

ASSESSMENT MANAGEMENT THROUGH PLANNED INTERMEDIATION IN CHILDREN'S LITERACY LEARNING

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Renata Araújo Jatobá Oliveira¹
Magna do Carmo Silva²

Abstract

The study analyzes how two teachers establish a relationship between reading and writing rights and/or skills, assessment management through planned intermediation in learning, and the progress of children in the literacy cycle/Cours Préparatoire - CP/Cycle2 -, over the course of the year. The theoretical foundation exposes the management of teaching and assessment for teaching-learning and literacy. The methodology is qualitative and describes the organization of pedagogical work in Brazil and France; and we use content analysis. The result indicated that teaching management is based on building a professional pattern; and that the assessment management through planned intermediation happens when the teacher ponders about practice and recreates it to meet the heterogeneity of learning.

Key-words: literacy; teaching; assessment.

A GESTÃO DA AVALIAÇÃO PELA INTERMEDIÇÃO PLANEJADA NAS APRENDIZAGENS DAS CRIANÇAS NA ALFABETIZAÇÃO

Resumo

Neste texto, analisa-se como duas professoras estabelecem relação entre os direitos ou competências sobre leitura e escrita, a gestão da avaliação pela intermediação planejada nas aprendizagens e o avanço das crianças no ciclo de alfabetização/Cours Préparatoire - CP/Cycle2 - ao longo do ano. A fundamentação teórica expõe a gestão do ensino e da avaliação para a alfabetização e letramento. A metodologia é qualitativa e retrata a organização do trabalho pedagógico no Brasil e na França. Para a análise, foi utilizada a análise de conteúdo. O resultado indicou que a gestão do ensino está pautada na construção do estilo profissional e que a gestão da avaliação, pela intermediação planejada, acontece quando o docente reflete a prática e a refaz para atender à heterogeneidade das aprendizagens.

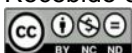
Palavras-chave: alfabetização; ensino; avaliação.

¹ Centro Universitário da Vitória de Santo Antão, Vitória de Santo Antão, Pernambuco, Brasil. E-mail: renata_jatoba@hotmail.com. Orcid: <https://orcid.org/0000-0003-2354-0088>.

² Universidade Federal de Pernambuco, Recife, Pernambuco, Brasil. E-mail: magna_csc@yahoo.com.br. Orcid: <https://orcid.org/0000-0003-2810-3151>.

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Introduction

This article aims to present how a teacher of a first-year children's literacy class establishes a relationship between reading and writing rights and/or skills in learning, and the progress of children in the context of Brazil (literacy cycle) and in the French context (CP-Cycle2) throughout the school year. Thus, we present two specific contexts because they are based on public policies that involve, respectively, national programs such as PNAIC (Brazil) and Éduscol/Ifé - PPC2 (France), which are permeated by rights and goals for the literacy consolidation process .

In our perspective, in these scenario, it would be up to the teacher to have full knowledge and mastery of these rights/goals, which would guide the teaching process, which is adapted to children by considering their experiences, individualities and heterogeneity of knowledge, a process that we call teaching management of reading and writing. In this way, we seek to understand how this organization of teaching reading and writing is related to the assessment that teachers make of children in the intermediation action, based on a planning that respects the diversity of learning, a process that we call assessment management through planned intermediation in learning (Oliveira, 2019).

In this regard, we sustain that in the first school year the initial acquisition of reading and writing should be consolidated so that the child has more autonomy in the consolidation of the other rights/goals related to the language in a literacy perspective. That is, based on the fundamentals of democratic education, we understand that literacy needs to occur systematically from a constructivist perspective and also contemplating explicit teaching, as pointed out by Soares (2016). We affirm, therefore, the importance of systematic and uninterrupted training for literacy teachers because we believe that reflective practice must be developed on a daily basis. In addition, we corroborate the perspective of Soares (2014), who affirms the need for training network for the effective professional development of literacy teachers.

Linked to this, we defend the immediate relationship between the rights established and the planning of the assessment for the planned interventions that will contribute to the learning of the children. We also emphasize the importance of a follow-up and monitoring the progress of learning (Soares, 2016), elements defended by researchers in the field (Morais, 2012; Cruz, 2012). Thus, the monitoring and follow-up of the progress of learning are presented as an assessment of the literacy processes related to the planning of practice for the diversity of learning with a focus on the development of children's knowledge, which we define as assessment management through planned intermediation in learning.

Management of teaching reading and writing: the development of teaching practices in the literacy process

As a theoretical contribution, we are guided by the studies of Goigoux (2002) and Clot (2015), as they define professional patterns, methods, gestures and genres. In addition, we understand teaching knowledge as linked to professional training and action knowledge (Tardif, 2002) and to didactic and pedagogical devices (Chartier, 2002). Thus, we move forward in the debate on the reinvention of literacy by Soares (2003b), when we focus on teaching management (Oliveira, 2019) and its relationship with the development

of the reading and writing teaching practice linked to planning on the diversity of learning and to the conception of education for the formation of a crucial citizen who recognizes himself as a cultural identity.

We reaffirm, therefore, that the development of the pedagogical practice considers as a guiding element of this process the assessment management through planned intermediation (Oliveira, 2019) in the literacy learning cycle. The management of teaching and assessment is the basis for the continuity and uninterrupted learning of students each year of the literacy cycle, that is, for the progress and consolidation of knowledge about reading and writing. Therefore, we have the urge to discuss the possibilities for teachers to develop a planned, systematic and diversified practice, based on consolidated or constituted rights for each year of the literacy cycle, supported by the assessment process.

We assume the need to support teaching management and assessment management with systematic continuous education for teachers working in the literacy cycle/CP-Cycle 2 in an uninterrupted way and, on the one hand, characterized by moments in the school environment, with exchanges between teachers at the same school, and, on the other hand, in a place outside the school space to increase interactions between teachers with other school experiences. This would contribute to the formation of experiences and/or methods and professional patterns based on the educational practice experienced in diversity. In addition, it would enable a space for observation on teaching action based on successful experiences that point to successful and necessary referrals to work with the diversity of knowledge for professional development. Thus, we understand that the school routine enables the mobilization of teaching knowledge, since it constitutes a space for proposing situations and for investigation/analysis on the way in which the teacher intervenes and deals with the diversity of learning in order to promote debate about the didactic and pedagogical organization of teaching practice.

When dealing with the foundations for the practice of literacy and its skills from the perspective of how to learn, how to teach, when and what to learn, in our definition of the management of teaching reading and writing, we emphasize that this practice has a characteristic feature common to any educational context and understands the existence of learning diversity in literacy. We point out, therefore, that it is a practice based on respect for the heterogeneity of learning and, mainly, on the understanding of teaching management that performs the intersection between teaching planning and assessment planning, that is, it considers assessment management through planned intermediation in children's learning as a primordial aspect of the systematic practice of literacy.

