

New perspectives for the literacy process: reflections based on Magda Soares's recent contributions and the *Alfalettrar* Project

Novas perspectivas para o processo de alfabetização: reflexões a partir das contribuições recentes de Magda Soares e do Projeto Alfalettrar

Nuevas perspectivas para el proceso de alfabetización: reflexiones a partir de las recientes contribuciones de Magda Soares y del Proyecto *Alfalettrar*

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Abstract: This paper discusses the new perspectives for the literacy process, based on Magda Soares's contributions in the book *Alfabetização: a questão dos métodos* (Literacy: the question of methodology), published in 2016, and the *Alfalettrar* Project, which has been developed in the Municipal Network of Lagoa Santa - Minas Gerais, Brazil. The paper demonstrates that the *Alfalettrar* Project, effectively, from the beginning, has been based on the scientific evidence reviewed and discussed in the cited book and constitutes a network setting project, with positive results in terms of the learning of students, as well as in the professional development of the teachers involved.

Keywords: Literacy. Network setting. Professional development.

Resumo: Este artigo discute as novas perspectivas para o processo de alfabetização, tendo como base as contribuições de Magda Soares no livro *Alfabetização: a questão dos métodos*, publicado em 2016, e do Projeto Alfalettrar, o qual vem sendo desenvolvido na Rede Municipal de Lagoa Santa – Minas Gerais. O artigo demonstra que o Projeto Alfalettrar, efetivamente, desde seu início, tem se pautado nas evidências científicas revisadas e discutidas do livro citado e que se constitui um projeto de formação de rede, com resultados positivos no que se refere à aprendizagem dos alunos, bem como no desenvolvimento profissional das professoras envolvidas.

Palavras-chave: Alfabetização. Formação de rede. Desenvolvimento profissional.

Resumen: Em este artículo se discuten las nuevas perspectivas para el proceso de alfabetización, teniendo como base las contribuciones de Magda Soares en el libro *Alfabetización: la cuestión de los métodos*, publicada en 2016, y del Proyecto Alfalettrar, el cual viene siendo desarrollado en la Red Municipal de Lagoa Santa – Minas Gerais. El artículo demuestra que el Proyecto Alfalettrar, efectivamente, desde su inicio, ha sido guiado por las evidencias científicas revisadas y discutidas, del libro citado; y que constituye un proyecto de formación de red, con resultados positivos en lo que se refiere al aprendizaje de los alumnos, así como en el desarrollo profesional de las profesoras involucradas.

Palabras clave: Alfabetización. Formación de red. Desarrollo profesional.

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Introduction

The objective of this article is to discuss new perspectives for the literacy process, based on reflections from the recent contributions of Professor Magda Soares. The interest in this theme arose on our immersion in the activities and actions of the Alfaetrar Project¹ in 2016 and 2017. This project has been developed in the Lagoa Santa - Minas Gerais Municipal School System since 2007 and is coordinated by Magda Soares. At these times, we were able to talk to the professor, get to know the project “up close” and better understand the relationship between the project and her recent work *Alfabetização: a questão dos métodos* (SOARES, 2016).

Since the beginning of her professional career more than 60 years ago, Professor Magda Soares had persistent questions about the public school system, which she continues to formulate: Why do children from the lower classes receive poor education? Why have we spent decades struggling for the quality of public education and we have never been able to reach that quality? Is it possible to have quality in public education? How? What are the paths? These (and other) issues were questioned by the author in several publications², in which she deepened the theme of “many facets of literacy.” However, Soares (2016) points out in the presentation session of her work *Alfabetização: a questão dos métodos*, that the processes of initial learning of the written language (literacy) are still not clear. To better understand these processes and their relation to the different methods of literacy, Soares (2016) pursues two paths. Which were: (a) to develop research and study on the various facets of literacy, which works on canvas in relation to the linguistic facet and, (b) articulate theory and practice through the implementation of a literacy project (Project Alfaetrar) in Early Childhood Education and initial years of Elementary School (ES). These actions were taken in partnership with teachers and managers of a city in Minas Gerais (MG). For Magda Soares, this double way of action made possible, in the theory-practice relationship, her experience and her understanding of concepts, as yet only defined in her written texts.

In this regard, in order to better understand the new perspectives for the literacy process, based on reflections from the recent contributions of Professor Magda Soares, we have chosen to develop a study about the foundations of this project and the activities developed by those involved, in order to establish relation with the theoretical and practical foundations of her recently released work. Our main objective was to understand how the teaching processes subsidized the process of children's literacy and what principles supported the actions developed in the project that generated in-depth and diversified literacy methodology. Our greatest motivation was the possibility of understanding how the professional development³ of teachers in that city has been realized and how it relates to the “fabrication”⁴ of teaching practices on the “classroom”. Thus,

¹ The article by Monteiro and Maciel (2018) points out the analysis of several surveys carried out in the City of Lagoa Santa and focused on the Alfaetrar Project. In the article, the authors develop analyses about the results presented by the researches and draw up considerations in order to understand the importance of the mentioned Project for the training of teachers and the teaching practice in literacy.

² The author mentions, in the book *Alfabetização: a questão dos métodos*, the works that marked her trajectory as a researcher of the literacy process, namely: Soares (1985, 2004, 2014).

³ In order to deepen the implications of the theoretical option in the use of the term “Professional Development”, read the contributions of Marcelo Garcia (2009), Hobold (2018) and Alliaud (2018). In the second topic of this article, we will deepen our analyzes regarding this theme and its importance in the context of the work and the Alfaetrar Project.

⁴ We use the term “fabrication” based on Michel de Certeau’s Daily Theory of Manufacturing (1994) and Anne Marie Chartier's Theoretical Discussions on the Construction of Knowledge in Action (2007). The Everyday Manufacturing Theory comprises daily life as the place where social practices would be formalized and which would suffer external influences. For Certeau (1994), the practices are fabricated from the professional, social, political and cultural activities that are carried out in daily life. Thus, it analyzes the practices from the point of view of the modalities of action, the formality of the practices and the types of operations that execute, seeking to investigate the logic of these practices.

initially, we present a synthesis of the discussions present in the work *Alfabetização: a questão dos métodos* (SOARES, 2016) and then we discussed the essential elements of the Alfaetrar Project that indicate ways for the professional development of literacy teachers.

“Alfabetização: a questão dos métodos” - A book with theoretical-practical propositions for daily routine

The book *Alfabetização: a questão dos métodos* (SOARES, 2016) has revolutionized the academic world with innovative and unbiased propositions and reflections regarding the possibility of using a variety of methodologies in the literacy process. The national recognition came with the award obtained recently, through the Jabuti Award of 2017⁵, as the “best book in the area of Education” and as the “best non-fiction book”. The book in question began to be written by Professor Magda Soares in 2011 and was published in 2016 by Editora Contexto. In her work, Magda immerses herself in her intellectual trajectory and investigates a topic that is very instigating: the linguistic facet and its relation to the world of writing.

She indicates that there would be three facets in the process of literacy (linguistic, interactive, and sociocultural) and proposes to investigate the first. The other facets, according to the author, would be topics of future books. In the linguistic facet, Soares (2016) considers that there would be sub facets that are interrelated and, linked to the others, are integrated and constitute the process of literacy: written literacy. The subject of this book accompanies her since 1954, when she was still a student of letters at the Federal University of Minas Gerais (UFMG). She had experiences in the public school and adopted it as a field of observation and research, focusing on the children of the low income classes. According to Magda Soares, in an interview with Barros (2016),

[...] did and directed researches on the language problems in the public school. And I became more and more convinced that the issue was the beginning of the story, the phase of entry of the child into what we can call the culture of writing. And I ended up going back to that starting area. (BARROS, 2016, p. 6).

Throughout the nine chapters of the book *Alfabetização: a questão dos métodos*, Professor Magda Soares makes an evaluation of the state of the art in the field of literacy, in which several theoretical perspectives are explained and deepened, having as assumption the fidelity to what they proposed and the coherence in the articulation between the ideas, when possible. Her work is supported by research on various aspects (conceived as sub facets) of the linguistic facet and considers in its analysis different scientific fields, texts in various languages and social and cultural realities of different countries. In addition, her work points to questions of “open-ended” research in the area of literacy from the evaluation of the state of the art, in the various sub facets presented, and methodological propositions, supported by a theory-practice relationship, which now rely on extracts of the studies presented, or in examples of experiences on the public school classroom.

Certeau also defined the formality of practices in the context of strategies and tactics: while strategies would produce, map and enforce rules; the tactics would be used of these, manipulating them and changing them. Based on the studies of Donald Schön (2008), Chartier (2007), in relation to the perspective of Knowledge Building in Action, announced that the literacy teacher constructs his practices from what is being discussed in the academic environment and transposed to the texts of knowledge; in this process, from its reinterpretations, considers what is possible and pertinent to be done in the classroom. In this way, the teacher re-contextualizes and re-interprets the knowledge according to their conjunctures. In this re-construction, everyday school practices are active appropriations, not being considered as finished and ready; in other words, teachers do not directly apply the official prescriptions contained, but apply them within what is possible to do in their working conditions.

⁵ Check award in: <<https://www.premiojabuti.com.br/livro-do-ano/nao-ficcao/?s=Magda%2CSoares>>. Access in: Jun 28, 2018.

Initially, the author discusses the topic of Literacy: the method in question, and, in that range, emphasizes that the literacy method represents a current issue to be solved: on one hand, it is a historical difficulty; and, on the other hand, a controversy about the best way for the initial teaching of written language. To clarify the point at issue, the author describes the historical dispute between the methods (synthetic and analytical), as well as the theoretical and methodological assumptions about the teaching and learning process that support them. She also highlights the emergence of the dismantling of literacy teaching in which the teacher should only stimulate, accompany and guide the children's alphabetic writing learning, respecting the individuality of each one. In this context, the author emphasizes that, on one hand, the explicit and systematic teaching of the alphabetical writing system (SEA) and its conventions is disregarded; and, on the other, only the adoption of practices of reading and writing texts of different genres by children in the initial stage of literacy is instituted.

According to the author, the differences between literacy methods are also a consequence of them deriving from different conceptions about their object, or rather “what is taught when the written language is taught” (SOARES, 2016, p. 25). Nowadays, the teaching of reading or writing is given importance, sometimes the function of writing is considered as learning the alphabetical orthographic system (literacy) or as an introduction of the child to the uses of reading and writing in social practices (literacy). Magda emphasizes that the facet that they choose as an object of learning differentiates these conceptions: linguistics (representation of the sound chain of speech), interactive (language as a vehicle for interaction) and sociocultural (uses, functions and values of writing). The first would be linked to the alphabetization process and the last two to the literacy process. The researcher considers the linguistic facet as a foundation for the other two, because they depend on the ability to recognize and produce words, object of the first.

In this way, the real issue, according to Soares (2016), is that each method chooses different objects in the initial learning of the written language, considering one facet to the over the other. This would be the biggest problem in the literacy process: to consider the part as the whole. Magda emphasizes the importance of the process of teaching and learning in literacy to consider all facets and objects of written language. Thus, for her, the learning of reading and writing is composed of multifaceted phenomena that must be developed in an integrated way. However, she emphasizes that it is necessary to have different pedagogical actions for each phenomenon, defined by principles and theories, considering their specificities. Magda further clarifies that, by the amplitude of the theme, it will only deal with the linguistic facet, which focuses on the SEA, the orthographic system and its conventions, naming it as literacy.

As of these reflections, the author problematizes if the acquisition of writing would be a natural or learning process. In order to do this, it makes a counterpoint between the theories and the researches that defend, on the one hand, that the child learns to read and to write of natural way in the same way that it learns to speak in significant environment; and, on the other, that writing needs to be guided by methods that support the learning process of reading and writing. One of the consequences of conceiving writing as a natural process is that it is judged that this object does not require explicit and systematic teaching, and the teacher should only guide the process of learning. In order to deepen the subject, Magda takes up the concepts of code, notation and system of representation in order to characterize the learning of written language as a system of representation and, at the same time, system of notation. For her, the written language is a representational system because the child reconstructs the process of the invention of writing as representation, in its process of understanding. And it is also a notational system because, in understanding what writing represents, he/she also needs to understand the arbitrary and conventional relations on how to note the sounds of speech.

