

6.2 Primary Education

The inspectorate reviewed and evaluated the reading skills of students at 232 primary schools at which the inspectorate conducted 534 in-class inspections. The most commonly inspected subjects were the Czech language, the basic study areas and foreign language classes. Other inspected subject areas were the natural sciences, history, mathematics, civics and family studies, geography and also home economics.

The inspectors examined and evaluated the ability to work with text and information in the context of the student's personal development. The analysis of the data collected during these inspections shows that students from those schools, which received the best ratings in the area of reading skills, generally don't have any major problems with the ability to read and truly understand the text that is read and to work with the text. The students at these schools are able to provide brief verbal summaries of the read material and present the key ideas from the reading material. Using their own reasoning, they were also able to make a presentation of the assumed purpose of the text, compare their own opinions with the key ideas presented in the text, anticipate what will happen in the latter parts of the text and also find and compare information obtained from various resources with their own opinions and experience. Table 7 contains a summary of the results of the evaluated reading skill indicators.

Table 7: Evaluation of Reading Skills in Primary Schools

Observed Reading Skill Indicators	Rating Frequency (in %)			
	+	-		
	1	2	3	4
General Understanding of the Text	23.7	57.6	17.2	1.5
Information Acquirement	29.1	51.9	16.3	2.7
Interpretation Formation	19.7	53.8	23.1	3.4
Review of the Text Content	18.8	56.2	20.1	4.9
Review of the Text Format	17.7	43.0	34.1	5.2
Text Selection (Type / Sources / Variety)	23.9	56.5	17.8	1.8
Use of Material and Technical Resources	23.3	52.1	22.1	2.5
Development of Specific Skills – Teacher	25.0	50.3	21.7	3.0
Development of Specific Skills – Pupil	25.0	51.9	20.0	3.1

The teachers have also been focusing on students with special educational needs and exceptionally talented students and they have been trying to implement effective teaching methods that provide additional support for developing reading skills and other key capabilities of students in the identified risk categories.

Primary school students are generally able to work with text and information and understand the written materials that they are working with – this is especially true in terms of