

Abstract

Our research follows up longitudinal study of doc. PhDr. Gabriela Seidlová Málková, Ph.D. on Faculty of humanities, Charles University. In the years 2010-2012 four subsequent research of 127 preschool children age 3,5 – 5,5 years took place.

In 2017 we succeeded in searching for 40 children attending at that time 5th class in elementary school. We captured current abilities of that children, especially reading. Our interest was to investigate decoding and reading comprehension.

In agreement with previous research results we found out, that reading comprehension relates statistically significantly to decoding skill, listening comprehension, vocabulary, language awareness and nonverbal intelligence (all in elementary school).

Based on the tests in nursery school, we divided children to three groups, and we described two outer – more (Comparative group) and less (Deficit group) language equipped. We traced reading profiles of these two groups in elementary school (5th grade).

Keywords: language skills, reading literacy, reading comprehension, reading abilities, diagnostics of reading, development of reading skills, decoding