

ABSTRACT

This thesis deals with the issue of school readiness of children with speech difficulties in the preschool period. The theoretical part of the thesis describes in detail the areas of preschool child development, as well as communication of the preschool child, school maturity and readiness, and diagnosis of school maturity and readiness. In the practical part of the thesis, qualitative research is conducted using a diagnostic method to assess school maturity in children with impaired communication skills who are awaiting entry into primary school. Subsequently, individual speech and language therapy interventions are designed for those children who, based on the results of the assessment, are ready to enter primary school. The aim of the work is to contribute to a better understanding of the issue of school readiness of children with impaired communication skills and to provide practical tools to support the communication skills of these children in preparation for entry into primary school. The design of the speech therapy intervention serves as a complement to home practice before starting primary school.

KEYWORDS

Preschool period, communication skills, impaired communication ability, school readiness, school maturity, diagnostics.