Magda concludes this first topic by pointing out that methods are an issue and not the issue of and for literacy. For her, the methods consist of procedures of interaction between teachers and children and are effective in these relationships, in the classroom, under various conditions. Therefore, it would not be a linear process, but rather the consequence of several factors. According to the author, the methods will be validated in the daily life if they are constructed based on the analysis of the object and the cognitive and linguistic processes experienced by the children, since they are configured as “[...] sets of procedures based on linguistic and theories principles and psychological, but sufficiently flexible so that in pedagogical practice they can overcome the difficulties interposed by external factors that interfere in the learning of the literate” (SOARES, 2016, p. 53). Throughout the other chapters, Magda presents the reader with a review of these foundations, based on different linguistic and psychological theories and principles, and establishes a connection between them.

Another topic addressed by the author focuses on the *Phases of development in the process of learning writing*. In this sense, it characterizes the theoretical perspectives under which the child's development has been studied in his/her cognitive and linguistic learning process of writing. Magda clarifies that it is the progressive interaction between the development and learning processes, in a reciprocal action, that originates the phases⁶ demonstrated by the child in the development of the learning processes of writing, which are the result of internal causes (maturation of linguistic and psychological processes) and external (experiences with written language in a sociocultural context and teaching). Later, Soares (2016) presents the theories on the development of writing proposed by several researchers, among the most cited in the literature of the area and emphasizes that they are differentiated by the delimitation of the phases of the process, by the focus on the representation system or by the emphasis on reading or writing, and by the criterion used to distinguish the phases.

In dealing with the semiotic perspective, Magda announces that she will limit herself to restrictively linguistic theoretical contributions. The author emphasizes that with the exception of Luria (1988 *apud* SOARES, 2016), the first theoretician to propose a theory of developmental stages of writing in the child, most studies favor reading as a determinant in the definition of phases. Luria proposes stages, from the doodling to the use of letters, and calls this gradual path of differentiation of symbols as prehistory of children's writing. In relation to the psychogenetic perspective, Magda presents the theory of Ferreiro and Teberosky (1999 *apud* SOARES, 2016) on the conceptualization of writing denominated “Psicogênese da Língua Escrita” in the Brazilian context. She emphasizes that this one focuses on the cognitive processes experienced by the child in their approach to the alphabetical principle, through stages, and their relationship with the levels of reading development and the evolution of children's understanding of writing as a representation system. The author also reports the contributions of Bissex (1980 *apud* SOARES, 2016) and Richard Gentry (1982 *apud* SOARES, 2016) from the analysis of children's writing, based on the concept of invented writing⁸. Finally, in deepening the discussions about the psychogenetic perspective, the author establishes a relation between the phases proposed by Ferreiro and Gentry. She also affirms that they are almost equivalent, being differentiated, mainly, by the fact that the

⁶ Magda Soares clarifies that she will use the term “Phase” for all theories, even if it differs from the official nomenclatures put forward by the authors.

⁷ We chose, in this article, to present in the list of references the sources used by Soares (2016) because we consider it important to present to the reader the references used by the author in dealing with the semiotic, psychogenetic and linguistic perspectives.

⁸ According to Soares (2016), the concept of invented writing was minted by Charles Read (1971; 1975) and presupposes that children's writings are explorations through which they advance.

first one does not address orthographic questions until its last level (alphabetic) and the second one advances to the spelling domain stage (consolidated alphabetic).

Then, Soares (2016) highlights the contributions of Frith's linguistic perspective (1985 *apud* SOARES, 2016) and Ehri (1999; 2005a; 2005b *apud* SOARES, 2016). Initially, she clarifies that these should be considered as learning theories, because they study learning about writing without including the process of construction of the concept of writing that the child has been experiencing. Magda clarifies that Uta Frith's theory is proposed as a frame of reference for the discussion of reading difficulties in developmental dyslexia and that such theory proposes three phases. Phase 1 (logographic skills, through which the child recognizes familiar words based on graphical aspects or contextual and pragmatic clues); Phase 2 (Alphabetical ability, through which the child knows and uses the grapheme-phoneme correspondences); Phase 3 (orthographic ability, whereby the child analyzes the words in orthographic units). Magda points out that Frith proposes the first theorization about the relations between the processes of reading and writing words.

Ehri later amends and expands Frith's proposal in two aspects: he modifies the *logographic* term by *pre-alphabetical*, having as its object the SEA; and the *spelling* term by *consolidated alphabetic*. In addition, Ehri establishes a relation between the phonological and the alphabetical aspect as criteria for the identification of the developmental stages of writing, which, according to her, are: pre-alphabetical (reading supported on visual cues), partially alphabetic (relations between writing and pronunciation), fully alphabetic (domain of grapheme / phoneme correspondences) and consolidated alphabet (automatic and fluent reading).

Finally, in this second chapter of the book, Magda also establishes a relation between the theories of Ferreiro and Ehri, although that is based on the constructivist paradigm and the phonological one. According to the author, the first theory describes the child's hypotheses and considers writing as a system of representation, and the second considers the connections between the sounds of words and their notation, prioritizing writing as a notational system. She also highlights the importance of knowing the various theories and their objects in order to understand the importance of articulation between them, both from the perspective of considering writing as representation and notation as in its two dimensions: reading and writing.

We emphasize that this chapter assists the Brazilian reader to understand the various evolutionary models about the appropriation of writing and to understand specific stages of the literacy process through which children go from their first contact with writing to autonomous reading and writing.

Another topic covered by Soares (2016) relates to the *Learning of written language in different spellings and in the spelling of Brazilian Portuguese*. The author introduces the theme of the various degrees of transparency and opacity of the relationships between graphemes and phonemes in different languages. She points out that alphabetic writing has different notational systems and has a simple or complex structure, ranging from transparency to opacity. She later presents several researches that have studied the relationship between literacy and the level of spelling depth. The specificities of each language, regarding the transparency / opacity of grapheme-phoneme relations, are problematized and identified phenomena present in each one of them. In this sense, she highlights the care we must take when using results of research done in opaque (mainly English) orthographies in the context of Brazilian literacy, which has an orthography closer to transparency. The author also draws a relation between the topic of the spelling and the paradigms of analysis used in the studies of the area: phonological and constructivist. For her, the basis of the question lies in the fact that the phonological paradigm sees writing as a notational system and the constructivist system as a representational system.

Therefore, there is the conception that, in the phonological paradigm, the child strives to make a relation between sound / letter; in the constructivist, the child constructs the object by unstable stages through alternation, disorder and pertinence. Therefore, in the first, the SEA would act on the child; and in the second, the child would act on the system, this process being influenced to a greater or lesser degree by the depth of opacity or transparency of the tongue in focus. From the point of view of the organization of literacy practices, we highlight the relevance of the two objects: the first, based on the constructivist paradigm, would focus on understanding the principle of the alphabetical system, and should be oriented and provoked, not properly taught; The second one, based on the phonological one, would focus on the conventions of the notational system, on letter / sound relations, and these should have their rules explicitly taught. According to Professor Magda, the comprehension of the system of representation of writing and the learning of the notational system of writing are given by the metalinguistic, phonological and phonemic awareness - its focus in the next three chapters of the book.

In dealing with metalinguistic Consciousness and learning the written language, Magda presents the different dimensions of metalinguistic consciousness. For this, it reflects on the theoretical contributions of national and international researchers, highlighting the contributions of each theory to the process of teaching and learning alphabetic writing. At the outset, we emphasize the importance of this chapter for the study of literacy and the entire Portuguese language area, since from the 1980s until present days, concepts such as metalanguage and metalinguistics have been questioned at the national level, being reduced to traditional grammar teaching, with focus only on nomenclatures and taxonomies, and should be avoided. She emphasizes that in order to read and write words and texts, it is important to reflect on the written text, its structure, its organization, its syntactic and contextual characteristics. Thus, metalinguistic awareness is an important element in this process, since it involves “[...] reflection, analysis, intentional control of linguistic activities that, in the everyday use of the language, take place automatically and without awareness of the processes in it involved” (SOARES, 2016, p. 126).

When mentioning the dimensions of the metalinguistic consciousness, the author rescues the studies that are more frequent in the national and international⁹ literature and that include the consciences: pragmatic, textual, syntactic, morphological, phonological and lexical. Semantic consciousness is not a dimension of metalinguistic consciousness, but according to the author it would be present in all dimensions, sometimes influencing them, sometimes overlapping them. The text also points out that the most studied dimensions, in Brazil and internationally, are phonological and syntactic awareness. This is the case in Brazil, according to the author, on the one hand, for the priority given in the research to the relations of the initial learning of written language with phonological awareness; and, on the other, by the relation of this dimension to the failure in the literacy of Brazilian children. However, the author emphasizes that for her, all dimensions are important in the process of learning the written language, whether related to the linguistic facet or to the other two facets, sociocultural and interactive. The ideal would be, therefore, a proposal of balanced teaching that would involve the three facets at the time of the production or the reading / understanding of a text.

In relation to the pragmatic conscience, the text points out its relevance to the development of comprehension skills and the production of texts, considering the influence of factors external to the language in the contact with the text or its elaboration, such as intentionality of the producer, acceptability of the receiver and the situationality of the communication. Likewise, the metatextual awareness, which takes the text as a unit of analysis, is important because it helps to understand the process of developing textual skills in children and by subsidizing the elaboration of procedures

⁹ Soares (2016) points out that the authors differ in relation to the addition of the prefix “meta” in some dimensions.

that help the reading comprehension and textual production skills. For Soares (2016, p. 140), it is important to adopt “[...] methods that develop the interactive facet ... by stimulating metatextual behaviors: reflection that follows, regulates and controls the production of texts in their micro and macrolinguistic aspects; reflection that identifies and analyzes, in texts read these aspects”.

Soares is also concerned with syntactic and morphological consciousness. Syntactic awareness, also called grammatical awareness, would be the process of “[...] identifying violations of grammaticality of sentences and correcting these violations, perceived through confrontation with grammatical structures unconsciously dominated and used spontaneously in oral language” (SOARES, 2016, p. 143). She states that this would facilitate the understanding of the interactive facet, after the initial phase of coding, decoding, reading and writing of words. Morphological awareness helps in the teaching of spelling in words formed by derivation with suffixes, whose phonemes are represented by more than one grapheme, and in verbal inflections. In addition, the author emphasizes that the development of this awareness, whether by explicit learning of prefixes and suffixes or by implicit learning, would contribute to the reading of morphologically complex words and the apprehension of the meaning of unfamiliar words, which implies the vocabulary and in the understanding of texts.

In dealing with *Phonological awareness and literacy*, Magda announces that phonological awareness is the “[...] ability to focus the sounds of words, dissociating them from their meaning and segmenting words into the sounds that constitute them” (SOARES, 2016, p. 166). For this, the author reflects on the process of appearance and development of this concept, as well as its importance in the development of research that deals with the relationship between speech and writing and its implications for literacy. Our author highlights several English studies (based on Cognitive Psychology and Psycholinguistics), which prove that “[...] the ability to turn attention to the sounds of words and to segment them into sublexical units is related in a significant way with the initial learning of the written language” (SOARES, 2016, p. 169). The author also points out that Brazil has produced numerous researches in the area, which contributed, among other topics, to overcoming nominal realism in the initial literacy process, especially those developed at the Federal University of Pernambuco, in the Cognitive Psychology Program. The implications of these studies indicate that: (i) nominal realism is higher in Early Childhood Education; (ii) the more attention the child gives to the sound chain, the less value the nominal realism will have for it; (iii) overcoming nominal realism is a condition and consequence of children's sensitivity to the constituents of words (rhymes, alliterations and syllables) and it is these that lead to the awareness of the word.

