

KS3 Writing matrix

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Meaning, purposes, readers	<ul style="list-style-type: none"> Beginning to adapt writing for different readers. Information and ideas presented clearly and appropriately for the purpose. Identify areas for improve, edit and redraft. 	<ul style="list-style-type: none"> Appropriate for purpose and reader. Presentation is adapted according to the task. Make connections and elaborate to ensure full coverage of topic. Content, structure, language and presentation suit purpose. Use writing matrix/criteria to identify ways to improve and then redraft. 	<ul style="list-style-type: none"> The meaning and purpose is clear and is adapted to the reader. Imaginative choices about content and presentation. Can summarise, discuss ideas and offer detailed explanations. Improve writing through independent review and redrafting. 	<ul style="list-style-type: none"> Style and register is adapted to purpose and audience. 	<ul style="list-style-type: none"> Appropriate choices of style suits a range of purposes and engages reader's interest. 	<ul style="list-style-type: none"> Features and expressions to convey particular effects are used to interest and engage the reader.
Structure, organisation and content.	<ul style="list-style-type: none"> Some good ideas selected but not clearly organised. Adapt structure to suit context. No paragraphs. Begin to describe characters and setting. 	<ul style="list-style-type: none"> Writing is lively and more organised. Ideas are easily understood and are mostly clear and organised. Some paragraphs are used. Setting and characters are described using basic details. 	<ul style="list-style-type: none"> Writing is varied and interesting. Ideas are clearly expressed and logically organised. Paragraphs used consistently throughout. Vivid descriptions of setting and characters. 	<ul style="list-style-type: none"> Writing engages and sustains reader's interest. Ideas are organised into effective paragraphs and paragraphs are linked. Literary devices are used (similes, metaphors, personification) Use dialogue to create character and develop plot. 	<ul style="list-style-type: none"> Writing is confident and creative. Longer pieces are coherent, sustained and developed. Paragraphs are used for clarity and effect and are linked. A range of literary devices are used (similes, metaphors, personification, tripling, alliteration) Good balance of dialogue, description and narrative. 	<ul style="list-style-type: none"> Flair and originality is evident. Writing is well structured and shows clear grasp of effective use of sections and paragraphing. A wide range of literary devices used confidently throughout. Effectively and vividly create characters, dialogue, description, events and settings.
Language	<ul style="list-style-type: none"> Words are sometimes chosen for variety and interest. Slang is used. Tenses (past, present and future) are mixed. 	<ul style="list-style-type: none"> Vocabulary choices are sometimes adventurous. Use more formal English than slang. Use third person to convey ideas, e.g. "According to experts...", "Sources reveal that..." etc. 	<ul style="list-style-type: none"> A more formal written style is used where appropriate. Vocabulary choices are imaginative and words are often used precisely. Use language to convey objectivity, e.g. "there are several different ways to look at this topic..." 	<ul style="list-style-type: none"> Uses a formal or an impersonal style where appropriate. Vocabulary is varied and used effectively to create effects. 	<ul style="list-style-type: none"> Vocabulary choices are sophisticated, imaginative and accurately used to create effects. 	<ul style="list-style-type: none"> Vocabulary choices are ambitious and precise and create effects and emphasis.
SPAG Spelling, punctuation and grammar. Handwriting.	<ul style="list-style-type: none"> Basic, simple sentences are used (connectives such as 'and, but, so' are used to join them). Spelling of simple words is usually accurate. Full stops, capital letters and questions marks used accurately. Handwriting is legible. 	<ul style="list-style-type: none"> Beginning to use a range of sentence structures. Some sentences start with verbs. Spelling is generally accurate, beginning to spell longer words correctly. Full stops, commas, capital letters, question marks and speech marks used accurately. Handwriting is fluent and legible. 	<ul style="list-style-type: none"> Simple, compound and complex sentences are used. A wider range of words are spelled correctly. Full stops, commas, capital letters, question marks, speech marks, brackets and apostrophes used accurately. Handwriting is legible and well presented. 	<ul style="list-style-type: none"> A range of simple, compound and complex sentences are used. Spelling is generally accurate with some errors in difficult words. A range of punctuation (including colons and semi colons) is usually used correctly to clarify meaning. Work is legible and well presented. 	<ul style="list-style-type: none"> A range of simple, compound and complex sentences are used throughout. Spelling is accurate, including that of complex, irregular words. A range of punctuation is used accurately and effectively. Work is legible and well presented. 	<ul style="list-style-type: none"> A range of sentence types used confidently throughout. Spelling is correct in all cases. Always uses a wide range of punctuation accurately and effectively. Work is legible and well presented.