

SATPE

SCOTTISH ASSOCIATION OF TEACHERS
OF PHYSICAL EDUCATION

Literacy within Physical Education Benchmark Links



Purpose:

The purpose of this document is for practitioners to see the links between Literacy and Physical Education (PE) within the curriculum. The document highlights the natural Literacy within different PE benchmarks at different levels, highlighting the importance of PE within the curriculum. This resource could be used in conjunction with a moderation of PE benchmarks between departments in secondary or across class teachers on the primary sector.

Literacy & Physical Education Benchmark Links

Level/Organiser	Literacy Experience & Outcomes	Physical Education Benchmarks
<p>Early Level</p> <p>Listening and Talking</p>	<p><u>Tools for listening and talking</u></p> <p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i> LIT 0-02a / ENG 0-03a</p> <p><u>Finding and using information</u></p> <p><i>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</i> LIT 0-04a</p> <p><u>Understanding, analysing and evaluating</u></p> <p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p><u>Creating Texts</u></p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> LIT 0-09a</p> <p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i> LIT 0-09b / LIT 0-31a</p>	<p style="text-align: center;">Cognitive Skills</p> <p><u>Focus & Concentration</u></p> <ul style="list-style-type: none"> ▪ Focuses on task and pays attention to stimuli, for example, instructions from a practitioner. <p><u>Cue Recognition</u></p> <ul style="list-style-type: none"> ▪ Recognises external cues <p><u>Sequential Thinking</u></p> <ul style="list-style-type: none"> ▪ Remembers two-step simple instructions, for example, bounce the ball and then change direction. <p><u>Prioritising</u></p> <ul style="list-style-type: none"> ▪ Works out the order for dealing with information <p><u>Decision Making</u></p> <ul style="list-style-type: none"> ▪ Makes decisions in response to simple tasks, <p><u>Multi- Processing</u></p> <ul style="list-style-type: none"> ▪ Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Uses prior knowledge, and identifies key information to help form a solution. <p style="text-align: center;">Personal Qualities</p> <p><u>Motivation</u></p> <ul style="list-style-type: none"> ▪ Describes why people participate in physical activity, for example, to have fun.

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<p>Early Level</p> <p>Listening and Talking</p>	<p><i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i></p> <p>LIT 0-10a</p>	<p><u>Confidence & Self-esteem</u></p> <ul style="list-style-type: none"> ▪ Discusses learning with adult support, and describes likes and dislikes. ▪ Responds and contributes to self and peer assessment with respect. <p><u>Determination & Resilience</u></p> <ul style="list-style-type: none"> ▪ Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour. <p><u>Responsibility & Leadership</u></p> <ul style="list-style-type: none"> ▪ Accepts direction from an adult or peer. ▪ Seeks appropriate help. ▪ Adopts different roles when working individually or as part of a group. <p><u>Respect & Tolerance</u></p> <ul style="list-style-type: none"> ▪ Takes turns with others to use equipment safely. <p><u>Communication</u></p> <ul style="list-style-type: none"> ▪ Is developing the ability to know when to listen and when to talk when interacting with others. ▪ Uses words and/or body language to express ideas, thoughts and feelings. <p style="text-align: center;">Physical Fitness</p> <p><u>Stamina</u></p> <ul style="list-style-type: none"> ▪ Describes how the body changes when engaged in moderate to vigorous activity.

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<p>First Level</p> <p>Listening and Talking</p>	<p><u>Tools for listening and talking</u></p> <p><i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i></p> <p>LIT 1-02a</p> <p><u>Finding and using information</u></p> <p><i>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i></p> <p>LIT 1-06a</p> <p><u>Understanding, analysing and evaluating</u></p> <p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i></p> <p>LIT 1-08a</p> <p><u>Creating Texts</u></p> <p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i></p> <p>LIT 1-09a</p> <p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</i></p> <p>LIT 1-10a</p>	<p style="text-align: center;">Physical Competencies</p> <p><u>Coordination & Fluency</u></p> <ul style="list-style-type: none"> Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch. <p><u>Rhythm & Timing</u></p> <ul style="list-style-type: none"> Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence. <p><u>Gross & Fine Motor Skills</u></p> <ul style="list-style-type: none"> Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance. <p style="text-align: center;">Cognitive Skills</p> <p><u>Focus & Concentration</u></p> <ul style="list-style-type: none"> Focuses attention in more demanding situations, for example, working with a partner or in a small group. <p><u>Cue Recognition</u></p> <ul style="list-style-type: none"> Recognises and responds to both internal and external cues at the same time, for example, follow the leader. <p><u>Sequential Thinking</u></p> <ul style="list-style-type: none"> Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball.

