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Curriculum, Examination
and Assessment

Key Stage 3

National Strategy

Literacy in physical education

LEA consultants and
subject advisers

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Department for Education and Skills
Sanctuary Buildings
Great Smith Street
Westminster
London SW1P 3BT

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Key Stage 3 spelling list for physical education

(from the *Framework for teaching English: Years 7, 8 and 9*)

General introduction to *Literacy in series*

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

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that trainers and teachers can refer to it as and when they wish. This training file is available in every school and LEA. Further copies have been sent to the appropriate subject associations.

Methods of delivery

- LEAs can decide when and how to deliver the *Literacy in series* through 2002–2003 so that it fits with their action plans and/or the current needs of schools. It can be repeated as needs arise; it can be amended as expertise within schools grows.
- The material can be delivered as days or as individual sessions as appropriate to fit with current LEA practice and school needs.
- The material can be amended in response to local circumstances and by involving local expertise. The final session on schemes of work will help where a department from one school can share its experience and expertise with others. This would ensure that local priorities, for example, the needs of pupils for whom English is an additional language, can be met.
- Further examples from local schools can be added to the sessions or substituted for some of the existing examples.
- Trainers can be drawn from the LEA (for example, teacher advisers or LEA subject advisers) or from schools (for example, advanced skills teachers or respected heads of departments or teachers).

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 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

- At the end of each folder, 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 schools identify their 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, for example, 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, for example, the writing of explanations.
- As expertise in, for example, active reading strategies or managing group talk develops 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.

1 Speaking and listening

You will need:

- OHTs 1.1–1.7
- Handouts 1.1–1.2 for each participant
- video: *Literacy in physical education*
- flipchart

Timing:

1.1 Introduction	10 minutes
1.2 Kinds of talk in physical education	5 minutes
1.3 Video sequence 1	25 minutes
1.4 Video sequence 2	30 minutes
1.5 Conclusion	5 minutes
Total	75 minutes

Show OHT 1.1.

OHT 1.1

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 (10 minutes)

Show OHT 1.2, a quotation by Neil Mercer from *Literacy across the curriculum*, module 7.

OHT 1.2

'*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.'

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

Give participants 2 minutes in pairs to discuss:

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

Take feedback. Comments might include:

- Speaking and listening may largely involve instructions and commands.
- The focus is predominantly practical, so talk may not appear as necessary as in other subjects.
- Organising groups in a large space such as a field or sports hall can add a tricky dimension to class management.

Explain the following points.

- 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.

1.2 Kinds of talk in physical education (5 minutes)

Explain that talk in physical education takes many different forms.

Use OHT 1.3 to summarise kinds of talk in physical education.

OHT 1.3 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

First, give participants 2 minutes in pairs to think of one example of each kind of talk in physical education. They should try to range across all the aspects of physical education as they go through the types of talk.

Next, ask pairs to join up into groups of four for 2 minutes and share their examples.

Take feedback on examples of talk for describing, analysing, evaluating and hypothesising. Collate examples from the group and disseminate to participants later.

1.3 Video sequence 1 (25 minutes)

Explain that you are going to show a short video sequence which illustrates some ways in which talk can be built in to physical education lessons.

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. The lesson took an hour and contained a considerable amount of time spent practising the skills.

The video shows a compilation of points in the lesson where there was a focus on speaking and listening.

Using OHT 1.4 as a prompt, ask participants to focus on the aspects it highlights, while watching the video.

OHT 1.4

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

After the video ask participants to work in small groups and discuss their observations for 5 minutes.

Take feedback, ensuring that the following points are made.

- The teacher uses open questions which encourages pupils to think and develop their response.
- 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.

1.4 Video sequence 2 (30 minutes)

In her lesson at Yewlands School, Sheffield, where speaking and listening is a whole-school priority, Sharon Wallwin is teaching a Year 8 class how to be 'coaches' as well as 'performers'. To do so, 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 described on *Handout 1.1*. 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.

Handout 1.1

See full-size version of the handout at the end of this session.

Read *Handout 1.1* together. In pairs, spend 2 minutes making a brief note of five specific uses of language that characterise effective coaching.

Take brief feedback, then distribute *Handout 1.2* and allow time for discussion.

Handout 1.2

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)

Ask participants to watch the video, with the question on OHT 1.5 in mind.

OHT 1.5

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

After the video, ask participants to discuss their observations in pairs.
Take feedback, ensuring that the points on OHT 1.6 have been made.

OHT 1.6

- 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

If necessary, use OHT 1.6 to summarise key points emerging.

1.5 Conclusion (5 minutes)

Conclude the session by putting up OHT 1.7 (from the *Literacy across the curriculum* training file) which summarises productive talk behaviours.

OHT 1.7

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

Points to make:

- Remind participants of OHT 1.2 from the beginning of the session.
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.

Refer participants to *Literacy across the curriculum* module 7, in which there are further ideas on managing group talk.

Aims

OHT 1.1

- 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

'*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.'

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Types of talk

OHT 1.3

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

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

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

- 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

Productive talk behaviours

OHT 1.7

- 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

Year 8 Gymnastics Unit

Handout 1.1

Task – Sequenced balances in groups of three

1 of 2

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

Try to encourage your group to hold each balance for at least 5 seconds.

Try to be clear and precise in the way you use spoken language to coach your group.

Try to encourage your group to evaluate and improve each balance as you go along.

