

ABSTRACT

The diploma thesis focuses on the development of reading and writing skills among primary school students. The theoretical part of the thesis describes the specifics of reading and writing literacy and the possibilities for developing these literacies. Part of the development of these literacies involves the development of individual skills related to reading and writing.

The aim of the practical part of the thesis is to describe the relationship between the development of reading and writing skills among selected six students from the fifth grade of elementary school. To conduct the research, six reading lessons were designed and implemented during Czech language and literature classes (Muddled Kingdom, Neverending Story, Limericks, Strado and Varius, Wind Mailman, Unfinished Fairy Tales). In these six reading lessons, reading and writing skills were deliberately interconnected and developed. Each of the six implemented reading lessons had a writing output.

Through the research methods used (content analysis of student products, observation, unstructured interview), I found that the development of reading and writing skills is closely related. Students who have developed reading skills generally produce quality texts as well. Furthermore, I found that the development of reading and writing skills is also related to the internal motivation of the student.

Based on the implemented reading lessons, I have compiled recommendations for teachers in practice. The most important recommendation is considered to be providing space for sharing student outputs and discussing these outputs. Additionally, I consider it important to utilize diverse methods and forms of work.

KEYWORDS

Reading literacy, writing literacy, reading lessons, writing lessons, younger school age, action research