


Montessori literacy and the national common curriculum: A comparative study in Palhoça, SC

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ABSTRACT

The present work aims to understand how the literacy process is developed in a Montessori school of the private network of Florianópolis and of a public school of the municipal network of Palhoça. To achieve the general objective, the specific objectives were aligned, which are: 1- to present the fundamentals of national literacy, 2- to investigate through curricular documents, how the literacy process works in schools of the municipal network of Palhoça compared to the literacy proposal of a Montessori school of the private education network. The research presents a qualitative approach, through a documentary analysis of the Political Pedagogical Projects of a school in the municipal network of Palhoça and also of a private school in Greater Florianópolis, which uses Montessori Pedagogy in its curriculum. The research was based on Montessori (1965), Soares (2009), Vygotsky (2001), as well as national documents such as: National Common Curricular Base - BNCC (2017) and Curricular Base of the Municipality of Palhoça (2019). Through data analysis, both institutions describe in their official documents the literacy processes based on the BNCC. The result of this research is based on the analysis of two dimensions, divided into: General pedagogical conceptions and Literacy conceptions. Presented from the data analyzed, distances between the two institutions in the General Pedagogical Conceptions and approximations in the Literacy Conceptions.

Keywords: Literacy Methods, Phonological Awareness, Montessori Literacy, Basic Education.

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INTRODUCTION

LITERACY PROCESSES

We live in a literate society, a society that we can call graphocentric, in such a way that the use of reading and writing is essential for everything. We receive a large amount of information conveyed through writing, it is directly related to the process of intellectual growth aimed at the development of society.

To develop the ability to read and write, children need to understand what writing represents and, at the same time, they will come to associate that writing is graphically representing language. According to Vygotsky, the "essential characteristic of learning is that it awakens several processes of development internally, which function only when the child interacts in his or her living environment" (Vygotsky 2001, p. 5).

For this process to occur, the literacy teacher needs to look for methods that meet the needs of the class, have access to different materials related to the social context of the school and its location, favoring its teaching-learning process.

Literacy is a topic of paramount relevance because it is a milestone in the child's life, where the transition from the stage of Early Childhood Education to the early years of Elementary School occurs. At this stage, the child is going through a transition.

The pedagogy created by Maria Montessori is concerned with the child's prior knowledge and is dedicated to initially developing skills that serve as prerequisites for literacy that favor their learning process of reading and writing.

Oliveira, Silva and Bittencourt argue that:

[...] it promotes to childhood in a prepared environment, the free development of personality, concentration, the incorporation of knowledge, awareness, responsibility, decision and autonomy. It allows adults to understand the mechanisms that regulate child development and enables children to spontaneously appropriate, with joy and enthusiasm the fundamental elements of our culture, because the potential to learn is in each one of us (Oliveira; Silva; Bittencourt, 2015, p. 290).

In the Montessori method, the environment must be conducive to the child's integral learning process and for this to occur, the teacher must transform an environment into a welcoming and organized space, with objects and materials that sharpen the curiosity and interest of their student. In this way, the child will go to the previously prepared objects and, with pleasure, will carry out the proposed activities without needing the teacher's mediation.

The Montessori Method is predisposed to teach the motor process of reading and writing, using a method focused on the repetition of movements and strongly related to graphemes and phonemes, with the use of sensory materials.



Maria do Rosário Longo Mortatti (2006), in her research, highlights the problem of method as a privileged object of study of pedagogical reflection in Brazil. It deals with the history of literacy in Brazil, its circumstances, and its methods. Mortatti gives an understanding of the close links between the pedagogical models for the teaching of reading and writing, advocated by various social sectors directly or indirectly linked to education, and the different projects of the nation.

In her work, she discusses the issue of literacy methods or "quarrel of methods" (Mortatti, 2009, p. 1), as it has come to be called. At different historical moments, different subjects moved by different social and political urgencies, making claims of being based on the most "modern scientific truths", began to present versions of their present and their (recent) past, accusing the methods then used as "old" and "traditional" and proposing in their place "new" and "revolutionary" (literacy) methods (Mortatti, 2009, p. 94). In her research, the author also argues that:

But, also as I pointed out, because it is a scholarly, systematic and intentional process, literacy cannot do without method (nor content and objectives, among other aspects necessary for the development of school teaching activities). In other words, the question of methods is as important (but not the only one, nor the most important) as the many others involved in this multifaceted process, which has presented as its greatest challenge the search for solutions to the difficulties of our children in learning to read and write and of our teachers in teaching them. And any discussion about literacy methods that wants to be rigorous and responsible, therefore, cannot disregard the fact that a teaching method is only one of the aspects of an educational theory related to a theory of knowledge and to a political and social project" (Mortatti, 2006, p. 14 and 15).

Unlike the schools of the Municipal Public Network of Palhoça, the literacy process in Montessori schools begins in Early Childhood Education. The child begins his contact with reading and writing words from a very early age, using concrete and sensory materials. She begins by exploring the material through touch and observation. The child has the materials at his fingertips in the reference rooms and whenever he feels like it, he is free to explore the material.

