

Aims

OHT 2.1

- To help teachers identify able pupils
- To promote ways of using Framework objectives to structure the learning of able pupils
- To develop a teaching repertoire that can support and challenge able pupils in English
- To identify the next steps for English departments in relation to able pupils

The key

‘It is getting the teaching right that is the key to it.

That is our experience over and over again.’

NAGC in House of Commons Report

Planning from the Framework

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Planning based on Framework objectives can ensure that the learning experiences for able pupils:

- Add breadth (e.g. a broader range of texts and tasks)
- Give depth (e.g. more detail and complexity)
- Accelerate the pace of learning (e.g. tackling objectives earlier)
- Develop higher-order learning skills (e.g. analysis, synthesis, evaluation)
- Promote independence
- Support reflection and self-evaluation

Ways of using objectives for acceleration, extension and enrichment

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- Cluster objectives
- Apply objectives in different contexts
- Increase the level of challenge
- Choose and use objectives from later years
- Select extension objectives
- Negotiate objectives
- Encourage self-evaluation

Possibilities for enrichment

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- Easter or summer schools for able pupils
- School reading clubs or writing groups
- Collections of book reviews written and edited by pupils for pupils
- School website creation and editing
- Scripts or interviews for school or local radio
- Seminars or masterclasses at local colleges or universities
- Mentoring of able pupils, in person or via e-mail
- Residential courses with writers and actors, e.g. Stratford
- Visits to places of literary interest, e.g. Wordsworth's cottage

Ready for more?

OHT 2.5

Choose **one** or **two** of the following next steps for the department.

- Write the job description for a coordinator for able pupils in your department.
- Review the Key Stage 3 patterns of achievement of able pupils to identify what is being done well and what could be done differently.
- Track the progress of two or three individual able pupils and help them to develop individual targets in English.
- Identify local enrichment opportunities.
- As a department, review a unit of work in relation to the needs of able pupils.
- Find out more about the resources available for teachers of able pupils.
- Investigate the National Academy for Gifted and Talented Youth.
- Make contact with local higher education providers.