

PHONOLOGICAL AWARENESS: A LINGUISTIC AND PEDAGOGICAL PATHWAY FOR THE DEVELOPMENT OF THE ALPHABETIC WRITING SYSTEM

CONSCIÊNCIA FONOLÓGICA: UM CAMINHO LINGUÍSTICO E PEDAGÓGICO PARA O DESENVOLVIMENTO DO SISTEMA DE ESCRITA ALFABÉTICA*

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ABSTRACT: The present study aims to explore the linguistic knowledge inherent to phonological awareness, understood as a fundamental requirement for the development of the Alphabetic Writing System (AWS), since, as children advance in their phonological awareness, they also progress in their writing hypotheses. To this end, a bibliographic review was conducted, guided by authors such as Soares (2021), Ferreiro and Teberosky (1999), Alves (2012), among others, as well as an analysis of the Base Nacional Comum Curricular (BNCC, BRAZIL, 2018). This document that guides the national curriculum. In this context, the study sought to understand how the development of phonological awareness occurs in consonance with the skills of the AWS, establishing the existing connections and exploring linguistic strategies and possibilities that may support this pedagogical process. The research, supported by didactic experiences, showed that stimulating phonological awareness through playful, literary, and musical activities promotes qualitative and quantitative advances in children's writing, reinforcing the importance of intentional pedagogical mediation and the use of resources that enhance the auditory exploration of language.

KEYWORDS: Phonological awareness. Alphabetic writing system. Linguistic strategies.

RESUMO: O presente estudo tem como objetivo explorar os conhecimentos linguísticos inerentes à consciência fonológica, entendida como requisito primordial para o desenvolvimento do Sistema de Escrita Alfabética (SEA), uma vez que, à medida que a criança avança em sua consciência fonológica, evolui também em sua hipótese de escrita. Para tanto, foi realizada uma pesquisa bibliográfica orientada por autores como Soares (2021), Ferreiro e Teberosky (1999), Alves (2012), entre outros, bem como a análise da Base Nacional Comum Curricular, BNCC (BRASIL, 2018), documento que norteia o currículo nacional. Nesse contexto, buscou-se compreender como ocorre o desenvolvimento da consciência fonológica em consonância com as habilidades do SEA, estabelecendo as conexões existentes e explorando estratégias e possibilidades linguísticas que podem corroborar esse processo pedagógico. A pesquisa, apoiada em vivências didáticas, evidenciou que o estímulo à consciência fonológica por meio de atividades lúdicas, literárias e musicais promove avanços qualitativos e quantitativos na escrita infantil, reforçando a importância da mediação pedagógica intencional e do uso de recursos que valorizem a exploração sonora da língua.

PALAVRAS-CHAVE: Consciência fonológica. Sistema de escritura alfabética. Estratégias linguísticas.

1 Introduction

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Phonological awareness has occupied a central place in research on literacy, especially because it is recognized as an indispensable skill for the acquisition of the Alphabetic Writing System (AWS). It refers to the ability to perceive, reflect on, and intentionally manipulate the sounds of speech, enabling children to establish systematic correspondences between phonemes and graphemes. As this competence develops, learners advance in their hypotheses about writing and broaden their understanding of how language functions, progressively achieving greater autonomy as readers and writers.

In this sense, different authors, such as Ferreiro and Teberosky (1999), Alves (2012), and Soares (2021), emphasize that phonological awareness cannot be conceived separately from the literacy process, but rather as a structuring axis of pedagogical practices that foster the construction of knowledge about written language. The Brazilian National Common Curricular Base (BNCC, BRAZIL, 2018) also reinforces this perspective by highlighting the importance of experiences that articulate alphabetization and literacy, in order to integrate reflection on the alphabetic system with the social practices of reading and writing.

Along this path, literary genres, songs, poems, and playful activities are configured as pedagogical instruments of great potential, as they allow for meaningful exploration of the sound patterns of language and promote aesthetic experiences that enrich learning. Therefore, the literacy cycle should be understood as a privileged space for articulating the systematic teaching of reading and writing with the development of metalinguistic skills, among which phonological awareness occupies a central position.

In view of this, this study aims to reflect on the role of phonological awareness in the process of acquiring the Alphabetic Writing System (AWS), discussing its stages of development, its relationship with writing hypotheses, and the contributions of pedagogical practices grounded in literary and sound-based experiences. Thus, it seeks to demonstrate that effective literacy results from a gradual, intentional, and mediated process, in which the phonological exploration of language is combined with the cultural and social experience provided by literature.

Therefore, at the end of the research, it is observed that investing in pedagogical practices that stimulate phonological awareness constitutes a solid linguistic and pedagogical pathway for the development of the Alphabetic Writing System. Such practices contribute not only to the technical progress of writing, but also to the formation of critical, autonomous readers and writers capable of reflecting on language, highlighting that effective literacy is the result of a gradual, intentional process mediated by contextualized and meaningful pedagogical strategies.

2 Phonological awareness and its role in linguistic skills development

We frequently hear from scholars and professionals in the field of education about the importance of developing children's phonological awareness in everyday school practices, as an essential requirement for the acquisition of skills inherent to literacy. According to the National Common Core Curriculum (BNCC, Brazil, 2018), a national normative document that guides the curriculum of both public and private schools, literacy consists of a long process in which learners establish phono-orthographic connections, becoming capable of understanding and using the language in both writing and reading. In other words, literacy refers to an action of great linguistic complexity that requires careful reflection on the relationship between sound and written code.

