

**Learning difficulties in reading in the initial grades and intervention strategies:
Analysis carried out in a 4th grade class of a Public School in
Municipality of Vitoria de Santo Antão- PE1**

*Learning difficulties in reading in the initial grades and intervention strategies:
Analysis carried out in a 4th grade class of a Public School in the Municipality of
Vitoria de Santo Antão- PE*

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SUMMARY

It is quite common to talk about learning difficulties in the early years nowadays, as this topic has been discussed in several plenary sessions. However, the gaps are becoming increasingly evident, especially in the learning of students in public schools, where the system also allows students to move up a class due to several factors, even without the conditions to do so. Classes are more heterogeneous, including several diagnoses, which are often not restricted to mental problems or disorders, but include: lack of working conditions, physical structure of the school, poor training of professionals in the area and the cognitive and emotional difficulties of children. When we talk about children with diagnoses, today we are talking about a considerable number per class. According to Santos (2015), "Learning difficulties in reading are a problem that affects many students and have been present in every educational environment. When these difficulties are not identified by educators, they become a burden on the child's school life. Therefore, when we talk about fundamental principles for the development of a child's learning, we are talking directly about reading, because it is from this that all other principles will be developed. The research, analysis and intervention were carried out in this specific class, because it already had a history of several times due to its deficiency in many activities. Even though it was a class that attended the school regularly, there was no significant progress on the part of most students. However, students who needed specialized individual assistance in partnership with the AEE were identified and the others were encouraged to progress in different ways, always confirming everyone's commitment. In addition to intervening, it was essential to listen, to understand why the process was not moving forward, and from this, strategies for intervention were outlined. This work was carried out in a public school in the municipality of Vitória de Santo Antão-PE, in a 4th grade class, composed of 35 students, where they were monitored over a period of 2 months to collect data.

data and monitoring of activities to overcome learning difficulties in reading and writing and progress in all subjects that have been extending over the long of the years.

Keywords: Students; Learning difficulties; Strategies.

ABSTRACT

Nowadays, it is quite common to talk about learning difficulties in the early years, as this topic has been discussed in several plenary sessions. However, the gaps are becoming

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increasingly evident, especially in the learning of students in public schools, where the system also allows students to move up a class due to several factors, even without the conditions to do so. Classes are more heterogeneous, and this includes several diagnoses, which are often not restricted to mental problems or disorders, but include: lack of working conditions, physical structure of the school, poor training of professionals in the area, and the cognitive and emotional difficulties of children. When we talk about children with diagnoses, today we are talking about a considerable number per class. According to Santos (2015), “Learning difficulties in reading are a problem that affects many students and has manifested itself in every educational environment. When these difficulties are not identified by educators, they become a burden on the child’s school life. Therefore, when we talk about fundamental principles for the development of a child’s learning, we are talking directly about reading, since it is from this that all the others will be developed. The research, analysis and intervention were carried out in this specific class, because it already had a history of several times due to its deficiency in many activities. Even though it was a class that attended school regularly, there was no significant progress on the part of the majority of students. However, students who needed specialized individual assistance in partnership with the AEE were identified and the others were encouraged to progress in different ways, always confirming everyone’s commitment.

This work was carried out in a public school in the city of Vitória de Santo Antão-PE, in a 4th grade class, composed of 35 students, where they were monitored over a period of 2 months for data collection and monitoring in activities to overcome learning difficulties in reading and writing and progress in all subjects that had been extending over the years.

Keywords: Students; Learning difficulties; Strategies.

1 INTRODUCTION

Talking about teaching in public schools today includes several challenges, but finding ways to overcome these has been a barrier for many teachers in schools. public schools in the early years. Over the years, the illiteracy rate among children and adolescents has been increasing in a camouflaged way, as fluency is considered only to those who read and understand what they are reading. Today most public schools Brazilians are made up of a heterogeneity of children at different levels of learning, participating in the same series. It is also worth noting that the system of approvals and rejections also underwent changes, making many

Sometimes the student advances without having the conditions.

In recent decades, the literacy process in Brazil is a theme that is intrinsically associated with school failure and has been widely debated by responsible public sectors and organizations, but which have been faced daily in classroom floor, Lima (2023, P. 1). For her, this subject is still discussed between many sectors, but where something is really being done to bring about change is on the ground school, precisely in most cases the responsibility is restricted only to the teacher.

