

ABSTRACT

This diploma thesis is focused on discovering pre-writing and pre-reading developmental skills in preschools with the „Step by Step“ programme and a traditional preschool programme.

The theoretical part is focused on explaining school maturity and school readiness, analysing pre-writing and pre-reading skills, analysing Framework Education Programme for Preschools within the frame of these skills and introduction of working principals in preschools with a „Step by Step“ programme.

The aim of the practical part of this diploma thesis was to discover the preschool children's level of pre-writing and pre-reading developmental skills with the „Step by Step“ programme in comparison with a traditional preschool programme. Data were collected by using a mixed method research design: a questionnaire, an observation, worksheets and didactic games were used. One hundred and eight children participated in this research in September 2018. The research was repeated in May 2019 with participation of one hundred and five children. Eleven teachers filled up the questionnaire.

The research results shown that the children from preschools with „Step by Step“ gained better results overall when filling worksheets in comparison with the children from preschools following the traditional preschool programme in September 2018 and in May 2019. In September 2018, the children from preschools with „Step by Step“ reached better results in activity focused on the ability to recognize and create rhymes in comparison with the children from preschools following the traditional preschool programme. In May 2019, the opposite results were discovered. The children from preschools following the traditional preschool programme gained better results in the activity focused on using a book and understanding reading with the Narrator than the children from preschools with „Step by Step“.