject is available on its own CD. On the disc you will find both the text (a combination of information, guidance, case study materials, mini tasks and ideas for practical application in classrooms) and the video clip(s) that accompany it. Where a short task has been suggested, you are invited to check your responses against those of other teachers in the examples provided.

The materials can be used by an individual teacher to reflect on current practice and identify fresh approaches. However, we recommend collaborative use by a department team, so that the activities and discussion topics can be used to promote joint review and collective action. In this way, approaches can be trialled and discussed, and greater consistency of practice ensured.

Contents

1	Speaking and listening	page 4
2	Reading	page 9
3	Writing	page 18
Appendix	Objectives from the <i>Framework for teaching English: Years 7, 8 and 9</i>	page 24

Aims

- *To consider the importance of speaking and listening in raising attainment in physical education*
- *To identify the range of spoken language used in physical education*
- *To suggest subject-based activities to develop speaking and listening in physical education*

1.1 Introduction

'Exploratory talk is that in which partners engage critically but constructively with each other's ideas. Relevant information is offered for joint consideration. ... Knowledge is made publicly accountable and reasoning is visible in the talk ...

It is an effective way of using language to think ... the process of education should ensure that every child is aware of its value and able to use it effectively. However, observational research evidence suggests that very little of it naturally occurs in classrooms when children work together in groups.'

Source: the above extract is taken from *Words and minds: how we use language to think together* by Neil Mercer (Routledge [Taylor & Francis], 2000) and is reproduced by kind permission of the publishers.

Having read the above extract, consider the following two questions for a few moments and then reflect on some of the ideas, below, which were contributed by other physical education (PE) teachers.

- What kinds of speaking and listening typically feature in PE lessons?
- What are the pressures that inhibit productive talk?

Speaking and listening in PE often involves instructions and commands. The focus is predominantly practical, so talk may not appear as necessary as in other subjects.

- Speaking and listening are concerned with both communication, and thinking through and internalising ideas.
- Pupils take on many roles during physical education lessons – they can be coach, supporter, captain, co-learner, evaluator, improver.
- Each role requires some degree of communication in order for pupils to perform effectively – sometimes verbal communication and sometimes non-verbal communication through signalling or gesture.
- Using subject-specific vocabulary appropriately makes the talk clearer and more focused, and the understanding becomes shared.
- Using subject-specific vocabulary is also more efficient – one word can take the place of a phrase and ensure common understanding.
- Organising groups in a large space, such as a field or sports hall, can add a tricky dimension to class management.

1.2 Kinds of talk in physical education

The list below summarises the kinds of talk most commonly used in physical education. Take two minutes to think of one example of each kind of talk in your classes. Try to range across all the aspects of PE as you go through the types of talk.

Types of talk

Explaining	why, how or what to do
Instructing	how to do
Questioning	checking on understanding
Describing	what is going on or should go on
Analysing	detailed examination of how an activity works
Evaluating	describing strengths and weaknesses
Speculating and hypothesising	possible ways of solving a problem; suggestions to be tested during an activity

You can now view two short video sequences, which can be found on this CD, that illustrate some ways in which talk can be built in to physical education lessons.

Video sequence 1

In the first sequence Martin Cooper at Manor School, Mansfield Woodhouse, Nottinghamshire, is taking a Year 7 class of girls for football. He is concentrating on verbal instructions, giving reasons during a stretching session after warm-up and then developing the skill of turning and dribbling during the taught part of the lesson.

It is worth noting that the lesson took an hour and contained a considerable amount of time spent practising the skills. The video, however, shows a compilation of points in the lesson where there was a focus on speaking and listening.

While you are watching, consider the following aspects and take a couple of minutes afterwards to jot down your responses.

Consider:

- how questioning extends response and encourages pupils to take control
- how the teacher in the clip structures talk activity to maintain pace in the lesson
- how the teacher in the clip ensures the use of subject-specific vocabulary.

After viewing, compare your own responses to some of the following observations from other PE teachers.

- The teacher uses open questions; this encourages pupils to think and develop their responses.
- The pupils have to think about the distance they will run during the dribbling and turning practice – they have to take responsibility for what goes right and what goes wrong.

- By insisting on more extended responses, the teacher is ensuring that thinking is developed and understanding in physical education is increased.
- By working in pairs each pupil is more involved.
- The teacher insists on subject-specific vocabulary.
- By modelling the talk, the teacher demonstrates how to use appropriate language.
- By being given time limits for thinking and responding, pupils have time to think and plan an answer, but pace is maintained.

Video sequence 2

The second video sequence is from Yewlands School, Sheffield, where speaking and listening is a whole-school priority. In her lesson, Sharon Wallwin is teaching a Year 8 class how to be 'coaches' as well as 'performers'. To do this, she has decided to focus explicitly on the forms of language used by effective coaches. The activity Sharon is taking pupils through is a three-balance sequence with appropriate linkages, as shown below.

