

Reading mediation in vulnerable families and development of emergent literacy skills in children

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Abstract

Research shows that parents' educational level and socioeconomic group impact their children's learning, performance, and reading habits. Therefore, this study analyses the reading mediation practices in families of early childhood education students with a high vulnerability index and their relationship with the development of three pre-reading skills: phonological awareness, rapid automatized naming (RAN), and alphabet knowledge. Methodologically, the study employed a positivist paradigm with a correlational, cross-sectional, and non-experimental design. Two instruments were used: a questionnaire administered to the families regarding the frequency of reading mediation activities, and the ABCDeti test, administered to the children to evaluate their reading skills. Analyses were performed using the Jamovi software and Spearman's correlation, which revealed that families do not frequently read to their children. Results also showed eight significant and positive correlations, highlighting the link between joint story reading and phonological awareness, and between exposure to music and rapid automatized naming (RAN). Conclusively, it is essential to promote reading mediation in homes, especially because the practices with the highest positive correlation with reading development are precisely those that families do not prioritize, performing them "rarely".

Keywords: Reading mediation; socio-economic status; emergent literacy; vulnerable families.

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Mediación lectora en familias vulnerables y desarrollo de habilidades prelectoras en párvulos

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Resumen

Algunas investigaciones han demostrado que el nivel educativo de los padres y su grupo socioeconómico inciden en el aprendizaje, rendimiento y hábitos lectores de sus hijos. Se analizaron las prácticas de mediación lectora en familias de estudiantes de Educación Infantil con alto índice de vulnerabilidad y su relación con el desarrollo de tres habilidades prelectoras: conciencia fonológica, velocidad de denominación y conocimiento del alfabeto. El paradigma es positivista con un diseño correlacional, transversal y no experimental. Se utilizaron dos instrumentos, un cuestionario aplicado a las familias sobre la frecuencia de actividades de mediación lectora y la prueba ABCDeti, administrada a los niños para evaluar sus habilidades lectoras. Los análisis se realizaron con el software Jamovi utilizando la correlación de Spearman, lo que permitió evidenciar que las familias no leen frecuentemente a sus hijos. Además, hubo ocho correlaciones significativas y positivas, destacando la relación entre leer cuentos en conjunto y la conciencia fonológica, y entre la exposición a música y la velocidad de denominación. Se concluye que es esencial fomentar la mediación lectora en los hogares, especialmente porque las prácticas de mayor correlación positiva con el desarrollo lector son precisamente las que las familias no priorizan, realizándolas "rara vez".

Palabras clave: Mediación lectora; nivel socioeconómico; alfabetización emergente; familias vulnerables.

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INTRODUCTION

In Chile, the preparation for the formal process of learning to read begins in kindergarten, is a complex process that requires mastery of both alphabetic decoding and text comprehension (Ramírez-Leyva, 2009). To achieve adequate reading performance, the early development of predictive skills, including phonological awareness, rapid automatized naming, and knowledge of the alphabet, is essential (National Early Literacy Panel, 2008; Soto et al., 2021). These skills are strengthened through emergent literacy, a concept that emphasises the initial acquisition of reading and writing in everyday, non-formal contexts (Whitehurst & Lonigan, 1998).

In this context, the family plays a central role in the child's reading process, as through reading mediation (RM), parents encourage children to engage with written language through interactions that integrate affective, emotional and motivational components (Saldaña-Gómez et al., 2020; Munita-Jordán, 2021). Empirical evidence shows that active family involvement, particularly shared reading and contextualisation of narrative texts, promotes early literacy development and has a positive impact on children's future reading skills (Canfield et al., 2020; Izquierdo-Rus et al., 2019; Rosero-Prado & Mielles-Barrera, 2015).

However, the potential of reading mediation is conditioned by socio-economic inequalities, particularly in Chile, where the school vulnerability index (IVE) reaches 79% in public schools (National Board of School Aid and Scholarships, 2023), which has a direct impact on low academic achievement and contributes to the persistence of social segregation (Escarbajal-Frutos et al., 2019; Soza-Mora, 2021; Murillo & Graña, 2020; Orellana et al., 2022).

With regard to the above, AIM Chile (2023) indicates that, in lower-income socioeconomic groups (classes D and E), more than 60% of parents did not complete their schooling, a situation that is linked to lower child performance and limited family participation in the learning process (Frutos et al., 2019; Murillo & Graña, 2020). Consequently, promoting reading mediation takes on special relevance in the most vulnerable households.