The author emphasizes that the phonological awareness and, within the phonemic awareness are fundamental for the initial learning of the written language. The linguistic complexity, then, would be related to the size of the segment of speech to which it is directed: words, rhymes, alliterations, syllables, intrasyllabic elements, phonemes. The text emphasizes that each of these elements contributes to the process of literacy in different ways and stages, distinguishing levels. In addition, the degree of awareness demanded by the speech segment is also a determining factor of the levels of phonological awareness that go, in a continuum, from the awareness of the word to the consciousness of the phoneme.

With regard to the (lexical) word consciousness, Magda affirms that the notion of phonological word and written word are formed in the child when the literacy process begins. The text also presents the definitions that involve rhymes and alliterations as well as the (not always homogeneous) importance of their role in the appropriation of SEA by children in different languages. In this sense, the author emphasizes that the school must develop

[...] an intentionally directed attention to the sounds of the word, without regard to its meaning, [...] [it is] necessary to develop it systematically through activities that lead the child to explicitly recognize rhymes or alliterations, and to produce rhymes and alliterations. (SOARES, 2016, p. 183-184).

Finally, the researcher clarifies that it is the syllabic consciousness that introduces the child in the phonetization of writing with the production of syllabic writing; thus, the levels of word consciousness and rhyme / alliteration (at the syllable level) would precede the writing fonetization and help to overcome nominal realism. Thus, the development of these levels of phonological awareness mainly operates in orality and aims, on the one hand, to lead the child to think of the phonic extract of speech, separating it from its semantic content; and, on the other hand, to sensitize it to the segmentation of speech, in order to understand the alphabetic principle and alphabetic writing as a notation of speech sounds. In this process, the triad is essential: understanding alphabetic writing, phonological awareness and letter knowledge.

Another topic addressed in the work was *Phonemic awareness and literacy*. The author initially situates the phonemic awareness as one of the dimensions of phonological awareness and deals with the knowledge of the graphic representation of the language by the child as an interdependent process in relation to the psychogenesis of reflection on the language. Soares (2016) reviews several authors in the area when dealing with the children's experience of global levels of phonological awareness to phonemic awareness, as well as the different abilities involved in this process and its relation to the appropriation of alphabetic writing. For her, on the one hand, the child experiences the discovery that the word is a sound chain and, regardless of its meaning, can be segmented (becomes aware of the internal structure of words); on the other, it appropriates a social convention on the ways of representing each of the units of speech in writing.

It would be, therefore, in this double relation that the child would advance in the level of phonological awareness at the same time as it would advance in the conceptualization of the writing, because these processes would be correlated to the capacity of orality segmentation available at the time of development. In this way, the child “[...] becomes sensitive, through the development of phonemic awareness, to the minimum units of the phonological system that the graphemes represent - the phonemes - and come to an understanding of the alphabetic principle” (SOARES, 2016, p. 193). Magda Soares also points out that phonemes have an abstract nature and can not be spoken or manipulated orally. However, in the sound chain of speech, phonemes are units implicitly perceived through phonetic sensitivity, without being explicitly recognized, phonemic sensitivity. Thus, phonemic awareness does not come from orality, but from writing. It emerges from the learning of the representation of speech sounds, unidentifiable and not pronounceable in isolation, by graphemes.

In establishing a relationship between phonemic awareness and literacy, the author points out that the child starts out in the orality of the phonological word and its segmentation in syllables to arrive at the concept of writing as a representation of speech sounds. Then it starts from writing to reach the phonemic awareness and it is this that directs the child's attention and attention to the sounds of speech at the level of the phoneme. There is, therefore, according to the author, a relationship of interaction and reciprocity between phonemic awareness, learning of writing and knowledge of letters.

Magda emphasizes several studies in the area and emphasizes that most children do not discover the alphabetic principle alone, and need guidance for learning the language's relations between phonemes and graphemes. Still in relation to this aspect, the author highlights the important difference between phoneme segmentation and phoneme identification: the first one does not contribute to the process of understanding the alphabetic principle, since it leads to only

manipulation of phonemes; the second leads to the recognition of sublexical segments found in the words, the basis of the alphabetic principle. According to the author, one activity that would contribute to phonemic awareness would be to perform phonological analysis with the minimum pairs of words in literacy. In this way, it would be possible to analyze, by contrast, other sound units that occur in the same linguistic context with different meanings. The phonemic awareness, therefore, would be realized through the relation between the knowledge of letters and the identification of phonemes, the last one thanks to the grafophonic / grafophonemic consciousness.

Based on several authors, Magda Soares points out that the grafophonic / grafophonemic awareness would be the ability to relate graphemes / letters of written words to the sounds / phonemes detected in the spoken word. In this relation, the name of the letter and the position of the letter representing that name would have an influence on the development of that awareness. The author emphasizes that the analysis of the relationships between the names of the letters and the phonemes they represent in the Portuguese alphabet can elucidate the hypotheses and / or misconceptions that children make in the initial literacy process. For this, the author presents a detailed analysis on the name of the letters and their possible influence in the initial writing of the children, especially in the invented writings.

Another analysis present in this topic is the relation between grafophonic / grafophonemic awareness and the processes of reading and writing. From the survey of several studies in the area, the author emphasizes that learning to read words and learn to write words are not a “single” and “same” thing, a concept treated in the work as a discrepancy. In pointing out the differences and similarities between both processes, Magda emphasizes that they depend on the understanding of the alphabetic principle, although they require different behaviors. The author argues, therefore, that in the initial stage of literacy, writing would be easier for the child and, as she understands the alphabetical principle, reading becomes easier, since the doubts in the representation of phonemes by graphemes in writing in general do not put themselves in the reading.

The author still reflects in this chapter on the role of writing invented in the process of understanding SEA. In the text, invented writing is conceived as the one produced in activities that lead children to reflect on the motives of choosing the letters used when writing the words. The author retakes the two paradigms (psychogenetic and phonological) and emphasizes that both are seen as different looks on the same phenomenon: the writing that the child invents in the process of understanding. In the psychogenetic perspective, the child is studied in the confrontation with writing and the production of spontaneous writings in this process; in the phonological, we investigate the reflexes of the properties of the language in the children's invented writing. In relation to these two paradigms, Magda presents a chart in which she emphasizes that there is a

[...] coexistence and correlation between the process of conceptualization of writing in the psychogenetic perspective [...], the development of sensitivity to speech sounds and the possibilities of their segmentation, in the phonological perspective [...], and knowledge of alphabetical notations, of the letters. (SOARES, 2016, p. 235).

In this regard, the text points to current research that demonstrates the positive influences on children's learning from teacher mediation in challenging situations in which they are encouraged to produce invented writing, such as writing and confronting with models, offering models above the child's level to rewrite, to form words with moving letters and to reflect at the level of the syllable and the letter, compare written at different levels, among others.

According to Magda, the topics presented so far deal with the foundations of reading and writing skills in an alphabetical orthography, because they deal with “[...] progressive understanding of writing as a system of representation of speech sounds that rely on phonological awareness”

(SOARES, 2016, p. 254) and for discussing “[...] the child’s learning of the alphabetic notation system in which speech sounds, reduced to their smallest unit, (phonemes) are represented by graphemes, which is based on the graphophonemic and phonographic consciousness” (SOARES, 2016, p. 254), which are conditioned by Brazilian orthography. Throughout these processes, the author emphasizes that: initially, the child deciphers and encrypts with focus on the word; then he/she reads and writes words with fluency for constructing orthographic representations; finally, he/she reads and produces texts fluently. Therefore, knowing the cognitive and linguistic processes that involve the reading and writing of words, according to the author, contributes to the understanding of the initial learning of the written language, and can support methods that assure and subsidize the conditions for the reading and the production of text autonomously by the child.

The author then deals with the topic “reading and writing words”. She argues that the strategies of reading and writing words are essential components for the fluent reading and writing of words and texts. For this, she presents the double route model (lexical and phonological) and reflects on the specificities of each of them both in terms of reading and writing words known as unknown by children. Regarding the reading of words, the double route model argues that it can occur through the phonological route (or sublexical), by the grapheme-phoneme decoding process, or through lexical route (or visual or orthographic), by visual recognition of the known word, filed and accessed directly in the mental lexicon. From the characteristics present in the words (spelling, pronunciation and meaning), the children would cross one of two routes from the identification of the chain of letters present in the words. In the phonological route, the words would be decoded until they were read; in the lexical route, the child retrieves in his mental orthographic lexicon the word as a whole, without the need to decode it at the beginning. This process would enable the semantic and phonological issues until the word is read. In writing, Magda points out that there are few studies that investigate this model, but emphasizes that its importance is the same in relation to reading, and reaffirms its validity and applicability in the process of writing words through a double route model.

The author presents a state-of-the-art survey of the silent reading and the role of inner speech ranging from the classics of the early twentieth century to evidence of current research based on experimental theories and methodologies in neuroscience with a focus on brain processes of reading and writing words. Magda aims to analyze whether in silent word recognition the strategies of the double route model are used and whether the silent reading is phonologically mediated. The way in which the author establishes a relation between the different positions expands our perspective of study on the literacy process, clarifying some dilemmas and undoing prejudices about this recent area of knowledge: neurolinguistics. The author emphasizes that reading aloud would be a path to silent reading; however, this process would be subordinated to the characteristics of the word to be read (whether it is known or not, whether it is frequent or not, whether it has regular or irregular spelling) and the proposed task (read aloud or understand the text). In this case, one or the other route may be highlighted. Thus, she concludes that silent reading also involves phonological aspects; that is, strategies are used in both models.

Also related to the topic of reading and writing words, the author refers to the effects of the characteristics of words on reading and writing in the perspective of teaching literacy, such as: neighborhood, frequency, lexicality, extension and regularity. He emphasizes that it is important to know them to understand not only the underlying processes of reading and writing, but also the types and causes of difficulties that arise during this process. The text emphasizes that, at the beginning of literacy, the characteristics of lexicality (being real or invented word) and extension (size of words) via phonological route have a positive effect. When the child progresses in the literacy process, the effects of neighborhood, frequency and regularity, through the lexical route, are those that most positively influence learning. In this sense, the development of reading and

writing abilities of words is important, “[...] both by the phonological route and by the lexical route, and are mainly the effects of the characteristics of the words that cause the use of one or another route or the interaction between them that, in fact, do not contradict each other but interact” (SOARES, 2016, p. 275).

Finally, the author reflects on the hypothesis of self-study in this process of reading and writing words. Self-study would be the process of forming connections between phonological and lexical routes, relating the written form of the words to their meaning and their spelling. According to this hypothesis, the child can access new words and incorporate them into the spelling lexicon by means of the already consolidated decoding abilities, regardless of the level of opacity or transparency of the spelling of the target language.

A second-to-last topic brought by the author is the Effect of regularity on reading and writing. In discussing this question, she confronts with great mastery two points of tension in the discussion of literacy and its relation to constructivism: In reaching the alphabetical hypothesis, would the child be literate? Is it necessary to systematically teach the correspondences between graphemes and phonemes, or should children be allowed to spontaneously establish such relationships? In this sense, it clarifies the double meaning of the word “orthography” and, for this, points out that the term spelling was used in chapter three relating to the system of representation of written words and in that part of the book it will treat the term spelling in the sense of correct spelling or official spelling.

Initially, she makes a counterpoint that, in Brazilian Portuguese, the effect of regularity would not have much impact in reading in comparison to the impact produced in the writing and emphasizes that, therefore, the learning of the notation must come combined to the convention. Then, the author states that in the Portuguese orthography of Brazil there are 33 phonemes represented by 22 letters and seven digraphs, excluding those that alone have no sound (five in all). Through a close analysis, Magda presents the various types of regular and irregular relationships that graphemes and phonemes (first, the consonants and then the vowels) assume and that are configured as challenges for the learner in reading and in writing words according to the official spelling. For each group presented, the author describes the most common errors of the children and which are the paths to be adopted by the teacher in teaching, sometimes highlighting the lexical route, sometimes phonological.

