

## Pedagogical intervention strategies: Reading as a starting point for literacy



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### ABSTRACT

The present work presents the experience report of the intervention project involving reading in classes of 2nd years of elementary school in the State School "Serra Azul" in the municipality of Diamantino - MT in the year 2019. For the execution of the project was thought in differentiated methodologies and strategies that were to meet the educational needs of the children in the respective classes. The goal is that the child can develop a taste for the practice of reading and consequently improve their perception in the process of literacy. As a result of the intervention project it was possible to observe greater interest and participation in class and extra-class activities, as well as better fluency of students who already mastered reading and evolution in the understanding of the alphabetic system in children who are being literate.

**Keywords:** Reading practice, Intervention project, Learning, Series Initial.

## 1 INTRODUCTION

The National Common Curricular Base (BNCC) defines that children's literacy should occur until the second year of elementary school in order to guarantee the fundamental right to learn to read and write (MACIEL; BAPTISTA; MONTEIRO, 2009; BRAZIL, 2017).

The development of reading practice is inherent to the process of literacy, learning to read and write requires specific skills from the child so that he can appropriate the content read in order to signify it and re-signify it in his day to day. In this sense, the school, considered as one of the important loci of construction and appropriation of knowledge sometimes reproduced, sometimes created, has the commitment to implement and develop activities that place the student before challenges imposed by the reading and interpretation of a literate world in which he is inserted.



Literacy is a challenging phase for children. Some may feel pressured to learn to read and write without realizing that this process takes time; This can still be a period of greater difficulty when there is a lack of stimulation at home/family and the teaching of the school is mechanical.

In the process of literacy the acquisition of reading and writing will vary according to the specificity of each child. The teacher in the role of mediator of this process must make use of strategies to know the learning style of each student and from then on select the best method respecting the subject who learns and his individuality.

And it is in this perspective that the interventions must happen. These interventions serve to meet the perceived need within a context guiding the teacher's work. Thus, in the present work it is intended to report the experience of an intervention project developed in the State School "Serra Azul" in the municipality of Diamantino - MT that contemplated all the classes of Fundamental I, II and III. However, the focus here will be to discuss how it was executed in the classes of the 2nd years of elementary I in the year 2019. There were 3 classes of 2nd years in the last two months of the year.

When considering that the acquisition of reading and writing are cognitive processes, it is necessary to apply methodologically organized pedagogical actions. In this perspective, the intervention project aimed to promote activities that would bring new experiences, facilitating learning through children's perception and playfulness.

## 2 METHODOLOGY

The intervention project addressed in this work was based on a diagnosis of the teachers and managers of the State School "Serra Azul" located in the municipality of Diamantino - MT and also from internal and external evaluations (Avalia-MT/2018)<sup>1</sup> that showed weaknesses related to Portuguese Language and Mathematics.

The indicators of the applied evaluation showed in relation to the Portuguese Language that among the descriptors with weaknesses, those with greater learning needs refer to Reading procedures.

In view of the data, it was necessary to take formative actions with a focus on teachers and school professionals in the search for methodologies and strategies with possibilities to meet the students' needs for learning reading, interpretation and written production. From these factors, the pedagogical coordination established that each grade organized pedagogical actions in the classrooms and outside it, seeking to make a difference in the students' school life.

From this, the teachers of the classes of the 2nd years of elementary I (three classes) came together to create the strategies necessary for the improvement of the practice of reading in their

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<sup>1</sup> Avalia-MT (Evaluation of learning) Strategic program of the State of Mato Grosso designed to produce information about the learning of students of the state network of Basic Education in Portuguese Language and Mathematics.



respective classes. Thus, in the hours of continuing education were thought and created the actions that were properly organized and systematized to later be executed in the classroom.

In order to stimulate the habit of reading in students, it was thought to develop didactic-pedagogical actions with a view to improving reading, interpretation and writing. Let us list below the activities carried out with the children. It is worth mentioning that the activities of the intervention project occurred three times a week and worked as follows:

Monday:

- **READING DELIGHT:** In this action the children had access at the beginning of the class to the library where they autonomously chose the book they wanted to read. When returning to the classroom children and teachers in a circle, sitting on the floor, each did their reading silently or in a low tone. The teacher at this time has the function of accompanying those who do not yet read, helping in reading or reading to the child. At the end of the activity, the teacher asks a child to tell the rest of the class about the story they just read.

Wednesday:

- **FUN READING:** Various reading strategies were used. For each week a different activity: Fun dictation / Bingo of words / Bag of phrases / Pedagogical toys / Storytelling with staging among others.

Friday:

- **TRAVELING SUITCASE:** On this day, a child takes it upon himself to take home the suitcase containing two books of children's stories, with the mission of reading the stories to someone in the family.

When returning to school, the child should report how this moment of reading happened in the family.

Still once a month, we did the "Literary Picnic" in which we joined the three classes and the children brought snacks and a history book from home and in the square located in front of the school the activity was held. Interspersing moments of individual or collective reading created an interactive environment between the classes with conversations, exchanges and a lot of learning.

