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KA2 Strategic Partnerships for school education – Exchange of Good Practices

READY TO READ – READ – project
2019-1-HU01-KA201-061099

SUMMARY

Summarization of
Questionnaires for literacy competences survey

Educators in kindergarten

H U N G A R Y M E S E Z E N E E G	1. In which country do you work?	Hungary	Hungary	Hungary	Hungary	Hungary
	2. Number of years spent in education:	20 to 30	5 to 10	10 to 20	20 to 30	0 to 5
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	weekly	daily	daily	other
	4. How often do you initiate a conversation with the group?	Anytime when children feel like to	More times a day	At least two times a day	Daily	Continuously
	5. What activities do you take to help improve reading skills?	I am a teacher of the Mesezene method, I believe in it because I have experienced its effects.	I use the Mesezene method.	I follow the methodological steps of Mesezene exactly.	I utilize lots of tales, poems, vocals, rhythms.	Apart from the Mesezene I read many stories to children.
	6. Which skills do you focus on developing?	speech perception, speech comprehension	vocabulary, garmatics,	mental lexicon, correct grammar	Adequate speech and intellectual status.	phonological awareness, grammar of speech
	7. Which skill is the most difficult to develop for you?	vocabulary, phonological awareness	phonological awareness	phonological awareness	phonological awareness and mental lexicon	phonological awareness
	8. Do you use catch-up exercises to prepare for reading?	Yes: poems, rhymes, tales, movement	yes, movement game, rhyme	Lots of conversation, lots of tales, and the application of Mesezene	Many poems, rhymes and the Mesezene method.	Tasks of spontaneous speech and speech perception
	9. If so, list two examples of how you develop phonological awareness?	Playing with rhymes, searching for speech sounds in words	Within the Mesezene methodology. We reconcile sound and symbol, break words into syllables.	Within the framework of Mesezene, I focus on all tasks that develop phonological awareness	We match sounds with symbols. And I also find it important to utilize the correct speech sound in words.	Sounds in words, Play with opposition words.
	10. Do the children have access to the group / nursery (kindergarten) library?	Yes.	Yes.	Yes.	Yes.	Yes.

Teachers

H U N G A R Y M E S E Z E N E E G	1. In which country do you work?	Hungary	Hungary	Hungary	Hungary	Hungary
	2. Number of years spent in education	0 to 5	20 to 30	5 to 10	20 to 30	10 to 20
	3. Is there a survey for children before going to school?	yes	yes	yes	természetesen	yes
	4. If so, does it test verbal skills (vocabulary, grammatical rules)?	DIFER - a test of school readiness prevalent in Hungary, which includes: mapping vocabulary, speech comprehension and speech perception	DIFER measurement is mandatory in Hungary.	Magyarországon a legötbb gyerek átesik a DIFER vizsgálaton	DIFER	difer
	5. If so, does it examine phonological awareness?	Yes, it does.	It looks at phonetic awareness, vocabulary, grammar, verbal memory	Yes, it does.	In certain parts.	Yes.
	6. How do you teach reading? Write it down in three sentences!	First we enhance phonological awareness to identify phonemes. After that we connect them to letters. Reading of syllables comes and the last stage (at least in first grade) is the reading of words and short sentences. The reading comprehension on the level of text comes in second, third and fourth grade.	We analyze speech sounds, to make the mental map of phonemes more clear. After that the phoneme-grapheme correspondence comes. The following stage is the reading of syllables and words. Reading comprehension is the highest level of achievements.	I consolidate the speech sound - letter relationship, and then I develop the ability to read syllables and words. By the end of the first school year children generally able to read short sentences. The comprehension of text comes on later grades.	Auditory differentiation of phonemes is highly important. I also find it essential to avoid the Ranschburg effect during the teaching of graphemes. When it comes to reading short sentences, I find it helpful to read questions as it asks the children, addresses them. In this respect they instantly realize that the written text "speaks to them".	Syllable reading is the most difficult part of the process. Stepping from the fonological level to the syllabic requires a high level of metalanguage skills and executive processes. Therefore, I find it important to implement tremendous amount of syllable reading. And of course, it must be based on the profound basis of phoneme-graphemes correspondence.

7. In your experience, which undeveloped skills can be linked to reading difficulties?	Lack of speech and language skills	Reading difficulties generally lie on the deficit of metalanguage skills, especially on phonological, morphological, morpho-phonological level	Unstable mental vocabulary, low level of speech sound hearing, attention, and task awareness.	All elements of speech and language, especially metalanguage	Inadequate cognitive and language abilities.
8. Is there a specialist in solving these difficulties?	Speech and language therapists, developing pedagogue	Speech and language therapists, developing pedagogue	Speech and language therapists, developing pedagogue	Speech and language therapists, developing pedagogue	Speech and language therapists, developing pedagogue
9. What didactic tools do you regularly use to improve reading skills?	Mesezene applied in elementary school	I generally implement the Mesezene method as well as we do a lot of games-activities within the framework of the method to maintain children's motivation to read.	I find 'edutainment' is the keyword when it comes to teaching. Children must feel entertained, or even better: motivated to accomplish a certain set of skills. In	I use Meixner's methodological practice for the didactic part of teaching the basic reading skills and I use the Mesezene method to motivate children.	I find it important to evoke children's motivation to read. Therefore I use tasks that motivates children to read sentences and later texts. That's the only way we can provide reading comprehension which is crucial for everyday life nowadays.
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	They can utilize conversation, storytelling, rhythmic texts.	Vocabulary expansion, language and grammatical skills are important.	With lots of tales, poems, rhymes, and the Mesezene method can be a good tool for this purpose as well.	With a story that stimulate a lot of activity.	Conversation, movement, pragmatic communication.

Parents

H U N G A R Y M E S E Z E N E	1.Does your child like to go to kindergarten?	Yes	Sure	Yes	He is not keen on for it. But it's okay.	yes
	2.What are your child's favorite activities? List three!	Tv, video games, swinging.	Drawing, cutting, looking at storybooks and singing.	Drawing, sports and video games of course.	Drawing, catch me if you can and cell phone games.	Lego, colouring and drawing.
	3.Which development activities used in the institution are you most satisfied with?	Drawing skills, sports, and the Mesezene program for reading.	They do a lot of freely chosen activities that I think is essential for the balance of personality.	I find the approach of teaching reading helpful and well built in general. Although, of course, I am not an expert of the field.	My child usually speaks a lot about the Mesezene specific stories from literacy classes. I guess they have cached children's attention.	I think it is highly important to provide the possibility of movement. As far as I know they have a lot of time and space to do that.
	4.How often do you read tales to your child?	2-3 times a week.	Every day.	Every night, several times on weekends.	On weekends	Every night.
	5.Is your child interested in books / the library?	Not yet.	Yes.	Not really.	He is about to realize the connection between the spoken and written language material.	No.
	6.Do you think the kindergarten should prepare for reading?	Yes, it should!	I guess it should.	Yes.	Yes.	Definitely.

