

The greatest level of ability to work with texts was observed in the humanities and in the Czech language. Overall, CSI found the support for and development of reading skills in the Czech language to be better for students at secondary schools than at primary schools. A summary of the results of the evaluated reading skill indicators can be found in Table 8.

The majority of the secondary schools regularly include training in reading skills in their teaching plans and they conduct their own evaluations and analysis of the results achieved. The ability to work with text and information in the context of the student's personal development was generally rated as 'satisfactory' in the inspected secondary schools. The review of text analysis results showed that these activities were more focused on the knowledge gained and less on the ability to develop practical skills.