

**High-ability Kindergarteners' Perceptions of Reading:
Insights into Learning to Read Before First Grade**

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Abstract

Literacy is seen as one of the most important skills children learn at school. In the Netherlands, most children formally learn to read during the first six months of first Grade. However, there is a group of children who can read before they even enter first grade or kindergarten. Research failed to address specifically those children who already have learned how to read. These high-ability learners need tailored reading instruction to further develop their reading skills or deepen their reading comprehension. Insufficient education can lead to lower motivation for high-ability learners. This study aimed to include the perspective of high-ability student to gain a deeper understanding of their educational needs. To obtain relevant data, semi-structured interviews were conducted among both parents and children. This study focussed on early readers in kindergarten. The study revealed a high level of intrinsic motivation for learning to read. A significant proportion of children lacked a clear understanding of the expectations associated with reading in the first grade. If expectations were present, they were either high or unrealistic. Parents expressed concerns about the adequacy of educational provisions and underachievement of their children in the future.

Keywords: High-ability Learners, Kindergarten, Early Readers

One of the most important skills we master at school is literacy (Nevo et al., 2019). In the Netherlands, most children formally learn to read during the first six months of first Grade (Kennedy et al., 2007). However, some children can read before attending first grade or kindergarten and, therefore, can be defined as early readers. These early readers have taught themselves school-related skills, such as reading, before receiving any formal education. If the school's offerings do not align with the learning level of these high-ability learners, issues may arise as Subotnik et al. (2011) stated, such as underachievement and discrepancy between ability and achievement (Baum et al., 1994; Hornstra et al., 2020). Although more is known about motivation and underachievement in gifted children from grade four onwards (Rubenstein et al., 2012), much less is known about the younger group of learners in kindergarten and first grade. Research into these young learners and their experiences of education can provide valuable insights that can inform the design of appropriate interventions to prevent underachievement (Kroesbergen et al., 2015).

First-grade teachers provide children with an abundance of support and scaffolding during the process of learning to read (Kennedy et al., 2007). Lessons are organised around shared experiences, such as reading along with the whole class, to give children sufficient scaffolding. This way of teaching supports most children sufficiently in learning to read (Droop et al., 2016; Kennedy et al., 2007). However, Freeman (1983) found that “rote-learning, practice exercises, too low teacher expectations and too much highly directed learning” can lead to underachievement. Hornstra et al. (2020) suggested that a structured approach to teaching gifted children, or high-ability learners, should only apply if their work is challenging enough. These findings contrast the standard curriculum, which involves teaching individual letters in a sequential manner to facilitate reading and writing (Ehri, 2020). However, this may lead to a discordance in motivation for high-ability learners (Baum

et al., 1994). High-ability learners may experience boredom from the first moment of formal schooling, as they are already proficient in reading (Festman, 2023).

Recent studies (Altun, 2019; Nevo et al., 2019) investigated reading motivation among a representative sample of kindergarten children, to obtain a point of reference to measure reading motivation during formal education. However, research failed to address specifically those children who already have learned how to read. Altun (2019) stated that listening to children's perspectives can shed light on the constructs and dimensions of reading motivation.

This study aimed to gain understanding of the perspective of young high-ability learners on learning to read in first grade. This could provide new insights into expectancies of high-ability learners. Moreover, looking at the process of learning to read from a high-ability learner's perspective can provide valuable insights to make education more suitable for this group of children.

Theoretical Framework

High-Ability Learner

In line with Festman (2023), following the line of argument from Gagné (1995), high-ability learners are defined as children with high levels of comprehension in the mental domain. The mental domain refers to intellectual, creative, social, and perceptual abilities that, in high-ability learners, surpass those of lower-achieving children in the same age group. The top 10% of the population are often referred to as gifted individuals (Gagné, 1995).

This study focused on a group of students who are differently referred to in research due to the lack of an unambiguous definition (McBee & Makel, 2019). To illustrate, 'Gifted or talented students' is a term mostly used to identify the top three to five percent of the population (Webb, 2007, p.9). These numbers contrast with the 10% found by Gagné (1995). More differences are seen between various models in how students are identified as gifted.

Most commonly used to identify gifted students is the IQ test (McBee & Makel, 2019). However, the use of IQ tests is under debate for older students (Renzulli, 2011). Moreover, IQ tests are not valid for children under the age of six. Therefore, an IQ test cannot accurately identify this study's target population. Additionally, research has shown that giftedness should not be identified with a single criterion, such as solely an IQ test (Renzulli, 2011). Therefore, most models use multi-criteria in their definition (Hornstra et al., 2020).

Renzulli (2011) proposed a model with three criteria that seem applicable to this young group of students. In the model of Renzulli, giftedness is found where above-average ability, task commitment, and creativity meet, as is shown in Figure 1.

Figure 1. Renzulli's model of giftedness



Renzulli (2011) defined high ability as the ability to think abstractly and to retrieve information quickly by separating the relevant from the irrelevant. In addition, Renzulli defined task commitment as the refined form of motivation that enables a child to have a high level of interest and to devote energy to a particular task or explicit area of achievement. Creativity can be defined as originality in thinking, with advanced interpretations of a problem compared to classmates (Moore, 2005). Subotnik et al. (2011) stated that high ability seems to be the most important part of giftedness. Children who possess these three traits need a broader range of learning opportunities that may not be offered in heterogeneous classroom instruction (Burney, 2008).

Festman (2023) also referred to high-level ability in the mental domain as this is easier to identify by examining the developmental milestones of children. Children with high mental ability have an advantage of at least one year in developmental milestones (Festman, 2023). In this study, high ability will be the main factor to consider. However, Sankar-deLeeuw (2004) found in their study that these children might conceal their abilities from others around them. This can make the identification of high-ability learners difficult.

One of the challenges high-ability students face is underachievement. Çakir (2014) found motivation as a significant difference between underachieving gifted students and gifted students. The latter group of students showed a higher motivation compared to the group of underachievers. Moreover, Çakir argued that younger gifted students tend to have more positive attitudes towards school and teachers compared to older students. In older underachieving students, a lack of motivation and positive attitudes toward education in older is a great concern (Rubenstein et al., 2012). Early school experience can influence attitudes toward learning and educational achievements (Sankar-DeLeeuw, 2004). As younger students still have positive attitudes towards school and high intrinsic motivation to learn, interventions to prevent underachievement should be aimed at these younger students.

Early Literacy Skills

For children, learning to read is a defining moment in their development (Altun et al., 2019). The educational field tends to place greater emphasis on the average learner in the process of learning to read (Festman, 2023). In kindergarten, in a playful way, a foundation is laid for reading in first grade. Children are presented in first grade with early reading skills.

These reading skills consist of three parts (Hulme & Snowling, 2013). Firstly, letter knowledge is defined as the notion letters in printed words map onto phonemes in spoken words (Byrne & Fielding-Barnsley, 1989). This process is also known as grapheme-to-

phoneme connection and should be achieved by the end of first grade (Seymour et al., 2003). Secondly, phoneme awareness is defined as the relationship between phonemic units in spoken words (Morris et al., 2003). Lastly, rapid automatized naming also known as lexical retrieval, quickly naming a list of pictures, colours, or letters (Andrews, 2008).

During kindergarten, teachers introduce most grapheme-to-phoneme connections to their students, starting with the transparent ones. In transparent orthographies, like Dutch, letter-sound matches are highly consistent (Festman, 2023). This first stage of learning to read is followed by a more in-depth understanding of grapheme-phoneme correspondence. Meaning that a particular letter is pronounced in a certain way (Festman, 2023). This is usually at the start of first grade. During the grapheme-phoneme correspondence stage, a child learns to understand and apply rules regarding grapheme-phoneme correspondence while reading words. By combining letters or syllables to recognize words and derive meaning, a child is actively constructing the meaning of the text.

The process of learning to read takes effort and demands persistent curiosity and determination from the students (Altun, et al., 2019). Additionally, Altun et al. (2019) showed that the majority of emergent readers in kindergarten had high motivation to learn to read. Moreover, their research found that student's motivation emerged from a desire to play digital games, recognition from parents or peers, and/or to receive good grades. Altun et al. suggested that 'to receive good grades' was found because children observed older siblings receive grades. However, the children themselves did not receive any grades at that time.

As research established a positive relationship between early reading motivation and later reading achievement and motivation, it is important to take into account the emergent reading motivation in young children (Altun et al., 2019; Mata, 2011). Investigating motivation in high-ability learners is a continuing concern in constructing education for these children (Hornstra et al., 2020).

Early Readers

Many high-ability learners have learned how to read before attending formal education (Festman, 2023; Kaplan, 1999; Renati et al., 2022). These readers have advanced language skills and show advanced processing of knowledge (Renati et al., 2022). With high intrinsic motivation, these early readers self-initiated their reading education (Festman, 2023). Moreover, Festman (2023) noted that early readers seem to improve their reading skills at a fast pace. This is in line with the Matthew effect, highly motivated readers, who prefer to read more, exhibit greater improvement in their reading skills than poorly motivated readers (Stanovich 2009). Moreover, Mata (2011) also found positive experiences result in enthusiasm for reading.

