

**ABSTRACT:**

In this study, I analyse current studies to discover the common Double-Entry Diary points which result in reading literacy development and find the essential data which support this theory and describe the state of reading among Czech children from eight to fifteen years of age. Although reading literacy is a well-recognized feature of academic writing, little research has been undertaken as to its models. Because the purpose of reading is using the texts as efficiently as possible, teachers should use methods which allow a variety of active strategies. What we need is a sustained coordinated effort. In my study I focus on fourth-grade primary schools learners who have mastered the technique of reading and are ready to improve their understanding of the text and get an idea of what is hidden beyond the text. Its goal is to familiarize the reader with the reasons for effective education using the Double-Entry Diary method, which originated in the Reading and Writing for Critical Thinking International Consortium. This paper focuses on the issue of theoretical analysis of previous research and literature. It presents specific educational practices and deals with the consequences that lead to practical usage of this method. The research analysis indicates much strength in this teaching method. This method proves to be highly efficient, and we can definitely recommend its usage in schools.

**KEY WORDS:**

**Double-entry Diary, Reading Literacy, Text, Reading, Reading Strategies**