In the same chapter, she also discusses the effect of syllabic structure on writing. The syllabic structures of Brazilian Portuguese are composed of 13 syllabic patterns with a maximum of five segments. In addition, although studies indicate that most syllables consist only of two segments per consonant followed by vowel, there are complex syllables that deserve the attention of the teacher at the time of teaching. Magda analyzes them in detail and presents, in a schematic way, their mapping, relating the syllabic structures to the orthographic patterns of Brazilian Portuguese. She also discusses research results that show a sequence in the acquisition of the syllabic pattern or in the sequence of learning about the phoneme / grapheme, investigating the possibilities of errors to be committed by the children and possible referrals by the teachers.

Thus, the author extends the concept of literacy treated in the first chapter to “[...] learning a system of representation that translates into a system of notation that is not a mirror of what it represents, since it is arbitrary [...] And is a rule-governed system - by conventions and rules” (SOARES, 2016, p. 328). According to the author, the child would advance by assimilating regular and irregular notations and incorporate / memorize rules and conventions by phonological or lexical routes. The mistakes made indicate mistaken hypotheses and gaps in the understanding of rules, conventions, and it is up to the teacher to define the most adequate procedures, from a

cognitive and linguistic point of view, to deal with these errors and guide the development of the child.

The last issue addressed by the author is entitled *Literacy methods: an answer to the question*. Magda summarizes the controversies of literacy under three aspects: (i) the question would be related to the difficulty in understanding the concept of what would be the literacy method; (ii) the question would be the controversy underlying the differences between the methods in the type of education (constructivist or direct teaching?); and (iii) the time (when it starts and how long does it last?). She, at first, defends the teaching of literacy by method; that is, it would be up to the teacher to “[...] guide the child through procedures that, based on theories and principles, stimulate and guide cognitive and linguistic operations that progressively lead to a successful learning of reading and of writing in an alphabetical orthography” (SOARES, 2016, p. 331). When resuming the concept of literacy methods, the text reports that, even today, they are based on materials for literacy based on superficial characteristics of psychology or language and not on “how to” alphabetize based on psychological and linguistic presuppositions, as treated in this work by Magda Soares.

Furthermore, Magda Soares emphasizes that the linguistic facet is composed of subfacets that deal with: the development of the child and its learning process in the understanding of the SEA; of the metalinguistic consciousness in its different levels and its relation with the phonological awareness and with the grafophonemic / phonographic consciousness; characteristics of the orthographic system; of the construction phases of the concept of letter and its relation with the knowledge of the letters; of the effects of the characteristics of the words on the learning of writing; the different strategies of writing and reading of words and the effects of regularities and irregularities of spelling on the learning of reading and writing. These subfacets act in an integrated and simultaneous manner, not being characterized as a method, but involving different procedures necessary in the literacy teaching action that use the teaching and learning processes as a way for all children to be literate. Successful literacy was therefore built by the teacher who, by understanding principles and theories, would create differentiated procedures that would promote learning while identifying difficulties and intervening appropriately.

The author further discusses the relationship between constructivist teaching and explicit teaching. In the first, the literacy teacher accompanies, provokes and guides the child's understanding of SEA through the construction of hypotheses, based on psychogenetic principles and principles. Its role is to guide learning, that is, to create procedures for (i) creating conditions for the child's interaction with the language, (ii) encouraging the child to discover the alphabetical nature of the language notation, (iii) elaborating of problem situation for her to experience writing, (iv) promotion of reflection on an inadequate hypothesis indicating the need for reformulation. In the second type of teaching, as the child understands that grapheme represents the sounds of speech, it establishes relationships between graphemes and phonemes and vice versa. In this context, the most appropriate is direct and explicit teaching because the object is external to the child, the fruit of social convention. The author argues, therefore, that the two paradigms (constructivist and explicit teaching) are not antagonistic in the literacy process.

For her, the central question that supports this antagonism would be the quantity and type of orientation to be given in the literacy process. Magda points out that the dichotomy, usually established between constructivist teaching (through active teaching methods) and explicit teaching (performed by the “passive” method), is a mistake because it is called “active teaching” when the right one is “active learning” and this can occur through various types of methods, including by the passive method. The author emphasizes, furthermore, that the argument that the paradigms are differentiated by the degree of orientation is not supported. Magda assumes that, in order to

understand the principles of SEA (representation system), it is up to the teacher to guide the reflection of the child; however, in dealing with graphophonemic / phonographic relations and the orthographic norm, the teacher should make use of direct and explicit teaching.

Another controversial issue in this final chapter is related to the time of literacy. The author emphasizes, initially, that literacy is an ongoing process of linguistic and cognitive development, and its beginning and end can not be determined. The child, therefore, interacts with writing from birth, and it is not possible to determine its beginning, and it is up to the school to continue this process. She argues that there is, unequivocally, a link between the literacy process and its relation to the beginning of formal education and the end of it, and this linkage is determined by economic and political aspects and not by linguistic and cognitive ones. Magda argues that it is necessary to determine the minimum that the child would need to have learned to continue in school at each stage, considering the three facets (linguistic, interactive and sociocultural) in an integrated way.

By way of conclusion, Magda points out that literacy is only one facet of the learning of writing in which the linguistic facet is necessary, but not sufficient. Likewise, it is necessary to consider direct and explicit teaching linked to constructivist teaching in the process of literacy, because it is essential that the facets be interconnected so that real texts are produced, read and understood. It is necessary, in this way, to literate literacy. The consequences of this process, according to the author, would be the capacity of literacy teachers: (i) to know which procedures to use in the literacy process; (ii) to analyze the methods and identify, in each one, aspects that do or do not meet the nature of the cognitive interactions between the language and the child; and (iii) to define procedures and actions that stimulate, correct and accompany, with safety and autonomy, the learning of children. It is these consequences in the practice of literacy teachers, experienced in the Alfaetrar Project, which we will present and reflect in the second part of this article.

Alfaetrar Project: paths for the professional development of literacy teachers

In a recent publication, Magda Soares points out, referring to the period from 1987 to 2017, that “[...] *new* knowledge has not had the power to change the *persistent* practices of literacy, which have not advanced much over the 30 years” (SOARES, 2017, p.30, emphasis added). When we visited the Municipal School System of Lagoa Santa - MG, however, we identified in the Alfaetrar Project¹⁰ an encouraging reality in relation to the official data presented in the aforementioned publication. Thus, in this topic, we will reflect, from the Alfaetrar Project, on possible paths for the professional development of literacy teachers. In order to do this, we make an insertion in the activities of the project in order to understand, on the one hand, the principles that inspire it; and, on the other, how the theories and reflections, present in the author's recent work, have been taught by the teachers in their daily school life.

Our study was carried out between July 2016 and August 2017. For its effectiveness, we used the methodological procedures: (i) interview with Professor Magda Soares and members of the Alfaetrar Project; (ii) observation of a seminar held by the Literacy Center with Professor Magda to analyze the results of the diagnoses; (iii) observation of a meeting in the school for the monthly pedagogical meetings from the discussions of the Center; (iv) observation of the annual expositions of the Project (Paralfaetrar and Alfalendo); (v) documentary analysis of the material presented in the annual exhibitions of the Project, such as games and productions of children and teachers; (vi) visits to schools to learn about the structure, functioning of the classes and the library;

¹⁰ For more information about the Alfaetrar Project, check website: <<http://alfaetrar.org.br>> and publications: Soares (2014), Cassiano and Araújo (2018), Morais (2018), Monteiro and Maciel (2018) and the interview with Magda Soares (SILVA; OLIVEIRA, 2018).

(vii) analysis of the Base Document that bases the Alfalettrar Project (LAGOA SANTA, 2016); (viii) analysis of the worksheets and materials presented during the Core Seminar and the meeting for the monthly pedagogical meetings.

The Alfalettrar Project consists of a partnership between the Education Department of the Santa Catarina City Hall and the Literacy Center¹¹, headed by Professor Magda Soares. This project is composed of the following activities: weekly meetings and seminars of the Center with Professor Magda Soares; monthly meetings for pedagogical meetings in schools by each member of the center; application of diagnoses by the teachers and analysis of data three times a year; preparation of spreadsheets to monitor children's learning; study and re contextualization of the curricular proposal of the municipality whenever necessary; exposure and socialization of the work developed in schools through annual exhibitions (Paralaletrrar and Alfalendo); encouraging the continued enrichment and effective functioning of libraries in schools.

The target audience of this project are children from Pre-Kindergarten until the 5th grade of Elementary School (ES)¹². According to Magda Soares (2014), the project has as its slogan: "read and write, a right of every child" (LAGOA SANTA, 2016, p. 5) and has as an objective

[...] guarantee to all children in the public school system of Lagoa Santa the right to learn to read and write, giving them the conditions not only to successfully pursue their schooling, but above all to acquire the skills they need to be fully integrated in social and professional life: reading and textual production skills. (LAGOA SANTA, 2016, p. 5).

We emphasize that, in this objective, there is an implicit perspective of progression that we have been advocating and which considers three dimensions of the literacy process: progression of teaching, definition of what is proposed for early childhood education and the initial five years of the ES in the Portuguese Language ; school progression related to the right of the child to advance in schooling; and progression of learning, when this advance is directly related to the increasing quality of the learning process (CRUZ, 2012). In addition, the aim of the project, by itself, is already the synthesis of what we have been reflecting in the first part of this article, based on the author's recent work: it is necessary to know the cognitive and linguistic processes of teaching written language as well as this object of knowledge, in order to create adequate conditions for the children's full appropriation of this object (for them to be literate and literate). In this way, the Alfalettrar Project reaffirms the right of the child in the perspective of a "fair and effective school" (CRAHAY, 2000), with literacy fulfilling its "political and pedagogical dimension through equal opportunities, the equality of knowledge, considering the diversity of learning processes and respecting the heterogeneity of classes" (CRUZ, 2012, p. 46).

To achieve the proposed objective, *procedures and principles* are established. According to the Base Document of the Alfalettrar Project (LAGOA SANTA, 2016), the *procedures* are configured as articulated elements: the *goals* represent the objectives pursued during each year and at the end of it; *planning* would be linked to the definition of the frequency, sequence and duration of the teaching and learning process relevant to each component of the literacy process. The *pedagogical itinerary* represents the path towards the goals and depends on the planning, the monitoring of the activities of the teacher and the result of the learning of the children. Therefore, having organized the goals, the planning and the pedagogical itinerary, it is possible to establish a prognosis guided by the

¹¹ The Literacy Center is made up by Professor Magda Soares, two teachers who carry out administrative and pedagogical activities in the Municipal Department of Education and twenty-three teachers, representatives of the 23 school units of the Municipal Educational System, as pointed out by Cassiano and Araújo (2018).

¹² In the City of Lagoa Santa the schooling is organized in Learning Cycles. They are divided into: Introductory Cycle (Pre-kindergarten I to Infant II), Basic Cycle (1st to 3rd year of ES), Cycle of Consolidation (4th and 5th years of ES) and Extension Cycle (6th to 9th years of ES).

profile of the class that was constructed through the diagnosis. In the class profile, it is therefore necessary to describe in detail the concepts, the level of mastery of knowledge and skills of the class and each child. In this way, it would be possible to define objectives and develop adequate activities to reach them (considering the class and each student). In addition, it is important to perform diagnoses (formal, informal, written, oral, among other forms) in order to highlight children's learning that may be satisfactory or unsatisfactory. If they are satisfactory, new objectives should be drawn; if they are not, new activities must be proposed and carried out. These procedures are permeated by the principles of the Project that underlie and direct them.

