

This thesis solves deals with special pedagogical problems of primary literacy acquisition of the children with specific language impairment. The aim is to analyze the phenomena, which disrupt the process of acquiring written language forms of the pupils with this diagnosis and to record factors, which help to streamline this process. Another task is to propose the steps to help overcome the problems caused by impaired communication skills by teaching analytic-synthetic method.

The theoretical part is the basis for meeting the targets. It describes specific language impairment as one of the categories of impaired communication skills and its consequences for education. Attention is given to the topic of literacy. Emphasis is particularly given on the initial reading literacy. This period is seen in the context of the speech development and the psycholinguistic concept of literacy is introduced, where the skill of phonemic awareness has a central position. At the end of the theoretical part, the methods of teaching of reading are described.

The practical part presents the research study, which was carried out in several consecutive phases: initial diagnostic phase, observation of pupils in various stages of teaching of reading, implementation of methodical support measures and the final assessment of the level of phonemic awareness and reading skills achieved by selected students.