As VanderSande et al. (2023) found many regular kindergarten students look forward to first grade because, “the act of learning a new skill might incite enthusiasm.” (p. 400). As there is no new skill to learn for early readers, these feelings might be different. Moreover, when attending first grade and noticing that there are no new skills to learn, this may result in a sense of disappointment and a subsequent reduction in motivation.

As early readers enter first grade, where formal reading instruction starts, Reis et al. (2004) found that high-ability readers are often confronted with an absence of differentiated instructions on reading. Moreover, their study showed that most instructional materials used for the students who read well above grade level are the same as the material used for those who read significantly below grade level. Heller (1999) found that heterogeneous student groups can only facilitate learning for high-ability learners when access to learning materials and tasks of an appropriate standard is guaranteed. This is a challenge that heterogeneous groups in most educational institutions, and especially in first grade with a strict reading curriculum, are unable to overcome. Festman (2023) concluded about the insufficient adjustments in the learning activities to facilitate learning for high-ability learners: “This way

of schooling and in particular reading instruction is in clear contradiction to gifted early readers' needs as it offers too little intellectual challenges and may pave the way to underachievement." (p. 10). Reis and Renzulli (2010) showed that if educational needs are not met, motivation and academic performance will drop.

Young and Balli (2014) attempted to include the perspective of the high-ability student. This study observed low motivation in students in a heterogeneous classroom. A student describes the discrepancy between her abilities and offered learning materials as having to learn everything over and over again (Young & Balli, 2014). Hertzog and Bennett (2004, p. 97) stated that "It seems appropriate to ask families of gifted students about the needs of their children and how they address those needs." They showed that, in line with research from Young and Balli, parents feel that gifted children have special needs from an early age. Moreover, Sankar-DeLeeuw (2006) found that parents feel they need to advocate their child's education. After conducting their research Hertzog and Bennett found the perspective of children regarding educational needs remained unclear. Very few studies take the present perspective of young students. Instead, many studies use less reliable accounts of older students' perspectives of past experiences (Sankar-DeLeeuw, 2004).

Present study

This study aims to explore the present perspective of the young high-ability learner on learning to read as retro perspective accounts of older students tend to be less reliable. High-ability learners need tailored reading instruction to further develop their reading skills or deepen their reading comprehension (Reis & Renzulli, 2010). Although some research has taken into account the perspective of gifted students (Young & Balli, 2014), little is known about the perspective of young high-ability learners. This information can be utilised to establish the basis for the implementation of developmentally appropriate curricula (Sankar-

DeLeeuw, 2004). Appropriate curricula can facilitate the development of interventions designed to prevent underachievement and low academic motivation.

Therefore, the purpose of this qualitative study is *to gain insight into and explore children's* perceptions of learning to read, specifically in high-ability learners in kindergarten. This main research question is divided into the following sub-questions:

1. What perceptions about their ability to read have high-ability learners in kindergarten who can already read before entering first grade,?
2. What are the *expectancies*, regarding first grade formal reading instruction, of high-ability learners in kindergarten who can already read,?
3. How do parents of high-ability learners in kindergarten who can already read, perceive the educational needs of their children?

Review of the literature suggests findings could be that children are expected to be motivated to learn to read in first grade. Furthermore, children are expected to have high expectations of the reading skills they will learn. Previous research indicates that parents may express concerns about the appropriateness of the educational environment.

Method

Design

The researcher departed from a constructivist paradigm as the aim of the research is to gain a deeper understanding (Guba and Lincoln, 1994). Semi-structured interviews were used to gain deeper insight into the perceptions of children about learning to read. A questionnaire for parents was used to select participants. Outcomes of this study will be a rich description of themes that emerge from the data. These findings can contribute to a deeper understanding of the learning motivation of high-ability learners and their expectations about formal learning. This could provide insights to support those learners.

Participants

Participants were first and second-year kindergarten students who have a level of reading compared to mid-first grade or above. Additionally, all parents were asked to participate in an interview to consider multiple perspectives (Braun and Clarke, 2006). Two methods were used to select participants. Firstly, through an active and personal approach by the researcher. A small questionnaire was circulated amongst the client base of Palet Flevoland, an organization catering to the needs of gifted children between the ages of two and eighteen. Secondly, a snowball approach was used to find more participants. In the questionnaire the age and level of reading of the children was queried (Appendix A). The questionnaire was composed in Dutch and contained seven questions. After filling in a small questionnaire, parents were asked to enroll their child for an interview. The questionnaire was solely used to find participants.

Among parents who participated in the questionnaire, the researcher approached those parents who expressed their interest in taking part in the interview. Parents were approached from this group with an effort to maintain an even distribution of gender and age. Demographics of the children and parents who participated in the interviews can be found in Table 1. The study consisted of 17 interviews, eight interviews with children, and nine interviews with one of their parents. One parent participated without their child.

Table 1.*Demographic Information of the Interview Participants*

	Girls		Boys		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Age</i>						
4 years	2	25	3	38	5	63
5 years	0	0	3	38	3	38
<i>Development advantage</i>						
6-12 months	0	0	2	25	2	25
> 12 months	2	25	4	50	6	75
<i>Parent Interview</i>	2	25	7	88	9	113

Instrument

For the semi-structured interview, a topic list was created. The topic list containing questions that were asked during the interview can be found in Appendix B for the children and in Appendix C for the parents. Questions were composed using research by Altun (2019) and Mata (2011).

To answer the first sub-question, ‘What perceptions have high-ability learners in kindergarten who can already read before entering first grade, about their view on the ability to read?’, children were asked ‘Is it important to be able to read well?’ and ‘When can you say you can read?’ (Altun, 2019). To gain more insight into reading motivation children were asked, ‘When and where do you read?’ and, ‘What kind of books do you like?’ and, ‘What do you like most about reading?’ (Mata, 2011).

To answer the second sub-question, ‘What are high-ability learners in kindergarten who can already read, *expectancies* regarding first grade?’, children were asked, ‘What will you learn about reading in first grade?’ (Altun, 2019). Parents were encouraged to add to the answers of their child during their own interview.

Additionally, to answer the sub-question, ‘How parents of high-ability learners in kindergarten who can already read, perceive the educational needs of their children?’, parents were asked, ‘What worries do you have in regard to your child entering first grade?’ (Altun, 2019) and, ‘How do you feel the school is handling the developmental advantage of your child?’.

Before the start of the study, a pilot interview was done with one child and one parent to assess the quality of the questions. A pilot interview was done before starting data collection as suggested by Alsaawi (2014). The pilot suggested procedural adjustments, for example, asking the parents to ask their child if they wanted to participate in the interview instead of the interviewer. This helped the children to feel more a participant than an object of research.

To ensure trustworthiness (Nowell et al., 2017), 10% of the data was coded by the researcher and a second coder, a fellow master student. The second coder used the codebook provided by the researcher and was encouraged to add codes if deemed necessary. Differences between researchers were discussed and Cohen’s Kappa was calculated and deemed fair at .46, as suggested by Cole (2023). Moreover, the researcher participated in regular peer consultations with other researchers and specialists in the field of gifted children. Additionally, more senior researchers were consulted on a regular base. Memos and notes were maintained as an audit trail and were added in NVivo.

Procedure

Before data collection ethical approval was requested from the Ethics Review Board of the Faculty of Social and Behavioural Sciences (FERB). Data collection took place during the second semester of the school year (i.e., March and April). All interviews were conducted in Dutch. Prior to participating, parents received an information letter explaining the purpose of the research (Appendix D). Interviews were anonymised during the data storage to ensure the privacy of the parents and children and to concur with the European privacy laws (AVG/GDPR) and the principles of the FERB of the University of Utrecht.

Informed consent (Appendix E) was obtained from the parents before making the appointment for an interview. The interviews were held at the location of Palet Flevoland or in the home environment of the children. Prior to the interview, the researcher took time to establish rapport with the child. Parents of the children were present during the interview to ensure that the children felt comfortable with the researcher. Parents were able to add to the answers of their child during their own interview. This permitted parents to further clarify statements made by their child. Furthermore, the researcher was able to identify discrepancies between parents and children.

Interviews with the children had a duration of no more than 15 minutes and were audio recorded. Interviews with parents were conducted at the same location as the interviews with the children. Interviews had a duration of no more than 45 minutes and were audio-recorded after obtaining informed consent. After conducting the interview, parents were given a summary of the interview and asked to provide a member check. Parents and children received no financial compensation for their efforts. Data collection was stopped when no new themes emerged, indicating that saturation has been reached (Braun and Clarke, 2006). Moreover, Guest et al. (2006) stated that saturation can be seen as of 12 interviews. Additionally, Marshall et al. (2015) deemed a sample size between 15 to 30 interviews

sufficient. In this study, 8 children and 9 parents were queried about the same theme, adding up to 17 interviews.