The great conceptual revolution in literacy, through the theory of the psychogenesis of writing (Ferreiro; Teberosky, 1999), promoted a review of how to learn alphabetic writing. In this theory, the child is considered an active subject who builds and rebuilds knowledge by making constructive mistakes. This process would take place at a conceptual level, not being random, in which the child would reinvent the notational system, experiencing three well-defined periods with some subdivisions: the first period of differentiation between drawing (iconic) and writing (non-iconic); the second period, characterized by the attempt to build forms of differentiation in the qualitative and quantitative axes; and the third period characterized by the phonetization of writing, being composed of three phases: the syllabic, the syllabic-alphabetic, and the alphabetic

(Ferreiro; Teberosky, 1999). After appropriating the Alphabetic Writing System - SEA -, it would still be necessary for the child to think about the spelling rules and understand the spelling standards, coming to write the words normally (Morais, 1989).

Added to this theoretical revolution, the discussion related to literacy was increased in the 1980s and 1990s, seeking to debate about the use of reading and writing in various social practices and the formulation of the concept of literacy (Kleiman, 1995). Therefore, currently, according to Soares (2003a), the definition of literacy is linked to that of reading and writing skills, both being considered different processes, but inseparable. Alongside, Soares (2003b) states that, from the 1990s, literacy has been obscured by reading and writing skills, losing its specificity in the Brazilian context, that is, there have been misunderstandings about the literacy process due to the non-consideration of the written language as a specific object of knowledge, due to the incompatibility of the psychogenetic cognitive paradigm with the proposal of methodology in literacy and due to the notion that reading and writing can only be learned through contact with texts.

In this way, we emphasize that, in Brazil, before the psychogenesis of writing, the teacher had a method to teach literacy, without understanding how the process of appropriation of SEA by the child took place. After the dissemination of psychogenesis, teachers started to have a theory about this process, but there was no methodology to teach literacy based on it. We understand that the theory of the psychogenesis of the written language favors the teacher to identify the stages of development of the child's writing comprehension, however, he must develop planned and diversified practices that meet the heterogeneity of knowledge of his class. We ask ourselves, then: what do the current assumptions say about how to teach children to read and write from a literacy perspective?

Initially, it is important to consider the specificity of literacy and reading and writing skills through appropriate practices and methodologies, reinventing literacy (Soares, 2003a). It would be alphabetizing by literacy, that is, thinking of writing and reading as specific domains, involving students, with the most diverse genres, in social practices, and it would be up to the school to "insert students as early as possible in real situations of uses of the written language, teaching them to read and write simultaneously" (Morais; Albuquerque, 2005, p. 135).

In this perspective, we raise one more question: what do the current perspectives say about what should be taught and when to teach the child to be literate in a reading and writing skills perspective over the three years of the literacy cycle? Based on the idea that it is an essential role of the school to guarantee the wide and successful appropriation of systematized knowledge (Libâneo, 2006), and taking into account that, often, this acquisition of powerful knowledge is denied to children from the lower classes (Young, 2007). Cruz (2012) already highlighted the urgency in defining a curriculum that delimits the minimum knowledge to be taught in literacy and that proposes to be a guiding document for literacy practices. Regarding this aspect, Cruz (2012) and Morais (2012) defend the necessary elaboration of objectives, goals and/or expectations for each year of the literacy cycle so that the process of teaching reading and writing enables the monitoring of learning of children and they appropriate literacy successfully at the end of this period.

In addition, as considered by Soares (2016), it is possible to understand and consider several methodologies in the realization of the literacy process by considering its components. In the author's definition, these components are facets of written language that are subdivided into three: linguistic, interactive and sociocultural. We emphasize, in her perspective, that the linguistic facet deals with the appropriation of SEA as an object of initial learning and the other two facets deal specifically with Reading and writing skills. For Soares (2016), these facets are the elements that cause dispute between the various methods. At the same time, they are the ones that determine the categories that will be explored for the learning of the written language.

From this perspective, Soares (2016) emphasizes the importance of understanding the relationship between constructivist teaching (constructivist paradigm) and explicit teaching (phonological paradigm). Therefore, the perspective of constructivist teaching linked to explicit teaching in literacy becomes necessary to guarantee the existence of alternatives in the systematization process. That is, it is necessary to focus on the preparation of planning with consolidated rights and/or goals established for each year. Add to this the fact that the teacher plans to monitor learning with a heterogeneous teaching perspective, which will favor intentionality in teaching literacy and Reading and writing skills.

We reaffirm, therefore, the importance of this article as it allows deepening understandings about the teaching practice aimed at literacy, detailing the understanding of knowledge and educational practices for managing the teaching of reading and writing, and, finally, emphasizing how the assessment in the defended perspective of the planned intermediation in the learning of children in their first year of literacy in Brazil and France occurs.

Assessment management through planned intermediation in children's learning in Brazil and France: study on teachers' professional patterns in literacy

The research we submitted had a propositional nature, according to Lüdke and André (2005). This study is based on the foundations of the qualitative perspective (Bauer; Gaskell, 2008), through an exploratory, sequential, qualitative project. Our objective was to understand the development of teaching management and assessment management related to the teaching of reading and writing in the children's 1st year literacy class in Brazil and France. Two case studies were carried out (Latorre, 2003): in Brazil (data produced in 2016), and in France (data produced in 2017/2018). According to Somekh and Lewin (2015), the case study is a type of research that, within a system, seeks to apprehend a particular reality that has a value in itself, although, later, similarities with other cases and situations become evident.

The investigation referring to the French data was carried out in a CP class, in Cycle2, with a teacher from the city of Lyon/France. In Brazil, the collection was carried out in a group of the first year of the literacy cycle with a teacher from the municipal educational system in Recife/Brazil (1st year). To preserve the identity of the teachers, they chose names to be adopted in the research: Ana (teacher of the 1st year in Brazil), and Benoit (teacher of CP, France). Likewise, the children in the class received random names when mentioned in the transcripts.

The methodological tools used were: observation of 10 classes by each teacher and an explanation interview, based on transcribed excerpts from the classes. Afterwards, the data was analyzed qualitatively through the methodological methods of content analysis (Bardin, 2002). To this end, we base ourselves on the concepts of didactic and pedagogical methods (Chartier, 2002), identifying evidence of genres, gestures and professional plan to understand the professional pattern (Goigoux, 2002, 2017) of the teachers involved in the researched contexts. In this regard, the study is based on the genres of professional activity (Clot, 2007), considering the behavior of subjects in a work situation.

Research results: professional patterns for the management of teaching reading and writing and the assessment management through planned intermediation in Brazil

In the results we will present the practices planned and carried out with the intentional intermediation of the action, as of the planning, relating the learning/jurisdictional rights to the results of the children's learning. Typical scenes of each teacher's practice will be highlighted, with indications of their professional methods in which specific interventions are carried out, focusing on the student's error or question. These actions were developed on the same day or at another time, through evaluative intermediation in situations of activity correction, with the objective related to elaborate planning and, also, focusing on the evolution of student learning based on learning/jurisdictional rights selected or identified to work with the profile of the assessed class. For organizational purposes, we will present the two contexts separately.

a) Brazil case: teacher Ana's professional method

First, we found that Teacher Ana's planning for teaching reading holds a variety of genres worked on and related to the project experienced by the class during the year. In the daily readings with the class, the teacher performs different forms of interaction between the child and the text, in addition to the continuity and deepening of the theme that are present in the genres worked on each day. Table 1 shows how the teacher lists and registers the learning rights, planning and profile of her class (initial, medial and final).

