

## Characteristics of More Able Learners

### General characteristics

**Independence:** Pupils apply the skill or knowledge independently

**Fluency:** Pupils apply skills and knowledge with a high level of confidence and show good resilience when the task seems demanding

**Application:** Pupils apply skills and knowledge to a range of different contexts, including other areas of the curriculum.

**Consistency:** Pupils consistently use their knowledge, skills and understanding

**Synthesise:** Pupils organise ideas to make connections with other areas of learning

**Re-visit:** Pupils return to this aspect of learning after a break and feel confident that they can work on the skill or knowledge without difficulty.

**Explain it:** Pupils are able to confidently explain their understanding to others.

### Maths

- They have excellent recall of facts and mathematical fluency
- They are curious and ask relevant mathematical questions
- Can communicate results clearly
- Spot patterns and connect different areas of maths together
- Can reason and explain mathematical concepts and procedures and use them to solve a variety of problems
- Can independently explore and investigate mathematical problems
- Can examine arguments and provide counter-arguments with some proof
- Can evaluate their own learning and refine their thinking

### Writing

- Write with a reader's eye- constantly re-reading and checking for sense and to check the message has been conveyed effectively
- Have excellent grammar and can vary and control sentence structure with ease to create different effects (year group appropriate)
- Capable of writing at length whilst maintaining a sense of audience, purpose and organisation
- They show an original style or 'voice'
- Their 'voice' is a result of reading widely and this can be seen in their independent writing
- Show an awareness of and can use more sophisticated language and vocabulary
- Can write in a range of genres for a range of audiences and purposes
- They have mastered handwriting and spelling
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## Reading

- They regularly read a wide range of texts for pleasure
- They are able to guess the meaning of unknown words by picking up clues in the text
- They collect new vocabulary and find out the meaning of new words
- They reflect on what they liked, learned and want to know more about, generating curiosity and motivation to read more.
- They read texts in different ways, looking at layouts and headings and read quickly to get a general feel for a text before reading more intensively
- They make connections between books and authors they have read noticing similarities or patterns
- Have excellent inference skills
- Can evaluate texts, commenting on the effectiveness, and say what they would have changed or improved
- Can answer questions with confidence using evidence from the text

## Science

- Demonstrate excellent subject knowledge
- Evaluate and critique conclusions
- Solve problems
- Work collaboratively to generate lines of enquiry
- Make connections and draw on prior learning without prompting
- Apply what they have learned in one area in other areas
- Ask 'What if?' questions and present insightful and thoughtful ideas
- Accurately justify why they think something
- Apply their knowledge consistently and confidently
- Use vocabulary accurately to explain and justify scientific ideas to others
- Able to choose which working scientifically skills are needed to investigate successfully

## History

- Have an excellent understanding of key dates, people, places, events and chronology and use historical terms and vocabulary in the correct context with ease.
- Show initiative, not just in their research, but also in applying ideas that have already been covered. They can apply these ideas without instruction from the teacher.
- Enjoy a mystery or paradox and thrive on trying to resolve a puzzle.
- Are able to confidently compare and contrast different periods of history.
- Can evaluate and critique work or ideas
- Can synthesise lots of disparate pieces of information and bring them into a coherent shape
- Naturally refer to their knowledge of earlier periods of the past and make connection over time. They can identify similar themes and refer back to prior learning without being told which periods to compare.
- Are able to confidently explain facts and theories to others. They can give full oral explanations and use their knowledge and skills to answer 'big questions' at the end of a unit of study.

## Geography

- Have excellent locational knowledge and can locate many countries in the UK, Europe and North and South America (year group specific). They have an excellent knowledge of geographical and environmental regions and their key topographical features. Their knowledge of human and physical geography (year group appropriate) is excellent.
- They confidently use globes, atlases, maps and reading resources to answer geographical questions in order to broaden their knowledge and deepen their understanding. These pupils enjoy independent research
- Can confidently and coherently share their geographical learning.
- Present their work in a number of ways eg writing, sketch maps, diagrams.
- Can offer reasons and justification for their opinions
- Recall and apply previously learned knowledge without prompting
- They use their knowledge and skills to answer 'big questions' at the end of a unit of study.

## Art

- Research artists or movements in greater depth and adapt ideas and processes into their own art.
- Take a new idea of skill and adapt it or develop it further independently
- Develop ambitious ideas as a result of observing creative works.
- Display a high level of technical skill, control, complexity, quality, creativity with a broad range of tools and media.
- Think of innovative ways to use knowledge and skills to enhance creativity and develop a style of their own.
- Evaluate their work and be more analytical, working more independently to assess and improve their art.
- Have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about world of art.
- Use sketch books to develop their ideas, record observations, explore different media and evaluate their work.
- Take risks.

## Design Technology

- Demonstrate a creative response to the problem
- Stick tightly to the brief and consider the end user's needs and preferences throughout the process
- They think critically about and comment on other products (and their own product)
- Modify their designs and prototypes in light of testing and evaluation to improve its outcome
- Display high quality presentation and precision throughout the process of design and make
- Demonstrate technical competence and use tools with accuracy to safely make well- finished products.
- Draw effectively upon their knowledge of mechanisms to create and explain how their products work
- Use technical vocabulary with confidence

## PE

- In dance, can perform routines with technical control and rhythm
- In gymnastics, perform sequences and skills with flexibility, strength, technique, control and balance
- In swimming, use a range of strokes effectively to swim up to 200m
- In team games, demonstrate excellent understanding of rules and tactics and change tactic or strategy when necessary. They can work effectively as a team and show great sportsmanship.
- Can persevere with a task and improve performance through regular practice
- Take part in after school (or in school) sports clubs and may achieve certificates or awards
- Can lead a warm up confidently
- Have a very good understanding of health and fitness, for example, nutrition, the importance of warm ups and cool downs, why the heart beats faster, knowing which muscles are used for certain exercises.
- Can effectively transfer skills learned in PE from one sport to another
- They are physically fit
- Can review, analyse and evaluate their own and others' strengths and weaknesses.
- Set personal challenges and are able to achieve these.

## Music

- Can play rhythms and keep tempo
- Can read musical notation accurately and know the names and values of different notes (year group appropriate)
- Understand terms such as stave, time, clef, time signature, forte, piano, crescendo and diminuendo and can easily use these in context.
- Can recognise changes in tempo and pitch
- Have a good knowledge of composers, artists and time periods.
- Can improvise with skill with tuned and untuned percussion instruments
- Can perform on tuned percussion or a melodic instrument
- Can compose accompaniments with precision using untuned percussion.

## RE

- Have an excellent knowledge of religions and beliefs and understand how these influence the lives of individuals and communities.
- Can draw comparisons and make connections with other areas of learning (eg PSHE, British values, prior learning)
- They consistently demonstrate their skills, knowledge and understanding
- Are able to explain their knowledge and understanding to others using the correct terminology
- They easily recognise who and what inspires them and can confidently articulate how this impacts them



## **French**

- Can write a short sentence or paragraph with correctly written agreement of verbs (year group appropriate) and adjectives and other grammatical forms.
- Have a good accent, speaking in whole sentences with confidence.
- Can read with confidence
- Can read irregular word endings eg petit, blanc