Based on the child's interest, and on his or her age group, the Montessori teacher can present the material in different ways, making it arouse the child's interest in written language. As the author argues, "The task of teaching is easier as long as we, teachers, do not have to choose what we must teach, but put everything before the child, for the satisfaction of his mental appetite" (Montessori, 2003, p. 14).

Thus, it is proposed to discuss how the literacy process occurs in the initial years of Elementary School in a school that uses the Montessori method in the private network of greater Florianópolis, in parallel to the municipal network of Palhoça.

The municipal school system of Palhoça does not establish a literacy method, leaving the teacher free to use in his classes the method that is of his affinity. Faced with this problem, there is a need for a theoretical and methodological basis, which is not only focused on literacy.

The following is a demonstration of the organization of the chapters in this document. Chapter



3 (three) discusses the writing of the methodology that will direct the nature of this research and what form it will take based on the resources that will be used. Chapter 3 (three) is divided into two parts, at the beginning of which it addresses the fundamentals of national literacy. And right at the end, the same chapter describes the theoretical foundations of literacy on Montessori Pedagogy.

Chapter 4 (four) provides an effective analysis of the data, collected from documents that underpin the curriculum and literacy skills of both schools. The first stage will be the analysis of the pedagogical conception of both institutions and the second will make an analysis of their conceptions of literacy, based on documents that guide this process in the institutions addressed.

The last chapter, number 5 (five), presents the final considerations, where it will analyze the pedagogical proposal of two educational institutions, bringing information that can distance or approximate such proposals, focusing on the literacy process that both carry out with students in the Initial Years of Elementary School.

CONTEXTUALIZING LITERACY AND LITERACY IN CURRICULAR DOCUMENTS AND IN THE MUNICIPAL NETWORK OF PALHOÇA

Although the knowledge of reading and writing is essential for social survival, encoding and decoding alphabetic codes does not satisfy this need. Researcher Magda Soares recalls that "Learning the alphabetic system is not learning a *code* by memorizing relationships between letters and sounds, but understanding what writing represents [...]" (Soares, 2020 p.1).

The schooling process begins strongly in the first years of Elementary School, where there is also a milestone in the social and school life of children, because around the age of six the child transitions from Early Childhood Education to Elementary School. At this stage of basic education, the child has an initial contact with the process of reading and writing.

In view of this assumption, the BNCC states that:

In the first two years of elementary school, pedagogical action should focus on literacy, in order to ensure ample opportunities for students to appropriate the alphabetic writing system in an articulated way with the development of other reading and writing skills and their involvement in diversified literacy practices (Brasil, 2017, p. 58).

Over the years, reading and writing words is extremely necessary, considering the interpretation and writing of texts as an essential milestone in the literacy process. This process of interpreting the literate world can be called literacy: "While literacy is concerned with the acquisition of writing by an individual, or group of individuals, literacy focuses on the socio-historical aspects of the acquisition of a written system by a society" (Tfouni, 1995, p. 20 *apud* Mota, 2007, p. 119).

The term literacy emerged in a text written by Mary Kato (1986) in her book "In the World of Writing: A Psycholinguistic Perspective", where the author presents:



The function of the school, in the area of language, is to introduce the child to the world of writing, making him a functionally literate citizen, that is, a subject capable of making use of written language for his individual need to grow cognitively and to meet the various demands of a society that honors this type of language as one of the instruments of communication (Kato, 1986, p. 7 *apud* Macedo; Guaresi, 2015).

In the text, the author associates literacy with the formation of the literate citizen, so that the literate person can make use of written language in order to meet their individual needs.

In view of this expansion of writing practices by the subjects, Magda Soares then presents the changes that the word literacy has been receiving in recent years and creates a definition based on previous texts and its definition in Brazilian dictionaries, according to Soares (1998): Literacy is, therefore, the result of the action of teaching or learning to read and write: the state or condition that a social group or an individual acquires as a consequence of having appropriated writing. "Thus, literacy presents itself as a state in the process of appropriation of an individual's reading and writing" (Soares, 1998, p.18).

In the same way, the BNCC presents us that:

After all, learning to read and write offers students something new and surprising: it expands their possibilities of building knowledge in the different components, through their insertion in literate culture, and of participating with greater autonomy and protagonism in social life (Brasil, 2017, p. 63).

However, this process of reading and interpreting texts should be presented to the child in Early Childhood Education, with appropriate access to age-oriented texts provided by qualified professionals. The child needs to have access to books from childhood.

The researcher determines that literacy is to make the individual capable of reading and writing, while Literacy is the act of literacy, to make an alphabet (Soares, 1998, p. 14).

Still following the author's thought where she mentions that: "the failure in literacy and literacy is concentrated in public schools, where the children of the lower classes are, exactly those who most depend on education to be able to fight for better economic, social, and cultural life conditions" (Soares, 2020 p.12). Such failure reaffirms the importance of working on the process of reading texts with children in early childhood education in the public school system. "During Early Childhood Education, the child is already inserted in the literate world, developing skills such as singing, reciting, listening, recounting, playing, reporting experiences [..]" (Palhoça, 2019, p. 136). Such habits will reflect positively on the expansion of children's literacy repertoire in their transition process to Elementary School.