Table 1 -

Brazil: relations between the right to learn, teacher planning and the profile of the class in reading.

	Learning right	Planning	teacher evaluation - class profile - reading
F i r s t s e m	Read texts (poems, songs, comic strips, oral tradition texts, among others), with autonomy (reading); right set in planning. Understanding texts	Date: 28-03-2016 Working on reading in the different areas of the Portuguese language. Objective: read poems about	Initial learning of the class in reading: Unconventional reading: Fabiano Unconventional reading without reading purpose: Evelayne Teves Ester

e s t e r	read by other people, of different genres and with different purposes (reading); right set in planning.	healthy eating. Child activity: Reading of texts: "Sala de frutas"; "Uma prática cheia de saúde"; and "Um bifeinho ou um salaminho?". Oral exploration of the text with the theme of the project, which is Healthy eating, with questions to students about comprehension of the text. Oral interpretation of the story. Read the names on the board, with the students, of the fruits written in the activity by the children.	Unconventional reading and communicates that does not know how to read: Levilson Dimenico Ericlyson Maria Emanuele Danilo Unconventional reading and does not have cultural flow of reading: Alyelson Unconventional reading and pretends to read the words: Yasmim Manoel Diego Unconventional reading and performs the reading by saying only the name of the letters when reading: Kaline Ryandro Maria Virgínia Unconventional reading and pretends to read by pointing to the letters she recognizes: Marina Unconventional reading, but has a reading attitude and reads pointing to the reading outlined: Natasha Maria Virgínia Yago Conventional reading with difficulty in complex syllables: Gioconda 10. Conventional reading with difficulty understanding statements and good fluency; 11. Conventional reading with understanding of statements and little fluency; 12. Conventional reading with understanding of statements and good fluency.
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Source: elaborated by the authors based on Oliveira (2019).

We identified in table 1 the existing characteristics in Ana's planning: Learning rights present in all planned days, objectives and contents separated by every two months and established for each working day; rights monitored bimonthly by quantity (number of children and their levels presented); quality (specific notes on reading) and child's name through diagnoses that show the percentage and levels of reading for all years of the cycle with observation on the school community; it has general aspects of human development that need to be taught, for example: rules of coexistence and registration of children who need to build this learning; points out the existence of a folder with different activities to

deal with heterogeneity and, finally, it has a work focused on projects that are usually two per year (Healthy food and Singing Songs/Literature) to have the greatest intentionality in teaching for the children.

We observed the direct relationship of planned activities with learning rights to the progress of children's outcomes. The basic construction of the teaching of reading took place with the emphasis on the different genres involved in the healthy eating project. In addition, Ana showed the children the content of genres in initial literacy, since only one child was reading in the beginning of the year. We will detail a class below and, after that, demonstrate the intermediation performed by Ana. We point out that the 1st year class was organized into groups by stages of writing development, according to the following organization: Children's group: G1- pre-syllabic; G2-syllabic and syllabic alphabetic and G3-alphabetic. With the purpose to attend to heterogeneity, she had a single text and proposed diversity of forwarding and monitoring.

Table 2 -

Class overview: Scene 1, teacher Ana's routine, 1st grade.

Date: 03-28-2016
<p>1st moment of welcome and weekend socialization (collective). Welcome- conversation about the weekend - conversations about field trips to the park or child comments that he/she did not go on any field trips; readings taken; Request for homework - reading literary books - children comment on what they liked and disliked reading; Debate on the word "Rotina" (observation on alphabetic writing); Counting the letters and syllables of the word "Rotina" orally and writing in capital letters of the word ROTINA; Debate on words that begin with each letter of the word "R-o-t-i-n-a" (words such as Rato, obra, tomate, iguana, navio and abacaxi were spoken by the children and observed by counting letters and syllables); Debate on words that begin with the initial, middle and final syllables of the word "Rotina" (words such as rojão, roda, tio, tigre, navio, nariz, among others were spoken by the children and thought about in the class by counting letters and syllables); Debate on the calendar: date/year/time (children observe the time and comment with the teacher); Helpers of the day - in alphabetical order (common thoughts of the two children who will be helpers of the day based on alphabetical order); Debate on the names of the helpers of the day (oral and written, with counting of letters, syllables, words with the same initial sounds...); Count of boys and girls of the day (with subtraction and addition to know children's absences and attendance). Break Reading texts and/or using reading strategies (Healthy eating; The little mouse). Resuming the subject that has been worked on in the project in the class; Oral comprehension of the text read and/or exercise with vocabulary (text by Ruth Rocha: "Um macaco tão maluco...". The teacher circles the initial syllables of the words practised in the text; Team guidance to the student's activity Guidance to the activity's header Drawing activity about the theme and/or setting up a board. Class is separated in activities for autonomous children and children with difficulties. Poster with fruits they like: writing the names</p>

of the fruits by the children and creation of the bar chart with research in the room;
 Writing of names (of fruits; food);
 Individual reading of the words written on the board and/or notebook;
 Group reading of written words (whiteboard) and/or with reading outline (syllables);
 Debate: number of letters and syllables of the words read in group;
 Debate: number of letters and syllables of the words read individually on the board for the class;
 Debate about words that start and end with the same sound;
 Reading text attached on whiteboard (Sala de frutas; Um bifeinho...; Ingredientes; Baile das frutas);
 General guidelines on reading flow, finger tracking, line-by-line tracking and/or pointing to each syllable of the words read;
 Follow, in group, the writing of words, phrases or texts by the teacher on the board;
 Second reading in group with a poster containing the text of the board and on the subject of healthy eating: "Sala de frutas da Clarissa". Instructions in group for the writing regarding the drawing of the 3 fruits they like and their names. Initially performed in group and then each individually in a sheet. The teacher goes around the room, table by table, that is, pair by pair, observing who is doing it and how the child is doing it with instructions and assessing their learning. Teacher takes notes. Children's doubts about correct spelling: the teacher makes the child think about the sound of syllables and encourages autonomy related to their thoughts. Example: child asks how to write the word laranja and the teacher makes one think about the sounds of the syllables and says: "write it your way thinking about the sound";
 Circulate words read in the text on the board and/or sheet;
 Observation on the segmentation of words in the text;
 Find in the text the words read outside the text;
 Writing words on the board (performed by children) and/or notebook;
 The teacher puts the name of the children's fruits on the board and writes them with the children's help, telling what the letter was and the same considerations made in the first text. The words were: uva, laranja, morango, pera, maçã, goiaba, caju, banana, abacaxi, melancia, jambo, melão. The teacher counts the letters, syllables, initial sounds of words with analysis related to the other words spoken by the children. Work carried out with the children going to the blackboard to write the words with the teacher's interventions. Each child went to the board to read, write and count letters and syllables with the help of the group.
 The library teacher goes to the classroom to collect the book used on the weekend.
 Activity with movable alphabet - writing of words for children with difficulty - some pairs doing this activity - while others were thinking about syllable awareness with the teacher at her desk and other children were connecting the words. Link incomplete words to the corresponding pictures.
 Reading charts and/or tables with the research carried out by the children. Activity finished in group. The teacher's methodological procedure was to read the text again with all the children holding their texts. The names were highlighted on the board and located by the children on their sheets. The teacher shows that the student needs to look for each word line by line, thinking about the initial syllable and sounds and reading them. The teacher's practical actions: forming a pair by the Zone of Proximal Development (ZPD), changing pairs by behavior and by production, calling children to the board individually or in pairs, children's difficulties always shared as a group in the class; Teacher asks to write the name in the activity. The child's name is asked for in the copy of all activities, in the textbook of the page under discussion or in the worksheet;
 Homework activity on the sheet for reading a poem and identifying words you know. (Worksheet-finding known words and reading text).

