

## **ABSTRACT**

My thesis is about mapping of silent reading mode with understanding among students at five grade of basic school. The thesis is divided into two parts – the theoretical part and empiric part.

In the theoretical part the thesis is focused on the theory of silent reading, comprehension of what we read and you can find the description of context of listening versus the silent reading there. The attention is focused on approaches to reading, the diagnostic of reading and the preconditions which are projected into reading.

The empiric part is based on two levels of settled aims – the primary aim and the secondary aim. The adaptation of the test of the silent reading, *We are going on a trip*, is the primary aim. In terms of this aim we will investigate discriminatory and reflective value of the test at the fifth classes. The thesis is engaging in itemized analysis of individual questions of test. You can read there about dynamics of the development from the side of student's progress at the start and end of the school year. In terms of secondary aim the results were processed by quantitative methodology and it is discussed from the view of the pattern of reading (usual writing and Comenia Script) and from the view of gender. The evaluation of differences between the original version and new one of the test is a partial aim.

Data collecting was made by group administration. I entered cooperation with eight primary schools and 127 students of fifth grade participated in the research.

The statistical significant difference in outcomes of test between pupils from the view of gender in the explicit score was proved in the original version of the test (the second wave of data collecting). The girls scored statistical significantly better than boys. In the new version of test in the implicit score we can talk about marginal statistical significance from the view of the influence of the pattern of writing. The pupils who write by the common writing score statistical significantly better in implicit score than pupils who write by the Comenia Script. Reliability of the new version of test is 0,78 (ordinal alfa).

## **KEYWORDS**

Reading, reading development, literacy skill, silent reading, reading comprehension.