

## **SUMMARY**

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### **Effectiveness of the reading and writing skills improvement programme for children at risk of dyslexia**

The studies presented in the article display the effectiveness of the reading and writing skills improvement programme for children burdened with the risk of dyslexia. 80 pupils with a dyslexia risk from elementary schools in the lubelskie province participated in the studies. The experimental groups were comprised of grade 1 and 2 pupils participating in the programme, whereas the control groups were comprised of peers not participating in the programme.

The experimental studies were conducted using a parallel group technique. Experimental manipulation in the studies involved introducing an independent variable in the educational process in the experimental groups in the form of a reading and writing skills improvement programme. Dependant variables were the programme's effects defined as a level of mastering educational skills – i.e. reading and writing skills.

The studies show that the programme led to significant, statistically beneficial changes in the basic educational skills of children with a dyslexia risk. As for experimental sub-groups, significant, statistically beneficial changes occurred with respect to all reading and writing indicators. As regards control groups, disadvantageous changes with respect to writing from memory, number of errors while reading, re-writing and writing from dictation were observed. Simultaneously, most probably thanks new experiences gained during education, a small improvement in the reading technique and speed, the degree of understanding of the text being read and the graphical level of the script was observed in children not covered by the programme.