The principles of the project are *Continuity, Integration, Systematization and Monitoring*. With regard to the operationalization of alphabetizing literacy, this perspective involves *integration* between the axes of the Portuguese Language and *systematization* of this object of teaching in a perspective of *continuity*. The Base Document (LAGOA SANTA, 2016) presents twelve curricular components that must be developed from the Pre-Kindergarten to the 5th year of the ES in a perspective of *continuity*, between the years, and deepening, during the year. Some of these components are foreseen for all years (Oral Language, Writing Technology, Text Comprehension, Vocabulary) and others for just a few years (Phonological Awareness and Alphabet, Phonemic Awareness and Spelling, Word Writing, Word Production, Reading words, oral and silent reading of texts, reflection on the language). Professor Magda in an interview states that:

The organization in cycles only works if there is, really, a continuity within each cycle and from one cycle to another. In this way, it is necessary to exist continuity in the teaching objectives, so that each teacher works in a continuous way, knowing what has come before and giving continuity to it, while knowing what comes next, and organizing itself so that the students arrive in conditions for this later. Continuity is one of the basic principles of the Alfalettar Project. (SILVA; OLIVEIRA, 2018, p. 5).

These components are organized into teaching goals that consist of skills to be achieved by learners in each school year. These goals are proposed progressively, over the years (horizontally), and by school year, in terms of deepening during the year in each component (vertically). This *continuity* of goals (vertically and horizontally) aims to ensure the sequence of curricular components and the appropriation by children of knowledge according to their capacity for understanding. The articulation between the years guarantees *continuity and integration* between the goals.

The goals, present in the Base Document (LAGOA SANTA, 2016), were constructed by Professor Magda and by the teachers of the Center, based on the theoretical and practical discussions developed in the Center's seminars on cognitive and linguistic processes involving teaching and the learning of the children, and discussed in each school with the teachers, for suggestions and proposals. Thus, the entire system assumes the authorship of the goals, which guarantees the work guided by them. In addition, they fostered not only the Curricular Proposal of the City of Lagoa Santa, but also supported, in a movement of action-reflection-action, the reflections of Professor Magda in her book *Alfabetização: uma questão de Métodos* (SOARES, 2016). In line with our reflection, the article by Morais (2018) analyzes the first (2008) and current versions (2017) of the goals, present in the Curricular Proposal of the City of Lagoa Santa for Infant Education and Elementary Education, and emphasizes that these were built collectively by teachers and are, in fact, experienced in the scope of curriculum, teaching, assessment and teacher training actions.

Much more than a Project, as said by Monteiro and Maciel (2018), Alfalettar is constituted of actions and political decisions developed in the City of Lagoa Santa that aim at the quality of teaching in literacy and the democratization of knowledge. The educational process of Lagoa Santa is therefore planned so that there is progression of teaching and learning between the years, favoring the school progression in the fight against evasion and repetition. We emphasize,

therefore, the relevance of the Curricular proposal of the City of Lagoa Santa, considering that it is the essential role of the school to guarantee the broad and successful appropriation of systematized knowledge (KLEIN, 2003); since the acquisition of powerful knowledge is often denied to the children of lower class (YOUNG, 2007).

There is also in the Base Document the orientation of the teacher to integrate the expected components of his / her school year in a literacy perspective, considering the different facets present in this process (SOARES, 2016). This document emphasizes that phonological awareness, knowledge of letters, reading and writing of words and texts must be articulated and that the last two promote and favor the understanding of texts and the expansion of vocabulary by the child. This way, we noticed a strong correlation between what is set in the Base Document and the reflections produced by Professor Magda in her work (SOARES, 2016).

In the Base Document (LAGOA SANTA, 2016), layouts are also found that exemplify how the principles of *integration* and *continuity* would be realized. The teacher should start from a contextualized and meaningful text and, later, develop his/her own activities of reading, reading comprehension and vocabulary exploration. Then he/she could explore the phrases, the words and the syllables that compose it. And finally, through phonological and phonemic awareness, he/she would form and decompose words, followed by sentence formation and new texts according to the teaching and learning situation proposed. In order to do this, teachers are encouraged to use a variety of resources, such as reading, exploring the alphabet, calendar, written material of various genres, reading stories, library, among others. There is also a strong emphasis on the physical structuring of schools for the installation of equipped and attractive libraries as well as investment in periodic acquisitions of literary books and media equipment in order to contribute to the quality and improvement of learning.

Another principle of the Project is *systematization*. The speech of the teachers of the school, the center and of teacher Magda as well as the orientations present in the Base Document point out the need for intentional and regular activities of each curricular component of the Portuguese language in a spiral perspective, without, however, to be repetitive, in essence, by the wide possibility of exploring the skills / competences listed and the diversity of opportunities and interventions offered. For this, it is proposed that the frequency, sequence and duration of each activity in the component to be explored are organized at the moment of the planning of the routine of each class. To better visualize what needs to be done, it is suggested that routine frames be posted in each class. Thus, it is sought to establish an emphasis on the cognitive commitment that should be in the classroom regarding the intentionality of the teacher when performing literacy activities in the class.

According to the guidelines given at the Center's meetings and the monthly pedagogical meetings at each school, the teacher's practice would therefore need to make explicit the necessary articulation between explicit teaching and constructivist teaching in literacy through the systematization of what, why, how and when you want to teach. During the meetings that we witnessed, the importance of explicit teaching about the relationship between graphemes and phonemes and the reflection on the principles of SEA with children in parallel to the construction of their hypotheses about writing was highlighted. This topic was deepened by Professor Magda in her recent work (SOARES, 2016). In relation to this aspect, two situations we observed in schools and identified in the documentary analysis, confirm the principle of *systematization* as an important element. The first situation is related to the attachments that make up the Base Document (LAGOA SANTA, 2016). These documents, built collectively, are often exposed in the schools and in the room of the Center and serve as support at the moment of individual and collective

elaboration of planning and routine. The following are the themes presented in the annexes as well as their purpose (Table 1).

Chart 1 – Survey of the topics present in the attachments that make up the Base Document

Topic present in the attachment	Goal
Continuity, integration and systematization (Part 1)	To exemplify the relationship between phonological awareness, phonemic awareness, letter knowledge, conceptualization of writing and knowledge of phoneme-grapheme relations.
Literacy: continuity and integration (Part 2)	To exemplify how the principles of continuity and integration in the Portuguese language components of the curriculum are related.
Literacy (Part 3)	To exemplify the process of literacy in the midst of the diversity of resources.
Literacy (Part 4)	To exemplify the process of literacy in a movement that goes from the text to the work of phonemic awareness and vice versa.
Monitoring (Part 5)	To exemplify how the monitoring of learning in the classroom, school and city is given.
Syllabic Patterns	To present the syllabic patterns existing in the Portuguese language, with examples.
Phoneme-grapheme relations: steps for learning	Present phoneme-grapheme relations, with examples.
Invented writing (Part 6)	To exemplify about invented writing.
Invented writing: mediations	Guide the levels of conceptualization of writing and how to create situations for children to move forward.
Categories of misspellings and grounds for intervention	Present categories of misspellings, definition, examples and forms of intervention.
Productive groupings	To suggest forms of productive groupings in the teaching and learning process of children.
Discussions about genres, types and contexts	To problematize as to didactic procedures and forms of evaluation in the process of producing texts of different genres.
Initial learning of written language. Integration of components (Part 6)	To exemplify and suggest didactic procedures for the integration of the components of Portuguese Language in the perspective of literacy.
Reading fluency (Part 7)	To exemplify the process of oral and silent reading and its relation to fluency.
Reading: comprehension strategies	To indicate elements to be mobilized for the reading comprehension.
Literacy: understanding of the alphabetical principle. Procedure of the 'little houses'	Present the procedure of the "little houses". Highlight in the document that it is not configured as a method.
Phoneme / grapheme correspondence tables	Present the correspondences between phonemes and graphemes, with examples.
Matrix of components and descriptors	Present the descriptors that will compose the diagnoses applied in the Municipal School System.

Source: Prepared by the author. Synthesis of the available attachments in the Base Document (LAGOA SANTA, 2016).

Each document was the result of theoretical discussions and analysis of practices based on daily situations, during the meetings with the Center and re-signified in the pedagogical meetings in schools. Furthermore, they were elaborated based on the analysis of the teachers about the teaching and learning processes lived in the classroom in the light of the proposed goals. From that point on, they began to subsidize the teachers' choices regarding theoretical and methodological aspects for the development of the goals with respect to the principles of the project. In analyzing the topics and purposes of the attachments, we identify a strong correlation with the theoretical constructs discussed by Professor Magda (SOARES, 2016). We also find that they are part of the directory of linguistic and cognitive aspects that teachers need to appropriate to be able to develop their literacy practice, according to the initial and final chapters of the same book.

The second situation is related to the use of the “*Casinha*” procedure, in most schools, as a methodological option, whose objective is “[...] to guide children who have reached a good level of phonological awareness and at least syllabic level to identify phonemes and their relation with letters, by the horizontal and vertical confrontation of syllables” (LAGOA SANTA, 2016, p. 79). To do this, the following steps for the *Casinha* procedure are postponed in the Base Document: (i) word selection, inserted in literacy activities; (ii) development of word division activities in syllables; (iii) development of activities with words syllable (s); (iv) placing the syllable in the house (s), following a sequence suggestion that takes into account the syllabic pattern, the spelling difficulty and the phoneme-grapheme relationship; (v) enrichment of syllabic patterns by means of their variation; (vi) formation of words and phrases based on syllables, a process that can and should be done from the beginning; (vii) support in the “*Casinha*” for spontaneous writing, which can be performed at any time. The data from the interviews and related documents indicated that the contribution of this activity is that the child can perceive the generative principle in the formation of the syllables of the words and to identify more easily the phoneme / grapheme relation by the successive confrontation between the minimum pairs, process experienced by the children when filling the gaps of the “*Casinha*” in the class group. Next, Figures 1 and 2 present an observed classroom in which this didactic procedure was identified.

Figure 1 – Example of “*Casinha I*”

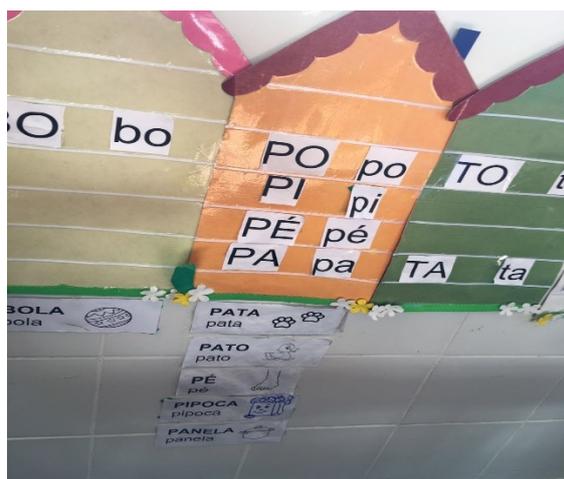


Figure 2 – Example of “*Casinha II*”



Source: Picture taken by author.

We also emphasize that, in the situation exemplified in Figures 1 and 2, the child takes over a role as an active subject. It is a teaching situation that emphasizes the dimension of meaningful learning by considering literacy and literacy as interrelated and interdependent processes and by involving children in contextualized activities and activities. According to Acevedo (2009), meaningful learning stems from: a coherent teaching through the deep processing of information; of permanent stimulus to cognition by establishing connections with what the child already knows; and activities that make sense for the child, which encourages them to learn actively. In this process, according to Acevedo (2009), it would be up to the teacher: to anticipate learning difficulties; be willing to offer all kinds of help; graduate the type of requirement of each activity; be interested in understanding children's learning strategies; stimulate personal reflection; observe during the activity the conduct of each one in relation to the activity and the knowledge; observe after the activity what types of difficulties and the child's opinion about what he has learned; evaluate adequately the processes of understanding the contents.

In relation to these aspects, the “Casinhas” procedure proposes that the teacher stimulate cognitive operations of reflection on the SEA and challenge the students to fix relationships between graphemes and phonemes in a more explicit way. According to the speeches of the teachers of the schools, in the conversations made during the visits, and the testimony of teachers of the Center, these activities derive from significant situations contextualized by the principle of integration, since they articulate literacy and literacy.