In the academic sphere, the 2022 SIMCE (Education Quality Measurement System, as per its Spanish acronym) assessment revealed an educational gap of 55 points between higher and lower income socioeconomic groups, underscoring the urgency of providing greater support for reading instruction from early childhood education levels onwards (Ministry of Education, 2023).

Despite the documented link between socioeconomic context, family involvement, and reading development, there remains a gap in the national literature regarding which reading mediation practices are most effective and how they relate to the development of specific pre-reading skills.

Within this framework, the aim of this study is to analyse the reading mediation practices implemented by families in vulnerable situations and their relationship with three early reading skills proposed by the National Early Literacy Panel Report (2008): phonological awareness (which allows for the detection, manipulation, or analysis of speech sounds), rapid automatized naming (quickly naming sequences of letters, digits, colours, or objects arranged in random order), and knowledge of the alphabet (recognising the symbols, names, and sounds of letters) in kindergarten students in the Biobío Region, Chile.

METHOD

Design of the research

The study was approached from a positivist paradigm, using a non-experimental, cross-sectional approach. The methodological approach is correlational, seeking to establish the relationship between the variables of family reading mediation and pre-reading skills without deliberate manipulation. This analysis strategy aligns with the simple correlational design (SCD) proposed by Ato et al. (2013). Furthermore, it

is defined as cross-sectional given that the data collection was conducted at a single specific point in time (Hernández-Sampieri & Mendoza-Torres, 2018).

Participants

The population consisted of kindergarten students and their respective families from the Biobío Region, Chile. The final sample consisted of 96 families and 96 children from six educational establishments in the region.

Sampling was non-probabilistic, intentionally selected to meet the study objectives and the following inclusion criteria:

- Adherence to the Marco Project: Previous participation in Fondecyt Initiation project No. 11230995, to which this research is linked.
- Socio-economic vulnerability: Have a School Vulnerability Index (IVE, as per its Spanish acronym) equal to or greater than 75% in student enrolment.
- Institutional Consent: To obtain the signature of the head teacher authorising participation in the project.

Consequently, establishments that did not meet the established socio-economic criteria were excluded, as were students with Special Educational Needs (SEN), learning disorders or those from children's homes.

Instruments

Two instruments were used to measure the research variables:

1. Assessment of Initial Reading Skills (ABCDeti)

To assess the development of pre-reading skills in students, the ABCDeti test was used, developed by the Centre for the Development of Inclusion Technologies (CEDETI UC, <https://www.cedeti.cl/quienes-somos>). This instrument allows for an individual diagnosis of initial reading competence, applicable from pre-kinder to the fourth year of primary school (Rosas-Díaz et al., 2011).

More specifically, this study focused on three skills: phonological awareness (scores from 0 to 32), knowledge of the alphabet (scores from 0 to 10), and rapid automatised naming (scores established by sample performance).

The instrument classifies the performance of those assessed according to three development criteria:

- Intervention Level: Performance is below expectations, requiring learning support.
- Process Level: The student is acquiring the knowledge expected for their educational level, although there may still be specific areas of knowledge that need to be addressed.
- Expected Level: The developmental standard for early reading skills is met, based on the child's age and stage.

2. Family Reading Mediation Questionnaire (CSDAE)

Reading mediation practices were identified using the Socio-Family Questionnaire on Emerging Literacy Domains (CSDAE, as per its Spanish acronym) (Manosalba-Torres & Arancibia-Gutiérrez, 2021).

Of the five core factors of this instrument, the study focused on the dimension of Home Learning Activities (HLA).

The instrument was adapted to 13 items specifically related to the three pre-reading skills considered. The primary question was: How often do you do the following activities with the student? Responses are evaluated on a 5-point Likert scale, where 1 is “rarely” and 5 is “most days of the week”. The scores for each item range from 1 to 5, and the total score for each skill is obtained by adding up the corresponding answers.

Procedure

The data collection procedure was carried out in three stages:

1. Ethical and institutional approval: It began by requesting the necessary permissions to access and use the database (ABCDeti assessment) of the framework project, Fondecyt Initiation 11230995. Institutional approval was then coordinated through an interview with the directors of the six educational establishments. At this stage, a formal letter detailing the objectives and scope of the research was delivered, requesting his signature to ensure institutional consent. This step was carried out in accordance with the principle of Respect for Persons, established in the Belmont Report ([Observatori de Bioètica I Dret, 1979](#)).
2. Application of the ABCDeti assessment: The ABCDeti individual assessment was implemented in May 2024 by two previously trained assessors. Its application was conducted electronically and the scores obtained were recorded directly on the test platform for subsequent analysis.
3. Application of the questionnaire to families: In order for the questionnaires to be collected, informed consent forms were provided to families, ensuring that their participation was voluntary. Parent meetings were attended to maximise the response rate, with five minutes allocated to explain the purpose of the study and its benefits, thus complying with the principle of beneficence of the Belmont Report (1979). Ten minutes were allocated for attendees to complete the instrument in person. The questionnaire was sent to absent families via their children’s teachers. After a month of data collection, a total of 96 responses were obtained.