Data Analysis

Data collection was done with a thematic analysis approach (Braun and Clarke, 2006). Interviews were transcribed and anonymised using numbers to match parents results to the results of their children. Data that could identify parents or children was stored on a server (YODA) and password protected. Subsequently, transcripts were uploaded and coded in the program NVivo. The coding process aimed to identify common themes in the interviews that help to answer the research question.

Following the six steps of Braun and Clarke (2006), the researcher used an inductive, data-driven approach to look for more specific themes arising from the data. For the first step, the researcher read and re-read all transcripts thoroughly. Transcripts were divided into identifiable parts of the text. During this first step, an initial list of ideas emerged from the data. Secondly, the data and list of ideas were used to generate initial codes to describe the identifiable parts of the text. Subsequently, the initial codes were used to identify themes. The fourth step involved reviewing and merging the themes where necessary, while the fifth step defined the themes to reveal their essence. Every code was described with a sentence and an example from a transcript. The codebook can be found in appendix F. The sixth and final step in the model of Braun and Clarke comprised writing the results. During the whole process, constant comparison between data was used.

Results

In order to gain insight into and explore children's perceptions of learning to read, children and parents provided insight during interviews. Themes that emerged from the data were linked to the sub-questions. The interviews were conducted in Dutch and subsequently

translated into English by the researcher. The quotations that were utilised, and their translations, can be found in Appendix G.

Perceptions on Reading

When answering the sub-question ‘What perceptions have high-ability learners in kindergarten who can already read before entering first grade, about their ability to read?’, two themes emerged from the data namely children underestimating their ability and parents' perceptions of the reading abilities of their child. These results were informed by responses from both children and parents.

Firstly, it was found that seven out of eight participating children underestimated their ability to read. One child insisted that there was more to learn. The parent stated, “But she still expects there to be more letters. Because then I normally say 'There are no more letters. You have learned everything now.’”. The parent of one participant said, “Sometimes you have to make him aware of it, like, you can read that too.”. Another child reacted to the question from the researcher about the level of reading, “I am still learning.”. The responses of children indicated that these early readers were not reliable in estimating their level of reading. Moreover, children feel that there is more to learn and are eager to learn.

Secondly, it was found that the parents of the children perceived a different level of reading. After hearing their children estimate their level of reading all parents came provided examples of the level of reading. One parent said, “Consonant, vowel, consonant. It comes so easily to her. She doesn't even have to think.”. Another parent said, when hearing the answer of their child, “I honestly rarely feel that he makes the most of it[his abilities].”. A difference is seen between the reading level of the child perceived by the child and the reading level of the child perceived by parents.

Reading Motivation

To gain insight into the concept of reading motivation and the process of learning to read, three distinct themes emerged from the data. Responses from both children and parents were included in the results.

Firstly, the data showed that all participating families had a love for reading. Eight out of nine parents incorporated reading moments into their routines. A parent told about their routines regarding reading, “Yes, anyway in the evening before going to bed. And during the day, the books are just at his height, so to speak. All children [in our family] borrow books from the library.” Another parent described a similar bedtime routine, “I always read to him before he goes to sleep. Every night then I read a book to him, read with him”. Six out of nine interviews took place in the homes of the children. The researcher noticed that in all of the homes, books had a prominent position in the living room.

Secondly, seven out of eight children stated that they liked reading by themselves or reading with their parents. One parent described how her child initiates reading moments during the day “Our child comes up with it herself every night, because her older sibling must read. Because he just needs exercises in that. And my child says, ‘I’m just going to read a book.’ And then she likes it when we do it with her.” It seems difficult for children to explain and formulate why they like reading. One child told the researcher that he enjoys reading, “Because it helps me read words properly.” In general, children appear to derive pleasure from reading.

Parents give a different insight into reading motivation. One parent said about reading motivation, “Yes, he reads a lot. Also to calm down. [...] And there are books in his bed, especially a lot of non-fiction. So encyclopaedia, children's encyclopaedia he has a dino book and things like that.” There may be a relationship between the place reading has within the family and the degree of motivation a child derives from reading.

Thirdly, according to the parents, all children were all self-initiating their reading process. One parent described, “Yes, she just has a feeling for that or something. And so it comes out very much from within herself.” One parent stated, “I think he learns it secretly, and then suddenly he can read something” Another parent described her child before entering kindergarten, “And then he would come on my lap and want to know where we are [in the book]. So he wanted to read along at first. Then he wanted to read by himself.” All nine parents stated that their child initiated their reading process before attending kindergarten.

This stands in contrast to the responses of the children. Three out of nine explained that they had been taught to read by their parents. One child said, “I think I just learned that from mum or dad.” His parent reacted to this statement, “We didn't do lessons. When he says "Dad, mum, taught me that". It is not that he was put at the table to learn to read. But we just answered his questions.” Another parent reacted, “I didn't sit down with him practicing and things like that.”. The responses indicate that parents played a supportive role in their child's reading process. The motivation to learn to read was entirely intrinsic, originating from the child.

Expectancies

The second sub-question was aimed to gain insight into the expectations of reading in first grade. Both parents and children contributed to the data collection. From this data, four themes emerged.

Firstly, three out of eight children showed a high expectation of reading in first grade. One participant responded to the researcher showing her a first-grade reading book, “Child: No, you're not going to read those. Researcher: So is that too difficult for grade 1 or too easy? Child: Too easy.” Another participant describes his expectation of books in first grade, “Yes, a lot of letters I think. Really. And with... A lot of letters. Very small, super small. And all the letters are very small.” The parent responded to the member check that they observed that

their child found it challenging to respond to the question. Overall, children with high expectations seem to think that they will read books with many letters and few pictures.

Secondly, four out of eight children, and seven out of nine parents, show no expectation of reading in first grade. Three children responded, “I don't know that yet.” when asked what they will do when other children start to learn how to read. All four children turned away and wanted to change the subject.

One of the children provided more insight into experiences and what might happen if expectancies are not in line with reality. This child had already attended a few weeks of reading class in first grade as part of special interventions to provide appropriate educational challenges. After her parent described that she was disappointed by the level of instruction, the child told the researcher, “Researcher: How do you like reading in group 3? Child: I don't know. [looks away]. Researcher: And then why don't you like it anymore? Child: I don't know. Researcher: Is it very difficult reading in grade 3? Or is it maybe a little easy? I see you nodding 'yes'. Is that right? A bit easy reading in group 3? Child: Yes. Researcher: Did you perhaps think it would be different in group 3? Child Yes.” Her parent summed up his expectation of first grade, “Yes, I don't think she learns anything there, in my opinion. Bit of writing she has yet to learn.” Most parents anticipated that their children would not be exposed to any challenging literacy activities in first-grade.

Thirdly, all nine parents talked about the expectations of modification in the reading curriculum. One parent said, “I expect him to be able to get through the lessons faster and be offered something else besides. I hope so too.” Another parent showed a worksheet of her child, with a challenging assignment, and said, “Yes, because that's what's nice about this school. We had a conversation about how things are going and it's actually going really well. And then I mentioned what he does a bit at home that he's really interested in reading. And

then the teacher offers something like this.” There seems to be a link between curriculum modifications and the relationship of the parents with the school.

Fourthly, motivation was low among children, five out of eight children were not excited about starting first grade. Even the children who expressed more positive expectations. A parent described, “But the words are way too easy. She had to read words. Ball, coat, bag ([bal jas tas]. It's too easy. And that's why she doesn't want to read now.” Their child added to this, “Because then you have to read all the time and then you don't get to play.” This may suggest that if the assignments are too easy, these children would rather play than complete reading assignments.

However, another parent found that their child did not want to play. This parent said, “Because now when I sometimes take her out in the morning and she's in a construction corner [bouwhoek], she just really sits down like that [sits lazy on chair]. Then I ask 'Are you going to play?' 'Yeah, what should I do here then?' 'Yeah, play.' [makes a sad face] So a lot of people then say 'Let her be a toddler and play.' Yes, but she doesn't like playing like that.” Even though most children did not have a specific expectation of first grade, most parents expected a lack of cognitive challenge for their child in first grade.

Parents' Attitudes

In order to address the third sub-question of how parents of high-ability learners in kindergarten who can already read perceive the educational needs of their children, parents were asked to identify their expectations. The results of this inquiry comprise solely responses from parents. The responses to these questions have been categorised into three themes.

Firstly, parents in this sample, worried less about the relationship between the school, teachers, and themselves. Eight out of nine parents described a positive relationship with the school. One parent describes how the school reacted to their child, “Then we actually pointed out his giftedness on the form from school. Then we said we actually just want to talk to the

school directly. And so from the start, we have had a six-weekly meeting cycle with the school. To discuss and adjust things.” This influenced their perception of the school, “Our school really is, they are incredibly willing.” Additionally when a school initiates the conversation, parents' trust increases. One parent said initiations from the school helped to start a conversation, “because they themselves were the first to come up with things they noticed.” If the relationship was already good, the worries about being challenged enough seemed lower or more manageable.

Secondly, six out of nine parents worried about their child being challenged enough in their learning at school. One parent talked about the mindset these easy activities evoke in their child, “The other day there was a separate task for him with a reading activity. But actually, it was still way too easy. You see that all the time. Then he gets these bad success experiences that teach him 'I'll just get that out of the way quickly' instead of really learning something.”. The parent expressed concern that their child was not developing the ability to persevere during learning tasks. They felt that all tasks were too easy and did not require perseverance.

