

Abstract

This diploma thesis deals with the problems of child literacy and the environmental factors which condition its origin and development. My work maps the importance of external environmental determiners that affect reading comprehension and attitudes to reading including motivation and reading habits.

The theoretical part looks into the elements of the children's reading process such as gaining skills and sub-skills, self-reflection and forms of aids to support reading in school and family – these two factors are the crucial ones. My work also considers the role of institutions such libraries but also the media and devices (TV, PC, the Internet).

The empirical part presents the results of questionnaires collected from the research of fourth grade elementary school students and their parents. The aim of the research was to see how is reading comprehension reflected in the assessment of children own reading skills of 4th grade pupils. Further, the thesis deals with how the influence of the family is reflected in the performance of reading comprehension and in the pupil's reading skills.

Key words

Environmental influences, reading literacy, reading habits, reading comprehension, reading self-concept.