Analytical procedures

The data from the questionnaire was entered into a Microsoft Excel spreadsheet, in which the reading mediation practices carried out at home were coded using the initials of each activity, for example: L-C-C = joint story reading. They were then grouped into three categories corresponding to each reading skill. The ABCDeti assessment data, provided by the Fondecyt Initiation project 11230995, was then integrated into the same spreadsheet.

Descriptive statistics were used with Jamovi software ([The Jamovi Project, 2022](#)), which enabled correlational analysis. First, the normality of the variables was assessed using the Shapiro-Wilk test, given that most of the variables exhibited marked asymmetry (i.e., a non-parametric distribution). Thus, Spearman’s correlation coefficient was chosen to determine the significant and positive relationships between mediation practices and the development of pre-reading skills.

RESULTS

The results section presents the findings derived from the analysis of the data obtained through the ABCDeti assessment and the Socio-Family Questionnaire (CSDAE).

Family reading mediation practices

Table 1 shows the scores obtained for the 13 items surveyed by frequency intervals regarding the reading activities carried out by families at home. Of these, the average shows that priority is given to routine activities or visual exposure with high frequency (“most days of the week”), such as:

- Naming household objects (NO. M = 4.27).
- Helping to identify signs and logos (PEL. M = 4.02).
- Identifying letters of the alphabet in written texts (RLA. M = 3.96).

Conversely, practices involving less interaction and time commitment are those carried out “rarely” (less than once a month):

- Attending music concerts (ACM. M = 1.34).
- Making rhymes with short words (RPC. M = 2.26).
- Reading stories (LC. M = 2.53).
- Joint story reading (LCC. M = 2.59).
- Identifying titles and authors in written texts (RTA). M = 2.59).

Table 1

Reading mediation practices at home

	N	Mean	Median	Trend	SD	Minimum	Maximum
L_C	96	2.53	3.00	1.00	1,305	1	5
L_C_C	96	2.59	3.00	1.00	1,326	1	5
C_R_P	96	3.11	3.00	4.00	1,421	1	5
R_P_C	96	2.26	2.00	1.00	1,316	1	5
S_I	96	3.95	4.00	4.00	1,099	1	5
C_S_P	96	3.66	4.00	5.00	1,336	1	5
A_C_M	96	1.34	1.00	1.00	0,792	1	5
N_O	96	4.27	5.00	5.00	1,081	1	5
P_E_L	96	4.02	4.00	5.00	1,179	1	5
P_N	96	3.73	4.00	5.00	1,183	1	5
R_L	96	3.82	4.00	4.00	1,124	1	5
R_L_A	96	3.96	4.00	5.00	1,123	1	5
R_T_A	96	2.59	2.00	1.00	1,396	1	5

LC = Read stories to child her before bedtime; LCC = Joint story reading; CRP = Singing or reciting poetry; RPC = Making rhymes with short words; SI = Asking the child about the initial sounds of words; CSP = Asking the child how many syllables words have; ACM = Attending music concerts; NO = Naming objects found at home; PEL = Helping the child identify or recognise signs and logos; PN = Learning new words; RL = Reciting the letters of the alphabet; RLA = Identifying the letters of the alphabet in various written texts; RTA = Identifying titles and authors in written texts.

Level of development of reading skills

The results of the ABCDeti assessment (May 2024) for each pre-reading skill are:

Knowledge of the alphabet: As can be seen in Table 2, 56.3% of students are in the process of development, which shows that most of them are acquiring knowledge of graphemes and letter names expected for their level. 22.9% are at the expected level and 20.8% require intervention. This shows that most students are in the process of learning and recognising the names and graphemes of letters specific to their educational level (vowels and consonants m-l-p-s).

Table 2

Frequency of the skill Knowledge of the alphabet (CA)

C_A	Frequencies	% of Total
Expected	20	22.9
In progress	54	56.3
Intervention	20	20.8

C_A = Knowledge of the alphabet.

