

Abstract

This bachelor thesis focuses on prereading and early literacy in children with hearing impairments. There are two parts, firstly a theoretical part and secondly a practical part. The theoretical part provides definitions of literacy and looks at different approaches by various authors. This generally focuses on reading literacy, prereading and early literacy, and issues of children's reading. Next are outlined factors affecting prereading and early literacy, and early reading skills in children with hearing disabilities. The following chapter examines literacy and how it relates to the Curriculum Framework for Preschool Education. The Final section of the theoretical part is devoted to testing prereading and early literacy in both the Czech Republic and the international environment, not only for pupils with hearing disabilities, but also hearing pupils. The practical part is devoted to investigating research into prereading and the early literacy of children with hearing impairment in nursery schools for the deaf in the Czech Republic; focusing on their final year before entering elementary school.

Keywords

Literacy, Prereading and Early Literacy / Emergent literacy, Prereading and early skills, Child with hearing impairments, Testing of emergent literacy