

ABSTRACT

The thesis deals with predicting, as one of the basic reading strategies applied through out the reading lessons in primary school. The major objective of this study is to identify the main principles of successful application of this strategy in the field, in the terms of all three involving aspects: the teacher, the student and the text. The thesis consists of a theoretical and empirical part.

The theoretical part defines the key principles of the mental process when the reader is making predictions. This part deals with the theoretical framework and analyzes related terms to that issue.

The practical part presents gathered data from the action research that involves plans of model reading lessons aimed at the strategy of predicting and my own teaching practice that has been finally reflected. The results of this research provide some support for teachers who decide to implement the strategy into their literature lessons.

KEYWORDS

didactics of literature, early literacy, reading literacy, reading strategies, reading comprehension, predicting, critical thinking