

## 6 Reading Skills

2006/2007 was the first school year in which CSI made an evaluation of the support being provided for developing reading skills. In kindergartens, the inspectorate looked at the activities that are part of the effort to prepare children for their future learning of how to read and write. In primary and secondary schools, the inspectorate looked at the teaching of the Czech language; and – to a somewhat lesser degree – the inspectorate also looked at the utilization of reading skills in other subjects. CSI also carried out certain activities, which were part of the PISA international study that was conducted in previous years. During the inspections, the inspectorate utilized some of the experience it had gained in these previous studies and it focused on the areas in which Czech students had repeatedly been shown to have had deficiencies.

### 6.1 *Preschool Education*

The inspectorate examined 77 kindergartens, where it evaluated the current status of the practical testing of the projects that are expounded in the 'Child and Its Mental Processes' focus area, prior to the implementation of school educational programmes at the schools. This particular focus area has been properly incorporated into the school educational programmes of 88% of the schools. The preparedness of the teachers was rated as 'good' and 67% of them took advantage of the available continuing education programmes that focused on the given area.

73% of the kindergartens also focused on the development of the knowledge and skills that precede the reading and writing stage, in addition to their focus on the development of verbal and nonverbal communication skills and the proper ways in which to express oneself. The most commonly used methods include browsing through books and practicing the ability to recognize and replicate graphic symbols, shapes, numbers and letters. The kindergartens also focus on pronunciation-related problems. Logaedic care programmes were being implemented at 37% of the schools.