READING CONCEPTIONS AND READER FORMATION IN THE FIRST YEARS OF FUNDAMENTAL EDUCATION IN OFFICIAL TEACHING DOCUMENTS

CONCEPÇÕES DE LEITURA E FORMAÇÃO DO LEITOR NOS ANOS INICIAIS DO ENSINO FUNDAMENTAL NOS DOCUMENTOS OFICIAIS DE ENSINO

CONCEPCIONES DE LECTURA Y FORMACIÓN DE LECTORES EN LOS PRIMEROS AÑOS DE EDUCACIÓN FUNDAMENTAL EN DOCUMENTOS OFICIALES DE ENSEÑANZA

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ABSTRACT: The process of formation of a reader is built through stimulation and mediation, this process has often been addressed, for its difficulties in forming a reader with autonomy, since the growing number of students who reach the end of elementary school with difficulties in reading a simple text, that is, with a deficit in reading comprehension. Through bibliographical studies on authors who have been discussing this problem, I will try to elucidate the process of formation of the reader, on the conceptions and methodologies that collaborate in the formation of a proficient reader, based on the official teaching documents in the areas of reading, and through these I will try to highlight how reading lies within these documents and what contributions they bring to the formation of the autonomous reader in the initial years of elementary school.

KEYWORDS: Reading. Reader formation. Teaching-learning. Official documents.

RESUMO: O processo de formação de um leitor é construído através de estímulos e mediação, esse processo vem sendo frequentemente abordado, por suas dificuldades em formar um leitor com autonomia, uma vez, que tem crescido o número de alunos que chegam ao fim do ensino fundamental com dificuldades ao realizar a leitura de um simples texto, ou seja, com déficit na compreensão leitora. Através de estudos bibliográficos em autores que vem discutindo essa problemática, buscarei elucidar o processo de formação do leitor, sobre as concepções e metodologias que colaboram na formação de um leitor proficiente, amparado nos documentos oficiais de ensino nos eixos de leitura, e através destes buscarei evidenciar como a leitura situa-se dentro desses documentos e quais contribuições eles trazem na formação do leitor autônomo nos anos iniciais do ensino fundamental.

PALAVRAS-CHAVE: Leitura. Formação do leitor. Ensino-aprendizagem. Documentos oficiais.

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RESUMEN: *El proceso de formación de un lector se construye a través de estímulos y mediación, este proceso se ha abordado a menudo, debido a sus dificultades para formar un lector con autonomía, ya que el número de estudiantes que llegan al final de la escuela primaria con dificultades para leer un texto simple ha aumentado, es decir, con un déficit en la comprensión lectora. A través de estudios bibliográficos en autores que han estado discutiendo este problema, buscaré esclarecer el proceso de formación de lectores, sobre las concepciones y metodologías que colaboran en la formación de un lector competente, apoyándose en los documentos oficiales de enseñanza en los ejes de lectura, y a través de ellos trataré de destacar cómo se encuentra la lectura dentro de estos documentos y qué contribuciones aportan0 en la formación del lector autónomo en los primeros años de la escuela primaria.*

PALABRAS CLAVE: *Lectura. Formación del lector. Enseñanza-aprendizaje. Documentos oficiales.*

Introduction

Much has been discussed about approaches to reading and the intensity of how this practice is worked in the classroom in the early years of elementary school. During the first years of schooling in elementary school, some students have difficulties in acquiring reading and, sometimes, they continue to have such difficulties in the following years. Often the student is misinterpreted by the teacher and, consequently, leads to future problems in the school and social life of the student, since reading is fundamental for the development of learning and the exercise of citizenship. Thus, it is suggested that the reading skill should be constituted as a social and cultural practice (MARCUSCHI, 2008). Therefore, it is expected that the school will contribute - through its pedagogical practices - in the formation of the proficient critical-reflexive reader (ROJO, 2008).

Regarding university education at Pedagogy undergraduate level, it is evident, from the supervised internships, that many education professionals still do not have a given awareness of the importance of reading practice in the student's teaching-learning process, how significant this practice can be for their academic success, since, as a result of an outdated reading concept and an inadequate reading approach, the number of students who are graduating from basic education with a deficit in performing and understanding of reading simple texts has been growing, students who sometimes manage to decode written linguistic symbols. However, they do not understand what they read. This may be related to the theories and methodologies applied to teaching in the early years of elementary school, the hypothesis is that an outdated teaching practice, outdated and without an interactionist approach, may contribute to the student becoming non-proficient in reading.

Therefore, we intend to reflect, from the official teaching documents, on the conceptions of reading and formation the reader in the early years of elementary school.

About reading in the early years of elementary school

The student child of the early years of elementary school - which corresponds to the 1st to 5th year, is in the phase of acquiring the senses, explorations and discoveries of the world and nothing more important than reading to support social knowledge.

The reflection on the stimulus of reading in the initial series of ES is extremely important, as Coelho (2015) says:

> The horizon and perspectives exist together and, in a way, do not suffer segregation. The habit of reading stimulates the creative capacity, multiplies the vocabulary, simplifies the understanding of what is read, facilitates writing, improves communication, expands knowledge, adds critical sense and helps in professional life. Contact with reading should begin at an early age when children are more flexible with keen curiosity.[3]

The child at this age is in the process of building and acquiring an understanding of the social environment in which he is inserted. Therefore, it is necessary to review the teaching practices of reading that are applied in the initial series of elementary school, thus proposing solutions to the difficulties encountered by the student, building with them strategies necessary for the understanding of texts, as a way of easing the number of students leaving basic education with a deficit in reading competence.

