

ABSTRACT

The aim of the thesis is to show how important is the role of parents in the development of pre-literacy reading. In the theoretical part, I focused on the definition of reading literacy and pre-literacy reading and explanation the difference between them. I also described components and phases of the pre-literacy reading and possibilities of its development. I tried to emphasize the role played in the development by not only teachers, but also by parents, and to describe the methods which can enhance readership. Furthermore, I mentioned the types of reading strategies. In conclusion of the theoretical part I pointed out the influence which the reading has on the development of children's personality and what the research says about the role of parents.

In the empirical part I analysed questionnaires filled out by parents from kindergarten with an effort to develop a typology of parents who do read to their children and who do not. Additional conversations helped me clarify what affects the reading of the parents has – it turned out that it is all about relationship to reading; parents who were in childhood read aloud, now they read to their children. Educated parents are more likely to accompany reading by other activities and rituals.

In conclusion, I tried to figure out how can one lead non-readers to reading.

KEYWORDS

early literacy, elcution, reading in the family, working with a book, methods development
early literacy