Year 8 Gymnastics Unit

Task: sequenced balances in groups of three

(A floor map is provided for the three pupils, with start positions and travel lines indicated.)

Coaching information

You need to coach your group through the following gymnastic sequence.

Stage 1

Travel in unison from start position to 1st group balance

Hold 1st group balance

Return to start position in unison

Stage 2

Travel to 2nd balance in a synchronised manner

Hold 2nd group balance

Return to start position in a synchronised manner

Stage 3

Travel to final balance in canon

Hold final group balance

Return to start position in canon

Remember

- *Encourage your group to hold each balance for at least 5 seconds.*
- *Be clear and precise in the way you use spoken language to coach your group.*
- *Encourage your group to evaluate and improve each balance as you go along.*

Note that one group has been given a video camera to record their sequences and use data projection as part of their evaluation. The playback screen on the video camera or still digital images could just as easily be used to support improvement.

Consider for a moment and note down, in the context of this activity, five specific uses of language that might characterise effective coaching.

Now compare your ideas with those used by the school featured in the video sequence, as outlined below. After you have looked at these guidelines, you will view the clip again.

Using coaching skills to improve performance

A good coach ... provides clear instructions

For example:

- *uses short sentences*
- *uses command verbs at the start of sentences (e.g. turn, move, roll)*
- *organises information or instructions in a helpful sequence (uses words or phrases like first, second, then, next, after this, finally).*

A good coach ... gives extended explanations

For example:

- *presents ideas or instructions with reasons (uses words or phrases like because, so, therefore, but, if)*
- *uses language to encourage, praise and motivate (uses words or phrases like You are good when ..., I think it works when ..., That really works because ..., Good, now you need to ...).*

A good coach ... encourages others to work together

For example:

- *asks questions*
- *encourages group decisions and use of speculative language (uses words or phrases like What if we ...?, Should we ...?, Maybe ..., Perhaps ...).*

A good coach ... uses helpful body language

For example:

- *uses helpful hand gestures*
- *uses helpful eye contact or facial expressions*
- *uses helpful voice variations (i.e. volume, pitch, pace).*

Now view the video sequence again, bearing the following question in mind.

- How far, and in what ways, does this sort of explicit attention to language enhance pupils' progress in physical education?

Here are some ideas to put alongside your own reactions to the video sequence.

- In explaining to others what they need to do, pupils are internalising these processes for themselves.
- This is an important step in improving their own capacity to operate these processes independently and in wider contexts.
- Time spent talking through ideas, and planning before and evaluating after performance, enhances that performance.

1.3 Conclusion

In conclusion, read the following extract from the *Literacy across the curriculum* training file (DfES 0235/2001), which summarises productive talk behaviours.

Productive talk behaviours

- Making suggestions or introducing new ideas
- Supporting others' suggestions by building upon them, clarifying them or modifying them
- Challenging ideas so that others reflect upon their validity
- Reasoning or justifying ideas
- Asking questions to seek clarification and elaboration
- Summarising to move the discussion on
- Analysing and evaluating to make explicit the strengths and weaknesses of own and others' ideas.

Productive talk ensures that *knowledge is made publicly accountable and reasoning is visible in the talk*. This is important in physical education because an understanding of how and why something is done helps pupils evaluate performance and move on to the next level.

For further study, you might like to refer to *Literacy across the curriculum* module 7 (DfES 0235/2001), in which there are further ideas on managing group talk.

Aims

- *To consider when reading is needed in physical education*
- *To consider subject-based activities to develop reading skills and enhance knowledge and understanding in physical education*

2.1 Introduction: ways of reading

Which of the following reading strategies might be useful in PE? In what circumstances?

Continuous reading	Uninterrupted reading of a piece of text
Close reading	Careful, detailed reading, which might involve pausing to think or look back
Skimming	Glancing quickly through the passage to get the gist of it
Scanning	Searching for a particular piece of information

Compare your own responses with the following ideas, contributed by other PE teachers:

- continuous reading – for example, reading David Beckham’s autobiography for interest
- close reading – using a text as coaching support for a skill or game
- skimming – glancing through an article on health-related issues, checking for relevant information
- scanning – searching for a section about a particular skill in a textbook on playing football.

Although reading might be less significant in physical education lessons than in some other classes, consider the following possible uses:

- reading diagrams, instructions, grids and video
- pupils may be required to read more extended texts as part of health programmes and learning how to improve technique or tactics
- reading can be incorporated into warm-up activities to introduce vocabulary or the objectives of the lesson
- pupils increasingly read video and digital images to evaluate and improve performance.

