

ABSTRACT

This diploma thesis is devoted to the topic of the developmental interdependence of social disadvantage and literacy skills in the first grade of primary school. The theses are centred around an empirical study based on data collected in a semi-longitudinal approach. The theoretical part presents key theoretical concepts relevant for the conducted research. Based on the findings of the so-called psycholinguistic literacy research, the skills that play a fundamental, causal role in the development of initial reading and spelling are presented in a structured form and in mutual contexts. Special attention is paid to the phenomenon of social disadvantage, with an emphasis on understanding social disadvantage as a risk factor in the literacy development. The empirical research study was conceived as an in-depth probe into the development of literacy skills of 11 pupils who, on the basis of educational measures in connection with the threat of negative consequences of a situation of social disadvantage, completed the preparatory year for entering the first year of primary school. In the form of individual diagnostic investigations with the support of available psychometric tests, the structure of language, pre-literacy, early reading and writing skills was determined in the period of attendance in the preparatory year. After six years, the pupils were again sought out and subjected to a repeated investigation in order to describe the structure of their language, reading and spelling skills. The obtained research data were subjected to descriptive and correlational analyses with the aim of identifying the image of literacy profiles of pupils at risk of social disadvantage as well as individual developmental trends at the level of literacy.

Keywords: pre-literacy skills, literacy skills, psycholinguistic perspective, literacy development, social disadvantage