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<p>First Level</p> <p>Listening and Talking</p>		<p><u>Prioritising</u></p> <ul style="list-style-type: none"> Repeats tasks in the correct sequence with more precision. <p><u>Decision Making</u></p> <ul style="list-style-type: none"> Makes decisions when presented with two or three different options and can explain why. <p><u>Multi- Processing</u></p> <ul style="list-style-type: none"> Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. <p><u>Creativity</u></p> <ul style="list-style-type: none"> Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words. <p style="text-align: center;">Personal Qualities</p> <p><u>Motivation</u></p> <ul style="list-style-type: none"> Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group. <p><u>Confidence & Self-esteem</u></p> <ul style="list-style-type: none"> Discusses learning and identifies strengths and next steps. Responds and contributes to self and peer assessment with respect. <p><u>Determination & Resilience</u></p> <ul style="list-style-type: none"> Identifies and discusses how to be a good winner and cope appropriately with losing.

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<p>First Level</p> <p>Listening and Talking</p>		<p><u>Responsibility & Leadership</u></p> <ul style="list-style-type: none"> Adopts a variety of roles that lead to successful outcomes. <p><u>Respect & Tolerance</u></p> <ul style="list-style-type: none"> Demonstrates how to include others when completing movement tasks. Engages positively with others to use equipment safely and fairly. <p><u>Communication</u></p> <ul style="list-style-type: none"> Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. <p style="text-align: center;">Physical Fitness</p> <p><u>Stamina</u></p> <ul style="list-style-type: none"> Describes how the body feels during and after sustained activity. Describes in simple terms the reasons why people participate in physical activity. <p><u>Stamina</u></p> <ul style="list-style-type: none"> Describes where 'core' is and demonstrates how it supports the body.

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<p>Second Level</p> <p>Listening and Talking</p>	<p><u>Tools for listening and talking</u></p> <p><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i></p> <p>LIT 2-02a</p> <p><u>Finding and using information</u></p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p>LIT 2-06a</p> <p><u>Understanding, analysing and evaluating</u></p> <p><i>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.</i></p> <p>LIT 2-08a</p> <p><u>Creating Texts</u></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> ▪ share information, experiences and opinions ▪ explain processes and ideas ▪ identify issues raised and summarise main points or findings ▪ clarify points by asking questions or by asking others to say more. <p>LIT 2-09a</p>	<p style="text-align: center;">Physical Competencies</p> <p><u>Coordination & Fluency</u></p> <ul style="list-style-type: none"> ▪ Explains what a quality movement looks like and feels like, to help modify and improve performance. <p style="text-align: center;">Cognitive Skills</p> <p><u>Focus & Concentration</u></p> <ul style="list-style-type: none"> ▪ Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. <p><u>Cue Recognition</u></p> <ul style="list-style-type: none"> ▪ Recognises a range of cues and begins to prioritise those that need to be responded to first. <p><u>Multi- Processing</u></p> <ul style="list-style-type: none"> ▪ Takes in and makes sense of several pieces of information at the same time, from a number of different sources which contribute to successful performance. <p><u>Creativity</u></p> <ul style="list-style-type: none"> ▪ Creates and adapts movement sequences independently and with others in response to stimuli. <p style="text-align: center;">Personal Qualities</p> <p><u>Motivation</u></p> <ul style="list-style-type: none"> ▪ Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference. ▪ Demonstrates understanding that we play a role in encouraging others.

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<p>Second Level</p> <p>Listening and Talking</p>	<p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i></p> <p>LIT 2-10a / LIT 3-10a</p>	<p><u>Confidence & Self-esteem</u></p> <ul style="list-style-type: none"> ▪ Initiates and works co-operatively with others providing support and encouragement. ▪ Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. <p><u>Determination & Resilience</u></p> <ul style="list-style-type: none"> ▪ Identifies and discusses strategies around competition to cope appropriately with the outcomes. <p><u>Responsibility & Leadership</u></p> <ul style="list-style-type: none"> ▪ Adopts a variety of roles that lead to successful outcomes. <p><u>Respect & Tolerance</u></p> <ul style="list-style-type: none"> ▪ Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. <p><u>Communication</u></p> <ul style="list-style-type: none"> ▪ Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. ▪ Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. <p style="text-align: center;">Physical Fitness</p> <p><u>Stamina</u></p> <ul style="list-style-type: none"> ▪ Describes how personal preference and choice can influence participation in physical activity. <p><u>Core Stability & Strength</u></p> <ul style="list-style-type: none"> ▪ Explains and demonstrates how to make a balance more

