

Subject Identification Criteria for More Able Pupils (MAPs)

English

More able learners in English may display a selection of the following characteristics:

- Read widely, fluently and independently
- Read with meaning, drawing on inference and deduction; can “read between the lines”
- Sensitive to the nuance of language and syntax
- Use language precisely, with technical accuracy
- Delight in the meaning of new words
- Use extended vocabulary
- Show pleasure and involvement in experimenting/playing with language and manipulating language to effect
- Awareness of the special features of language, such as rhyme
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
- Can express ideas succinctly and elegantly
- Grasp the essence of particular styles and adapt them to their own purposes
- Can display a sophisticated sense and appreciation of humour; this humour can be “quirky”; understand irony, etc.
- Contribute with incisive, critical responses - both orally and scripturally
- Can analyse and ‘polish’ own work
- Can produce written work that is substantial and the product of sustained, well-directed effort
- Elaborate on content that is exceptional for their age
- Can engage seriously and creatively with moral and social themes expressed in literature
- Can justify opinions convincingly and challenge others’ points of view
- Strong communicative skills
- Articulate and confident speakers
- Very good listening skills
- Show enthusiasm and enjoyment in the subject; can be sensitive

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NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers.

Activities that MAPs should do:

- Regularly read comment articles from broadsheet newspapers or political magazines
- Log onto the British Library archive, and other museum and library archives, to learn more about the life and times of authors which feature on the curriculum
- Explore a variety of genres in their reading, including older books and classics – the St Hugh's reading list is a good place to start
- Curate their own library at home
- Participate in school and national competitions such as the 500 Words story competition and Literacy Trust competitions
- Look for and embrace opportunities to practise public speaking and debate
- Listen to literary and poetry podcasts

How can parents support MAPs:

- Take them to see plays, book launches and poetry readings
- Get them signed up at their local library and encourage them to use it
- Introduce more advanced reading books at home (first checking that the content is age-appropriate) and discuss their reactions to plot, character and language
- Share and discuss your own reading habits with them wherever possible
- Encourage them to write at home – letters, a regular diary, poetry or fiction – and discuss their writing with them