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

• 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