“Learning difficulties are a problem that affects many students and has manifested in every educational environment, when these difficulties are not identified by educators become a burden on the child’s school life”, Santos

(2015). Therefore, from this statement it is evident that the problem exists and needs to be identified by the teacher to seek solutions, since many students today leave the initial years without being literate. However, this problem is not responsibility of the teacher only, but of the entire school community, because for it to evolve, it is necessary to have resources and subsidies so that the process is effective, therefore, it is important that management and coordination work together with teachers, not only supporting and encouraging, but also seeking resources for improvement of classes.

“The student can develop learning difficulties in mechanisms distinct as in writing, reading, mathematics or other subjects. These difficulties can occur together or individually at different levels”, Costa (2012).

It is clear that illiterate students are unable to progress in other subjects, making the process much slower, therefore, it is necessary to invest in reading, writing and understanding of the texts to make you the protagonist of your own learning process learning.

Having the school library as a welcoming and pleasant environment is extremely importance, as it gives the student a taste for attending that space, being a place also of new discoveries and not just of obligations. Bringing this universe to students who often have access to only textbooks, make the same understanding that there is a positive dynamic within this universe. Currently the main form of occupation of very young children has already been the cell phone. Most of the time of children have been occupied by the use of technology in games or videos. With the advancement of technology, books become obsolete, because with just one click or voice command, the cell phone delivers ready and accurate information, making children feel comfortable with that resource of information accuracy.

In Brazil, at the end of the 2nd year of Elementary School, at age 7, all children must master reading and writing skills, as this is what the National Base determines Common Curricular (BNCC). Thus, a disparity arises, where in the LDB, it is considered the end of the realization in the 3rd year of the initial years. The realization of this objective is a possible dream, which requires the prioritization of coordinated actions between social, business and government sectors. Therefore, this regulation makes the process evident, but it is not only the school's duty to ensure this, it is up to several bodies, such as the government, family and society. But it is also necessary to analyze in what ways they are being carried out by the entire school community.

[...] reading can be understood as a set of skills that involve strategies of various types: finding significant parts of the text; establishing relations of meaning and reference between certain parts of the text; establishing coherence between the propositions of the text; evaluating and seeing the assimilation and consistency of the extracted information; inferring the meaning and effect



intended by the author of the text. (KATO (1999, p. 87).

According to Kato, the ability to read overcomes several barriers and grants the student the autonomy to advance in all subjects and also in his own self. However, encouraging reading in a dynamic and enjoyable way is essential to overcome learning difficulties in various areas, thus consolidating mathematics, history, geography and science.

This work was carried out in a public school in the Municipality of Vitória from Santo Antônio-PE, in a 4th year class, made up of 35 students, where they were followed for a period of 2 months for data collection, meeting with the parents and the support of the class in various activities to overcome difficulties of learning that had been extending throughout the initial years.

2- DEVELOPMENT

Thinking about a quality and equal education, which guarantees the rights of everyone, has been a topic widely discussed in several plenary sessions. However, the gaps become increasingly evident, especially in student learning. Now, the body of the student body is increasingly heterogeneous, this includes several diagnoses such as: lack working conditions, physical structure of the school, poor training of professionals in area of activity and the cognitive and emotional difficulties of children. It is known that, in Currently, there are several factors that influence this process.

Since ancient times, thinkers such as Socrates, Plato, Aristotle, Saint Augustine, Saint Thomas Aquinas and Juan Luis Vives have tried to understand how learning occurs. Guided by the principles of Socrates' maieutics or Aristotle's inductive method, these thinkers sought to understand how this act occurred based on facts, but sometimes they did not distinguish the act of learning from the action of capturing ideas and fixing them, Campos (2013).

However, in the past, the act of teaching and learning was thought of as a mere fixation of information, like a traditional pedagogy, with a methodology of depositing the content, where the student was a mere passive receiver, where the memorization process was explored, over the years it lost its prominence and gave way to autonomy and active student.

“Learning Difficulties are a problem that affects many students and has manifested in every educational environment, when these difficulties are not identified by educators become a burden on the child's school life”, Santos (2015). Well, the initial years are the foundation of every child, when the child is not evolves positively as expected, or the process leaves gaps further ahead deficits will be identified. Many students have difficulties when it comes to learn something, sometimes they try hard and don't achieve academic success, so they feel unmotivated with low self-esteem, hence it is important to identify the problem,

understanding and collaboration of all parties involved in the process: parents, teachers and advisors. (SANTOS, 2015, p.19). Therefore, it is extremely important to work collective, between teacher, coordination, management and AEE.