Corroborating Soares (2016), we emphasize that when the teacher understands the principles and theories that subsidize the literacy process, he himself elaborates action procedures based on the constructed knowledge. In relation to this aspect, as we saw in the first part of this article, Soares (2016) emphasizes, therefore, that it is important to alphabetize with methods. In this process, the teacher of the center, responsible for the monthly pedagogical meetings at the school, which we interviewed, points out that “[...] the most important is the pertinence of the intervention that the teacher makes during the child's literacy.” This coincides quite a bit with our perspective that “[...] reflecting on 'how and for what' people are alphabetized [...], one must necessarily reflect on categories such as: regularity, variability, deepening and differentiation of proposed activities and interventions in school routine” (CRUZ, 2012, p. 37).

Regarding the principle of *monitoring*, this involves, on the one hand, attendance to the diversity of children's knowledge and the need for daily records about the teaching and learning process; and, on the other hand, the monitoring of the learning and teaching processes. Both aspects are related to the diagnoses applied in the whole system whose objectives are divided into three: objectives internal to the classrooms, in order to verify if the student has learned what was taught to him; in the scope of the school and the system, whose principle is to evaluate if it was taught what it was intended to teach (goals); and externally to the school and the system, as an external look at what has been taught and learned according to the parameters of external evaluations.

To carry out the *monitoring*, three annual *diagnoses* are planned, whose activities are composed of questions elaborated by the teachers in partnership with their representatives in the Center. The issues are elaborated based on the goals and descriptors foreseen in the Base Document (LAGOA SANTA, 2016). It is important to emphasize that all teachers are aware of the goals set for their school year as well as the goals of the other years, since there is in each school an exposed document with the progression of the goals in the Cycle. In all the orientations about this process, it is explicit that the important thing is to look not only **at what** the child learns, but **how and what** he thinks about each descriptor and goal evaluated. For a better understanding of the relationship between

goals and descriptors, we present below Table 2 with an example of this relationship, focusing on the Conceptualization of Writing / Spelling Level.

Chart 2 – Goals and Guidelines regarding writing conceptualization / spelling level

Descriptor present in the diagnoses	1º	Goal/1º grade	2º	Goal/2º grade	3º	Goal/3º grade
Write name and surname.	X	Progression over the 1º year Level 1: Write in syllabic-alphabetic manner. Level 2: Write the alphabetic form.	X	Write the alphabetic form without spelling mistakes related to the use of oral and nasal vowels of the biunivocal relations (P, B, T, D, F, V, NH, LH) and contextual regularities (S, R, M, N, L)		Write the alphabetic form without spelling mistakes related to the use of oral and nasal vowels of the biunivocal relations (P, B, T, D, F, V, NH, LH) and contextual regularities (S, R, M, N, L, C, QU, G, GU, I, E, U, O, RR, R)
Write words with the CV syllable, biunivocal relations (except digraphs).	X		X			
Write words with oral CV and V, biunivocal relations (including digraphs).			X		X	
Write words with nasal V, CCV, CVC, contextual regularities and digraphs.			X		X	
Write frequently used words beginning with the letter H.			X		X	
Write correctly accented word (paroxytones and oxytones in 2nd grade and oxytones in 3rd grade)						

Source: Chart adapted by the author based on the material available in the Base Document (LAGOA SANTA, 2016).

The analysis of the goals and descriptors in Table 2 indicates that there is a progression over the years regarding the conceptualization of the writing / spelling level. When we relate what is arranged in Table 2 to the discussions in the recent work of Professor Magda, we identify that there is a consideration of the understanding of the principles of writing in parallel with the regularities of Brazilian orthography. In this sense, it presupposes, on the part of the child, a work of phonological awareness, added to the knowledge of letters, conceptualization of writing and the development of gramophone and phonographic consciousness. Next, as an example of how the relationship between goals, descriptors and diagnoses occurs, we bring up an issue that was present in the diagnosis of each school year (respectively the 1st, 2nd and 3rd years of ES) and which is related to the descriptors and goals in Chart 2 (Figures 3, 4 and 5).

Figure 3 – Diagnosis of the 1st Grade.

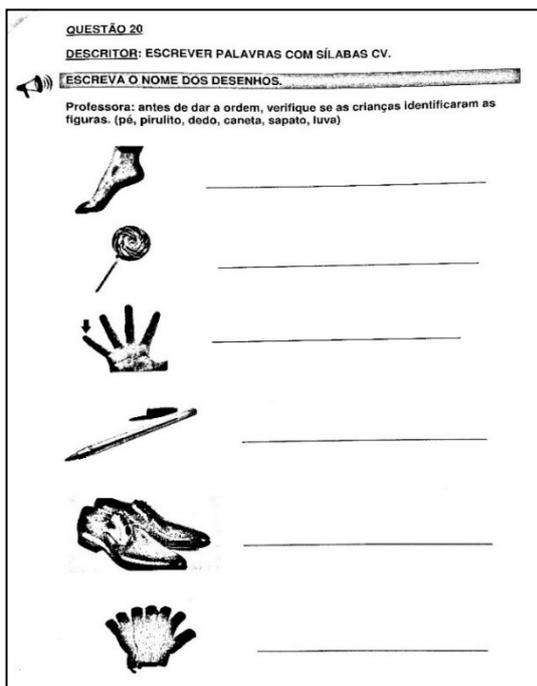
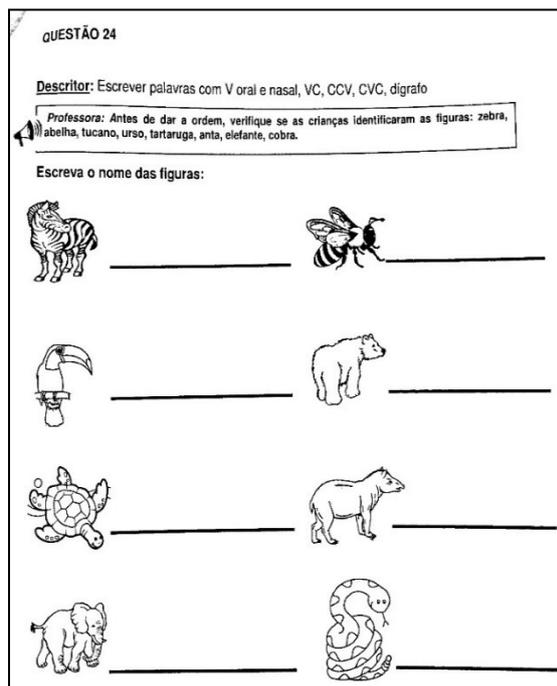
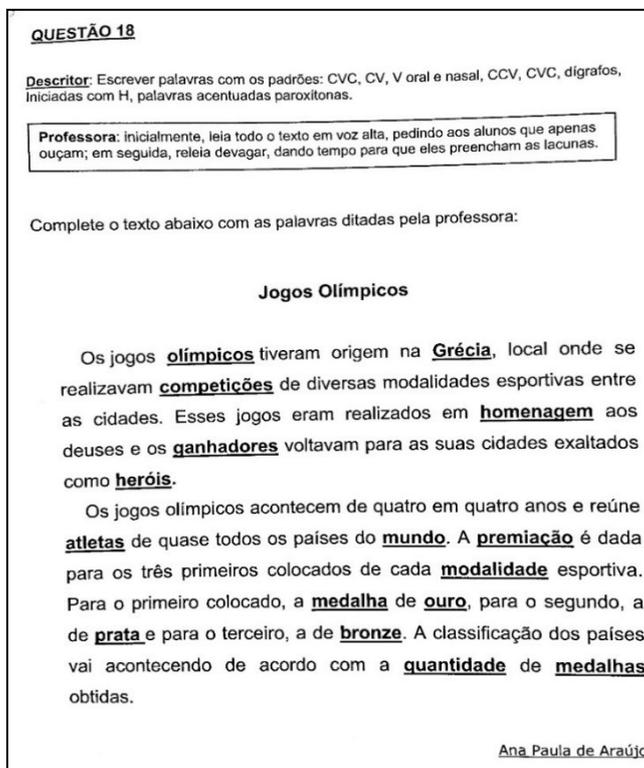


Figure 4 – Diagnosis of the 2nd Grade.



Source: Diagnoses applied in the Lagoa Santa Municipal School System in connection with the Alfalettar Project in the month of June 2016.

Figure 5 – Diagnosis of the 3rd Grade



Source: Diagnosis applied in the Lagoa Santa Municipal School System in connection with the Alfalettar Project in the month of June 2016.

Figures 3, 4 and 5 show, respectively, the exercises addressed to the 1st, 2nd and 3rd years of the ES. The analysis of the highlighted exercises indicates that the children were asked to write words that contained the syllabic structures provided for in the goals and descriptors for each year. We also emphasize that there are guidelines for the teacher to make sure that they identify the drawings and thus know which words to write in order to avoid writing words that are not expected in the activity.

The teachers applied the diagnoses and the results computed and organized in spreadsheets arranged by student, class, school and network. The spreadsheets are color-coded: yellow (representing more than 60% of the children produced the expected response), blue (40-60% produced the expected response), red (a percentage between 20% and 40% produced expected response) and green (less than 20% produced the expected response). The following example presents two worksheets (Figures 6 and 7), among which were presented in the meetings of the Center and pedagogical meeting in the school where we were present and that focused the results by school of the learning of the children, as to the Conceptualization of Writing and to the axis of Linguistic Analysis.

Figure 6 – Example of a spreadsheet with learning results regarding the number of students of the 1st grade in each level of conceptualization, per school in the system.

Level Schools	Doodles	Iconic	Garauja	Presyllabic	Syllabic S.v.s	Syllabic C.v.s	Syllabic/ alphabetic	Alphabetical		Total number of students
								Padrão CV	Padrão CCV/CVC	
A	-	-	-	-	2	1	7	14	-	24
B	-	-	-	-	-	-	-	12	-	12
C	-	-	-	3	3	7	5	58	-	76
D	-	-	-	4	-	6	8	46	-	64
E	-	-	-	-	1	2	2	9	-	14
F	-	-	-	2	-	2	3	14	-	21
G	-	-	-	6	-	3	6	25	-	40
H	-	-	-	2	-	3	4	15	-	24
I	-	-	-	17	3	4	3	40	-	67
J	-	-	-	10	6	10	12	61	-	99
L	-	-	-	4	-	1	1	20	-	26
M	-	-	-	-	-	-	3	16	-	19
N	-	-	-	8	2	5	4	21	-	40
O	-	-	-	8	-	8	1	9	-	26
Total	-	-	-	64	17	52	59	360	-	552

Source: Worksheet elaborated by the Lagoa Santa Municipal School System in connection with the Alfalettar Project, June 2016.