Literacy should take place through the appropriation of writing, a long process of building a set of functional knowledge related to orthography and phonology. It should not be based only on



learning the alphabetic code "[...], but on learning a system of representation, in which signs (graphemes) represent, not encode, the sounds of speech (phonemes)" (Soares, 2020, p. 11).

The Curriculum Base of the Municipality of Palhoça (2019) describes that "Literacy is a moment to work on the child's phonological awareness" (Palhoça, 2019, p. 136). This process should be contemplated in the first two years of Elementary School, so the base argues that "A phase of knowledge construction begins, of what the phonographemic relations of a language are and how they are constituted" (Palhoça, 2019, p. 136).

Phono-orthographic relationships are complex and irregular in the process of representation of writing in the connection between phonemes and graphemes. The Curricular Base of the Municipality of Palhoça states that: "a sound can be represented by several letters, as well as one can have a letter to represent several sounds; there are also open, closed, nasal vowels, among others" (Palhoça, 2019, p. 136 and 137).

Literacy in the municipality of Palhoça follows the assumptions described in the BNCC and defines it as a process in which the child goes through and during this develops some skills. During this process, the child develops the understanding of differentiating writing from other graphic representations; Mastering graphic conventions; know the Brazilian alphabet; To understand the nature of the alphabet and the writing system; the relationships between graphemes and phonemes, To decode words and written texts; read and recognize the words; Expand your knowledge of the world by immersing yourself in different texts, developing better fluency and speed in reading. (Palhoça, 2019, p. 137).

In this context, the Curricular Base of the Municipality of Palhoça reaffirms that:

Due to the complexity of working with literacy and spelling, it is of paramount importance to pay attention to the adequate proposition of genres for reading/listening, oral, written and multisemiotic production in the Early Years of Elementary School. Textual genres that privilege the field of everyday life become pertinent because they circulate in communicative situations familiar to students. Adopting, for example, tickets, ingredient lists, nursery rhymes, game rules (genres of everyday life), the work with linguistic and multisemiotic analysis is more fully consolidated. (Palhoça, 2019, p. 137).

In the municipality of Palhoça, the texts presented suggest that the literacy process of children in the Initial Years of Elementary School is interconnected with the practice of literacy, as children learn to deal with the social function of writing.

MONTESSORI METHOD: HISTORICAL CONTEXT

Maria Montessori was born in Italy in 1870, graduated as a doctor and went to work with children called at the time "Abnormal", or rather, children with disabilities. For two years, the author dedicated herself to creating a pedagogical method that was modeled through her observations. The



young doctor dedicated her initial research to the treatment of children with mental disabilities and created a pedagogical method that prioritizes the autonomy of the student in their learning process.

The author then created Scientific Pedagogy (1965), in which she describes all her studies based on some influential authors such as Itard and Seguin. Through these researches, he creates a pedagogy that is very different from the standards of the time, constituting the child as the protagonist of his learning process, removing the teacher as the centralizer of knowledge. The teacher serves as a mediator and helps the child to work with the material, leading him to produce knowledge in his own way. "[...] to form valiant men for future generations; that is, independent and free men" (Montessori, 1965, p. 54).

The researcher's theory presents an idea of freedom and respect for the child, believing that the child needs a certain freedom. "[...] it is about 'freeing' the child from obstacles that prevent the normal development of his life" (Montessori, 1965, p. 56). The teacher should focus on teaching her and not just treating her like a puppet. The child needs to learn how to handle objects so that from this strength he has full development of his abilities through daily activities.

With the development of her pedagogical studies, the author perceives the possibility of developing "normal" children using the same resources. Their efforts, as time went by, gained strength, so a school space emerged in the city of Rome, which was called "*Casa dei Bambini*" (Children's House). From this project, other spaces with the same nomenclature were born in popular housing complexes. Soon the same space emerged in regions where the elites of the time were located.

Montessori then structures her method from her observations and advocates freedom for children in their early childhood so that they themselves, by handling certain materials, can create skills that will be valuable to them throughout their lives. The author believed that teachers and parents should teach children in the tasks of practical life and in no way help them directly.

A mother who feeds her child without making the slightest effort to make him learn to hold the spoon and bring it to his mouth, or who invites him to notice his own way of eating is not a good mother. He underestimates the human dignity of his son, treats him as a puppet, even though he is a human being. Teaching a child to eat, wash, and dress is a much longer and more difficult job, requiring much more patience than feeding, washing, and clothing him (Montessori, 1965, p. 53).

The author built in the space "*Casa dei Bambini*" an environment prepared and according to the age group. It was assumed that children should be free to move around and also handle their materials in the classroom space. So, tables and chairs the size of children were designed and made with suitable materials with light weight to facilitate autonomy for two children to be able to move the objects.



The Montessori method shows that the education of human development takes place by leaving the child free in an environment prepared with several components and a trained teacher (Montessori, 1965, p. 60). In this way, the teacher will limit himself to being a mediator in the learning process in which the child will become the protagonist in his or her learning process.

Process of creating the writing movement

Montessori then created a way of teaching the movement of writing: "In fact, after having made the children touch the geometric contours of the flat sockets, there was nothing left but to make them touch the letters of the alphabet with their fingers, in the same way" (Montessori, 1965, p. 182).

