

This thesis is in its theoretical part focusing on reading literacy, reading pre-literacy, projects to promote literacy in the Czech Republic and reading corner in kindergarten. The research is based on qualitative research using a strategy of multiple case studies of purposely chosen kindergartens and methods of observation, interviews and content analysis. The aim of this research was to determine how and for what purpose the reading corner in kindergartens is used. The basic research questions are: How the reading corners help in the development of reading literacy in kindergartens, specific research questions elaborate it as follows: How can reading corner be equipped in kindergarten; how kindergarten schools receive books and magazines; how well do they know today's market offerings; what activities are implemented in reading corner in kindergarten; what led the teacher / director to create a reading corner; how does children feel about the reading corner themselves. The results showed a diverse approach to the phenomenon of kindergarten reading corner. Kindergartens agreed on the positive impact of reading corners on the development of reading pre-literacy of girls and boys, especially in the case of free children's games, as well as in controlled activities. We can indicate a weak spot in a lack of awareness of teachers and a poor quality of current production of books for children.