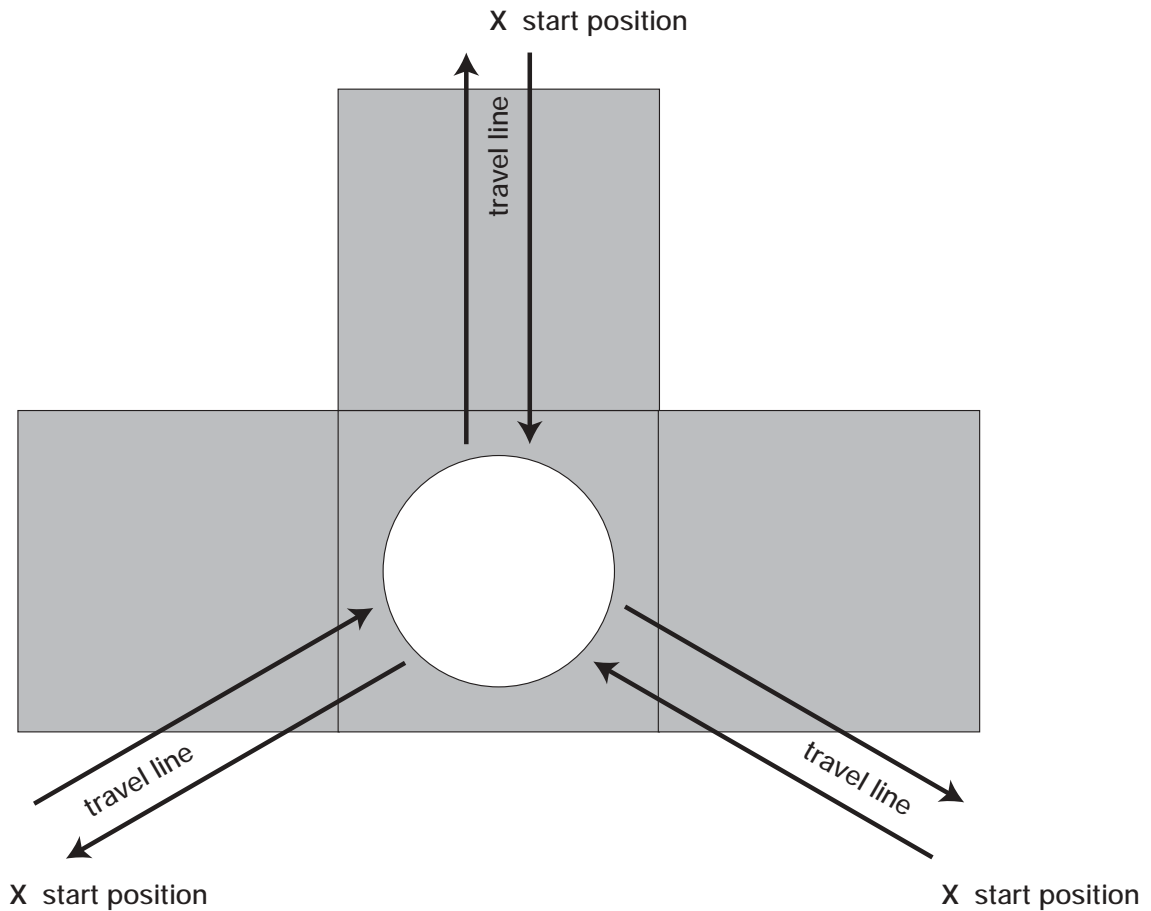
Year 8 Gymnastics Unit

Handout 1.1

Task – Sequenced balances in groups of three

2 of 2

Floor map



Using coaching skills to improve group performance

Handout 1.2

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)

2 Reading

Note: Trainers may wish to use a large space or gymnasium so that participants can carry out some of the physical activities.

You will need:

- OHTs 2.1–2.4
- Handouts 2.1–2.8
- highlighter pens in two colours
- flipchart

Timing:

2.1 Introduction: ways of reading	10 minutes
2.2 Subject-specific vocabulary	25 minutes
2.3 Reading extended text	25 minutes
2.4 Promoting wider reading	15 minutes
2.5 Conclusion	5 minutes
Total	<i>80 minutes</i>

Put up OHT 2.1.

OHT 2.1

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 (10 minutes)

Using OHT 2.2, ask participants in pairs to think of the kinds of reading skills that might be required in physical education.

OHT 2.2

Reading strategies

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

Give participants 2 minutes to think how the above strategies might be used in physical education.

Take feedback. Ideas might include:

- continuous reading: 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.

Explain that:

- it might seem that reading is rarely needed in physical education.

However:

- reading diagrams, instructions, grids and video is frequently used as part of teaching and learning in physical education;
- pupils may also 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 session, 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 (25 minutes)

2.2 (1) Thinking about words (10 minutes)

Explain that the following activity is designed to encourage participants to think about words which have both 'everyday' and subject-specific meanings, and when/how they are used. Meanings that are clear to teachers may not be to pupils, especially those for whom English is an additional language.

Distribute *Handout 2.1*.

Handout 2.1		
Word or phrase	PE-specific meaning(s)	Meanings in other subjects or more generalised meanings
Fit		
Strength		
Active		
Field		1 Large area of grass, often with animals
Pitch		1 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		

Ask participants in pairs to complete the grid by filling in the gaps. (5 minutes)

Take feedback on two words where there is a variety of possible meanings.

Distribute *Handout 2.2*, the completed, though not definitive, version.

Handout 2.2		
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"> To prevent the scoring of runs in cricket through stopping, catching and throwing the ball Large area of grass in a school or sports club for playing games and pursuing athletics To produce or send out: the school fields two football teams 	<ol style="list-style-type: none"> Large area of grass, often with animals Area of battle
Pitch	<ol style="list-style-type: none"> Area for playing some games, e.g. cricket and football To aim and throw the ball in baseball To make the ball bounce when bowling in cricket 	<ol style="list-style-type: none"> Musical term to do with high or low notes Movement of a ship in rough weather Often used as part of a phrase, e.g. pitch in; pitch it right Black, sticky substance used to make things waterproof
Defend	<ol style="list-style-type: none"> To protect a position or player to stop any advancement, scoring or winning 	<ol style="list-style-type: none"> To stand up for oneself either physically or verbally 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, etc, e.g. analysing a poem to look at its form and why the writer wrote that way
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

Make the following points.

