Identifying Early Readers at the Start of Their Compulsory Education

Lenka Zemanová, Radka Wildová

Abstract: This contribution describes a way to identify early readers at the very start of their compulsory school attendance by using a time-saving group activity. Early readers are first-year primary school pupils who have learnt to read and understand what they read at least at the level of words or short sentences when they start school.

The different levels of reading skills at the beginning of the first year of primary school put a great strain on teachers. It is necessary to provide all children with suitable stimuli to develop their initial reading literacy and support their motivation to read. To reach this goal, it is necessary to have an overview of the pupils' current knowledge and skills. This text offers a way to get a general overview of each pupil's reading skills within one lesson. The procedure was developed for children who are learning to read in Czech, so it is also explained on this premise. However, we believe that the principle by which reading skills are determined is applicable to other languages as well. Therefore, we primarily present here a general methodological procedure which can be adapted to different languages as needed. After the initial examination, further activities should follow according to the individual teacher's choice, which will refine the knowledge acquired and enable the planning of subsequent learning activities.

Key words: early reading, identification of early readers, reading comprehension, the start of school attendance, initial reading literacy development, group activity

Introduction

Primary school is often associated with the idea of the basic things that it is necessary to learn at school, i.e. what is traditionally known as "the three Rs" (**r**eading, w**r**iting, and a**r**ithmetic).

One of the key skills is reading, nowadays perceived in a broader context as reading literacy, which is defined in various ways. Historically, it was understood primarily as a tool for communication in writing. In this text, we will proceed from the PISA[1] definition. Even this definition

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[1]   The OECD's Programme for International Student Assessment.

has undergone certain changes and specifications. The newest is the definition from 2016 (for a research survey in 2018): *Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society* (OECD, 2016, p. 11).

We live in a rapidly changing world, in which both the quantity and variety of written materials are increasing and where people are expected to use these materials in new and complex ways. It is now generally accepted that our understanding of reading literacy is evolving along with changes in society. The goal of education has continued to shift its emphasis from the collection and memorisation of information to the inclusion of a broader concept of knowledge. That is why reading literacy includes a wide range of cognitive competencies, from basic decoding to knowledge of words, grammar and larger textual structures, and metacognitive competencies. Metacognitive competencies are activated by the reader's thinking about, monitoring, and adjusting their reading activity for a particular goal (OECD, 2016).

The education system must also respond to these changing circumstances. The start of compulsory education is a key period during which a child acquires the basics of reading literacy. At the same time, it is necessary to take into consideration the fact that classes are not homogeneous. There are often children with different levels of knowledge and skills in different fields and subjects. Children with a different native language, children with special educational needs, and even gifted children come to school. Teachers must first get to know their class and then select the methods and types of work that will be suitable for each pupil so that everyone can develop according to their needs and abilities.

Some children come to school already possessing certain reading skills; some only "know the letters", i.e. they are in the phase of decoding text, but others read and understand words, sentences, or even whole texts. It is these children that we will pay attention to in this contribution.

The first assumption on which the research is based is the connection between giftedness and early reading, which has been pointed out by many authors (Beverly & Sulzby, 1989; Gross, 1999, 2006; Laznibatová, 2007). The second is that children who have learnt to read at an early age (three to five years, or six years – before starting school) will be interested in using reading as a tool for further learning and obtaining information from areas that interest them. Another assumption refers to the family environment of early readers and is based on the findings of international research (Cobb, 2014; Matějček, 1987; Shaughnessy, 1994), which state that

family environment has a fundamental influence on the development of early reading in children and that the vast majority of early readers come from families where reading is considered important and the parents read to their children, look at picture books with them from an early age, provide them with a stimulating environment (games, toys, books), talk to them about what they have read, etc.

