ABSTRACT
The present thesis deals with the issue of reading comprehension of pupils in the 3rd grade of elementary school taught by the Sfumato reading method.

The thesis is divided into a theoretical and a practical part. The theoretical part introduces the concepts of reading, some sub-skills for the development of reading comprehension. We also describe some reading methods used in Czech education, focusing more on the Sfumato reading method. The last chapter is devoted to a reflection on the influence of distance learning on the acquisition of reading by beginning readers.

The practical section presents research whose primary aim was to describe the typical developmental level of reading 3rd grade students taught using the Sfumato reading method. The secondary aim was to compare the average performance of pupils of this method with the analytic-synthetic and genetic methods. The research sample consisted of 45 pupils of the 3rd grade of the Sfumato method from a total of 3 primary schools in the Czech Republic. The pupils were administered the PorTex diagnostic battery.

The empirical part is divided into descriptive and analytical parts. The descriptive part focuses on the description of the developmental picture of pupils of the 3rd year of the Sfumato method in reading skills. In the analytical part, ANOVA analysis of variance was used to compare the performance of the pupils of the Sfumato method with the performance of the pupils of the analytical-synthetic and genetic methods. In this work, we demonstrated several statistically significant differences. Pupils of the Sfumato method achieved higher scores in some subtests of phonemic awareness and in literal comprehension in silent reading. In contrast, Sfumato pupils read less fluently and more slowly. The issue would merit a follow-up study in the later grades of primary school.

KEYWORDS
Reading skills, reading comprehension, Sfumato reading method, reading development