Another parent talked about the dilemma of skipping a grade, “And then I was thinking, what would be the right decision? Because we can say we let him skip a grade in kindergarten. So that means he has to sit behind a table [in first grade, next year]. And of course, [then] motor skills are required of him, and a longer attention span. [...] Because you start first grade with the offering of letters. You are going to learn the letter A today. There's no longer any challenge in that for him. He's already mastered that.” The parent expressed concern that skipping a grade, from first-year kindergarten to first grade, would present a different set of challenges, particularly in terms of concentration and fine motor skills.

Another parent expressed concerns about first grade, “And the pace is, of course, within a normal group, which is geared to an average student. With lots of repetitions. Which

she may need less of.” This indicates that parents are thinking about and weighing the advantages and disadvantages of skipping a grade. Furthermore, parents hope for educational opportunities that will challenge their children cognitively.

Thirdly, all parents expressed concern about their children underperforming in an educational environment. One parent described how their child does not demonstrate their true academic abilities at school and instead adapts to the environment, “I think she reads much better at home than at school. Also, because she doesn't really dare to show it in first grade.” Another parent adds to this, “You do notice frustration at home when the offer is very much lower. He does well at school. He didn't go on a rampage throughout the class or start drawing negative attention. He just joins in and adapts.” One parent offered an insight into the difficulties in identifying the optimal level of challenge, “He does have aversion. He prefers to avoid challenges.” Moreover, another parent added, “As long as he's comfortable, it's fine with me. But if he's not, then I do want to know that his teachers have a good view of him and his abilities. Because he doesn't show it very easily by himself.” This illustrates the need of parents for a collaborative approach between parents and educators to ascertain the most appropriate instructional level.

Overall, this study provided insights into reading experiences and expectancies in early readers. Results indicated that early readers do not have clear expectations of first grade, but if there are expectations, they are high. Additionally, children mostly underestimated their own current ability to read. Moreover, these results showed that these parents feel that their children do not show their full reading potential at school. Thus, parents reported worries about inadequate education and underachievement. Parents provided a home environment with reading opportunities and scaffolding. Furthermore, reading motivation in early readers is mostly found in their home environment.

Discussion

The purpose of this qualitative study was to gain insight into and explore children's perceptions of learning to read, specifically in high-ability learners in kindergarten. This present-time children's perspective can add to the more used teacher perspective to gain a deeper understanding of the educational needs of these learners (Rubie-Davies, 2006) This was done by considering three sub-questions in interviews with high-ability learners and their parents.

Regarding the question, 'What perceptions have high-ability learners in kindergarten who can already read before entering first grade, about their ability to read?' it was found that most children underestimated their ability to read. Moreover, most children did not show their full potential in regard to reading at school. This is in line with Sankar-DeLeeuw (2004) who found concealment of abilities in the same age group of high-ability learners. These findings could also be explained by the lower self-worth in high-ability learners found by VanderSande et al. (2023).

In contrast, another explanation of these findings could be that reflection on their reading ability was too difficult. Jacobs (2004) found that kindergarten students can reflect on their work, but need scaffolding to do so. Jacobs was able to reflect with kindergarten students after ten 30-minute sessions. Compared to the one 15-minute interview that was used in the present study, this could explain the underestimation of their own abilities. Moreover, Smith et al. (2012) found students' self-perception at age eight 'low' compared to 'moderate' at age twelve. This suggests that younger students might find it difficult to estimate their abilities.

This study suggests that the process of reading begins with the child's motivation for reading at home. This is in line with Heller (1999) who found family learning environment as one of the moderators for unfolding cognitive potential. Moreover, Altun et al. (2019) found that the presence of numerous books in the home environment stimulates children's interest in reading and positively influences their reading attitude. These findings are in line with

research by Altun et al. (2019), who found overall high motivation in regular kindergarten students. Moreover, Çakir (2014) found that second-grade and younger gifted students tend to have higher motivation compared to older gifted students.

Altun et al. (2019) described the positive relationship between early reading motivation and reading achievement. Early readers demonstrated an intrinsic motivation to learn to read, as seen in self initiated learning in the present study. This is in line with the high intrinsic motivation to learn found by Sankar-DeLeeuw (2004). It is important to maintain this intrinsic learning motivation. Sufficient challenging education can prevent a drop in motivation and academic performance (Renzulli, 2010). As the reading instructions fail to address the zone of approximal development, motivation for reading may decline (VanderSande et al., 2023).

Regarding the question, ‘What are high-ability learners in kindergarten who can already read, expectancies, regarding first grade?’ it was found that most children had no expectancies of first grade and reading in first grade. Some children indicated high and unrealistic expectations such as reading big books. It must be noted that many children found it difficult to answer questions about first grade if they had not had any experience in first grade. Some children had experience through a sibling or following lessons in first grade, this could explain how some children were able to answer this question. Altun et al. (2019) found that children with older siblings were more likely to have a clear picture of first grade compared to children without an older sibling. Furthermore, this question may be too complex for the children to answer effectively. Jacobs (2004) found that children were unable to answer these metacognition questions without proper training. An alternative explanation could be a persistent reluctance to fulfill tasks that have been assigned or to provide responses that are contrary to those that are desired (Sankar-DeLeeuw, 2004).

To conclude, the parents' perception was taken into account with the question, 'How do parents of high-ability learners in kindergarten who can already read, perceive the educational needs of their children?'. It was found that the participating parents seemed capable of identifying their children's educational needs. However, the relationship between parents and school plays a pivotal role in determining whether parents feel empowered to communicate these needs to the educational institution. Concerns parents have consist of an absence of differentiated instructions and activities on reading. This concern is consistent with the findings of Reis et al. (2004), who stated that high-ability readers frequently encounter a lack of differentiated instructions on reading.

However, if the school does identify the educational needs correctly, and communicates openly with the parents, this can take away worries parents may have. With regard to the reading curriculum in kindergarten, parents are primarily concerned with how their child will be perceived by the teacher. Parents hope that the teacher can identify the potential benefits of their child, and assign reading tasks that align with their child's developmental level. A teacher who is aware of the potential of their students can be a predictor of psychological well-being (Kroesbergen et al., 2015). Moreover, according to findings of Baum et al. (1994) teachers can play an important role in overcoming underachievement.

Limitations and Further Research

Some limitations of this study should be taken into account. Firstly, some children were not in the mood for a conversation (Sankar-DeLeeuw, 2004) or found it difficult to answer the questions (Jacobs, 2004) and thereby gave little information. This has influenced the balance between data received from children, eight interviews of 15 minutes, and data received from parents, nine interviews of 45 minutes. In studies with more moments of data collection with the same child, a larger body of data was obtained. The smaller amount of data

used in the current study makes the study less reliable. Furthermore, the researcher may have been asking leading questions during the interviews, in order to obtain more data. More comprehensive insights could be achieved through the use of multiple interviews with different researchers, in addition to observations, conducted over an extended period of time as seen in the studies of Sankar-DeLeeuw (2004) and Festman (2023).

Although the study aimed to gain insights into the perceptions of the children, some insights came from the parents. Sankar-DeLeeuw (2004; 2006) also used the perspective of the parents in addition to the perspective of the children and effectively used parents' insights to gain a deeper understanding of children's perspectives. However, most parents were confident that they interpreted sufficiently how their children perceived learning to read. The data should be interpreted with this in mind.

Thirdly, when looking at the perception of parents, it should be taken into account that five out of nine parents had a professional background in education. This positively influenced their ability to estimate the level of reading from their child. It stands to reason that parents with no professional background in education might find this more difficult.

Lastly, during this study the role of school became eminent. However, the perception of the teacher has not been taken into account in this study. Sankar-DeLeeuw (2006) found that teachers have more difficulty finding appropriate educational challenges for early readers. Research by Festman (2023) provided support for teachers to make adjustments in their reading classes to challenge early readers. Moreover, Moore (2005) argued that teachers should have specialised training to tailor to the needs of early readers in heterogeneous classes.

This study is a preliminary investigation into the experiences of early readers at the beginning of their educational careers. The perspective of children permitted an examination

of the motivation of high-ability children in education from a present-time rather than a retrospective perspective. Despite the common belief that high-ability children are quickly demotivated, the results of this study indicate that motivation remains high. Further research may provide insight into the experiences of students in the first grade and the most effective interventions. A longitudinal study can offer a more nuanced understanding of the experiences of young high-ability learners in education without resorting to a retrospective perspective.

In turn, insight into effective interventions may lead to a higher motivation in early readers in their educational careers. Additionally, Sankar-DeLeeuw (2004) stated that early positive experiences with education can positively impact underachievement. Therefore, research on effective interventions for early readers can contribute to preventing underachievement.

