Abstract

This diploma thesis focuses on the support of reading preliteracy in preparatory classes. The theoretical part discusses literacy in general, reading literacy as its key domain and literacy as preparation for acquiring knowledge. The support role of family and preschool is defined. Further this thesis discusses preparatory classes, school maturity of pre-school children and postponement of compulsory school attendance as an indicator for admission to preparatory classes.

The aim of this research was to find out how teachers support reading literacy in preparatory classes. Data was obtained through semi-structured interviews with teachers of preparatory classes for the school year 2017/2018. The research questions focused on the population of preparatory classes, methods and practices of teachers to support reading literacy, collaboration with other professionals and organizations supporting reading literacy and the tools used in teaching.

The experiences of teachers of preparatory classes show that the respondents are interested in reading literacy and are knowledgeable in this issue. The educators are initiative during the classes and reading literacy is highly valued. It is considered to be of great importance mainly for the successful continuation of the pupils in education and school attendance. In the interviews, the teachers listed a number of methods and tools used to support reading literacy that have proven to be helpful to the pupils' specific problems. These are often speech disorders caused by different mother tongue or lack of communication and support from the family environment.

Keywords

Reading preliteracy, reading, book, preparatory class, postponement of compulsory school, attendance, school maturity