

## **ABSTRACT**

The thesis deals with the development of reading through peer learning and the search for examples of good practice in the current school environment in the Czech Republic. Formally, the thesis is divided into theoretical and empirical parts. The theoretical part of the thesis is devoted to the development of reading, the characteristics of the RWCT program, CORI and Reciprocal Teaching. It goes on to describe the incorporation of project-based learning and peer learning methods.

The research section of the thesis includes a description of a multi-case study that describes good practice in developing literacy through peer-led learning. The research was carried out in three different Prague schools and is based on four visited reading lessons (Šeberov Primary School – a whole-school reading event focusing on peer collaboration in home and expert groups, Lyčkovo náměstí primary school - a reading lesson accompanied by the collaboration of 1st and 3rd grade pupils, Mohylová primary school - a reading lesson led by 3rd grade pupils, and a reading lesson led by 3rd grade pupils. class in Sluníčko pod střechou kindergarten and cooperation of 5th and 1st grade in reading the final verbal report) Through observation and interviews with the actors of reading events, conclusions are drawn for their own use in pedagogical practice with regard to the benefits and pitfalls associated with the development of reading through peer learning. The research findings suggest positive effects on developing reading skills and influencing pupils' reading achievement. Peer collaboration in developing reading skills is also highly formative.

## **KEY WORDS**

readership, reading, peer teaching, development of reading literacy, elementary school age