Source: elaborated by the authors based on Oliveira (2019).

Regarding Scene 1 presented, let's take a look at the excerpt of her speech described below, from the perspective of intermediation related to reading, which means specific teaching action focused on the child's error, doubt, or success. That is, she covers the mentioned theme as the teaching objective focused on attention to reading with children's responses when requested by the teacher. This didactic mechanism is informed to the children: the performance by the teacher with the children answering the questions (about who has already eaten fruit salad and who has already read a text on this subject). We point out the main activity: a) reading the text *Salada de Fruta* with five fruit names highlighted in one part of the activity, for the child to find in the text; 2) color the name of the fruit you can read. Next, we point out the diversified activity: a) the activities, with different demands per group: emphasis on the writing of 5 other words with other names requested by the teacher.

*P: "Did everyone hear this poetry well? Do you want me to read it again?"
(Directs the question to a reading and literate child)*
P: "Do you want to read that part of the text?"
C1: "Yes." (Child answers yes and starts reading and the teacher congratulates and continues reading).
P: "Congratulations! Anyone else wants to read it?"
C: "Me!" (child starting the reading process).
P: "You. And I help you, ok?"
C: "Ok." (Child reads only one word with simple syllables).
P: "Congratulations and let's continue." (Excerpt from class - Scene 1: Teacher Ana)

In this intermediation dialogue, the teacher highlights the importance of encouragement. Even though the child did not know how to read, he/she wanted to perform the action and was helped by the teacher as a stimulus for continuity; the concern with the understanding of the group and support for the literate child to help the class as a group. Next, we will present the dialogues of evaluative intermediations as of the correction of the activity, on the previously presented excerpt. On the board, the teacher put the names of the fruits written by the children and asked all the children to read each word.

P: "We are going to write on the board the names of the three fruits and read them." (Teacher writes grape, orange, pineapple and strawberry and performs the group reading pointing to the syllables with the ruler. Teacher wrote and listed the fruits named by each child on the board).
P: "Everyone reading together, okay? Pay attention to the syllable I'm pointing with the ruler, okay?"
Cs: "Ok, teacher!"
C1: "I want to read!"
P: "Is there Cashew here?"
C2: "No."
P: "Let's read what I've already written here. Is Strawberry already here? Everyone reading together. Where does it say strawberry?"
C3: "Under pineapple."
P: "Where?"
C: "It's the third word."
P: "Teacher pointing: here? (And children answering: No; Yes)."

Cs: "Yes."

P: "What fruit is this?"

C4: "Grape." (Child who reads with great difficulty kept trying until he succeeded and the teacher did not allow another child to answer before him).

P: "Is grape written here?"

C: "Yes."

P: "Let's read together." (Excerpt from the class - Scene 1: Teacher Ana).

Therefore, Teacher Ana's speech presents intentionality about the teaching of reading and assessment, in which she explains her professional methods and, more specifically, the transformations for her professional patterns by refining the action developed. Let's see below:

Explanation about the activity carried out:

"I do this because of my life story and my purpose. I was always a quiet child and nobody did anything and I was always in the corner. I don't leave a child standing in the corner of the room. When the child comes to the board, I can take everyone's specific difficulties and introduce them for the class to develop them together. Each one has their stage and is at that level. One helps the other to overcome difficulties and look at the example... If my friend can do it, so can I - and they read together and individually."

Explanation about reading and assessment:

1) Reading:

"Once I saw in the training that we need to address the four fields... Sometimes I'm planning and I say: I'm giving the same things. But they need it, so I say: what about the other things? My focus is concentrated on appropriation and I go on working on the other things... Autonomous reading at the end of the year with improvements in the middle of the year. I wished I could get more out of reading... The problem is that children don't come with so many built-in rights from early childhood education... Example: I put words from the ball game and asked: see if you can read any words? The children read bola, bela.... In my opinion it's not enough. Instead, reading is: I put a sentence and the student reads the whole sentence...I'm happy.... But now, before the middle of the year... in my opinion, it's reading. But reading the word like that is just the beginning..."

2) Assessment:

"I do diagnostics with my kids all year round and this year I did the dictation of words and I write and take notes, then you wonder how... You have the child's x-ray there, in the classroom, just remember him being diagnosed, then you see if he is making progress or not... Before, I didn't take notes, only the child wrote. It was decided in a meeting that the group will take notes and it was great. You already have an advantage for your class, to say I'm going to focus on this... this and that... Then you start preparing the plan with a focus on the real problem. Because the work has to be systematic. The assessment has to be individual and collective and we need to compare. I cannot take a subject and simply put it. And to work with rhyme I need the child to arouse interest and insight... I guarantee and monitor the children's learning by intervening and putting the kid on the board. Then I say he/she progressed. I am watching and following up on a daily basis side by side to the student and proceeding with different activities..." (Interview and explanation - Teacher Ana).

We found that teacher Ana's speech has intentionality. This element is part of her daily practice, such as the mechanism of taking the child to the blackboard so that they can be evaluated and the teacher can intervene, at the time of teaching, also serving this intervention as an example for the group's learning. All of her work starts from the diagnosis, with a record of observations of the students' learning; in this way, it balances the teaching and learning of reading in the 1st grade, developing assessment management through the mediation planned for the teaching of reading.

Next, we will present the work of Teacher Ana for teaching writing, in the first semester of the school year.

Table 3 -

Brazil: relationships between the learning right, teacher planning and the class profile in writing.