Theoretical basis

Children are considered early readers when they learn to read before starting school. Some of them remain at the level of decoding text,[2] but then they quickly make progress as soon as they start school and read under the guidance of a teacher or even on their own. There are a number of children who start school and understand what they read. Some of them even read entire books. However, there are very few children such as this, about 1–2% (Cobb, 2014).[3]

A child is considered gifted when they have a high intellectual potential which is accompanied by other characteristics: a high level of logical thinking and attention span, excellent memory, above-average level of original and creative thinking, etc. A gifted child at the start of school attendance usually shows an increased interest in reading and writing, has above-average number concepts and the need to learn new things, is very inquisitive, and learns quickly (Laznibatová, 2007). Early reading is therefore one of the characteristics of children who are considered gifted or exceptionally gifted.

State of research on this topic

Questions concerning early reading have been elaborated in a number of foreign academic articles. Research in this area has been conducted over the last fifty years, mainly at various American universities. One of the first to draw attention to the topic of early reading was Dolores Durkin. She conducted research in the 1960s in California and New York City (Durkin, 1966 as cited in Cobb, 2014). It turned out that out of the group of 9,500 children in the first stage of primary school who were examined, 2% were children who could read at the start of their school attendance. The benefit of this study is that it drew

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[2]   Here we leave aside the notion of hyperlexia, where children read fluently without understanding the text. If reading is associated with comprehension and other expressions of intellectual talent, the term hyperlexia is not usually used, although one may sometimes encounter it (Matějček, 1987).

[3]   Cobb refers to Durkin's research from the 1960s: Durkin, D. (1966) *Children Who Read Early: Two Longitudinal Studies*. New York: Teachers College Press.

attention to the reading skills of some preschool-aged children.

Durkin was then followed by other authors who purposefully focused on early reading as a separate phenomenon. How does a young child learn to read? Is it possible to teach him/her? How do many children learn to read on their own? What do these children have in common? To this day, much research is searching for the answers to these and other questions (Cobb, 2014; Gross, 1999, 2006; Jones & Reutzel, 2015; Leahy & Fitzpatrick, 2017; Olson, Evans & Keckler, 2006; Shaughnessy, 1994). They agree that family environment has a major influence on early reading. This means a stimulating environment, enough books suitable for the corresponding age of the children, parents who support their children in viewing and later reading books as well as reading to them themselves, and siblings and grandparents that are key elements which influence the children's interest in reading and development of early reading.

Cobb (2014) cites research from Philadelphia (Neuman & Celano, 2006[4]) in which children from poor neighbourhoods were of interest. In preschool facilities, as many as 11% of the children read, even though their family environment was not very stimulating, no one led them to read, and nor was there a leading example for their positive relationship towards books. These children probably gained their early reading skills as a result of the stimulating environment in a collective facility while interacting with peers and adults, and thanks to the availability of appropriate motivating materials and books. It turns out that a crucial factor for the development of early reading is a linguistically stimulating environment and sufficient interaction with adults or other children. At the same time, it is a necessary requirement for the child to reach a certain maturity (Leahy & Fitzpatrick, 2017).

According to Lynn A. Olson (Olson et al., 2006, pp. 206–207), there is no universal definition of an early reader. However, she lists several characteristics according to which a child can be considered one. The primary one is the ability to decode words. The second characteristic is the comprehension of written text. T Many of the studies referred to by Olson et al. (2006)[5] define early reading as the ability of a preschool child to decode text without being formally

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[4] Neuman, S., & Celano, D. (2006). The Knowledge Gap: Implications of Leveling the Playing Field for Low-Income and Middle-Income Children. *Reading. Research Quarterly, 41*(2), 176–201.

[5] Plessas, G. P., & Oakes, C. R. (1964). Prereading experiences of selected early readers. *Reading Teacher, 17*, 241–245.
Stroebel, S., & Evans, J. (1988). Neuropsychological and environmental characteristics of early readers. *Journal of School Psychology, 26*, 243–252.

taught to read and then understanding the text to the extent that is common for second-year primary school pupils. The third trait of early readers is the informal and unintentional reading instructions that early readers received from their parents, siblings, or preschool teachers. These children learnt to read not because they were deliberately taught by someone, but because they were able to ask the right questions and get answers to them. The activity was therefore based on children who were interested in getting acquainted with letters and written text and gradually learnt to read. Their ability to read and understand what they read is thus not the result of the intentional influence of adults or older siblings, but the interest of the child itself.

