

LEARNING TO READ AND WRITE FROM A LITERACY PERSPECTIVE DURING THE PANDEMIC

ALFABETIZAÇÃO NA PERSPECTIVA DO LETRAMENTO DURANTE A PANDEMIA

ALFABETIZACIÓN EN LA PERSPECTIVA DEL LETRAMIENTO DURANTE LA PANDEMIA

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ABSTRACT: The school has a crucial role in the insertion of the student in social and cultural practices of reading and writing, which is not always the case. Thus, the objective of the research was to rescue the learning of these processes with an 11-year-old student, based on the contributions of the theoretical assumptions of historical-cultural psychology. The development of the study was based on survey, interventions and final evaluation. Initial data showed a lack of awareness of the articulation of the phonemes, hypersegmentation or hypossegmentation and monotongation. The intervention consisted of activities based on reading stories, interpretation, written record, cake recipe, lip reading of phonemes and selective attention exercises. The final results pointed to the expansion of selective attention, perception, memory, the creation of cognitive strategies for reading and writing, the oral retelling of stories for the community and the mastery of the nature of the written language. Through this research, the importance of a more individualized monitoring of teaching and learning processes was revealed, with altruism and positive expectations of the mediator in relation to access to reading and writing.

KEYWORDS: Literacy. Teaching practices. Pedagogical interventions.

RESUMO: *A escola possui um papel crucial na inserção do estudante em práticas sociais e culturais da leitura e da escrita, o que nem sempre ocorre. Assim, o objetivo da pesquisa, foi resgatar a aprendizagem desses processos com um estudante de 11 anos, a partir das contribuições com os pressupostos teóricos da psicologia histórico-cultural. O desenvolvimento do estudo fundamentou-se em sondagem, intervenções e avaliação final. Dados iniciais mostraram ausência de consciência da articulação dos fonemas, hipersegmentação ou hipossegmentação e monotongação. A intervenção consistiu em atividades baseadas na leitura de histórias, interpretação, registro escrito, receita de bolo, leitura labial de fonemas e exercícios de atenção seletiva. Os resultados finais apontaram ampliação da atenção seletiva, da percepção, da memória, da criação de estratégias cognitivas para leitura e escrita, do reconto oral das histórias para a comunidade e do domínio da natureza da língua escrita. Por meio da presente pesquisa, revelou-se a importância do*

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acompanhamento mais individualizado dos processos de ensino e aprendizagem, com altruísmo e expectativas positivas do mediador em relação ao acesso à leitura e escrita.

PALAVRAS-CHAVE: *Letramento. Práticas de ensino. Intervenções pedagógicas.*

RESUMEN: *La escuela tiene un papel crucial en la inserción del estudiante en las prácticas sociales y culturales de lectura y escritura, lo que no siempre ocurre. Así, el objetivo de la investigación, fue rescatar el aprendizaje de estos procesos con un estudiante de 11 años basado en contribuciones con los supuestos teóricos de la psicología histórico-cultural. El desarrollo del estudio se basó en el sondeo, intervenciones y evaluación final. Datos iniciales mostraron una falta de consciencia en la articulación de los fonemas, hipersegmentación o hiposegmentación y monotonía. La intervención consistió en actividades basadas en lectura de cuentos, recetas de pasteles, lectura labial de fonemas y ejercicios de atención selectiva, la percepción, la memoria, la creación de estrategias cognitivas para la lectura y la escritura, la narración oral de las historias a la comunidad y el dominio de la naturaleza de la lengua escrita. A través de la presente investigación, se puso de manifiesto la importancia de vigilar más los procesos de enseñanza y aprendizaje individualizados, con altruismo y expectativas positivas del mediador en relación con el acceso a la lectura y la escritura.*

PALABRAS CLAVE: *Letramiento. Prácticas de enseñanzas. Intervenciones pedagógicas.*

Introduction

Literacy, in the perspective of learning *letramento*³, is directly related to the role of the school in the teaching of writing and reading, through the insertion of the student in social and cultural practices, aiming at broadening the perception through the use of these instruments in different situations. Data from the 2017 School Census (BRASIL, 2017) show that 11.6% of students “[...] **fail** at the end of the **third year of elementary school**, when the basic phase of learning to read ends [...]”. The National Literacy Plan (BRASIL, 2019, p. 11, authors’ highlights, our translation) highlights that:

When the child reaches the end of the 3rd year of elementary school without knowing how to read, or reading poorly, [...], their school trajectory is compromised. [...]. According to the 2018 School Census, in the 3rd year the failure rate was 9.4%, and the age-grade distortion rate was 12.6% [...].

The big challenge in the area is how to break with the failure of learning, which reflects the country's profound social, economic and political inequality. Passos and Gomes (2012, p. 350-351, our translation) highlight that there is a discourse on the principle of equity of equal

³ *Letramento* is understood as the social use of the process of literacy, the capability of understanding and producing the text and the discourse demanded by the social comprehension. Since there is no regular translation for *letramento* in English, we will use the Portuguese word in italics.

access and treatment in the education system, but they do not consider “[...] the differences in terms of cultural properties, as well that the assimilation of school capital requires the prior possession of conditions that not all have [...]”.

