

ABSTRACT

The aim of my thesis is to find out the current level of reading literacy of 5th grade students at the elementary school where I teach. The thesis is divided into two parts, a theoretical and a practical part. The theoretical part deals with and defines the concept of literacy, reading literacy and the possibilities of using reading strategies and methods leading to the development of reading literacy in primary school at grade 1. In the practical part, I focused on testing the reading level of pupils at the end of Year 5 in the primary school where I teach. I administered the tasks in Czech language classes in three parallel classes. The test tasks were from the 2016 PIRLS survey. I then evaluated these tasks and compared them with the PIRLS 2016 results I conducted a questionnaire survey of fifth grade students to map how much free time these students spend reading. At the end of my practical part, I inserted the preparations of the literature lessons I worked with. I linked the lessons to different methods of work and activities that lead the pupils to develop their literacy skills.

A questionnaire for pupils and their parents, the findings from the questionnaire evaluated the methods of work and activities that lead pupils to develop literacy skills.

KEYWORDS

Literacy, reading literacy, development of reading literacy, PIRLS, performance testing