Olson et al. (2006) states that the information was obtained from interviews with parents, but none of the studies she refers to researched the children's opinions and views on how they learnt to read. Similarly, Cobb (2014) points out that in order to better understand the phenomenon of early reading, it is necessary to ask the early readers themselves, i.e. preschool children, or children at the start of their school attendance, not only their parents and teachers. According to Cobb (2012, 2014, 2016, 2017), children are credible participants in research, because if they learnt

to read at an early age, it is very likely that they will also be able to reliably reflect on this ability. That is why Cobb herself conducted interviews with children and thus managed to significantly broaden her view on early reading.

Cobb's conclusions (2014) show that at the start of their school attendance, a total of 2% of children could read simple words and 1% of children could read words in a sentence. Of these early readers, 11% were children who learnt to read at age three, 39% at age four, and 43% at age five. Olson (2006) also gives a figure of 1% as the number of early readers. This data shows that early reading is a truly rare phenomenon, but it requires expert attention so that these children receive the necessary support at school and can develop according to their abilities.

Early reading research

The topic of early reading is almost non-existent in Czech academic literature. In the second half of the 20th century, in addition to his research on dyslexia, Matějček (1987) and later Seidlová Málková (2017) dealt with this topic. In contrast, there is plenty of research in foreign, especially English-language literature. However, most of these studies deal with reading in English. To a lesser

Thomas, B. (1984). Early toy preferences of four-year-old readers and nonreaders. *Child Development, 55*, 424–430.

extent, research on other languages (Finnish, Greek)[6] is also available, as cited by Seidlová Málková (2017). We therefore proceed from the general definition of the term *early reading* and do not distinguish between individual languages and their differences for the purposes of this study.

In a Czech environment, Matějček (1987) worked on the topic of early reading, which he encountered while researching dyslexia and various reading difficulties. He worked with hyperlectic children, in whom the ability to decode text without understanding it was associated with autism spectrum disorders or reduced intellect, and with children for whom he uses the term *second form of hyperlexia – exceptionally early readers* (Matějček, 1987, p. 86). According to him, in this case, early reading is associated with the extremely rapid intellectual development of the child. In the context of individual abilities, reading is not perceived as something exceptional, as in many respects the child acts like older children and achieves similar results to them. Matějček collected data on approximately seventy children who learnt to read on their own before the age of four.

Virtually the only research that has recently dealt directly with early reading in a Czech environment is the research on the literacy profile of Czech early readers which was based on the longitudinal research study *Enhancing Literacy Development in European Languages – EL-DEL* and discussed in detail by Seidlová Málková (2017). Over the course of three years, it followed nine early readers from preschool by way of tasks focused on pre-literacy, early reading, and writing letters and words. The children completed these tasks in their last year of preschool and then in the first and second years of primary school. The control sample was nine children of the same age, but they were not early readers. The conclusions show that early readers achieve better results in most of the skills that were tested, i.e. reading and writing of letters and words, knowledge of letters, and phonemic awareness. The selection of respondents was based on an already-existing data set from a longitudinal research study on the development of reading literacy. Test questions from this research were also used, which proved to be a certain limitation – it was not possible to use questions and tasks other than these. E.g. reading comprehension questions were included in the second year of primary school and therefore it was not

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[6]   Silven, M., Poskinparta, E., & Niemi, P. (2004). The Odds of Becoming a Precocious Reader of Finnish. *Journal of Educational Psychology, 96*, 152–164.
    Tafa, E., & Manolitis, G. (2008). A Longitudinal Literacy Profile of Greek Precocious Readers. *Reading Research Quarterly, (3)2*, 165–185.

possible to use them as a significant indicator of early reading in preschool. The early readers were selected according to the results of more extensive research; there was no need to specifically seek them out. It was possible to work with each child individually, or, during some of the tasks, in small groups.