Do 71% of Brazilians unable to interpret a simple text have equity? Is school alone redeemer of all social ills? These are issues that pervade all pedagogical practice, since it is people in situations of high social vulnerability that are most affected in terms of equity, equality and treatment in access to cultural tools.

It is known that the basis of learning derives from exposure to the cultural universe, as well as from higher mental processes (memory, perception, selective attention, will etc.). According to the socio-historical perspective, linguistic mediation and the manipulation of cultural tools are crucial in learning new skills. In addition, children in socially vulnerable situations need the other's expectations to be more positive and welcoming. It is important to consider their hypotheses, the relationships they establish with the content, their expectations about the social and academic use of literacy and numeracy, and the cognitive conflicts they manifest. In this sense, it is necessary to know and propose routes that favor progress, either by the synthetic or analytical method of literacy.

Regarding the history of literacy methods, Araújo (1996) shows that it can be understood in three large blocks. The first involves the Ancient Age and the Middle Ages, with the predominance of the spelling method, also known as alphabetical or ABC, which proposes to learn the sequence of letters in the correct and inverse order. Then, the graphic representation of uppercase letters was taught right after the lowercase letters and, subsequently, all possible combinations of the simple syllables. Mendonça and Mendonça (2009, p. 20, our translation) emphasize that "The first texts presented were segmented into syllables, then texts in normal writing, but without spaces between words and without punctuation [...]". This process was slow, artificial and complex.

In the 12th century there was a recommendation to teach in the first class only the letter /a/ and, after, the lessons followed the other letters of the alphabet. Families in the Middle Ages put children in contact with reading and writing using different materials, such as plaster, wood, cakes and sweets in the shape of the letters, as highlighted by Mendonça and Mendonça (2009, p. 21). In the 16th and 18th centuries, extending until the 1960s, a period in which teaching will be marked by synthetic and analytical methods, the concern arises in teaching the sounds of the letters of words that were part of the child's universe, a practice carried out in Germany. “In France, Pascal reinvents the spelling method: instead of teaching the name of the letters (efe, eme etc.) he taught sound (fê, Mê, Lê) [...]” (MENDONÇA; MENDONÇA, 2009, p. 22, our

translation). Thus, in 1719, Vallange created the so-called **phonic synthetic method**. However, this method was rejected and replaced by the **synthetic method - syllabic** -, whose teaching strategy is based on the encounter between the consonant and the vowel, forming the syllable and then joining them to form the words. The consonant is presented and the vowels are alternated. It is noted that, historically, teaching starts from units without meaning and gradually reaches the word, unit with meaning.

Another attempt was to use the **analytical method - word**, in which words, sentences, short stories or texts are used. Mendonça and Mendonça (2009, p. 25) emphasize that "[...] children learn to speak by emitting whole words and not pieces of them, they will also learn to read and write words with meaning more easily". After the wording, other aspects of the analytical method were created from a global perspective. The research and publication in 1974 by Emília Ferreiro (2017) on the "Psychogenesis of the written language", warns of the fact that the child has hypotheses about the written code, and the teaching of writing based on the student's activity is crucial active in interaction with the object of knowledge.

Knowing literacy methods is important, but the process of teaching literacy goes beyond the technique of encoding and decoding signs, involving interaction with the universe of reading and writing from the perspective of *letramento* which, in its social use, often, is nonexistent in the family universe. For Soares (2004), the act of literacy consists in teaching students the "technology of writing", the practice of tracing letters, coding phonemes in graphemes and decoding graphemes into phonemes, skills in using the instruments that allow writing, the direction of writing and reading, the spatial distribution of the text, among others. But the mastery of the technique does not guarantee the student the engagement in all the activities in which the *letramento* is normally required in and by the culture or social group. Soares (2004, p. 74, our translation) highlights that *letramento* goes beyond the domain of reading and writing technology and consists of "[...] using these skills to meet social requirements". Therefore, *letramento* consists of social practices of reading, writing and calculating, which can be used to question, suggest, propose, reinforce values, traditions and forms of power present in the context.

Thus, access to knowledge is due to the action of an active, historical, cultural and social subject, who, acting in the world, transforms space and re-elaborates itself as a being. Therefore, every process needs to be mediated by a more experienced person. It is in interaction that learning originates, driving development. Therefore, it is necessary to change attitudes and believe that the formats of joint action constitute a rich and significant path for learning. Our premise is that learning involves the interaction between people, linguistic sign and cultural

artifacts in the interactionist perspective of Vigotski (1991), and this is what we enable the student to do in this study.

