

## **ABSTRACT**

This thesis focuses on reading literacy of students with concurrent disabilities. The main objective of this thesis was set from analyzing the reading literacy level of students with concurrent disabilities and their reading comprehension. In addition, two sub-objectives were set, namely the effect of students' disabilities on their reading comprehension and the evaluation of the selection of procedures for checking reading comprehension. The theoretical part is divided into three chapters. The introductory chapter deals with reading, reading literacy and reading strategies. The second chapter is devoted to curriculum documents and the international PISA and PIRLS surveys. The following part of this thesis focuses on the personality of the pupil with concurrent disabilities, describes the possible support for him/her in school and, last but not least, the system of education of pupils with concurrent disabilities in the Czech Republic. The last two chapters of the thesis are devoted to empirical research. The research methodology and design were conceived in the form of qualitative research, specifically the method of test set analysis. The research investigation involved six pupils of the secondary level of a special school established by Section 16 of the Education Act, who were given test material with samples and tasks based on RWCT methods. The final part of the thesis contains a summary of the empirical investigation, in which it was found that the greatest difficulties related to reading literacy were in the interpretation of collocation and linking information from the clue to the sample.