

## **ABSTRACT**

This Master's Thesis deals with the Morning Letter from the program Step by Step as a possible tool for developing reading literacy. The theoretical part deals with the definition of reading literacy, the individual components and its anchoring in the Framework Education Program for Elementary Education. Thesis compares the key competences set out in the Framework Education Program for Elementary Education with reading literacy and explains their relationship and the importance of their equal development. It also describes one of the key program in this area, the program Reading and Writing for Critical Thinking, and its methods of developing reading literacy. It also deals with program Step by Step and the development of reading literacy as its component. Thesis focuses mainly on the Morning Letter as a possible reading strategy. The practical part is based on observations and interviews with teachers from the program Step by Step and their experience with Morning Letters and which forms of them are confirmed to be useful and how is perceived its overlap in reading literacy. It also includes a set of Morning Letters applied in mainstream class and their analysis and reflection in terms of reading literacy. Based on this analysis thesis it also contains a few designs of Morning Letters emerging components of reading literacy, which have not been developed in previous reports.