Another area for further research could be the impact of skipping first grade. A significant proportion of parents and children alike have low expectations of first grade being appropriately challenging. A more comprehensive study on the subject of skipping first grade could provide valuable insights into this controversial topic. Miravete (2023) concluded in a meta-analysis that it is too early to conclude that grade skipping has a clear and positive impact and adds that more research on the subject is necessary.

Implications and Conclusion

Looking at the data and themes that emerged from the data, a narrative can be seen in high reading motivation and worries about a decline in motivation in the future. The motivation to learn to read was initially high, as the children were self-initiating the learning process, in line with Festman (2023). However, motivation might decline when the school's offerings are not perceived as appropriate or challenging (Hornstra et al, 2020). Low

motivation or incorrect expectations for first grade are seen in all children. Following research of Çakir (2014), this could be an indicator of underachievement.

Furthermore, this study shows that most children show their abilities more at home and less at school. In order to sustain a high level of reading motivation, it is essential to maintain a high level of motivation. This can be achieved by offering appropriate activities (Baum et al., 1994). It is important to identify the level of reading achievement in order to prevent a drop in motivation and academic performance (Hornsta et al., 2020). The findings of this study indicate that early readers tend to be reluctant to demonstrate their abilities in an educational setting. This may result in this specific group of children not receiving the optimal educational adjustments to fully develop their potential. This could lead to underachievement in their education career.

To address the issue of underachievement among children, schools must engage in active collaboration with parents. Parents are in a unique position to provide insights into their children's academic abilities, offering a valuable perspective that can inform educational decisions. To provide an appropriate and challenging educational offer for this group of children, parents and teaching staff must work together. It was suggested that teachers should engage in conversation with the child (Festman, 2023) This does not appear to be the most appropriate. This study proposes that also the parents' assessment should be included in order to gain a comprehensive understanding of the child's abilities. Together, parents and teachers can consider an appropriate range of options.

To conclude, this study provides further insight into the motivation of early readers. While this is a modest contribution, it may encourage greater attention to be paid to this group of readers. Early readers display a high intrinsic motivation. It is therefore important to foster this motivation in order to prevent underachievement at a later stage.

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In this study, AI was utilised in the manner outlined below. For the purpose of writing, the translation engine DeepL was employed to provide suggestions for translation and improvements to sentence structure. Furthermore, the Grammarly program was used to identify spelling errors in the text.

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Appendix A

Questionnaire

Number	Question	Literature
1.	<p>What age is your child?</p> <p>a) 4 years</p> <p>b) 5 years</p>	
2.	<p>Where does your child stand in the line of children in your family?</p> <p>a) Only child</p> <p>b) First child</p> <p>c) Middle child</p> <p>d) Youngest child</p> <p>e) Other, namely ...</p>	
3.	<p>Does your child have a development advantage on early literacy? (zie bijlage)</p> <p>a) Yes</p> <p>b) No</p>	Festman (2023)
4.	<p>Who has seen the development advantage?</p> <p>a) Parents</p> <p>b) School</p> <p>c) Preschool</p> <p>d) Doctor/ consultation center</p> <p>e) Other, namely ...</p>	
5.	<p>How big is the development advantage on early literacy? (zie bijlage)</p> <p>a) Between 3 and 6 months</p> <p>b) Between 6 and 12 months</p> <p>c) More than 12 months</p>	Festman (2023)

6.	<p>Does your child have an advantage on other developmental milestones as well?</p> <ul style="list-style-type: none"> a) No b) On oral fluency c) On fine motor skills d) On great motor skills e) On counting and number comprehension f) Self-perception and social behavior 	
Can your child read the following words and sentences?	<ol style="list-style-type: none"> 1. Pen, boom, huis 2. Buik, zuur 3. Zakdoek, kroon, laars 4. Bank, schrift, boompje 5. Ik loop naar de markt 	To assess how advanced a child is in reading

Appendix B

Outline interview children

Number	Theme	Question	Literature
1a	Environment	Waar lees je graag?	Altun (2019)
2	Activity	Wanneer merk je dat het handig is dat je al kan lezen?	Altun (2019)
3	Time	Wanneer lees je?	Altun (2019)
4	Subject	Waar lees je het liefst over?	Altun (2019)
5	Motivation	Wat vind je leuk aan lezen?	Mata (2011)
6a	Value/ Attainment	Is het belangrijk om goed te kunnen lezen?	Altun (2019); Mata (2011)
6b	Value/ Attainment	Wat ga je in groep 3 leren over lezen?	Altun (2019); Mata (2011)
6c	Value/ Attainment	Wanneer mag je zeggen dat je kan lezen?	Altun (2019); Mata (2011)

Appendix C

Outline interview parents

Number	Theme	Question	Literature
1	Environment	Durft je kind te laten zien op school dat hij/zij al kan lezen?	Altun (2019)
2	Activity	Tijdens welke activiteiten laat je kind zien dat hij/zij kan lezen? Zijn er aanpassingen op school in de activiteiten?	Altun (2019)
3a	Time	Hoeveel tijd besteden jullie aan lezen?	Altun (2019)
3b	Time	Komt dit vanuit je kind?	Altun (2019)
4	Motivation	Merk je dat je kind plezier heeft in lezen?	Mata (2011)
5	Value/ Attainment	Wat verwacht je dat er gaat gebeuren in groep 3?	Altun (2019); Mata (2011)

Appendix D

Information letter

Betreft: Onderzoek naar kleuters met een ontwikkelingsvoorsprong

Beste ouder(s)/verzorger(s),

Met deze brief willen we u graag informeren en uitnodigen om deel te nemen aan een onderzoek naar ontwikkelingsvoorsprong op het gebied van lezen bij kleuters.

Dit onderzoek wordt uitgevoerd door Nienke Denekamp, student, als onderdeel van een master. Ze is verbonden is aan de afdeling Onderwijswetenschappen van de Universiteit van Utrecht. Dit onderzoek is getoetst en goedgekeurd door de Facultaire Ethische Toetsingscommissie (FETC) van de Faculteit Sociale Wetenschappen van de Universiteit Utrecht en voldoet aan de ethische richtlijnen.

Deelname van uw kind is vrijwillig en u en/of uw kind kan te allen tijde stoppen zonder dat u of kind daar een reden voor hoeft te geven of dat dit gevolgen heeft voor u of uw kind. Voordat u beslist of uw kind mag meedoen aan dit onderzoek, zullen we u in deze brief informeren over wat het onderzoek inhoudt. Lees deze informatie rustig door en vraag de onderzoeker om uitleg als u vragen heeft.

Aanleiding voor het onderzoek

De laatste jaren zijn er veel ontwikkelingen geweest op het gebied van hoogbegaafdheid. Er wordt meer onderzoek verricht naar hoofbegaafdheid en de overheid heeft subsidies beschikbaar gesteld om het onderwijs passender te maken voor deze doelgroep. We zien echter dat deze interventies vaak gericht zijn op kinderen aan het eind van de basisschool en in het voortgezet onderwijs. Vaak is dit ook het moment waarop leerkrachten problemen ervaren met een hoogbegaafde leerling/kind.

Uit onderzoek blijkt echter dat ouders ervaren dat hun kind op een jongere leeftijd een ander, passender schoolaanbod nodig heeft. Zo is er een grote groep hoogbegaafde kinderen die zichzelf al heeft leren lezen voor ze lezen in groep 3 formeel aangeboden krijgen. Dit zorgt voor een discrepantie tussen de aangeboden stof in groep 3 en de vaardigheden van het hoogbegaafde kind. Onderzoek toont aan dat niet aansluiten van de leerstof kan zorgen voor een lage motivatie en onderpresteren bij kinderen.

Doel van het onderzoek

Het perspectief van de leerlingen blijft tot nu toe onderbelicht in deze kwestie. Dit perspectief zou echter voor leerkrachten en beleidsmakers een belangrijk inzicht kunnen bevatten om onderwijs in de eerste schooljaren passender te maken en om motivatieproblemen bij oudere hoogbegaafde leerlingen in kaart te brengen. In dit onderzoek willen we kinderen die al kunnen lezen, en hun ouders, aan het woord laten over hun ervaringen en verwachtingen met betrekking tot leesonderwijs op school. Daarmee hopen we waardevolle inzichten te verzamelen en hopelijk thema's te identificeren die een startpunt voor verder onderzoek kunnen zijn.

Opzet van het onderzoek

Bij dit onderzoek wordt gebruik gemaakt van een vragenlijst en een interview. Als ouder vult u een korte vragenlijst in. De antwoorden uit deze lijst worden gebruikt om een beter beeld te kunnen vormen van het de groep kinderen die meedoet aan het interview.

Het interview bestaat uit een individueel gesprek van ongeveer 15 minuten. Voorafgaand aan het gesprek heeft uw kind de mogelijkheid om in een speelruimte kennis te maken met de onderzoeker en andere kinderen (peers) die aanwezig zijn. De onderzoeker heeft ervaring als kleuterleerkracht met een specialisatie op het gebied van hoogbegaafde leerlingen.

Wat wordt van uw kind verwacht?

