

ABSTRAKT:

The aim of the diploma thesis is to analyze, improve and evaluate selected pre-reading skills of pupils at the beginning of schooling, to propose and implement suitable activities that would help the development of these skills, to monitor their development during the first year of schooling and to compare how and which skills can affect success in reading literacy. The main goal is to change current practice, intervene in reality and improve the situation in the group. The diploma thesis seeks answers to the research questions, what is the level of pre-reading skills of pupils at the beginning of schooling, how does the level of pre-reading skills of pupils change during the first year of schooling, what specific pre-reading skills can serve as indicators of early difficulties in reading literacy, what is the relationship between the level of pre-reading skills and later reading skills in pupils in the 1st year of elementary school, what intervention strategies can be used to support pupils with a low level of pre-reading skills. Research questions help to clearly define what the research is focusing on. They make it possible to focus on specific aspects of the problem and avoid deviating from the research objectives.

The theoretical part of the diploma thesis "Pre-reading skills as an indicator of early difficulties in reading literacy" focuses on the analysis of selected pre-reading skills and their importance for reading literacy. The work examines key aspects of reading preliteracy, its support within school documents and identifies early difficulties that can affect children's success in learning to read. It focuses on the development of pre-reading skills, identifying and developing the key skills that children need before beginning reading instruction. These include phonemic awareness, vocabulary, letter knowledge, visual and auditory perception, and the ability to tell a story.

In the practical part, it is a qualitative form of research, specifically action research in several phases. Pre-reading skills are presented here, which were practically tested with the first-grade pupils of ZŠ Ke Kateřinkám in Prague 11. The survey took place in three phases: first in October 2023, when the pupils prepared twelve worksheets focused on visual and auditory perception, then in December, when they repeated the tasks with a higher error rate, and finally in April when they were tested again. The results show how impaired visual and auditory perception affects the successful mastery of pre-reading and reading skills.