Epistemological clashes between cognitive science in the national literacy policy and multilingualism in the national common curriculum base

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ABSTRACT
The present study intends to analyze the guidelines for the literacy process declared in the National Literacy Policy (PNA), with a focus on literacy, and the conception of the National Common Curricular Base (BNCC), based on literacy procedures. Thus, we problematize what are the conceptual contradictions and theoretical-methodological options that conflict in the PNA and BNCC, implying the literacy process? As for the methodological procedures, the work is characterized as documentary research, with a qualitative approach, which allows the researcher to examine the theme under discussion. The results show the distances and conflicts between the PNA and the BNCC. In the PNA, the focus on literacy is based on the cognitive science of reading, and in the BNCC, the literacy process comprises multiliteracies.

Keywords: Language, Reading skills, Writing system.

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INTRODUCTION

Educational policies for literacy in Brazil reflect theoretical and epistemological perspectives, with emphasis on the child's learning process as a complex phenomenon. Thus, we problematize what are the conceptual contradictions and theoretical-methodological options that conflict in the National Literacy Policy (PNA) and the National Common Curricular Base (BNCC), implying in the literacy process?

The objective of this study is to analyze the guidelines for the literacy process stated in the National Literacy Policy (PNA), with a focus on literacy, and the conception of the National Common Curriculum Base (BNCC), based on literacy procedures.

In this sense, the National Literacy Policy (2019) defines literacy as the teaching of reading and writing skills, with an emphasis on phonological awareness and phonics instruction. It presents learning goals to consolidate literacy, progressively, in the 1st year of elementary school. It emphasizes that literacy processes should be analyzed by educators, through the understanding of the "Cognitive Science of Reading", which is structured based on the knowledge elaborated by Psychology, Neuroscience, Linguistics, aiming to explain how the brain develops cognitive skills for reading.

In the document of the National Literacy Policy (2019), the historical path of the "Cognitive Science of Reading" is presented, since the 1970s, pointing out that studies were carried out in North America and Europe, with the intention of discovering how subjects learn to read and write. The field of research progressed as the study of Cognitive Science revealed new insights into the workings of the human brain.

According to Dehaene (2012), studies on literacy are deepened through the "Cognitive Science of Reading". This term is used to define the paradigm that currently predominates in Switzerland, Belgium, Portugal and Canada on literacy. The key question, according to the group of scientists who investigate neural structures, is: "How does the brain work?" Thus, the paradigm is sustained through investigation and recording of results with indicators that are mapped, observing scientific evidence, following rigorous controls and validated by empirical studies by researchers who study the field of "Cognitive Science of Reading", such as Sargiani (2022), Savage (2015), Dehaene (2012), Adams *et al* (2007), Capovilla (2003), Solé (1998), Cardoso-Martins (1996), Pinheiro (1994).

According to Dehaene (2012), the "Cognitive Science of Reading" investigates cognitive functions through interdisciplinary research that associates the foundations of Neuroscience, Linguistics and Cognitive Psycholinguistics to examine the phenomena related to the teaching-learning process of literacy. The data collected in the research carried out by Cognitive Science reinforce that learning to read and write is a complex process of higher cognitive functions.

With regard to the field of literacy in the National Common Curriculum Base (2018), the literacy process should take place in the 1st and 2nd year of elementary school. To understand the

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development of the didactic work, we will situate ourselves in the presentation of the "Language Area", which is composed of four curricular components: Portuguese Language, Arts, Physical Education that make up elementary school in the early years, adding the English Language component in the final years of elementary school.

The organization of the Portuguese Language component integrates a system of language practices with 4 (four) fields of action (field of daily life, artistic-literary field, field of study and research practices, field of public life). This integrative disposition aims to expand the literacy process with guidance on multiliteracies, throughout elementary school, as well as the sharing between the objects of knowledge in their relationship with the various signs, meanings and contexts that organize the pedagogical and curricular proposal of the area.

According to Sargiani (2022), Rotta and Bridi (2016), Dehaene (2012), Kress and Bezemer (2009), oral and written language is a multifaceted object of study, requiring knowledge about neural structures, cognitive processes, mental representations, social experiences, and cultural knowledge that drive language processing.