“The problem student is generally considered to be one who suffers from certain supposed psychopedagogical “disorders”, disorders that can be of a cognitive nature (the so-called learning disorders) or of a behavioral nature, and in this last category a large set of actions that we usually call undisciplined fit in”, Aquino (1997).

It is also necessary and extremely important to identify whether the child has a psychological or behavioral problem with learning difficulties.

signaled, because, depending on the diagnosis, other instances must be used to seek means of solution. Use of visual and tactile resources: use concrete materials, such as games, flashcards and manipulative objects, can help in understanding and fixing the content (SOARES, 2016). Another alternative, as Soares states, is the use of games and other manipulable objects to identify the students' real difficulties, if they really are if it is restricted to just the reading routine or some psychological difficulty.

It is important that everyone involved in the educational process is aware of the difficulties presented by children, observing whether they are momentary or whether they persist for some time. (BATISTA, 2018). Therefore, collective work is necessary and interactive also with parents and guardians.

For this, Specialized Educational Support - AEE, is at school to work in partnership with the teacher, where children who have difficulties are forwarded, accompanied by competent professionals and based on the report they will be some strategies were developed between the AEE professional, the teacher and when necessary, the classroom companion of the student who presents the need special.

“For learning to occur in adult-child interaction, we believe two other things are necessary: factors are also determinants of the greater or lesser success achieved: affection and valuation”, Bueno (2006). Many studies prove this statement by Bueno, as When there is an emotional bond between the teacher and the student, learning is effective and establishes a relationship of trust, consolidating better interaction and overcoming difficulties difficulties. However, it is important to emphasize that the teacher alone will not be able to handle all this demand. This process is the responsibility of everyone at the school.

Bartolomeu, Sisto and Marin Rueda (2006) state that: “Children with learning problems were anxious and had poor self-concept, showing feelings of inadequacy and guilt related to poorly elaborated aggressive impulses, with concern about sexual impulses, communication difficulties and shyness”.

Talking about children with anxiety today is linked to several factors such as them



quote, knowing that they all hinder interaction and consequently the evolution of learning. Several factors influence making these children more anxious, and one among them are electronic games and social networks that end up distancing children from physical contact and conditions them to self-demand or isolation. Society in its inequality, always looking after having, ends up that most of the parents' time is dedicated to work to provide children with the conditions for survival, in which case they are kept away of physical presence and this time is most often taken up by the use of technology unruly way, developing isolation and some diseases in the child psychosocial. Thus, it is observed that the teacher-student interaction must be an exchange in this sense (Freire 2015, p.28) explains: [...] in the conditions of true learning, students will transform themselves into real subjects of the construction and reconstruction of the knowledge taught, alongside the educator, who is also a subject of the process. Only in this way can we really talk about taught knowledge, in which the taught object is apprehended in its reason to be and, therefore, learned by students.

Coll, Marchesi and Palacios (2004 p.73) place schools as educational social agents that seek to guarantee students access to cultural content, seeking to develop independent, critical individuals with good self-esteem, capable of self-control and with social skills to interact emotionally with others. Therefore, it is important, in addition to the pedagogical aspect, to also understand the psychological aspect.

It is important to remember that it is the school's role to teach and help these children in need. more attention to overcome their difficulties, but it is the family's duty to accompany and contribute positively to the entire process. It is also at school that many children participate in cultural activities, as there is often no opportunity outside of this space.

“Language is every gesture, drawing, the game of make-believe and highlights the relationships between thought and language and states that the construction of one of the most complex cultural instruments, constituted from social relationships, can be visualized, thus, he emphasizes the need to teach written language and not just the writing of letters”, Vygotsky (1984).

As he states, writing development only happens through reading, so it is extremely important to invest in strategies that seek to resolve these issues.

difficulties in reading and encourage the interpretation and understanding of what is read. However, Despite many advances in education, even today, many public schools lack the basic, which is the textbook itself and the school material for the student and the teacher. So when talking about various difficulties it does not include only the teacher and the student, the gaps appear in the system in general. Where laws are often imposed, but there is no resource for execution, or there is no supervision for the specific purpose.

