

## **Abstract**

The aim of the Master's thesis was to evaluate the level of access of kindergartens in the Czech Republic and Slovakia to the development of reading literacy, and the concrete use of reader strategies by nursery teachers. In the theoretical part, I dealt with the definition of reading literacy and grammar, I referred to teacher education through a reader's continuum. I also discussed the issues of reading strategies. Then I compared the Czech and Slovak educational system as a whole and also in relation to the reader's literacy. I have added some of the programs to support reading literacy and comparing them in both of republics.

In the research section, I used a mixed research design to get as much data as possible. At the beginning, I collected the data using questionnaires with closed and open questions, then I conducted in-depth interviews with two teachers from the Slovak Republic and two teachers from the Czech Republic. I followed these teachers in their pedagogical activities.

On the basis of the results, I have come to the conclusion that, on the practical side, Slovak teachers of reading literacy do more than Czech ones. Although they have better theoretical abilities in the Czech Republic, and more they are devoted to the subject of reading literacy. Stimulating would be to continue research on a larger scale.

**Key words:** reader literacy, reader strategies, qualitative research (case study), Czech and Slovak educational system, Reading and Writing for Critical Thinking (RWCT), E - U - R method.