In view of this situation, the debate between the PNA and the BNCC is challenging, as researchers who study literacy, learning to read and brain structures record that cognitive functions, interconnected in the processing of oral and written language, involve connections based on the raising of hypotheses by the child. At the time of learning, children relate the letters, sounds, words and expressions that are part of their daily lives. This implies that the teacher, when teaching, must understand that active cognitive participation occurs on the part of the subject, importing in the organization, systematization and mediation of teaching, through interactive methods, considering a set of knowledge of the child's concrete life.

THE NATIONAL LITERACY POLICY: WHAT DO WE KNOW ABOUT LITERACY?

The National Literacy Policy, based on the "Cognitive Science of Reading", adopts the fundamentals of Literacy to replace the concept of Literacy. Literacy is defined as the set of knowledge, skills and attitudes (CHA), a concept presented by Scott B. Parry, in the work "The quest for competencies" (1996). Thus, Literacy is based on the concept of competence, and is related to the process of reading and writing the mother tongue, mediated by a dynamic practice of mastery, production and transmission of knowledge, aiming at the formation of the culturally literate subject.

The concept of Literacy emerged in Europe at the end of the nineteenth century, and the academic community began to show interest in the term only in the mid-twentieth century, and it is currently commonly used and used by scientists and academics in the area. The term in French corresponds to *"littératie"* and in English it derives from "*literacy*". The terminology literacy is used

by educators in Switzerland, Belgium, Portugal and Canada, finding international support in the community of researchers working in the field of literacy (Cardoso-Martins et al., 2005).

In the literacy approach, the responsibility of adults is highlighted, as the parents, teachers and caregivers of the child should consider the different levels of learning in which the child subject is. In literacy, hypothetically developing, the child has not yet mastered the process of reading and writing. Thus, a relevant aspect is to observe the organization, selection and application of practices, as well as teaching procedures, predicting and mobilizing interest in literacy.

According to the National Literacy Policy (2019), reading and writing skills, as literacy skills, should be developed before the child enters school, as a pre-literacy procedure. The abilities will be expanded and consolidated in a permanent process of mental combinations carried out by the child. As learning to read and write is a challenging operation, the child must receive cognitive stimuli that will be processed mentally. This initial intellectual literacy procedure will provide more fluent and advanced levels with the mastery of the more complex reading and writing processes.

THE NATIONAL COMMON CURRICULUM BASE: LITERACY AND THE FOCUS ON MULTILITERACIES

In the National Common Curricular Base, the Language Area is composed of Portuguese Language, Arts, Physical Education (in the early years of elementary school) and added English Language (in the final years of elementary school). Thus, the organization of the curricular components for the language area is based on a proposal based on multiliteracies, with emphasis on semiotics, which means the "study of signs".

> Unlike the concept of (multiple) literacies, which only points to the multiplicity and variety of literate practices, valued or not in societies in general, the concept of multiliteracies — it is worth emphasizing — points to two specific and important types of multiplicity present in our societies, especially urban ones, in contemporary times: the cultural multiplicity of populations and the semiotic multiplicity of the constitution of the texts through which it is based informs and communicates. (Rojo; Moura, 2012, p.13)

In the National Common Curricular Base (BNCC), literacy considers semiotic multiplicity as the guiding axis, which enables the understanding of how subjects translate and interpret the meanings of objects, which mark and delimit the fields of coexistence in social groups. In turn, social groups produce and reproduce various signs with their meanings, giving meaning to the multiple languages that sustain cultural production. Semiotics is constituted from these interactions, between the elements that encompass verbal and non-verbal language, and the processes of communication.

In this sense, based on multiliteracies and multisemiotics, as references of the literacy process, the means, resources and procedures for the child's learning to occur through the various languages in the interaction between the objects of knowledge, with different communicative purposes, are outlined.

The objects of knowledge define a semiotic system based on literature, music, cinema, visual arts, games, theater, dance, body expression, fashion, gastronomy and others, to provide opportunities for immersion in different cultures.

> While reading, the skills operate in an articulated way. Given the development of reading autonomy in terms of fluency and progression, it is difficult to discretize a degree or even a skill, and there are not many prerequisites (except in terms of previous knowledge), because the paths for the construction of meanings are diverse. The interest in a topic can be so great that it mobilizes for more challenging readings, which, even though they may not have a finer understanding of the text, may, due to relationships established with previous knowledge or readings, enable partial understandings that respond to the interests/objectives at stake. The degree of involvement with a fictional character or universe, due to the reading of previous books and comics, the experience with related movies and *games*, participation in fan communities, etc., can be such that it encourages the reading of passages of greater length and lexical or syntactic complexity than those generally read. (Brazil, 2018, p. 76)tag.