The absence of interactive approaches to reading in the classroom, the non-incentive to the act of reading in line with the difficulties encountered by teachers, who sometimes stop at teaching, may result in the child being delayed in his reading competence and in the development of his teaching-learning process generating future consequences such as: lack of interactivity, creativity, imagination, critical sense, autonomy and school failure. Therefore, it is important for the teacher/educator to seek to know and, in this sense, to practice teaching and stimulating reading, deconstructing the paradigms of difficulties of reading comprehension that students encounter in their academic journey, contributing for them to become proficient readers.

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[3] O horizonte e perspectivas existem em conjunto e de certa forma não sofrem segregação. O hábito de leitura estimula a capacidade criadora, multiplica o vocabulário, simplifica a compreensão do que se lê, facilita a escrita, melhora a comunicação, amplia o conhecimento, acrescenta o senso crítico e ajuda na vida profissional. O contato com a leitura deve começar desde a tenra idade quando as crianças estão mais flexíveis com a curiosidade aguçada.

Therefore, developing reading behavior in children in the early years of ES is something important and necessary to do, reading is one of the most important means of communication in society and it is through it that we receive information about everything that happens in the world, for this reason presents the literate culture and its significance to the child is of paramount importance, as he will carry this knowledge throughout his life, making use of reading correctly, that is, reading proficiently.

Therefore, for a proficient reading to be done, it is necessary to understand what is read. According to Kleiman (2008), reading needs to allow the reader to understand the meaning of the text, and it cannot be transformed into a mere deciphering of linguistic signs without their semantic understanding.

Elementary school is an educational stage in which approaches to reading must be carried out, with teaching practices that develop in educating reading strategies, because in this space interaction with other children, with other cultures, exchange of experiences will occur. It is the space where the child will be able to develop cognitive aspects, allowing the construction of identity as a social subject, it is also where the process of social, psychological, intellectual and emotional character of the child will be developed (MOURA; MARTINS, 2012, p. 87).

Therefore, accompanying the child in the process of acquiring reading, encouraging them to seek autonomy, leading them to become critical and reflective readers, requires the teacher to look deeply into the teaching methodologies and practices to be used, seeking to develop necessary strategies for teaching reading, considering the specificities and prior knowledge of the students in question.

Conceptions of reading and reader formation

In Brazilian schools, the teaching of reading is linked to the development of the Portuguese language, which is an area of linguistic science, which studies human language, being articulated with speech and writing and whose object of study is graphemes, phonemes, words, phrases and texts. The conceptions of language, reading and their pedagogical practices are related to the social, political, economic, cultural environment and the interpretation and understanding of reality. From this perspective, the conception that the teacher will have about the theory of the Portuguese language will determine his teaching methodology and practice in the classroom.

According to Hoppe and Costa-Hubes (n/d) there are conceptions that the practice of reading in the classroom is based on the author, based on a traditional grammar that prioritizes orality and writing, becoming an act of monologue and particular of each individual. Another conception focuses on reading from the perspective of the text, it follows the rules of linguistic signs, considering the language only as code, and reading the text as decoding. There is also the conception from the reader's perspective, this is based on the attribution and meaning that the reader will give to the text.

In this sense Menegassi and Ângelo (2005, p. 18, apud HOPPE; COSTA-HUBES, n/d) state that:

> The theoretical assumptions that support each of these different reading perspectives involve a different view of what the act of reading consists of and guide and/or justify certain didactic proposals around reading comprehension, and the formation and development of the reader in the Brazilian school.[4]

In this way, the conception of reading that the educator will have will be decisive in his classroom practice, it may be a conception in which reading is seen as something important and necessary, if means are constructed to be addressed with significance, or it can be approached in a text reproduction perspective, without assigned semantic value.

However, there are conceptions of reading that arouse the student's interaction and knowledge through the texts, taking into account linguistic and discursive factors, developing the capacity for reading comprehension and autonomy in the construction of linguistic meanings. Developing, in the student, skills in reading competence and possibilities in the formation of proficient readers, because, as Bortoni-Ricardo (2012, p. 90) supposes, a conception that consists:

> [...] in helping the student to establish the relations between the text and the knowledge of the world itself; to recognize linguistic elements; to perceive thematic progression, through sequencing elements; to develop metacognition, that is, control over the information already obtained by reading the text, signaling, when necessary, points of inferences.[5]

A reading proposal that involves the student as an active subject in the teaching-learning process, that presents all the information contained in the text, that addresses reading as a social

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[4] Os pressupostos teóricos que amparam cada uma dessas diferentes perspectivas de leitura envolvem uma visão diferente do que consiste o ato de ler e orientam e/ou justificam determinadas propostas didáticas em torno da compreensão da leitura, e da formação e do desenvolvimento do leitor na escola brasileira.

