

The following monitored organisational and motivating activities supporting the development of functional literacy were applied most frequently:

- differentiated tasks and requirements according to the capabilities and possibilities of children (of which mostly social literacy, in particular support for development of children's creativity, sensitivity and taste);
- leading children toward searching for relations between individual areas of education (this relates mostly reading literacy, in particular searching for information and following work with it, and towards natural science literacy, mainly the creation of opportunities for experimenting with and manipulating different subjects);
- regular assessment of children and learning from errors made (this relates mostly to reading literacy, in particular support for the development of aesthetic perception, feeling and experience).

Application of motivation activities in order to support the development of other functional literacy (basis of a foreign language, elementary mathematical skills and use of ICT) was not very visible. Only more frequent out-of-school events, preparation of children for contests and participation in such contests supported multicultural education.

With regard to the development of functional literacy **group cooperative instruction** dominates, but the creation of conditions for work with children, individualised teaching and provision of opportunities to children with SEN with respect to their needs also substantially contribute to the development of functional literacy. The hypothesis is that the influence of frequently applied **frontal teaching** on the effectiveness of support for the development of functional literacy as well as on the creation of a favourable climate is, when taken as a whole, lower than the influence of other forms used.

Activating methods unambiguously dominate in efficient support for the development of functional literacy, primarily in social literacy, natural science literacy and also in education towards health. Moreover, the contribution of **illustratively demonstrating methods**, in particular simple experimenting, is also very significant. Story telling by teachers and communication with children cross-cut all types of functional literacy and appears to be effective; however, relations seem to be less visible than in the case of the above-mentioned methods.

Development of Pre-reading Skills

Inspection evaluations of the CSI concentrated on key competences – mastering skills preceding reading and writing; development of speech and receptive language skills (perception, listening and understanding) as well as productive language skills (pronunciation, creation of terms, oral speech, ability to express themselves). The table below presents the occurrence of the monitored indicators in lessons (as percentages) using comparisons of small and large kindergartens.