Method

This research with a qualitative approach coined by a case study about the processes of appropriation of reading and writing of a male student, with 11 years old, enrolled (in 2020) in the 4th year of elementary school, of a public school in the Federal District, identified by age followed by the letter M, 11M. He has difficulty and resistance in activities that involve reading, writing and mathematics. He recognizes letters, decodes, but fails to give meaning to what he decodes. We found the absence of the notion of the number of days of the week and months of the year, in addition to the lack of knowledge of the date of his own birthday. The mother is able to sign her own name and the father is not yet able to. They live in a place without infrastructure, they do not have electricity or drinking water. The family is enrolled in the Single Registry for Social Programs - Cad-Único.

We highlight that the student was enrolled in a public school participating in the Institutional Program for Teaching Initiation Scholarships - PIBID/CAPES/MEC/UDF. PIBID took place over 18 months, starting in August 2018 and ending in January 2020, a period in which we did not have effective contact with the student 11M. We emphasize that the authors of this research, worked at PIBID, the first author as area coordinator and the second author as a CAPES grantee. After the completion of the PIBID activities, in December 2019. The school was proposed to continue the activities through the scientific initiation project, "Literacy in the perspective of *letramento*". The management agreed, required more attention to three students with a lag in reading and writing. Of these three, only the student 11M remained in the proposal. The others dropped out due to the change of city and school. The pedagogical intervention process was supervised by the area coordinator, who also had a direct participation in the pedagogical intervention through the act of telling stories or in dynamics involving reading practices. Moments in which the fellow could visualize the conduct of activities, as well as the act of telling stories in order to maintain the curiosity, the deliberate attention and the participation of the listeners, which were: student, family members and fellow. In this process, we established a close relationship between all the participants, including the family of 11M.

Thus, during the development of the research it was possible to emphasize a mediating teaching practice, with a careful eye to support the student 11M to overcome the gaps in reading and writing. In this way, we enable situations that bring the participant and his family closer to

the universe of *letramento*. To this end, we will describe the initial survey, interventions and conclusions in relation to teaching and learning. The research was approved by the Research Ethics Committee, under the opinion of no. 3,846,359.

The data collection consisted of 4 face-to-face meetings in the morning period, on Thursday, lasting 2 hours in the school library and 22 online meetings during the first and second semester of 2020. The activities started from contents already consolidated by the student and, step by step, new concepts were presented. We used cards with phrases and words, books, mobile alphabet, memory and logical sequence games, letters, comic books and whiteboards with a brush, as well as explored the entire library environment, in addition to murals, information posters, signs, labels, tickets etc.

As a result of the sanitary measures to control COVID-19, the government of the Federal District issued several Decrees that suspended face-to-face classes in the public and private schools, aiming to reduce the transmission of the virus. The alternatives proposed by public schools (classes through the TV Justiça channel and Google platform) did not reach the student 11M. The family has a cell phone with access to the WhatsApp, but no one in the family was able to follow the messages and guidelines shared by the school. Regarding the availability of material written in a folder, unfortunately, the family gave up on the alternative, since 11M was unable to carry out the activities without follow-up. Muñoz (2020) highlights that closed schools can alter or interrupt the flow of learning, specifically for students in a situation of high vulnerability.

We established the continuity of activities with the family through Whatsapp, in the afternoon, from Monday to Friday, with an approximate duration of 1h30min. The researchers assumed payment for the cell phone plan during the survey. Thus, the video call was carried out daily. We emphasize that other children in the community, close to the student 11M participated in some moments, being common to arrive at the time of the story. The material was made available through photos, the researcher's use of a whiteboard with a brush, the use of a mobile alphabet and cards with written records. The researcher presented the challenge/activity, and it was up to 11M to solve it using a notebook and pencil. The entire process was discussed with the document open and the video call in progress. The systematized activities developed during the intervention were related to: 1/ phonetic transcription (writes i instead of /e/; writes /u/ instead of /o/); 2/ syllabic transcription (deletion, addition or inversion of letters); 3/ knowledge of letters; 4/ word recognition and identification of pseudowords; 5/ regularity of writing and reading; 6/ orthographic aspects; 7/ hyposegmentation (intervocabulary junction and segmentation); 8/ change in morphological form (siora instead of

senhora [lady]). We prioritize the moment of storytelling, performed by the advisor, aiming to expand the vocabulary, selective attention and interpretation of the participant. Finally, we carried out activities aimed at the final evaluation of the performance of 11M, comparing them with the first activities.

Results and discussion

The data will be presented for each phase of the research - initial evaluation, intervention and final evaluation -, considering that all of them were related to reading and writing. In all, 26 meetings were held, 4 of which were held at the school, starting in February 2020 and ending on 12 of March of the same year, and the remaining 22 meetings, in the form of synchronous classes via video call. For analysis of the collected data, this study is based on the Historical-Cultural perspective.

Initial evaluation

The initial evaluation process consisted of carrying out activities involving reading labels, reading words, hypersegmented phrases so that 11M could read and perform the separation of words, other phrases respecting the orthographic standard of the Portuguese language, dictating words and a sentence with subject, verb and object (SVO). A spontaneous registration of a short text was requested. The data will be presented below.

