

Dear readers,

We are pleased to present the third issue of the third volume of our *The Literacy, Preliteracy and Education Journal* to you. As scheduled, it is published in English in order to enable the authors and the journal to reach a wider audience and share their research findings and project reports with colleagues abroad. Although it is not a monothematic special issue, when we look at the published articles, we may conclude that there is one strong thread connecting all of them, regardless of the diverse topics of literacy. Whether the article focuses on pre-literacy and reading, language education, or methodological research issues in literacy, they all pay attention to support and the prevention of literacy difficulties. We therefore hope that the contributions will find their readers not only among researchers, but also experts from practice. But first let us briefly introduce each of the papers.

The first review paper, *Predictive models of literacy and deficit and an overview of research*, by Tereza Medřická and Anna Kucharská, provides an overview of variability in different areas of the study of the development of reading literacy,

literacy deficit and predictive models, including examples of meta-analytical research studies.

The second research study, *Awareness of the Good Start Method and its Application in the Current Pedagogical Practice in the Czech Republic*, by Milena Kmentová, presents the results of a questionnaire survey focused on obtaining information about the level of awareness of kindergarten teachers about the Good Start Method (GSM) and its application. This research is part of a broader pedagogical research study that aims to increase interest in GSM and design educational material that implements the principles of GSM in practice.

The third paper, *ENGAGED or DISENGAGED? Online Materials to Help Language Teachers Support their Pupils with Dyslexia More Fully*, presents a report by Věra Janíková, Ailsa Marion Randall, Michaela Sojková Šamalová and Pavla Marečková, summarizing information about the international ENGAGE project, which aims to support teachers working with primary school pupils with specific educational needs.

The final contribution is a report by Markéta Švamberg Šauerová, *Projects Supporting the Development of the Pre-*

reading Skills of Children from an Early Age, which deals with reading literacy as a part of modern human education from early childhood. It introduces general characteristics and a description of the main phases of three reading projects prepared to support the development of reading in preschool and school-age children.

In conclusion, let us thank you for your interest and invite you also to follow

our journal in 2020. If you are interested in contributing a theoretical, methodological or overview study or report or review to other issues of our journal, do not hesitate to contact our editorial board via the contact email gramotnost@pedf.cuni.cz.

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