

## Subject Specific Checklists

The following checklists are drawn from the QCA Gifted and Talented website ([www.nc.uk.net/gt/](http://www.nc.uk.net/gt/)) and Islington Arts and Media school ([www.iamschool.co.uk](http://www.iamschool.co.uk)) with some adaptations.

Subject	Identifying Highly Able Pupils
English (Literacy)	<p>Pupils who are highly able in English are likely to show some or all of the following characteristics.</p> <p>Creative flair</p> <ul style="list-style-type: none"> <li>• writing or talking in imaginative and coherent ways</li> <li>• elaborating on and organising content to an extent that is exceptional for their age</li> </ul> <p>Stamina and perseverance</p> <ul style="list-style-type: none"> <li>• using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort</li> </ul> <p>Communicative skills</p> <ul style="list-style-type: none"> <li>• involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways</li> <li>• taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others</li> <li>• writing with a flair for metaphorical or poetic expression</li> <li>• grasping the essence of particular styles and adapting them to their own purposes</li> <li>• expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences</li> <li>• using ICT to research ideas and create new text</li> </ul> <p>Ability to take on demanding tasks</p> <ul style="list-style-type: none"> <li>• researching, comparing and synthesising information from a range of different sources, including ICT</li> <li>• engaging seriously and creatively with moral and social themes expressed in literature</li> </ul> <p>Arguing and reasoning</p> <ul style="list-style-type: none"> <li>• creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language</li> <li>• grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights</li> <li>• justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view</li> </ul> <p>Awareness of language</p> <ul style="list-style-type: none"> <li>• understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts</li> </ul>

	<ul style="list-style-type: none"> <li>• showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers.</li> </ul> <p>Some pupils who are highly able in English may generally perform at levels of literacy that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas -- such as poetry, drama, or their understanding of the nature and structure of language -- while being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions.</p> <p>It is vital to have a whole-school perspective in order to recognise how high ability in English is revealed through other subjects. In other words literacy across learning which is one of the responsibilities of all outlined in CfE.</p>
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