Methodology

The activity described here was first used to find respondents for dissertation research on early reading in September 2018 and was described in detail along with the procedure of other parts of this research (Zemanová, 2019). Since it turned out that it would be possible to carry out a general orientation reading test in this way at the very start of the children's school attendance, this group activity was subsequently verified in September 2019 in two first-year classes. A total of 260 pupils from eleven first-year classes at four primary schools in Prague took part in this search for readers at the start of their school attendance. In 2018, there were 210 pupils from nine classes at four primary schools, then in 2019 there were 50 pupils from two classes at one of the schools monitored in 2018. The results were then confirmed by the teachers of these pupils during the following weeks of their school attendance.

The basic research methods were observation and an interview. The interview took place after the group activity, and in it the teachers commented on the results in their class and compared them with their own observations. The observation was applied during a group activity in the classroom in which we monitored the children's reactions to the tasks assigned to them. We processed their results further in the manner described below.

The main goal of this phase of the research was to find out how many early readers there were among the first-year students at the selected primary schools. This study uses qualitative research methods, so it does not aim to obtain data detectable only by quantitative methods, particularly the number of early readers in the population.

Procedure for identifying early readers

The selection of respondents was crucial for the above-mentioned dissertation research. At the beginning, we were faced with the question of how to quickly and effectively carry out a screening for reading in the first year of primary school within a limited time period (the first weeks of the school year) so as to respect the principle of examining the knowledge and skills with which children came to school, not what they learnt at school. Because of the number of children included in the first part of the research, i.e. 210 children, it was not possible to perform individual testing.

It was necessary to look for ways to use some group activities, ideally for the whole class at once. For the research referred to by Seidlová Málková (2017),[7] early readers were selected on the basis of information from parents or preschool teachers. Such pre-selected groups of children were then tested using specific reading tests, such as a word reading test (fluency and speed were monitored – Matějček), or using more general reading tests (fluency, speed, and understanding were monitored – Tafa & Manolitis). Seidlová Málková (2017; pp. 50–51) proposes a three-step procedure for identifying early readers for further research. It consists of a knowledge of block capital letters (for Czech), a one-minute reading test (which proved to be a good indicator of early reading), and last but not least, a reading comprehension test, which would only be given to those children who succeeded in the first two tasks significantly better than the others (this task distinguishes readers from hyperlectics and thus confirms that they really are early readers within the above criteria).

However, it was not possible to use any tests for our research which are administered individually or in small groups. Therefore, it was necessary to use activities suitable for a larger group,

i.e. for a whole school class of children at the start of their school attendance. However, according to the available information, there were no suitable tasks, so a completely new activity was developed for the purposes of this research which would meet its needs.

Our goal was to find about ten children who learnt to read before they started school so that they could be included in the next part of the research, in which we monitored the development of their reading literacy during their first year at school. We approached several teachers from different schools with whom we had collaborated in some way in the past. Thanks to them, we managed to find eleven teachers from four schools in Prague to cooperate with us. Apart from one school, the teachers were willing to continue cooperating during the entire following school year. Therefore, the schools were not sought out according to any predetermined criteria which could relate to their size, location, establisher, number of pupils, focus, etc.

For the purposes of the research and because of anonymisation, the schools were marked as colours – White, Black, Blue, and Yellow. All of the schools are located on the territory of the capital city, Prague, and are included in the Register of Schools and School Facilities.[8]

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[7]   Matějček, 1987; Tafa & Manolitis, 2008.

[8]   https://profa.uiv.cz/rejskol/.

The information about the schools was obtained from this register and from the websites of each individual school.

The White school is in a catchment area of which the establisher is one of the city districts of Prague. It has nine years with a total of eighteen classes attended by 500 pupils. There are two classes in the first year, each with 27 pupils.

