



BMAT KS3 Level Descriptors: English

BMAT KS3 Level 1- 8

1	<p>Reading: Students can use simple, limited or narrative comments when expressing ideas related to a text. Students can identify a range of words, vocabulary and phrases confidently but not always successfully.</p> <p>Writing: Writing is relevant most of the time and related to the topic/task. Students can use simple words and phrases to construct sentences. Students can use capital letters and full stops, but there are limited connectives used to link clauses in sentences.</p> <p>Speaking & Listening: Students can talk about matters of immediate importance, offering simple comments and opinions which are audible. Students can extend ideas by using specific examples. Standard English is attempted and used correctly most of the time.</p>
2	<p>Reading: Students can attempt to express some relevant comments in their work and begin to use textual evidence such as quotations or paraphrased comments to support their ideas, although this might be inconsistent.</p> <p>Writing: Students can focus on a topic/task set and clear paragraphs are used. Students can attempt to write using different sentence types which are generally grammatically correct. Punctuation control is attempted and is generally accurate while some attempts are made to vary engaging vocabulary. Simple words are spelled correctly and some complex words are used in writing.</p> <p>Speaking & Listening: Students can show confidence when speaking about things of interest by making some comments of relevance and making eye contact with their audience. Students can also speak in a way that sounds unscripted, using varied vocabulary. Standard English is used accurately most of the time.</p>
3	<p>Reading: Students can use quotations to support some of their ideas when writing about a text. Students mainly offer explicit inferences in their work, attempting to infer implicitly but not always successfully. Student shows signs of engaging with word choices in a text they have read.</p> <p>Writing: Students can organise paragraphs and ideas within them clearly but not always consistently. Students are starting to use a range of relevant sentence forms (simple, compound and complex) and vocabulary for effect. Writing is engaging and a wide range of vocabulary for effect is incorporated. There is some use of a variety of punctuation for effect, including speech marks and commas. A range of simple and complex words are accurately spelled.</p> <p>Speaking & Listening: Students can talk and listen with growing confidence in different contexts by developing and expressing ideas independently. Eye contact and body language is used to express emotions and students can show an understanding of the main points in discussion by asking relevant questions and expressing their opinion, through the use of appropriate phrases.</p>
4	<p>Reading: Students can offer explained and structured comments based on a text. They are starting to analyse language and structural methods and their effects on readers, while making links to social or historical context to support their ideas.</p> <p>Writing: Paragraphs in students' work is consistently organised and ideas within them are fluently linked, offering and developing well-structured ideas. Students can offer explained, structured and concise comments using varied sentence structures for effect. A wide range of vocabulary for effect is used to engage readers when writing for a range of forms, audiences and purposes. There is clear evidence of consciously chosen punctuation and spelling is mostly accurate, while there is some effort made to spell sophisticated words.</p> <p>Speaking & Listening: Students can talk and listen with confidence in a range of contexts, adapting and developing their ideas and purpose to achieve a desired effect. They are able to convey their</p>



	<p>opinions clearly through eye contact and body language. Students are able to make thoughtful contributions in discussions, feeding off other responses to build upon their own.</p>
5	<p>Reading: Students can offer clear and sustained comments which are thoughtful and clearly linked to the textual evidence they have selected. Analysis of language and methods used by writers is developed and intentionally considers more than one interpretation. Comments related to the social, political, historical or religious context are insightful or complex and used to justify their comments and interpretations.</p> <p>Writing: Writing is increasingly focused and engaging. Paragraphing is consistently linked to develop an engaging and well-structured plot/argument. Students can frequently demonstrate stronger control when writing in different forms to suit various purposes, using language and vocabulary in an ambitious manner. Students can also consistently use a variety of sentence types for effect, with some ambitious and accurate use of punctuation embedded within them. Students can also spell words with increasing levels of accuracy, including challenging words.</p> <p>Speaking & Listening: Students can adapt their talk to the demands of different contexts. They can engage their listeners with a variety of vocabulary and expression in their tone, while using eye contact, hand gestures and body language to aid their verbal expressions. Students can take active roles in discussion and build on the views of others confidently with less prompting.</p>
6	<p>Reading: Students can offer thoughtful, developed, controlled and insightful comments related to a text they have read, thinking more intentionally about the significance of extracts from a text in relation to the text they are from. Students can form developed explanations of the specific effects of a writer's choice of different language and structural features. Ideas related to the social, historical, biographical or literary contexts of a text are developed.</p> <p>Writing: Students can produce confident, well-structured and purposeful texts that communicate ideas confidently and with growing impact on the reader. They are able to show some adaptation of style and register to different forms, including using an impersonal style where appropriate. A complex range of sentence structures, punctuation and varied vocabulary are used for deliberate effects.</p> <p>Speaking & Listening: Students can confidently match their talk to the demands of different contexts. Vocabulary is used in precise and creative ways, while the consistent use of body language engages others. Students can organise their talk to communicate clearly, making significant contributions in discussion while also intuitively challenging the views of others in an appropriate manner to develop their own ideas.</p>
7	<p>Reading: Students can offer thoughtfully developed comments consistently throughout their writing. Students can also use a judicious range of textual evidence to support multiple interpretations and analyse the effects of methods used by a writer. Analysis of language and methods used by writer is sophisticated and effects are explored in detail. Links to social, political, historical and religious context are sophisticated and link well to students' interpretations.</p> <p>Writing: Students can write in an increasingly fluent manner and show appropriate and imaginative choices of style when writing in a range of forms. Students can consistently include and experiment with a wide range of complex ideas, communicating ideas confidently and with growing impact on their readers. Grammatical features, vocabulary and punctuation are used deliberately, accurately and effectively.</p> <p>Speaking & Listening: Students can maintain and develop their talk purposefully, adapting their eye contact and body language to meet the needs of different contexts. They make significant contributions to discussions by evaluating others' opinions.</p>
8	<p>Reading: Students can use convincing, critical, compelling and/or perceptive comments when discussing ideas, characters and themes from a text. Students can consistently use judicious quotations to support multiple interpretations from a text and they can consistently show a critical understanding of the explicit and implicit meanings of a text. Students can also consistently show a</p>



sophisticated development of effects of a range of language and structural features. Students can consistently develop ideas with reference to the social, historical, biographical or literary contexts of a text, demonstrating an ingrained understanding of relationships between the text and its context.

Writing: Students can produce ambitious, accomplished and effectively structured texts, including convincing, imaginative and compelling ideas in their writing to communicate with impact.

Grammatical features, vocabulary and punctuation for effect are consistently used deliberately, accurately and effectively in an extremely thoughtful manner.

Speaking & Listening: Students can select and utilise structures, styles and registers appropriately to offer a cohesive and fluent response in different contexts, such as class discussions and independent presentations. Students are also able to initiate and sustain discussions, while being sensitive to the development of discussions through their responses and body language.