

Dear Readers,

We are pleased to present the third issue of the seventh volume of the journal *Literacy, Pre-literacy, and Education*. This “Varia” issue offers a diverse range of research studies, each focusing on different aspects of literacy development in children and students. Specifically, you will find three research studies and one report. The studies address various areas of reading and mathematical skill development in school-aged children. The first study introduces a new diagnostic tool for identifying dyslexia, the second explores predictors of arithmetic skill development, and the third examines the environmental factors influencing reading literacy. The report provides an overview of the T-Conference, which gave high school students the opportunity to present their scientific projects and develop research skills.

One of the key articles is a study by Martina Zubáková and Lucie Krajčovičová, which introduces a new diagnostic tool for assessing dyslexia in primary school students. The Silent Word Reading Test, introduced within the Slovak context, shows promising results in diagnosing

dyslexia, which can significantly improve the identification and support of affected children.

Another notable study is by Kateřina Skalová Pražáková, Klára Špačková, and Anna Kucharská, focusing on predictors of arithmetic skill development in early school-aged children. This study brings essential insights into how various performance factors, such as executive functions and spatial abilities, impact the level of arithmetic skills, especially in children struggling with mathematics.

Hana Sotáková’s study delves into the influence of the environment on the development of reading literacy in first-grade students. The findings suggest that family and school environments play a crucial role in shaping reading skills and that these factors should be considered in the diagnosis and intervention for children with specific learning disorders.

This issue also includes a report by Monika Kadrnožková on the first annual T-Conference, which provided a platform for high school students to present their scientific work. This event, focused on natural sciences, technology, and social sciences, contributed to the development

of young researchers' skills and enabled them to engage with experts in these fields.

All contributions in this issue highlight the importance of an interdisciplinary approach to education and the integration of theory with practice. The authors bring forward new findings that can enrich not only educational practice but also diagnostic and intervention strategies within schools and advisory ser-

vices. We look forward to your feedback and hope that you will find valuable insights and inspiration from this edition for your own practice.

We wish you an engaging and insightful read.

On behalf of the editorial team,
Anna Kucharská
and Monika Kadrnožková