[5] [...] em ajudar o aluno a estabelecer as relações entre o texto e o próprio conhecimento de mundo; a reconhecer os elementos linguísticos; a perceber a progressão temática, por meio de elementos sequenciadores; a desenvolver a metacognição, ou seja, o controle sobre as informações já obtidas com a leitura do texto, sinalizando, quando necessário, pontos de inferências.

practice Kleiman (2014). However, reading has traditionally been implemented in schools as a mechanical act of decoding linguistic codes and signs, leaving aside the real importance it has in the student's teaching-learning process.

Reading is not limited to decoding or writing oralization, as has been done in some schools, disregarding social aspects and cognitive strategies. "Reading is not a matter of identifying letters, in order to recognize the words so that the meaning of the sentences is obtained."[6] (SMITH, 2003, p. 201), every way of reading concerns going beyond the deciphering of codes and signs, for that, it is necessary to have an understanding and interpretation of what is read, and to understand what the author proposes to say in his text, as Baldi (2009, p. 46) supposes, to read, not only the words that are explicit, but also those that are between the lines of the text. Reading means knowing how to dialogue with the author and having the capacity for critical sense when necessary.

However, some teachers are concerned with teaching grammar at school using the text only as "a *pretext* for the construction of another teaching object other than himself"[7] (ROJO, 2006), or summarizing reading only to the textbook, without motivation and with no learning perspective, just as a reproducer.

In this perspective SMITH (2003, p. 16), states:

> [...] There is, for example, a traditional belief that reading is simply a matter of "decoding" the letters of words written in speech sounds, that this is basically a mechanical process, and that teaching people children to read should involve getting them to recognize and mix the sounds of the letters [...].[8]

Therefore, taking reading to the classroom as a tedious and tiring process, only in the sense of recognizing the letters. This practice has transformed reading into an activity with no interactional value, without discovering the real meaning of reading a text, considering only the recognition of written words.

Given this assumption, the practice of reading in the classroom has been implemented as a process of acquisition and recognition of linguistic codes, following a demotivating planning. This being an outdated reading design approach that sees its application in schools becoming common. According to Suassuna (2011, p. 108), this type of teaching has been

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[6] "A leitura não é uma questão de identificar letras, a fim de reconhecer as palavras para que se obtenha o significado das sentenças."

[7] "*pretexto* para a construção de um outro objeto de ensino que não ele mesmo"

[8] [...] Existe, por exemplo, uma crença tradicional de que a leitura é simplesmente uma questão de "decodificação" de letras de palavras escritas em sons da fala, que este é, basicamente, um processo mecânico, e de que ensinar às crianças a ler deve envolver levá-las ao reconhecimento e mescla dos sons das letras [...].

approached as follows: Students perform a silent reading of a certain text, then the teacher reads it aloud, after, students read it also out loud. From this activity, questions related to the text are asked so that students remember the main characters, which are the most "important" parts of the text, exercises for removing ready-made sentences, etc. (BALDI, 2009, p. 46). Notwithstanding the reading assumes a bias of evaluative interest, in which the grammatical norms of punctuation, memorization and comprehension of the text read are observed. Assuming that only in this way is it possible to approach the text, considering this form as the only way of text-reader interaction. As Antunes (2003, p. 28) points out:

> A purely school reading activity, without taste, without pleasure, converted into a time of training, evaluation or opportunities for future "demands"; reading that is, thus, reduced to moments of exercises, whether those of "reading aloud", almost always with evaluative interests, or those that have to culminate in the elaboration of the known "reading sheets".[9]

There is no interactional value intended by the teacher, he does not seek to promote a reading in which the student is subject to the construction of knowledge that will be acquired from the text and with the text, as put by Antunes (2003, p. 16-17), the approaches these of purely mechanical activities are related only to the teaching of grammar, in a conception of reading without semantic value, which makes the student unable to assign meanings to the text.

Antunes (2003) points out, some education professionals have turned the objectives of Portuguese language classes to the teaching of grammar, a grammar methodology decontextualized, backward and unrelated with students' knowledge of social communications. These approaches have caused students to be disinterested in reading, since incomprehension after reading a text causes demotivation in the student, skepticism in their reading competence, leading them to contempt in the Portuguese discipline, as well as resulting in the formation of readers with a deficit in interaction and textual understanding, or even avoidance of it from the schooling process. In this scenario, there is no pedagogical proposal that involves and arouses interest in students in the practice of reading that contains pleasure, spontaneity, that is relevant to their approach, not only in the classroom, but also in their social environment.

Antunes (2003, p. 66) states, "Reading is part of written verbal interaction, while it implies the reader's cooperative participation in the interpretation and construction of the

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[9] Uma atividade de leitura puramente escolar, sem gosto, sem prazer, convertida em momento de treino, de avaliação ou em oportunidades para futuras "cobranças"; leitura que é, assim, reduzidos a momentos de exercícios, sejam aqueles da "leitura em voz alta" realizados, quase sempre com interesses avaliativos, sejam aqueles que têm de culminar com a elaboração das conhecidas "fichas de leitura".

meanings and intentions intended by the author"[10]. Therefore, it is interesting that the teacher considers the student as a subject of teaching-learning, mediating his interaction with the text, making him understand not only what is written in the text, but what relevance it has for his life.

