

ABSTRACT

Preschoolers are surrounded by illustrated texts. They actively explore the characteristics and function of the print and construct their own hypotheses about it before they learn to read. The aim of this bachelor thesis is to find out how these children interpret text accompanied by the picture and how their ideas develop. Its theoretical part focuses mainly on the work of Argentine psychologist Emilia Ferreiro. The practical part is dedicated to qualitative research which is inspired by the work of Ferreiro. Data were collected from 13 children aged 3-6 years. Four cards with different combinations of text and picture were presented to each child. By an individual interview were captured the strategies used by each child in an attempt to interpret the text. These strategies were described and divided into several categories.