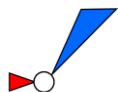


44 EA

bncdoc.id	ANS
bncdoc.year	1989
bncdoc.title	National curriculum English (ages 5-16).
bncdoc.info	National curriculum English (ages 5-16). Sample containing about 28115 words of miscellanea (domain: social science)
Text availability	Worldwide rights cleared
Publication date	1985-1993
Text type	Written miscellaneous
David Lee's classification	W_non_ac_polit_law_edu

<44/c>	comprehension which build on the experience of the best of the existing tests and of the APU's work, but which should also meet the following criteria. 16.50 First, they should be designed to arise naturally out of good primary practice. The choice of texts should draw on reading material of the kind children will encounter in school through the programmes of study we have recommended. If extracts rather than complete texts are used, they should be free-standing and coherent in structure and content. The test questions should be what experienced teachers would be likely to ask, taking account of the character of the reading material, its context and the purposes for which it would normally be encountered. The texts should be practicable to administer in the classroom context, and to mark and moderate. The marking should give credit for children's grasp of meaning and allow 'positive' errors to be distinguished from 'negative'. The results should be capable of being used formatively and to indicate any particular need for support for the child, or for more specific diagnostic assessment. For more able readers, the test results may point to the need for further enrichment. 16.51 At age 7, the pupil's response to the SAT might be mainly but not exclusively oral. At age 11, the SAT should be of greater length and complexity, and the pupil's response might be mainly but not exclusively written. Assessment in secondary school 16.52 Internal assessment of pupils in key stages 3 and 4 should be continuous and record their progress across all aspects of the attainment target. The record should build upon those which have been maintained for pupils in key stages 1 and 2. The principles we advocate in paragraphs 16.46 to 16.48 for record-keeping at the primary phase are also applicable for the record for pupils in key stages 3 and 4. We recommend that SEAC be invited to design and pilot national guidelines and a format for assessing and recording pupils' reading attainments, which can be readily administered and maintained by teachers. 16.53 For external assessment , we recommend that the SAT or SATs at key stages 3 and 4 should sample all the strands. They should cover in particular the pupils' response to literature, and their competence in using information and reference materials, and should meet the general criteria described above. At the end of key stage 3 the pupils' response should be mainly in written form but may include some oral work. At the end of key stage 4 the response should be in written form only. As with external assessment in the primary phase, we believe that new methods of testing pupils' reading skills may need to be devised, building on
 <p>Key:</p> <p>Footprint</p> <p>ConEn1</p> <p>Footprint</p> <p>ConEn2</p> <p>Footprint</p> <p>ConEn3</p>	<p>the best of GCSE practice</p> <p>. Writing 'The evidence gathered from successive surveys of pupils' attitudes to reading and writing suggests that the language experiences of many pupils is concentrated in a relatively narrow range of types of writing.' Introduction 17.1 The term 'writing' is ambiguous: in the first place, it can refer either to the process of writing or to the written product. The term is also ambiguous between the composing aspects of writing and the secretarial aspects, such as good handwriting and spelling. For example, it is possible now for word processors with spelling checkers to take over some of the proof-reading aspects of writing and to produce</p>

	<p>impeccable print-out. 17.2 Attainment targets and programmes of study must therefore cover both these aspects of writing, here called for convenience ‘composing’ and ‘secretarial’. The main principle is that the secretarial aspect should not be allowed to predominate in the assessment while the more complex aspects of composition are ignored. It is evident that a child may be a poor speller, but write well-structured and interesting stories, or be a good speller, but write badly structured and boring stories. Functions of written language 17.3 Written language serves many purposes both for individuals and for society as a whole, and is not limited to the communication of information. 17.4 For the individual author, writing can have cognitive functions in clarifying and supporting thought. (Spoken language also allows thoughts to be formulated in one’s own words, but written language has the added advantage of making a detached reflection on them possible.) Such writing is essentially private. At the level of whole societies, written language serves the functions of record keeping and of storing both information and literary works. It therefore supports and transmits the culture. Such writing is essentially public and intended for an audience. 17.5 These points are relevant both to programmes of study and to assessment, since they show that linguistic forms can not be corrected or assessed independently of their purpose. The nature of the assessment should be geared to the purpose of the writing. For example, it is perfectly appropriate to demand neatness, correct spelling, and features of Standard English in work which has a public purpose. But this may be less appropriate for work with essentially private purposes. The different functions of written language are an important topic for knowledge about language and part of an understanding of how society works. The relations between spoken and written language 17.6 There is no simple transition from spoken to written language. In the development of their writing, children have to move from casual to formal language, from spontaneous to planned language; and from a known to an unknown audience. Further, some</p>
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