

# LITERATURE:

## TYPES OF BOOKS & EVALUATION

**PICTURE BOOKS**

**DRAMA**

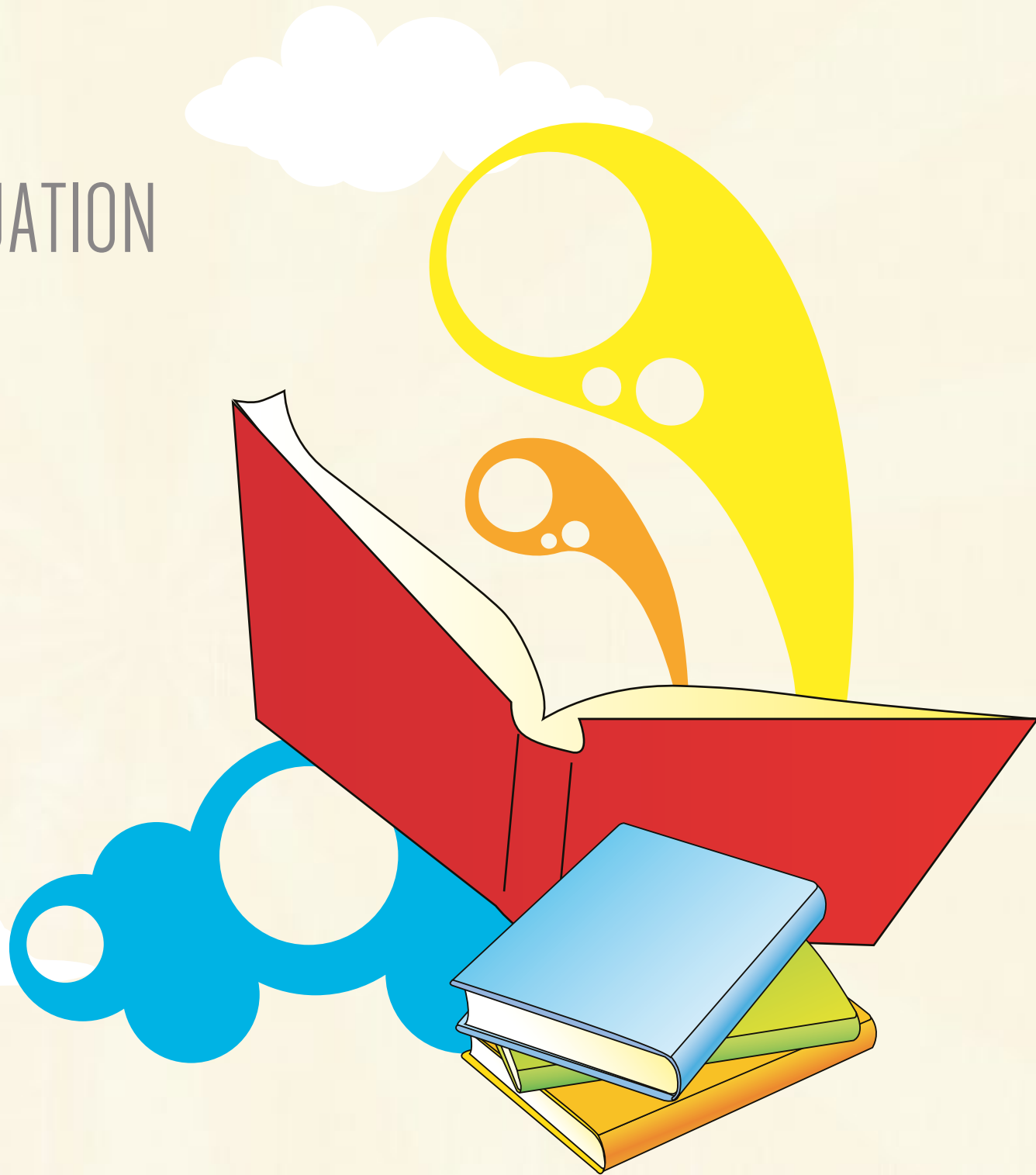
**BIOGRAPHIES**

**HISTORIC LITERATURE**

**REALITY LITERATURE**

**FANTASY**

**TRADITIONAL LITERATURE**



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## PICTURE BOOKS

**Picture books are more suitable for the foundation phase, but can be used in the intermediary phase.**

### ATTRIBUTES:

- Picture books are books where the text and illustrations are both very important when reading the book. The one does not work without the other.
- They develop a child's ability to organise a story in the correct order.
- Stories are told in a short period of time and space. Illustrations are used to give meaning to the text in such a short time.
- The repetition of illustrations assists in communicating the theme and other important aspects to the reader.

### GOAL:

- Develop the child's visual literacy.
- Evaluate illustrations (see flip side).
- Give children the opportunity to read independently and the opportunity to interpret the text by themselves.

### EVALUATION & NARRATIVE ELEMENTS:

- Narrative elements: see flip side for important information about the character, space and theme.
- Evaluate the book with regard to the value that it will add to the specific class and theme.