- Departments need to be clear about 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 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, e.g. *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.

2.2 (2) Teaching subject-specific vocabulary (10 minutes)

If you have space, participants can carry out some of the activities to get a better idea of the ways in which they might work. If space is lacking, talk through the activities.

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.
- 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 what they are doing, e.g. turning, blocking, passing, defending, etc.

Give participants 5 minutes to think of other ways in which teaching and learning subject-specific vocabulary can be incorporated into lessons.

Take feedback onto a flipchart: trainers may find it helpful to note these and send the ideas out to participants after the session.

2.2 (3) Conclusion (5 minutes)

Conclude the section by explaining:

- 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, e.g. *pitch*.
- Word walls are helpful, but only as part of ongoing work. Long lists of words which 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.
- Appendix 2 of this folder lists some words identified as problematic by QCA. The list is taken from Appendix 3 of the *Framework for teaching English: Years 7, 8 and 9*.

2.3 Reading extended text (25 minutes)

Explain that 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 may form part of a lesson at the beginning of a year to remind pupils of the need for fitness.

Activity

Give each of the participants a copy of one of the *Handouts 2.3 to 2.6*.

Handout 2.3

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.

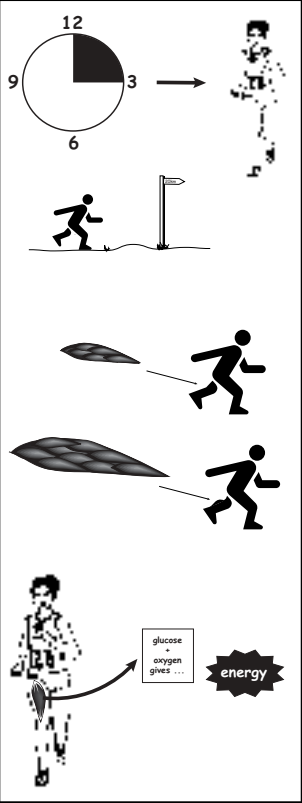
Petra follows a programme of strength training where she uses weights to build muscle strength and size, to add power to her training and to tone the flabby muscles.

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).



Handouts 2.4 to 2.6

See full size version of the handouts at the end of this session.

Use OHT 2.3 and leave it on-screen during the activity, to explain the task, which uses an active reading approach to support pupils in understanding the text. Explain that this activity was planned for a Year 8 group, and that participants should carry out the task in order to reflect on the benefits for pupils.

OHT 2.3

Task

- 1 Use the pictures to describe to your partner the activities that Petra does and their effects. As a pair, caption the pictures according to the activity or effect
- 2 Highlight in one colour the information that is useful to encourage pupils to keep fit
- 3 Highlight in another colour the information which could be used to inform those who wanted to know more, or who were interested in the science of exercise

Ask participants to discuss in pairs for 2 minutes the advantages of this approach to reading and 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.

Take feedback and ensure that the following points are made.

- 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 (15 minutes)

Show OHT 2.4 and remind participants that promoting wider reading about physical education is intended to enhance pupils' breadth of understanding and enjoyment of the subject.

OHT 2.4

Ideas to promote reading related to PE

- Display a small collection of recommended 'good reads' in the PE department
- 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

Ask participants in groups of three or four to spend 2 minutes identifying other suggestions to put on the list. Take suggestions on a flipchart, and then distribute *Handout 2.7*.

Handout 2.7

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 for borrowing prior to a holiday
- 4 Display cuttings and memorabilia, e.g. *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 five pupils to highlight relevant and interesting programmes, e.g. *interviews with sports personalities, important matches, documentaries*
- 7 Display lift-the-flap questions, e.g. *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 Guinness Book of Records)
- 8 Display photographs of techniques demonstrated by current pupils with an account of them underneath, perhaps written by pupils, e.g. *the offside rule, the knack of rope climbing, a perfect serve, an exemplary tackle, correct PE kit*

Distribute *Handout 2.8* which contains a sample list of suggested reading for Key Stage 3. It is advisable for teachers to choose texts that reflect the interests of their class.

Handout 2.8

Need a read?

Here are some great books about sport to take on holiday this year. Ask your teachers and friends if they have any more they can recommend.

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 star player in World War Two.
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.

Ask participants to take another 2 minutes to discuss how wider reading might contribute to pupils' progress and attainment in physical education. Look for some of the following:

- 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, e.g. about game strategy and physiology;
- a way to maintain interest in a sport outside its season.

Conclude by explaining that the list on Handout 2.8 is a sample list only; teachers should suggest books that reflect the interests and needs of their class.

2.5 Conclusion (5 minutes)

Conclude the session by making the following points.

- 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, e.g. reading about the need for health-related fitness before starting a unit which has fitness for health as a major component.
- Attainment in physical education is raised by providing background knowledge and reflection time, e.g. the information on health and fitness.
- Refer participants to modules 5 and 6 in the training file, *Literacy across the curriculum* for further ideas.