Phonological awareness: Table 3 shows that 95% of students are at the “in progress” level, 4% are at the “intervention” level, and only 1.0% are at the “expected” level. This indicates that the vast majority are acquiring syllabic segmentation and syllable and sound recognition skills. Based on these results, it is projected that by the end of the academic year (December 2024), they will have progressed from the “in progress” level to the “expected” level.

Table 3

Frequency of the Phonological Awareness skill (CF)

C_FO	Frequencies	% of Total
Expected	1	1.0
In progress	91	94.8
Intervention	4	4.2

C-FO = Phonological Awareness.

Writing pace: Table 4 indicates that 55.2% of students have a writing pace classified as slow or very slow (16.7% very slow and 38.5% slow). This indicates that more than half of the preschoolers take between 11 and 20 seconds to name a sequence of six objects. Only 17.7% have a fast pace.

These results indicate that most students are at the “in progress” level in both phonological awareness and alphabet knowledge, which is considered adequate for the time of application (first semester of 2024). However, rapid automatised naming shows a high percentage at the slowest levels.

Table 4*Frequency of Rapid automatised naming*

V_D	Frequencies	% of the total
Very slow	16	16.7
Slow	37	38.5
Average	26	27.1
Fast	17	17.7
Very fast	0	0

V_D = Rapid automatised naming.

Correlation between reading mediation practices and reading skill development

To correlate both variables, the scores for each reading activity carried out at home (according to ability) were first added together. The codes for these activities are presented in Table 5 as follows: TPML-CF, TPML-VD and TPML-CA. The scores obtained through the ABCDeti test were ranked according to the specific action that each student had to perform, whose codes are: VD1, PA2, PA3, CF-SS, CF-RSI, CF-RSF, CF-RSOI, CF-RSOF, detailed in the same table.

To determine the appropriate correlation coefficient (Pearson or Spearman), the distribution of the variables was assessed using the Shapiro-Wilk normality test (Table 5). The results showed that most variables exhibited marked asymmetry, except for the Reading Mediation Practice for Phonological Awareness (TPML-CF), whose p-value exceeded the threshold of 0.05 (indicating normality). Due to the absence of a parametric distribution in most of the data, the correlation analysis was therefore performed using Spearman's non-parametric coefficient.

Table 5*Normal distribution of data: Mediation practices according to ability and scores per item on the ABCDeti test*

Variables	N	Mean	Median	Trend	SD	Minimum	Maximum	Skewness		Kurtosis		Shapiro-Wilk	
								Skewness	EE	Kurtosis	EE	W	p
TPML-CF	96	19.44	19.50	17.00	5.39	9	31	0,014	0,246	-0,599	.488	.983	.231
TPML-VD	96	8.29	9.00	10.00	1.93	2	10	-1,403	0,246	2,036	.488	.816	<.001
TPML-CA	96	14.10	14.00	16.00	3.72	4	20	-0,436	0,246	-0,132	.488	.967	.016
VD-1	96	11690.63	10782.50	0.00	3973.34	0	28408	1,406	0,246	4,866	.488	.881	<.001
PA-2	96	6.14	6.00	12.00	3.92	0	12	-0,038	0,246	-1,322	.488	.929	<.001
PA-3	96	3.19	2.00	1.00	2.58	0	10	1,135	0,246	0,536	.488	.865	<.001
CF-SS	96	4.84	5.00	5.00	2.40	0	8	-0,5735	0,246	-0,530	0,488	.920	<.001
CF-RSI	96	3.36	3.00	3.00	1.25	1	6	0,0673	0,246	-0,337	0,488	.936	<.001
CF-RSF	96	2.59	3.00	2.00	1.15	0	5	-0,1282	0,246	-0,325	0,488	.925	<.001
CF-RSOI	96	1.70	2.00	2.00	1.39	0	6	0,8772	0,246	0,938	0,488	.890	<.001

Variables	N	Mean	Median	Trend	SD	Minimum	Maximum	Skewness		Kurtosis		Shapiro-Wilk	
								Skewness	EE	Kurtosis	EE	W	p
CF-RSOF	96	2.06	2.00	2.00	1.18	0	5	0,2722	0,246	-0,582	0,488	.919	<.001

There is more than one trend, only the first one is reported

TPML-CF = Total reading mediation practices - phonological awareness; TPML-VD = Total reading mediation practices - rapid automatised naming ; TPML-CA = Total reading mediation practices - knowledge of the alphabet; VD1 = Rapid automatised naming in milliseconds; PA2= Alphabetical principle 2 - knowledge of letter graphemes; PA3 = Alphabetical principle 3 – knowledge of letter names; CF-SS = Phonological awareness – syllable segmentation; CF-RSI = Phonological awareness – initial syllable recognition; CF-RSF = Phonological awareness – final syllable recognition; CF-RSOI = Phonological awareness – initial sound recognition; CF-RSOF = Phonological awareness – final sound recognition.