Educators in kindergarten

H U N G A R Y G A L I L E O P R O G	1. In which country do you work?	Hungary	Hungary	Hungary	Hungary	Hungary
	2. Number of years spent in education:	10-20 years	20-30 years	20-30 years	10-20 years	20-30 years
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	daily	weekly	yes	yes
	4. How often do you initiate a conversation with the group?	daily	daily, and when children ask for	daily	daily	daily
	5. What activities do you take to help improve reading skills?	describing of images, storytelling (storydice), audio perception, visual preception	coordination of the eye movement	games, society games	daily	society game for learning letters
	6. Which skills do you focus on developing?	large and fine emovement organization	attention, memory	speaking competencies	society game for learning letters	resistence of monotony, attention development
	7. Which skill is the most difficult to develop for you?	recognition of part-whole	attention concentration	concentration, attention	reistance to monotony, analizing-synthetizing competencies	niether
	8. Do you use catch-up exercises to prepare for reading?	yes	rhythmization, syllable, rhymes, mindgames	rhymes, games	relaxation	sounding exercises, breathing exercises
	9. If so, list two examples of how you develop phonological awareness?	wordchain, word finder, wordsnake	rhymes, rhythmization, sound imitation	ryhmes and singing	rhymes, rhythmization	poems, rhymes, counting-out rhyme
	10. Do the children have access to the group / nursery (kindergarten) library?	yes	yes	yes, very important	yes, free access	yes

Teachers

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1. In which country do you work?					
2. Number of years spent in education	5-10 years	20-30 years	5-10 years	10-20 years	20-30 years
3. Is there a survey for children before going to school?	yes	yes	yes	yes	yes
4. If so, does it test verbal skills (vocabulary, grammatical rules)?	yes	yes	yes	yes	yes
5. If so, does it examine phonological awareness?	yes	yes	yes	yes	yes
6. How do you teach reading? Write it down in three sentences!	syllable analyzer, Mexner method, fairy tales, pictures	word images, sound summarizing	stories about images, images that calling, st of letters + many drawings and images	playing-reading forms, short fairy tales, stories, making reading pages	comics, short fairy tales, playing reading forms

7. In your experience, which undeveloped skills can be linked to reading difficulties?	no storytelling while small child, premature baby, speech problems	concentration, speech skills	space orientation, sight problems (not adequate hair style), good pronunciation, hearing	space and plane orientation, audio perception, clean pronunciation	lacking vocabulary, memory
8. Is there a specialist in solving these difficulties?	no	yes	yes (eg. Speech therapist, developer pedagogist, other medical specialists)	yes	a few
9. What didactic tools do you regularly use to improve reading skills?	word image, word card, letter image	word image, word card, letter image	many images, own stories, riddles, short fairy tales	short stories, reading pages, memoriters	online developing pages
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	many storytelling, watching fairy tales books, many dialogue with, watching images	many-many storytelling, watching picture books	more dialogue, make her/him storyteling, more storytelling, start knowing the block letters	describing images, many fairy tales, developing the vocabulary	many storytelling, make her/him tell sories, reading many fairy tales, games with words

Parents

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1. Does your child like to go to kindergarten?	yes	yes	yes, but kindergarten was preferred much more than school	yes	yes
2. What are your child's favorite activities? List three!	talking with friends, reading, watching tv	sport, society games, reading	open air games, society games, ball games	playing, listening to fairy tales, sport	sport, society games, excursions
3. Which development activities used in the institution are you most satisfied with?	building a team	organizing sport programs for the group	ambiental and learning activities are mixed	sport, logopedy	development by Móni néni, but since there is no speech therapist, we develop the child in a private way
4. How often do you read tales to your child?	3 times a week	every evening (once I read, now she/he reads)	every day	every day	every day
5. Is your child interested in books / the library?	yes	yes, books proposed also by classmates	she/he likes reading	yes	yes, we go to the bibliotec every month
6. Do you think the kindergarten should prepare for reading?	yes	no need, but who is interested, must not be stopped	yes, but social and cooperative skills must be developed	not teaching but only preparing to read, with many tales and stories	no

Educators in kindergarten

R O M A N I A I N S P. Ș C. J U D. S	1. In which country do you work?	Romania	Romania	Romania	Romania	Romania
	2. Number of years spent in education:	10-20 years	10-20 years	10-20 years	10-20 years	20-30 years
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	daily	daily	daily	daily
	4. How often do you initiate a conversation with the group?	We talk about different topics on a daily basis.	Very often.	Many times a day.	Many times a day.	Many times a day.
	5. What activities do you take to help improve reading skills?	„Read for Gist“, game called letter hunter.	Sound hunter - game.	„Mesezene” project. Syllable practice. Sentence formation.	Syllable practising. Sentence formation. Sound finding.	„Mesezene” project. Syllable practice. Sentence formation.
	6. Which skills do you focus on developing?	I focus on developing communication competencies.	We focus on developing communication skills.	Correct pronunciation. Sound correction.	Sound correction. Correct pronunciation.	Correct pronunciation. Sound correction.
	7. Which skill is the most difficult to develop for you?	Developing learning skills, developing social skills.	It is difficult to develop social skills.	Correct sound formation.	Sound formation.	Correct sound formation.
	8. Do you use catch-up exercises to prepare for reading?	Yes.	Yes, we do.	Yes, I do.	Yes, I do.	Yes, I do.
	9. If so, list two examples of how you develop phonological awareness?	Identity of sounds, exchange sounds.	Sound finding. Similar saound game.	Sound recognition excrcises. Observing the difference for words with similar sound.	Sound recognition. Similar sound finding.	Sound recognition excrcises. Observing the difference for words with similar sound.
	10. Do the children have access to the group / nursery (kindergarten) library?	Yes.	Yes, they do.	Yes, they do.	Yes, they do.	Yes, they do.