Tijdens het interview stelt de onderzoeker enkele vragen aan het kind met betrekking tot zijn/haar ervaringen met lezen, zowel thuis als op school. Er zal ook worden gevraagd naar verwachtingen over het leesonderwijs in groep 3. De onderzoeker houdt rekening met de spanningsboog van uw kind en de vragen worden op een natuurlijke manier in een gesprek verweven. Tijdens het interview zal er een audio-opname gemaakt worden zodat het interview daarna door de onderzoeker uitgeschreven kan worden. Zodra het interview uitgeschreven is zal de audio opname verwijderd worden.

Wanneer wordt het onderzoek uitgevoerd?

De interviews worden gepland in de maanden maart en april. Dagen en tijdstip kunnen in goed overleg met de onderzoeker gepland worden.

Mogelijke voor- en nadelen van het onderzoek

Uw kind ervaart zelf waarschijnlijk geen direct voordeel van deelname aan dit onderzoek. Voor de toekomst kan het onderzoek wel waardevolle inzichten opleveren.

Mogelijke nadelen kunnen zijn dat het onderzoek u tijd kost. Omdat we verwachten dat kinderen even tijd nodig hebben om zich op hun gemak te voelen gaan we er vanuit dat de afspraak meer tijd kost dan de 15 minuten die het interview duurt. Het kan zijn dat uw kind het heel spannend vindt om met de onderzoeker te praten. In dat geval zal de onderzoeker het interview stop zetten, aangezien het welzijn van uw kind voorop staat.

Deelname aan dit onderzoek is vrijwillig. U, of uw kind kan op elk gewenst moment, zonder opgave van redenen en zonder nadelige gevolgen, stoppen met het onderzoek. Ook zullen wij letten op signalen die het kind zelf geeft waaruit blijkt dat hij/zij niet meer aan het onderzoek mee wil doen. De tot dan toe verzamelde gegevens worden wel gebruikt voor het onderzoek, tenzij u duidelijk aangeeft dat u dat niet wilt.

Vertrouwelijkheid verwerking gegevens

Voor dit onderzoek is het nodig dat wij een aantal persoonsgegevens van uw kind en uzelf verzamelen, zoals naam en leeftijd. Deze gegevens hebben wij nodig om de onderzoeksvraag goed te kunnen beantwoorden, dan wel om u te kunnen benaderen voor vervolgonderzoek.

Alle informatie die tijdens dit onderzoek wordt verzameld is geheim en zal vertrouwelijk worden behandeld. Alleen de onderzoekers kunnen de uitkomsten zien.

De persoonsgegevens worden zolang dit nodig is, maar uiterlijk tot 31 augustus 2024, op een andere computer opgeslagen dan de onderzoeksgegevens zelf (de zgn. ruwe data). De computer waarop de persoonsgegevens worden opgeslagen is volgens de hoogste normen beveiligd en alleen betrokken onderzoekers hebben toegang tot deze gegevens. De gegevens zelf zijn ook beveiligd door middel van een beveiligingscode.

De ruwe data (onderzoeksgegevens) zullen minimaal 10 jaar bewaard worden. Dit is volgens de daartoe bestemde richtlijnen van de Vereniging van Nederlandse Universiteiten.

Wanneer de gegevens van dit onderzoek zijn geanonimiseerd worden zij opgenomen in een open access database (YODA). Dit betekent dat ook andere onderzoekers deze data kunnen opvragen voor hun eigen onderzoek.

Audio-opname

In dit onderzoek wordt gebruik gemaakt van audio-opnamen. De opnamen worden gemaakt met een beveiligd opname apparaat device . Nadat de audiodata zijn gemaakt worden ze direct op de beveiligde server van de faculteit worden opgeslagen. Daarna worden de opnamen direct van de device verwijderd. Audio-opnamen worden tot een leesbare tekst geschreven waarna de originele opnamen worden verwijderd.

Resultaten van het onderzoek

Het onderzoek duurt tot juli 2024. U kunt aangeven op het toestemmingsformulier of u een nieuwsbrief over het onderzoek wilt ontvangen.

Wilt u meedoen aan het onderzoek, of heeft u nog vragen? Dan kunt u contact met ons opnemen via de onderstaande contactgegevens.

Met hartelijke groeten,

Nienke Denekamp, master student, w.n.denekamp@students.uu.nl
Moniek Schaars, begeleider, m.m.h.schaars@uu.nl

Klachtenfunctionaris, als u een officiële klacht heeft over het onderzoek, dan kunt u een mail sturen naar de klachtenfunctionaris via klachtenfunctionaris-fetcsocwet@uu.nl

Functionaris Gegevensbescherming, privacy@uu.nl

Consent formulier – Appendix V

Privacy rechten – Bijlage

Bijlage

Het onderzoek wordt uitgevoerd onder de verantwoordelijkheid van de Universiteit Utrecht (UU). Zij wil duidelijk zijn over de manier waarop zij met uw gegevens omgaat.

De UU leeft de Algemene Verordening Gegevensbescherming en andere privacy wet- en regelgeving na die voor dit onderzoek van toepassing is.

Uw privacy rechten als onderzoeksdeelnemer

In principe heeft u de volgende rechten als onderzoeksdeelnemer:

- u heeft het recht een kopie op te vragen van de persoonsgegevens die gebruikt worden/zijn in het onderzoek
- u heeft het recht uw persoonsgegevens te laten corrigeren wanneer deze niet juist zijn vastgelegd
- u heeft het recht om bezwaar te maken tegen de verwerking van uw persoonsgegevens en recht op gegevensoverdraagbaarheid,
- u heeft het recht op verwijderen van persoonsgegevens (dit kan niet in alle situaties, bijvoorbeeld bij longitudinaal onderzoek als er al publicaties zijn verschenen of als de gegevens bij het onderzoek geanonimiseerd zijn of worden),
- u heeft het recht om toestemming voor het verwerken van de persoonsgegevens in te trekken. Analyses die tot dat moment zijn gemaakt met de betreffende persoonsgegevens zullen wel gebruikt blijven worden voor het onderzoek.

U kunt uw privacy rechten uitoefenen door contact op te nemen met de onderzoekers of via privacy@uu.nl. Van belang is dat u weet dat de Universiteit niet alle verzoeken onder alle omstandigheden hoeft in te willigen of kan inwilligen.

In de Privacyverklaring van de Universiteit vindt u meer informatie over de manier waarop de Universiteit met uw persoonsgegevens omgaat.

De privacyverklaring van de Universiteit Utrecht kunt u via onderstaande link vinden:
<https://www.uu.nl/organisatie/praktische-zaken/privacy/privacyverklaring>

Mocht u van mening zijn dat uw klacht niet tot uw tevredenheid is of worden afgewikkeld, dan heeft u nog het recht om een klacht in te dienen bij de Autoriteit Persoonsgegevens in Den Haag: <https://autoriteitpersoonsgegevens.nl>

Appendix E

Informed consent

Toestemmingsverklaring (Consent)

Hierbij verklaar ik de informatiebrief m.b.t. onderzoek *Inzichten in leren lezen voor groep 3* gelezen te hebben en akkoord te gaan met deelname aan het onderzoek.

Dit betekent dat ik instem met:

- 1) bewaren van mijn contactgegevens zolang dit nodig is voor het onderzoek
- 2) verzamelen van bijzondere persoonsgegevens, namelijk: naam, leeftijd kind, ontwikkelingsniveau geletterdheid kind. Deze data wordt dusdanig opgeslagen dat dit niet aan mij gekoppeld kan worden.

Indien van toepassing:

Toekomstig of ander onderzoek

Ik begrijp dat de onderzoeksgegevens, zonder enige persoonlijke informatie die mij zou kunnen identificeren (niet aan mij gekoppeld), met anderen mogen worden gedeeld met de voorwaarde dat het verdere onderzoek qua opzet en doeleinde in lijn ligt met dit onderzoek.

Ik ga ermee akkoord dat de voor het onderzoek verzamelde onderzoeksgegevens mogen worden gepubliceerd of beschikbaar gesteld, mits mijn naam of andere identificerende informatie niet wordt gebruikt.

Ik wil graag op de hoogte gehouden worden van de resultaten van deze studie, ik schrijf me daarom in voor de nieuwsbrief.

Datum ondertekening:

Handtekening (of digitaal vinkje voor akkoord bij online onderzoek)

Appendix F

Assignment 4

In regard of the sample characteristics the following procedures were used. From the sample that filled in the questionnaire the following criteria were used to select participants for the interviews. First, participants' reading skills were identified as below the minimum level, as reported by their parents, and were eliminated from the potential sample. This was done in order to establish a minimal level of early literacy in the sample. Second, participants that answered 'no' to all three of questions regarding 'Characteristics of high ability learners' were eliminated from the potential sample to establish a sample that has characteristics that can be seen as gifted.

Before the start of the study, a pilot interview was done with one participant to assess the quality of the questions. Prior to participating, participants received an information letter explaining the purpose of the research (Appendix D).

Regarding the procedure of obtaining informed consent, the following was done. Before participating in the questionnaire, parents read the information letter to inform them about the aim and procedure of the study. Informed consent (Appendix E) was obtained from the parents before participating in the questionnaire and again before making the appointment for an interview.

