

This dissertation work is dealing with developmental markers of predictors of reading and writing among the children at the end of preschool age and at the beginning of school entry. Diagnostics of these predictors and intervention can reduce children's difficulties in the process of acquiring reading and writing abilities. First four chapters are theoretical. They describe general concepts of reading and writing. These school abilities are considered in relationship to the literacy development. Psychological nature of reading and writing and developmental predictors of their progress are also discussed. Current trends in early recognition of developmental deficits causing difficulties in acquiring reading and writing are introduced. Test rizika poruch čtení pro rané školáky (Test of risk of reading difficulties of children of early school age) is a method that can help to find children with future reading and writing difficulties and to provoke the need for an early intervention in the school environment. The first aim of the empirical part of this work was to create and standardize this screening method. It was confirmed that this method suits the requirements on diagnostic tools and that it is suitable for examination of the predictors of reading and writing at the time of school beginning. The aim of the second part of the empirical study was to answer questions about what attention is paid to developmental deficits in our counselling system, including risk of dyslexia that might at the end of preschool age signal future difficulties in reading and writing and how is this question reflected during the diagnostics of school maturity.