Through semiotic multiplicity, social signs are interpreted, gaining meaning and significance. On the other hand, starting from the understanding of the social function of the school, it is important to consider how children interpret the world around them, what is the meaning of symbols, icons and images with their representations and meanings that dialogue with the child in their social context? What is the child's understanding from the reading of a literary genre such as short story, chronicle, poetry, novel? What is your perception when you appreciate classical, rock, pop, samba music? How do you interpret a photograph, a painting, a sculpture, a film? What are the physical and mental processes used when creating and participating in a choreography? What is the intention when producing and participating in a show? What's the point of following a celebrity on digital media, a writer, a singer and an actor? What is the importance of crafting and sharing messages on social media?

In this way, the child subject is historically constituted as a connection between the sign and the object. As the subjects strategically use the signs, do they come to be characterized as elements that have a life of their own or are they just symbolic representations, which act on cognitive and emotional development? In this relationship, the mental representation of the object takes on the meaning of a sign as a result of the use by the subjects who capture it when they are processing and elaborating ideas.

METHODOLOGICAL PROCEDURES

To carry out the research process, it is essential to apply methodologies using complex procedures, following a dynamic trajectory for the investigation of the object under study.

Thus, the object investigated, as a problem under study, was analyzed based on documentary research, with a qualitative approach. According to Prodanov and Freitas (2013, p.70), qualitative research,

It considers that there is a dynamic relationship between the real world and the subject, that is, an inseparable link between the objective world and the subjectivity of the subject that cannot be translated into numbers. The interpretation of phenomena and the attribution of meanings are basic in the qualitative research process. This does not require the use of statistical methods and techniques. Researchers tend to analyze their data inductively. (Prodanov; Freitas, 2013, p.70)

As for the basis of the research, we built the discussion following the study of official documents, proceeding to the survey of necessary documentary records. These documents made it possible to approach the problem, based on relevant sources about the researched object. The purpose was to organize data based on the official records of the field of literacy.

For documentary research, a document is considered to be any information in the form of texts, images, sounds, signs on paper/wood/stone/engravings, paintings, inlays and others. Official documents are also considered, such as editorials, laws, reports, official letters, royal order, etc., and legal documents from notary offices, general bankruptcy records, inventories, deeds of purchase and sale, mortgages, birth certificates, marriages, deaths, among others. (Fachin, 2006, p.146)

The research sought to understand the structure of the literacy system in Brazil, as a complex phenomenon, implying a process of analysis of documentary sources. Through the understanding of the functioning of the educational public policy, we proceeded to the comparative study between the National Literacy Policy - PNA (2019), and the National Common Curriculum Base - BNCC (2018).

In order to contextualize and elucidate the researched problem, it was relevant to confront and explain the conflicts expressed in the conceptions of literacy, present in the National Literacy Policy - PNA (2019), and in the National Common Curriculum Base - BNCC (2018).

RESULTS AND DISCUSSION

Anchoring the study in the scientific investigations of researchers in the field of literacy, we observed that children in the process of learning to read and write, when weaving their social relationships, are producers of texts in interactions with other children, their families and teachers. By participating in the act of communication, it promotes the construction of multiple texts that circulate in the school space, in the family, in social networks and in various environments. Thus, identifying and promoting this participation in contexts with cultural pluralism contributes to the development of communicative skills, creating their own paths of intertextuality.

LITERACY AND MULTILITERACIES: CONCEPTIONS , CONCEPTS AND THEORETICAL-METHODOLOGICAL OPTIONS FOR THE CHILD'S LITERACY PROCESS

The National Literacy Policy, discussing "Emergent Literacy", observes that the child, before the beginning of the formal schooling process, presents the fundamental cognitive conditions to learn certain skills that are necessary in the acquisition of language. "Emergent Literacy" is a determining

condition for children to learn to read and write, considering the skills and attitudes that make up the repertoire of living in the family, in the exchange with peers, in participation in the community and other social groups.

