There was a positive relationship for students between the number of years they attended preprimary education programs and their reading achievement.

Parents’ reports on whether students could perform early literacy tasks when beginning primary school illustrate that early preparation appears to have an effect through the fourth grade.

Students whose parents reported many home resources for learning had much higher achievement than students whose parents reported some or few resources.

Students whose parents reported often spending time with them on early literacy learning activities had higher achievement. PIRLS shows a trend toward more parental involvement in children’s literacy development.

Students whose parents reported a greater enjoyment of reading had higher achievement than students with parents who liked reading less or disliked reading.

An Early Start in School

Preprimary Education

There was a positive relationship for students between the number of years they attended preprimary education programs and their reading achievement.

Students who spent 3 years or more in preprimary education had a higher average achievement than those who spent 2, 1, or less years or did not attend.

Could Do Literacy Tasks When Beginning Primary School

Parents’ reports on whether students could perform early literacy tasks when beginning primary school illustrate that early preparation appears to have an effect through the fourth grade.

Students whose parents reported many home resources for learning had much higher achievement than students whose parents reported some or few resources.

In 16 countries, there was an increase in students’ time spent on early literacy learning activities. Only 1 country had a decrease.

In 31 countries, there was a decrease in parents’ positive attitudes toward reading. Only 2 countries had an increase.

SOURCE: IEA’s Progress in International Reading Literacy Study – PIRLS 2016
http://pirls2016.org/download-center/