In the rest of this section, reading in physical education is explored:

- at word level, where precision of vocabulary is vital to understanding
- at text level, where the promotion of wider reading can enhance pupils’ breadth of understanding and enjoyment of the subject
- in learning to use extended text efficiently, so pupils can reflect on or prepare for what they experience in more practical activities.

2.2 Subject-specific vocabulary

Thinking about words

The following activity asks you to think about words that have both 'everyday' and subject-specific meanings, and when/how they are used. Meanings that are clear to you may not be to your pupils, especially those for whom English is an additional language.

Activity 1

Decide what you would put in the gaps in the following grid. Look particularly at words that have a variety of possible meanings.

Word or phrase	PE-specific meaning(s)	Meanings in other subjects or more generalised meanings
Fit		
Strength		
Active		
Field		Large area of grass, often with animals
Pitch		Musical term to do with high or low notes
Defend		
Cue	Long, tapering implement used by snooker and billiard players to propel the ball	
Analyse		
Evaluate		

Compare your ideas with those in the completed table, below, which is offered as another set of examples rather than the definitive version.

Word or phrase	PE-specific meaning(s)	Meanings in other subjects or more generalised meanings
Fit	Having sufficient bodily function to carry out a specific task safely	Good-looking!
Strength	The ability to bear weight	May be emotional strength
Active	Moving sufficiently to raise heart rate above resting rate for reasonably sustained periods of time	More the opposite of passive; may involve very little movement
Field	<ol style="list-style-type: none"> 1 To prevent the scoring of runs in cricket through stopping, catching and throwing the ball 2 Large area of grass in a school or sports club for playing games and pursuing athletics 3 To produce or send out: e.g. <i>the school fields two football teams</i> 	<ol style="list-style-type: none"> 1 Large area of grass, often with animals 2 Area of battle
Pitch	<ol style="list-style-type: none"> 1 Area for playing some games, e.g. cricket and football 2 To aim and throw the ball in baseball 3 To make the ball bounce when bowling in cricket 	<ol style="list-style-type: none"> 1 Musical term to do with high or low notes 2 Movement of a ship in rough weather 3 Often used as part of a phrase, e.g. <i>pitch in; pitch it right</i> 4 Black, sticky substance used to make things waterproof
Defend	<ol style="list-style-type: none"> 1 To protect a position or player 2 To stop any advancement, scoring or winning 	<ol style="list-style-type: none"> 1 To stand up for oneself either physically or verbally 2 To protect from attack, e.g. a country
Cue	Long, tapering implement used by snooker and billiard players to propel the ball	Signal given to a participant to take a turn, e.g. in a drama
Analyse	To break a move or movement down into its component parts and describe what is happening	To look at something closely by dividing it into its separate parts to learn about its qualities, meanings, and so on, e.g. <i>analysing a poem to look at its form and why the writer wrote that way</i>
Evaluate	To consider strengths and weaknesses; good and bad points in a move or a movement, perhaps against specific criteria in order to make quantitative and qualitative judgements	The same meaning pervades all areas. To consider strengths and weaknesses; good and bad points in a move or a movement, perhaps against specific criteria in order to make quantitative and qualitative judgements

The implications of the above points for your planning and teaching include the following.

- Departments need to be clear about the subject-specific vocabulary required for specific purposes.
- Pupils need to be clear about the precise meanings and use of words and phrases in given contexts.
- It is worth reminding pupils regularly of the vocabulary needed, as using specific vocabulary saves time, ensures clarity and raises standards through linking words to concepts.
- Where meanings are broadly the same in other subjects – for example, *evaluate*, it is worth emphasising this, as it helps cross-curricular understanding.
- Understanding vocabulary in context is especially important for those learning English as an additional language.
- Particularly important are the differences between *analysing* and *evaluating*, so that pupils can describe what was done, recognise strengths and weaknesses, and set targets for future improvement.

Teaching subject-specific vocabulary

Try looking over your scheme of work and teaching plans for the next few weeks to find places where you could incorporate some explicit activities to develop pupils' grasp of subject-specific vocabulary. Design activities that fit well within the PE content of the teaching or that might, for example, provide a good starter, follow-up or homework.

Here are some examples contributed from other PE teachers.

Bingo relay warm-up

- Vocabulary should be chosen to fit the current aspect of physical education.
- Place pupils in teams of four or five to stand at one end of the sports hall, gymnasium or track.
- Give each team a card with either a mix of vocabulary and meanings, or vocabulary only, or meanings only.
- Place a pile of cards with words and/or meanings at the opposite end of the sports hall or gymnasium, or about 50 metres away from the team on the track. Ensure that there are more cards than are needed, so that pupils have to make decisions.
- Teams then have to complete their 'bingo card' by running in turn to the pile and collecting the right cards.
- The first team to complete their card wins.

Note: in the case of an indoor relay, pupils might be able to refer to a vocabulary list on the wall if they are stuck. This will slow them up, but will help them complete the card.