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<p>Third Level</p> <p>Listening and Talking</p>	<p><u>Tools for listening and talking</u></p> <p><i>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</i></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i> LIT 3-02a</p> <p><u>Finding and using information</u></p> <p><i>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-06a / LIT 4-06a</p> <p><u>Understanding, analysing and evaluating</u></p> <p><i>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</i> LIT 3-08a</p> <p><u>Creating Texts</u></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> ▪ <i>communicate information, ideas or opinions</i> ▪ <i>explain processes, concepts or ideas</i> ▪ <i>identify issues raised, summarise findings or draw conclusions.</i> <p>LIT 3-09a</p>	<p style="text-align: center;">Cognitive Skills</p> <p><u>Focus & Concentration</u></p> <ul style="list-style-type: none"> ▪ Switches concentration from one task to another fluently by filtering out distractions. <p><u>Cue Recognition</u></p> <ul style="list-style-type: none"> ▪ Prioritises the order in which cues are responded to. <p><u>Multi- Processing</u></p> <ul style="list-style-type: none"> ▪ Interprets information quickly in pressured situations. <p style="text-align: center;">Personal Qualities</p> <p><u>Confidence & Self-esteem</u></p> <ul style="list-style-type: none"> ▪ Demonstrates the value of positive relationships while working and learning with others. ▪ Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. <p><u>Responsibility & Leadership</u></p> <ul style="list-style-type: none"> ▪ Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. ▪ Leads with confidence and respect, taking account of the views of others. Encourages others to lead where appropriate. <p><u>Respect & Tolerance</u></p> <ul style="list-style-type: none"> ▪ Uses negotiation skills when working with others in a variety of movement challenges.

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<p>Third Level</p> <p>Listening and Talking</p>	<p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i></p> <p>LIT 2-10a / LIT 3-10a</p>	<p><u>Communication</u></p> <ul style="list-style-type: none"> ▪ Takes account of the views of others and responds appropriately, for example, asking and answering questions, clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore/expand upon ideas. ▪ Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments, for example, role of umpire/referee. <p style="text-align: center;">Physical Fitness</p> <p><u>Stamina</u></p> <ul style="list-style-type: none"> ▪ Explains why some cultural and social factors influence participation in physical activity. <p><u>Flexibility</u></p> <ul style="list-style-type: none"> ▪ Explains the benefits associated with flexibility to everyday life.

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<p>Fourth Level</p> <p>Listening and Talking</p>	<p><u>Tools for listening and talking</u></p> <p><i>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</i></p> <p><i>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</i> LIT 4-02a</p> <p><u>Finding and using information</u></p> <p><i>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-06a / LIT 4-06a</p> <p><u>Understanding, analysing and evaluating</u></p> <p><i>To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</i> LIT 4-08a</p>	<p style="text-align: center;">Cognitive Skills</p> <p><u>Cue Recognition</u></p> <ul style="list-style-type: none"> Filters and prioritises verbal, physical and situational cues quickly to respond to movement challenges. <p><u>Sequential Thinking</u></p> <ul style="list-style-type: none"> Selects, applies and justifies a series of actions that contribute to a successful performance. <p style="text-align: center;">Personal Qualities</p> <p><u>Confidence & Self-esteem</u></p> <ul style="list-style-type: none"> Brings out the 'best' in the group and allows others to reciprocate. Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. <p><u>Responsibility & Leadership</u></p> <ul style="list-style-type: none"> Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all. <p><u>Respect & Tolerance</u></p> <ul style="list-style-type: none"> Applies negotiation skills with confidence when working with others in a variety of movement challenges. Discusses and evaluates the influence of ethical behaviour on the outcome of movement challenges. <p><u>Communication</u></p> <ul style="list-style-type: none"> Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way, supporting and justifying points with evidence or detail. Demonstrates understanding and applies a wide range of verbal and non-verbal communication skills for a successful outcome, for example, a winning performance in doubles table tennis.

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<p>Fourth Level</p> <p>Listening and Talking</p>	<p><u>Creating Texts</u></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> ▪ <i>communicate detailed information, ideas or opinions</i> ▪ <i>explain processes, concepts or ideas with some relevant supporting detail</i> ▪ <i>sum up ideas, issues, findings or conclusions.</i> <p>LIT 4-09a</p> <p><i>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</i></p> <p>LIT 4-10a</p>	<p style="text-align: center;">Physical Fitness</p> <p><u>Stamina</u></p> <ul style="list-style-type: none"> ▪ Critically analyses local, cultural and social factors that influence participation in physical activity and suggest improvements. ▪ Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement. <p><u>Speed</u></p> <ul style="list-style-type: none"> ▪ Justifies the selection of personal goals to improve speed. <p><u>Core Stability & Strength</u></p> <ul style="list-style-type: none"> ▪ Justifies the selection of personal goals to improve core stability and strength. <p><u>Flexibility</u></p> <ul style="list-style-type: none"> ▪ Justifies the selection of personal goals to improve flexibility.