

**Abstract (in English):**

This thesis aims to find out how literacy range differs in development in children living in children's homes and how these children understand written text. In the theoretical part, the focus is paid to literacy, especially reading literacy and its definitions, development and factors that influence it. Among the most important factors in the development of reading literacy is the family and family background. To further exemplify this, the thesis examines the background of children who do not have a stable family background. Attention is paid to international research mainly PIRLS survey, which forms the basis for the practical part of this thesis. The practical part firstly describes in detail the research methods that were used and secondly discuss the result findings from semi-structured interviews and literacy tests with children. Examined data leads to the conclusion that the participants from both children's homes could comprehend and navigate both literary and non-literary texts. Both subjects are also able to find the required information. This study showed that the children's results were similar to scores represented by the PIRLS International Survey. Additionally, children have more difficulty reading books on their own, as they often lack the motivation to read, find reading difficult or do not know what kind of book to read. The objective of this thesis intends to coalesce all the transcribed interviews and detailed results of literacy tests.

**Klíčová slova (anglicky):**

literacy, reading literacy, literacy environment, children, children's home, reading comprehension