Aims

OHT 2.1

- 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

Reading strategies

OHT 2.2

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

Task

OHT 2.3

- 1 Use the pictures to describe to your partner the activities that Petra does and their effects. As a pair, caption the pictures according to the activity or effect
- 2 Highlight in one colour the information that is useful to encourage pupils to keep fit
- 3 Highlight in another colour the information which could be used to inform those who wanted to know more, or who were interested in the science of exercise

Ideas to promote reading related to PE

OHT 2.4

- Display a small collection of recommended 'good reads' in the PE department
- 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

Handout 2.1

Word or phrase	PE-specific meaning(s)	Meanings in other subjects or more generalised meanings
Fit		
Strength		
Active		
Field		1 Large area of grass, often with animals
Pitch		1 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		

Handout 2.2

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"> To prevent the scoring of runs in cricket through stopping, catching and throwing the ball Large area of grass in a school or sports club for playing games and pursuing athletics To produce or send out: the school fields two football teams 	<ol style="list-style-type: none"> Large area of grass, often with animals Area of battle
Pitch	<ol style="list-style-type: none"> Area for playing some games, e.g. cricket and football To aim and throw the ball in baseball To make the ball bounce when bowling in cricket 	<ol style="list-style-type: none"> Musical term to do with high or low notes Movement of a ship in rough weather Often used as part of a phrase, e.g. pitch in; pitch it right Black, sticky substance used to make things waterproof
Defend	<ol style="list-style-type: none"> To protect a position or player to stop any advancement, scoring or winning 	<ol style="list-style-type: none"> To stand up for oneself either physically or verbally 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, etc, e.g. analysing a poem to look at its form and why the writer wrote that way
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

The long-term effects of exercise: skeletal muscles

Handout 2.3

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.

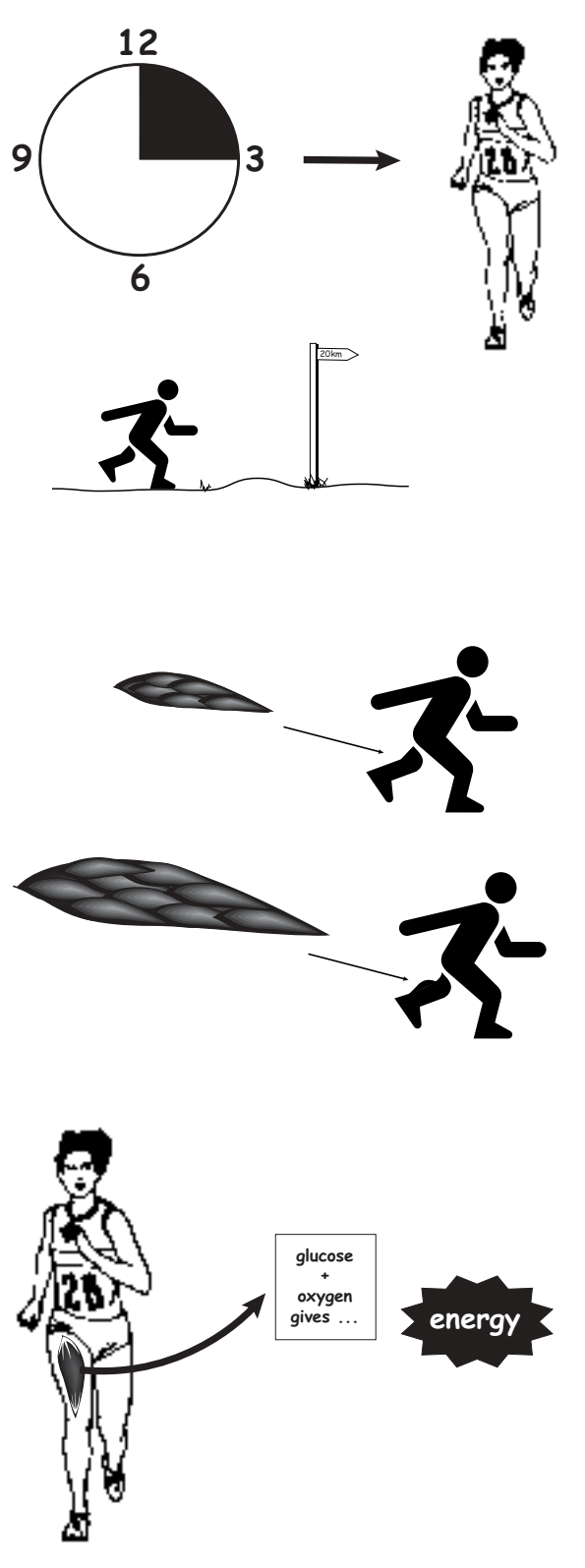
Petra follows a programme of strength training where she uses weights to build muscle strength and size, to add power to her training and to tone the flabby muscles.

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

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.

