

ABSTRACT

This bachelor's thesis addresses the subject of reading corners in nursery schools. Its objective is to describe four chosen reading corners, including the activities conducted within them, propose modifications that could enhance these corners, and highlight discoveries that may inspire other educators. The theoretical section provides an overview of the concept of preliteracy and presents information and recommendations on the establishment of reading corners, their placement, furnishings, and activities. The practical section adopts a qualitative research approach, specifically a descriptive multiple-case study, employing interviews with teachers and children, observations, and analysis of books and materials as data collection methods. Utilizing the gathered data, comprehensive descriptions of the reading corners in the four visited classrooms were developed, upon which suggestions for improving these areas were proposed, and exemplary instances of practice were emphasized. Although each classroom has its own distinct characteristics, it can be summarized that all reading corners are situated in a room corner, well-lit, and furnished with comfortable seating. Generally, books are stored with the spine facing outward and are only categorized based on whether the children can retrieve them independently. Only one classroom marks categories with a picture and a caption. Regarding genres, all classes possess a wide selection of informational and narrative books, but some lack poetry and books from which children can read the story solely from the illustrations. A notable drawback of the visited corners is the limited provision of other literacy materials items and the relatively low number of activities directly associated with the reading corner. Nevertheless, teachers from all classes express interest in promoting preliteracy, and this bachelor's thesis could serve as an impulse for them to enhance the existing reading corners.