Through this experience, the sandpaper alphabet was created, in which a piece of varnished wood with a thickness of half a centimeter and its body was 8 centimeters high, with the letter of the alphabet written in cursive in its center, in high relief. Using blue for consonants and red for vowels. The cursive handwriting was adopted by the author through her studies in the written sources of the ancient studies on the writing process. It was believed that in order to learn to master writing, it was necessary for the child to start by drawing small strokes (Montessori I, 1965, p. 180).

By observing this process, the author came across a certain tendency that the strokes were not completely straight as requested, but rounded at the end and a certain ease in writing the letter **o**. Montessori (1965) puts it this way: "Then, in all good faith, they were astonished to see how difficult it was for the child to remove the hardness of the angles, to make the beautiful curves of the **O**; and yet how much effort, on our part and on their part, to force them to write with sharp angles"³ (Montessori I, 1965, p. 180).

Using the cursive letter of the wooden alphabet, the child is invited to run his finger over the shape of the letter several times. In this way, children make the necessary movement to reproduce the graphic signs without writing. Then the writer realizes that, even repeating the process, the child has not yet acquired the experience of holding a pencil. It was then that she realized the need to perform two different kinds of movements.

It was still necessary to prepare a muscular mechanism to hold and handle the instrument: I tried to obtain it by adding the following two times to the described time: to play the lyrics, no longer only with the index of the right hand, as in the first half, but with two fingers: the index finger and the middle finger. Finally, play the letter with a small wooden stick, holding the shape of a pen (Montessori, 1965, p. 184).

With the procedure described above, Montessori creates a practical way to carry out the teaching-learning process of writing even before the child holds the pencil in his hand. A way she developed to facilitate the learning process of children with disabilities through observation during an

³ In parallel with public schools, where the child, at first, begins his writing process using uppercase letters and, in sequence, transfers the writing movement to cursive letters.



elaborate activity with one of the children in the group. As a paregoa "Writing is a complex activity that needs to be analyzed, part of it is related to the motor mechanism, part to the work of intelligence" (Montessori, 1965, p. 190).

The Montessori literacy method uses the phonics method, in which the teacher introduces the child to the sound of the letters of the alphabet. Next, Montessori (1965) presents how this process takes place, which should begin with the vowels and then the consonants. The sound is pronounced, not the name of the letter, and then the sound of the consonants is joined with the sound of a vowel, repeating the sound of the syllable.

The teaching takes place in three moments: the first - visual and tactile-muscular sensations associated with alphabetic sound. The second - Perception: the child should know how to compare and recognize the figures by listening to the sounds corresponding to them. Third - Language: it is necessary that the child knows how to pronounce the sound corresponding to the alphabetic sign.

In the process of Visual and tactile-muscular sensations, the teacher should show the child the wooden figure containing the letter and tell the child that it is: (name of the letter). Then the teacher will present the speech, touch "the letter" and the child, using the index finger joined to the middle finger, will repeat the movement of writing the letter on the wood.

In the second moment - Perception: the teacher places on the child's table several letters of the wooden material and asks: - Give me the (name of the letter). If the child cannot identify the letter, the teacher asks the child to touch the letter. If you still can't identify using touch, the activity is finished and resumed at another time.

The third moment - Language: the letters are displayed on the child's table during a period of observation and touch. Suddenly, the teacher approaches, picks up one of the letters, and asks, "What letter is this?" When it comes to consonants, the teacher will pronounce the sound and ask the child to repeat it in sequence. They then join the vowel and form syllables. Says the author; "When the child pronounces the sounds of the consonants, he experiences an irrepressible pleasure: this series of such varied sounds, hidden under enigmatic signs - the letters of the alphabet - is a novelty for him" (Montessori, 1965, p. 200).

In view of the fact that the reading process begins with the writing process, when the letter is presented to a child, its sound is emitted and, simultaneously, the child associates the graphic signal with its sound. This process takes place in practice, when the teacher hands the letter into the child's hands, pronounces its sound and asks the child to pass her fingers over its shape. When the child looks and recognizes the letter, he reads it and when he touches it, he writes. In this way, you create awareness of these two distinct processes.



Light hand and hard hand: motor skills in the montessori method

According to Montessori, writing is a complex process and is divided into two parts: the motor mechanism and the work of intelligence.

In the motor mechanism, the manipulation of an object that simulates the use of a pencil or pen and another that is the drawing of the shape of the letters is worked. A certain skill is introduced to the child at a pre-literacy moment, adding up to a prerequisite for the writing process.

Using the motor mechanism that stimulates the manipulation of the object where the child is led by the teacher to hold the object using three fingers of the hand simultaneously, he performs movements from top to bottom. During this process, the child develops a certain security where the impulse to write is born.