The student should be challenged to seek involvement with reading, as according to Moura and Martins (2012, p. 89):

> We perceive the preeminent need for the school to change its current focus: to stop considering the act of reading as a mechanical activity and individual responsibility, to assume reading as an activity in which students and teachers are active and collaborative subjects.[11]

In this sense, the student must be motivated to promote the interaction between author-reader-text (BORTONI-RICARDO *et al.*, 2012), building intrinsically with the text the meaning for what was read. Another interesting factor, which should not only be considered by the teacher, but also reinforced by him, are the knowledge and experiences that the student acquires from the social environment, as this is determinant in the understanding that the student will have in the reading of any text.

According to Freire (1989, p. 13), we understand what we read because we have a prior knowledge of the word, because the world teaches us about countless social factors, which are presented to us from birth, a person is able to read and communicating through the knowledge acquired in the social environment, the person learned the meaning of everything that is related to the daily life, because "reading the world always precedes reading the word and reading of the latter implies the continuity of reading the world"[12]. We need to have a prior knowledge of reading the world in order to make sense of linguistic codes and signs, in view, which is the combination of both that will imply the understanding of a text

According Kleiman (2008, p. 25):

> The activation of prior knowledge is, therefore, essential to understanding, since it is the knowledge that the reader has on the subject that allows him to make the necessary inferences to relate different discrete parts of the text in a coherent whole. This type of inference, which results from knowledge of the

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[10] "A leitura é a parte da interação verbal escrita, enquanto implica a participação cooperativa do leitor na interpretação e na construção dos sentidos e das intenções pretendidas pelo autor"

[11] Percebemos a preeminente necessidade de a escola mudar o foco atual: deixar de considerar o ato de ler como atividade mecânica e de responsabilidade individual, para assumir a leitura como uma atividade em que os alunos e professores sejam sujeitos ativos e colaborativos.

[12] "a leitura do mundo sempre precede a leitura da palavra e a leitura desta implica a continuidade da leitura daquele"

world and which is motivated by the lexical items in the text, is an unconscious process of the proficient reader.[13]

The practice of reading should be thoroughly explored in the classroom, making the student identify which sense the text presents and what is the relation of the text with his daily reality, instigating the reader to the interaction and construction of meanings, because for Antunes (2016, p. 67):

> In this interpretative search, the graphic elements (the words, the signs, the notations) function as true "instructions" of the author, which cannot be ignored, so that the reader can discover meanings, elaborate his hypotheses, draw his conclusions. [...].[14]

In this segment, the texts need readers capable of making sense of what was read, and each reader will present a particular reading, since each reader has unique knowledge and experiences, because the world does not configure itself in the same way for everyone, thus, the student must be mediated so that he "immerses himself in the literary universe" (BALDI, 2009, p. 47), acquiring reading strategies and increasing his enjoyment, however, it is not only the quantity that will determine his development in reading, but the way in which texts will be explored, considering the diversity of textual genres.

In the early years of elementary school, students have little or no contact with textual genres other than those in textbooks (MOURA; MARTINS, 2012), and this is where the teacher comes in as a mediator in this teaching process, he should provide to students necessary conditions for learning and reading acquisition. Provide the student with a reading about the texts contained in the textbooks mediating the interaction between author-text-reader, exploring each part of the text, adding what the text presents with the previous knowledge that the student has. The mediator must re-signify the reading practices so that together with the student he can give meaning to the text.

As pointed out by Bortoni-Ricardo (2012, p. 88):

> Our reflection focuses on pedagogical practice, from the perspective of teaching mediation, revisiting some authors who offer theoretical contributions about reading from an interactional point of view, the basis of

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[13] A ativação do conhecimento prévio é, então, essencial à compreensão, pois é o conhecimento que o leitor tem sobre o assunto que lhe permite fazer as inferências necessárias para relacionar diferentes partes discretas do texto num todo coerente. Este tipo de inferência, que se dá como decorrência do conhecimento de mundo e que é motivado pelos itens lexicais no texto é um processo inconsciente do leitor proficiente.

[14] Nessa busca interpretativa, os elementos gráficos (as palavras, os sinais, as notações) funcionam como verdadeiras "instruções" do autor, que não podem ser desprezadas, para que o leitor descubra significações, elabore suas hipóteses, tire suas conclusões. [...].

our work with collaborating students and the description of the possibilities of resignifying the moments of reading textbooks in the classroom.[15]

Several types of discursive genres must be presented to the student, the teacher, from them, must mediate the student to the questioning, to dispute, to create hypotheses, to build positive and negative criticisms. Thus, allowing the student to be a subject and interact with and about the text.

According to Moura, Martins (2012, p. 107) it is interesting that the educator, through pedagogical practices on reading strategies, develops cognitive aspects in his students, assimilating what he learned in the text with the knowledge of the world, under a perception of intertextuality, thus, recognizing linguistic elements and also developing metacognition in the student.

As stated by Bortoni-Ricardo (2012, p. 68):

> To mediate the development of reading is to exercise the student's understanding, transforming him from a beginner reader into an active reader. This presupposes developing his ability to read safely, to decode clearly and to quickly recognize words for fluent reading. Making predictions, formulating and answering questions about the text, extracting central ideas, identifying new content and data, relating what was read with what is underlying in the text, using clues to make inferences, summarizing, being able to dialogue with other texts are skills that build the reading subject in formation as a proficient reader. Mediation in reading takes place in the dynamics of interaction. The mediator supports the novice reader by helping him to mobilize previous knowledge to develop the specific skills for that task.