Teachers

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	Romania	Romania	Romania	Romania	Romania
1. In which country do you work?					
2. Number of years spent in education	20-30 years	20-30 years	20-30 years	20-30 years	10-20 years
3. Is there a survey for children before going to school?	Yes.	Yes.	Yes.	Yes.	Yes, of course.
4. If so, does it test verbal skills (vocabulary, grammatical rules)?	Yes.	Partly.	Yes.	Partly.	Vocabulary testing
5. If so, does it examine phonological awareness?	Yes.	Yes.	Yes.	Yes.	Yes.
6. How do you teach reading? Write it down in three sentences!	Sound differentiating. Picture reading. Spelling	We start with phonological awareness, then we use pictures to identify the sounds. Finally we connect the sound and the letter.	Sound differentiating. Picture reading. Reading by syllables.	We start with phonological awareness. We use pictures to identify the sounds. We connect the sound and the letter.	Sound separation. Syllable reading. Spelling.

7. In your experience, which undeveloped skills can be linked to reading difficulties?	Sound awareness.	Text interpretation and learning difficulties.	Sound awareness.	Text interpretation and learning difficulties.	Text understanding.
8. Is there a specialist in solving these difficulties?	Yes.	Yes.	Yes.	Yes.	Yes.
9. What didactic tools do you regularly use to improve reading skills?	Sound and syllable cards	Images.	Syllable cards, word cards	Images.	Speaking skills.
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	Nursery rhymes.	Many phonological exercises.	Nursery rhymes.	Many phonological exercises.	Picture reading. Story telling.

Parents

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1.Does your child like to go to kindergarten?	Yes, she does.	Yes, my daughter likes very much the kindergarten.	Yes, she does.	Yes, he does.	Yes, he does.	Yes, she does.
2.What are your child's favorite activities? List three!	Play, listening to tales and handmade stuff.	My daughter likes drawing, playing with kids and listening to story-tales.	Maths. Fairy-tale listening. Role-play.	Role-play. Maths. Fairy-tale listening.	Singing. Playing. Drawing.	Listening to stories. Drawing. Math.
3.Which development activities used in the institution are you most satisfied with?	All of them, especially the ones that develop sensory skills.	I am satisfied with all the development activities used by the institution.	I am satisfied with all activities.	I am satisfied with all.	The playful activities. Outdoor.	With occupation with the child.
4.How often do you read tales to your child?	Every day, in the afternoon or before going to bed.	Almost every day.	3-4 times weekly.	1-2 times a week.	Weekly.	Daily.
5.Is your child interested in books / the library?	Very interested.	Yes, she likes them very much.	Yes, she has got many books.	Yes, he has got books.	A little bit.	Yes.
6.Do you think the kindergarten should prepare for reading?	Yes, it would be useful.	I think has a major role in forming kids lifetime reading habits. So yes, kindergarten shoul prepare the child for reading. I am really thankful because our kindergarten fulfills this role.	Yes, I do.	Yes, I do.	Yes, I think.	Yes, I think.

Educators in kindergarten

P O R T U G A L	1. In which country do you work?	Portugal	Portugal	Portugal	Portugal	Portugal
	2. Number of years spent in education:	10-20 years	20-30 years	10-20 years	20-30 years	-
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	other	weekly	weekly	daily/weekly
	4. How often do you initiate a conversation with the group?	Every day in the morning.	Daily.	Daily.	Daily.	Every day we join a group assembly for sharing experiences, sing the good morning song and to decide the plan for the week.
	5. What activities do you take to help improve reading skills?	I promote stories, rhymes, theatres, puppet shows,...	stories, poems, spiel, songs, letter search	stories, poems, spiel, etc.	Spiel, Poems, Stories	Exploring books, association games, word/image dictionaries, singing poems.

6. Which skills do you focus on developing?	Phonological awareness and the ability to express orally, enriching vocabulary.	All of them.	All of them.	All of them.	Speaking, autonomy, social skills, psychomotor skills.
7. Which skill is the most difficult to develop for you?	The most difficult skill to develop is word articulation.	Social-emotional skills.	Social-emotional skills.	Social-emotional skills.	Emotional skills.
8. Do you use catch-up exercises to prepare for reading?	Yes, I use meditation techniques, breathing and playing the game of silence.	Yes.	Yes.	Yes, always.	Singing or clapping or using instruments.
9. If so, list two examples of how you develop phonological awareness?	Rhyming, syllable division of words, discovery words with the same sound also using images.	Relaxation techniques, songs.	Relaxation techniques.	Relaxation techniques.	Exploring books, singing songs
10. Do the children have access to the group / nursery (kindergarten) library?	Yes, they do and in the room they also have a library area with access to books.	Yes.	Yes.	Yes.	Yes. Each room has an area with books for free use.

Teachers

P O R T U G A L	1. In which country do you work?	Portugal	Portugal	Portugal	Portugal	Portugal
	2. Number of years spent in education	10-20 years	0-5 years	20-30 years	5-10 years	10-20 years
	3. Is there a survey for children before going to school?	Yes, from preschool.	Yes, in private education I know of such surveys. In public education I'm not aware of it.	No.	No.	No.
	4. If so, does it test verbal skills (vocabulary, grammatical rules)?	Yes, the vocabulary, how to express.	Yes, it usually brings up some (small) topic on those skills.	-	-	-
	5. If so, does it examine phonological awareness?	Yes.	Yes, but in a very general way.	-	-	-
	6. How do you teach reading? Write it down in three sentences!	After knowing the letters, vowels and consonants, learn syllables and diphthongs and thus begin to read.	By introducing the alphabet. By applying a reading and writing method, or by blending a set of methods appropriate for the students in question. By promoting meaningful learning.	Through experiences and interests of the group. Using various learning methods such as synthetic analytics, global and others. Through storytelling.	Ordering words. Pictures and words. Describing pictures.	Matching part of sentences. Listen and link exercises. Running dictations.