Such a repetitive movement serves to prepare the child for the process of writing the letters. According to the writer, one should research beforehand at what age the writing mechanisms are ready to be stimulated. Based on this fact, it is necessary to find the phase in which the child shows a certain curiosity and uses touch to satisfy his curiosity. Faced with this mechanism, the author points out that: "It will be necessary to find the child's hand that has not yet been coordinated: the sneaky hand of a child [...] that 'grabs everything' in the irreversible and unconscious search for its definitive coordination" (Montessori, 1965, p. 191). The present stimulus should be presented at the correct stage, according to the author, because:

It is the child who, through his own exercise, elaborates and fixes the "motor mechanisms", obeying an invisible individual process; they are the characters of your personality. At this age, the motor mechanisms are in their "sensitive period," they are prepared to obey the occult orders of nature. The child experiences in every motor effort, the deep satisfaction of responding to a vital need (Montessori, 1965, p. 191).

A second mechanism will allow the child to develop ways of drawing the letters of the alphabet. Using sensory exercises accompanied by careful hand movements, generating a certain satisfactory pleasure to the child, a stimulus that will make him repeat the movement several times. The author adds that the greatest difficulty of children when starting their writing process is due to the phenomenon that she entitles: "[...] With a light hand, the little schoolboy makes the chalk groan on the black-board and the pen on the paper: and often breaks the chalk and quill: it is because he has nervously grasped the instrument of writing; the effort consists in combating this unbearable weight of his little hand" (Montessori, 1965, p. 192).

According to the author, a hand that has not been previously prepared with coordinated movements cannot write signs as precise as the letters of the alphabet. She believes that this fact can be modified when the child presents what she calls a "firm hand: that is, a hand that obeys the will" (Montessori, 1965, p. 192). To achieve this feat, it is necessary to do prolonged exercises repeated patiently.



The writing process has prerequisites so that the child can develop certain motor and cognitive skills before holding a pencil and writing the letter on paper. The Montessori method strongly argues that these skills can contribute a lot to the child's formative process and, if these skills are not developed at the right age, it can cause certain losses in the literacy process, in the case of the terms that the author cites as: "light hand and hard hand".

The use of solid and cylindrical shaped objects, which the child can initially use to handle it from one side to another. The child is then instructed by the teacher to hold the object only with the three fingers of the hand, where he will develop skills to hold the writing object. "The eyes thus become accustomed to seeing and recognizing the shapes that the hand is about to touch" (Montessori, 1965, p. 193). Using the same object, the child can place it on a sheet and outline its surface, this process helps in the writing of words, as the child will be imitating the drawing of the geometric shape on paper and developing his ability to write the word.

The author associates the process of repetition of activities with paintings, so she says that:

[...] Children, always doing the same exercise, come to accumulate a gallery of ever more perfect pictures. We are not content merely with provoking writing, but with perfecting it with those same exercises which we call preparatory: the way of holding the pen will become more and more perfect, not because of repeated writing exercises, but thanks to this procedure of linear drawings. Children get better at writing without writing (Montessori, 1965, p. 197).

The Montessori method is concerned with the fact that the child develops the writing process through manual manipulations, skills that facilitate their writing learning process and believes that, if stimulated at the right time, it will cause a feeling of pleasure in learning.

Reading and writing: distinctions and encounters

In her text, the author makes a distinction about the process of reading and writing, as she believes that they are two simultaneous achievements, but states that writing precedes reading. "The child who has not heard a word dictated, but who recognizes it when he sees it composed by means of the movable letters, and who knows its meaning (if it is a word he knows), this child has read" (Montessori, 1965, p. 214). However, if the child does not receive the idea conveyed by the written words, he does not read.

In the writing process, psychomotor skills predominate, unlike the reading process, which is predominantly intellectual. However, the Montessori method interconnects the two facts, as the writing process prepares for reading. "[...] writing prepares the child to interpret mechanically the union of sounds that make up the word he is to write" (Montessori, 1965, p. 214-215). For this reason, it is important that the child begins his reading process through the names of the known objects.



Literacy in the Montessori method takes place in interconnected processes and one serves as a prerequisite for the other. The child is stimulated to develop the motor part of literacy at first and after having his traits well defined, he moves on to the social function of writing.

METHODOLOGICAL PATHS

By presenting contributions and information about the Montessori Method and its practices in favor of literacy, it is proposed to focus on documents that guide literacy in Brazil and in public schools in the municipal network of Palhoça, Santa Catarina.

To analyze documents that guide the national literacy process and served as a bibliographic database", added to the Curricular Base of the Municipality of Palhoça and "to the Political Pedagogical Project of a private school in Greater Florianópolis, which adhered to its curriculum the Montessori Literacy Method.

For data collection, an accurate reading of the Political Pedagogical Project of a private school in Greater Florianópolis was carried out, which uses Montessori assumptions in its pedagogical proposal and which will serve to improve knowledge about literacy carried out within this space.

In view of this research, it was necessary to analyze documents from curricular bibliographic sources that guide literacy and also the analysis of the Curricular Base of the Municipality of Palhoça to verify the particularities found in both documents. According to Gil (2002):

Thus, the research is directed to bibliographically analyze the PPP of a private school in Greater Florianópolis to know its pedagogical proposal, focusing on the Montessori pedagogical conception "of subject, literacy and literacy and bringing", simultaneously, data collected in the Curricular Base of the Municipality of Palhoça", which guide Literacy in public schools in the municipality.