The Black school is in a catchment area; the establisher is the city district. The school has all nine years and a total of 28 classes, of which 18 are in the first stage and ten in the second stage. In the first year, there are four classes, a total of 97 students. The school also has one preparatory class of fifteen pupils. The capacity of the school is 800 pupils, but it is currently attended by 650 children. The school has no special profile. This school was the only one interested in participating in only the first part of the research. While in the other schools, all communication took place directly with the class teachers of the given classes (with the consent of the school management), in the Black school, everything was handled by the deputy head, who also asked the teachers in each class to participate in the research.

The Blue school is a school with a church establisher; it has all nine years and 18 classes (two classes in each year). The school is attended by 450 pupils. There are 47 pupils in the first year, 23 in one class and 24 in the other. Because the school is not in a catchment area and parents are very interested in it, when enrolling in the first year, children are selected on the basis of their performance in various tasks to assess school readiness.

The Yellow school is also a school with a church establisher. It has nine years, with one class in each year. The capacity of the school is 230 pupils. There are 28 pupils in the first year. The school is not in a catchment area.

Table 1 shows a clear overview of the characteristics of each school, as indicated above.

All the first-year pupils of the given schools who were present at the school that day and whose parents signed an informed consent form took part in the research. We visited all ten classes in the first half of September, as soon as possible after the start of the school year, to capture as best as possible the reading skills with which the children came to school. We spent one lesson in each class. In all classes, we used the same activity for the general orientation reading comprehension test.

After an introductory meeting and motivation of the children, where we talked about what is done at school and whether the children had learnt anything in the first few days, we performed the general orientation reading comprehension test in nine classes. We showed the children the task they had to complete on an interactive whitebo-

Table 1. Characteristics of the schools involved in the research

School	Catchment area	Establisher	Number of classes in the school	Number of pupils in the school	Number of first-year classes	Number of first-year pupils
White	Yes	City district	18	500	2	54
Black	Yes	City district	28	650	4	97
Yellow	No	Independent (church)	9	230	1	28
Blue	No	Independent (church)	18	450	2	47

ard or on a television screen. The task was assigned in the form of a picture, which was an elf raising his hand. The children were to raise their hands just like the elf. All the children completed this task correctly and received a card with the number 1. Similarly, they received cards with other numbers of tasks if they completed them. The teachers of the given classes and the assistants, who were mostly present, helped monitor the children's reactions and handed out the cards (an assistant was present in seven of the nine classes, including the class from which the teacher left with the children who did not have the signed informed consent form). Tasks with odd numbers were always pictorial, but tasks with even numbers were given in the form of written text, the difficulty of which gradually increased. The children were not prepared for this, so they had to orient themselves quickly and resolve the unexpected situation. Whoever read the text was deemed to have completed the task. During the other tasks, the children were already expecting the written text and they commented on the situation. For example, they asked whether the elf would confuse it again and give them the task written instead of drawn, even though the elf knows that the children are in their first year and cannot read yet. It was important for us as evaluators to monitor who responded to the written text and performed the task immediately, and who looked around and imitated someone who had read the text. However, it quickly became clear which children were able to read the text, so then it was enough to focus mainly on them. It was always only a few children in the class. Moreover, the complexity of the texts increased, which meant the success of the children's reading decreased. The last task was again drawn and also served to say goodbye to the elf and his tasks. The children placed

the number cards they had obtained in signed envelopes which we had placed on their desks at the beginning of the lesson. Then the children sealed them and handed them over. At the end, each class received a book as a gift to put in the class bookcase.

Tasks assigned in text form:
2. ZAMÁVEJ (WAVE)
4. ZVEDNI PENÁL (LIFT YOUR PENCIL CASE)
6. Zatleskej. (Clap.)
8. ZAVŘI OBĚ OČI. (CLOSE BOTH EYES.)
10. Stoupni si a zamňoukej jako kočička. (Stand up and meow like a cat.)

Tasks assigned in picture form (see Appendix 1):
1. Raise your hand.
3. Cover your eyes.
5. Stick out your tongue.
7. Thumb your nose.
9. Pick up a pencil.
11. Wave and say AHOJ (HELLO). (For this task, the word AHOJ was written in a speech bubble next to the elf. We did not evaluate who read it; it was enough to wave and join those who read the word.)

