

English (Writing) - Key Stage 3 Level Descriptors

	Assessment Foci 1	AF2 -	AF3 -	AF4 -	AF5 -	AF6 -	AF7 -	AF8 -
Level 8	I creatively select and adapt a wide range of forms and conventions to meet varied writing challenges. I can achieve a distinctive personal voice and match style to intended effect.		I structure subject matter in imaginative and well-controlled ways. I manage paragraphing to provide textual coherence and cohesion to position the reader appropriately in relation to the purpose of the writing.		The sentence structures I use are imaginative, precise and accurate. They are matched to the purpose of the text and the intended effect on the reader.		I use a wide range of vocabulary imaginatively and with precision.	I spell correctly throughout my writing.
Level 7	I imaginatively adapt a wide range of forms and conventions to suit a variety of purposes and audiences. I establish and sustain a well-judged, distinctive individual voice or point of view. I am generally successful in keeping a consistent control over the appropriate level of formality needed for a task. I am generally successful in using a range of stylistic devices to achieve an intended effect.		I skilfully manage and shape information, ideas and events to achieve an intended purpose and effect across a text. I use a variety of devices to focus and position the reader.	I construct paragraphs which are integral to meaning and purpose. I shape and craft individual paragraphs for imaginative or rhetorical effect.	I deliberately use a variety of sentence types across texts, carefully judging the purposes and the overall effects I want to achieve. I accurately use a range of features to shape/craft sentences of individual merit that contribute to the overall development of texts.		I consistently select vocabulary, often imaginatively, to match purpose and audience. I carefully select a range of generally varied and ambitious vocabulary.	I spell correctly throughout my writing.
Level 6	I use stimulus materials imaginatively. I can use and mostly adapt the conventions of a variety of forms to suit audience and purpose. I establish and mostly sustain a convincing individual voice or point of view. I choose an appropriate level of formality to suit the purpose, audience and text. I try to use a range of stylistic devices for effect.		I control and sequence ideas, anticipating the reader's likely reaction. I use a range of features to signal the direction of the text for the reader.	I construct paragraphs clearly to support meaning and purpose. I use cohesive devices within paragraphs to contribute to emphasis and effect.	I deliberately use a variety of sentences to achieve purpose and overall effect. I confidently use a range of sentence features to clarify or emphasise meaning.	I use correct grammar and a full range of punctuation consistently accurately in a variety of sentence structures. This includes some use of semi-colons. I experiment with ambitious sentence structures and punctuation, making occasional errors.	I deliberately choose vocabulary to suit purpose and audience. I try to use a range of generally varied and ambitious vocabulary.	My spelling is generally correct throughout texts. I can generally spell more complex, uncommon and ambitious words.
Level 5	I consistently develop relevant ideas and material, using some imaginative detail. I develop and shape language and ideas to suit the form. I adopt and maintain a clear viewpoint across a text.	I consistently make the purpose of texts clear. I maintain the purpose throughout the text. I use the features of a form to suit the purpose of a text. Sometimes I adapt the features to suit the purpose. I maintain the interest of the reader by using an appropriate style.	I consistently structure texts clearly with sentences organised into appropriate paragraphs. I deliberately control the structure of a whole text. I guide the reader through a text using clear links between paragraphs.	I use paragraphs to clearly structure the main ideas across a text. I use a range of devices to support cohesion / links within paragraphs/ sections of texts. I usually maintain links between paragraphs/ sections across a whole text.	I use a variety of sentence lengths, structures and subjects for clarity and emphasis. I use a wide range of connectives to clearly show the relationship between ideas. I use some features of sentence structure to build up detail and show layers of meaning.	I choose vocabulary to create particular effects. I experiment with a reasonably wide vocabulary.	In my writing I can correctly spell: Common words to fit the grammar of sentences. Most suffixes and prefixes including double consonants in prefixes.	In my writing I can correctly spell: Common words to fit the grammar of sentences. Most suffixes and prefixes including double consonants in prefixes.
Level 4	I choose relevant ideas and content. I develop some of my ideas in detail. I take on and usually maintain a straightforward viewpoint.	I usually make the main purpose of different texts clear. I use the main features of a form to suit the purpose clearly. I use a style of writing to suit a task. I try to make the purpose clear for the reader.	I organise my ideas by grouping related points or using a time sequence. I begin and conclude texts. Sometimes I link the beginning and conclusion. I organise my ideas into a logical order.	I use paragraphs/ sections to organise my writing. For example, I use a main idea and some sentences which develop it. I use some connectives to link sentences within paragraphs/ sections. I try to make links between paragraphs/ sections.	I vary the length, structure and subjects of sentences. I use some subordinating connectives throughout a piece of writing. I am accurate when I use different tenses and verb forms in most of my writing.	I punctuate sentences accurately throughout a text, including question marks. I use speech marks correctly and sometimes other speech punctuation. I use commas in lists and sometimes to mark clauses.	I deliberately choose words to create an effect on the audience. I experiment with some new words to suit the task / topic.	I spell most common words correctly. I spell most adverbs ending in <i>ly</i> correctly. I add most past and present tense endings correctly. I spell most plural endings correctly.
Level 3	I can include suitable ideas and content. I can add more detail to basic ideas and information. I try to take on a viewpoint but it might not be clear all the way through.	I can write a range of texts that have a purpose for the reader. I can sometimes use the main features of a text type. I can use some features of style to interest the reader.	I organise my ideas and try to link them together. I try to write clear openings and endings. I put most of my ideas into a logical order.	I try to link ideas using paragraphs/ sections. In paragraphs/ sections, I can make links between sentences. My writing has some simple links between paragraphs / sections.	I write mainly in simple and compound sentences. With help, I can vary my sentences. I use simple connectives like: and, but, so. Sometimes I use different tenses.	I use capital letters, full stops, question marks, exclamation marks to show the start and end of sentences. I use some speech punctuation. Sometimes I use commas where I should use full stops.	I choose words to suit the purpose of my writing. I try to choose some words to have a particular effect on the reader.	I can spell some common words correctly. I can spell longer common words. This includes some compound words.

