

Dear Readers,

We are happy to present to you the first issue of the fifth year of the journal which specializes in the field of literacy and education in their broadest terms. You are used to the fact that the issue written in English is usually the last. This year we are also publishing a double issue, which deals with physical literacy. For this reason, the numbers have been exchanged. The call for an English issue was open to all authors on any topic related to educational literacy. There are four articles for readers in this first issue (three research studies and one case study).

The first two research studies focus on reading and mathematical literacy. The first article describes a way to identify early readers at the very start of their compulsory school attendance by using a time-saving group activity. The second one focuses on mathematical literacy. This research study describes how students with autism spectrum disorder (ASD) approach mathematical problems, how they process them cognitively, and what the specifics of the way they solve them are. The third

research study informs readers of the results of a qualitative analysis that was a complementary part of a quantitative investigation mapping the conditions of the implementation of inclusive education after the introduction of inclusive changes in the Czech Republic in 2016 from the perspective of special educators in schools and school managers. The last paper – a case study – deals with the issue of evaluating the level of comprehension by a child of texts read aloud in nursery school and the related development of the relationship to reading.

We will now introduce the contributions in more detail. The first article, Identifying Early Readers at the Start of their Compulsory Education (Lenka Zemanová and Radka Wildová), deals with the theoretical background to determine the conditions in schools, to map proposals for changes in the system, and to provide space for free expression of opinions revealing more about the attitudes being examined in terms of inclusive education. Elementary school pupils have different abilities in reading and reading comprehension and primary school teachers need to adapt to the pupils' reading and comprehension reading in the first

grade. All pupils need suitable conditions for their effective development and further motivation. This text provides a general overview of the reading skills that first-grade pupils can demonstrate at the beginning of the learning process. A positive aspect of this paper is that it also includes a methodological summary which could be used in practice.

The second text, *Mathematical Problem Solving of Students with Autism Spectrum Disorders* (Hana Sotáková), is focused on the processing of mathematical problems in pupils with autism spectrum disorders. The author primarily focuses on whether it is possible to find differences in the way these pupils approach the problems as compared to students with no known disabilities and whether we can find ASD-related differences in their problem-solving procedures. The results showed that the processing of mathematical problems by pupils with ASD is affected by both the degree of their disability and the level of their language and social skills.

The third research study, *The Implementation of Inclusive Education after the 2016 Legislative Changes from Schools' Perspectives* (Jana Mrázková), describes the implementation of inclusive education after legislative changes in 2016 from the point of view of schools and acquaints readers with the results of a survey mapping the conditions of this implementation from the point of view

of special pedagogues in schools and school principals. The results emphasize the need to ensure the effectiveness of inclusive education with appropriate funding and staffing. Another important factor is the internal conditions of the school and the limits imposed by the handicaps of their students.

The fourth and final paper, *Assessment of the Development of a Child's Comprehension of Texts Read Aloud* (Eva Koželuhová), deals with evaluating the level of comprehension by a child of texts read aloud in nursery school and the related development of the relationship to reading. The author finds out that nursery schools have great potential to develop suitable conditions for the development of reading literacy and to support the development of text comprehension. The results provide an overview of several phases of comprehension, and their characteristics were used in the creation of a simple evaluation tool suitable for preschool teachers to assess the level of understanding and relationship to reading in children.

It is obvious that all four papers of this English issue are highly exploratory and bring new findings and experiences with an overlap with practice. We believe that this English issue will find its readers, both from the professional sphere and from practice, just like the previous issues.

Thank you for your patience with the

publication of this issue, which, like everything else, was not left unaffected by the pandemic, and we look forward to seeing you in the next issue, which will focus on physical literacy.

Anna Kucharská
and Monika Kadrnožková