

Abstract (in English):

This bachelor's thesis focuses on the impact of home literacy environment on the reading of first grade children. The aim of this study was to identify, based on literacy research, separate dimensions of the home literacy environment and, with a statistical model, test its impact on the children's reading activities. In this thesis, reading is conceptualized as an activity of reading rather than reading abilities of children. The theoretical part starts with introducing the topic of children's reading and reading socialization. The main part, then, focuses on distinguishing different dimensions of home literacy environment and on how they impact children's reading. Chiefly, a distinction is made between passive home literacy environment, representing the conditions for imitation of reading (number of books at home and reading habits of the parents), and active home literacy environment representing reading activities with the children. The active dimension is further divided into formal activities that focus on how the parents tutor their child in reading and informal reading activities, which are more about spending joint time with the children reading or talking about the books. The main results show that passive home literacy environment and informal activities are more or less linked to each other, denoted by a weaker statistical impact of the informal activities when the passive dimension is considered. Nevertheless, both dimensions seem to be important in the process of acquisition of reading as a free time activity. The formal activities, on the other hand, seem to have no impact on the child's reading activities. This thesis furthered the present knowledge by focusing on the impact of home literacy environment on children's reading as an activity, whereas past studies mainly focused on reading abilities (literacy). The results support the idea that home literacy environment is an important aspect in the process of becoming a reader and could be considered as a base for future research.

Key words:

Reading, children's reading, reading literacy, home literacy environment, family background, reading frequency, love of reading