Even though difficulties are encountered in the educational environment, the school is still the main former of readers, therefore, the teacher as a mediator of this knowledge must become active, know and practice reading in a pleasant way, having a conception of reading that aims to provide the student with skills to perform a meaningful reading, so that the subject/student acquires essential functions such as perception, cognitive skills, reading competence, interaction, memorization, autonomy, among other benefits that the practice of reading provides.

Based on this assumption, the teacher, when developing a pedagogical proposal based on a conception of reading that takes into account the linguistic and discursive factors in his

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[15] Nossa reflexão concentra-se na prática pedagógica, na perspectiva da mediação do ensino, revisitando alguns autores que nos oferecem aportes teóricos sobre a leitura a partir de um ponto de vista interacional, base de nossa atuação junto aos alunos colaboradores e da descrição das possibilidades de ressignificação dos momentos de leitura de textos de livros didáticos no espaço da sala de aula.

mediation, will contribute significantly for the student to appropriate reading in the teaching-learning process, in this sense mediating the student to become a proficient reader.

What the official teaching documents say about reading and reader formation

In order for pedagogical practices to be carried out in order to form the student with proficiency, considering quality education for all, therefore, inserting the child in the literate world, ensuring the teaching of reading and the formation of the reader, it is necessary to know the official documents on teaching reading in the early years of elementary school. Legal instruments were created to guarantee quality education aimed at the full development of the individual. For the applicability of this teaching, in basic education, Art. 211 of the Federal Constitution (1988) describes: "the union, the States, the Federal District, and the Municipalities will organize their teaching systems in collaboration"[16], thus creating pedagogical curricula that enable the necessary strategies for its performance in the social environment. According to section III of the LDB, Law 9394/96, which deals with Elementary Education, "Art. 32. I- The development of the capacity to learn, having as basic means the full mastery of reading, writing and calculation"[17].

In this sense, creating proposals for educational curricula and guidelines that provide the individual with the means to appropriate essential knowledge for their full development.

Thus, Art.26 of the LDB points out:

> Primary and secondary education curricula must have a common national base, to be complemented, in each education system and school establishment, by a diversified part, required by the regional and local characteristics of society, culture, economy and clientele.[18]

Therefore, in 2014, the National Education Plan (PNE) was created, which is a document that contains twenty goals with the purpose of directing measures to be adopted to raise education to a quality and equal education for all in ten years. In this plan, there is, in goal 5 of the PNE, the task of teaching children to read and write up to the 3rd year of elementary school, in the perspective that they appropriate reading, writing and mathematical skills as a

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[16] "a união, os Estados, o Distrito Federal, e os Municípios organizarão em regime de colaboração seus sistemas de ensino"

[17] "Art. 32. I- O desenvolvimento da capacidade de aprender, tendo como meios básicos o pleno domínio da leitura, da escrita e do cálculo"

[18] Os currículos do ensino fundamental e médio devem ter uma base nacional comum, a ser complementada, em cada sistema de ensino e estabelecimento escolar, por uma parte diversificada, exigidas pelas características regionais e locais da sociedade, da cultura, da economia e da clientela.

way to help, not only, in the development of the individual's cognitive abilities, as well as a valued performance in the face of different genres and discursive practices. The PNE (2014) emphasizes that:

> Literacy today cannot be considered a mechanical (de)coding of letters and syllables; it must be understood in relation to the effective participation of children in the literacy practices to which they are exposed, inside and outside the school. Thus, it becomes necessary to take the uses and functions of the written language based on the development of meaningful reading and writing activities in the contexts in which the children live.[19]

Therefore, the pedagogical practice that should guide teaching in literacy, will have strategies that involve active participation in the process of formation the subject, considering teaching with significant aspects about reading and writing. In this context, the National Pact for Literacy at the Right Age (PNAIC), assumed a commitment to federal education to ensure that by the 3rd year of elementary school, that all children in the age group of eight years old are literate. The PNAIC understands that until that age, children must understand simple rules of grammar, such as "[...] the mastery of graphical correspondences, even if they master few irregular orthographic conventions and few regularities that require more complex morphological knowledge"[20], also fluency in textual reading, understanding and production, know how to distinguish discursive genres, temporal notion and recognize the purpose of the text (BRASIL, 2014, p. 86). According to MEC (2014):

> The PNAIC thus presents four principles that must be considered, namely: the alphabetical writing system is complex and requires systematic and problematic teaching; the development of reading and text production capacities occurs throughout the schooling process, but it should start right at the beginning of basic education, ensuring early access to discursive genres of social circulation and interaction situations in which children recognize each other as protagonists of their own stories; knowledge from different areas can and should be appropriated by children, so that they can hear, speak, read, write about different topics and act in society; playfulness and care for children are basic conditions in the teaching-learning processes (BRASIL, 2014, p. 88).[21]

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[19] A alfabetização hoje não pode ser considerada uma (de)codificação mecânica de letras e sílabas; ela deve ser entendida em relação a efetiva participação das crianças nas práticas de letramento às quais se encontram expostas, dentro e fora da escola. Assim, torna-se necessário tomar os usos e as funções da língua escrita com base na elaboração de atividades significativas de leitura e escrita nos contextos em que vivem as crianças.