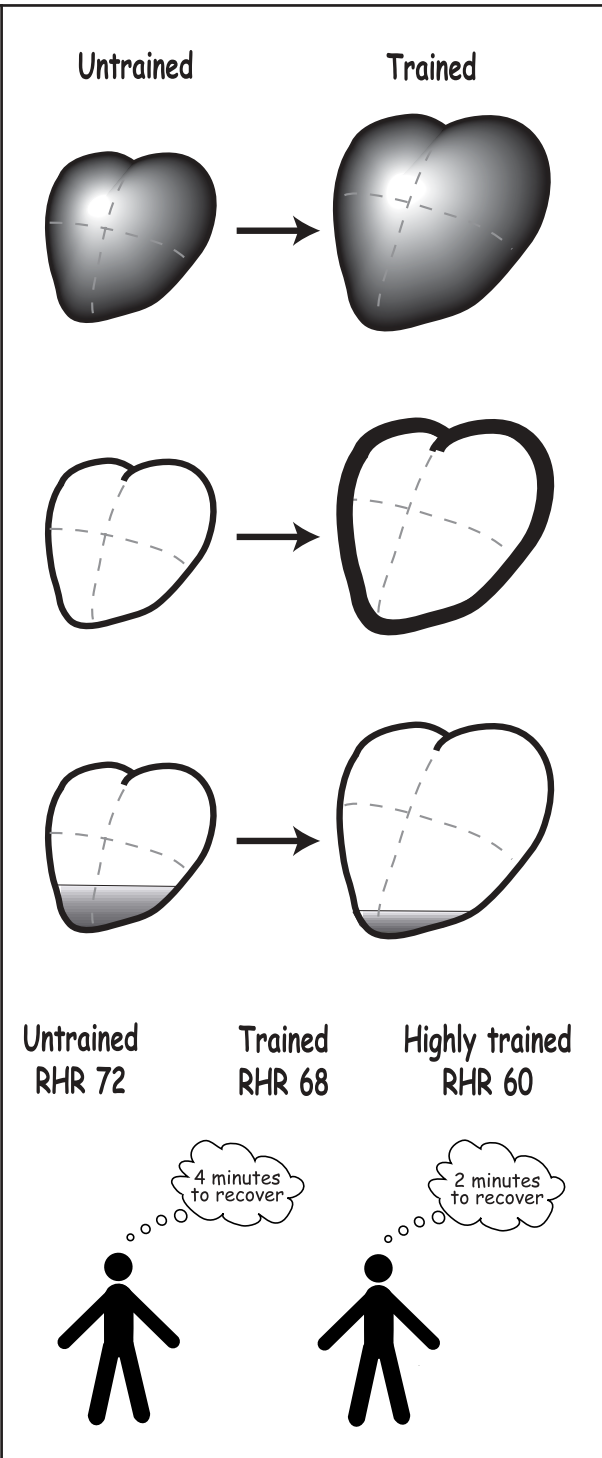
Petra's school aerobics class helps build her stamina and makes her heart function better. The longer runs do not make her short of oxygen in the same way as her series of sprints, but make greater demands on her heart for a longer period.

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.



The long-term effects of exercise: social and mental

Handout 2.5

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.

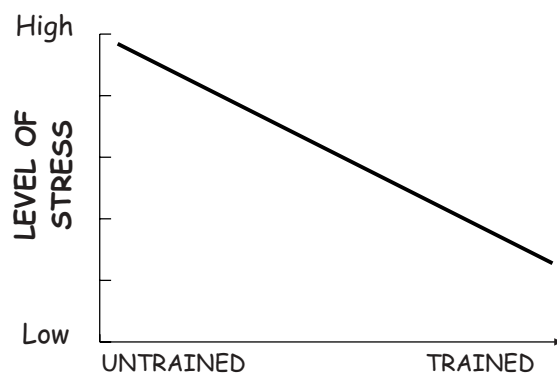
Petra's exercise programme has led to her meeting new people. Joining the local gym on a student package has provided some fun nights out. Going clubbing is more fun as she does not get so tired.

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.

UNTRAINED



TRAINED



'Thanks for coaching us'



The long-term effects of exercise: blood vessels

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.

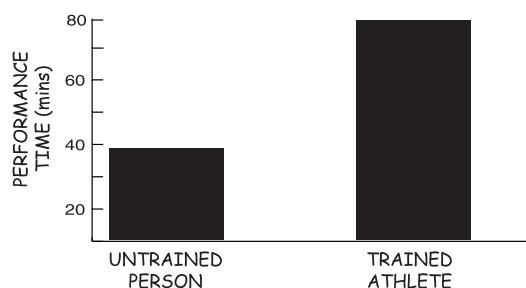
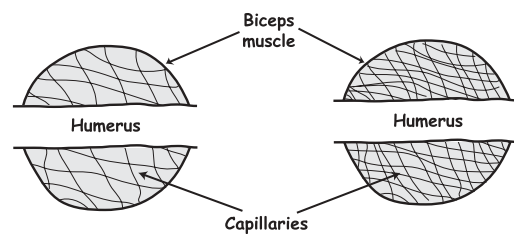
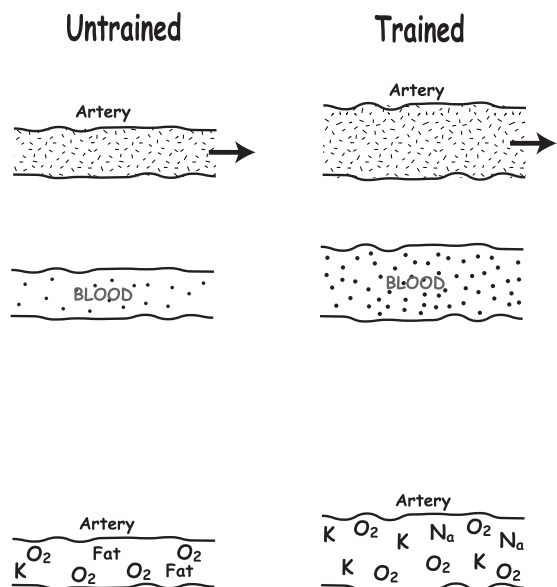
As there are more red blood cells, there is more haemoglobin which carries oxygen to the working muscles.

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 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.



Eight ideas to promote reading related to PE

Handout 2.7

- 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 for borrowing prior to a holiday
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Facts and fun from the popular series.
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Weird facts about the World Cup competition.
5. *Cycling*
Sport tips. Part of the Activator series.
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7. *Billy the Kid* by Michael Morpurgo
Adventures of Chelsea star player in World War Two.
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3 Writing

You will need:

- OHTs 3.1–3.5
- Handouts 3.1–3.4 for each participant
- paper for note-making by participants

Timing:

3.1 Introduction	5 minutes
3.2 Examples of instructional writing	10 minutes
3.3 Evaluation and target setting	15 minutes
3.4 Supporting writing	25 minutes
3.5 Spelling	20 minutes
3.6 Conclusion	5 minutes
Total	80 minutes

3.1 Introduction (5 minutes)

Show OHT 3.1.

