

APPENDIX D: GUIDELINES FOR THE EVALUATION PROCESS OF AN INTERGRATED GRADE R RESOURCE PACK

COMPLIANCE WITH CAPS

- a) the subject content is written in format that speaks to: topics, content, concepts and skills;
- b) the teaching methodology is relevant and appropriate for Foundation Phase, and in particular Grade R;
- c) Teaching and learning includes moving from the concrete stage to semi concrete to abstract stage;
- d) Whole class, Shared Reading, Group Guided Reading, Independent Reading, Paired Reading;
- e) Whole class Teaching and Small Group Teaching approaches;
- f) Texts should be supported with graphics(illustrations) to support content;
- g) Content must be well organised, scaffolded and progression must be clear;
- h) The language used is accessible to teachers and learners in diverse school contexts.

BIG BOOKS

- a) One (1) Big Book containing twenty (20) theme-related stories
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 - the texts are suitable for South African learners and diverse contexts and cultures;
 - the level of language and vocabulary is relevant and appropriate for the grade;
 - the texts are differentiated to cater for different reading levels (Emergent, Beginner, Fluent, Independent)
 - the texts provide support for language across the curriculum (integration with other subjects);

- the texts include fiction and non-fiction genres;
- the texts are suitable for Whole Class, Shared Reading and Reading Aloud
- An A3 size with enlarged text and rhyming words where possible
- The cover should be durable (glossy, laminated)

GRADED READERS

a) Graded readers comprise of a set of full-colour readers, **6 titles per level (Level 1, 2, 3, 4, 5 and 6)**, containing the following:

- the texts are suitable for South African learners and diverse contexts and cultures
- the level of language and vocabulary is relevant and appropriate for the grade
- the texts are differentiated to cater for different reading levels (Emergent, Beginner, Fluent, Independent)
- the texts provide support for language across the curriculum (integration with other subjects)
- know whether the texts provide support for language across the curriculum (integration with other subjects)
- know whether the texts include fiction and non-fiction genres
- the texts are suitable for Guided Reading, Independent Reading, Paired Reading

POSTERS

- a) A set of 20 full colour and Durable (laminated, glossy) A2 size.
- b) Use enlarged Foundation Phase font and font size
- c) Posters must be culturally sensitive and display diversity
- d) Where possible to use photographs and not artwork that is not realistic
- e) Number of words on a poster, where applicable, should suit the purpose of the poster

TEACHER'S GUIDE

A Teacher's Guide should include the following:

A clear contents page – listing units/modules/chapters with page references

The Introduction including: An overview of the CAPS

Assessment with specific reference to the subject; the information on assessment must be appropriate/relevant to the particular subject.

The Teacher's Guide must:

- Be written in user-friendly language;
- Have an appropriate and user-friendly design and layout;
- Encourage critical thinking and metacognitive strategies;
- Provide the teacher with sufficient learner-tasks, to enable the learner to achieve the requirements of the CAPS;
- Learner-tasks should be appropriate for the level of learners in terms of grade level, language, knowledge, skills and concepts;
- Reflect the pedagogic principles contained in the CAPS;
- Show a balance between individual, pair, group and class activities
- Reflect the values stated in the Constitution e.g. sensitivity to gender, race, culture and religion; and
- Clearly explain the assessment within the activity/unit.
- Practical ideas should be included in the Teacher's Guide

The guide must also integrate the three subjects and use the Daily Programme in the CAPS documents as a guide.

STORY ANTHOLOGIES

- Story Anthology is for the Teacher
- It will be used for the story telling and Read Aloud sessions

- Stories must be diverse and should portray elements of culture and customs that are relevant for the language.
- Should comprise at least 30 - 40 short stories so that one story can be read or told per week
- Genres: fantasy, fable, parable, fairy tale, myth, mystery, science fiction, humorous tale, legends, traditional stories
- Stories must include an interactive component which will enable learners to engage with text and illustration.
- The anthology should be an A4 size Story book