

Abstract:

The aim of the study was to demonstrate that the reading strategies can be applied even for the preschool children. These strategies help children to understand the text read out aloud. In the theoretical part I am devoted to define the concept of pre-reading literacy, its connection with critical thinking and introducing the program Reading and Writing for Critical Thinking. I also clarified the relationship between reading skills and reading strategies, approached selected reading strategies and possible methods for their development. In conclusion of the theoretical part I outlined some of the strategies that might be suitable for working with preschool children.

In the practical part I focused on the acquisition of individual strategies for preschool children, for the exact strategies: connecting (text to self, text to text, text to world), visualizing, predicting, reasoning, summarizing and questioning. Each of them I presented on concrete examples. I also proposed an integrated project involving work with these strategies, which I realized and then analysed.

Based on the results of research, I have concluded that preschool children can work very well with these strategies, while indicating that these significantly contribute to the comprehension of the text of preschool children.

Keywords: reading literacy, pre-reading literacy, pre-reading strategies