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LATVIJAS LOGOPĒDU
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Prevention of Reading and Writing Difficulties in the Pre-School Years

Daiva Mačiūnaitė, Expert Speech and Language Therapist, Šiauliai Medelynas Progymnasium; co-author of teaching/learning materials.

Ingrida Kurmanskienė, Expert Speech and Language Therapist, Šiauliai Gytariai Progymnasium; Lecturer at the Institute of Education, Vilnius University (Šiauliai Academy); co-author of teaching/learning materials.

Dalia Šukienė, Expert Speech and Language Therapist, Šiauliai Gytariai Progymnasium; Lecturer at the Institute of Education, Vilnius University (Šiauliai Academy); co-author of teaching/learning materials.



OBJECTIVE(S) AND METHODS

Objectives:

To reveal the characteristics of assessing phonological abilities in pre-school children and to present the results obtained at Gytariai Progymnasium in Šiauliai.

Methods:

Gytariai Progymnasium in Šiauliai participates in the “Millennium Schools I” (TŪM) project. Together with other educational institutions in the city of Šiauliai, the progymnasium is implementing a development plan aimed at strengthening the areas of STEAM education, inclusive education, leadership and cultural education, as well as improving infrastructure and enhancing teachers’ competences.

One of the activities planned and implemented within the field of inclusive education is the preventive programme “Language Games”, developed by expert speech and language therapist D. Šukienė, designed for pre-school children and aimed at overcoming reading and writing disorders. The programme has a preventive function and contributes to the implementation of the “Model for the Provision of Comprehensive Educational Support to Pupils.”

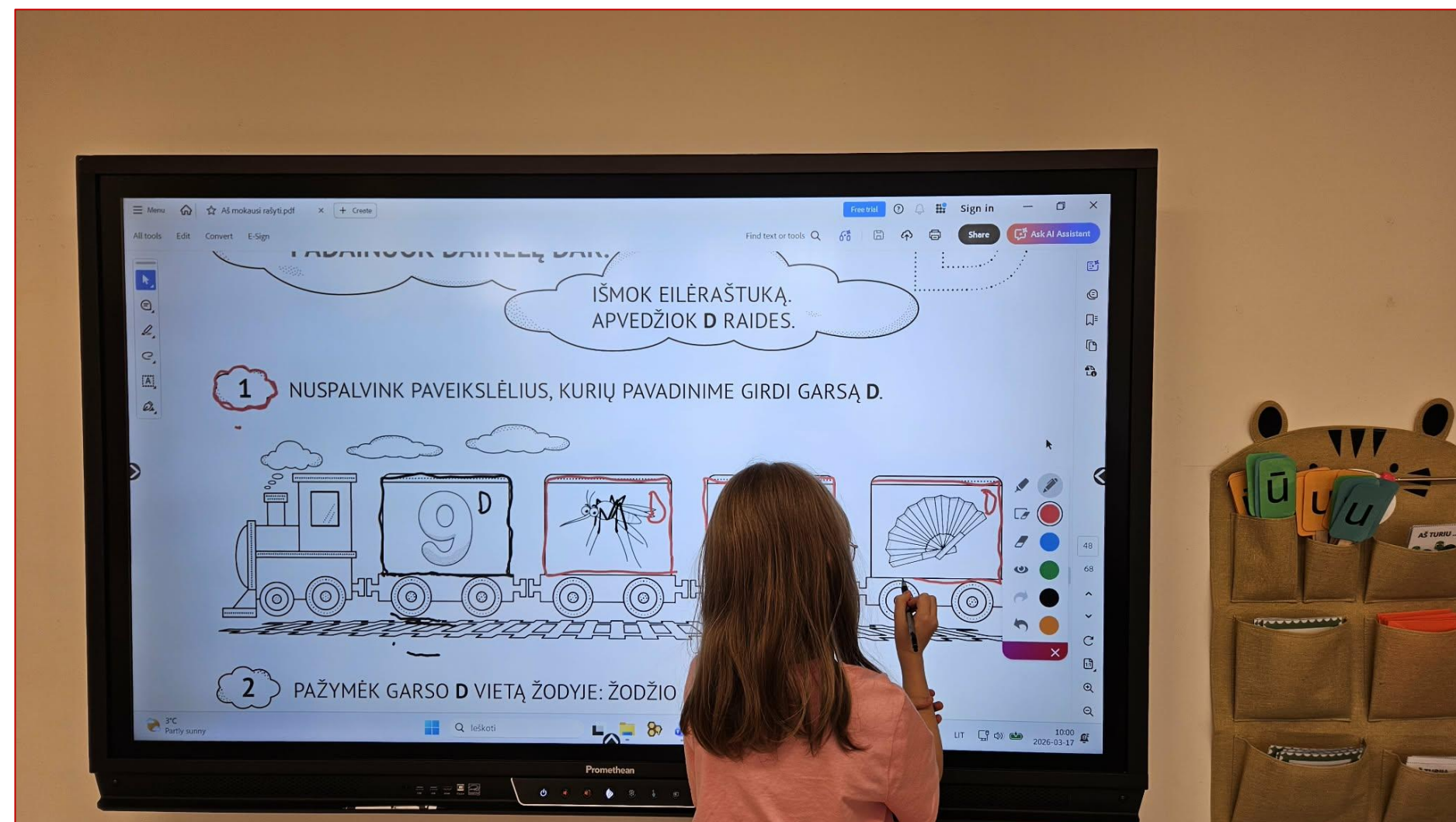
With the help of this programme in the pre-school years, children enter the first grade better prepared and experience fewer difficulties when learning to read and write.

