

The aim of the thesis is to compare current approaches to the development of reading skills at the primary school level in Czech Republic and Norway. In the thesis are staked out the terms of reading (čtenářství) and reading literacy. Further there is comparison of the PIRLS research results and marginally the PISA-reading literacy part results. The topic is implanted in the context of the school reform in Czech Republic and Norway. The thesis includes a brief characterization of Norwegian school system. The foundation of this thesis is that the current level of reading literacy in Norwegian schools is similar to the Czech ones. The thesis gives answers to questions: Which approaches uses the Norwegian and Czech school system to develop reading skills of the pupils. Do this approaches react on the reading skill's level of the pupils? Are these approaches functional? Is it possible to apply some of the Norwegian approaches in the Czech environment? There are used methods of analysis of the materials, observation and interviews in this work. The main conclusion of this thesis is that the biggest benefit of Norwegian school system is it's unity, orderliness and presence of vision which are the missing factors in Czech school system.