The complexity of the individual texts gradually increased. The first text (ZAMÁVEJ – WAVE) consisted of only one three-syllable word, written in block capital letters. It contained three open syllables without consonant clusters. The second text (ZVEDNI PENÁL – LIFT YOUR PENCIL CASE) was already composed of two words. Here, the writing in block capital letters was preserved and in the first word, a more demanding group of sounds (the syllable NI) appeared. The third text (Zatleskej. – Clap.) was again one word but it was written as a sentence in lowercase letters with only the first letter capitalised. In addition, the word was followed by a full stop, i.e. a new character compared to the first two texts. While the first two texts could be read by children who only know capital letters, the third text required more advanced knowledge, namely reading lowercase letters. The fourth text (ZAVŘI OBĚ OČI. – CLOSE BOTH EYES.) was a short sentence with three words, but it was once again written in capital letters. Only the fifth, i.e. the last text (Stoupni si a zamňoukej jako kočička. – Stand up and meow like a cat.), was written in lowercase letters with only the first letter capitalised. However, the difficulty of the text was also determined by what letters appeared in the words – the relatively uncommon ň and a letter with a caron (č). The sentence was quite long and involved two tasks at once, so it was not even easy in terms of short-term memory. Therefore, the difficulty of the texts increased in terms of how they were written (uppercase and lowercase letters, full stop after a sentence), the use of frequent or less frequent letters,

Table 2. Results of the group activity (September 2018 and September 2019)

School and class	Year	Number of pupils in the class	Number of pupils who took part in the activity	Number of pupils who read all five texts
White 1.A	2018	27	27	1
White 1.B	2018	27	27	1
Black 1.A	2018	24	24	3
Black 1.B	2018	23	22	0
Black 1.C	2018	24	21	1
Black 1.D	2018	26	19	0
Yellow 1st year	2018	28	26	1
Blue 1.A	2018	23	22	2
Blue 1.B	2018	24	22	1
Blue 1.A	2019	26	23	1
Blue 1.B	2019	27	27	1
Total		279	260	12

and also in terms of content difficulty (a simple instruction at the beginning and a challenging task consisting of two instructions at the end). This structuring of the assigned tasks led to a clear finding of which children responded to the written text.

The whole activity was conceived as a game. While the children were completing the tasks, we commented on their reactions to encourage them and reassure them that they were performing the tasks correctly and that reading the text was not their task but it was a "mistake" on the part of the confused elf. If someone read the text and completed the task, we thanked him/her for helping the others,

and then we completed the task once again all together. This alleviated any unpleasant feelings on the part of the children, who might have perceived it as a failure that they had not read the text. We also managed to keep the children in a good mood as a result of the fact that the elf was not only confused, but he also did things that should not be done, which the children also commented on and they scolded the elf (do not stick out your tongue, do not thumb your nose). After the activity, most of the children wanted to do some more tasks, because they found the activity interesting.

After visiting the classrooms, we evaluated the envelopes with the numbers of

the completed tasks and compiled a table for each class, in which we indicated who had read some of the short texts. We sent the results by email to the teachers of the individual classes, and from those who were willing to cooperate in further parts of the research, we selected children who read all the texts. We then asked the teachers to confirm whether the child could actually read at least individual words or short sentences and understand them, or whether the test had been misevaluated. They all confirmed that the test showed a knowledge of reading that they had meanwhile verified in the class themselves during the following lessons.

Of the total of 260 pupils who took part in the first part of the research, twelve pupils read all five displayed short texts, which contained both uppercase and lowercase block letters. The schools were not selected according to any special criteria, the sample was too small, the testing was very general, and the results were not verified in any way. While being aware of all these limitations, however, it is possible to state that the number of children who could read the given comprehension texts is approximately 4.6% of the total number of children, which is slightly more than Cobb (2014) and Olson (2006)[9] stated in their research. On closer examination of the results, we see that in some classes there are several

readers, while elsewhere there are none. The age of the children was not taken into account either (e.g. children with postponed compulsory school attendance, or the difference in age of the children coming to school at the regular time, which may vary by an entire year), and nor was the type of school.

