



PE Disciplinary Literacy Framework

Analyse like and Athlete

<u>Reading</u>			<u>Writing</u>			<u>Speaking and Listening</u>		
<ul style="list-style-type: none"> <li>Move between texts and graphics</li> <li>Interepting texts</li> <li>Research and finding key words</li> <li>Analytical reading</li> <li>Skimming</li> <li>Contextualising</li> </ul>			<ul style="list-style-type: none"> <li>Evaluation</li> <li>Analysis</li> <li>Precise vocabulary</li> <li>Expanding on questions</li> <li>Note taking</li> <li>Factual accuracy</li> </ul>			<ul style="list-style-type: none"> <li>Project loudly and clearly</li> <li>Bouncing answers</li> <li>Building answers</li> <li>Eye contact</li> <li>Body language</li> <li>Bloom’s taxonomy in targeted questioning</li> <li>Replace fillers with precise academic language</li> </ul>		
<b>Strategies/pedagogy to support...</b>								
<ul style="list-style-type: none"> <li>Highlighting</li> <li>Use of technology</li> <li>Modelling</li> </ul>			<ul style="list-style-type: none"> <li>Modelling</li> <li>Scaffolding</li> <li>Colour coding</li> <li>Sentence starters</li> </ul>			<ul style="list-style-type: none"> <li>Accountable talk</li> <li>Feedback – WWW and EBI</li> <li>Paraphrasing</li> <li>Upgrading learner responses</li> </ul>		
<b>Curriculum opportunities (Year 9)</b>								
HT1	HT2	HT3	HT4	HT5	HT6			
<ul style="list-style-type: none"> <li>Nutrition – reading labels, meal plans, government recommendations, case studies</li> <li>Health – booklet activities give a writing opportunity that is scaffolded</li> <li>Core PE – speaking and listening in classroom discussions, peer on peer feedback and classroom discussions</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition and Health – key word lists, break down of the exam coursework assignment and how to reach top marks, reading work from a variety of mark bands,</li> <li>Core PE physical literacy in a range of activities and games. Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Performance and leadership – Analysis of sports performance. Note taking in sport</li> <li>Health promotion campaigns – reading and researching campaigns, using analytical ready and skimming</li> <li>Core PE physical literacy in a range of activities and games. Feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Performance and leadership in sport – leadership – projecting voice, speaking to others, leading others</li> <li>Health – plan own health promotion campaign – summarising, applying knowledge, precise vocabulary</li> <li>Core PE physical literacy in a differing activity – confidence in</li> </ul>	<ul style="list-style-type: none"> <li>Performance and leadership in sport – body language, eye contact, confidence</li> <li>Health - delivery of health promotion campaign – speaking – projecting loudly and clearly</li> <li>Core PE physical literacy in athletics – confidence in speaking in a new environment. Building tier 3</li> </ul>	<ul style="list-style-type: none"> <li>Performance and leadership in sport and Health – Evaluation and analysis of leadership, writing using reflections</li> <li>Core PE physical literacy in tennis – confidence in speaking in a new environment. Building tier 3 vocabulary bank across a new sport.</li> </ul>			

			speaking in a new environment. Building tier 3 vocabulary bank across a range of sports.	vocabulary bank across a new sport.	
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