OHT 3.1

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

Ask participants in pairs to suggest two ways in which writing can contribute to pupils' attainment and progress in physical education.

Take feedback, ensuring that the following points are made.

- 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.
- To illustrate the final point, draw attention to *Handout 3.1* (from *Literacy across the curriculum*, module 3) which contains some examples of connectives and the work they do, e.g. give reason, add information. The handout is a useful support to help pupils develop extended responses in both speech and writing as they explore and express their learning in physical education.

Handout 3.1
Connectives as signposts

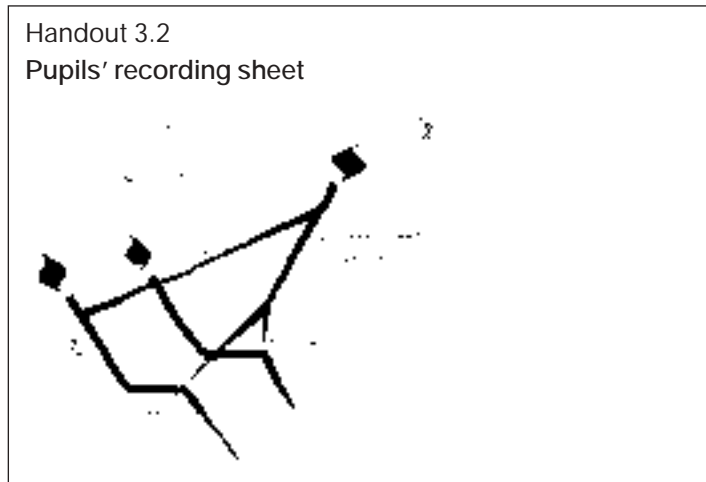
Adding and also as well as moreover too	Cause and effect because so therefore thus consequently
Sequencing next then first, second, third,... finally meanwhile after	Qualifying however although unless except if as long as apart from yet
Emphasising above all in particular especially significantly indeed 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 Examples of instructional writing (10 minutes)

Refer participants back to the balance sequence from Yewlands School in session 1, *Speaking and listening*.

Distribute *Handouts 3.2* and *3.3*. These are the recording sheets which one group used to plan what they were going to do.

Handout 3.2
Pupils' recording sheet



Handout 3.3
Pupils' recording sheet



Ask participants in pairs to discuss the value of such a recording sheet and how they use similar activities in their school.

Take feedback, ensuring the following points are made.

- 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.

3.3 Evaluation and target setting (15 minutes)

Distribute *Handout 3.4*, the evaluation sheet used by pupils at Yewlands School as part of the self-assessment process. After presenting their sequence to the class and taking feedback, the pupils complete the sheet to help them improve their balance sequences.

Handout 3.4
Evaluation sheet

A good balance sequence contains:
Useful technical vocabulary: balance, body shape, canon, extend, level, line, synchronise, symmetry, tension, travel, unison

Our balance sequence	Talk tools	Travel	Balance 1	Travel	Balance 2	Travel	Balance 3	Travel
What we did well and why	... worked well because... 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...							
What we need to change and why/how	It worked well when... but... 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...?							

Show OHT 3.2 and ask participants in pairs to consider the five points.

OHT 3.2

- How does the sheet support pupils in assessing their work and target setting?
- How do the examples of kinds of language they might use support their thinking in physical education?
- How is the use of subject-specific vocabulary supported?
- What similar activities are done in your school?
- How do these activities prepare pupils for Key Stage 4?

Take feedback, ensuring the following points are made.

- The sheet is broken down into the various stages of the sequence so pupils can focus on the stages.
- 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.

3.4 Supporting writing (25 minutes)

Explain that this session focuses on strategies for supporting writing in physical education.

Divide participants into four large groups. Allocate to each group *one* of the following writing tasks. They should work in pairs to complete the task.

- 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.

After 10 minutes ask participants to take 5 minutes to discuss in their groups the challenges involved in writing the pieces, and what additional support might have helped.

Take brief feedback. Ideas might include:

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

Now ask participants to take 5 minutes to decide how they might support pupils in writing the same pieces.

Take feedback, using OHT 3.3 to summarise the points.

OHT 3.3

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 learnt

3.5 Spelling (20 minutes)

Explain that:

- words which pupils struggle to spell correctly in Key Stage 3 are listed in Appendix 3 of the *Framework for teaching English: Years 7, 8 and 9*, and words relating to physical education are reprinted as Appendix 2 at the back of this folder;
- this session focuses on practical ways in which pupils can learn spellings, including subject-specific words.

Using OHT 3.4, give participants 10 minutes in pairs to suggest how they remember how to spell the following words and how they might teach pupils how to spell them.

OHT 3.4

agility
athlete
quadriceps
gymnastic
bicep
hamstring
triceps
muscle
tournament
field

Take feedback and use OHT 3.5 to summarise the points.

OHT 3.5

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*, e.g. *field*
- Look-Cover-Say-Write-Check

Using the list in Appendix 2, ask participants to take 5 minutes to devise a way of teaching three other words on the list. Take feedback on three examples from around the room. Trainers may wish to collate the examples and disseminate to participants.

Conclude by stating that look, cover, say, 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.

3.6 Conclusion (5 minutes)

- Refer back to the aims of this session. Reinforce the point that 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 their 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.

Finish by reminding participants of 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.

- 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

- How does the sheet support pupils in assessing their work and target setting?
- How do the examples of kinds of language they might use support their thinking in physical education?
- How is the use of subject-specific vocabulary supported?
- What similar activities are done in your school?
- How do these activities prepare pupils for Key Stage 4?

