

ABSTRACT

The thesis Reading Workshop in Kindergarten as a support for the development of reading literacy deals in the theoretical part with the characteristics of pre-school children and their capabilities. It further investigates the methods that could be used for and are essential for the development of reading literacy in the pre-school age and the role of the family in this respect. The theoretical part is concluded with the introduction of the scheme Reading and Writing for Critical Thinking mentioning its basic resources. It shows that the reading workshop methods are very efficient for the active learning of children.

The practical part describes 7 reading workshops that have been implemented in a typical kindergarten and this is supplemented with detailed comments. The empirical part investigates the family environment of children and, as based on parents' observations, it evaluates the contribution of reading workshops to the development of reading literacy of pre-school children. Reading workshops proved to be beneficial especially in terms of the growing interest of children in reading and also in terms of children's creativity development.

KEYWORDS

Reading Workshop, reading literacy, kindergarten, work with book, Reading and Writing for Critical Thinking (RWCT), family, reading, literary education