7. In your experience, which undeveloped skills can be linked to reading difficulties?	Lack of training and not having knowledge of the letters when they enter the 1st cycle.	The skills of phonological awareness comprehension and oral expression, when not worked on properly, can be directly related to difficulties in reading.	The fact that parents don't read stories to their children doesn't help to arouse their interest in reading.	Behavioural issues...	Mother tongue problems, listening and speaking skills.
8. Is there a specialist in solving these difficulties?	Class teacher and support teacher.	No. There may be a support teacher, an occupational therapist and a speech therapist, who work as a team to try resolve these difficulties (depending on each case).	No.	No.	I don't know.
9. What didactic tools do you regularly use to improve reading skills?	Games with letters, syllables and music.	Continue to make „story time“ dynamic at school. Bring in appealing books, digital books, songs to read and interpret, theatricals and more.	Syllabic tables, interactive games and more individualized teaching.	Cards (word and picture cards).	Real toys, power point presentations, hand-made speech bubbles.
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	There are children who do not attend preschool or attend only one year.	Kindergarten teachers should focus on isolated, thoughtful, planned and evaluated activities to work on skills related to reading skills.	To provide children experiences that make them feel the need to read to understand.	They should motivate children to listen to more stories and play games with words and pictures.	Telling and exploring more stories for example. Playing games that implies little words.

Parents

P O R T U G A L	1. Does your child like to go to kindergarten?	Yes.	Yes.	Yes.	More or less.	Yes, likes.
	2. What are your child's favorite activities? List three!	Games. Role-plays, playing computer.	Music. Listen stories.	Playground, listening stories, books and ITC (mainly computer)	Playground and play house.	Playhouse area. Play outside/park. Didactic games.
	3. Which development activities used in the institution are you most satisfied with?	Literacy initiation, science, sports.	Games.	With those activities that promote interest in reading.	Dance, gymnastics and crafts.	All... Concretely: science activities, music, group reflection.
	4. How often do you read tales to your child?	Two or three times a week.	Many times.	Once a week.	Few times, as I have low reading skills, it limits me and does not allow me to do as many times as I would like.	Every day ad bed time.
	5. Is your child interested in books / the library?	Yes.	Yes.	Yes.	Yes.	Yes, I like books.
	6. Do you think the kindergarten should prepare for reading?	Yes, it is very important a first contact.	Yes.	Yes, it's very important.	Yes.	Yes. Very important to develop creative activities to promote reading. Children love to hear and explore stories.

Educators in kindergarten

B O S N I A - H E R Z E G O V I N A	1. In which country do you work?	B&H	B&H	B&H	B&H	B&H	B&H
	2. Number of years spent in education:	5 to 10	5 to 10	5 to 10	5 to 10	10 to 20	10 to 20
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	weekly	daily	daily	daily	daily
	4. How often do you initiate a conversation with the group?	daily	daily	daily	daily	daily	daily
	5. What activities do you take to help improve reading skills?	reading	learning songs	reading and learning songs and fairy-tale	Drama, role play, reading fairy tales...	reading	learning songs
	6. Which skills do you focus on developing?	learning new knowledge	learning practical skills	independence skills learning	learning empathy	learning practical life skills	learning new knowledge and terms
	7. Which skill is the most difficult to develop for you?	language skills	math skills	language	language	math skills	math
	8. Do you use catch-up exercises to prepare for reading?	yes with games and songs	yes preparing children with talks or games	yes silent game	no	yes silent game	no
	9. If so, list two examples of how you develop phonological awareness?	songs and rhythms	learning sounds of animals and nature	worksheets	Montessori letter learning	Montessori material	Montessori material
	10. Do the children have access to the group / nursery (kindergarten) library?	yes	yes	yes	yes	yes	yes

Teachers

B O S N I A - H E R Z E G O V I N A

	BiH	Bih	BiH	BiH	BiH
1. In which country do you work?					
2. Number of years spent in education	0 to 5	5 to 10	5 to 10	0 to 5	10 to 20
3. Is there a survey for children before going to school?	yes	yes	yes	yes	yes
4. If so, does it test verbal skills (vocabulary, grammatical rules)?	no	no	no	no	no
5. If so, does it examine phonological awareness?	no	no	no	no	no
6. How do you teach reading? Write it down in three sentences!	-	-	-	-	-
7. In your experience, which undeveloped skills can be linked to reading difficulties?	Motorical skills	Motorical and emotional skills	Motivation and work routine	Cognitive skills	Cognitive and emotional skills
8. Is there a specialist in solving these difficulties?	Yes speech therapist	yes	Not sure	yes	Yes speech therapist
9. What didactic tools do you regularly use to improve reading skills?	Story picture	Didactic materials of letters	Books with picture	Letters in form of games etc	Books picture etc
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	Lot of games with moves and sounds	Role play and drama	Songs and story telling	Activities that improve vocabulary and story telling	Vocabulary improvement and correct articulation of sounds

Parents

B O S N I A - H E R Z E G O V I N A	1.Does your child like to go to kindergarten?	yes	yes	yes	yes	yes	yes
	2.What are your child's favorite activities? List three!	song sport letter learning	learning practical skills (cleaning and food preparing), science, sport	yoga, sport,numbers and songs	songs, sport, practical skills	math, color learning, yoga	Music and sport
	3.Which development activities used in the institution are you most satisfied with?	Motoric skills, science experiment etc	science and thinking	motoric skills, yoga	science learning and math, creativity	Science, outdoor activities, yoga	Outdoor activities, social activities, learning about new staff with interesting activities and materials
	4.How often do you read tales to your child?	every night	every day	2 per week	5 per week	every night	every night
	5.Is your child interested in books / the library?	no	yes	no	yes	no	no
	6.Do you think the kindergarten should prepare for reading?	yes	yes	yes	yes	yes	yes

Educators in kindergarten

I T A L Y	1. In which country do you work?	Italy	Italy	Italy	Italy	Italy
	2. Number of years spent in education:	10-20 years	5-10 years	5-10 years	10-20 years	
	3. How often do you read / tell tales to the group? (daily, weekly)	daily	daily	daily	daily	
	4. How often do you initiate a conversation with the group?	Every day, two or three times per day and eachtime I think is important for the group to stop and speak about what is happening.	Every day.	Three times a week.	Every day two or three times per day.	
	5. What activities do you take to help improve reading skills?	We use a specific method called Bortolato's method, than we usually read many books daily, we work on recognising letters playing with songs, nursery rhymes and stuff like this.	Reading loud to children, children finish the story started by the teacher.	We read with children.	We use a specyfic method called Bortolato's method, than we usually read many books daily, we work on recgnising letters playing with songs, nursery rhymes and stuff like this	