The author also developed a practical assessment tool (test) for evaluating phonological awareness in pre-school children, which was used to conduct the assessment. Following the assessment, the preventive phonological awareness development programme “Language Games” was implemented.



SHORT INTRODUCTION

Phonological awareness skills in the pre-school years are key factors and indicators that determine the level of children's reading abilities. In Lithuania, there is a shortage of assessment tools used to evaluate phonological skills. There are also no preventive phonological awareness development programmes or teaching resources that would enable educators to develop children's phonological awareness and expand children's opportunities to learn to read without experiencing significant difficulties.





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RAIDŽIŲ
ALBUMAS

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• IŠMOK EILĖRASTUKĄ, RASK IR PARYSKINK VISAS N RAIDES PASIRINKTA SPALVA.

TAI NAUJIENA,
TAI NAUJIEAI
NOJUS VYKO
Į VARĖNĄ!

NUPIEŠK:
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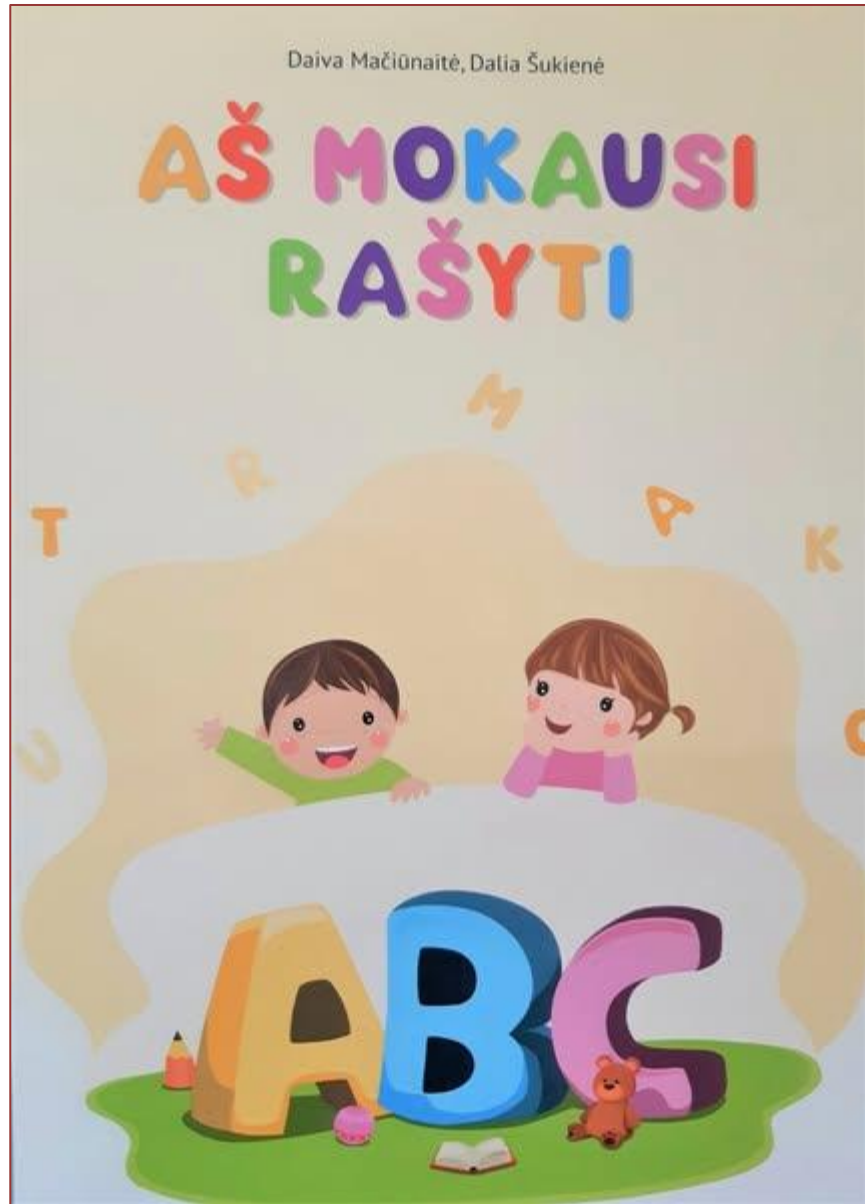
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2 IŠ PAVEIKSLĖLIŲ PIRMŲ GARSŲ IR PARAŠYTŲ RAIDŽIŲ
SUDARYK, PARAŠYK IR PERSKAITYK ŽODĮ.

