

ABSTRACT

The present diploma thesis examines the support of reading literacy in pupils with specific learning disabilities. Theoretical chapters are engaged in defining the specific learning disorders, aetiology of the same, individual types of learning disabilities, diagnostics and options of re-education and intervention. Further, the theoretical part delves into the educational system and legislation in the Czech Republic, primary education centred around the framework educational programme for this level of education, inclusion and advisory systems in schools and school advisory facilities. In addition, reading literacy is characterized, along with the factors affecting the same, options of support of reading literacy in pupils with specific learning disorders - for the individual types of disorders, teaching methods of reading skills.

The thesis presents research focused on supporting reading literacy in pupils with learning disorders; the above research was carried out using questionnaires directed at primary school teachers, and questionnaires directed at parents of pupils with specific learning disorders. The objective of the research was to identify the options of development, approaches and tools or aids used by teachers and methods preferred by parents when reading with children. The research results are arranged in charts and tables. In conclusion, the thesis specifies the identified options of development and support of reading literacy to be provided by teachers and parents of children with special learning disabilities.

KEYWORDS

specific learning disabilities, reading literacy, dyslexia, primary education, inclusion