The data analysis was aimed at demonstrating approximations or distancing by describing the literacy process of both. The "Pedagogical and Literacy Conception" was analyzed as a data instrument in order to collect data necessary to give higher quality to the data collected in the curricular documents guiding the practices of institutions I and II.

ANALYSIS OF THE LITERACY PROCESS

The object of analysis was the Political Pedagogical Project of a private educational institution in Greater Florianópolis and also the Political Pedagogical Project of a municipal public school in Palhoça, as well as the Curricular Base of the Municipality of Palhoça, a guiding document for the curricular pedagogical practices of the Municipality.

The initial results were tabulated and organized into two dimensions: Pedagogical Conceptions in General and Literacy Conception. The data were organized in order to demonstrate



whether there are approximations or distances between the two teaching units.

DIMENSION OF PEDAGOGICAL CONCEPTIONS IN GENERAL

In this phase, the research will present the first dimension of analysis called pedagogical conception in general of both institutions, presenting the results and discussions of the data that will be presented in chart 1.

Table 1 - Conceptions for analysis of the results

Categories	Institution I	Institution II
1. Education network	Toilet	Public
2. Pedagogical Current	Montessori	Historical-cultural (Socio/historical)
3. Pedagogical Proposal	Fundamental Objective of Educating for Life	Focused on the environment.
4. Literacy conception	It is based on literatures created by Maria Montessori; official documents guiding the national literacy processes.	It is based on official Brazilian documents and documents that guide literacy processes.

Source: Prepared by the authors (2023).

Analyzing the data shown in the table above, we can see that educational institution I comprises a private school in Greater Florianópolis, which adopts Montessori assumptions in its Pedagogical Current, distancing itself from educational institution II, a municipal public school in Palhoça, which adopts the historical-cultural assumption.

Institution I adopts in its educational curriculum the Montessori Pedagogical Proposal, focused on the Catholic religion, highlighting education for Peace, the exercise of citizenship, freedom, autonomy, responsibility, cosmic education, care and zeal for the environment, nature and its resources, seeking sustainability actions. Adding that all these values together add and strengthen the identity of the institution, with the fundamental objective of educating for life.

Institution II adopts the historical-cultural (socio/historical) pedagogical current, using the School Conserving the Environment (ECOIA) project as a basis. This project was developed due to the school unit's facilities being located within a permanent preservation area. In view of this fact, his pedagogical proposal is focused on the environment.

In the historical-cultural perspective thought by Vygotsky, man is understood as a historical and social being who learns and develops from his social relations and with the environment in which he is inserted (Palhoça, 2019).



The pedagogical proposal of institution I is based on Montessori assumptions, equated in national documents such as the BNCC and other documents, such as those described below. As a basis for the conception of literacy, the School is guided by Maria Montessori's literatures, namely: Scientific Pedagogy (1909), Self-Education in Elementary School (1916) and Psychogrammar (1926).

Based on the literature cited above, the institution also uses official documents, among which are: National Curriculum Parameters (1997), the Guidelines for Nine-Year Elementary Education (2006), Pro-Literacy (2006), the National Pact for Literacy at the Right Age (2012) and the National Common Curriculum Base (2017). These are discussed here under the parallel and interrelation with the books written by Maria Montessori.

Montessori, in her writings", presents a vision of language and associationist literacy, a common look at the time of the production of the works. This perception emphasizes the importance of the integral education of the subject, of the aesthetic and intercultural experience combined with the use of multisensory activities and experiences that directly and indirectly corroborate the literacy process.

In institution II, the pedagogical proposal is based on the Brazilian Federal Constitution (1988), the Law of Guidelines and Bases of National Education (LDB) 9.394/96, the Statute of the Child and Adolescent (ECA, 1990), the Complementary Law No. 170/98 of the Santa Catarina Education System, the Complementary Law No. 7/99 of the Municipal Education System of Palhoça/SC, Normative No. 001/2010, COMED Resolution No. 001/2017 and the 2019 Curricular Base of the Municipal Education Network of Palhoça, which was based on the National Common Curricular Base (Palhoça, 2023, p. 41).

For a more accurate analysis, we can see that the two institutions are primarily distant in relation to their organization and public, since the first belongs to the private school network and institution II serves the public municipal network.

Following the analysis, the pedagogical proposals of the institutions differ, because institution I addresses in its curriculum the Montessori Pedagogy, which has the objective of educating for life, and institution II the historical/cultural pedagogy based on a school education focused on the environment", due to the facilities of the school unit being located within a permanent preservation area.

The next parameters to be analyzed have approximations and distances. They are close because they are supported by official documents and follow the National Common Curriculum Base as the main source of reference, and they distance themselves when institution I uses literature written by Maria Montessori to support its educational curriculum.



In the analysis carried out above, we can compare the data described in chart 1 of this session and contemplate data extracted from the Political Pedagogical Project of both institutions and from the Curricular Base of the Municipal Education Network of Palhoça, a document that guides the educational curriculum of institution II.

LITERACY DIMENSION

As a second dimension of analysis of this research, the conception of literacy of both institutions is mentioned. The results and discussions of the data are presented in Chart 2.