Figure 7 – Example of a spreadsheet with learning outcomes per school

1ST GRADE

DIAGNOSIS 2 – JUNE 2016 – SCHOOL SYSTEM'S DIAGNOSIS RESULTS – 1ST GRADE

SCHOOLS	Nº OF ASSESSED STUDENTS	COMPONENTS																				TOTAL																						
		RECOGNITION OF WRITTEN WORDS AND KNOWLEDGE OF THE ALPHABET					PHONOLOGICAL AWARENESS			PHONEMIC AWARENESS				READING OF WORDS		SOCIAL USES OF WRITING		WRITING OF WORDS																										
		DESCRIBE LETTERS WITH SIMILAR LAYOUT	RELATE CAPITAL LETTERS WITH CORRESPONDING LOWER CASE LETTERS	IDENTIFY LETTER LISTENING TO HIGHER NAME	WRITE LETTER LISTENING TO HIS/HER NAME	IDENTIFY A DETERMINE D LETTER BETWEEN A SEQUENCE OF OTHER	IDENTIFY THE SAME WORD	KNOW THE ALPHABETICAL ORDER	IDENTIFY NUMBER OF SYLLABLES IN THE WORDS	ORAL IDENTIFICATION OF WORDS THAT BEGIN WITH THE SAME SYLLABLE	IDENTIFY WORDS THAT END WITH THE SAME SYLLABLE	IDENTIFY WORD THAT BEGINS WITH THE SAME SYLLABLE	IDENTIFY WORD THAT IS DIFFERENTIATED BY INITIAL PHONEM V / CV	IDENTIFY WORD THAT IS DIFFERENTIATED BY MEDIAL PHONEM V / CV	COMPLETE WORD WITH INITIAL PHONEM A	COMPLETE WORD WITH INITIAL PHONEM A	IDENTIFY THE WRITTEN WORD CONCEPT. NUMBER OF WORDS IN	IDENTIFYING SPECIFIC WORD IN THE TEXT	READ WORDS FORMED BY SYLLABLES CV	IDENTIFY BOOKS TITLES AND AUTHOR	INFER CONTENTS OF A BOOK BY THE GRAPHIC CONFIGURATION		WRITE THE NAME AND SURNAME WITHOUT USING THE FILE SHEET																					
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23																						
A	24	22	92%	24	100%	24	100%	23	96%	24	100%	22	92%	19	79%	21	88%	24	100%	24	100%	21	88%	19	79%	17	71%	24	100%	20	83%	21	88%	24	100%	24	100%	24	100%	93%				
B	12	10	83%	11	92%	12	100%	12	100%	6	50%	12	100%	8	67%	12	100%	12	100%	10	83%	10	83%	12	100%	8	67%	10	83%	12	100%	7	58%	12	100%	12	100%	12	100%	12	100%	90%		
C	102	92	90%	99	97%	99	97%	98	96%	100	98%	96	94%	99	97%	93	91%	95	93%	93	91%	95	94%	93	91%	87	85%	79	77%	94	92%	83	81%	93	91%	92	90%	99	97%	92	90%	92%		
D	66	42	64%	64	97%	65	98%	59	89%	64	97%	47	71%	55	83%	63	95%	51	77%	51	77%	52	79%	52	79%	46	70%	63	95%	63	95%	61	92%	54	82%	56	85%	62	94%	65	98%	43	65%	87%
E	13	9	69%	12	92%	13	100%	12	92%	13	100%	12	92%	13	100%	13	100%	11	85%	13	100%	13	100%	13	100%	9	69%	9	69%	13	100%	12	92%	13	100%	13	100%	13	100%	13	100%	13	100%	93%
F	21	13	62%	21	100%	21	100%	20	95%	20	95%	17	81%	18	86%	20	95%	19	90%	17	81%	21	100%	21	100%	20	95%	14	67%	15	71%	21	100%	19	90%	18	86%	21	100%	21	100%	19	90%	90%
G	40	21	53%	33	83%	33	83%	39	98%	39	98%	30	75%	30	75%	26	65%	30	75%	29	73%	36	90%	36	90%	31	78%	27	68%	23	58%	29	73%	25	63%	32	80%	34	85%	35	88%	24	60%	75%
H	22	8	41%	20	91%	22	100%	22	100%	19	86%	22	100%	17	77%	22	100%	22	100%	22	100%	20	91%	20	91%	16	73%	13	59%	21	95%	15	68%	18	82%	17	77%	22	100%	22	100%	22	100%	87%
I	57	48	84%	54	95%	57	100%	55	96%	57	100%	45	79%	55	96%	54	95%	51	89%	51	89%	54	95%	54	95%	50	88%	43	75%	40	70%	55	96%	50	88%	53	93%	55	96%	57	100%	55	96%	84%
J	98	56	57%	87	89%	90	92%	87	89%	96	98%	84	86%	86	88%	80	82%	68	69%	77	79%	85	88%	86	88%	78	80%	65	66%	65	66%	94	96%	80	82%	81	83%	89	91%	95	97%	81	83%	84%
L	26	25	96%	24	92%	26	100%	26	100%	24	92%	24	92%	25	96%	26	100%	25	96%	26	100%	26	100%	26	100%	24	92%	25	96%	26	100%	25	96%	26	100%	26	100%	26	100%	26	100%	23	88%	97%
M	19	15	79%	19	100%	19	100%	19	100%	16	84%	19	100%	16	84%	17	89%	17	89%	17	89%	17	89%	17	89%	14	74%	12	63%	19	100%	11	58%	19	100%	19	100%	19	100%	19	100%	19	100%	90%
N	43	34	79%	41	95%	42	98%	39	91%	43	100%	43	100%	38	88%	42	98%	43	100%	42	98%	39	91%	39	91%	33	77%	38	88%	37	86%	42	98%	39	91%	38	88%	42	98%	43	100%	39	91%	93%
O	26	16	62%	25	96%	23	88%	21	81%	26	100%	23	88%	24	92%	17	65%	23	88%	18	69%	21	81%	23	88%	19	73%	15	58%	11	42%	23	88%	19	73%	23	88%	24	92%	26	100%	23	88%	77%
TOTAL	569	422	74%	534	94%	546	96%	548	96%	560	98%	463	81%	518	91%	496	87%	475	83%	496	87%	517	91%	517	91%	479	84%	442	78%	419	74%	534	94%	459	81%	503	88%	530	93%	557	98%	489	86%	86%
		B= MORE THAN 60% OF THE CHILDREN					MEDIUM (40% TO 60% OF THE CHILDREN)					F= WEAK (FROM 40% TO 20% OF THE CHILDREN)					NULL (LESS THAN 20% OF THE CHILDREN)																											

Source: Worksheet elaborated by the Lagoa Santa Municipal School System in connection with the Alfalettar Project, June 2016.

At that time, all the results of the diagnoses per school were discussed in a wide way in the Center's Seminar, and, more specifically, in the school (in the pedagogical meeting). In an extensive way, an analysis of the results of the schools in the system's perspective was done, in order to identify the percentages obtained in each descriptor, each year, and the possibilities of referral. In addition, the issues that were less successful and what the possible causes of it were discussed. More limited, the results of the school were analyzed with the focus on the different classes of the same year and the progression between the years. In this way, we tried to observe the progress of the students and the different classes as well as the difficulties revealed by the non-answers to the questions.

At these moments, the results were analyzed based on the learning acquired and the difficulties presented by the children. In cases in which a large number of children presented difficulties, questions regarding the constitution of the questions, the adequacy of the goals or aspects related to the difficulty of teaching these components by the teachers were questioned. Thus, the analysis of children's results was followed by propositions of collective and individual interventions and referrals. Next, we explain an excerpt we recorded from the pedagogical meeting at the school in which the teachers reflect on the results presented by the representative of the Center.

The school teacher in charge of School D delivered, in advance, the spreadsheets with the results of the school and each class for the teachers. Three spreadsheets were delivered: the first one had all the descriptors evaluated in the applied diagnosis with identification of each child by class; the second had all the words present in the activities of writing and the writing produced by the child; the third had the synthesis of the results obtained by child / class in the first diagnosis and, in the second, the progression was explained.

Representative of the Center - Let's now take a look at the 1st grade and let's first see the result on the School System ... just by looking at the graphic here on the wall (referring to Figure 7), I ask: did you have a problem?

Teachers – No, we hadn't...

Representative of the Center – Ok, you had no problem. Now pay attention. Why? Because the problem of the average, look ... the yellow part, although everything is yellow, what shows us is the percentage of schools. So sometimes we look and think it's okay. But in the graphic we can see the schools that are in trouble. Because in this graphic there is a yellow block and you can not see it. Unless I get very close and start looking at the percentage of each question and descriptor. So, let's compare our school with the School System. What was the percentage of the School System?

Teachers – 88%.

Representative of the Center – Our school?

Teachers – 87%.

Representative of the Center – We were 1% away to reach the School System, right? Now let's see where we lost that 1%. The data is here (showing the graphic, Figure 7).

[...]

At that moment, the teachers begin to analyze each percentage below the result of the School System and discuss the possible causes of each one of them. Then they begin to analyze how the children in each class wrote the words and the mistakes and their progress.

[...]

Representative of the Center – Look at how Andrea (1st grade) welcomed the class in march, with children who only new short syllables and doodling... and look at them now, how the percentage of phonological awareness, which is a determining factor, increased in June compared to March. Look at phonological awareness! What happened?

Teachers – Everything cleared!

Representative of the Center – The reason why everything cleared is because the children progressed. I will count the literates. Take a look at the progress: from 6 to 21.

Teachers – The number did not go down!!! (laughs).

Representative of the Center – It was a very big breakthrough. How about now? Now, we need to see how they are writing the words ... Look, I marked up the kids with problems and I was coloring the words that the children had the most difficulties. Besides this, look ... you need to see the progress of the class ... that sometimes a student enters and other things happen. For this reason, privately with each of you, we have seen the difficulties in each child's writing.

Representative of the Center – People, look...in 3rd grade, here are the words. There are words that end with ãO and AM to put the verbal tense that children have the most difficulty. There are other words in which children progressed, and other they didn't, in relation to what was assessed in march. Look, we need to go back to the words they had difficulties, even if they were those that were evaluated in March. Look, even if they are not the child's everyday words (referring to words with initial H), one must look at dictations and other activities. We need to think like this: is this word being "charged" only in the evaluation? Does the day-to-day classroom HOMEM, HIENA, HORTA, HOJE... these words that need to be worked on are really being? Take a look (referring to the word "VAMPIRO"). The children (mentions some names) made the mistake in using the M and this is a contextual rule. The M before P and B. Observe that in the word DUENDE... there is the nasalization that we have to work on. In the word GUITAR, there is more contextual rule... that is, we need to see where they are making mistakes and how we are working to effectively see where the difficulty may be. (Observation of the pedagogical meeting - Excerpt with discussion of the results in Escola D, Lagoa Santa)

According to the reflections developed at the meeting, the absolute mastery of the trainer on the analysis of the results of the quantitative and qualitative goals, as well as her solid training, on the knowledge of linguistic and cognitive nature implied in the advances and difficulties that could be observed in children's performances. It was also very explicit that, based on goals and descriptors, it is necessary to define the skills that the teacher has difficulty developing in the child, the skills that the child has difficulty learning and the skills that still need to be taught each year or which have already been understood by all the children in this or that class. Thus, we could attest that it is on the basis of these elements that the instruments are elaborated and the results of the diagnostic activities analyzed, applied in three moments of the year, at the same time as the proposed goals and descriptors were revisited.

Data analysis indicates the importance of the teacher's regulation of the children's learning in the classroom, the school and the city, focusing on the redefinition of instruments, goals and interventions at the micro level (each classroom) and macro (each school and city). In this context, we can infer the possibilities of articulation between the assessment of learning and school evaluation and how they can dialogue with the processes of external evaluation in literacy. According to Magda Soares, the main objective of the diagnosis for the monitoring of learning is "[...] to verify if we are achieving the goal we are pursuing ... if all schools reach approximately the same level of result, if they are growing equally, if the entire system is achieving quality teaching and learning" (SOARES, 2014, p. 170). In this way, Magda points out the importance of the *System Development*.

In general terms, the principles of the Alfabetrar Project provide the teachers involved with a *Professional Development*¹³, a concept adopted by Magda for the *System Development*. In the perspective of Professional Development adopted in Lagoa Santa, according to the teacher responsible for the pedagogical meeting at the school, we interviewed, there is an investment in teacher education regarding the comprehension of the linguistic and cognitive processes of the initial learning of the written language and its implications for the guidance of children. After all, if the teacher does not know how to alphabetize, this can generate the difficulty of learning by the child. Thus, proper and relevant guidance is needed. According to Soares (2014), "[...] the teacher must know the object to translate into procedures, methods and activities that promote and accompany the development of children." Therefore, in the *System Development*, all literacy teachers have the opportunity to actively appropriate knowledge and foundations that give them security about the learning process of the child and the object of teaching. The testimony that we gathered from the Coordinator of the Center, below, clarifies the importance of this process for the teachers of Lagoa Santa.

At the university level, we learn theories, but in practice, in the classroom, we realize that only theories do not enable us to ensure that what we teach will in fact be learned by the student. What empowers us as full teachers, and above all guarantees the learning of our students are the studies and discussions of the relationship between practice and theory. (Interview with the Nucleus Coordinator, 2017).

