

ABSTRACT

The goal of this bachelor thesis is to explain the progress in writing skills development and phonological segmentation of children in preschool age. This work is based on research of Emilia Ferreiro and Sofie Vernon and on research of Constance Kamii and Maryann Manning. Combination of these theories and the methods were integrated in the experimental part of this work. Participants got three task. The task focused on phonological segmentation was chosen from the research of Ferreiro and the task aimed at the ability of writing was chosen from the research of Kamii and Manning. Additionally a task focused on „reading with pictures“ was chosen from the research of Ferreiro. These tasks were administrated as an experiment on the sample of fourteen children in preschool age. The results were interpreted separately for each children followed by a complex elaboration of the relation between the development of writing and the development of ability to segment words. According to the results, these two categorizations are in relation. In addition there is one chapter aimed at specificities in products of children. The results are in a form of a hypotheses.