Label reading

In the face of contact with cards with various product labels, the 11M performance showed that he reads color, shape and decodes letters. He read the labels in a segmented form letter-by-letter with the support of the syllable repetition strategy. He did not use the global perception of the word, but contextualized the material, exemplifying: *Ouro-branco* "is chocolate, has lactose, I cannot eat much". *Coca-cola* (Coke), "is soda". *Moça* "is dulce de leche". He read next: condensed milk. These relationships strengthened 11M's verbal expression and the relationships between name and meaning.

Reading of words and phrases recorded in cursive writing

Facing the exploration of the cards with phrases and loose words in cursive, 11M performed the letter-by-letter reading and expressed insecurity in the face of cursive writing. In the case of the sentence: */O bebê bebe leite/* (The baby drinks milk), he was unable to distinguish the difference between the two words, */bebê/* (baby) and */bebe/* (drink), showing difficulties in the orthographic mark of the caret. He also manifested difficulties in differentiating an open sound from a closed sound, just as he was unaware of the term caret, instead he made use of the simplified term “little hat”. The student was instructed as to the meaning of the diacritical sign in writing and reading and, through the words VOVÔ (Grandpa) and VOVÓ (Grandma), as to the production of the closed and open sound. After the dialogue established, 11M associated that “[...] grandpa wears a hat and made the gesture with his finger to demonstrate the relationship between the caret and the grandfather's hat”. The data show the importance for 11M of establishing the relationship between everyday concepts, formed from personal and concrete experience, with the scientific concepts acquired through a hierarchical system of interrelationships, as evidenced by the studies by Vigotski (1991). It is worth mentioning that the process of constituting the concept is dynamic, real and complex, and the two concepts of everyday and scientific, although “[...] develop in opposite directions, the two processes are closely related. It is necessary that the development of a spontaneous concept has reached a certain level so that the child can absorb a related scientific concept”, as highlighted by Vigotski (1991, p. 93). The mediator needs to recognize that the student tends to seek an approximation between what he experiences, knows with new information, in the example mentioned, the use of the diacritic sign. According to the cultural historical perspective, it is up to the teacher using instruments and signs to mediate new knowledge.

Hyposegmented phrases (junction or segmentation)

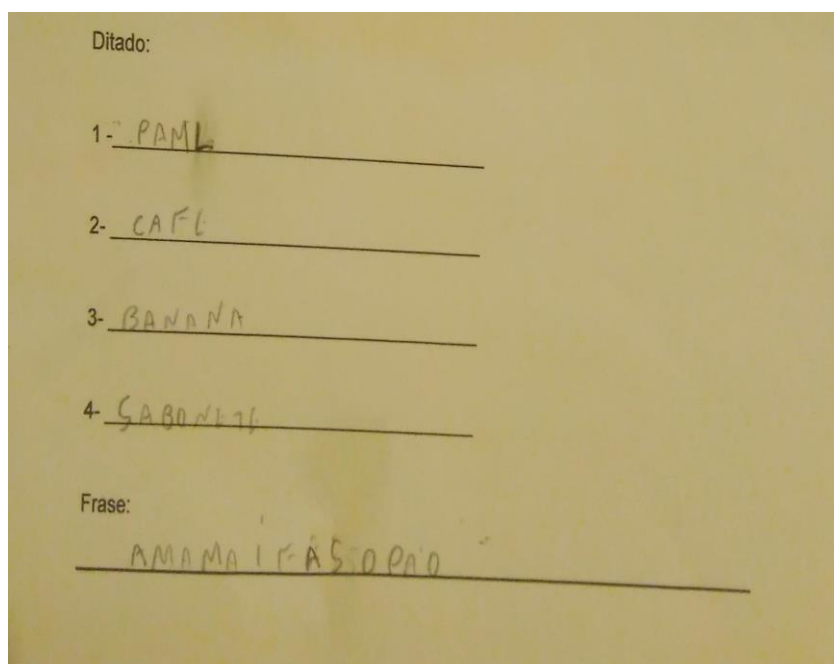
In view of the cards with a sentence written in capital letters, with no space between words, 11M should identify the words and their extension, performing the correct segmentation cut and then reading the sentences. He had difficulties to establish the correct segmentation in the sentence of */ORATOROEUAROUADOREIDEROMA/* (THEMOUSEGNAWEDTHECLOTHSOFTHEKINGOFROME). This difficulty in segmentation may be due to the repetition of the consonant /r/ or the presence of the defined article (O; A) and the contraction of preposition and article (DO; DE). The researcher asked 11M if it would be better to write the sentence and then separate. After this comment, he made

a copy with an intervocabulary joint and established the oral segmentation. Thus, it seems that writing has expanded selective attention through the motor act (kinesthetic system). Then, the visual analysis took place, leading him to the global recognition of the words and to the mental reproduction of the phonological representation of the letters, which contributed with the correction of the segmentation of the sentence. In relation to the other phrases, in the absence of contraction of preposition with article, the student had no difficulty in performing the correct segmentation processing.