> During early childhood, whether in preschool or in the family, literacy already begins to emerge in the child's life, still at a rudimentary level, but fundamental for literacy (NATIONAL EARLY LITERACY PANEL, 2009). At this moment, the child is introduced to different oral and written language practices, listens to stories read and told, sings comic strips, recites poems and legends, becomes familiar with printed materials (books, magazines and newspapers), recognizes some of the letters, their names and sounds, tries to represent them in writing, identifies graphic signs around them, among other activities of greater or lesser complexity. In short, emerging literacy includes experiences and knowledge about reading and writing acquired in a playful and age-appropriate way, formally or informally, before learning to read and write. (Brazil, 2019, p.22)

In "Family Literacy", the arguments presented follow the process of language development, starting from the child's routine as a social practice in the family environment, in order to favor formal literacy in the future. The proposal suggests that reading practices be carried out in the family, storytelling organized by adults with the participation of children, conversation circles with parents, siblings and grandparents, should take place before the age of six.

These experiences should be interesting and rewarding for the child with the use of oral and written language, and new words will be added to their vocabulary, consolidating cognitive and social skills. The experiences that continuously feed each other, that arise from conversations and narratives, are motivating elements for the literacy process, generating favorable results in the literacy cycle. In addition, it is important to offer the child various materials such as pencils, paper, crayons, colored pencils, magazines, games, modeling clay, clay and scraps.

Highlighting the research carried out by Neuroscience, the arguments demonstrate that the brain structure does not naturally and anticipate the biological conditions to learn to read and write. Written language is a social and historical achievement related to the development and advancement of culture.

> When we think about the possible connection between neurology and development, more specifically cognitive development, we must think that neurological development itself is only possible through the connection of the neural system with the environment. We call this connection learning.
> (Rotta; Son; Bridi, 2016, p.26)

The learning of reading and writing performed by the child is a disturbing and challenging process for the brain, demanding a systematized work of the higher mental processes to organize the cognitive schemes. As the brain receives the appropriate stimuli, new cognitive structures are elaborated, corresponding to the intellectual domain of reading and writing ability.

According to Neuroscience, brain structures undergo changes so that the reading and writing process are favorable to the phonological process. According to the approach of psycholinguistic

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theory, in speech learning, several structures develop, such as the sounds of the word (phonological identity), the meanings (semantic identity), the uses in sentences (syntactic identity) and the social uses (pragmatic identity). However, at the moment of speech, the brain does not individually classify these constituent elements, this whole set undergoes a fusion, being stored in memory. In order to learn to read, it is necessary to access, through vision, the areas of spoken language (Snowling; Hulme, 2013).

According to Neuroscience, there is an area of the human brain called the "Visual Word Form Area - PVPA", which is responsible for distinguishing letters. It is located in the occipitotemporal region, on the left side of the brain. In the PVPA, the area in which the connection between the visual domain and the phonological mechanism is processed. In this architecture shaped by the AFVP, light stimuli are processed, with the recognition of the written word, the processing of the image, the meaning of the words and the motor articulation that produces speech (Snowling; Hulme, 2013).

In the case of children who do not yet know how to manipulate reading and writing procedures, the "Visual Shape of Words Area (PVPA)" is only activated to recognize objects and faces. In this way, the ability to learn to read and write modifies the brain connections in human beings, and their stimulation is essential for learning. When learning to read and write, there is an expansion of the skills of encoding the spoken word and the orthographic representation of the word (orthographic identity), which combine with the other identities mutually.

In this sense, the National Literacy Policy, applying the concepts of Neuroscience, sustains the discussion on literacy processes based on the phonic method, guiding the conduction of reading and writing methodologies based on the alphabetic system, defining four procedures to carry out the process of reading words: "by prediction, analogy, decoding and automatic recognition" (Savage, 2015, p.29).

For Savage (2015), "Prediction" is considered the simplest way to "read" words, as the child seeks to follow visual cues that allow them to discover the elements of writing through colors, images, shapes, initial letters as in the case of labels, product brands, characters that represent the product, which makes it easier to associate these elements with words known to the child, such as the symbol of Coca-Cola and McDonald's. Also in the case of places that have well-known names such as bakeries, shops, malls, supermarkets giving the impression that the child can decipher the words.

According to Savage (2015), in "Reading by Analogy" the child relates one word to another by similarity, relating rhymes, identical sounds, words from the same family such as "cat", "mouse", "bush", "duck", "John", "bread", "heart", "melon". Knowledge about one word is employed in reading other new words. This level of reading is still quite elementary, and the child does not yet have full mastery of the reading process.

