

## **ABSTRACT**

The thesis deals with the implementation of reading lessons in the 6th grade of primary school, through which pupils' literacy was developed. In terms of form, the thesis is divided into two parts - theoretical and practical. In the theoretical part, terms such as reading, literacy, levels of literacy or reading strategies are defined and the characteristics of action research are presented. The practical part is devoted to its implementation. The aim of the action research is to find out the level of reading literacy of the pupils of the 6th grade of the Primary School Pod Žvahovem and through the intervention plan to systematically increase this literacy during the school year. Action research also examines how pupils' attitudes towards reading are changing and what methods of critical thinking are suitable for the development of reading literacy. The practical part of this thesis further describes the specific steps of the intervention that was planned based on the pretest results. The core steps of the intervention include the implementation of reading lessons using critical thinking methods and targeting the development of selected reading strategies. Other steps that complement the implementation of reading lessons are the introduction of regular reading workshops, the creation of a classroom library or collaboration with the municipal library. The action research resulted in the identification of the increase in the level of reading literacy through the measurement of the level of selected reading strategies, the description of the transformation of pupils' attitudes towards reading, as well as the verification of selected critical thinking methods suitable for the development of reading literacy.