Table 2 - Conceptions for analysis of the results

Categories	Institution I	Institution II
1. Guidance Document	Base Nacional Comum Curricular (BNCC)	Base Nacional Comum Curricular (BNCC)
2. Literacy Guidelines	Phonological Awareness	Phonological Awareness
3. Literacy process	Initiated in Early Childhood Education	Initiated in Early Childhood Education
4. Literacy process	Cyclic	Annual
5. Resources for literacy	Concrete Materials	Literature and other teaching resources
6. Writing Process	Developed in Early Childhood Education	Developed in Elementary School

Source: Prepared by the authors (2023).

In the literacy process, both institutions are close because they use the BNCC (2017) to support such processes. Both proposals show that the literacy process is based on phonological awareness, which should be worked with the child in the first two years of elementary school. The two institutions present in their documents that the child needs to be introduced to the literate world from birth and perfected in their passage in Early Childhood Education, where skills such as singing, listening, retelling stories, playing, reciting and reporting experiences must be developed.

In institution II, we can perceive the focus on the mechanical part of literacy. The process of reading and writing the letters. Knowing the letters of the alphabet, the sound they produce and the appropriation of writing. This whole process is based on the social function of writing associated with images and written texts.

A second important point to be analyzed is that in institution I, the process of appropriation of writing begins in Early Childhood Education with the use of concrete materials, provoking tactile motor sensations in children and facilitating the learning of writing. These resources are made available by the institution to students on a regular basis.



These materials are used in a cyclical format, that is, children start their manipulation in Early Childhood Education and continue to use the same resources in Elementary School, modifying only the intensity of use. According to the PPP of Institution I (2023/2024):

According to the Montessori perspective of work, the organization of the contents of the Portuguese language presupposes a cyclical treatment, since, in general, the same contents appear throughout the schooling, varying only the degree of deepening and systematization. To ensure this cyclical treatment, it is necessary to sequence the contents according to criteria that enable the continuity of learning. (AIFSJ, 2023/2024, p. 46).

This is different from institution II, which distances itself in this item due to the pedagogical resources used in the literacy process being at the discretion of the teacher in charge of the class. The skills used for the literacy process take place over years of work, become more complex and are added to new textual genres. The professional needs to locate himself in his teaching plan in order to find resources to facilitate the learning process of his students.

In the Curricular Base of the Municipality of Palhoça (2019), which guides the literacy process of Institution II, it is presented that in the first two years the ideal is to focus on the literacy process, how to encode and decode the sounds of the language. However, the same basis also emphasizes the importance of literacy through literacy.

Magda Soares argues that literacy means teaching reading and writing in the context of the social practices of reading and writing, so that the individual becomes both literate and literate (Soares, 2019, p. 47). The author presents literacy and literacy as different but inseparable functions, where the teacher needs to emphasize the acquisition of reading and writing by his students, focusing on the teaching of the mechanical part of the written language, what Magda Soares (2003) calls literacy, a process that favors the appropriation of meanings without ceasing to value its social function. as described as literacy.

LITERACY SKILLS WORKED ON

Analyzing, the literacy resources of institution I appear grouped to the skills that appear in a format representing the cycles of skills that should be developed from the 1st to the 5th year of Elementary School. The document is entitled Competencies and Areas of Knowledge According to the BNCC.

Basing its literacy skills on the BNCC, Institution II is close to Institution I and the skills are very similar, emphasizing the social issue of writing. They differ in the organization of the data, as the Curricular Base of the Municipal Network of Palhoça provides the skills in years of work.

The table below represents an excerpt, serving to demonstrate the data presented to compare the arrangement in which the data are found in the analyzed documents (PPP) of Institution I and Curricular Base of the Municipal Network of Palhoça.



Chart 3 - Conceptions for analysis of the results.

Participants	Institution I	Institution II
1. Reading and Writing Skills - Portuguese Language	Read/Listen (Shared & Unattended)	Read/Listen (Shared & Unattended)
	2.EF15LP01	2.EF1LP01
	Identify the social function of texts that circulate in fields of social life in which they participate on a daily basis (the home, the street, the community, the school) and in print, mass and digital media, recognizing what they were produced for, where they circulate, who produced them and to whom they are intended.	Recognize that texts are read and written from left to right and from top to bottom of the page. - Collaborative reading; - Handling of different text supports, observing the structure and distribution of the text on the page and in other supports; - Word spacing; - Signs and letters in verbal and non-verbal (multimodal) texts; - Recognition of initial and final letters; - Genres: parlendas, comics, songs, music, etc. (memory texts that stimulate autonomous reading, identifying parts of the text).
	3.EF15LP02	3.EF1LP02
	Establish expectations in relation to the text they are going to read (anticipatory presuppositions of the meanings, form and social function of the text), based on their previous knowledge about the conditions of production and reception of this text, the genre, the support and the thematic universe, as well as about textual saliences, graphic resources, images, data of the work itself (index, preface, etc.), confirming anticipations and inferences made before and during the reading of texts, checking the adequacy of the hypotheses made.	Write, spontaneously or by dictation, words and sentences alphabetically – using letters/graphemes that represent phonemes.