Table 6 presents the main correlation findings. For ease of reading, the activities consulted in the questionnaire are positioned in the upper strip from left to right, while the skills measured by the ABCDeti test are located vertically on the left.

The table shows a total of 12 numerical correlations; however, only eight were considered that fulfilled both the numerical and content requirements for the study. These eight correlations, which proved to be significant, positive, and weak, were found among the following variables:

Phonological Awareness

- Joint story reading “LCC” correlates with the development of phonological awareness by recognising the final syllable “CF-RSF” ($\rho = .213$; $p < .05$).
- Activities in which students are asked to recognise the titles and authors of written texts “PML-RTA”, with the development of phonological awareness specifically in syllabic segmentation “CF-SS” ($\rho = .221$; $p < .05$).

Knowledge of the alphabet (activities carried out using visual aids)

- Singing or reciting poetry “PML-CRP” is related to the alphabetical principle referring to knowledge of the graphemes of the letters “PA2” ($\rho = .205$; $p < .05$).
- Reading mediation practices involving reciting the letters of the alphabet “PML-RL” correlate with knowledge of the grapheme of the letters “PA2” ($\rho = .213$; $p < .05$).
- Activities in which students are asked to recognise the titles and authors of written texts “PML-RTA”, with the development of knowledge of the alphabet in terms of knowledge of the graphemes “PA2” ($\rho = .220$; $p < .05$).
- Activities in which students are asked to recognise the titles and authors of written texts “PML-RTA” with the development of knowledge of the alphabet in terms of the names of the letters “PA3” ($\rho = .238$; $p < .05$).
- Total reading mediation practices related to knowledge of the alphabet TPML-CA, i.e., activities such as reciting and recognising letters of the alphabet in written texts or recognising titles, show a correlation with the development of the alphabetical principle (PA-3) in terms of knowledge of the names of letters ($\rho = .220$; $p < .05$).

Rapid automatised naming

- Attending “PML-ACM” music concerts with student rapid automatised naming “VD1” ($\rho = .218$; $p < .05$).

Table 6

Correlation between reading mediation practices (RMP) and reading skill development

Variable	PML- LC	PML- LCC	PML- CRP	PML- RPC	PML- SI	PML- CSP	PML- ACM	TPML- CF	PML- NO	PML- PEL	TPML- VN	PML- PN	PML- RL	PML- RLA	PML- RTA	TPML- CA
VD-1	-.058	-.152	-.007	-.031	.010	-.043	.218*	-.107	.109	.040	.103	-.104	.103	-.163	-.158	-.137
PA-2	.040	.087	.205*	-.060	.126	.214*	-.109	.113	.150	.073	.136	.059	.213*	.101	.220*	.182
PA-3	.066	.121	.140	-.108	.103	.262**	-.189	.116	.052	.007	.019	.119	.157	.151	.238*	.220*
CF-SS	-.027	-.023	.013	-.085	-.004	.068	-.069	-.039	.050	.051	.050	-.066	.038	-.093	.221*	.061
CF-RSI	.028	-.128	.048	.016	-.044	.152	-.076	.003	.028	.106	.052	-.153	.100	.035	.072	.045
CF-RSF	.098	.213*	-.054	-.158	.100	.138	.056	.104	-.021	-.081	-.051	.052	-.054	.183	.143	.122
CF- RSOI	.108	.091	.147	.218*	-.029	.022	-.123	.014	-.150	-.110	-.128	-.020	.045	.123	.067	.093
CF- RSOF	.075	-.033	-.076	-.163	.069	.034	-.082	-.027	-.108	-.032	-.119	.212*	-.068	.038	.048	.069