Facing records with correct spelling of words and pseudowords, it was expected that 11M would reject the graphophonemically incorrect and thus awaken his curiosity and selective attention in the process of decoding the writing, leading to the perception of errors and opting for the records graphophonemically correct. In this activity, 11M identified some pseudowords and opted for the correct one, but also opted for incorrect records, such as /*refrijeranti*/; /*MOSSA* for *MOÇA*/, among others. The performance seems to indicate that 11M has difficulty with lexical processing, that is, “[...] lack of proper representation in the orthographic lexicon, either due to insufficient exposure to the text or due to reading difficulties”, as proposed by the studies by Capovilla and Capovilla (2010, p. 58) with a reading limited to the attempt of phonological decoding.

Written record - dictation and spontaneous writing

We opted for the dictation of a monosyllable word (*pão* - bread), a syllable (*café* - coffee), a trisyllable (*banana*) and a polysyllable (*sabonete* - soap), according to an approximate perspective of the writing psychogenesis test proposed by Ferreiro (2017). In relation to the sentence, it was simple, with the subject, verb and object (SVO) segment and familiar vocabulary of the student's daily life: /*A mamãe fez o pão*/ (Mama made the bread). The performance of 11M is shown in Figure 1.

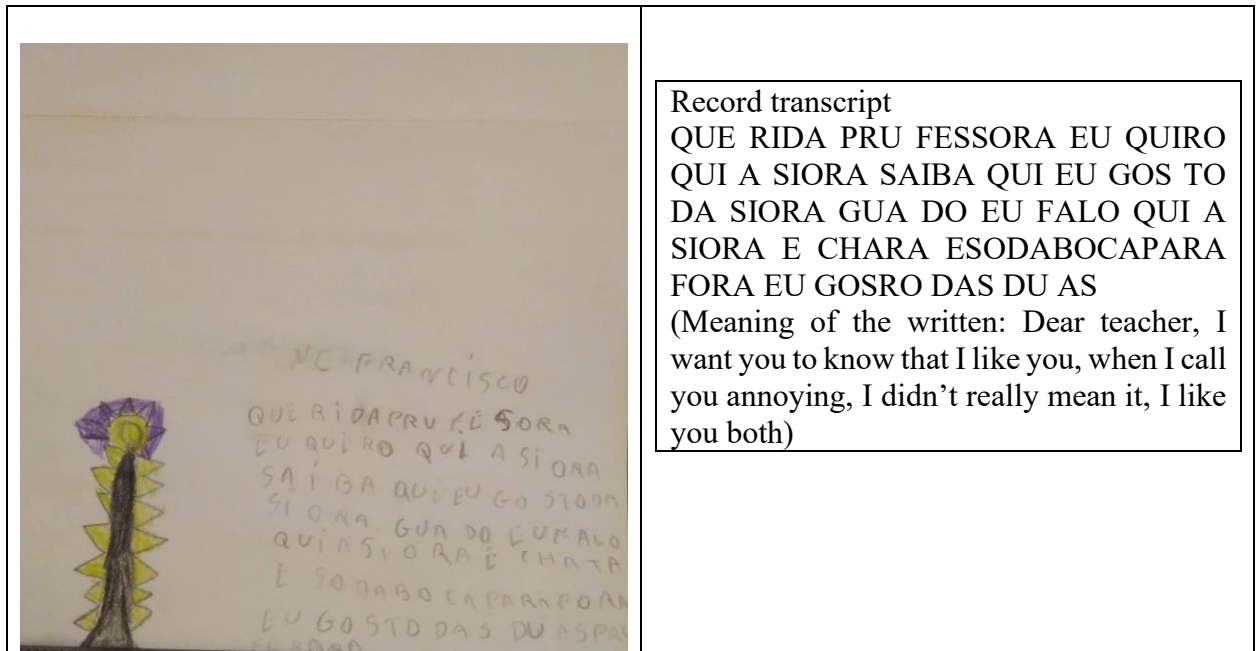
Figure 1 – Written record of dictated words

Source: Student 11M production

In Figure 1, two forms of registration are noted for the word /PÃO/ (bread). The first attempt is /PAML/, indicating the register of the nasal sound of the word represented with the letter /M/, since when speaking the word /pão/ the sound of the vowel /o/ has a sound of /u/. In this case, 11M uses the letter /L/. In both cases there is an attempt to “[...] phonetic transcription of the speech itself”, according to Cagliari (2008, p. 138). When we observe the second record it is /PAO/, with the absence of the tilde diacritic sign. The absence of the sign also occurs in /CAFÉ/ (coffee) and /MAMÃE/ (mommy). In general, the rules of graphic accentuation are absent in people in the process of learning to write. The frequency of exposure can facilitate the assimilation of the use of diacritical signs in common words. The words /BANANA/ and /SABONETE/ (soap) are registered in the correct orthographic form. Thus, it is possible to show that 11M is in a transition phase of writing and needs specific training.

Regarding the written production of the phrase /A MAMÃE FAZ PÃO/ (mama makes bread), the presence of hyposegmentation, phonetic transcription is observed. 11M writes /i/ in place of /e/ and /s/ in place of /z/, a process that can be analyzed in /AMAMA I F AS O PA O/. This writing pattern can also be seen in Figure 2.

