

Reading belongs to the basic elements of the primary education. A number of factors is involved in the mastering of the reading skills and our thesis has focused on some of them. The thesis is divided into a theoretical part and an empiric part.

The theoretical part deals with the significance, essence and up-to-date concept of the reading skills, readiness for reading, teaching methods and assessment of the reading skills, reading disorders and possibilities of prevention thereof, modernization and prospects of the teaching of the reading.

The empiric part focuses on the issue of speech, laterality, visual-motoric coordination and reading of children. The status of the present solution of this issue has been described, the research goals and hypotheses have been determined, the research methods and the methods of statistical processing have been described. The research has been carried out using a sample of 200 children being at the beginning of their school attendance and had in two stages, namely at the beginning and at the end of the first year of school attendance. Following the analysis and interpretation of the results, the goals and hypotheses have been reviewed, the conclusions and recommendations applicable to the pedagogical practice have been formulated and the ways of the further research have been outlined.

The results have shown that the deficiencies in the development of the hearing differentiation, speech and visual-motoric coordination may represent a complication for many children in their adoption of the reading skills. Among the complicating factors, there may be some of the less advantageous types of laterality, as well as low physical age and male sex. The risk of possible difficulties at the elementary reading is growing with the number of risk factors and the rate of retardation in the individual areas.