Prior to participating, participants received an information letter explaining the purpose of the research (Appendix D). This information letter explained, among other things, how personal data would be anonymised, and how long and how it would be stored. Contact information from both the research as well as the supervisor was provided in the information letter. This was done to ensure that participants knew where to address their questions.

The aim of the study was to gain insight into the perception of a group of learners that, in most cases, can not write interviews where the most logical choice of instrument. Questions from a similar study, on children in the same age group, were used to avoid sensitive questions.

As the interviews will be conducted in a playful manner, at a location that provides opportunities for children to seek out peer contact, effort from the young participants is deemed low. The questionnaire for the parents is short and will help parents gain deeper insight into the level of reading that their child shows at home. The interview with the four adults will take some more effort from parents. As this study will contribute into more fitting educational provisions for this group of children, the effort of the participants is deemed sufficient.

Before data collection ethical approval was requested from the Ethics Review Board of the Faculty of Social & Behavioural Sciences (FERB). Interviews were anonymised during the data storage to ensure the privacy of the participants and to concur with the European privacy laws (AVG/GDPR) and the principles of the FERB of the University of Utrecht.

The interviews were transcribed and were anonymised using pseudonyms to match parents to the relevant children. Data that could identify participants was stored on a different server (YODA) and password protected. Subsequently, the transcripts were uploaded and coded in the program NVivo.

Appendix F

Codebook

Appendix G

Bijlage

Perceptions on reading		
Participant	Dutch	English
6	Maar zij verwacht nog steeds dat er meer woorden zijn en meer letters. Want dan zeg ik normaal gezegd 'Er zijn niet meer letters. Jij hebt nu alles geleerd.'	But she still expects there to be more words and more letters. Because then I normally say 'There are no more letters. You have learned everything now.'.
9	Soms moet je hem er nog even bewust van maken, van ja, dat kun je ook lezen.	Sometimes you have to make him aware of it, of yes, you can read that too.'.
2	Onderzoeker: Jij kan al een beetje lezen of nog niet? Kind: Ik ben nog aan het leren.	Child: I am still learning.
4	Medeklinker, klinker, medeklinker. Dat gaat haar zo makkelijk af. Ze hoeft niet na te denken.	Consonant, vowel, consonant. It comes so easily to her. She doesn't even have to think
2	Ik heb eerlijk gezegd bijna nooit het gevoel dat hij iets voor mij het onderste uit de kan haalt.	I honestly almost never feel that he makes the most of it[his abilities].'
Reading Motivation		
3	Ja, sowieso 's avonds voor het naar bed gaan. En overdag, ja, er staan gewoon op zijn hoogte, zeg maar, alle kinderen printen boeken van de bieb en hij heeft ook de tiptoi dus dan kan hij ook, maar dat is vooral luisteren, maar daar staan ook wel tekstjes bij en woordjes bij.	Yes, anyway in the evening before going to bed. And during the day, the books are just at his height, so to speak. All children borrow books from the library.'.
9	ik lees altijd voor voordat hij gaat slapen. Elke avond dan lees ik een boekje met hem voor, lees ik met hem samen.	I always read to him before he goes to sleep. Every night then I read a book to him, read with him
6	En kind komt er zelf elke avond mee, want oudere sibling moet van ons lezen.	Our child comes up with it herself every night, because her older sibling has to read. Because he just

	Omdat hij daar gewoon oefeningen in nodig heeft. En dan zegt kind, kind is toch de eerste die zegt, ik ga even een boekje lezen. En dan vindt ze het wel fijn als we het samen met haar doen.	needs exercises in that. And my child says 'I'm just going to read a book.' And then she likes it when we do it with her."
5	Onderzoeker: Vind jij lezen leuk? Participant 5: Ja. Onderzoeker: Wat vind je nou zo leuk aan lezen? Participant 5: Omdat ik dan goed woordjes kan lezen.	Because it helps me read words properly."
8	Onderzoeker: Leest hij uit zichzelf met plezier? Ouder: Ja, heel veel. Ook om rustig te worden. Dus ook als we merken dat hij een beetje overprikkeld is. En er in zijn bed liggen boeken. En vooral heel veel non-fictie. Dus encyclopedie, kinderencyclopedie heeft hij in een dino-boek en dat soort dingen. Dat is het liefste.	Yes, he reads a lot. Also to calm down. [...]And there are books in his bed, especially a lot of non-fiction. So encyclopaedia, children's encyclopaedia he has in a dino book and things like that."
6	Ja, ze heeft daar gewoon een gevoel voor, of zo. En het komt dus heel erg uit vanuit haarzelf.	Yes, she just has a feeling for that or something. And so it comes out very much from within herself.
7	Volgens mij leert hij het stiekem, en dan ineens zegt hij wat er ergens iets staat.	I think he learns it secretly, and then suddenly he can read something
1	En dan komt hij op schoot en dan wil hij weten waar we zijn. Dus hij wilde eerst meelesen. Toen wilde hij zelf gaan lezen.	And then he would come on my lap and want to know where we are [in the book]. So he wanted to read along at first. Then he wanted to read by himself."
1	Maar jij kan dat al. Hoe kan dat dat je dat al kan? Kind: Ik denk dat ik dat gewoon van papa of mama heb geleerd.	I think I just learned that from mum or dad."
1	We hebben geen lesjes gedaan. Als hij zegt "papa, mama, hebben me dat geleerd". Het is niet dat hij aan tafel werd gezet om te leren lezen. Maar we hebben gewoon antwoord gegeven op zijn vragen.	We didn't do lessons. When he says "dad, mum, taught me that". It is not that he was put at the table to learn to read. But we just answered his questions
9	Ik ben niet met hem gaan zitten met oefenen en dat soort dingen. Dus dat eigenlijk wat	I didn't sit down with him practicing and things like that."

	ik zei, dat hij ook al vloeiend leest dat heeft hij toch... Laatst ging hij ook schrijven.	
Expectancies		
6	<p>Onderzoeker: Wat voor soort boeken ga je dan leren lezen in groep drie, denk jij?</p> <p>Kind: Nee, ik weet het niet.</p> <p>Onderzoeker: Boekjes zoals deze, van 'Ik hou van eenhoorns'? Kind: Nee, die ga je niet lezen. Maar de mijne is stuk, ja dat klopt. Onderzoeker: Ik zie hem inderdaad. Is dat dan te moeilijk voor groep 3 of te makkelijk? Kind: Te makkelijk.</p>	<p>Child: No, you're not going to read those. Researcher: So is that too difficult for group 3 or too easy? Child: Too easy</p>
8	<p>Onderzoeker: Zes keer zo dik. Dat is echt super dik. Zijn dat dan ook boeken met heel veel plaatjes erin? Of met vooral veel letters? Kind: Ja, heel erg veel letters denk ik. Echt. En met... En dan... En nu... Heel veel letters dus. Heel klein, super klein. En alle letters zijn heel klein. Onderzoeker: Tuurlijk, ja. Alle letters zijn heel klein. Kijk, jouw sibling gaf me net een boekje en daar zie ik nog best wel grote letters. Maar de letters in groep 3 zijn echt een stukje kleiner dus? Kind: knikt ja</p>	<p>Yes, a lot of letters I think. Really. And with... A lot of letters. Very small, super small. And all the letters are very small</p>
2	<p>O: Nee? Ik denk dat heel veel kinderen in groep 3 gaan leren tellen, maar jij kan dat eigenlijk al. Ik hoor je zelfs nu in jezelf al tellen. Dus wat denk jij dat je dan gaat doen als andere kinderen gaan leren tellen? Heb je daar wel over nagedacht? Kind: Ja. O: Maar wat denk je dat jij dan gaat doen? Ga je dan ook leren tellen? Kind: Ja, dat denk ik. O: Oh. En als je dan, als andere kinderen, gaan leren lezen, wat ga jij dan doen?</p>	<p>I don't know that yet."</p>

