

Literacy as a knowledge of the written form of a language has nowadays an essential meaning for casual and successful function in the society. Be able to read and write is nowadays rather necessity than an extraordinary ability. The necessity of the functional literacy together with a demand on high level of the society intelligence lays considerable requirements on the child population. That results in a need for a higher effort to carry out measures which could lead to a reduction of number of children who are in danger of reading and writing malfunctions and reduction of bad readers.

The thesis is thematically connected to my previous thesis (2009) in which I focused on finding the level of reading skills of pupils of the first semester of the first school year. The finding was based on the comparison of two different educational methods which are used in teaching the children (i.e. analytic-synthetic method and genetic method). The thesis comes from the project *Three-level model of care* carried out by IPPP ČR and in which I take part. The project tries to solve the main problem of pedagogical-psychological counselling within diagnostics of the special malfunctions of education (Czech abr. “SPU”), i.e. a question of a disunity of procedures used in a process of the diagnosis and a disunity of criteria for the diagnosis of the SPU. Three levels of the mentioned method of care present consequent steps in a help for pupils with educational difficulties regardless the reason of difficulties. The thesis stays within the first step, i.e. the level of the pedagogical diagnosis.

Within the mentioned project diagnostic screenings of reading were carried out and they are analysed and verified in this thesis. The screenings show the reached level of reading skills. Inquire sample included 9 schools, 22 classes and 452 pupils from three regions of the Czech Republic – Prague, Central Bohemia and Moravia. First diagnostic screening of reading was carried out in January and February 2009 and the second one in June 2009.

Due to the detailed analysis of the screenings we received a sufficient survey of a development of the reading skills during the first school year, differences and accords in the development when analytical-synthetic method or genetic method of reading are used, overview of possible difficulties within these methods and particular symptoms of difficulties of pupils who tend to be in danger of SPU. Due to the possibility to repeat the screenings (first one in the first semester, another one in the second semester) we had a chance to find out particular characteristics of reading during its progress. The project does not deal only with rapidity of reading (as a main characteristic for the reading ratio) but covers also development of other particular characteristics of reading (mainly, error rate, mean of reading, character of mistakes, location of mistakes in words, type of mistakes, intonation, difficulties with syllabication of clusters, level of understanding and other symptoms like double reading).

The importance of distinction of educational methods – already observed in the previous thesis which focused on the first semester – turned out to be important in the second semester as well. We can compare results of pupils in many characteristics. Nevertheless, some characteristics keep their specific value of interpretation in accordance with used educational method and this is necessary to keep in mind while evaluating the pupils. However, there is also a need to inform about the results people working within the sphere of children education.

Since the inquiry sample was broad enough (9 schools, 22 classes, 452 pupils) it was possible to state some general rules about progress of the reading skills and difficulties in consequence of educational methods. Despite the fact that the thesis compares particular groups of pupils (analytical-synthetic method, genetic method, categories of problematic pupils), the aim of the thesis is not to compare effectiveness of mentioned methods but in-depth description of development of reading skills and difficulties in particular characteristics of reading.

As the topic of the thesis is not developed enough within the pedagogical-psychological counselling the thesis can serve not only for employees of the counselling but also for teachers who are generally the first who diagnose and help pupils with reading difficulties and for other persons within the sphere of children education or broader public that is interested in the topic.