$p < .05$, $p < .01$, $p < .001$

PML-LC = Reading mediation practices referring to reading stories before bedtime; PML-LCC = Reading mediation practices referring to joint story reading; PML-CRP = Reading mediation practices referring to singing or reciting poetry; PML-RPC = Reading mediation practices referring to rhyming with short words; PML-SI = Reading mediation practices referring to asking the child about the initial sounds of words; PML-CSP = Reading mediation practices related to asking the child how many syllables words have; PML-ACM = Reading mediation practices related to attending music concerts; TPML-CF = Total reading mediation practices related to phonological awareness; PML-NO = Reading mediation practices referring to asking the child to name objects found in the home; PML-PEL = Reading mediation practices that help the child identify or recognise signs and logos; TPML-VN = Total reading mediation practices framed within rapid automatised naming ; PML-PN = Reading mediation practices referring to learning new words; PML-RL = Reading mediation practices referring to reciting the letters of the alphabet; PML-RLA = Reading mediation practices related to recognising the letters of the alphabet in various written texts; PML-RTA = Reading mediation practices related to recognising titles and authors in written texts; TPML-CA = Total reading mediation practices related to knowledge of the alphabet. Three other numerical correlations were found, but they were not considered as they did not make sense in terms of content.

DISCUSSION AND CONCLUSIONS

The aim of this study was to analyse the relationship between family reading mediation practices and the development of phonological awareness, rapid automatised naming and knowledge of the alphabet in preschool children from highly vulnerable contexts.

Reading mediation practices: descriptive results confirm a low frequency of essential dialogic reading practices in the households analysed. Only 5% of families admit to “reading stories to their children” and 6% to “reading stories together” on a regular basis (“most days of the week”). In contrast, one-third of families engage in these activities “rarely”.

This low frequency of direct and shared reading in vulnerable contexts is consistent with previous literature (Strasser & Lissi, 2009; Susperreguy et al., 2007). The persistent lack of priority given to shared reading is a key variable contributing to the persistence of educational gaps observed, for example, in

the SIMCE test. Consequently, it is imperative that interventions focus on promoting reading mediation effectively and consistently in these contexts.

Correlation of variables: the most relevant finding is that the activities that showed significant and positive correlations with the development of pre-reading skills are precisely those that families do less frequently, i.e., “rarely”. This highlights the critical need to encourage their implementation at home.

1. Phonological awareness: the correlation between “reading stories together” and phonological awareness confirms that this practice directly promotes language and literacy skills, which is in line with recent research (López et al., 2023; Orellana et al., 2022).
2. Rapid automatised naming: the correlation between “attendance at music concerts” and rapid automatised naming suggests a non-traditional link. Although previous studies (Rivera-Ibaceta & Moreira-Tricot, 2020; Slater et al., 2014) focus on the impact of musical exposure on phonological awareness or reading fluency in general, exposure to rhythmic structures and the auditory and visual processing involved in music could strengthen the cognitive processes necessary for visual-auditory processing pace, which is key to rapid automatised naming.

These results, combined with the high percentage of preschoolers at the ‘slow’ level of rapid automatised naming (55.2%), suggest a significant omission in the curriculum. Word-finding pace is not usually an explicit objective in early childhood education or primary education curricula and programmes, despite its fundamental role as a predictor of reading fluency and accuracy (González-Seijas et al., 2013; Pujals et al., 2019). Educational curricula need to be reformulated to include specific objectives that promote their development from an early age.

In conclusion, the low frequency of the most effective reading mediation practices in vulnerable households compromises the timely development of pre-reading skills. The findings confirm the need for:

1. Encouraging shared reading: actively promote joint story reading activities, given their positive correlations with phonological awareness.
2. Exploring music: Investigating and incorporate musical exposure as a promising practice for enhancing rapid automatised naming.
3. Educational intervention: Intervening in schools with workshops and guides for parents that promote these evidence-based mediation practices.

These findings are highly relevant to the teaching of reading in early childhood education, providing an empirical basis for guiding emergent literacy practices both at school and at home.

However, it is important to recognise that this study has certain limitations that must be considered when interpreting the results. Among these is the restriction of the sample to highly vulnerable public establishments only, which prevents comparison with private establishments or those with a lower social risk index. Another important methodological limitation was the adaptation of the CSDAE instrument, which required omitting items not related to the three pre-reading skills that were the focus of the study.

As a future projection, the construction of a more specific instrument and the expansion of the sample are proposed to consolidate a teaching and family guide that will contribute to bridging educational gaps.

AUTHORS’ CONTRIBUTIONS

Fernanda-Carolina Cortés-Merino: Project management; Formal analysis; Conceptualisation; Data curation; Writing – original draft; Writing – review and editing; Research; Methodology; Resources; Software; Fund acquisition.

María-Eugenia Soto-Muñoz: Project management; Conceptualisation; Writing – review and editing; Supervision; Validation; Visualisation; Fund acquisition

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