

ABSTRACT

The thesis focuses on the work with didactic aids for initial reading literacy. It is divided into theoretical and empirical parts. The theoretical part is divided into two parts. The first part describes what early literacy is, lists and describes methods of teaching early reading, stunted readers, developmental learning disabilities, assessment of instruction, and typical errors in early reading. In the second part of the theoretical part, didactic resources, both material and non-material, and teaching aids are listed and described. The empirical part is divided into three parts, in the first part the aim is to verify the functionality of the produced aids and to find out their effectiveness, the produced aids for the selected school are described and then they are verified with students. In the second part, the aim is to produce didactic aids for early literacy and thus inspire other teachers, the produced aids for early literacy are described and further innovations are devised for them. And in the third part, the aim is to find out through a questionnaire what methods, strategies and didactic aids are used by teachers in supporting students in early literacy, the answers to the questionnaire are summarized here, which answered me what methods, forms, principles and didactic aids are used most by teachers in teaching early reading. In the empirical part, three methods are used namely observation, oral questioning and questionnaire interviewing. It has been proved that my aids are functional and effective and that the most used method is analytical-synthetic, the most used organizational form is collective and the most important principle is demonstrative.