Pupils need:

OHT 3.3

- 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
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- support in their first attempts
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agility

athlete

quadriceps

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bicep

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muscle

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field

Spelling strategies

OHT 3.5

- Break the word into sounds: a-g-i-l-i-t-y, bearing in mind that the *i* softens the *g*
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- Use a rule: *i before e except after c*, e.g. field
- Look–Cover–Say–Write–Check

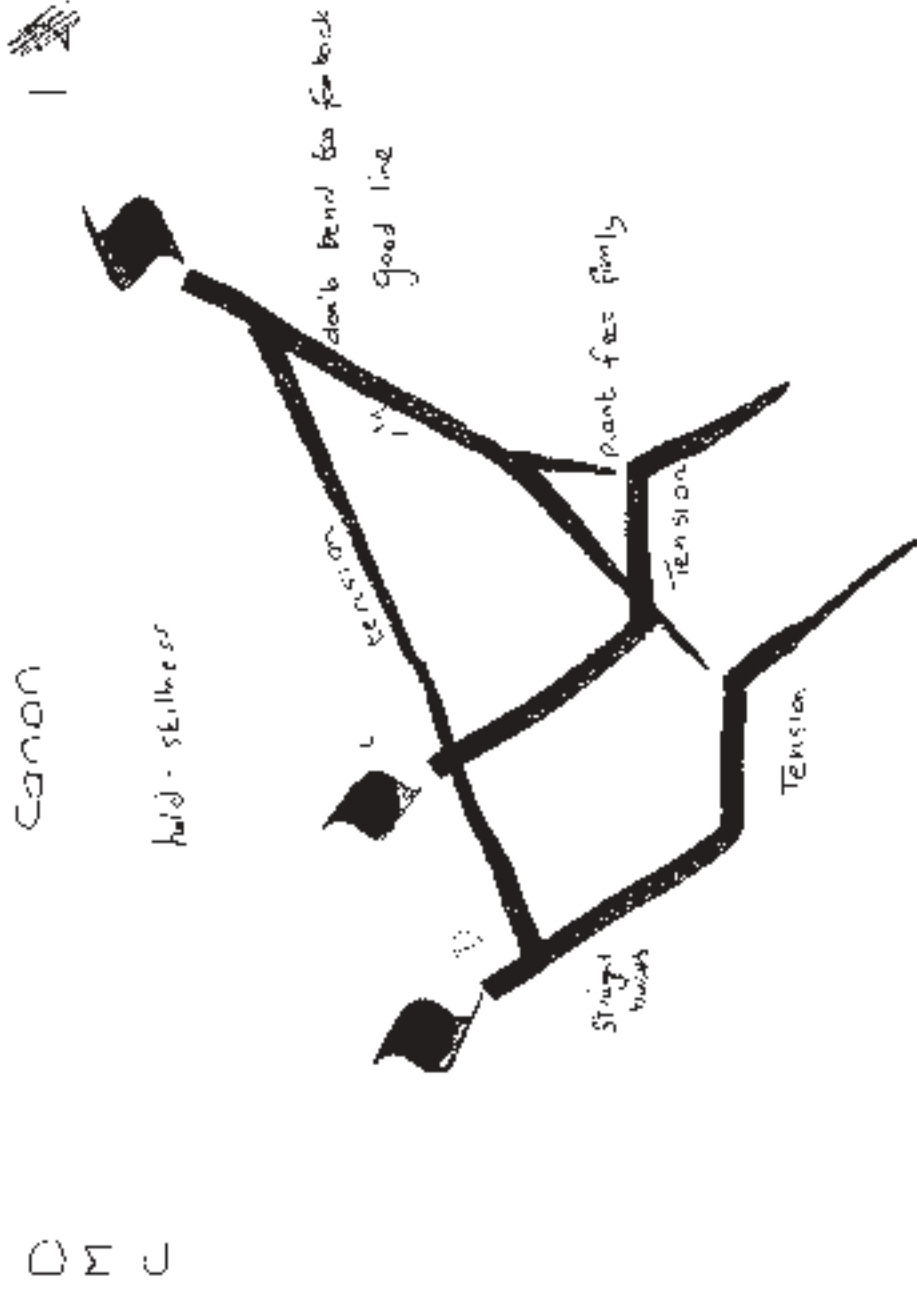
Connectives as signposts

Handout 3.1

Adding and also as well as moreover too	Cause and effect because so therefore thus consequently
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Pupils' recording sheet

Handout 3.2



Evaluation sheet

Handout 3.4

A good balance sequence contains:

Useful technical vocabulary: balance, body shape, canon, extend, level, line, synchronise, symmetry, tension, travel, unison

Our balance sequence	Talk tools	Travel	Balance 1	Travel	Balance 2	Travel	Balance 3	Travel
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What we need to change and why/how	<p>It worked well when... but...</p> <p>If we did... then...</p> <p>Perhaps if we...</p> <p>Would it work if...?</p> <p>We didn't... but if we...</p> <p>It would be better if...</p> <p>Although we..., we need to...</p> <p>However,...</p> <p>Unless...</p> <p>Instead of...</p> <p>Do we agree that...</p> <p>We need to decide...</p> <p>It's important that we...</p> <p>Are we all clear about...?</p>							

4 Planning for literacy objectives

Note: This session may be run as a half-day workshop to give participants more time to adjust their own schemes or units of work.

You will need:

- OHT 4.1
- Handouts 4.1–4.2 for each participant
- Appendix 1, copied for each participant
- participants' individual departmental planning to work on

Timing:

4.1 Introduction	10 minutes
4.2 Planning activity	20 minutes
4.3 Conclusion	5 minutes
Total	35 minutes

4.1 Introduction (10 minutes)

Show OHT 4.1.