	Learning right	Planning	Class profile - writing
F i r s t s e m e s t e r	<p>Know the organizational logic and the properties of the alphabetic notational system of the language (AL). Right set in the Planning.</p> <p>Encourage students to develop a pleasure for reading, recognizing it as an essential source for producing texts. Right verified by the researcher that was practised in class.</p> <p>Relate speech and writing, considering the appropriation of the writing system, linguistic variants and different textual genres (oral). Right set in the Planning.</p>	<p>Date: 03-28-2016</p> <p>Working on the content of the principles and concepts of the alphabetic system of written language.</p> <p>Objective: Distribute letter, syllable and word.</p> <p>Child Activity: write the names of the fruit next to the children's drawings.</p>	<p>Initial learning in writing:</p> <p>Pre-Syllabic:</p> <p>Fabiano Evelayne Levilson Alyelson Yasmin Kaline Diménico Ericlyson</p> <p>Teves</p> <p>Syllabic:</p> <p>Evelayne Maria Emanuela Mariana Natasha Danilo Ryandro Manoel Diego Maria Virgínia</p> <p>Syllabic Alphabetic:</p> <p>Gioconda</p>

Source: elaborated by the authors based on Oliveira (2019).

From the general analysis of table 3, we can observe that, as established for the teaching of reading, the action of teaching writing is shown to be systematic with the objective of the progress of writing. For further analysis, we point out that the class overview shown in Chart 2 will serve as a basis for our debate on the teaching of writing, as teacher Ana worked on the two areas (reading and writing) in an integrated manner.

Teacher Ana, for initial analysis on teaching writing, presented the oral command for the activity to think and draw a plate with three fruits, on the activity sheet, and then, next to the drawn fruit, she asked the child to write, the way he knew, the name of the fruit he drew. Main activity developed: draw and write the name of three fruits inside the plate. Diverse activity: writing words in the notebook; enlargement of the name of fruits on the plate; sentence writing. As a home activity, the exercise of reading the name of each fruit (6 fruits), written in capital letters, was requested. Next, the intermediation dialogues of the considered class will be presented.

C: *"I want to write a fruit that ends with "o"."*

P: *"Most fruits end with "a", but there is also with an o at the end with a final sound like "coração". But there are fruits that end with "o" with a normal sound like "prato" the sound of "o" in the syllable "to";*

C: *"Teacher, how do I draw an "orange?"*

P: *"You didn't write the name orange, you have to write it your way; which fruit is this?"*

C: *"Orange."*

P: *"Then write it."*

C: *"Teacher, how do I spell "laranja?"* (Another child: *"la-ran-ja."* *"It's like this. Ends with "a")."*

P: *"Write it your way. Think about the sound of the word and write what letters we can use." (The teacher spends all the time asking by name if each child has finished and if the children who were talking had already finished. She informed, in the vast majority of the children's questions, that it was for the student to write in his own way without major thoughts at that time). (Excerpt from class - Scene 1: Teacher Ana).*

In order to highlight the intermediation of teacher Ana, which reflects the intentionality of the work that relates spelling-to-sounds and her thoughts about the initial period of the school year, we point out that in the evaluative intermediation of correction, the teacher wrote, on the board, the names of the fruits, the same way that the students wrote, to start a group discussion with the class. Let's look at the dialogues below.

P: *"We will write here the names of the three fruits and carry out the reading. Uva; laranja and morango." (The teacher wrote and listed the fruits written by each child on the board). "How many letters are there in this word?"*

C: *"u-va two; two."*

P: *"Is letter a syllable?"*

C: *"No."*

P: *"What is letter?"*

C: *"To write words."*

P: *"And syllables are what? (Everyone talking at the same time and the teacher intervenes saying that she will do it individually if everyone keeps talking at the same time. The children confuse letter with syllable. Teacher gives time to think and makes considerations).*

C: *" Letters are three u, v, a, and syllables are two u-va, I counted."*

P: *"Guys, is that right? Why?"*

C: *"Yes and No."*

P: *"Let's see and let's count the letters all together. u-v-a are three letters and now the syllables: u-va, how many spaces are there?"*

C: *"Two."*

P: *"How many dashes are there?"*

C: "one and two parts"
 P: "Now la-ran-ja."
 C: "Teacher, it has many letters and three syllables."
 P: "it has many letters and three syllables."
 C: "It has more letters than syllables."
 P: "Let's go straight to the syllable, who is seeing the 'la'? How do you say 'la'?"
 CS: "I am seeing 'la', 'ma', 'na' (several children answering right and wrong).
 P: "Huh?"
 C: "La"
 P: "La": What are the letters of "la"?"
 C1: "Teacher, 'l' with 'a' makes 'la', isn't that right?"
 P: "What sound does it make? Mariana!"
 C: "La".
 C: "She wasn't paying attention."
 P: "Attention everyone here. Only Ryandron counts the letters here on the board."
 C: "7 letters." (Answers 7 after counting by pointing to each letter)
 P: "Let's Count to check it out?" (Excerpt from the class - Scene 1: Teacher Ana).

Teacher Ana proposes the challenge of indicating the number of syllables and the number of letters and it is noticeable the difficulty of some children and the ease of others at that moment. The teacher's repetition and intentionality will make this initial challenge become a constant debate, just changing the words and related sounds. The teacher highlights the reason for the work she develops and relates it to her student life. Let's see next.

Explanation about the activity carried out:

"If I don't put the child on the board, I can't complete validation of the learning. This way of doing it helps me a lot and it started when I studied in the 4th grade. The teacher did not pay attention to the students who were more silent. I was this student who didn't say anything in class and I was the best student because I didn't disturb the class and the teacher didn't know anything about my learning and was impressed when she found out that I didn't know division... Writing needs thinking and needs that the child sees each letter, hears each sound every single day."

Initial interview on writing and assessment:

"Being with the child to help him/her develop. I consider the levels of each student and the PNAIC material. There's nothing better than being close to the student and already acting and intervening with different activities and already planning what can and cannot be done, and I go on working. Like it or not, in the course of the classes one student is left behind and it cannot be the same activity anymore. It has to be a different task and now I'm already feeling it... There are children who miss a lot. A kid who misses and when she/he comes to class it interferes with my planning and I have to change and adjust. It is even more heterogeneous. Missed one day already lost the follow-up. The mother thinks that's how it is... misses and that's it, it's solved. I always go back to the previous day's class to try to continue. (Explanation interview - Teacher Ana - 1º grade - initial period).

It is noticed the increase of learning of Reading and writing in the excerpts presented. The teacher is careful in the evaluation: she recognizes the autonomy of the children who have it; she notices in the context of the observations that the children are reading with ease and understanding. The reading environment is intense and the diversity of genres read per class greatly collaborates with the involvement of children in literacy. We noticed that of the reading evaluative categories, systematized by the teacher, the steps related to “unconventional reading” were very detailed in Ana's observations. We also emphasize that some of the rights worked on by her were recognized in our observations, although she did not register them in the planning. This makes it clear that Ana extrapolates, in her teaching, to what is included in her planning, as she has mastery of the teaching and evaluation process, taking advantage of opportunities to work on unusual aspects of organized didactic and pedagogical situations.