According to Adams *et al* (2007), "Decoding" is the moment when strategic reading is performed, deciphering the alphabetic code, defining which letters represent the sounds. From this

domino, the child acquires autonomy with the recognition of the relationship between grapheme and phoneme, generating words. The child begins to observe how words are formed, and progressing on the path of this knowledge, he begins to master the spelling codes.

Citing Adams *et al* (2007), in "Automatic Recognition", when the child has advanced in the reading process, the words are recorded in memory, enabling reading and immediate visual recognition at the moment the word comes up again. Thus, the stages of prediction, analogy and decoding are overcome, and it is no longer necessary to use these strategies. The development of the cognitive process allows the child to acquire communicative skills, with greater fluidity in reading, comprehension of the text, ability to make inferences and interpretation.

In 2019, the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the literacy of children, adolescents and young people has a direct impact on socioeconomic development. Therefore, illiteracy increases the risks of school dropout, unemployment, exploitation and poverty.

Countries such as Portugal, France, the United States, Chile, Australia, and the United Kingdom, carry out pedagogical work for the development of evidence-based reading and writing skills. The studies carried out by the UN and UNESCO consider the scientific evidence supported by the "Cognitive Science of Reading", and draw attention to the fundamental components that make up the literacy process, such as "phonemic awareness" and "systematic phonics instruction". The studies point to indicators related to fluency in oral reading, the evolution of vocabulary for text comprehension, and textual production (Snowling; Hulme, 2013).

For Savage (2015), "phonemic awareness" is the "conscious knowledge of phonemes" with the ability to use them correctly and attentively. It is important to teach with planned strategies and methodological procedures that privilege the child's learning, to recognize sounds, manipulating them, and when using the word understand that the formation of a word is the result of a sequence of organized phonemes. This logic is fundamental to understanding the structure of the alphabetic system

According to Pinheiro (1994), "phonic instruction", elaborated with practical activities, allows the child to establish relationships between letters and speech sounds. The intention is to understand the alphabetic principle, the systematization of the predictable relationships between graphemes and phonemes. It is necessary to have a systematized planning to develop the activities with the children, contemplating the teaching of phoneme-grapheme, organizing reading circles, word searches, games with the formation of words and sentences, practicing spelling for greater mastery of reading.

Entering the field of analysis presented by the National Common Curriculum Base (2018), we observe that the stages of learning in the area of language follow the dialogic relationship between the objects present in the curricular components of Portuguese Language, and their integration with Arts, Physical Education and English Language during the educational process. As the child advances, the

ability to read and map signs expands, transforming the intellectual abilities that change, founding new cognitive structures, updating the ability to perceive the social, historical and cultural context.

The objective of the Portuguese Language component is to highlight the most complex cognitive processes with the intellectual production and exchange of information that define the objects of knowledge integrated with the other curricular components, enabling the pedagogy of literacy as a "social and collective construction, intertwined with meaningful, interactive, continuous and unfinished processes" (Franchi, 1994). Literacy in the dialogic relationship with the child establishes bonds through different languages such as verbal, graphic, filmic, corporeal, plastic, digital for the formation of higher mental processes. In the integration of the language area, multiple theoretical and methodological proposals are indicated for the Portuguese Language component, aiming at the child's reading and writing fluency.

The methodological intentionality, presented in the curricular component of Portuguese Language, converges to social practices in their relationship with teaching-learning integrated with the social context of the child's experience to effect cognitive development. It is important that the pedagogical work with literacy can privilege everyday life, the cultural experiences brought by the child into the school. In the same way, the child in his/her learning will be able to carry out exchanges of formal learning from the pedagogical space to the family environment, incorporating a more elaborate knowledge from the participation and integration of knowledge.

> The Portuguese Language component of the BNCC dialogues with documents and curricular guidelines produced in recent decades, seeking to update them in relation to recent research in the area and the transformations of language practices that have occurred in this century, due in large part to the development of digital information and communication technologies (DICT). The enunciative-discursive perspective of language is assumed here, already assumed in other documents, such as the National Curriculum Parameters (PCN), for which language is 'a form of interindividual action oriented towards a specific purpose; a process of dialogue that takes place in the social practices existing in a society, at different moments in its history' (Brasil, 2018, p.67)

In this sense, the guiding principles, concepts and theoretical foundation that structure the Portuguese Language component have as their purpose the creative processes through the social interactions that guide human coexistence. These interactions take place following the different approaches of literacy pedagogy using the various languages in a context with "multiliterate practices" (Rojo, 2012).