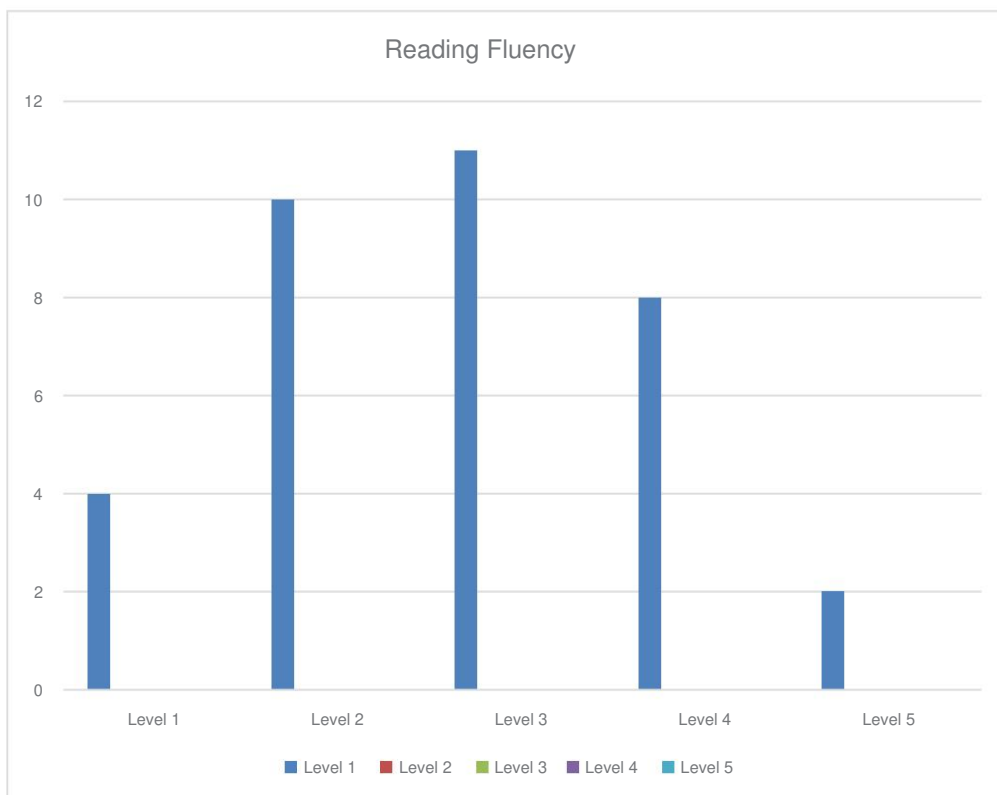
Solé (1998) states that the teaching of these strategies aims to form autonomous readers, capable of dealing with different texts, learning from them. It is therefore necessary that, before reading, the teacher is able to

in relation to the student, raise the need to read, helping him discover the various uses of reading in situations that promote his significant learning; provide him with the necessary resources so that he can

face the activity of reading with confidence, security and interest; transform him/her at all times into an active reader, that is, into someone who knows why he/she reads and who assumes responsibility for reading, contributing his/her knowledge and experiences, his/her expectations and questions.

Therefore, the present work sought to follow a 4th year class of a Public School in the Municipality of Vitória de Santo Antão- PE, in order to analyze its level reading, identify the level of difficulty and suggest strategies to overcome these difficulties encountered.

Initially, data were collected from reading and non-reading students in the class, This collection was carried out by individually reading a short text, where the same were classified according to fluency, with levels ranging from 1 to 5 (pre-syllabic, syllabic, sentence reader, non-fluent reader and fluent reader) at this first moment, out of 35 students, only 2 were at level 5 of comprehension, the others were classified as readers of words, sentences, without fluency and of these, 4 students were still in the phase 1, which is letter recognition (pre-syllabic).



Data collection carried out in the 4th year class on August 9, 2024.

Afterwards, a discussion circle was held about the importance of reading, the difficulties presented and the identification of external factors that were preventing this progress. A meeting was held with parents and guardians to discuss the dynamics of the class and the importance of encouraging the exercise of daily reading at home. It was also mentioned about the care of books and all school materials. Parents made the commitment and promised to follow up and charge at home as well becoming partners of the school.

