

ABSTRACT

The topic of the bachelor thesis is an exploration of relationships of key pre-literacy skills (phonemic awareness, knowledge of letters, rapid automatized naming) and a short-term verbal memory. The purpose of the exploration is to seek a deeper understanding of the processes of short-term verbal memory involved in the early acquisition of reading and writing.

The bachelor thesis is divided into theoretical and empirical part. The theoretical part defines the assumptions of the development of reading skills and those that we can consider as the most important in the development of reading skills based on research. The emphasis is placed on short-term verbal memory in the development of reading skills. How important short-term verbal memory is in the development of reading skills is a question of research. The question arising from these research is whether the effect of short-term verbal memory on reading is reducible on the quality of phonological processing or whether short-term verbal memory has a separable effect on the initial acquisition of reading.

The empirical part of the thesis describes research carried out in two state kindergartens in the Capital City of Prague. A total of 19 children in the last year of kindergarten were given tests mapping pre-literacy skills (phonemic awareness, knowledge of letters, rapid automatized naming, short-term verbal memory).

The empirical part of the thesis is divided into a descriptive and an analytical part. The descriptive part is focused on the description of the developmental picture of individual examined literacy indicators. In the analytical part, correlation analysis is used to reveal the relationships of degree and intensity between key pre-literacy skills and short-term verbal memory. The results of the research show a statistically significant relationship between phonological memory and the ability to recognize letters in the last year of kindergarten.

KEYWORDS

Short-term verbal memory, phoneme awareness, letter knowledge, preschool children