Passing the word

(To be played when pupils are fairly familiar with the vocabulary.)

- This game can be played when practising passing in football or basketball.
- Pupils are in pairs or groups as appropriate.
- As they pass the ball, they shout a word or meaning and the receiver or catcher has to give the meaning or the word depending on what was shouted first.

- Players can be given a list of words to start with, which have to be memorised.
- Award points for correct answers, and limit thinking time to maintain pace.

Shouting the game

This game can be played during five-a-side or group skill practice.

- As skills and games are practised or played, players have to shout out what they are doing – for example, turning, blocking, passing, defending.

Summary

Spend some time as a result of this section reviewing your teaching plans and discussing with colleagues any opportunities you find to develop word level work in context and how this might be done. Try to develop at least one approach for each class you teach at Key Stage 3. Consider the following points as you make your plans.

- Explicit teaching of subject-specific vocabulary is important because it enables pupils to develop and understand a common set of terms with which to describe, think and evaluate.
- The vocabulary needs to be taught in context, as some words are context-specific as well as subject-specific – for example, *pitch*.
- Word walls are helpful, but only as part of ongoing work. Long lists of words that have little to do with the current unit of work can confuse rather than support.
- The need for subject-specific vocabulary increases as pupils progress through Key Stage 3 into Key Stage 4: it is important to encourage its use as early as possible.

In particular, note the following list of words which have been identified as problematic by QCA (the list is taken from Appendix 3 of the *Framework for teaching English: Years 7, 8 and 9*).

Key Stage 3 spelling list for physical education

active/activity	mobile/mobility
agile/agility	muscle
athletic/athlete	personal
bicep	pitch
exercise	quadriceps
field	qualify
gym/gymnastic	relay
hamstring	squad
injury	tactic
league	tournament
medicine	triceps

2.3 Reading extended text

Extended reading can provide important opportunities for pupils to reflect on aspects of physical education before or after exploring them through practical activities.

For example, the following activity, based on an extended text, was planned for a Year 8 class, as part of a lesson at the beginning of a year to remind pupils of the need for fitness.

Try out the activity below, and then consider how it might encourage understanding and raise attainment in physical education. This should include pupils for whom reading is more difficult and those for whom English is an additional language.

Activity 2

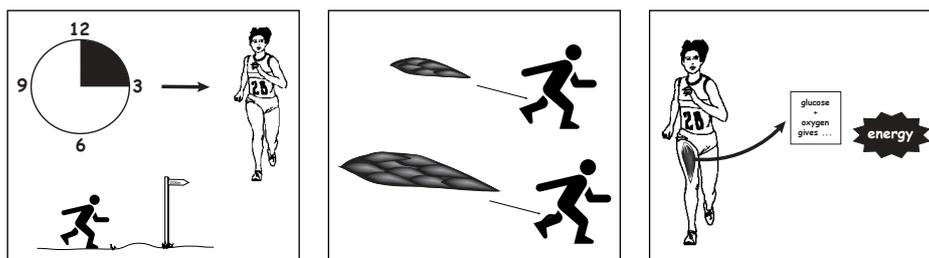
Read the following information and look at the diagrams.

The long-term effects of exercise: skeletal muscles

Petra has decided to get fit. She has noticed that she is out of breath when she climbs the stairs and feels lethargic and tired. She has noticed that her body tone is not what it was so her clothes do not fit so well. Petra follows a programme of strength training where she uses weights to build muscle strength and size, to add power to her training and to tone the flabby muscles.

An increase in muscle size means Petra has more glycogen, which stores the glucose in the muscles. She also trains on the track where she does several series of shorter sprints as well as longer runs, and an aerobics class in school where she keeps going for 20 minutes or more.

The series of sprints make Petra short of oxygen: she is working anaerobically. Over time her body responds more rapidly to effort and pumps more oxygen round her body and into her muscles. Increasing both oxygen flow and glycogen in the muscles means that Petra is fitter and can keep training for longer because oxygen and glucose together give her the energy to train (and climb stairs).



The long-term effects of exercise: heart/cardiovascular

Petra's heart is much more efficient as a result of her training. Her heart can only benefit from regular cardiovascular or aerobic training lasting for at least 20 minutes. Petra's school aerobics class helps build her stamina and makes her heart function better. The longer runs do not make her short of oxygen in the same way as her series of sprints, but make greater demands on her heart for a longer period.

Over six weeks of training Petra's heart has developed larger chambers. It can, therefore, store and pump a greater volume of blood. Her heart walls are also stronger and thicker so they contract more strongly as they pump. The heart will, therefore, empty its chambers more effectively as it pumps, so blood is not left to thicken and cause problems. Because her heart is more efficient, Petra's resting heart rate is much lower. Petra recovers much faster after exercise because her heart can pump oxygen to the tired muscles much more efficiently. She does not get so tired and can dance for far longer when she goes clubbing. She seems to enjoy life more.