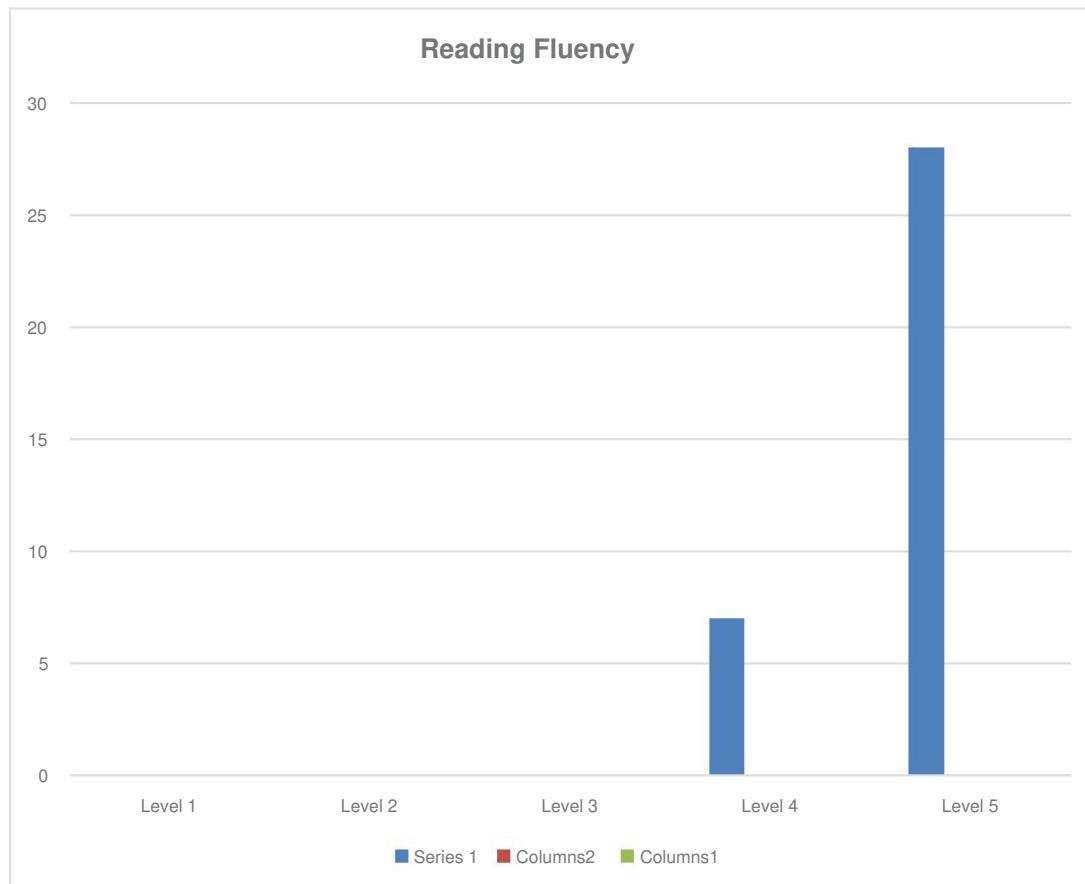
Afterwards, a pleasurable reading of comics was proposed, where each student was presented with one. They were presented with a brief commentary and mention of the characters through a video, each student received a book (comic book) with date set for the return of the reading circle. In between, the teacher Every day, he called the students to read a short text individually in class. in class and in all activities developed they were encouraged to read preview of everything.

Also in other disciplines, problem-solving dynamics were proposed. mathematical problems, memory games, poster construction, reading circles small texts in groups, formulation of mathematical problems, construction of mural and competitions for the subjects of history, geography and science. At the end of each stage, the students showed more interest and positive evolution in the development of activities. They also filled out a chart to show how they were feeling with each activity carried out, they exchanged information with their classmates. Daily, they exchanged positive experiences of interest in reading and evolution in other disciplines.

To culminate the comic book reading circle, students were invited to participate in an educational snack organized by the author of the article and the teacher regent, where the mission was to choose a page, read it out loud to the whole class and talk a little about what they read. In the end, everyone participated well and showed themselves even more curious about the characters. As a follow-up to the activity, they carried out a illustration of comics with subsequent presentation and exhibition of the drawings talking about the characters, the author and the illustrator of the book.

