

The following thesis focuses on the topic of the system of writing „Comenia Script“, used by the pupils of the third grade of basic schools. The thesis consists – as usual – of two parts: a theoretical one and a practical one.

The theoretical part deals with the school tuition of writing, the differences in the teaching of analytic-synthetic and genetic method, and forming of the individual handwriting. A substantial part focuses on the central theme, the Comenia Script (the circumstances of its origin, its shape characteristics, the course of its experimental testing, and current researches). The next chapter concerns itself with the scales designated for assessment of the writing (Matějček, Želinková, Veverková).

In the practical part we introduce the assessing scale of Jana Veverková (2011), adapted by us. By the means of this scale we were assessing the written expressions of ninety pupils using Comenia Script. At the same time, the pupils were taught by the analytic-synthetic or genetic method of reading and writing tuition, therefore we were able to compare the results also from the point of view of both methods.

The aim of this thesis is to describe the typical written expression of a pupil using the Comenia Script and also adapting the Veverková assessment scale (2011), so that it convenes for assessing the writing of third grade pupils. Last but not least, by the means of comparing the analyses, we would like to describe the potential differences between the groups of pupils taught by the analytic-synthetic and genetic method.