[20] "[...] o domínio das correspondências grafônicas, mesmo que dominem poucas convenções ortográficas irregulares e poucas regularidades que exijam conhecimentos morfológicos mais complexos"

[21] O PNAIC apresenta, assim, quatro princípios que devem ser considerados, quais sejam: o sistema da escrita alfabética é complexo e exige um ensino sistemático e problematizador; o desenvolvimento das capacidades de leitura e de produção de textos ocorre durante todo o processo de escolarização, mas deve ser iniciado logo no início da educação básica, garantindo acesso precoce a gêneros discursivos de circulação social e a situações de interação em que as crianças se reconheçam como protagonistas de suas próprias histórias; conhecimentos oriundos das diferentes áreas podem e devem ser apropriados pelas crianças, de modo que elas possam ouvir, falar,

Thus, the plan aims to develop the student's cognitive skills, as well as the acquisition of reading and writing skills, analyzing through the results of the National Literacy Assessment (ANA) improvements in teaching, so that actions with pedagogical strategies are provided pertinent to the formation of the student, whose teaching is of quality.

In goal 7 of the PNE, also aiming at the development of students in the teaching-learning process, there is the proposal to implement pedagogical guidelines in basic education aimed at quality teaching, this goal proposes the implementation of necessary strategies to improve the student's learning, such as, the Common National Base of Curricula, aiming to reach the total development in basic education.

That said, the National Common Curricular Base (BNCC) comes into play, which is a normative document that guides the educational curricula of the federation. This document covers the levels of basic education from preschool to high school, and aims at the essential learning for the individual's personal development and full formation in its individual and collective aspects, that is, of its totality. "It is, therefore, about the implementation of an articulated and integrated educational policy"[22] (BRASIL, 2017, p. 05). In this perspective, BNCC seeks with its educational policy of implementation, to develop in the student the skills and abilities necessary for an active life in society, because according to BNCC (BRASIL, 2017, p. 14):

> In the new world scenario, recognizing yourself in your historical and cultural context, communicating, being creative, analytical-critical, participative, open to the new, collaborative, resilient, productive and responsible requires much more than the accumulation of information. It requires the development of skills to learn to learn, to know how to deal with the increasingly available information, to act with discernment and responsibility in the contexts of digital cultures, to apply knowledge to solve problems, to have autonomy to make decisions, to be proactive in identifying the data of a situation and seek solutions, live and learn from differences and diversities.

A teaching proposal that aims at the autonomy of the student, in the sense of having the necessary skills to act as a participative and collaborative subject in society. In this sense, BNCC is committed to a comprehensive education model, so that it can develop in the student's autonomy so that it becomes proactive in the social environment, considering the specificities and diversity of students in the school environment.

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ler, escrever sobre temas diversos e agir na sociedade; a ludicidade e o cuidado com as crianças são condições básicas nos processos de ensino aprendizagem (BRASIL, 2014, p. 88).

[22] "Trata-se, portanto, da implantação de uma política educacional articulada e integrada"

With regard to reading in the early grades of Elementary Education, in this normative document, its approach in the area of language, with an emphasis on the discipline of Portuguese, aims at the communication and expression of the individual, enabling his insertion in the literate world so that he appropriates knowledge through experiences and interaction with new knowledge, as this document puts it.

> The BNCC of elementary education - Early Years, when valuing the playful situations of learning, points to the necessary articulation with the experiences lived in Early Childhood Education. Such articulation needs to foresee both the progressive systematization of these experiences and the development, by the students, of new ways of relating to the world, new possibilities of reading and formulating hypotheses about the phenomena, of testing them, of refuting them, of drawing conclusions, in an active attitude in the construction of knowledge (BRASIL, 2017, p. 56).[23]

In this sense, students at this educational level should be inserted into the literate world as subjects in the teaching-learning process, since in this teaching phase students are in the process of acquiring and building knowledge, new discoveries, varieties of new information that arouse curiosities about the "new", in this sense reading should be presented as a social practice of interactional value.

At BNCC, pedagogical approaches to reading are intrinsically linked to the Portuguese language, this is based on the teaching applicability of the texts, because as Kleiman (2008, p. 45) puts it, "The text is considered by some experts as a semantic unit where the various elements of meaning are materialized through lexical, syntactic, semantic, structural categories"[24]. In this sense

> Such proposal assumes the centrality of the text as a work unit and the enunciative-discursive perspectives in the approach, in order to always relate the texts and their production contexts and the development of skills to the significant use of language in reading, writing and production activities of texts with various media and semiosis (BRASIL, 2017, p. 65).[25]

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[23] A BNCC do ensino fundamental - Anos Iniciais, ao valorizar as situações lúdicas de aprendizagens, aponta para a necessária articulação com as experiências vivenciadas na Educação Infantil. Tal articulação precisa prever tanto a progressiva sistematização dessas experiências quanto o desenvolvimento, pelos alunos, de novas formas de relação com o mundo, novas possibilidades de ler e formular hipóteses sobre os fenômenos, de testá-las, de refutá-las, de elaborar conclusões, em uma atitude ativa na construção de conhecimentos (BRASIL, 2017, p. 56).

