

Curriculum reform in the context of reading and writing

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Abstract

The study focuses on the analysis of selected aspects of the didactics of reading and writing in the context of the currently ongoing curriculum reform in primary education in Slovakia. The theoretical part addresses the conceptual foundations of curricular changes in both national and international contexts, as well as research findings related to early literacy. The research employs a qualitative design implemented through unstructured interviews. The research sample consists of teachers working in the first grades of primary schools whose schools are involved in the pilot verification of the curriculum reform. The elaboration of the research data is based on a rigorous cyclical content analysis of coding processes, with particular emphasis on induced changes in the teaching of reading and writing related to the implementation of the new curriculum. The findings reveal certain possibilities as well as limitations in implementing curricular changes in the didactics of early reading and writing.

Keywords:

curriculum reform, didactics of reading and writing, early literacy, primary education, content analysis,