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PAKARTOKIME

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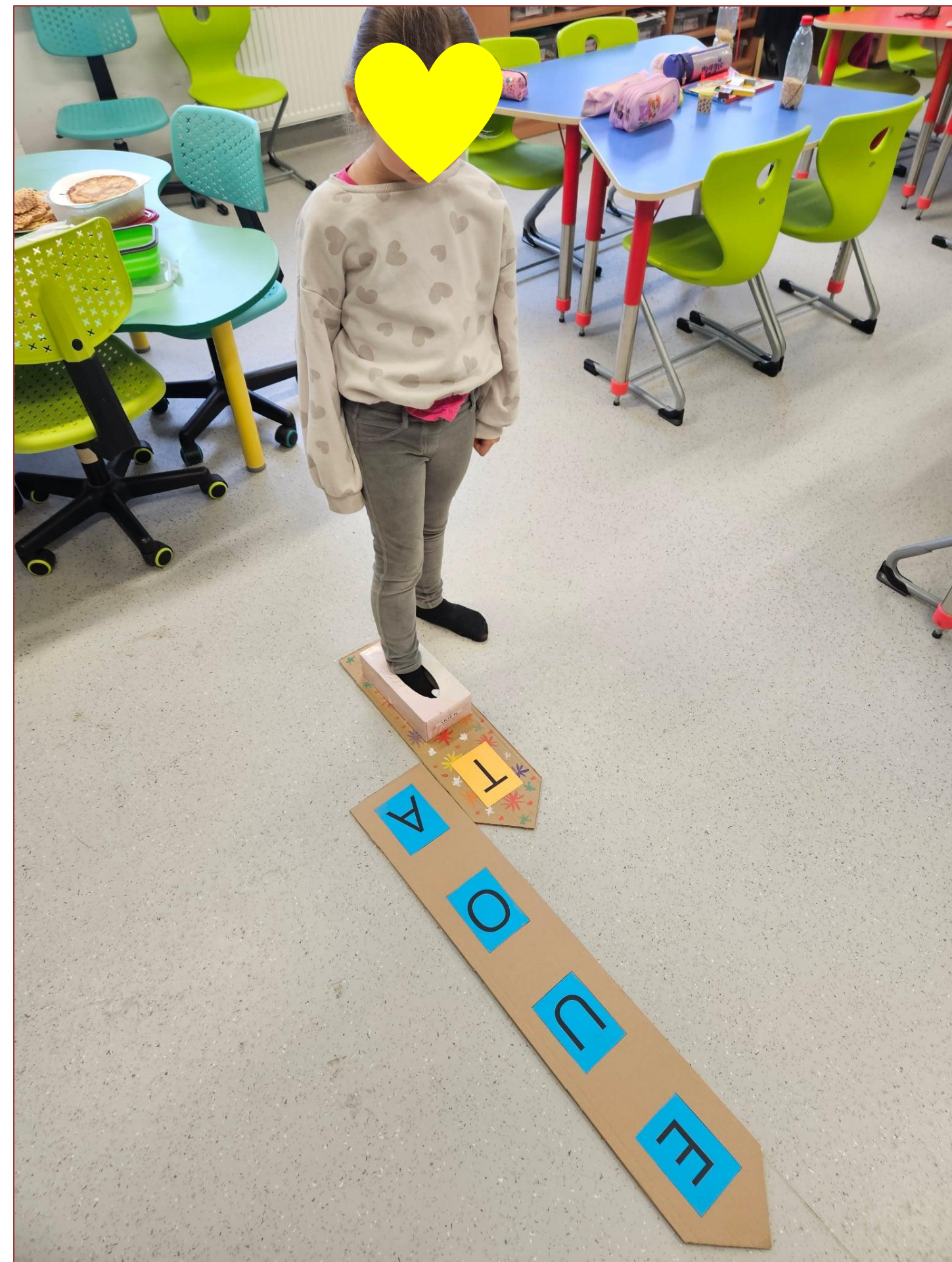
RESULTS

The analysis of theoretical aspects revealed that effective assessment of phonological awareness should include the word, syllable, rhyme and phoneme levels. The test developed by the authors covers these aspects and has been used for three years.

The results correspond with children's actual language abilities and their readiness to learn to read at the time of assessment. In practice, it has been confirmed that children who made errors during the phonological awareness assessment in the pre-school period experienced greater difficulties in learning to read in the first grade. However, when these children received intensive support aimed at developing phonological awareness during the pre-school period, their reading skills improved.

At Gytariai Progymnasium in Šiauliai, the phonological awareness programme "Language Games" was implemented. The results showed that pupils significantly improved their knowledge and skills in tasks requiring phonological awareness.

In addition, during speech and language therapy sessions in the pre-primary class, the teaching resource "I Am Learning to Write", developed by Daiva Mačiūnaitė and Dalia Šukienė, was used to support the development of phonological awareness in pupils with speech disorders





CONCLUSIONS

The assessment and development of phonological skills in the pre-school years make a significant contribution to the development of children's reading abilities. The theoretical analysis showed that Lithuania lacks approved and validated methodologies for assessing and developing phonological awareness, and there is also a shortage of instruments for evaluating and developing phonological skills.

At Gytariai Progymnasium in Šiauliai, the phonological awareness programme "Language Games" was implemented. The results demonstrated that pupils significantly improved their knowledge and skills when completing tasks requiring phonological awareness.





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