

ABSTRACT

This diploma thesis examines the integration of reading and writing in the 5th grade of primary school. The main aim is to describe an inspiring example of integrating these two skills from both teacher and student perspectives. The theoretical part defines educational requirements for the 21st century, key competencies, and various types of literacy. It provides a detailed characterization of reading and writing as communication skills and their potential integration.

The practical part employs qualitative research design - a descriptive case study. Data was collected through an individual interview with a class teacher, a group interview with ten 5th grade students, and analysis of documents from student portfolios.

The research results show several systematic ways of connecting reading and writing: regular reading and writing workshops, portfolio work across subjects, use of critical thinking methods, and emphasis on reading comprehension. A significant finding is the role of spoken expression as a mediator between reading and writing. The work also reveals how the teacher's experience as an instructor in RWCT courses influences her pedagogical practice.

KEYWORDS

integration of reading and writing, literacy, primary education, critical thinking, child development in Year 5 of primary school,