Ana also indicates that she has the professional aspect of recurrently resuming analysis on alphabetic writing, that is, she develops a work of intentionality. In this way, the rights, evidenced in her planning, are practised and organized in the daily routine and reflected in the teaching of reading and writing. Another element that we point out, among her professional aspects, is the consistency and sequentiality between the objectives for teaching throughout the days of the week and during the day, in particular. In addition, we highlight the exercise of correcting homework and class work, every day, as an educational purpose that contemplates the individual and collective aspects of the class and serves as a resumption of what had been worked on during the week. Finally, we emphasize that the matters related to the teaching and assessment of reading and writing are objects of analysis by the teacher, composing her professional aspects.

b) France case: teacher Benoit's professional method

For the French background, we verified the relationship between the skills, the planning and the evaluative profile of the CP-Cycle 2 class, shown in Chart 4.

Table 4 -

France: relation between learning rights, teacher planning and class profile in writing.

	Skill	Planning	Class profile: teaching reading and writing
Teaching reading and writing	Identify words easily; Graphophonemic correspondences; Take into account the issues of specific reading: read to achieve something; read to discover or validate information about the topic worked on; Match several types of letters to write out	Date: 01-24-2018 Objective: Read, understand and write words correctly. Child Activity: Reading time (resuming the reading carried out in the previous class - book: "Pas si grave" - Louise - character). Workshops with the groups: G1: Addition and subtraction related to the lesson practised;	Learning of the skills practised and acquired at 100% - end of the 1st semester. (CP Assessment)53,06% 1.ORAL: 58,10% Knowledge of letters: 54.16% Frequent words: 62.05%. 2. READING: 64,58% Decoding in reading: 45.83%; Comprehension:83.33%.

	<p>a text (given the type and copied in cursive, or the opposite for a copy using the keyboard). (Skill verified by the researcher).</p>	<p>G2: Finish late activities; G3: Work on the sounds of "B/OU"; G4: reading comprehension activity -in class: "Dis papa, pourquoi / Pas si grave". (exercises with the "b" sounds, aspects and pronunciation related to writing).</p>	<p>3.Writing: 56,24% Text production: 45.83%; Dictation: 66.66%.</p> <p>4.Language functions: 75% Language: 75%; Writing Quality:75%.</p> <p>Learning of the skills practised and acquired at 100% - end of the 2nd semester. (CP Assessment) 69,33%.</p> <p>1.Oral:64,35 % Knowledge of letters: 66,66%; Frequent words: 62,05%.</p> <p>2.Reading: 71,55% Decoding in reading: 62,05%; Comprehension: 87,05%.</p> <p>3.Writing: 64,35 % Text production: 62,05% Dictation: 66,66%.</p> <p>4.Language functions: 77,08% Language: 79,16%; Writing Quality: 75%.</p>
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Source: elaborated by the authors based on Oliveira (2019).

We verified, with the skills worked by the teacher, that the main objective was the teaching of reading. We noticed skills related to writing that involve matching the various types of letters, for writing a text, in addition to the grapheme-phoneme relationship planned by the teachers. These skills are related to the planned objective for the class, which was to read, understand and write correctly.

Therefore, the teacher's practice starts from reading a text to carry out activities in the workshops on a recurrent and daily basis. We can verify, between the end of the first assessment and the end of the second assessment, that the children's learning remained balanced in the percentages verified at the beginning and at the end of the process. The teacher pointed out that the children reached full potential at the classes for development of knowledge. We also emphasize that reading comprehension and working with the language are the areas of the children's greatest evolution throughout the classes.

Regarding Professor Benoit's evaluation system, this formally takes place in two periods of the year, they are: 1) from September 4, 2017 to January 31, 2018 - initial evaluation; 2) from February 1, 2017 to June 30, 2018 - final evaluation. The teacher,

daily, observes to assess the progress of the students, in addition to carrying out the group and daily debate with the children (self-assessment) of how the learning was at the end of each class. Therefore, we found that the percentage presented by Professor Benoit referred to the assessment of all the skills developed. The child who is not included in this percentage was presented as in the process of acquiring skills, that is, he/she is in the development of learning, however, without reaching the 100% defined for teaching.

Another aspect of the evaluation verified is related to the constant communication to the parents about the children's behavior. There is a notification with the title 'My follow-up' in which the child receives a text, which is also delivered to the families, as a didactic agreement. This document informs the student's responsibility for his/her own behavior with the commitment to respect the rules of life and to be ready to study. Every Friday, concepts of respect for others and a favorable environment for learning are discussed. Each student colors their weekend behavior into a flower on the paper according to the following code: L, MA, ME, J, and V (for the behavior flower, the letters are the days of the week: L for Monday (Lundi); MA for Tuesday (Mardi); ME for Wednesday (Mercredi); J (Jeudi) for Thursday and V for Friday (Vendredi)). They use green if they respect the rules of life; orange, if they need to improve their behavior a little more; red, if they do not respect the rules of life. It is a tool that encourages coexistence, respect and responsibility towards the act of learning in the daily life of the school.

Next, we will detail the class excerpt (Scene 2) that demonstrates the intermediation of Professor Benoit. We point out that the CP class was organized into groups, primarily by areas of the French language and by the behavior of the children. The teacher's organization is carried out as follows: a) Reading - level 1, 2 and 3 group; b) Writing; c) Sound/reading workshops, dictation of sounds; text production; sounds to practice the letters; language; writing quality; frequent words. The proposal for attending to heterogeneity was planned and carried out so that the thematic class has a single and general content for the class as a group and with specific activities in the workshops, with the activities being rotated in the groups during the days of the week.

Table 5 -

Class excerpt: Scene 2, teacher's Benoit routine, CP-Cycle 2.

Date: 01-24-2018
Initially the parents arrive to drop off their children and the teacher directs them to sit on the chairs. The teacher previously left the review activity on the children's desks. (These are reading, writing and math activities already scheduled to improve or complement for some days off). Parents start to get in and follow the activities with the children and many are helping. Children are very independent and this makes them organize their things quickly and carefully. This moment is done on some days of the week, in 2 or 3 days. The children are completing the activities, the teacher goes around the desks and the parents leave little by little. This moment lasts, on average, 50 minutes until the beginning of the class. The teacher intervenes and guides the groups so that this moment is completed and each child goes to their folder to put away the activity). The class was organized into 4 groups (workshops) with the same children from the class. The teacher informs that the change of groups depends on the progress of the classes, but until the end of the week, they will regularly be the same groups.

The helpers of the day go to the board and count the school day, in group. This count is backwards, that is, if there are 100 school days in that period, the count is decreasing in relation to the general number of school days. The child puts the day of yesterday, today and tomorrow. There is a time for reading and writing. The teacher performs the reading and writing moment with all the children. Book: "Pas si grave". A fragment of text is projected onto the digital whiteboard. Then the teacher writes and the children read. Debate about the correct spelling of some words happens and the class helps in writing the text fragment. Then there is a group reading of the text. The author and title of the book were not evidenced. The emphasis worked on were reading, comprehension and intonation, the correct spelling of words and pronunciations. Fluency was worked on because there were some children who read without pausing and the teacher put other more fluent children to serve as reading models.

