

## **ABSTRACT**

The thesis focuses on the issue of school deferment in the context of literacy skills in the Czech Republic. The theoretical part is structured in 3 chapters. The first chapter discusses concepts such as school maturity and readiness. The second chapter provides an overview and summary of the existing knowledge on school deferrals. The content of the third chapter is a definition of literacy skills and an introduction to the PorTex diagnostic tool along with the 7 tests and the test battery questionnaire through which data for the research was collected. In the practical section, the quantitative research methodology of the research itself is presented. The research population consists of pupils from the 2nd, 3rd and 5th grades of primary school, divided into 2 groups: children with and without school deferment. Data analysis was carried out in two phases. The results obtained indicate that differences between the groups were demonstrated only in 3 tests and in several subareas of the selected tests.

## **KEYWORDS**

deferrals of compulsory schooling, school maturity, literacy skills, primary school, PorTex assesment