Petra's aerobic work over the six weeks has made her arteries larger. They have become more elastic and less hard. Because her arteries are larger, the quantity of blood increases, as does the number of red blood cells within the blood. As there are more red blood cells, there is more haemoglobin, which carries oxygen to the working muscles. The increase in the quantity of blood flow means that the arteries have less fat in them and this cannot stick to the walls of the arteries as easily. There is more oxygen and there are more nutrients in the blood. The body adapts to all these changes by creating more capillaries inside the working muscles. More oxygen can reach the muscles and more carbon dioxide can be carried away. Because the blood is so much better, it can deal with lactic acid. Lactic acid makes muscles tired and results in stiffness later. As Petra is fitter, her body can exercise for longer before lactic acid begins to build up. Her cardiovascular performance is increased. She notices this when out clubbing or shopping. She can keep going for longer and enjoy it far more.

The long-term effects of exercise: social and mental

Petra's aim was to get fitter and feel better. Over the six weeks, she has noticed that her muscles are more toned and this gives her more confidence. She doesn't need to eat all the time because she doesn't get so bored and she saves money that she used to spend on chocolate. Training releases endorphins into her brain, which make her feel good and give her a boost. Rather than feeling tired after a training session, she feels ready for action. She has noticed that she is less stressed. She has more energy so she completes tasks more quickly; this gives her more time, as does walking to school which avoids the traffic jams. Even her grades have improved as somehow she can think more clearly and concentrate more. Petra's exercise programme has led to her meeting new people: joining the local gym on a student package has provided some fun nights out. Going clubbing is more fun as she does not get so tired. Petra is glad she started training and is now increasing the intensity of her exercise so that she continues to get fitter without spending much more time on it.

Task

- 1 Highlight in one colour the information that is useful to encourage pupils to keep fit.
- 2 Highlight in another colour the information that could be used to inform those who wanted to know more, or who were interested in the science of exercise.

Consider and make a brief note of the educational advantages of the approach to reading applied in the above activity, thinking specifically about how it aids understanding and contributes to raising attainment in physical education. Compare your own responses to the following ideas contributed by some other teachers.

- Pupils have shared the reading so no individual is exposed.
- Those for whom reading is more difficult are supported by their peers and by pictures.
- Captioning the pictures first clarifies the activities and effects, and ensures understanding is shared with a partner and articulated through the caption.
- Because pupils are actively involved in the reading they are more likely to internalise the key ideas and concepts.
- It extends pupils' comprehension of changes in the body that happen as a result of exercise.
- Pupils have explored some of the arguments around health and fitness.

2.4 Promoting wider reading

Promoting wider reading about physical education is intended to enhance pupils' breadth of understanding and enjoyment of the subject. The list of suggestions provided below may help you consider what sort of books you would want to draw to pupils' attention. Obviously, these are only examples – it is important to consider the particular backgrounds, interests and character of your own classes, and to bear in mind the following points when choosing texts to recommend:

- positive role models
- respect for sport as a career and not 'time out' from other subjects
- insight into the way athletes train and develop themselves
- pupils better informed – for example, about game strategy and physiology
- ways to maintain interest in a sport outside its season.

Ask colleagues and other people interested in different sports which books have really broadened and deepened their own understanding and enjoyment. You may wish to add these to the list.

Suggested wider reading

- 1 *My world* by David Beckham
David tells all about the pressures of being a star.
Look for the new edition, *Beckham*, with photographs.
- 2 *Frances Fairweather: demon striker* by Derek Smith
When Frances gets thrown out of the girls' team, she decides to become Frank ...
- 3 *Foul football* by Michael Coleman
Facts and fun from the popular series.
- 4 *Wicked World Cup* by Michael Coleman
Weird facts about the World Cup competition.
- 5 *Cycling*
Sport tips. Part of the Activator series.
- 6 *Science Museum book of amazing facts: sport*
by Colin Jarman
Fascinating facts from people who should know.
- 7 *Billy the Kid* by Michael Morpurgo
Adventures of Chelsea's star player in the Second World War.
- 8 *Blood, bones and body bits* by Nick Arnold
Learn more about the human body and laugh at the same time.
- 9 *Swimming the Channel* by Sally Friedman
Challenging autobiography about swimming.
For strong swimmers who are also good readers.
- 10 *It's not about the bike* by Lance Armstrong
Autobiography of the world-class cyclist who was told he had a terminal illness.
A demanding book in every sense.

Now spend a couple of minutes thinking up some ideas about how to encourage pupils to follow up their interests in PE through reading books. Note down a few ideas, then compare them with those contributed by some other PE teachers, below.

