

ABSTRACT

The present thesis focuses on the use of reading records in the Czech language and literature lessons at the first level of primary school in the implementation of reading lessons. The thesis is divided into theoretical and practical parts.

The main aim of the theoretical part is to define the basic concepts related to the topics, i.e. literacy, development of reading, motivation to read, reading diary, compulsory reading and reading records. The theoretical part describes specifically those reading records that are used in the practical part of the work, i.e. poster, letter to a character, graphic organizers, questions, double diary.

The practical part was designed as an action research where reading lessons were designed and then taught in Year 4 of primary school, between October and December, in which a variety of reading records were used. A total of seven reading lessons were implemented, with the last, seventh, lesson serving as a reflective lesson. The output of each reading lesson was a worksheet along with the reading record. Based on the implemented lessons, it was investigated which reading records suit different types of pupils; which reading records pupils found stimulating and why; how pupils formulated their thoughts and attitudes towards the books they read in the records, how they justified them and whether they were able to talk about them.

Through the research methods used (i.e., content analysis of students' work, observation, and unstructured interview), I found that students' favourite reading records include those in which they do not have to write and justify so much. Pupils rated the Poster as the best reading record, in which they recorded more illustrations than written text. Over time, pupils were able to articulate and justify their ideas. They were able to extract the main idea from the text and justify it.

KEYWORDS

Personal notes on reading, reading literacy, literary education, primary education, action research