English (Writing) - Key Stage 4 Grade Descriptors

	Assessment Foci 1 -
Grade A*	<p>I show all the skills listed as an A grade and...</p> <p>My work is highly original and my reader wants to tell others about what they have read.</p> <p>I demonstrate flair and attention to detail with content, language choice, punctuation and tone.</p> <p>I write equally as well concisely as I can at length.</p> <p>My writing can be subtle and sophisticated and technical elements are almost faultless.</p>
Grade A	<p>I experiment with a range of styles and choose my language carefully, thinking always about the reaction I want to provoke in my reader.</p> <p>My reader is engaged from the moment they start reading my work.</p> <p>I structure my work carefully so that ideas flow seamlessly from one point to the next but I can surprise my reader with techniques such as surprise, shock and direct addresses to provoke a reaction.</p> <p>My vocabulary and punctuation is varied and ambitious and shows an 'adult writer' at work in a sustained, committed and persuasive way.</p>
Grade B	<p>My writing is carefully crafted and shows I am confident in choosing the right style and tone for a piece of work.</p> <p>I am clear about the impact I want to have on my reader; sentence lengths and vocabulary are chosen carefully for maximum impact.</p> <p>My work is always accurate in terms of spelling and punctuation and I use structure, shape and punctuation to engage my reader.</p> <p>My work is always presented well and I aim to ensure my reader does not want to put my work down.</p> <p>My writing is powerful and can present complex ideas effectively.</p>
Grade C	<p>My writing shows a clear understanding of when to use different formats and styles depending on what I am being asked to write and who is going to read it.</p> <p>I consistently use a range of sentence structures to keep my reader interested and I can confidently use subordinate clauses especially to vary sentence openings and grab the reader's interest.</p> <p>My writing shows development of themes, ideas and characters.</p> <p>I consistently use a wide range of vocabulary thinking about the impact of particular words and phrases on my reader.</p> <p>My work is accurate and well structured so that my reader is never confused and is always clear about what I am saying and the points I am making.</p>
Grade D	<p>I can usually adapt my written style to purpose (why?) and audience (who?) and I know what format and level of formality to use.</p> <p>I use a range of vocabulary to make my writing interesting and to 'hit the right note'.</p> <p>I can communicate different opinions and ideas in my writing.</p> <p>I can use a range of sentence structures for effect and know which type of sentence is needed at certain points in my writing for impact on my reader.</p> <p>I can spell and punctuate accurately so that errors do not stop the reader understanding or enjoying my work.</p>
Grade E	<p>I attempt to match style and form to purpose and audience.</p> <p>I can focus on a text to develop ideas.</p> <p>I sometimes can organise sentences into paragraphs and make some use of complex sentences.</p>
Grade F	<p>I can communicate clearly, show some organisation in my writing and use some simple and complex sentences.</p>

English (Writing) - Key Stage 5 Grade Descriptors

	Assessment Foci 1 -	AF2 -	AF3 -	AF4 -
Grade A	Students communicate wide knowledge and understanding of literary texts. Present relevant responses, using appropriate terminology to support informed interpretations. Structure and organise their writing well.	Students identify relevant aspects of structure, form and language in literary texts. Explore through critical analysis, how writers use specific aspects to shape meaning. Generally use specific references to texts to support their responses	Students explore connections or points of comparison between literary texts. Communicate clear understanding of the views expressed in different interpretations or readings.	Students communicate understanding of the relationships between literary texts and their contexts. Comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were – and are – received.
Grade B				
Grade C				
Grade D				
Grade E	Students communicate some knowledge and understanding of literary texts. Make some use of appropriate terminology or examples to support interpretations. Communicate meaning using straightforward language	Students identify some aspects of structure, form and language. Describe some aspects with reference to how they shape meaning. Make some related references to texts to support their responses	Identify some connections or points of comparison between literary texts. Show some appreciation of the views expressed in other interpretations of literary texts.	Communicate some understanding of context through descriptions of culture, text type, literary genre or historical period