Figure 2 – Spontaneous recording of 11M in relation to writing



Source: 11M spontaneous production

It can be seen in Figure 2 that 11M understands the distinction between writing and other graphic forms and, therefore, knows the alphabet and makes use of letters, while he seeks to illustrate the activity. However, he does not have the domain of graphic writing conventions, that is, he does not distinguish between upper- and lower-case letters, cursive, uppercase or script. The register has marks of orality, a fact that denounces that 11M still does not understand the specificity of the writing system, as provided for in the National Common Curricular Base - BNCC (2018). In addition, the absence of the grapheme-phoneme relationship is observed, such as the use of the vowel /u/ in place of the vowel /o/ (pru fessora - *professora* = teacher), use of the vowel /u/ in place of the consonant /l/, no distinction between verb ser (é - is) and conjunction /e/, and exchange of the consonant /q/ by /g/. There is also the absence of the use of the consonant digraph /nh/, so that the student does not seem to be able to perceive the meeting of two letters resulting in the emission of a single sound. However, in the register of /FESSORA/ (teacher) he makes correct use of the digraph /ss/. The presence of hypersegmentation in /ESODABOCAPARA/ [é só da boca para... - I didn't really mean it] indicates the effort he makes to appropriate the writing, something far from the family universe. Even though writing and reading are distant from the family universe, the parents, within their conditions, helped the child orality, with what they know, and which expresses the result of everyday, collective and significant constructions for them. The data showed, therefore, that 11M depends on a mediator of the teaching processes of reading and writing in a more

individualized way, in accordance with the assumptions of the historical-cultural perspective. It is up to the mediator to establish a connection between the everyday knowledge of the student's reality and scientific knowledge, that is, knowledge systematized in a process of elaboration and re-elaboration of meanings.

Pedagogical intervention

With the results of the initial assessment in mind, activities were planned based on Smolka (2017), Capovilla and Capovilla (2010) and Cagliari (2008), among other authors, in order to facilitate learning routes. During the meetings, a conducive and welcoming environment was offered, aiming to contribute to cognitive advancement, improve self-esteem, self-confidence, self-worth, autonomy and initiative in their own skills in overcoming, with the help of others, the difficulties in writing processing and reading.

During the 26 meetings, 4 in person (in which it was possible to explore the images, colors, details of the book) and 22 online, in addition to the systematic writing activities, 26 books were read, remembering that each story was told and retold by all members (coordinator, scholarship holder, student 11M and, in some meetings, cousins and friends, or even parents). Among the books read, the following stand out: *A Casa Sonolenta*; *Zum, Zum, Zumbi*; *Quando Nasce Um Monstro*; *Uma Casa Para O Lobo*; *Uma Traça de Casaca na Casa de Rui Barbosa*; *O Grande Rabanete*; *O Pescador, o Rei e o Anel*; *O Gato Xadrez*; *E o Dente Ainda Doía*; *A mãe impaciente*; e, *Bichionário*.

The moment of reading stories was marked by the pleasure of reading and listening, overcoming the initial resistance. During the pandemic, the stories began to be told by the research supervisor, who used different techniques to read, stage and interpret the characters, all in a playful and fun way, which started to hold the attention of 11M and aroused interest in the moment to ask you to join the class. Thus, at the time of the story, the student actively participated, read or retold the stories he heard.

We favor orality during activities that involved reading the written record. In these moments, the scholarship student read statements, activities, words, phrases, stories and, subsequently, the student was invited to participate in the reading process jointly. Some moments, the scholarship holder drew attention to the sound of letters and syllables, within a symbolic game with altered verbal and gestural intonation. This was a strategy used so that 11M could be attentive to the pronunciation, intonation, rhythm and segmentation of words and, consequently, to writing their correct spelling.

Regarding writing, we can see that the social relationship articulated with the pedagogical strategies allowed the carrying out of the various activities proposed, in an active and collaborative way with the student 11M, strengthening his confidence, his autonomy and initiative in the face of the proposed challenges.

Word creation strategies were also used using the mobile alphabet, copying and intruding words, when a board was arranged with several words whose spelling contained the same letter or which started with the same letter, and, among them, there was a word with a different spelling. That would be, then, the intrusive word, for example: ESTRELA - MEIA - NAVIO - EMPADA - ENTRE - ESCOLA- ESTAR - FADA (star - sock - ship - pie - enter - school- being - fairy). Among these words, which are the intruders? Then, the student responded and explained why they were intruders. Activities were also proposed that explored the different spellings of the letters, in which the student was encouraged to register the spelling he knew, starting with the vowels and, successively, addressing all the letters of the alphabet. The library collection was used for this activity. The student was asked to search among the exposed books, observing the titles, books with different forms of registration (only with capital letters, script, cursive).