[24] "O texto é considerado por alguns especialistas como uma unidade semântica onde os vários elementos de significação são materializados através de categorias lexicais, sintáticas, semânticas, estruturais"

[25] Tal proposta assume a centralidade do texto como unidade de trabalho e as perspectivas enunciativo-discursivas na abordagem, de forma a sempre relacionar os textos e seus contextos de produção e o desenvolvimento de habilidade ao uso significativo da linguagem em atividades de leitura, escrita e produção de textos com várias mídias e semioses (BRASIL, 2017, p. 65).

In this perspective, this type of approach takes into account, in its language teaching practices, all types of discursive genres that must be carried out in order to develop the reading ability, so that in this way it is possible for the student to appropriate different genres and knowing how to interpret them, making the correct inferences, being able to understand the characteristics of the textual element.

> The reading axis comprises the language practices that result from the active interaction of the reader/listener/viewer with the written, oral and multisemiotic texts and their interpretation, examples being reading for: aesthetic enjoyment of texts and literary works; research and support for school and academic works; carrying out procedures; knowledge, discussion and debate on social and relevant topics; sustain the demand for something in the context of public life; having more knowledge that allows the development of personal projects, among other possibilities (BRASIL, 2017, p. 69).[26]

The school environment must have a teaching proposal that is able to contribute so that the individual acquires autonomy to perform significant social activities among the most diverse discursive genres, in a way that accompanies the contemporary and the development of digital information and communication technologies (DICT) (BRASIL, 2017, p. 65), which brings multimodal and multisemiotic texts to society. These are, according to BNCC, important tools for the development and interaction of the student in the acquisition and understanding of the literate world, since

> Reading in the context of BNCC is taken in a broader sense, referring not only to written text, but also to static images (photo, painting, drawing, scheme, graph, diagram) or in movements (films, videos, etc.) and sound (music), which accompanies and co-signifies in many digital genres (BRASIL, 2017, p. 70).[27]

Thus, reading practices are related to social events, the different media circulating in the world, reflections on socio-historical, multimedia, multisemiotic texts and hypertexts. According to Kleiman (2014), these types of discursive genres "[...] provide us with increasingly free readings, in which different modes of communication contribute with different

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[26] O eixo de leitura compreende as práticas de linguagem que decorrem da interação ativa do leitor/ouvinte/espectador com os textos escritos, orais e multissemióticos e de sua interpretação, sendo exemplos a leitura para: fruição estética de textos e obras literárias; pesquisa e embasamento de trabalhos escolares e acadêmicos; realização de procedimentos; conhecimento, discussão e debate sobre temas sociais e relevantes; sustentar a reivindicação de algo no contexto de atuação da vida pública; ter mais conhecimento que permita o desenvolvimento de projetos pessoais, dentre outras possibilidades (BRASIL, 2017, p. 69).

[27] Leitura no contexto da BNCC é tomada em um sentido mais amplo, dizendo respeito não somente ao texto escrito, mas também a imagens estáticas (foto, pintura, desenho, esquema, gráfico, diagrama) ou em movimentos (filmes, vídeos e etc.) e ao som (musica), que acompanha e cossignifica em muitos gêneros digitais (BRASIL, 2017, p. 70).

meanings [...]"[28]. So that, in this way, it is possible to engender the subject, who, when reading a text, knows how to make the necessary inferences to identify which genre the text is about; what is the author's role in the text; what are the perspectives and hypotheses adopted about the text; what the text presents similar to its reality; perform a critical reading of the text; have insight into the facts that occurred in the text, and not least, make sense of the text. It should be noted:

> As already pointed out, from the perspective of BNCC, skills are not developed in a generic and decontextualized way, but through reading texts belonging to genres that circulate in the various fields of human activity. Hence, in each field that will be presented below, the skills of reading, speaking and writing will be highlighted, in a contextualized way by the practices, genres and different objects of knowledge in question.
>
> The cognitive demand for reading activities is expected to increase progressively from the early years of elementary school to high school. This complexity is expressed by the articulation:
>
> • the diversity of the chosen textual genres and the practices considered in each field;
>
> • the textual complexity that is materialized by the theme, syntactic structure, vocabulary, stylistic resources used, orchestration of voices and languages present in the text;
>
> • the use of reading skills that require necessary and progressively more demanding mental processes, moving from information retrieval processes (identification, recognition, organization) to processes of understanding (comparison, distinction, establishment of relations and inference) and reflection on the text (justification, analysis, articulation, appreciation and aesthetic, ethical, political and ideological valuations);
>
> • the consideration of digital culture and DICT;
>
> • the consideration of cultural diversity, so as to cover diverse productions and forms of expression, children's and youth literature, the canon, the cult, the popular, mass culture, media culture, youth cultures, etc., in order to guarantee expansion of the repertoire, in addition to interaction and dealing with the different (BRASIL, 2017).[29]

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[28] "[...] nos propiciam leituras cada vez mais livres, em que diferentes modos de comunicação contribuem com diferentes significados [...]"