The teacher puts on the board the four activities that will happen until the end of the week. G1: Addition and subtraction related to the lesson; G2: Finish some late activities; G3: Work with the "b" sounds; G4: text comprehension activity - reading in class: "Dis papa, pourquoi / Pas si grave". (Study of the "b" sounds and gestures with the correct form of pronunciation related to writing).

The focus of the day was the activity of sounds for a fluent reading in all the groups and with the specific interventions, with the presence of the teacher in the main group of the day. Children pay attention in all activities without calling the teacher at any time. Each day, the teacher chooses a group from the workshops give more attention and contribute to interventions.

Break

Further group activities. The teacher spends a few minutes in each group to check the development of the activities and get an overview of the work done that day. At the end of the class, the teacher performs a moment of evaluation in the group. The students dialogue about what they have most learned with adequate capacity in relation to the contents covered in class. There is a real awareness of the children about what they are studying and learning in each class day.

The children organize themselves to go home. On Wednesday the school does not work full time.

Source: elaborated by the authors based on Oliveira (2019).

Take a look in Scene 2 that the teacher's practice was developed to read the text on the digital board, pointing to the syllables of each word in the text. The children read (individually or in group) when requested by the teacher. The teacher's action was to resume reading to observe the plural of words and talk about the meaning of the texts. The teacher uses the mechanism to underline the words to develop observations and call attention to some writing rule, emphasizing the sounds of the words in the reading fluency exercise. The workshops activities involved the sounds of B, writing words and combining syllables to form words. We emphasize that the main activity was reading and understanding the text with the sounds of the syllables, relating sound to writing. Diversified activity: mathematics and teaching French in the workshops.

"I want to show this part of the text and here is this sign that represents the character's speech and here is another character speaking. Pay attention to this. For example: just like she is talking." (Child gets up to look

at the board and goes back to her place. Teacher with a big stick to point at the parts of the text that will intervene).

P: "Malak will read the character's line."

C: "Oui, On décorait le sapin. Louise a pris des allumettes dans sa poche." (Fluent reading with the teacher pointing only to the sentence in the text and goes on like this with all the children)

C1: "Elle a illuminé une bougie encachetée."

P: "Very good girl, read it."

C2: "Et le sapin a pris feu."

P: "Le sapin a pris feu." "Everybody." (Reading with intonation of children in group: "Ah! C'est bien ça.")

P: "Everyone together on this sentence, okay?" (Teacher refers to students who did not read at the same time).

P: "Let's go. Read the next line."

C3: "Non, pas si grave, parce que la maîtresse a éteint le feu."

P: "La maîtresse a éteint le feu. Bom!"

Cs: "Ah! C'est bien ça."

P: "Samuel."

C5: "Non, parce que Louise a voulu l'aider. Elle a tourné le robinet si fort qu'elle l'a cassé. P: Izia, você."

C6: "Tout a été inondé."

Cs: "oh! C'est grave ça..."

C7: "Non, pas si grave."

P: "Baltazar!"

C8: "On a tous trouvé un bateau."

P: "Baltazar, we join the word on with the 'a' and it becomes 'Ona', understand? How do we say tous? what sound does 'Ou' make?"

C8: "Tous."

P: "Continue."

C8: "Tous trouvé."

P: "Balthazar, come here. This is not a serious combination. (Teacher repeats the reading of the last sentence and asks everyone to read the next sentence.)

Cs: "Ah! C'est bien ça..." (Everybody reads with intonation). (Excerpt from class - Scene 2: Teacher Benoit)

In this dialogue, the work presented by teacher Benoit involves the field of reading. The teacher performs teaching intermediations with a request for group reading by the child, relating the correct teaching of fluency to reading and understanding the text. The concern with the group's understanding of the pronunciation and spelling of words, as well as fluency, highlights the intentionality of teaching for the autonomy of children. We also emphasize that the dialogues of individual evaluative intermediations and the workshops took place from the correction of the developed activity. The teacher performs an activity of reading the words of the text on the digital whiteboard with the participation of a child. Finally, the class had instruction about the sounds of syllables.

P: "Baltazar, come here, please!" (Teacher calls the child to do a reading intervention on the digital board).

P: "Read again here"

C1: "On a tous trouvé un bateau."

P: "Como se lê tous? 'Tê', 'Tê'" (Teacher repeats the "t" sound several times, pointing to the throat in an upward movement, gesturing and then

makes a “tee” movement, back and forth at the level of the throat. Points to the “trou” saying the sound).

P: “On a toustrouvé (Trou - “trrrú”) um bateau.” (Child repeating and reading again).

P: “Thanks!”

P: (Teacher goes around the groups and looks at each child and makes some interventions). “Be careful with the syllable here, review it.” “This group “Shh!” (to be silent). “Here you put “b” and “b”. (Teacher goes to the other group). “Here papa write papa (She takes the child’s hand to help with the movement of the cursive “p”). “poi” aqui?” (Referring to a misspelled syllable). “Why is that here?” (Referring to another child’s misspelling). “*Dis papa, pourquoi... d’après Dis papa, pourquoi les zèbres ne font-ils pas du patin à roulettes?*” (“*Quentin Gréban*” *Quentin Gréban*). “*Pay attention to the writing!*” (Teacher erases the child’s mistake to write the movement of the cursive letter correctly).

P: “Bro-ssebro-sse” look at the writing (Teacher talks to another child from the second workshop so that he colors the syllables of the word referring to the drawing between several syllables).

P: “Genius and super!” (Congratulating the child who manages to do it after her intervention).

P: “Oh lala Baltazar, what a good work. I am observing my great students in groups.”

C: “Teacher!” (a child calls, which is something unusual and the teacher walks up to her and guides her. In the third group, the teacher realizes that the child has not read the book and goes back to pick up the book: “*Dis papa*” and hand it over to the child, sitting next to her to guide her. SHE shows the cover and the other children look at it, and the teacher asks for attention in her activities).

P: “Girls, girls, don’t waste time putting this away now.” (Teacher managing the groups and the girls who away from the group).

P: “Everyone working. Girl, look at me! There’s an activity on the floor. (For the same child, she will write a sentence that may be a complement to a characteristic seen in a previous class. The teacher opens her notebook and shows it).

P: “Which of these do you want to put in the sentence?”

C: “Basketball.”

P: “So, write the word basketball here at the end of the sentence. It is good.”

P: “Let’s read the end? La maîtresse l’a repêché e et les pompiers sont arrivés.” (A professorapescoue os bombeiroschegaram). It is important to pay attention to reading and writing and to listen to the sound of words. Now the groups will work on the activities, please, helpers, hand in the activities. (Excerpt from class - Scene 2: Teacher Benoit)

We verified that the teacher’s planning has a variety of practices on the text studied in the unfolding of teaching the fields of the French language. It is from the development of the workshops that these practices are evidenced. The themes of the workshops are what integrate and develop the subsequent classes, since the objective of the class is directly related to the Fields of the French language and, more specifically, to the content of the national programs that show what needs to be taught. There is not a diversity of genres per day, but the genre worked on is revisited, over a few weeks, with specific intentions.