The study meetings at the Center and in schools constitute spaces for reflection on the results of children's learning, discussions about teaching practice and theoretical and practical deepening on the linguistic and cognitive aspects of Portuguese language teaching. Teachers from the Center develop knowledge about what was discussed and organized in their classrooms and present what was studied for the other teachers in their schools, both in daily living and in monthly pedagogical meetings. At such times, school teachers can also discuss and suggest proposals, ask for clarifications and present new possibilities for approaches that will be taken to the Center's

¹³ Magda Soares uses the term Professional Development based on the ideas of Júlio Emílio Diniz-Pereira, Professor of the Federal University of Minas Gerais. In order to deepen the author's discussions, we have read Diniz-Pereira and Zeichner (2002) and Zeichner and Diniz-Pereira (2005).

meetings. It is in this cyclical, participatory, reflexive process that the practices are constituted, are reflected and fabricated in the daily life of the network and not only in some rooms or in some schools.

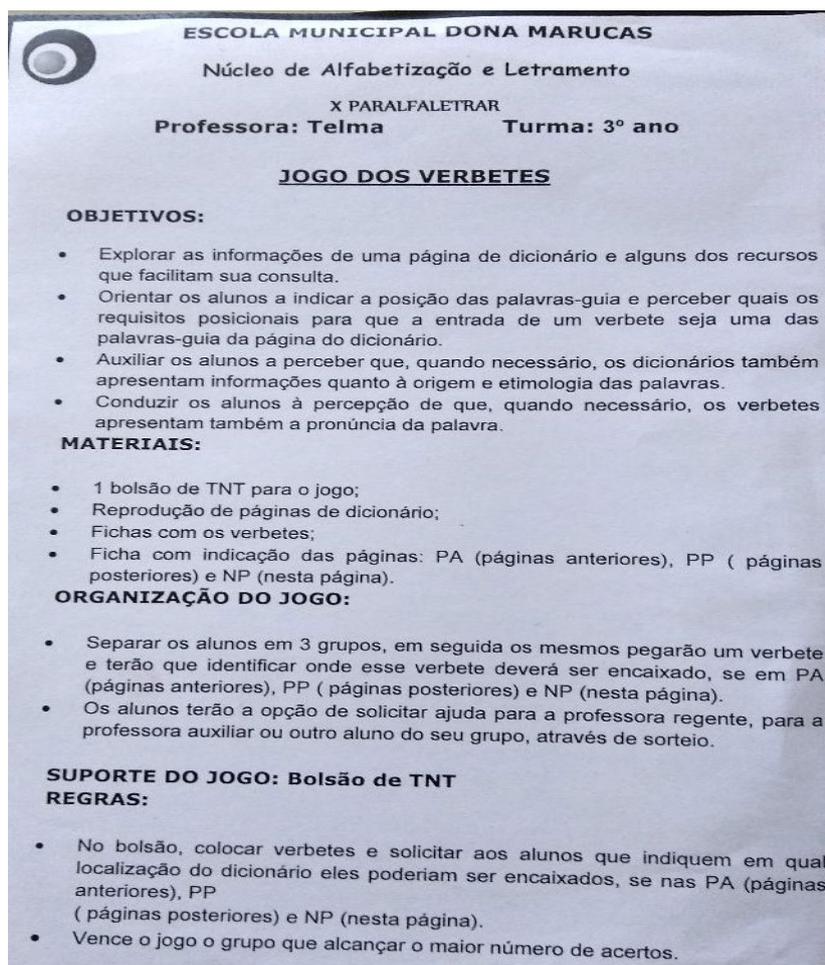
Thus, based on these elements and based on goals, experience and the exchange of experiences and knowledge with colleagues, teachers develop creative and innovative methodologies in their classes. These works are presented in two shows carried out by the Municipal School System: *Parafaletrar* (in odd years) and *Alfalendo* (in even years). At each occasion, teachers and schools present, for the children, other teachers, families and the whole community, games, activities, referrals and methodologies proposed in their classes, based on the goals for the school year and the profile of their students. The *Parafaletra* exhibition focuses on the socialization of the methodological resources used in the process of teaching reading and writing with regard to literacy. *Alfalendo's* exposition involves activities focused on literary reading practices developed in schools. However, regardless of the focus of the exposition, the teachers develop the activities considering the three facets of literacy, as proposed by Soares (2016).

Next, we present one of the games built by the teachers and presented at the *Parafaletrar* Exhibition in 2017. (Figures 8 and 9).

Figure 8 – Image of the Entries Game



Source: Picture taken by author.

Figure 9 – Rules of the Entries Game¹⁴

Source: Picture taken by author.

The game shown above was elaborated by one of the teachers of the 3rd year of the ES of the City of Lagoa Santa that was shown at the Paralfaletrar Exhibition. The analysis of the game indicates that there is an explicit understanding of the processes of word formation and the genre explored. The teacher informed us that she elaborated this activity for her class inspired by the studies carried out in the schools on the subject. She said that she understood better how she could explore the entries with her class and had the idea to create this game. She then tested the game in his class and made adjustments. According to the teacher's testimony during the moment of the

¹⁴ **Dona Marucas Municipal School** – Literacy Center – XPARALFALETRAR. Teacher: Telma. Grade: 3rd. **Entries Game – Objectives:** Explore information from a dictionary page and some of the features that make it easier to query; Guide the students to indicate the position of the guidewords and to understand the positional requirements so that the input of an entry is one of the guidewords of the dictionary page; To help students understand that, when necessary, dictionaries also provide information on the origin and etymology of words; To lead the students to the perception that, when necessary, the entries also present the pronunciation of the word. – **Materials:** 1 Large TNT bag for the game; Copy of dictionary pages; File sheets with the entries; File sheets with indication of pages. PP (previous pages), NP (next pages) and TP (this page). – **Game Organization:** Separate the students into 3 groups, then they will take an entry and will have to identify where this entry should be embedded, if in PP (previous pages), NP (next pages) and TP (this page); Students will have the option of requesting help for the conducting teacher, the assistant teacher or another student in their group, through a lottery. – **Game Support:** Big TNT Bag. – **Rules:** In the big bag, put the entries and ask the students to indicate in which location of the dictionary they could fit, if in the PP (previous pages), NP (next pages) and TP (this page); Wins the game the group that reaches the highest number of hit.

exhibition, all the children in the class affirmed knowing the game, their goal and knew how to inform what they learned with him, during the games played in the class.

The analysis of most of the games, presented at this event, indicated that they brought the three facets that involve the process of literacy. Despite this, they had as their main focus the subfacets of the linguistic facet, such as: letter knowledge, phonological awareness (exploration of word consciousness, syllables, rhymes and alliterations), phoneme awareness, spelling, conceptualization of writing, reading and writing words and phrases. In addition, the degree of difficulty between games was varied because teachers mobilized different cognitive operations and language skills in children, such as: identification, exploration, counting, composition, decomposition, partitioning, segmentation and ordering of letters, syllables, words, phrases and, at times, in the relationships between phonemes and graphemes.

As we have been presenting, the principles of the Alfabetrar project articulate in a cyclical and continuous way in the practice of literacy teachers with regard to goal setting, development of teaching and evaluation procedures, forms of intervention and treatment of child error in the process, diagnosis and monitoring of children's learning. In this sense, for the development of the project, strategies are proposed for diagnosis, intervention and *Professional Development* of teachers. In this way, the operationalization of *Alfabetizar Letrando*, in the perspective of Magda Soares, would involve the integration between the facets of literacy, as well as between the subfacets of the linguistic facet presented in her recent work, and systematization of the object of teaching in a perspective of continuity linked to the monitoring of the learning built to diagnose what they already know, what they need to know and what we still cannot teach.

In the process of *accompanying* learning, the theoretical works, addressed in the book *Alfabetização: a questão dos métodos* and discussed in the meetings of the Center and pedagogical meetings in the school, would give assistance for the teacher to investigate: Which cognitive and linguistic procedure is implicit in the process of teaching and learning specific to the written language that is being taught and how can we assess their understanding by the child? What is the best time to develop this or that strategy of teaching written language? Was it taught what was intended in each facet and subfacet of written language? What are the possible outcomes of the actions taken on children's cognitive and linguistic abilities? Has the child learned what was taught to him/her in every facet or subfacet of the written language? Why doesn't the child learn this specific detail of written language? How can he/she learn? What kind of help can be given to the child to make progress in learning the conventions and principles of SEA? What is taught and learned in written language is within what is expected for the child's school stage? We understand, however, that this work does not occur in isolation, because it is a collective process (teachers, managers, students) that involves the school and the educational system.

For this reason, when discussing the perspective of a differentiated pedagogy, we support ourselves in Chartier (2007) when he emphasizes that innovating is tiring, unstructured; because, of course, we need to keep what gives us security. In order for the new to be accepted, it is necessary to validate the experiences. In relation to this validation, Magda Soares emphasizes that in order to innovate, it is necessary to have methodological clarity as to: How to alphabetize? When? Why? What is the object of teaching in literacy? How to articulate the process of literacy? How and when to intervene / evaluate in the process? The big question in literacy practice is, therefore, how to make a concept operative. So, when we revisit *Alfabetização: questão de métodos* (SOARES, 2016) and analyze the elements that make up the Alfabetrar Project, we can have several indications of what paths we can take in the arts of literacy... and to train literacy teachers and their trainers.

In general terms, the results found in our study indicate that the teachers of the City of Lagoa Santa, who make their practices in the midst of the Alfabetrar project, construct diverse

knowledge and practices that feed on reflections and actions on everyday life. In this sense, the constitution of the professional profile of the teacher, in this city, would be associated with a process that seeks to construct new rationalities and subjectivities in educational spaces. This process is characterized by: intentionality (teaching planning, time use, resource use, of the articulation between the literacy methods); cognitive curiosity about student learning (innovation and appropriateness as to ways of teaching, evaluating and intervening); domain of the objects of teaching in Portuguese language (deepening on how, when, what and for what to teach each curricular component, each year); and, finally, empathy with the child in the pedagogical relationship (commitment and affection as a teaching motivation in guaranteeing the child's right to learn to read and write). The teacher, therefore, is professionally trained as a literacy teacher and, on the one hand, becomes capable of making decisions about his actions based on his professional and personal trajectory; and, on the other hand, recognizes himself as the author and self-manager of his practice.

Final Considerations

In this article, we discuss the new perspectives for the literacy process, based on the reflections from the recent theoretical contributions of Magda Soares and the Alfalettar Project. At the outset, we highlight that, in both experiences, there is the perspective that the teacher can integrate literacy in an intentional, planned and deepened way. In order to do this, it is indispensable that it should appropriate the theoretical constructs pertinent to the object of teaching, the ways in which the child learns and the possibilities of intervention. However, we have learned that in order for this process to be meaningful for the teacher, it would have to occur in situations in which it can reflect from its own reality and experience, in the school routine, similar to the proposal of Professional Development developed in the Project Alfalettar.

We emphasize that this proposal deals with a participative experience of network formation and that it has had positive results in the students' learning¹⁵. The training experience has generated not only the appropriation of the teachers of theoretical and practical knowledge, but the possibility of developing autonomy in the elaboration of innovative methodologies and adapted to the reality of each classroom. From the school system point of view, the project made it possible for the teachers to draw up and decontextualize the curriculum of the city, having clear and explicit goals, which are regularly revisited based on the knowledge that the children are developing over the years, and of inferences and teaching experiences. In this process, the monitoring of learning and teaching through the diagnoses, the orientations in the meetings of Center and pedagogic meetings in the schools and the socializations of experiences, have promoted the professional development of the teachers. Finally, it is a project developed in and by the school system, without private external assistance, which shows, once again, that the public school can ensure that all children can learn to read and write in the appropriate time, in order to have full autonomy and social insertion.

¹⁵ Regarding the results of student learning in the year of our study, check Cassiano and Araújo (2018).

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