Eight ideas to promote reading related to PE

- 1 Display a small collection of recommended 'good reads' in the PE department.
- 2 When staff in the department have read a good book, ask them to spend 2 minutes promoting it with pupils, perhaps reading a funny or inspiring moment, or describing a telling incident.
- 3 Ask the librarian to compile a 'book box' containing fiction books about sport, to offer pupils for borrowing prior to a holiday.
- 4 Display cuttings and memorabilia – for example, programmes of important sporting events, newspaper clippings about key sporting events, school match reports, magazine interviews with sport celebrities.
- 5 Display reviews of computer games and reference CDs related to sport.
- 6 Display this week's television listings and ask some pupils to highlight relevant and interesting programmes, e.g. interviews with sports personalities, important matches, documentaries.
- 7 Display lift-the-flap questions – for example, *How many muscles in the human body? What is the world long jump record in metres? What was the highest score ever in a league football match?* (Refer to the *Guinness Book of Records*.)
- 8 Display photographs of techniques demonstrated by current pupils with an account of them underneath, perhaps written by pupils – for example, the offside rule, the knack of rope climbing, a perfect serve, an exemplary tackle, correct PE kit.

2.5 Conclusion

Consider the following key points and look for opportunities to discuss them with colleagues.

- Reading can be used to increase knowledge and understanding rapidly.
- Reading in groups helps pupils articulate, clarify and share their understanding.
- Attainment in physical education is raised through using prior knowledge to improve performance – for example, reading about the need for health-related fitness before starting a unit that has fitness for health as a major component.
- Attainment in physical education is raised by providing background knowledge and reflection time – for example, information on health and fitness.

You could also refer to modules 5 and 6 in the training file, *Literacy across the curriculum* (DfES 0234-2004) for further ideas.

Aims

- To consider how writing can contribute to pupils' attainment and progress in physical education
- To examine some practical ways of incorporating and supporting writing in physical education
- To consider ways of reinforcing the teaching of spelling for subject vocabulary in physical education

3.1 Introduction

Can you suggest two ways in which writing can contribute to pupils' attainment and progress in physical education? Compare your ideas with the following suggestions.

- Notes and plans can support preparation for an activity to help pupils focus on what they need to achieve and how.
- During an activity they can help pupils to focus and reflect.
- Written records and evaluations can help pupils focus on the performance and raise attainment in the future by being explicit about how to improve.
- Using appropriate language makes aspects such as cause and effect, conditionality, contrasts and additions clear, so thinking is clearer and understanding develops.

Examples of writing to record and reflect are shown below. They link with the balance sequence from Yewlands School which was part of the section on Speaking and Listening.

Pupils recording sheet

D
M
C

Canon

hold - skillness

straight backs

don't bend too far back

good line

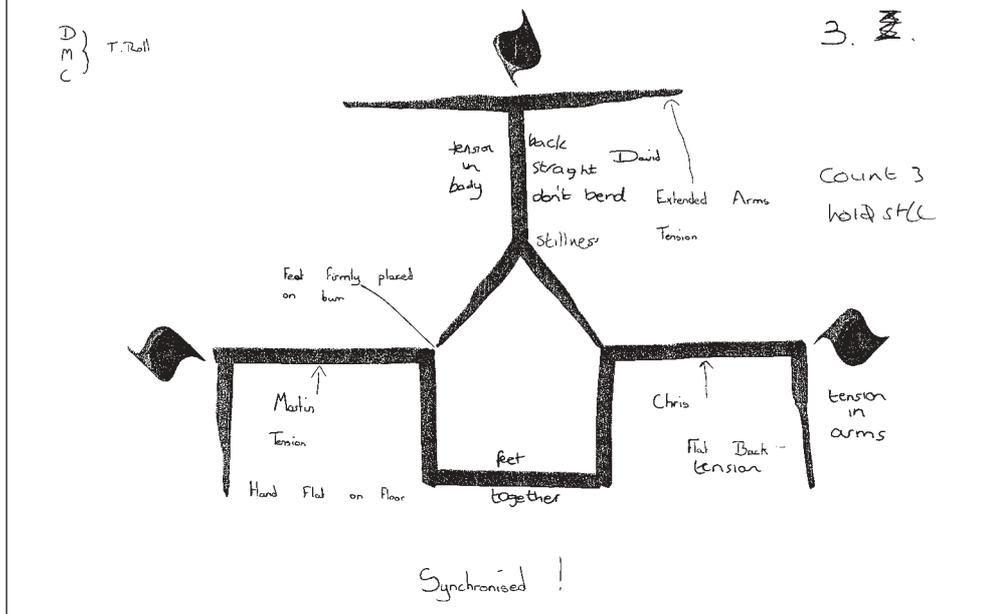
plant feet firmly

tension

Tension

Tension

Pupils recording sheet



Look at the points below to help you consider the value of such recording sheets and to decide whether they would be appropriate in your school.

