

## **ABSTRACT**

This study evaluates the benefits of short-term, relatively intensively implemented training programme aimed at enhancing the development of pre-reading skills (specifically phoneme awareness and letter knowledge) in the last year of kindergarten. The evaluation of the benefits is carried out in comparison with the situation without the implementation of the work methodology and with the use of available work content with content aimed at the development of graphomotor skills with commented instruction. Sixty-nine children from four kindergartens were randomly assigned to three groups: pre-reading intervention group (resp. phoneme awareness and letter knowledge intervention), graphomotor skills intervention group and no- training group. Intervention programs were implemented as a 10-week training programmes in the frequency of 3 training lessons per week. The results provide an evaluation of the variability pre-literacy pre-reading performance in regular kindergarten classes and the benefits of the evaluated training program in terms of mobilizing pre-literacy pre-reading skills before starting school. This work maps the current situation in the field of intervention/training tools, their specifics and targets literacy and key pre-literacy skills important for the development of children in the preschool period. An integral part is the presentation of the pre-reading training program "Větuška a Slovánek v lese plném hlásek a písmen" compiled on the basis of the research training study of this work.

## **KEYWORDS**

Phoneme awareness, letter knowledge, pre-literacy intervention, preschool age children, pre-reading training program, development of pre-literacy skills.