

This thesis deals with the postponement of compulsory school attendance. The theoretical part defines the characteristics of the pre-season in terms of the development of key competencies and skills as a prerequisite for entry into school and also describes the concept of school readiness and legislative definition postponement of compulsory school attendance. It also discusses the risk areas for children and their removal. The work also addresses the key factors that may dominate in the postponement of school attendance (eg. Family socio-culturally disadvantaged environment, attention deficits, speech problems, health problems) and possible sources of support for the child at risk for school attendance postponement (eg. : Family , kindergartens, educational-psychological counseling centers, special pedagogical center, leisure activities, etc.). I also mention the risk of early entry into primary school. In the practical part we will learn what areas of risk in children most often. Results get the records of the child's progress during the first term of the school year, based on which we can experience a significant shift of children in different areas and with the help of a questionnaire survey, observation of children. The aim is to map areas at risk children and to monitor the effect of specially developed program for the development pregramotnostnich assumptions. The result of the research will be significant shifts of children in high-risk areas for the first half of the school year and to correct them. Research is carried out in a normal kindergarten. As a supplementary data collection methods will be chosen analysis of several case studies, questionnaires for parents.