ABSTRACT

This thesis focuses on the development of reading strategies among first – and second-grade primary school pupils, with particular emphasis on the gradual progression of activities based on pupils' reading abilities. The theoretical part defines the concepts of reading literacy and emergent literacy, describes relevant reading strategies and skills, and takes into account children's cognitive and language development. It also summarizes findings from recent research in the field of literacy education. The theoretical section concludes with practical methodological recommendations derived from the theoretical framework.

The empirical part, designed as a case study, investigates how teachers at a selected primary school in Prague plan and implement reading activities and foster the development of reading strategies. The research involved six teachers and their pupils. Data were collected through interviews and classroom observations. The frequency, consistency, and planning of activities varied among teachers, depending on their teaching experience, participation in professional development courses, teaching style, and the degree of emphasis placed on reading instruction. The findings highlight the teacher's personality and professional background as key factors influencing the approach to teaching reading strategies. The most commonly employed strategies included working with illustrations, reading aloud, prediction, and guided reading. Differences were observed in how strategies were introduced, with more experienced teachers adopting more structured and deliberate methods. Pupils generally expressed positive attitudes toward reading, often reflecting their teachers' perspectives. The research suggests that the more frequently teachers integrate reading activities, the more favorable pupils' attitudes toward reading become.

KEYWORDS

reading strategies, reading literacy and preliteracy, methods of critical thinking, development of reading skills