

Uniletrinhas Semiannual Report

August 2023

We experienced a first semester in 2024 filled with development and expansion actions for the project. As outlined in the previous report, the main activities included:

- A visit to the Maré Museum.
- Training for educators focusing on literacy and reading.
- Pedagogical activities to encourage reading, centered on valuing the culture of indigenous peoples.
- Development of the institutional project on ancestry, where children were encouraged to write by valuing their heritage.

As expansion efforts, we were happy to include more children and families from Maré, along with significant progress seen in children who were already part of the project.

For the second semester, strategic actions will be implemented to enrich the educational experience and promote more comprehensive development for students. The main activities include:

1. **Educator Training:** Continuous training sessions for educators, focusing on modern literacy techniques and innovative approaches to engage children in the learning process. The next training will focus on children's literature and ethnic-racial relations.

2. **Institutional Project 'Games and Toys':** Following the ancestry theme, a new project will be launched this semester to explore traditional games and toys from the local community. This project aims to revive creativity and the joy of playful activities while integrating aspects of local culture. We will engage children in activities such as written reports of games, descriptions of how to make toys from various materials, etc. The theme will allow us to present Maré and its residents as producers and holders of culture.

3. **Creative and Local Culture:** Activities will encourage children's creative expression, promoting the value of local culture and the development of artistic, oral, written, and cognitive skills.

4. **Family Involvement:** Closer contact with families will be emphasized, especially for children facing difficulties. Meetings will be held to discuss progress and individual needs, aiming to create a collaborative action plan and provide targeted support within the project's scope.

5. **Individual Reports:** At the end of the semester, a detailed report will be prepared for each family, containing information about the child's development, areas of progress, and suggestions to support learning at home.

These actions aim to enhance literacy quality, strengthen the relationship between school and families, and promote a richer and more engaging learning environment.

Analysis of Pedagogical Aspects of the Groups: Advances, Challenges, and Strategic Plans

As part of our efforts to improve and assess the work carried out, we conducted evaluations to track the writing development of each child. Below are the educators' analyses of the groups and the action plans to be implemented.

Group 2

Children: Maria Alice, Saymon, Luka, Laura, Esther Lima, Kaique, Davi, Lucca, Eva Maria, Valentina, Nikolas, José, Hadassa.

Educators: Maria Irene, Karolina Araujo, and Ravenna Silva

Writing Stage: Alphabetic.

Literacy is the initial learning process in which a child or adult learns to decode and encode writing, associating letters with sounds and combining those sounds to form words. This process involves several important stages, which have been successfully adopted by Group 2 in the Uniletrinhas project. The group has shown an increasing interest in reading, particularly through proposals that involved literature and the value of oral tradition, given that phonological awareness is a critical step in this process.

All the children in this group have reached the alphabetic stage, the final phase of the literacy process. At this point, they can decode and encode words, forming a deeper relationship with writing and correctly identifying all the phonemes in a word, though they may still make spelling errors.

Advances:

- In the assessments conducted in February 2024 and August 2024, we observed that some children have grasped certain rules of accentuation and the concept of spacing between words.
- During group reading activities, all the children showed interest and participation, particularly in selecting books.

Challenges:

With their understanding of the alphabetic system, literacy now presents a new challenge for this group. Literacy is the process by which a person develops the ability to read and write effectively and meaningfully. This goes beyond merely recognizing letters and words; it involves understanding and applying these skills in various contexts, enabling the individual to communicate, interpret information, and actively participate in society.

- Text interpretation: The students have been hesitant during reading activities and when sharing what they read with others. We believe that more reading and storytelling activities can help with this.
- Constructing sentences with meaning, without repeating phrases or needing the educators' mediation.
- Encouraging collective engagement so that individual creativity is nurtured, allowing each student's writing to be unique, meaningful, and reflective of their understanding of the world.

Consolidated:

- The reading of texts and alphabetic writing.

To Be Consolidated:

- Text comprehension with the support of peers and/or educators, moving toward autonomous reading and the development of social literacy.
- Mastery of various text genres: songs, poems, cordel literature, recipes, lists, schedules, emails, calendars, letters, invitations, news articles, and other everyday text genres.
- Writing longer texts with coherent meaning, facilitating clearer and more assertive communication.

Grupo 1

Children: Benjamim, Esther Christiny, Italo Gabriel, Kayllane, Pedro, Riquelme, Samuel e Thaylla.

Educadoras: Ana Clara, Gyanne e Natasha

Words used for the assessment: Sun, Balloon, Shoe, and Butterfly. The children were also asked to construct an individualized sentence answering the question, "What did I do during the holidays?"

Writing Stages: We noticed that the children are at different stages:

- Pre-Syllabic: Thaylla had difficulties choosing letters during the assessment, seeking assistance and consulting the Alphabet Chart. She demonstrates phonological awareness, as although she is not yet writing fluently, she starts words with the correct corresponding letters.
- Syllabic: Esther, Christiny, Samuel, and Italo Gabriel are still reversing some letters and numbers, but they can decode the beginnings of syllables, recording letters according to their sounds (either at the beginning or the end of the syllable). For example: SPO for SAPATO.
- Syllabic-Alphabetic: Pedro, Riquelme, and Kayllane are closer to the final stage of literacy, showing more confidence in their writing. They are now exploring both cursive and print writing. Their phrases about the holidays show a lack of word

separation (hyposegmentation), which is typical of children narrating an event enthusiastically.

- Alphabetic: Benjamim reached the alphabetic stage during the first months of 2024, though shyly. He participates in all activities and is eager to help his peers who are at earlier stages. He has mastered his writing, despite occasional spelling mistakes typical of those still building their knowledge.

The children, being at different writing stages, exchange a great deal of knowledge during activities and play (e.g., hangman, letter bingo, etc.). However, while some children have shown progress, others have remained somewhat stagnant, either due to a lack of interest or particular difficulties. To address this, we have been working with contextualized words and activities to make writing more meaningful, helping the children to take ownership of their reading, knowledge, and understanding of letters and words.

Advances: We have observed individualized progress in each child, stemming from the gradual work on text production done with the group. Additionally, with the availability of books in the Orosina reading room, we have noticed that some children voluntarily engage in reading, whether by reading the text or the images.

Challenges: One of the biggest challenges with Group 1 is consolidating the children's literacy by the end of the second semester, particularly for those in their final year of the project. Given this situation, we aim to continue fostering a free, spontaneous, and light path that aligns with the children's interests, encouraging reading and writing, and leading to the full mastery of the alphabetic phase.

Consolidated: All the children in Group 1 have consolidated their knowledge of vowels and the alphabet, which is very important. In the activities proposed to the group, when necessary, the children refer to the alphabet they created, which is displayed on the classroom wall. There is a growing interest in reading, and we have noticed that the more they master writing, the more they seek it out.

To Be Consolidated:

- Some children are still reversing letters and numbers. This can be addressed through writing exercises and games to help them recognize the correct form of letters and numbers.
- Phonological awareness: Some children in Group 1 still struggle to understand the sounds of words. It's important to work on this through activities involving rhymes and syllable segmentation to help them.

Throughout this period, we successfully implemented a series of initiatives aimed at sustainable development and strengthening institutional capacities. The financial support we received was crucial in driving our projects, allowing us to achieve tangible and impactful results in our areas of operation. We will continue to invest in innovation and seek new strategic partnerships, with a commitment to expanding our impact and promoting lasting change. We deeply appreciate the ongoing support of our financial partners, who are essential to the continuation and success of our mission.