We also show the characteristics present in Benoit's planning, which are weekly plans and permanent routines. For the initial routine of all classes we have (in what represents 30 minutes): a group presentation of the workshops / group mathematics session / swimming pool session / reading moment on all days consecutively. Next, 4 more kinds of workshops and a pool session are developed. Moving on the routine, after the morning break on all days of the week, we have: math/writing class, painting and individual reading with sound sheet/ BCD-informatics lesson/ group reading session/ poetry/mathematics class (continuation) + poetry drawing. After lunch, we have consecutively: writing + mute dictation/ writing + mute dictation/ no class/ 30 minutes atelier/ no class. Furthermore we have: visual arts / no class / physical exercise with balls / no class / math collective lesson / no class. Afterwards, there is afternoon break and, after that, the activities following the days of the week: general knowledge of the world in two moments of the week, without class / group mathematics lesson/ without class. Finally: crosswords puzzles and poetry/ syllable dictation and autonomy/ no class/ teaching English and music/ no class. In this context, it is possible to identify that on three days of the week (Monday, Tuesday and Thursday) there are classes in the morning and afternoon shifts. For two days a week (Wednesday and Friday) there is only class in the morning shift.

Thus, the dynamics of the weekly planning were organized to develop the main knowledge of the areas, which are: French language, mathematics, general knowledge and autonomy as a teaching object. Teacher Benoit's planning and actions, already presented, indicate that she has intentionality in the teaching and assessment process, and the children know this. They also indicate that she is systematic in the way she observes the children to evaluate them throughout the period. The teacher leads a group of children in the workshops each day, and makes the other children in the class develop autonomy in solving activities, so that they do not constantly look for her to answer questions of the requested activity, while withdraws attention to those. Each child knows that he/she needs to solve and ask questions to the teacher on the day that she is going to pay attention to his/her specific group.

Teacher Benoit's speech, below, reveals a little the intentionality in the practice of the workshops for the management of teaching of reading and the assessment management. In this speech, we notice the professional methods and, more specifically, the professional patterns that permeate their practice, as they are unique elements. That is, based on teaching and assessment management, it seeks the progress of all children, as we will see below.

Explanation about the activity carried out:

“The class is given through a work done by workshops, which are composed of 4 activities per week that everyone does and I accompany one student, two or three per group of the day. I know which student has difficulty and which student I have to pay more attention to at the moment. At the beginning of the year I observe all of them. At the beginning of the year I observe the group and apply the 4 workshops. For example, every student knows about colors. They are colors that say: red is terrible, orange is close to what we want, but needs improvement, and next yellow, which is closer to what we expect, and green is the best. With the colors they mark their position at the end of each week and that also has the student in the

class. So they mark how They are at school and in the classroom. They must do this to know they are responsible, and the colors are to help them. I do the workshops where I lead a group and in the other three I leave a student to take care of them and they take care of themselves and I observe the group that I lead and the others in a general basis.”

Explanation about reading and assessment:

“Each day I lead a group and all groups circulate in the same activities until the end of the week. It's very good, it's a very strong work. I bring the experience of the nursery school that performed in this way. In that same organization. In my class I have 24 students and 15 are doing very well in all activities, six are more or less, and three or four are bad. It's a good class. I think what can help these students with with a hard time is Reading. Reading and working with sounds with gestures. And gestures are very good for children with learning weaknesses in CP.” (Explanation interview-teacher Benoit - CP)

We also emphasize that the teacher observes the work developed by the children on a daily basis and evaluates them. She focuses on the skills proposed for each activity and her goal is for them to achieve 100% of the skills in all the areas of the language under discussion. Another aspect of the evaluation developed by the teacher is the children's self-assessment at the end of the classes, orally or on record, when they relate their learning to the behavior of the day. This material is shown to parents in order to monitor their children at school. Therefore, monitoring children's understanding of the content, building skills and implementing behavior are aspects of teacher assessment, child self-assessment and follow-up of learning by families.

The evidenced practices are related to Teacher Benoit's intentionality, which was materialized in the planning of actions with the workshops and, thus, in the conduction of teaching and assessment. Therefore, the set of practices points to the indicators of the teacher's professional methods that, related to the didactic and pedagogical mechanisms presented, become characteristics of specific practices of Teacher Benoit and, with the improvements by the constant debates of the teaching practice itself, become professional patterns of her action.

Therefore, their professional patterns contribute to their practices, actions and interventions in the management of teaching reading and writing and in the development of assessment management in systematic and intentional reading and writing practices in order to guarantee the teaching-learning process of the French language.

Final considerations

In this article, we present how teachers establish a relationship between rights and/or capacities regarding reading and writing, assessment management through planned intermediation in learning and the progress of children in the 1st year of literacy (Brazil) and in the CP-Cycle2 (France). Our research intends to integrate the group of studies that will collaborate with the systematic practices of teaching reading and writing in literacy and, thus, contribute with the pioneering spirit in what refers to the concepts of management of teaching reading and writing, for the intent of teaching activities, and assessment management through planned intermediation in children's learning that cannot be withdrawn.

We understand that the teacher in Brazil establishes a relationship between the rights of learning and reading/writing by means of the assessment management through planned intermediation in learning, considering the progress of children in the literacy cycle, throughout the year. For this, the teacher understands the importance of teaching reading and writing and knows the fundamental role of assessment. Ana has a routine that establishes an integrated work cycle at school with students' exchanges of experience and knowledge. She makes use of didactic and pedagogical tools and professional traces, often revealing a professional pattern in monitoring the teaching and assessment process. The way in which the diagnostic activities are carried out with the children makes Ana's practice be planned with a view to teaching management and assessment management as the main way of conducting the practice, that is, she develops the assessment for the planned intermediation in children's learning. The planned work of daily routines and the search for the best use of time are differentials of this teacher, even if the difficulties in the cultural context of Brazil appear in the daily routine of the classroom. To succeed in managing activities, Ana works with priorities, and this is the set of knowledge and practices that characterize her professional style, which can contribute to teacher training.

In the reality of France, teacher Benoit establishes a relationship between reading and writing skills by means of assessment management through planned intermediation in learning, considering the progress of children in CP-Cycle 2, throughout the year. For this, the teaching management is intentionally carried out by the French teacher, as she knows exactly what she must teach according to the already established curriculum. The assessment carried out, at the end of each class and throughout the week, collaborates with the excellent result in the children's learning in terms of consolidating the skills expected each year. Finally, we highlight the professional engineering of the workshops, which propose to the teacher, on the one hand, to adjust daily activities to the needs of each student and group and, at the same time, dedicate time to specific groups, per day. This dynamic generates responsibility in the other groups and autonomy to manage their own learning process in partnership with the teacher.

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