6. Which skills do you focus on developing?	Phonemic awareness, phonics, fluency, vocabulary and comprehension.	Syllabus, phonetic skills. Comprehension of the story working on the capability of count and think on the main character.	Questions and answers during the reading.	phonemic awareness, phonics, fluency, vocabulary, and comprehension.	
7. Which skill is the most difficult to develop for you?	Maybe fluency and sometimes comprehension.	To develop the capability of concentration.	Attention during the reading.	maybe fluency	
8. Do you use catch-up exercises to prepare for reading?	No, usually it's enough to take a book, or better, usually children give me books to read. In our school we read a lot and children love this activity so we don't need to use any strategies to keep their attention.	Usually is enough to keep a book. We use book also to introduce different activities.	We can use relationship and a pleasure climate.	No usually it's enough to take a book, or better, usually children give me books to read.	
9. If so, list two examples of how you develop phonological awareness?	We use nursery rhymes.	-	Play with syllables.	We use nursery rhymes	
10. Do the children have access to the group / nursery (kindergarten) library?	Yes, in our school children have got many books in the library but also they have a corner dedicated to books in each room.	Yes, they have.	Yes, they do.	Yes in our school children have got many books in the library but also they have a corner dedicated to books in each room.	

Teachers

I T A L Y		Italy	Italy			
	1. In which country do you work?					
	2. Number of years spent in education	20-30 years	20-30 years			
	3. Is there a survey for children before going to school?	No, there isn't.	No, there isn't.			
	4. If so, does it test verbal skills (vocabulary, grammatical rules)?	-	-			
	5. If so, does it examine phonological awareness?	-	-			
	6. How do you teach reading? Write it down in three sentences!	Making phonological games. Starting from teaching vowels. Matching syllables to compose words.	Making phonological games. Starting from teaching vowels. Matching syllables to compose words.			

7. In your experience, which undeveloped skills can be linked to reading difficulties?	A deep comprehension of a text. Memorization of information.	A deep comprehension of a text. Memorization of information.			
8. Is there a specialist in solving these difficulties?	Yes, there is, but not inside the school.	Yes, there is, but not inside the school.			
9. What didactic tools do you regularly use to improve reading skills?	Reading aloud and miming a story to involve children and show them how reading could be an extraordinary experience.	Reading aloud and miming a story to involve children and show them how reading could be an extraordinary experience.			
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	Kindergarten teachers could propose word games (such as rhyme, tongue twister...) and read aloud stories whenever possible.	Kindergarten teachers could propose word games (such as rhyme, tongue twister...) and read aloud stories whenever possible.			

Parents

I T A L Y	1.Does your child like to go to kindergarten?	Yes she really loves going to kindergarten	So and so simetimes yes sometimes no	Yes, she does	Yes he does	Yes, she does
	2.What are your child's favorite activities? List three!	She loves going out with her teachers and friends, she loves activities in nature like growing plants or playing outside in the garden	He loves to move, so he really likes stay outside and going aroun for farms or walking in the nature	Paint, reading, playing in the garden.	He loves to move, so he really likes stay outside and going around with his teachers	Reading, drawing, paying in the kitchen.
	3.Which development activities used in the institution are you most satisfied with?	I particularly appreciate their activities with art, nature, and cultural and naturalistic excursions that the kindergarten do during the year	I like most of the proposals they make, particularly the activities outside and the activities of reading	I particularly appreciate the experiences they propose to children in collaboration with other association for instance this year they made a work about intercultural really intersting	I like most of the proposals they make, particularly the activities outside and the activities of reading	I really like everything they do i particulrly like the proposal of reading they give a book to my child each Friday and we read it tpgheter during the weekend
	4.How often do you read tales to your child?	Every day expecially in the eving before sleeping	Every day expecially in the eving before sleeping	Every day expecially in the eving before sleeping	Every day	Every day expecially in the eving before sleeping
	5.Is your child interested in books / the library?	Yes she loves it	So and so beaucuse he really likes moving	Yes she loves it she spends a lot of her time reading books	He is quite interesting	Yes she is
	6.Do you think the kindergarten should prepare for reading?	Preparing yes but I think children have to learn reading at the primary school	Preparing yes, but I think children have to learn reading at the primary school	Preparing yes but I think children have to learn reading at the primary school	I think that in the kindergarten they can listen many stories and have the possibility to improve his vocabulary thanks to the teachers	Prepare maybe yes but in Italy children can read in the primary school

Educators in kindergarten

B U L G A R I A	1. In which country do you work?	Bulgaria	Bulgaria	Bulgaria	Bulgaria	Bulgaria
	2. Number of years spent in education:	20-30 years	0-5 years	0-5 years	0-5 years	5-10 years
	3. How often do you read / tell tales to the group? (daily, weekly)	daily/weekly	daily	daily	daily	daily
	4. How often do you initiate a conversation with the group?	daily	daily	daily	daily, talk to the children	all the time
	5. What activities do you take to help improve reading skills?	sound analyses of words, story of pictures, telling fairytales	activities connected with story telling	basic literacy, to know the letters	games with words	daily
	6. Which skills do you focus on developing?	development of phonemic hearing	development fine motor skills	behaviour, healthy habits	pronunciation of sounds, story telling by using pictures	concentration, attention, kindness
	7. Which skill is the most difficult to develop for you?	retelling a text	phonem awareness	development fine motor skills	information retention	concentration
	8. Do you use catch-up exercises to prepare for reading?	yes	yes	intonation of the voice for attracting attention	yes	yes
	9. If so, list two examples of how you develop phonological awareness?	sound analyses of words by games	sound analyses	by games appropriate for the age	recognition of syllabus	reading a fairytale, story telling
	10. Do the children have access to the group / nursery (kindergarten) library?	yes	yes	yes	yes, children have book corner	yes