- The recording sheet is a quick and easy way to record an activity for use during the unit or to refer back to at a later stage as part of self-assessment.
- The diagrams are a helpful way of visualising the balance and sharing understanding of what will happen.
- Pupils are helped to share a view of the criteria for assessment in the balance, by the annotations about how to and what to remember.
- A department can develop and store such recording sheets so that they are available as needed.

To illustrate the point made earlier about how language shows thinking, here are some examples of connectives that can be used to clarify relationships between ideas in different ways.

Adding

and
also
as well as
moreover
too

Cause and effect

because
so
therefore
thus
consequently

Sequencing

next
then
first, second, third, ...
finally
meanwhile
after

Qualifying

however
although
unless
except
if
as long as
apart from
yet

Emphasising

above all
 in particular
 especially
 significantly
 indeed
 notably

Illustrating

for example
 such as
 for instance
 as revealed by
 in the case of

Comparing

equally
 in the same way
 similarly
 likewise
 as with
 like

Contrasting

whereas
 instead of
 alternatively
 otherwise
 unlike
 on the other hand

3.2 Evaluation and target setting

In section 1, on speaking and listening, there is reference to the balance sequence from Yewlands School. To support pupils in evaluating their work, the following prompts were produced (three subheadings) on a record sheet to support pupils' written evaluation.

<p>A good balance sequence contains (Useful technical vocabulary, like the examples given here)</p>	<p>balance, body shape, canon, extend, level, line, synchronise, symmetry, tension, travel, unison</p>
<p>What we did well ...</p>	<p>worked well because ... and why We should keep this because looked good because ... It seems to me that ... In my opinion ... In particular, ... Especially ... Also ... For example/for instance ... Therefore ... It worked well when ... but ...</p>
<p>What we need to change and why/how</p>	<p>If we did ... then ... Perhaps if we ... Would it work if ...? We didn't ... but if we ... It would be better if ... Although we ..., we need to ... However, ... Unless ... Instead of ... Do we agree that ... We need to decide ... It's important that we ... Are we all clear about ...?</p>

Having read through the record sheet on page 20, think about the following questions.

- What might be the value of such a recording sheet?
- How might you be able to use similar activities in your own school?

Compare your ideas with those contributed by some other PE teachers, below.

- The record sheet is a quick and easy way to record an activity for use during the unit or to refer back to at a later stage as part of self-assessment.
- Diagrams need to be included as a helpful way of visualising the balance and sharing understanding of what will happen.
- Pupils are helped to share a view of the criteria for assessment in the balance, by the annotations about how to and what to remember.
- A department can develop and store such recording sheets so that they are available as needed.

Note how:

- the language examples prepare them to use extended utterances and offer them suggestions for how to express cause and effect, conditionality, contrast and what needs to be done
- using the language appropriately supports and extends the thinking and hence the understanding
- subject-specific vocabulary is at the top of the sheet to support its use and to remind pupils of what the physical education was about
- pupils are prepared for Key Stage 4 by being encouraged to assess their performance against the target set and to extend their thinking.

3.3 Supporting writing

Look at the following tasks and consider how you might set about completing one of them. If you have time, actually have a go at one for 10 minutes.

- Write a set of instructions, using words only, on how to throw a javelin.
- Write a set of instructions, using words and diagrams, on how to throw a javelin.
- Write an explanation of the offside rule in football.
- Write a brief evaluation of a corner kick in football you have recently seen and make suggestions for improvement.

Now think about the challenges involved in writing the piece, and what additional support might have helped. What about the other tasks? Think about what might help writers tackle these.

Consider some of these suggestions:

- not being able to use diagrams makes the task more difficult
- captioning diagrams may be difficult
- explaining a rule includes making choices involving grammar – for example, how to link cause and effect
- the balance between explaining and evaluating might prove difficult
- not being clear about the audience makes writing the text more difficult
- it is useful to have a model or example to work from.

Pupils need:

- a clear purpose and audience for writing so they can make appropriate language choices
- to see examples of the text-type they are writing
- to know what kind of language is involved in what they are going to write
- to see an example being written and hear about how choices are made
- support in their first attempts
- to be able to write independently once they have been taught how to do what is required
- reinforcement of what they have learned.

3.4 Spelling

This section focuses on practical ways in which pupils can learn spellings, including subject-specific words such as the words shown in the table of key terms in the reading section.

Spend about 10 minutes thinking of some ways in which you might remember how to spell the following words and how you might teach pupils to remember how to spell them.

agility
athlete
quadriceps
gymnastic
bicep
hamstring
triceps
muscle
tournament
field

How far did your ideas correspond with the suggestions given below?

Spelling strategies

Break the word into sounds: a-g-i-l-i-t-y, bearing in mind that the *i* softens the *g*.

Say the word as it sounds: m-u-s-c-le, link to muscular.