Forms with hypersegmented phrases were made so that the student could separate them, read the sentence, count how many words were arranged in the sentence, identify which is the biggest and smallest word in the sentence, separate and say how many syllables each word contained, and rewrite the sentence after being separated. In this activity, it was worked to overcome the hypersegmentation and hyposegmentation very present in the writing of the 11M texts. The participant's own full name was used, registered in a hyposegmented or hypersegmented form.

Still based on the spelling of the words, curiosity about the words was developed using the dictionary and, also, a book called “Bichionário”. Another means used was the messaging application for the collective construction of texts. In this task, the researcher or the student started the text and each person continued the thought, in a form of collective record, using the cell phone keypad. In addition to literary books, another widely explored reading resource was the comic book, with the aim of increasing student exposure to reading and writing.

Final assessment

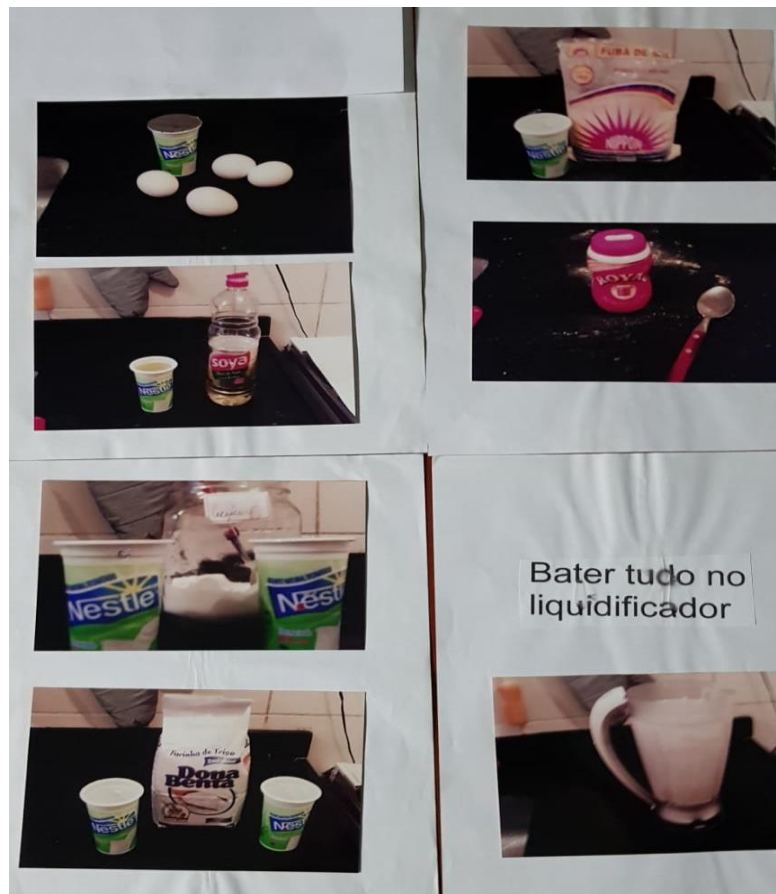
The final evaluation consisted of the last phase of the research. For this, simple activities were planned, close to what was being developed during the pedagogical intervention. Thus,

11M was motivated to perform a spontaneous registration of a cake recipe. It is worth mentioning that he had never read or faced the action of preparing a cake, and, according to him, he had never read a recipe. The other activity was to ask him to read a story.

Cake recipe

The written record of the cake recipe was intended to highlight the use of writing for something he likes. Photos were shared, as shown in Figure 3, and the student should name the ingredients and quantities that should be used from the visualization of each image.

