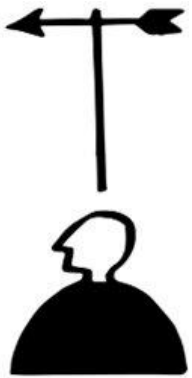
# Disciplinary Literacy in PE

When OFSTED visits Physical Education (PE) lessons, they will expect to see literacy embedded throughout the curriculum. This doesn't just mean reading and writing but also speaking, listening, and using subject-specific terminology effectively.

Some key areas of literacy that should be evident in all PE lessons at SCC:

- **Vocabulary and Terminology:** Pupils should be using and understanding key PE-related terms, such as anatomical names, movement techniques, and strategy-related concepts. In the termly theory lessons pupils are provided with ten key words to understand.

For example:



**Year 7 - Skeletal System**

| Please rate if you had heard of this word before you were taught about the skeletal system:<br>My understanding at the **start** of these words is...<br>1 – I have never seen the word before<br>2 – I have heard the word but do not know what it means<br>3 – I recognise the word as having something to do with...<br>4 – I know the word well | | | | | In the box below the word, write down (in your words) what this word means / is.<br><br>The dual coding images below will help you.<br><br>Next to the word, please rate it as explained, on the 1 – 4 scale. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Humerus | Radius | Ulna | Clavicle | Femur | Tibia | Fibula | Carpals | Tarsals | Phalanges |
| | | | | | | | | | |

**Dual Coding Images**

| Humerus | Radius | Ulna | Clavicle | Femur | Tibia | Fibula | Carpals | Tarsals | Phalanges |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |

| Now, since you have been taught about these words can you rate your level of understanding?<br>My understanding at the **end** of these words is...<br>1 – I have never seen the word before<br>2 – I have heard the word but do not know what it means<br>3 – I recognise the word as having something to do with...<br>4 – I know the word well | Can you write a sentence including one or more of these words and how they link to the sport we are currently doing?<br><br>_____<br>_____<br>_____ |
|---|---|

- **Speaking and Listening:** OFSTED will look for students discussing tactics, providing peer feedback, and articulating their thoughts on performance. Teachers will encourage the pupils to respond to questions, but also add developments of responses to others feedback in the lesson.

- **Reading:** This might involve interpreting written instructions, analysing sports rules, reading about health and fitness, or studying physical activity research. As a department we also take part in the whole school reading initiative and give our pupils guided readings to complete termly (on the theory topic) as a homework, this acts a flip learning tool for understanding, prior to teaching the topic in the term. For example:

**Year 7 – Guided Reading – Term 1 - Skeletal System**

| | | | |
|---|---|---|---|
| **1. List the 4 functions of the skeletal system?** | **2. What are the characteristics of the femur?** | **3. Why is support an important function of the skeleton?** | **4. What are the different blood cells and their functions?** |

**Skeletal System and Functions – BBC Bitesize**

The skeletal system is made from bones and joints.

- The femur bone in the thigh is the longest and strongest bone in the body.
- The smallest bones in the body are called the ossicles in the ear.
- Bone is a living tissue with a blood supply. It is constantly being dissolved and formed, and it can repair itself if a bone is broken. Calcium is important for this process.
- Bones work with muscles and **tendons** to allow the body to move.

Functions of the Skeleton: support, protection, movement and production of blood cells.

**Support**

The spinal cord is surrounded by **vertebra**. Most people are born with 33 of these but adults usually have 24 because some join together naturally as the body grows. Without these bones people would not be able to sit upright. The major bones in the legs are the femur, fibula and tibia. These allow a person to stand upright

**Protection**

The bones protect the vital organs: the skull protects the brain, the vertebrae protect the spinal cord, and the ribcage protects the heart, lungs and liver.

**Movement**

Some bones in the skeleton are joined rigidly together and cannot move against each other. Bones in the skull are joined in this way. Other bones are joined to each other by flexible joints. The vertebrae have limited movement, but the shoulders, elbows and knees are joints that allow more movement.