Source: Prepared by the authors (2023).

Resuming the analysis of the data presented in chart 3, they were organized in such a way as to compare the skills 1 and 2 of Elementary School of both institutions. They differ by the fact that the skills of Institution I are available for the 1st to the 5th year of Elementary School. Institution II uses the skills only for the 1st year. The two institutions were based on the BNCC (2017), a reference to determine the skills available in the table above.



Another point to be analyzed in Institution I is literacy in this phase, as shown in chart 3, focusing on the textual genres addressed in this stage of education within the institution. Reading and textual production are shared with the teacher and colleagues. The genres worked are simpler and related to the students' daily lives, such as lists (of calls, ingredients and purchases), tickets, invitations, photocaptions, class rules, etc., as well as themes of everyday life such as nursery rhymes, recipes and game rules.

In view of the above, it can be seen that both direct the process of appropriation of reading and writing in their curriculum. However, in institution I, the data are more summarized and are available in cycles for Elementary School. Different from Institution II, based on the Curricular Base of the Municipal Network of Palhoça where literacy skills are divided by year of work in Elementary School, in skills and topics.

Another point observed from table 3 is the way in which institution II places children who start the first year of Elementary School as directed to the mechanical part of literacy, knowledge of the Brazilian alphabet and the process of reading and writing. Therefore, in institution I, literacy is worked on, the social function of literacy. It presents in its curriculum the work directed to textual productions and other media used as pedagogical resources.

Montessori (1965) presents in her text that children have a specific phase to develop the writing process, the phase that she mentions as a **light hand**. The author presents that at this stage the child has a very curious act of touching all things, of knowing and exploring the world through his hands. According to the author, it is at this stage that the teacher should encourage children to work on skills to develop their fine motor skills.

In view of this statement, we can see that this phase described by the author occurs when the child is in early childhood education. The author highlights the importance of developing manual skills in children at this stage, as it is at this moment that they have the need and ease to learn certain movements. Therefore, children should be presented with instruments that they can hold, that can imitate the movement they would make when holding a pencil and always use repetitions, so that this movement is easily recreated when the child is going to hold a pencil or brush, for example (Montessori, 1965).

This is different from institution II, in which the child at the same stage develops language skills in the form of play and games directed to the group to which he or she belongs. The importance of play is emphasized, as can be seen:

Playing is indispensable in the process of appropriating written language, because, in play, the child, in make-believe situations, gives new uses to objects, later registers them through drawings, until they realize the power of drawing speech, that is, of recording speech through writing (Palhoça, 2019, p. 158 apud Vygotsky, 2007).



The author argues that the social function of writing should be worked on from the child's birth, so that he or she comes into contact with literature, nursery rhymes, rhymes and songs. These resources will direct the child's contact with the literate world and the development of literacy skills will be directed only in the first two years of Elementary School.

The present analysis is made by establishing a parallel between the PPP data of Institution I and II. When analyzing the skills of the initial years of Elementary School, there are no assumptions of literacy in the Montessori molds in institution I. In this sense, the literacy process described by the institution is similar to the method documented in institution II.

RESULTS

In order to answer how the literacy process occurs in the Initial Years of Elementary School in a school that uses the Montessori method, in the private network of Florianópolis and in which it is distant from the municipal network of Palhoça, the documentary analysis of both institutions was carried out, realizing that the answer to the question above is based on the fact that the two institutions are close at different points in the literacy process. Especially because both literacy skills are taken from the Common Curriculum Base and because they guide the curriculum of both institutions.

At the beginning of the research, the research intended to better understand the difference between these two documents that guide the literacy process of the institutions, since it was believed that there would be significant differences between the literacy processes described in the official documents of the two institutions.

Taking into account that one cannot do without a literacy method, as advocated by Mortatti (2006), from the analysis carried out in the chosen documents, a literacy method was not found in either of the two institutions, however, considering that a literacy method, according to the author, is a pedagogical approach to the teaching of reading and writing, which is intrinsically linked to the social, political and historical context in which it is implemented, and it can be said that these methods are often the subject of debate and evolve over time, reflecting changes in the most different educational perspectives and in the needs of society.

In this way, future research with a field approach is suggested, so that it is possible to go beyond the data provided in the analyzed documents and to observe these processes in practice, bringing broader data for a better understanding of the distances that occur in the literacy process of both institutions.

As another suggestion, the schools of the municipal network of Palhoça could include in their Political Pedagogical Projects their literacy method and with easy access to the community in general. It was faced with difficulty in accessing the Political Pedagogical Project for data analysis, a



lag in the data presented, which required resorting to the Curricular Base of the Municipal Network of Palhoça.

For the private school in Greater Florianópolis that uses the Montessori Methodology, the suggestion is to describe the literacy skills in the Political Pedagogical Project, the literacy process of the Montessori Pedagogy, bringing greater richness and clarification to the document, favoring a better understanding.

Literacy is something that should be known by all education professionals and the most important thing is to know different ways of teaching literacy, because we live with an infinity of different beings, also with different needs and using the same way of teaching literacy, the teacher will not be able to look for ways to satiate the need of his group of students.



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