Conclusion and discussion

The aim of this contribution was to describe the procedure for the identification and selection of early readers for early reading research in the first year of primary school, which is based on available results of previous research on this topic, both international (especially Cobb, 2014; Olson et al., 2006) and from a Czech environment, which is, however, rare (Matějček, 1987; Seidlová Málková, 2017). Prior to the start of the research, it turned out that there was no suitable means by which it would be possible to seek out and identify early readers at the very start of their school attendance without the possibility of obtaining information from preschool teachers or from parents. We worked with children in the first year of primary school, right after the start of the school year. Because it was important to start monitoring the development of initial reading skills

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[9] Verifying the number of early readers would be a task for quantitative research. Here we present it only as an indication.

Appendix 1. The tasks assigned in nine first-year classes of primary schools in the first half of September

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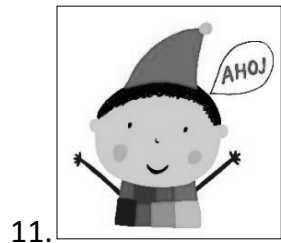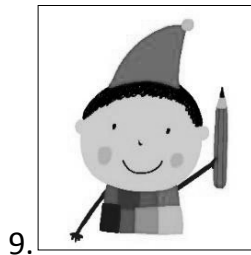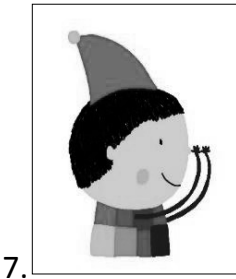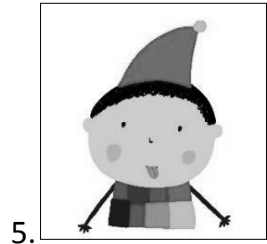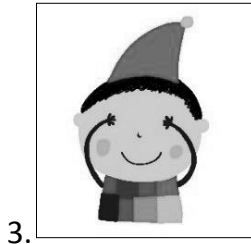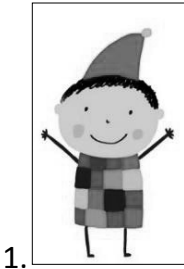
The author of the illustrations is **MgA. Michaela Bergmannová**.

and initial reading literacy in children who were to be surveyed throughout the school year, a rapid general orientation test of reading skills had to be performed in relatively large groups of children within a limited period of time. For this purpose, a procedure was developed to achieve this. The children were shown task assignments in the form of a picture or a short text. The children who responded to the written text were selected as early readers. The level of their reading skills was then confirmed a little later by their teachers, who had time to get to know the children better and test their reading according to their abilities. The parents of the selected children were then approached with a request for further cooperation in the research, which continued during the school year.

The disadvantage of the proposed procedure is that determining the level

of reading skills is only indicative. However, what is surveyed here is the comprehension of read text, which is essential for early reading. This approach does not aim to be the only one possible, but we believe that it could serve as an initial guiding tool to find out if some children in the class can read one or several words, or even a short sentence, with the inclusion of uppercase and lowercase letters. Any further research could be focused on a more detailed trial of this procedure in practice, or on modifying or adjusting it according to the findings.

It also offers the possibility of designing another reading comprehension test, which would verify the conclusions of the first (general orientation) test. For the time being, it has served as a functional tool for identifying the required number of respondents for early reading research.

It would also be appropriate to build on this early assessment of early reading by designing methods for working with early readers. The subject of further research could therefore be to design and test such methods in practice.

Literature

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Mgr. et Mgr. Bc. Lenka Zemanová, Ph.D.
Prof. PaedDr. Radka Wildová, CSc.
Faculty of Education, Department of Preprimary and Primary Education
Charles University
lenka.zemanova@pedf.cuni.cz
radka.wildova@pedf.cuni.cz