**Production of blood cells**

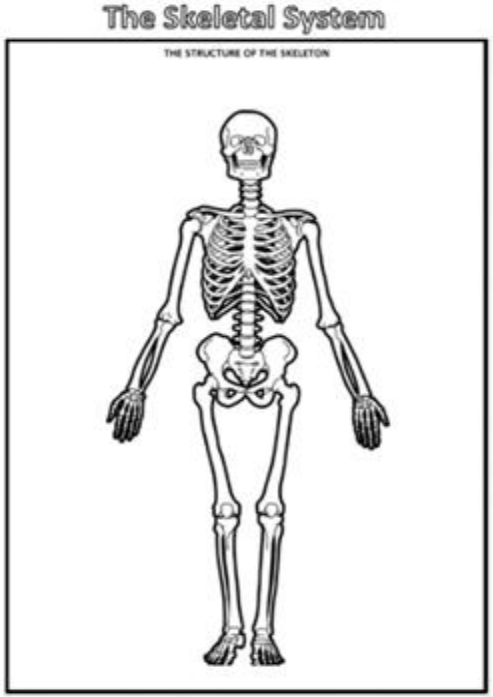
There are different kinds of blood cells, including:

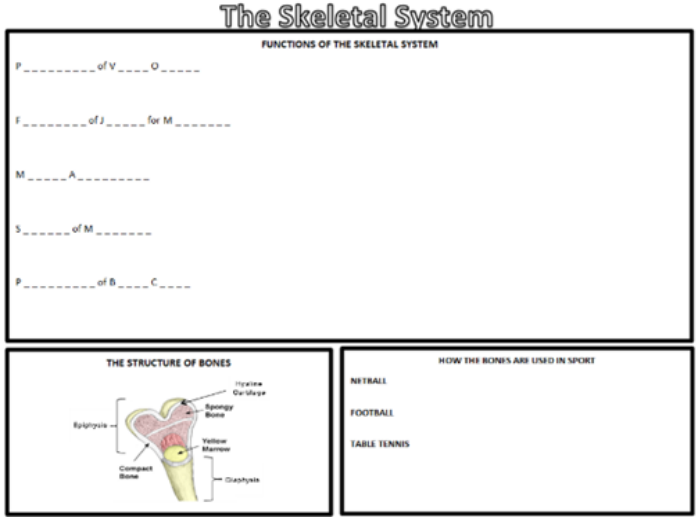
- Red blood cells, which carry oxygen around the body in the blood
- White blood cells, which are involved in destroying harmful microorganisms in the body

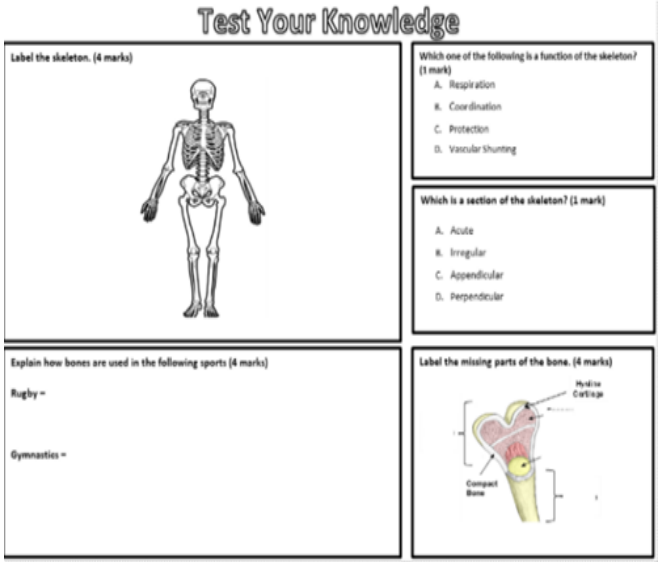
These cells are made in the **bone marrow**. This is soft tissue inside our larger bones which is protected by the hard part of the bone which surrounds it.

| | | | |
|---|---|---|---|
| **5. What are the smallest bones in the body and where are they?** | **6. Why do the bones in the skull not move?** | **7. What connects muscle to bone?** | **8. What organs require protection and what bones protect them?** |

- **Writing:** Pupils may be asked to record their progress (test scores and athletics results), write about strategies used in the games, complete worksheets, and complete homework.
EG: examples of theory learning, writing and details.



- **Numeracy Links:** Although not directly literacy, OFSTED may expect students to understand data, such as heart rates, distances, or scoring systems, which ties into literacy through comprehension of statistics and numerical reasoning.

Ultimately, OFSTED looks for literacy being embedded naturally in the lesson rather than as a bolt-on, ensuring students develop communication and comprehension skills within the subject.