Teachers

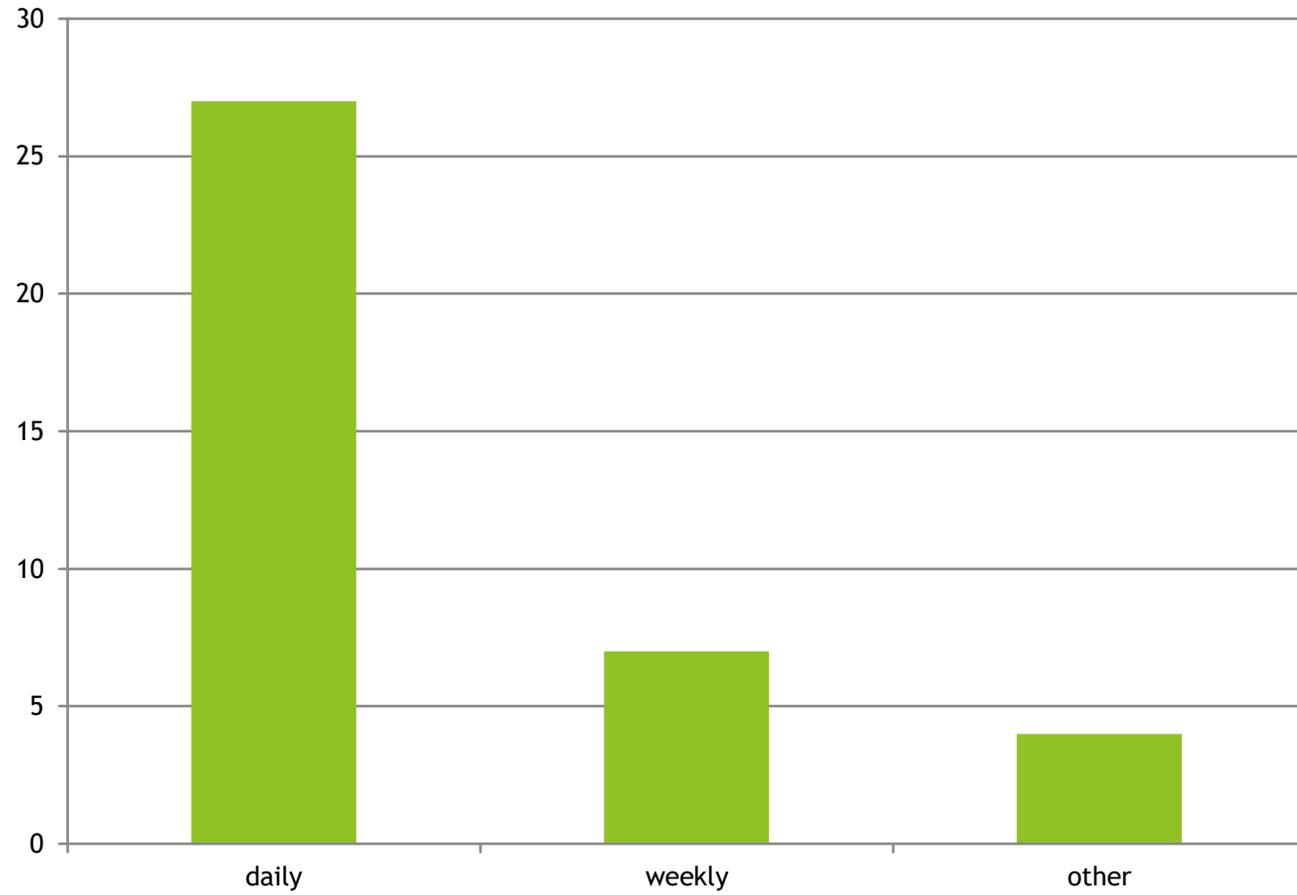
B U L G A R I A

	Bulgaria	Bulgaria	Bulgaria	Bulgaria	Bulgaria
1. In which country do you work?					
2. Number of years spent in education	10-20 years	0-5 years	0-5 years	20-30 years	10-20 years
3. Is there a survey for children before going to school?	yes, assessment with 2 test for school readiness	yes, pre and post testing	yes	yes, to every child	diagnostic procedures for the children
4. If so, does it test verbal skills (vocabulary, grammatical rules)?	pre and post testing	yes	as a part of pre and post testing	yes	yes
5. If so, does it examine phonological awareness?	assessment of goals according to a national standard	yes	as a part of a national standard	yes	yes
6. How do you teach reading? Write it down in three sentences!	application of the principals of clarity and consistency	teach them alphabet, letters, syllables, reading	application of the principals of clarity and consistency	sound analyses, combining syllabuls	sound analyses, combining syllabuls
7. In your experience, which undeveloped skills can be linked to reading difficulties?	-	difficulties in concentration, speed of reading, difficulties in listening and understanding	when game do not apply additionally to the education	sound analyses of words, not able to order sounds in their minds	sound analyses of words, not able to order sounds in their minds
8. Is there a specialist in solving these difficulties?	yes	yes	yes	yes	yes
9. What didactic tools do you regularly use to improve reading skills?	reading of short words and sentences	turn taking of reading and motor games	interactive methods	graphic, window to separate syllabuls	graphic, window to separate syllabuls
10. Please tell me your personal opinion on how kindergarten teachers could better prepare children's reading abilities.	putting written plates on different objects in the classroom - names of the children, month, days of the week, seasons, plants, etc.	reading of fairytales, role plays	-	games to learn sounds and letters, sound analyses	reading fairytales, role plays