Figure 3 – Cake recipe step by step template

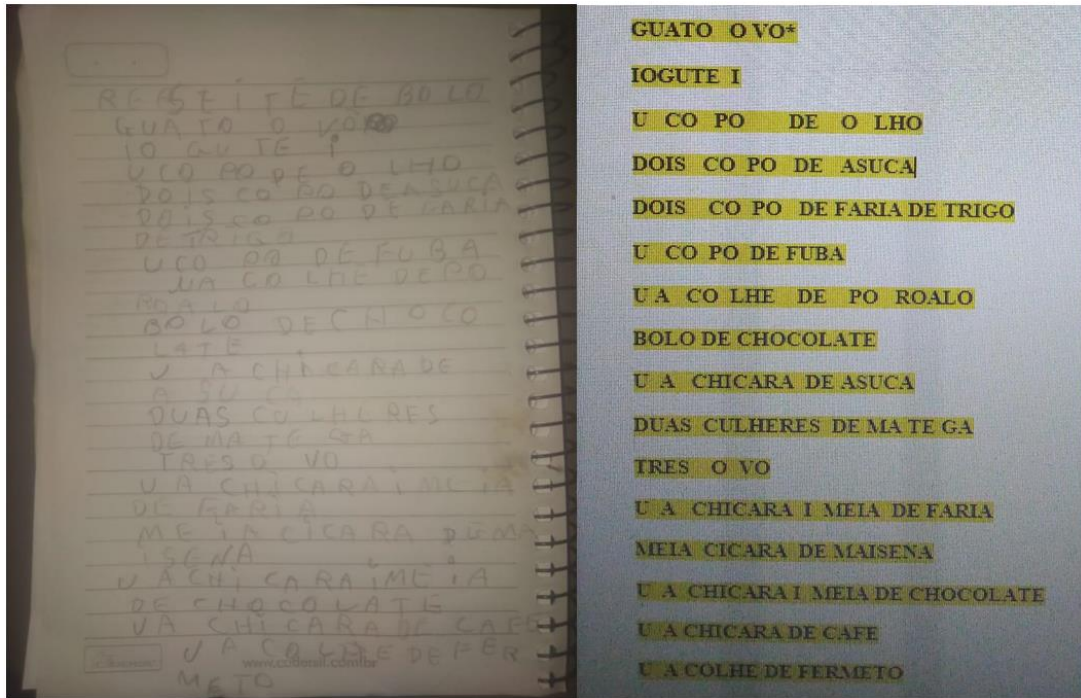


Source: Research data

The images were accessed before class. Initially, he did not realized it was a cake recipe. At the beginning, he identified isolated objects and named spoon, yogurt pot (empty), “dough” for flour, cornmeal, sugar, oil and “pó royal” (yeast), which he read on the label. He did not name the blender, but represented the function through gestures. He failed to understand the amount represented by a glass, two glasses and a spoon. Then, the student's interaction with the material was mediated through questions and demonstration. Finally, 11M carried out the

written record, which was to be read the next day for the preparation of the cake. Figure 4 illustrates the student's record.

Figure 4 – Spontaneous writing of a recipe/transcript



Source: Research data

The 11M text shows advances in the use of prepositions. There is a predominance of phonetic transcription, misuse of letters depending on the sound (x, ch, s), distinct morphological form (/U/ instead of /um/; /U A/ instead of /UMA/), hypersegmentation (CO PO; O VO). Despite the organization and distribution of the letters in the space, 11M, took the material the next day and dictated the ingredients and the quantity. **He was able to read and give meaning to his own written record**, while the researcher prepared the cake dough, and then put it to bake. In the afternoon, the scholarship holder and advisor took two cakes to the student 11M in the community. During the period they were at the place, there was a game of “bila”, storytelling and a collective snack. At the time, some children's literature books were distributed among the children.

The 26 meetings were not enough to contribute to the writing production closer to the orthographic standard, but there were significant advances, among them: 1/ reduced resistance to writing and reading; 2/ use of a segmentation closer to the orthographic one; 3/ more global reading; 4/ expansion of interpretation and selective attention; 5/ creation of cognitive strategy, such as speaking softly before reading or writing and looking upwards as if searching the memory for the necessary information; 6/ interest in reading. Given these data, it is believed

that the child's participation contributed to the learning of reading and writing. It should be noted that the researcher had the sensitivity to perceive that the conduct of some activities did not have the expected effect, leading her to think and propose new alternatives for approaching the content.

Final considerations

During the research, it was possible to perceive the student's satisfaction behavior in having two people (fellow and advisor), which he called two teachers who believed in him and who recognized all his advances. It was noticed that the meetings helped the student to improve self-esteem, to become aware of his own competences and skills, to demonstrate more leadership and attitude towards different situations. Self-confidence led him to take a firmer stance in the face of the challenges of the tasks. A bond of friendship, trust, respect and commitment was established between the teachers and the student and his whole family.

The work showed that the insertion of books in the child's life made it possible, later, to identify in writing what was already stored in memory. Awakening the enchantment for reading in a child in the social condition of 11M was only possible through pleasure during the act of storytelling. The more emotion there is in reading, the more the child gets involved and directs attention, assimilating and expanding his own memory repertoire.

The act of prioritizing reading practices for the child aloud and then asking them to tell what they liked best, was a valid strategy. Working with stories with plots that privilege the repetition of actions and the formulation of phrases with the accumulation of new meanings proved to be a viable alternative.

Among the many activities proposed to the student 11M, the relevance of presenting scientific concepts is highlighted, always relating them to everyday concepts, making it simple to learn and understand new knowledge. Another crucial element was the written record as a strategy for expanding selective attention, through the motor act (kinesthetic system). When writing, the most detailed visual analysis is triggered, leading to the global recognition of words and the mental reproduction of the phonological representation of the letters, which contributes to the correction of the segmentation of the sentence.

It seems to have been possible to create a new perspective of writing and reading beyond the object of school evaluation, a teaching and learning route to reach not only 11M, but also other children who live in a situation of high social vulnerability and who, unfortunately, share of this sad reality of teaching in our country. In addition, the work points out how important it

is for the teacher to assume a mediating posture from the contributions of the historical-cultural perspective, in the teaching process, since we cannot abandon people to their own conditions of learning and development. Sometimes, it is only necessary to change the teaching and learning path, discover the pedagogical channels and strategies that feed the imagination and creativity, processes that nourish the sense of learning with the other the universe of the most complex syntactic structures of reading and of language registration in the written form in a meaningful way.

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