### TYPES:

- Wordless books, Play books, Alphabet books, Counting books, Conceptual books



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BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

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TRADITIONAL  
LITERATURE

## DRAMA

**Dramas are suitable for the foundation and intermediary phase.**

### ATTRIBUTES:

- A drama can be identified as a direct representation of events through dialogue, mimic and gestures.
- A drama is written with the intent that it will be put on stage. The space, characters, themes, events and style must therefore be able to be presented on stage.
- In the first part, the audience will be introduced to the main characters, the spaces and the conflict that is disturbing the peace.
- In the second part of the drama, the situation will become more complicated and the conflict will develop further.
- During the climax, the conflict reaches a breaking point that will lead to catastrophe and will change the drama.
- After the climax, the drama will gradually end.

### GOAL:

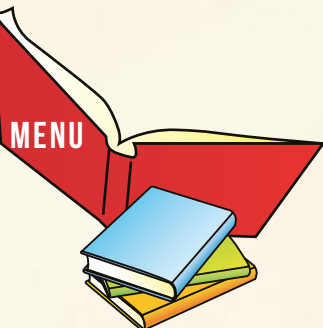
- Inspire children to become part of the story.
- Promote children's visual literacy.

### EVALUATION & NARRATIVE ELEMENTS:

- The narrative elements are not that important, but it must be possible to present them on stage.

### TYPES:

- Tragedy, Comedy, Melodrama.



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DRAMA

BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

FANTASY

TRADITIONAL  
LITERATURE

## BIOGRAPHIES

**Traditional literature is more suitable for the foundation phase, but can be used in the intermediary phase.**

### ATTRIBUTES:

- Literature that is about a specific person's life and the change that person made in the world.
- Non-fiction is also classed under biographies because it gives facts about real life.

### GOAL:

- Give facts to children in an enjoyable manner.
- Biographies can be a great role model for children.

### EVALUATION & NARRATIVE ELEMENTS:

- Narrative elements are not as important because the book is based on reality.
- The facts have to be accurate at all times.

### TYPES:

- Biographies, Non-fiction, Autobiographies.



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PICTURE BOOKS

DRAMA

BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

FANTASY

TRADITIONAL  
LITERATURE

## HISTORIC LITERATURE

**Historic literature is more suitable for the intermediary phase.**

### ATTRIBUTES:

- The reader is introduced to other periods of history.
- They do not have to concern the actual events, but they have to be based on the time period.
- It is a blend of historical facts and fiction.

### GOAL:

- Make history enjoyable for children.
- Show children how people lived in previous times.
- Propose solutions for conflicts.

### EVALUATION & NARRATIVE ELEMENTS:

- All the narrative elements are important (see flip side).
- The most important one is that the historical aspects must be credible.

### TYPES:

- Family tales and Historic events.



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PICTURE BOOKS

DRAMA

BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

FANTASY

TRADITIONAL  
LITERATURE

## REALITY LITERATURE

**Reality literature is suitable for the intermediary phase.**

### ATTRIBUTES:

- Stories that are based on situations that can happen in reality.
- Stories where children's lives are portrayed as realistically as possible so children can understand situations and can learn from them.

### GOAL:

- Confront children with reality and teach them to handle it.
- Develop children's views on groups, cultures and other aspects.

### EVALUATION & NARRATIVE ELEMENTS:

- All the narrative elements are important (see flip side).
- The most important aspect is that it has to be realistic.
- Themes have to be in line with the child's world and have to be of value to the child.

### TYPES:

- Family, Social commentary, Adventure, Animals, Sport, Mystery, Humour and Growing up.

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PICTURE BOOKS

DRAMA

BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

FANTASY

TRADITIONAL  
LITERATURE

## FANTASY

**Fantasy books are suitable for the foundation phase and intermediary phase.**

### ATTRIBUTES:

- It is the creation of a whole new world.
- The ending is usually positive.
- Fairies and gnomes are present in fantasy, but they have no symbolic value.
- There are no firm laws; they can be changed by the author.
- Fantasy works on the subconscious of the child.

### GOAL:

- Help children to develop their curiosity.
- Let children observe the world around them.
- Sensitise children towards rules and variations in rules.
- Help children to handle the real world.

### EVALUATION & NARRATIVE ELEMENTS:

- Narrative elements; see flip side for character, narrator, space and theme.

### TYPES:

- Modern, Animals, Toys, Magic, Travel, Supernatural and Science fiction.



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PICTURE BOOKS

DRAMA

BIOGRAPHIES

HISTORIC  
LITERATURE

REALITY  
LITERATURE

FANTASY

TRADITIONAL  
LITERATURE

## TRADITIONAL LITERATURE

**Traditional literature is more suitable for the foundation phase, but can be used in the intermediary phase.**

### ATTRIBUTES:

- Stories usually begin with 'long ago' and have happy endings.
- They usually illustrate the archetypes from which children learn.
- There are no fairies and gnomes.
- The number three (sometimes five and seven as well) plays an important role.
- They have magical elements where the characters can perform magic.
- The author is unknown; these stories are told.

### GOAL:

- Gratify a need to articulate fears and dreams.
- Gratify the need to create order where there is no order.
- Speaks to family rivalry, questions about identity, and growing up.
- Gratify children's need to answer questions about the magic of the natural world.
- Traditional literature gives moral values to children.

### EVALUATION & NARRATIVE ELEMENTS:

- Narrative elements; see flip side for characters and themes that are important.
- Violence is acceptable in traditional literature.

### TYPES:

- Folklore, Fables, Legends, Myths.