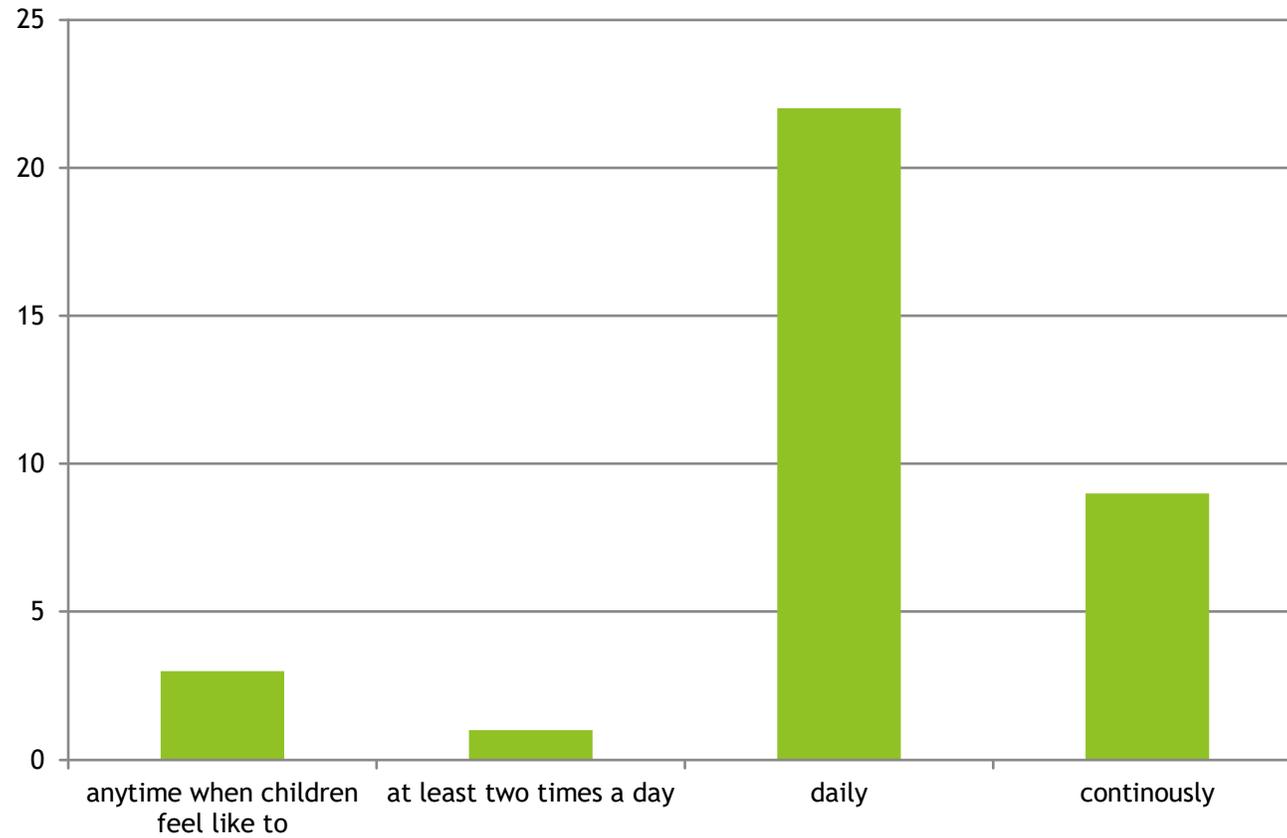
Parents

B U L G A R I A	1.Does your child like to go to kindergarten?	yes, with pleasure	yes	yes	yes	yes
	2.What are your child's favorite activities? List three!	listening to fairytales, drawing	fairytales, drawing, play with a ball	role plays, cycling, play in the park	to play and lear new things	constructor games, puzzels, singing
	3.Which development activities used in the institution are you most satisfied with?	from all	-	-	from all	reading books for development of speech and imagination
	4.How often do you read tales to your child?	daily	daily	few times a week	daily	yes
	5.Is your child interested in books / the library?	yes, has own at home	yes	yes	yes	yes
	6.Do you think the kindergarten should prepare for reading?	yes, in school it would be easier for him	no, they need just basic knoweledge	yes	yes and no	yes

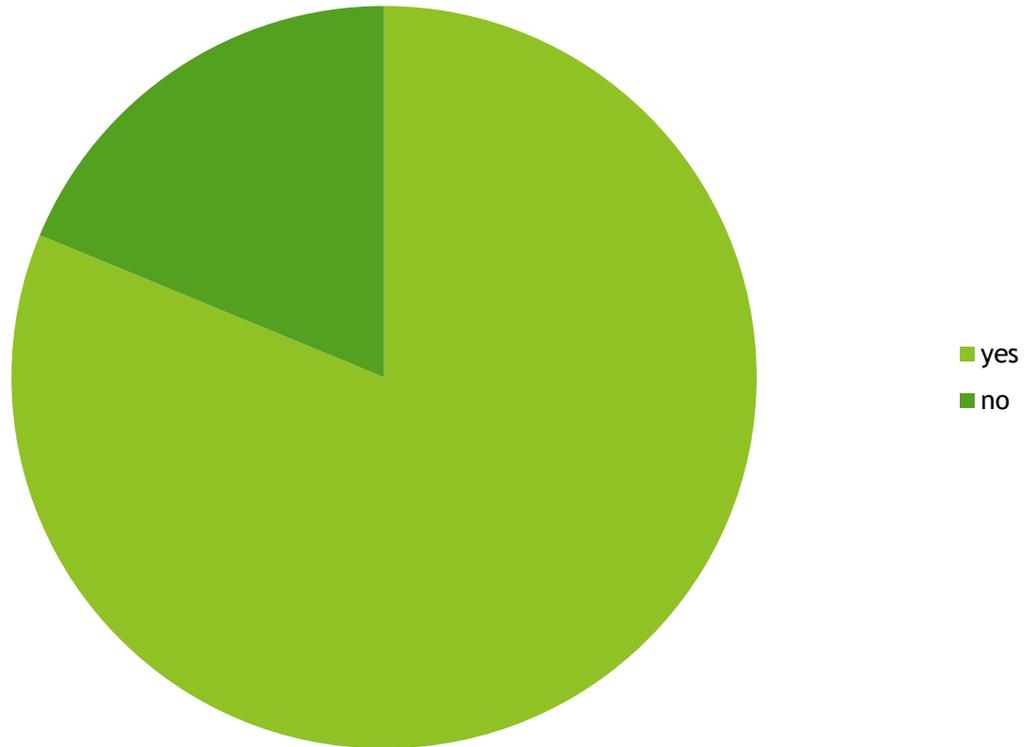
How often do you read / tell tales to the group? (daily, weekly)