As suggested by the National Common Curriculum Base, interdisciplinary work stands out as a relevant proposal for the pedagogical of literacy in the Portuguese Language component, prioritizing didactic action with experiences, relating thought and language to the expansion of the child's cultural repertoire.

The Portuguese Language component proposes a dynamic approach with multiliteracies and multimedia literacies procedures to favor didactic work and learning. As we can see, the proposal of

the approach to literacy pedagogy in the Portuguese Language component is based on the production of multimodal texts with the use of audiovisual resources, in the elaboration of verbal and written, non-verbal and visual texts, in which these combinations can provide interactions between children, the coexistence of historical subjects in different environments and scenarios as strategies for cultural production.

Within the scope of the theoretical foundation presented by the National Common Curriculum Base, the document provides a dynamic trajectory for the Portuguese Language component, basically following the socio-interactionist conception of teaching-learning from 4 (four) Axes of Integration of Language Practices articulated as: "Reading, Text Production, Orality and Linguistic/Semiotic Analysis". These axes define the pedagogical work, constituting the identity of the curricular component of Portuguese Language, following the curricular proposal for the construction of knowledge of the mother tongue (Portuguese language) by the child in literacy communicative situations.

In this way, communicative situations comprise the child's social interactions in different circumstances, places, times and relational spaces, providing textual production. The construction of texts, as an event that takes place in formal and non-formal occasions in a dynamic way, counts on the participation of the subjects in a situation of communicative exchange. Thus, the text as a multimodal resource is conceived as a teaching unit, as an integrating function in didactic-pedagogical practices.

It is important to note that fluency in oral reading is one of the many skills that children should develop by improving agility in reading texts, because as they advance in their literacy process, they gain more confidence in mastering words, reaching levels beyond decoding, refining their ability to interpret. Thus, reading is more fluid, so it is more enjoyable and interesting for the child. The teacher should encourage reading aloud practices, being able to hold reading circles, create the reading corner, story time, theater, dramatized readings, television news and school radio. The reading should be accompanied by the teacher so that he can evaluate the success of each child, and elucidate the difficulties encountered.

In the same way, vocabulary development is fundamental for understanding the text as an interactive and social act. The expansion of vocabulary should be encouraged daily through practices with reading activities with word games, dialogues about the universe of reading, expanding vocabulary, gaining more knowledge throughout school life.

In the production of writing, we have that the application of methodologies using writing is a complex process fundamental to the development of the skills of writing words, aiming at textual production. For the consolidation of this competence, the teacher should organize free textual production activities, organize glossaries, write poems and poetry, create stories based on the child's social context with multimodal resources.

FINAL THOUGHTS

The conflicts that were evidenced in the study of the documents of the public education policy, embodied in the National Literacy Policy (PNA), and in the Base Nacional Comum Curricular (BNCC)**,** materialize when the conceptions, concepts and theoretical-methodological options for the child's literacy process.

According to the National Literacy Policy (PNA), the school and the family should carry out didactic work with systematic and regular intervention to develop and expand reading capacity and strategies, with a focus on the "Cognitive Science of Reading" and "Family Literacy".

In this sense, the Education System in Brazil, as well as the proposals of international organizations (UN, UNESCO) for the development of nations, have intensified the literacy process with the implementation of the system for monitoring and evaluating the progress of children's learning. In educational practices, in the family and school environment, the intention is to develop the learning of graphophonemic relationships, which means the relationship between letters (graphemes), in the written modality, and sounds in the oral modality of language.

From the perspective of the National Common Curricular Base (BNCC), the knowledge of oral and written language practice is built with the participation of the child, intensifying the literacy process in the interaction as a reader and producer of texts. Following this analysis, the child is competent as a producer of texts when interacting in the act of communication, promoting the construction of texts that circulate in the school space, in the family and in multiple environments.

From the study, it can be inferred that the child's experiences with various text carriers favor the construction of cognitive structures through an interdisciplinary path, expanding the ability to interact in their context. The intensity of the circulation of knowledge and experiences, and the set of cultural practices, enable the process of acquiring knowledge. Active and dialogical practice is essential in literacy, as it produces experiences in plural social contexts, diversified experimentations from the perspective of the formation of the child reader-writer.

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