After this dynamic, a pedagogical reading agreement was proposed, where students were also invited to choose books from the library monthly, to read them

at home and on the scheduled date participate in storytelling in the classroom, the work was monitored for 2 months and will continue to be part of the students' routine, as the The head teacher adopted this practice for the entire year, making it part of her planning. At the end of the 2 months, the students were assessed for fluency in reading carried out by the class teacher, the school's pedagogical coordinator and the teacher who works at the AEE, the students showed good progress and leaps significant, where 80% of the class is at level 5 (fluent reader) and 20% at level 4 (non-fluent reader).



Data collection carried out in the 4th year class on October 10, 2024.

“The student will only demonstrate autonomy in reading when is at a certain level of understanding, so too for the National Curricular Parameters, Solé (BRAZIL, 1999, p 69): [...] forming a competent reader involves forming someone who understands what he reads; who can also learn to read what is not written, identifying implicit elements; which establish relationships between the text



who reads and other texts already read; who knows that several senses can be attributed to a text [...].”

Therefore, according to the statement by Solé and the PCNs, and the conclusion of the dynamics adopted in the present work, consolidated that to overcome the difficulties of learning to read is necessary to stimulate it in different textual genres and make it meaningful and enjoyable. Bring this practice into the student's life as something concrete and effective, making him understand that reading and understanding are part of the basis for development in all other areas of school and everyday life of the same. Making him reflect on the future and responsibility were the biggest challenges, However, with the partnership of parents, the results obtained were positive, achieving that school and family must always go hand in hand.

3-CONCLUSION

This work sought to identify, analyze and interfere in some strategies of reading and understanding difficulties, for a large part of the students in a 4th grade class year of a public school in the Municipality of Vitória de Santo Antão-PE. After completing throughout the intervention, it was found that they needed to feel pleasure and understand the why reading is so important for life.

It is known that there are countless difficulties in talking about the quality of public education. in Brazil, it is already an agenda for major discussions and seeking ways to identify the learning deficits, in a class in which, according to the LDB, there should be literate and being a fluent reader, implies a much greater challenge.

Initially when the data was collected, through a reading individualized, a 12-year-old child cried out of shame for not being able to identify the sound of some letters, and through listening, the report was that it came school to have leisure time and to eat, and after several reflections, do with that she understood that school is also a space for learning and changes for a better future, the same began to have changes in behavior, encouraging friends to have the same active search for improvement in reading, making that the library became the place most visited by the class.

“The fact that reading is not a daily habit for a portion of Brazilians makes with which teachers demonstrate concern regarding the school reality that students do not like to read; and some teachers, in turn, do not know how to promote



favorable conditions for the good development of reading and, consequently, for formation of good readers”, Silva (2018). Therefore, throughout the work, parents also were invited to participate in this process, making students at home also have this stimulus.

Bring the library as a space for pleasure and new discoveries, where many students who previously did not know how to open a book began to read and do storytelling stories to friends, was one of the biggest challenges, because for some that space was a punishment and not a way to improve their lives. It is also important to emphasize that we must invest in quality libraries, where students feel welcomed, comfortable and have books in good condition and in diversity. Because school libraries often public ones serve as repositories for books and materials.

Therefore, bringing reflections from this article, it is known that there are countless difficulties at the public school level in Brazil, talking about teaching and learning requires countless discussions. Every day teachers deal with various situations of family context or even the lack of one. Talking about school supplies also involves another challenge, because often the student does not have the basics, which are textbooks or personal use materials. However, even in the face of numerous problems encountered, it is evident that it is possible to carry out different pedagogical practices, overcoming expectations and being embraced by everyone in the school community.

However, bringing the student as the protagonist of the process made a difference, as the from the moment they understood the importance of this process and took sides for accepting to participate in all activities in partnership with management and family, everything flowed in a very significant way, resulting in very positive results.

This article sought to awaken in students a taste for reading in a pleasurable and meaningful, showing that through it, new horizons open up and they were able to prove that they also made progress in other disciplines positive. The seed was planted, reading entered the teacher's schedule and monthly book exchange, visits to the school library and daily encouragement for reading prior in all activities developed. It is known that much still needs to be done, and there are still countless difficulties, but it is necessary to encourage children to read and autonomy, in order to carry out the teaching-learning process positively.

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