

BMAT KS3 Level Descriptors: English - Writing

BMAT KS3 Level 1- 8

Level	Level Descriptor
<p>1</p> <p>Limited</p>	<ul style="list-style-type: none"> • Students writing is limited. One or two unlinked ideas • Student work is occasionally relevant and related to the topic/task • There may be a limited attempt at using paragraphs • Students use simple words and phrases • Students occasionally use capital letters and full stops • Students might use limited connectives and might use a simple range of sentences • Students can spell basic words correctly
<p>2</p> <p>Simple</p>	<ul style="list-style-type: none"> • Students can communicate simply. One or two simple ideas, simply linked • Students can focus on a topic/task set in a simple way • Students can use paragraphs, but these are random in nature • Students can use simple vocabulary and/or linguistic devices • Students' use of capital letters and full stops is mostly secure • Students can attempt to write using different sentence types • Students can spell simple words correctly, including some complex words
<p>3</p> <p>Occasional success</p>	<ul style="list-style-type: none"> • Students communicate with occasional success in their writing. Some linked and relevant ideas • Students can focus on a task by attempting to match their writing to the purpose and audience • Students can attempt to write in paragraphs and link them together using relevant phrases e.g. Firstly, secondly, finally • Students begin to vary their vocabulary and begin to use some linguistic devices • Students' use of full stops and capital letters is mostly secure and begins to use other punctuation • Students attempt to write using a variety of sentence forms • Students can spell some simple and complex words accurately
<p>4</p> <p>Some success</p>	<ul style="list-style-type: none"> • Students communicate with some success in their writing. Increasing variety of linked and relevant ideas • Students can focus on a task by attempting to match tone, style and register to the purpose and audience • Students can attempt to use structural features with some linked and relevant paragraphs • Students can vary their vocabulary and use some linguistic devices • Students' use of full stops and capital letters is mostly secure and sometimes accurate, with some control of other punctuation • Students attempt to write using a variety of sentence forms with some success • Students can generally spell more complex words accurately

<p style="text-align: center;">5</p> <p>Sustained success</p>	<ul style="list-style-type: none"> • Students communicate with some sustained success in their writing. Range of connected ideas • Students can focus on a task through a sustained attempt to match tone, style and register to the purpose and audience • Students can attempt to use structural features with increasing variety of linked and relevant paragraphs • Students can intentionally use vocabulary and some linguistic devices • Students' use of full stops and capital letters is mostly secure and sometimes accurate with some control of a range of punctuation • Students attempt to write using a variety of sentence forms with increasing accuracy • Students can generally spell more complex words accurately, including irregular words
<p style="text-align: center;">6</p> <p>Clear</p>	<ul style="list-style-type: none"> • Students can generally communicate clearly in their writing. Greater range of clear connected ideas • Students can generally match tone, style and register to the purpose and the audience • Students can generally use structural features effectively with coherent paragraphing • Vocabulary is clearly intentional, and students can use appropriate linguistic devices • Students' use of full stops and capital letters is mostly secure and mostly accurate with some control of a range of punctuation • Students can write using a variety of sentence forms with increasing accuracy • Students can spell more complex words accurately, including irregular words
<p style="text-align: center;">7</p> <p>Consistently clear</p>	<ul style="list-style-type: none"> • Students communicate consistently clearly in their writing. Range of consistently more complex ideas • Students can consistently match tone, style and register to the purpose and audience • Students can consistently and effectively use structural features to present engaging ideas in clearly connected paragraphs • Vocabulary is increasingly sophisticated; use of a range of successful linguistic devices • Students' use of full stops and capital letters is consistently secure and mostly accurate, with a range of punctuation used, mostly with success • Students can write using a variety of sentence forms for effect • Students can spell accurately with occasional errors in ambitious vocabulary
<p style="text-align: center;">8</p> <p>Convincing</p>	<ul style="list-style-type: none"> • Student communication is convincing. Range of convincing ideas • Students can convincingly match tone, style and register to the purpose and audience • Students can convincingly and effectively use structural features to present a range of engaging and developed ideas, with fluently connected paragraphs • Student use of vocabulary is extensive, with conscious crafting of linguistic devices • Students' use of full stops and capital letters is consistently secure and consistently accurate; a range of punctuation is used with a high level of accuracy • Students can write using a full range of sentence forms for effect • Students can spell with a high level of accuracy, including ambitious vocabulary