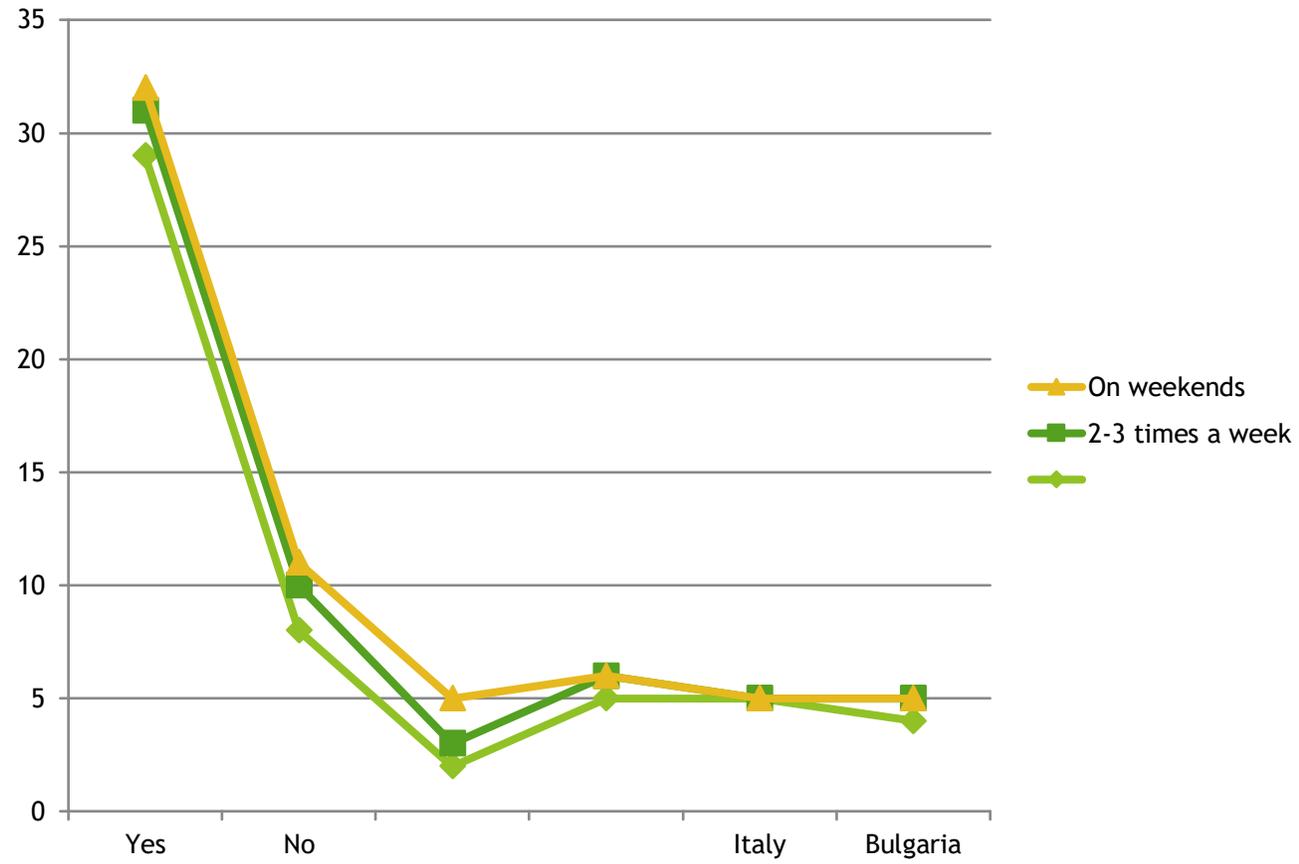
How often do you initiate a conversation with the group?



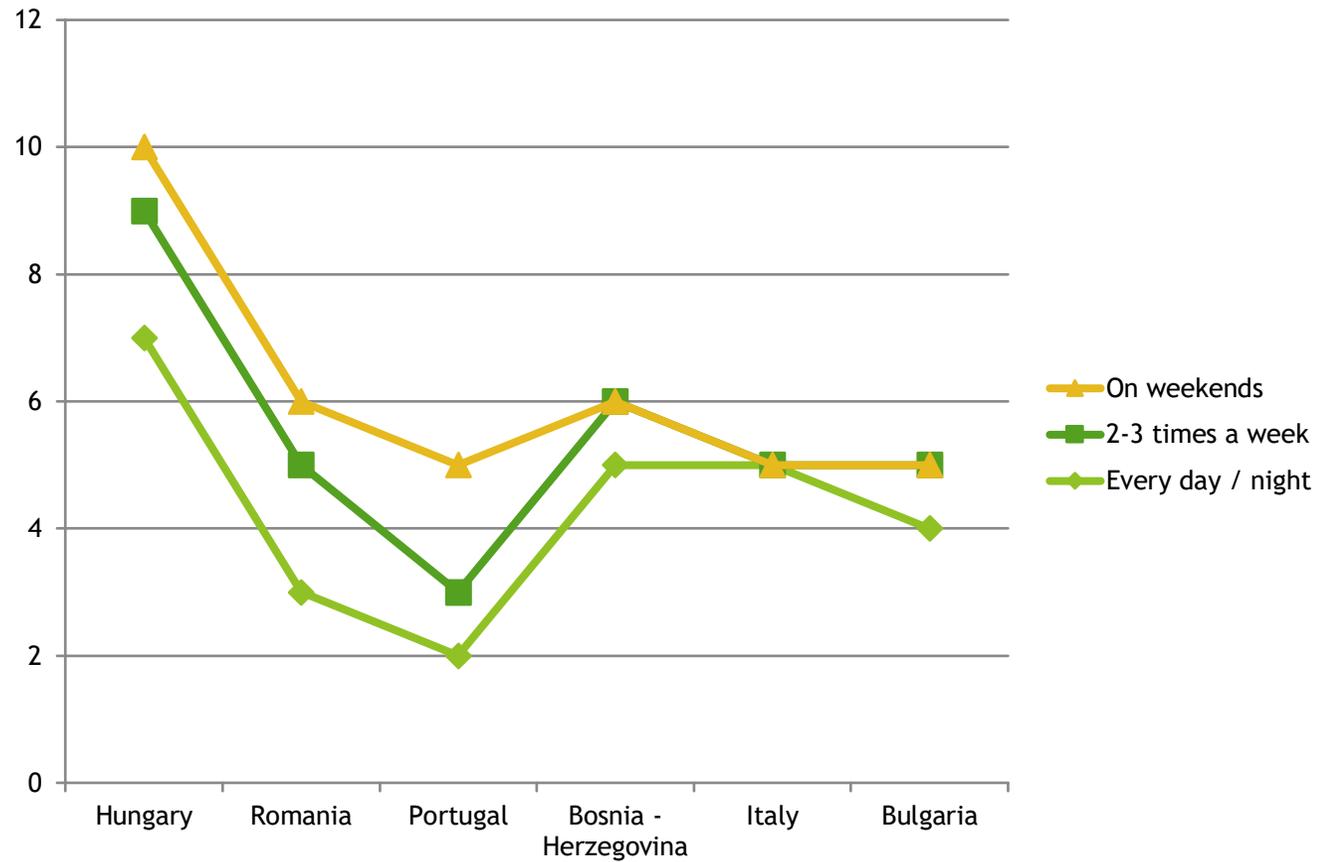
Is there a survey for children before going to school?



Is there a specialist in solving these difficulties?



How often do you read tales to your child?



Is your child interested in books / the library?





Concerning that the main goal of the project is to promote the development of the education system and the priorities for lifelong learning, we conclude that the participants have enriched their language development skills methods repertoire.

It was a great opportunity to observe different educational systems of the countries included in the project, an opportunity for learning, for socializing, for bonding.