The changes were noticeable as soon as we started the interventions. The vast majority of children began to show interest in deciphering words when reading or writing. In view of the results achieved, we understand the effectiveness of planning, in which the child is the center of the intended actions. The habit of reading and writing can be acquired at any time of the student's life, but when the objective focus that this acquisition happens at the indicated age, the gains are certainly more relevant because they promote from childhood the integral development of the individual.



The reader only acquires the skills proper to the act of reading and writing when well oriented. Thus, this project to encourage reading and writing will open the way for students to discover the true value of reading, improving not only school performance, but above all, acquiring the possibilities and opportunities to position themselves critically before the confrontations and in the relationship with the other.

### 3 THEORETICAL FRAMEWORK

For a long time literacy was seen simply as an acquisition of the written code, which formed students for the later stages, that is, a practice of writing and reading meaningless and systematized. There was the idea that literacy could only happen between four walls of the classroom and that the appropriate method guaranteed the teacher control of the students' literacy procedure (FERREIRO, 2011).

Currently there is a great discussion as to the best way to alphabetize a child. Given this, it is necessary to realize that there is no exact and perfect solution in the process of literacy and that methods and practices can only present results if there is an understanding of how the process happens.

About this, Magda Soares (2016) argues that there can be several methods that work at the same time, these methods in turn should be used to help the child understand writing and reading according to their concept, so the author points out that:

"If method is a path, towards the literate child, and if, in order to tread a path, it is necessary to know its course, its intricacies, the difficulties that are interposed, literati depend on the knowledge of the child's paths – of the cognitive and linguistic processes of development and learning of the written language – to guide their own steps and the steps of the children" (SOARES, p. 352).

The issue of the different methods of literacy shows us that it is necessary, according to Soares (2016) that one should "alphabetize knowing and guiding safely the process of literacy, because literacy is treading paths predetermined by conventional methods of literacy."

The teacher needs to understand the processes that involve the development and learning of reading and writing and, in this way, will know the best way to welcome the child.

In this perspective, the teaching praxis must be taken into account since the teaching knowledge is part of the methodology in the classroom in a crucial way. According to Tardif (2014), this knowledge refers to competence, skills, ways of know-how, talent. According to the author, for there to be results in the pedagogical process it is necessary that the teacher likes to work with children and is able to seduce the class. Knowledge encompasses a great diversity of issues, objects and problems.

A diversified methodology that builds meaningful strategies makes the practice of reading by the student help him to appropriate the writing and understand what he reads. For Alçada (2016) reading develops children and adolescents, enabling them to learn and advance in the education system,



facilitates communication and adaptation of the environment that surrounds them, helping in understanding the world and themselves.

It is through reading that we achieve total mastery of the word, tracing ideas and knowledge, being able to understand the world around us, transforming ourselves and, by transforming ourselves, opening our minds to the unknown, we begin to externalize our metamorphoses building a better world.

#### **4 RESULTS AND DISCUSSION**

Through the interventions that were carried out with the students it was possible to perceive that there was improvement in the aspects that involve reading. Many of the students showed greater interest in the moments of the reading circles, it was also noticeable that on the days of activities of the intervention project the disposition and mood of the children were maximized compared to the days when there were no such activities. This aspect brings to light the indispensability of developing classes with a focus on the child's way of learning.

It was also possible to perceive greater interaction in interpersonal relationships. As well as the creative and imaginary maintenance noticed through the dialogues witnessed between peers in the moments of the playful activities, strengthening self-esteem, autonomy, and the management of feelings.

It was also perceived better performance in the proposition of activities of other disciplines, which we associate with the methodology that had been applied.

The results showed that the children showed greater mastery in the most varied cognitive aspects of the act of reading; such as decoding, comprehension, memory, strategic processing, vocabulary expansion and oral fluency.

#### **5 FINAL CONSIDERATIONS**

The teaching and learning of written and oral language depends on the work of the teacher but also on the interest of the student. These components, allied to a few others, will ensure success in this endeavor. It should be mentioned, as if it were not evidently known, that the mastery of reading and writing are essential to any individual for their full experience. Soon, we realize mobilization of the teacher must go beyond the classroom to reach the key point at which the ligament of interest happens, and this is part of his job.

Study and reflection of the pedagogical making that resignify this practice are also key pieces in this process. It is not enough to know what to do, it is necessary to know how to do it so that the child can identify the aspects of learning that most please him, and feel motivated to seek ways that lead them to learn in a meaningful way. Therefore, we understand that the teacher must act in the field of elaboration, instigation and preparation of the receiving scenario for this student. Provide their



needs, so that the student is autonomous in the construction of their knowledge. Without pleasure, learning is mechanical and fruitless; in its opposite, we have a process that takes place internally, but is transformed linearly into a structured movement towards a socially utilitarian and transposable education.

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