	Kind: Hmm, dat weet ik nog niet.	
4	<p>Onderzoeker: Hoe moet dat dan als je in groep 3 gaat? Wat ga je dan leren? Kind: Ook lezen [kijkt sip]. –</p> <p>Onderzoeker: Nog een keer lezen? Maar is dat dan niet een beetje gek, dat je dat dan al kan? Ouder: Misschien is het goed om te zeggen dat jij sinds een aantal maanden, vorige week, een paar ochtenden per week met het lezen van groep 3 hebt meegedaan. Onderzoeker: O, dus jij weet al heel goed hoe het gaat in groep 3. Ouder: Ja, wat gebeurde er toen allemaal? Misschien kun je dat wel vertellen. Hoe vond je dat? Hoe vind je het om in groep 3 te lezen? Kind: Ik weet het niet. [kijkt weg] Onderzoeker: En waarom vind je het dan niet meer leuk? Kind:: Ik weet het niet. Onderzoeker: Is het heel moeilijk het lezen in groep 3? Of is het misschien een beetje makkelijk? Ik zie dat je 'ja' knikt. Klopt dat? Een beetje makkelijk het lezen in groep 3? Kind: Ja.</p> <p>Onderzoeker: Had je misschien gedacht dat het anders zou zijn in groep 3? Kind: Ja.</p> <p>Onderzoeker: Wat had jij gedacht dan dat je ging leren? Kind: Dat ik ging leren dat om te schrijven. Onderzoeker: O, schrijven. Ja, en dat gaan jullie niet doen. Kind: Nee.</p> <p>Onderzoeker: Dat is wel jammer. Kind: Dat ga je pas ook bij groep 4 leren.</p> <p>Onderzoeker: Dat duurt nog wel eventjes, groep 4. Dat is jammer. Kind: Ja, maar ik kan al heel goed schrijven.</p> <p>Onderzoeker: Ik zie het, want</p>	<p>Researcher: How do you like reading in group 3? Child: I don't know. [looks away]. Researcher: And then why don't you like it anymore? Child: I don't know. Researcher: Is it very difficult reading in grade 3? Or is it maybe a little easy? I see you nodding 'yes'. Is that right? A bit easy reading in group 3? Child: Yes. Researcher: Did you perhaps think it would be different in group 3? Child Yes.”</p>

	ik zie het op het papiertje dat er al heel veel letters staan. Kind: Ik kan alle letters van het alfabet.	
4	En wat zijn jullie grootste zorgen dan nu met betrekking tot volgend jaar naar groep drie? Ouder: Ja, ik denk dat ze daar volgens mij niks leert. Beetje schrijven moet ze nog leren.	Yes, I don't think she learns anything there, in my opinion. Bit of writing she has yet to learn
1	Ik verwacht dat hij sneller door de lesstof kan en daarnaast iets anders aangeboden krijgt. Dat hoop ik ook.	I expect him to be able to get through the lessons faster and be offered something else besides. I hope so too
7	Ja, want dat is wel mooi aan deze school. We hadden een gesprek over hoe het gaat... ..en het gaat eigenlijk heel goed. En toen vertelde ik wat hij thuis een beetje doet... ..dat hij echt geïnteresseerd is in lezen. En dan biedt ze zoiets aan.	Yes, because that's what's nice about this school. We had a conversation about how things are going and it's actually going really well. And then I mentioned what he does a bit at home that he's really interested in reading. And then the teacher offers something like this
4	En ze is na de herfstvakantie naar groep 2 gegaan. In dezelfde groep. En toen zeiden ze, dan kunnen we Kind laten meelesen met groep 3. Goed idee. Elke dag een uur. Toen vond ze het de eerste keer super leuk. Maar de woordjes zijn veel te makkelijk. Ze moest woordjes lezen. Bal, jas, tas. Het hele verhaal. Eerst was ze heel lief, maar nu niet meer. Het is te makkelijk. En daarom wil ze nu niet meer lezen.	But the words are way too easy. She had to read words. Ball, coat, bag. [Bal, jas, tas]. The whole story. It's too easy. And that's why she doesn't want to read now.”
4	En op school moet je dan ook werkjes maken met lezen of met letters? Kind Ja. Onderzoeker: Vind je dat leuk? Kind: Nee. Onderzoeker: Waarom niet? Wat is er niet zo leuk aan? Kind: Omdat je dan de hele tijd moet lezen en dan mag je niet spelen.	Because then you have to read all the time and then you don't get to play.

6	<p>Want als ik haar nu 's ochtends wel eens wegbreng en dan zit ze in een bouwhoek, dan gaat ze gewoon echt zo zitten [gaat onderuitgezakt zitten]. Dan zeg je maar 'Ga je spelen?' 'Ja, wat moet ik hier doen dan?' 'Ja, spelen.' Dus heel veel mensen zeggen dan 'Ja, laat haar lekker kleuter zijn en lekker spelen.' Ja, maar zij vindt dan niet lekker spelen.</p>	<p>Because now when I sometimes take her out in the morning and she's in a construction corner, she just really sits down like that [sits lazy on chair]. Then I ask 'Are you going to play?' 'Yeah, what should I do here then?' 'Yeah, play.' So a lot of people then say 'Let her be a toddler and play.' Yes, but she doesn't like playing like that</p>
Parents' attitudes		
2	<p>Ja, nou we hebben eigenlijk ook begeleiding op het kinderdagverblijf gehad. Daar liep Kind eigenlijk een beetje vast. Toen is er iemand komen observeren en die heeft hun eigenlijk vooral tips gegeven. Toen zijn we er wel een beetje doorgekomen. Toen hebben we het formulier van school eigenlijk al aangegeven. Toen hebben we gezegd we willen eigenlijk gewoon direct met jullie om de tafel. En dus ook eigenlijk vanaf het begin zitten we in een zeswekelijks gesprekscyclus met school. Om dingen te bespreken en bij te sturen.</p>	<p>Then we actually pointed out his giftedness on the form from school. Then we said we actually just want to talk to the school directly. And so from the start, we have had a six-weekly meeting cycle with the school. To discuss and adjust things.”</p>
2	<p>Ja, onze school is echt wel, ze zijn ongelooflijk bereidwillig.</p>	<p>Our school really is, they are incredibly willing.”</p>
8	<p>Vind je het lastig om met school hierover in gesprek te gaan? Ouder: Nee, want zij zijn zelf als eerste gekomen met vallen ons dingen op. En ook in andere zin vallen er dingen op. [...]Dus ja... Zij zijn zelf degene die meer aan de bel trekken dan wij.</p>	<p>Because they themselves were the first to come up with things they noticed</p>
2	<p>Laatst was er voor hem een aparte opdracht met een lees, rups of iets dergelijks. Maar eigenlijk was het nog veel te makkelijk. Dat zie je de hele</p>	<p>The other day there was a separate task for him with a reading activity. But actually, it was still way too easy. You see that all the time. Then he gets these bad success experiences</p>

	<p>tijd. Dan krijgt hij die succeservaringen. Maar wel op een manier van... Oh ja, dat krijg ik even snel weg.</p>	<p>that teach him 'I'll just get that out of the way quickly' instead of really learning something</p>
9	<p>En toen dacht ik wel van ja, waar doen we goed aan? Kijk, want we kunnen nu zeggen we laten hem versnellen. Dat houdt in dat hij dus nu achter een tafeltje moet gaan zitten. En er wordt natuurlijk motorisch wel wat van hem gevraagd. En qua concentratie.</p>	<p>And then I did think, what are we doing right? Because we can now say we let him skip a grade in kindergarten. So that means he now has to sit behind a table. And of course, motor skills are required of him and a longer attention span.</p>
9	<p>Want als je begin groep 3, het aanbieden van de letters. We gaan vandaag de letter A leren. Toen dacht ik ja, weet je, daar zit voor hem de uitdaging al lang niet meer in. Dat beheerst hij allemaal al.</p>	<p>[..] Because you start first grade with the of offering the letters. You are going to learn the letter A today. There's no longer any challenge in that for him. He's already mastered that.</p>
4	<p>En nu kan ze natuurlijk knutselen en verder spelen. En dat is natuurlijk prachtig. Maar dat is vooral qua motorische ontwikkeling, emotionele ontwikkeling, sociale ontwikkeling. Maar niet qua cognitief. We fietsen zo bij. En het tempo is natuurlijk binnen een gewone groep, die afgestemd op een gemiddelde leerling. Met herhalingen. Die zij misschien minder nodig heeft.</p>	<p>And the pace is, of course, within a normal group, which is geared to an average student. With lots of repetitions. Which she may need less of</p>
4	<p>Ik denk dat ze thuis veel beter leest dan op school. Ook omdat ze dat in groep 3 niet echt durft te zien.</p>	<p>I think she reads much better at home than at school. Also because she doesn't really dare to show it in first grade.”</p>
5	<p>Ja, en je merkt dus ook wel thuis dat er frustratie is op het moment dat het aanbod heel erg veel lager is. Hij doet op school braaf mee. Hij ging niet de hele klas op stelten zetten en echt negatieve aandacht ging vragen. Valt Kind daarin niet op. Die doet gewoon mee en die past zich aan. Ja, en dan moet je inderdaad als ouder er toch wel aan geven.</p>	<p>You do notice frustration at home when the offer is very much lower. He does well at school. He didn't go on a rampage throughout the class or start drawing negative attention. He just joins in and adapts.”</p>

8	Ja, weet je, hij heeft veel frustraties. Op het moment denk ik dat de structuur vooral hem op school heel goed doet. Dat vindt hij heel leuk. Hij speelt graag. Hij heeft wel vermijdingsangst, of hoe noem je dat, vermijdingsdrang. Hij gaat uitdagingen het liefst uit de weg.	He does have aversion to challenges. He prefers to avoid challenges
1	Zolang hij lekker in zijn vel zit, is het voor mij prima. Maar als dat niet zo is, dan wil ik wel dat je weet dat de leerkracht gewoon zicht [op zijn vaardigheden] op hem hebt. Want hij laat het dus niet uit zichzelf heel makkelijk zien.	As long as he's comfortable, it's fine with me. But if he's not, then I do want to know that his teachers have a good view of him and his abilities. Because he doesn't show it very easily by himself