[29] Como já ressaltado, na perspectiva da BNCC, as habilidades não são desenvolvidas de forma genérica e descontextualizada, mas por meio da leitura de textos pertencentes a gêneros que circulam nos diversos campos de atividade humana. Daí que, em cada campo que será apresentado adiante, serão destacadas as habilidades de leitura, oralidade e escrita, de forma contextualizada pelas práticas, gêneros e diferentes objetos do conhecimento em questão.

A demanda cognitiva das atividades de leitura deve aumentar progressivamente desde os anos iniciais do Ensino Fundamental até o Ensino Médio. Esta complexidade se expressa pela articulação:

• da diversidade dos gêneros textuais escolhidos e das práticas consideradas em cada campo;

• da complexidade textual que se concretiza pela temática, estruturação sintática, vocabulário, recursos estilísticos utilizados, orquestração de vozes e linguagens presentes no texto;

• do uso de habilidades de leitura que exigem processos mentais necessários e progressivamente mais demandantes, passando de processos de recuperação de informação (identificação, reconhecimento, organização) a processos de compreensão (comparação, distinção, estabelecimento de relações e inferência) e de reflexão sobre o texto (justificação, análise, articulação, apreciação e valorações estéticas, éticas, políticas e ideológicas);

• da consideração da cultura digital e das TDIC;

This proposal is made to involve students in reading activities that enable cognitive development, interactions with experiences that promote expanding their vocabulary repertoire, based on extracted knowledge and the meanings he makes of the reading object using his previous knowledge. In this way, this type of approach develops skills and competences to achieve a meaningful reading from the perspective of different discursive genres. This is the teaching proposal that BNCC proposes, to make it applicable in the initial series of elementary school and in the following series of basic education, with the perspective of forming readers capable of understanding the texts and their contexts.

In addition, in order to reinforce the policy of reading in the pedagogical curricula of teaching in schools, the National Policy for Reading and Writing, Law 13,696 of 12 July, 2018, was instituted as a way to guarantee the approach of reading and writing in the teaching, as well as: access to books, reading/writing spaces, libraries, literary fairs, etc., provided they are publicly accessible. This policy strengthens the importance of reading in the educational environment and in the education of the student in the teaching-learning process, it also highlights the role of the mediator in relation to teaching actions in the process of mediation of reading, as mentioned in Art.3- II of this Policy:

> Encourage the formation of reading mediators and strengthen actions to encourage reading, through continuous formation in reading practices for teachers, librarians and reading agents, among other educational, cultural and social agents; (BRASIL, 2018).[30]

In this way, contributing to educational reading policies, to strengthen the importance and encouragement of reading in the school environment and outside it, thus having activities that allow educator and student to have full access to reading mechanisms. However, the mediator must be aware of the relevance that reading has in the individual's life, therefore, he must offer strategies in the approach of reading that enable the student, necessary instruments to stimulate the reading ability of the student, since, Art. 3-X, says:

> Encourage the expansion of the capacities of cultural creation and reading comprehension, through the strengthening of educational and cultural actions

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• da consideração da diversidade cultural, de maneira a abranger produções e formas de expressão diversas, a literatura infantil e juvenil, o cânone, o culto, o popular, a cultura de massa, a cultura das mídias, as culturas juvenis etc., de forma a garantir ampliação de repertório, além de interação e trato com o diferente (BRASIL, 2017).

[30] Fomentar a formação de mediadores de leitura e fortalecer ações de estímulo à leitura, por meio da formação continuada em práticas de leitura para professores, bibliotecários e agentes de leitura, entre outros agentes educativos, culturais e sociais; (BRASIL, 2018).

focused on the development of the skills of production and interpretation of texts (BRASIL, 2018).[31]

Therefore, like the previous documents cited, this one also aims at the development of cognitive and linguistic skills and abilities of the individual in the process of forming the critical-reflexive reader subject. Currently, the policies, guidelines and strategies created were thinking of teaching-learning that provides the student with a meaningful understanding of what the act of reading is, and what benefits it provides, not only in the schooling process, but also, in life in society.

Final considerations

There will be many obstacles for the student in the schooling process, that is, throughout basic education. Developing reading skills and abilities in these students is something necessary for them to exercise their role as critical and reflective citizens in society, and that way they can be protagonists of their stories.

In order for the reading practice to advance in the classroom, and thus mitigate the number of people who have difficulties in acquiring it, it is necessary that teachers be more committed to demystifying social relations, seeking to have theoretical clarity about their conception of reading, so that in this way they stimulate discussions, research, hypotheses, debate and coping with everything that builds the being. Thus, being more flexible in its pedagogical practice, he becomes more sensitive to the apprehension of alternative possibilities, when doing it in the classroom, going beyond the immediate activities and always seeking to develop and build in/with educating the reader behavior.

For these actions to materialize, we have the Law, Guidelines and Educational Policies that ensure that aspects of reading are developed in the student in their schooling process, creating plans and goals so that reading is stimulated and consciously conceived by them. These documents support the right to a quality education, which aims to develop skills and competences necessary for the individual's social practices, with the intention of clarifying that reading is necessary and meaningful in the life of the human being. Not only as a social practice, but also as one of the pleasures of life.

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[31] Incentivar a expansão das capacidades de criação cultural e da compreensão leitora, por meio do fortalecimento de ações educativas e culturais focadas no desenvolvimento das competências de produção e interpretação de textos (BRASIL, 2018).

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