Break the word into syllables: ath-lete, bearing in mind that some varieties of English may pronounce *th* as *f*.

Pupils will also need to make the right long vowel choice, e.g. *ete*.

Refer to other words in the same family: *gym*, *gymnast*, *gymnastic*.

Refer to how words are formed from others: ham-string, link to where ham comes from on the pig!

Break the word into affixes: bi-cep, tri-cep, quadri-cep.

Refer to etymology: bi = 2, tri = 3, quadri = 4, cep = head.

Word within a word: there's *our* in *tournament*.

Use a rule: *i before e except after c* – for example, field.

Look – say – cover – write – check.

Note that 'look – say – cover – write – check' is the usual way for pupils to work on their spelling. The *say* is important for those who may prefer to learn through aural rather than visual means.

3.5 Conclusion

Here are some key points to consider.

- Incorporating writing into physical education is not intended to be writing for its own sake, but a method of extending the ways in which pupils learn and reflect about the subject.
- Explicit attention to language in the context of physical education – for example, useful connectives or sentence starters – will enhance pupils' attainment and progress, in practical activities and in understanding the underpinning notions of the National Curriculum Programmes of Study.
- As in all subjects, precise vocabulary and accurate spelling are essential to effective communication.

Refer also to the *Literacy across the curriculum* training file, which provides further support on teaching writing in module 2, Writing non-fiction, and module 3, Writing style.

Year 7 teaching objectives

Word level

Spelling

Pupils should revise, consolidate and secure:

- 7 the spellings of key words in each subject;

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

- 8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
- 10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Vocabulary

To continue developing their vocabulary, pupils should be able to:

- 14 define and deploy words with precision, including their exact implication in context;
- 21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy*, *resistance*;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

- 1 extend their use and control of complex sentences by:
 - a recognising and using subordinate clauses;
 - b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
 - c deploying subordinate clauses in a variety of positions within the sentence;
- 3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
- 5 use the active or the passive voice to suit purpose;

Paragraphing and cohesion

- 8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a *shift of topic, viewpoint or time*;
- 12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

- 14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report, book review*;

Standard English and language variation

- 15 vary the formality of language in speech and writing to suit different circumstances;
- 17 use standard English consistently in formal situations and in writing;

(continued)

Text level – Reading

Research and study skills

Pupils should be taught to:

- 1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
- 2 use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;
- 3 compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
- 4 make brief, clearly-organised notes of key points for later use;
- 5 appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

- 7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
- 8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

- 13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

- 1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
- 2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
- 3 use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;

Write to inform, explain, describe

- 10 organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise

- 15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;

(continued)

Speaking and Listening

Speaking

Pupils should be taught to:

- 1 use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;
- 4 give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
- 5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Group discussion and interaction

- 10 identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;
- 13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

Year 8 teaching objectives

Word level

Pupils should be taught to:

Spelling

- 4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
- 5 secure the spelling of key terms and new words from across the curriculum;

Vocabulary

- 9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
- 10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
- 5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

- 6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by *chronology*, *comparison* or *through adding exemplification*;
- 7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

Standard English and language variation

- 11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 1** combine information from various sources into one coherent document;
- 2** undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
- 3** make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes*, *making notes during a video*, *abbreviating for speed and ease of retrieval*;

Reading for meaning

- 6** recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

Understanding the author's craft

- 10** analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 2** re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
- 3** use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

Write to inform, explain, describe

- 11** explain complex ideas and information clearly, e.g. *defining principles*, *explaining a scientific process*;

Write to persuade, argue, advise

- 14** develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment

- 16** weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

- 1** reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
- 5** ask questions to clarify understanding and refine ideas;

Listening

- 7** listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

Group discussion and interaction

- 10** use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

Year 9 teaching objectives

Word level

Pupils should be taught to:

Spelling

2 spell accurately all high-frequency words and new terms from all subject areas;

Spelling strategies

3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

Vocabulary

7 recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
- 3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion

- 5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

Standard English and language variation

- 9 write sustained standard English with the formality suited to reader and purpose;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 2 synthesise information from a range of sources, shaping material to meet the reader's needs;
- 3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
- 4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

- 7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

Inform, explain, describe

- 9 integrate diverse information into a coherent and comprehensive account;

Persuade, argue, advise

- 13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
- 14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

Analyse, review, comment

- 16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

2 use standard English to explain, explore or justify an idea;

Listening

7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;

10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

To conclude, it is worth repeating that further support can be found in the *Literacy across the curriculum* training file, available in your school. Module 9 (Making notes) might prove useful to you.

The training materials in the foundation subjects also contain helpful material, especially in terms of speaking and listening. The teaching repertoire, modules 4 (Questioning), 5 (Explaining) and 6 (Modelling), are very useful, as is module 12 (Thinking together).

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