OHT 4.1

Aims for the session

- To look at examples of planning for physical education with objectives from the *Framework for teaching English: Years 7, 8 and 9* included
- To provide time for participants to look at and amend their own schemes or units of work as appropriate

Refer participants to the medium-term plans for Years 8 and 9 football (*Handouts 4.1 and 4.2*).

Handout 4.1

Key Stage 3 football: Year 8

Key learning objectives

By the end of this unit of work:

	Know	Understand	Be able to	Literacy objective(s)
All pupils will	How to organise a football warm-up Where to find space	The importance of being in line with the ball to control it	Show three different ways of turning with the ball	Word 14: define and deploy words with precision, including their exact implication in context Word 13: Work together logically and methodically to solve problems, share, test and evaluate ideas
Most pupils will	The basic rules of a small-sided game	How to participate effectively in a small-sided game	Control the ball travelling to them effectively Run with the ball under control	
Some pupils should			Pass the ball with the inside of the foot and the instep with accuracy Referee a small-sided game with support	

Handout 4.2

Key Stage 3 football: Year 9

Key learning objectives

By the end of this unit of work:

	Know	Understand	Be able to	Literacy objective(s)
All pupils will	How to organise a group warm-up for the activity to follow Where to find space	Why it is important to control the ball quickly	Bring the ball under control quickly in a variety of situations	Word 8: Recognise how lines of thought are developed and signposted through the use of connectives, e.g. <i>nonetheless</i> , consequently, furthermore
Most pupils will	The offside rule	The need to vary the weight and direction of a pass		SL10: Contribute to the organisation group activity in ways that help to structure plans and evaluate alternatives
Some pupils should		The role of wingers in attack	Beat an opponent in dribbling Shoot with accuracy over a distance of 20 metres	

Ask participants in pairs to take 2 minutes to read them through and:

- note the simplicity of the medium-term planning, and the English Framework objectives chosen to support the learning in physical education;
- think about translating the medium-term plan into short-term plans;
- note the objectives from both the QCA scheme of work for physical education and the *Framework for teaching English: Years 7, 8 and 9* in the short-term planning;
- check the Framework objectives in Appendix 1 for others which might be appropriate in the short-term planning.

Explain that:

- using objectives from the Framework clarifies what needs to be taught and can link in easily with whole-school literacy objectives where appropriate;
- using the objectives ensures that pupils are clear about what needs to be learned and the language is common across all subject areas;
- there is no need to have several objectives for literacy: it is appropriate to choose one which may cover several lessons and support raising attainment in physical education.

4.2 Planning activity (20 minutes)

Ask participants individually or in department groups to look at their own schemes of work and add in appropriate Framework objectives. They should consider how the objectives will be incorporated into the lesson(s) and how they will raise attainment in physical education.

After 20 minutes take brief feedback by asking one or two participants to report back on how they set about the activity and how they felt it went.

Refer back, for example, to video sequence 1 in session 3 (Martin Cooper's extract on speaking and listening) if there are concerns about incorporating literacy into physical education and its value in raising attainment.

4.3 Conclusion (5 minutes)

Conclude the session by reminding participants that:

- objectives from the *Framework for teaching English: Years 7, 8 and 9* will raise attainment in physical education by encouraging pupils to make their learning explicit and understand subject-specific vocabulary;
- they need choose only appropriate objectives, which they will then explicitly teach;
- using the objectives supports pupils by ensuring common approaches and understanding for literacy across the curriculum.

Ask participants to list three things that they will do when they are back in their own schools, as a result of the training. These can be put on the evaluation form so the LEA can see them and support if that is current practice.

Aims for the session

OHT 4.1

- To look at examples of planning for physical education with objectives from the *Framework for teaching English: Years 7, 8 and 9* included
- To provide time for participants to look at and amend their own schemes or units of work as appropriate

Key Stage 3 football: Year 8

Handout 4.1

Key learning objectives

By the end of this unit of work:

	Know	Understand	Be able to	Literacy objective(s)
All pupils will	How to organise a football warm-up Where to find space	The importance of being in line with the ball to control it	Show three different ways of turning with the ball	Word 14: define and deploy words with precision, including their exact implication in context
Most pupils will	The basic rules of a small-sided game	How to participate effectively in a small-sided game	Control the ball travelling to them effectively Run with the ball under control	Word13: Work together logically and methodically to solve problems, share, test and evaluate ideas
Some pupils should			Pass the ball with the inside of the foot and the instep with accuracy Referee a small-sided game with support	

Key Stage 3 football: Year 9

Handout 4.2

Key learning objectives

By the end of this unit of work:

	Know	Understand	Be able to	Literacy objective(s)
All pupils will	How to organise a group warm-up for the activity to follow Where to find space	Why it is important to control the ball quickly	Bring the ball under control quickly in a variety of situations	Word 8: Recognise how lines of thought are developed and signposted through the use of connectives, e.g. nonetheless, consequently, furthermore
Most pupils will	The offside rule	The need to vary the weight and direction of a pass		SL 10: Contribute to the organisation group activity in ways that help to structure plans and evaluate alternatives
Some pupils should		The role of wingers in attack	Beat an opponent in dribbling Shoot with accuracy over a distance of 20 metres	

Appendix 1

from the *Framework for teaching English: Years 7, 8 and 9*

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;

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*;

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;

Year 8 teaching objectives

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;*

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;

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;

Year 9 teaching objectives

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;

Appendix 2

from the *Framework for teaching English: Years 7, 8 and 9*, Appendix 3

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