

Identifying High Potential Learners in English

Summary

This advice sheet contains a checklist of criteria, originally compiled by the QCDA (Qualifications and Curriculum Development Agency), to help with identifying high learning potential in English. It is aimed at secondary school subject teachers, as well as high learning potential lead teachers.

Below is a list of the characteristics commonly shown by students who demonstrate high learning potential in English. A learner need not be showing all of these to be considered a high potential learner, but would most likely be demonstrating a majority of them.

Students who show high learning potential in English have some of the following characteristics:

Creative Flair

- writing or talking in imaginative and coherent ways
- elaborating on and organising content to an extent that is exceptional for their age

Stamina and Perseverance

- using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort

Communicative Skills

- involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- writing with a flair for metaphorical or poetic expression
- grasping the essence of particular styles and adapting them to their own purposes

Ability to Take on Demanding Tasks

- researching, comparing and synthesising information from a range of different sources, including ICT
- engaging seriously and creatively with moral and social themes expressed in literature

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Arguing and Reasoning

- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view

Awareness of language

- understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, grammatical organisation of written texts
- showing interest & enthusiasm for language study, including awareness of the relationship between sounds & words of different languages that are not apparent to their peers.

Further Information

www.tes.co.uk/teaching-resource/Inclusion-Gifted-and-Talented-6107423	TES Resources for Gifted and Talented in English
http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/175134	Archived National Strategies Module 10: English Gifted and Talented Provision
<i>Meeting the Needs of Your Most Able Pupils in English</i> by Erica Glew	Book published by David Fulton with guidance on identification, planning, differentiation and support. Also has CD with lesson plans.
<i>English for Gifted and Talented Students: 11-18 Years</i> by Geoff Dean	Book published by Sage Publications with departmental strategy, identification and provision guidance. Also includes an accompanying CD.

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