In light of this curricular guidance, we reaffirm the importance of stimulating the development of phonological skills among students in the literacy cycle, which corresponds to the 1st and 2nd grades of the early years of elementary education, as also recommended by the aforementioned document, in order to achieve the much-desired literacy, understood as the ability to read and write. In this sense, it is necessary to deepen our understanding of what phonological awareness is and what its linguistic skills are.

According to Soares,

This ability to reflect on the sound segments of speech is what is known as **phonological awareness**: the ability to focus on and segment the sound chain that constitutes a word and to reflect on its sound segments, which are distinguished by their dimensions—words, syllables, rhymes, and phonemes (SOARES, 2021, p. 77).

In this way, the ability to reflect on language, consciously manipulate sound units, and formulate phonological hypotheses offers students a wide range of linguistic possibilities. Among these possibilities are the ability to remove, replace, or add sounds in different positions within a word (initial, medial, or final), to continue sequences through alliteration or rhyme, as well as to identify words within other words, among many other operations. As pointed out by Alves (2012) and Soares (2021), such competencies play a central role in the literacy process, since, as learners advance in their phonological awareness, they also expand their ability to formulate and refine writing hypotheses.

Considering that phonological awareness encompasses a diverse set of skills, it is possible to identify different stages in its development process. These stages begin very early and may emerge both in the family environment, when it is favorable and stimulating, and in early childhood education, the first stage of Basic Education. In this context, development occurs in a playful and spontaneous manner, fostered by games, play activities, and songs specifically designed for this age group, which promote the exploration of language sounds and contribute to the formation of the foundations necessary for the literacy process.

We observe that, initially, there is no sound correspondence in children's written records, and after a long linguistic process that requires constant and appropriate pedagogical interventions—based on reflecting on and manipulating the sounds of the language—the child begins to master isolated sounds, establishing grapheme–phoneme correspondences and thus becoming literate. According to Alves (2012, p. 32), “phonological awareness is characterized by a wide range of skills that, precisely because they are distinct and involve differentiated linguistic units, manifest themselves at specific moments in the child's maturation.”

Thus, we emphasize that the development of phonological awareness, in addition to being broad and involving different linguistic skills related to language, is aligned with each child's cognitive maturity, which undoubtedly requires appropriate pedagogical intervention to continue expanding their perceptions and understandings of their mother tongue and its complexities.

In this sense, considering that initially there is no sound correspondence in the act of writing, and that as phonological awareness develops writing hypotheses are expanded and consolidated, supported by Alves (2012) and Soares (2021), we reaffirm that there are different levels of phonological awareness, which refer to distinct ways of segmenting words into smaller units.

Regarding these levels, Soares states that,

Initially, the child learns that a word is a sound chain represented by a chain of letters and understands the difference between the signifier and the signified

— **lexical awareness**. Next, the child becomes able to segment the sound chain of the word into syllables and to represent these syllables by groups of letters — **syllabic awareness**. Finally, the child identifies phonemes within syllables and represents them through letters — **phonemic awareness** (SOARES, 2021, p. 78).

Therefore, it is evident that there are three distinct levels of phonological awareness, which are acquired gradually according to each child’s linguistic development and maturation. As this phonological development occurs through objective, structured, and organized pedagogical actions, the acquisition of the Alphabetic Writing System is simultaneously expanded and deepened.

The first level, known as lexical awareness, corresponds to the moment when the child begins to understand the meaning of words, realizing that they consist of a set of sounds represented by letters. At this stage, however, there is no sound–letter correspondence in the child’s written records, and the child starts to differentiate between the signifier and the signified. For children who have not yet mastered this ability—believing that writing represents the object itself—it is necessary to explore words and their signifiers, leading them to understand that the length of a word does not relate to its representation, but rather to its sound components.

Considering that at this level the child is unable to establish grapheme–phoneme associations and does not read their own written productions, their writing is referred to as the pre-syllabic⁴ hypothesis. At this stage, Soares (2021) emphasizes that activities exploring rhymes and alliterations found in games and literary texts from the children’s universe, as well as the exploration of words within the texts studied—since the text itself is an essential pedagogical resource in the literacy cycle—are pedagogical strategies of great importance for the development and expansion of phonological skills. In this sense, working with such linguistic and pedagogical knowledge proves to be a promising strategy for enabling children to progress to the next level.

The second level, known as syllabic awareness, refers to the stage in which there is a perception of syllables within spoken words. Regarding writing, it is very common to find the registration of one letter for each perceived sound, which at first may be represented without phonetic value, being referred to as the “syllabic stage without phonetic value⁵.” Subsequently, through didactic interventions grounded in comprehension and phonological perception, children begin to represent one letter for each syllable with phonetic value, a stage in which writing is classified as the “syllabic stage with phonetic value⁶.”

With regard to reading what has been written, it is still not possible at this stage, since reading occurs with the support of images. According to Soares,

The child writes syllabically but is not able to read a syllabic writing with phonetic value, even when it has been produced by the child herself, without the support of images. In order to advance to alphabetic writing, the child needs to progress in her phonological awareness so that she becomes capable of identifying all the phonemes within the syllables, which depends on the development of phonemic awareness and on learning the relationships between phonemes and letters [...] (SOARES, 2021, pp. 101–102).

⁴ First level of writing, according to Ferreiro and Teberosky (1999).

⁵ Writing level in which one letter corresponds to one syllable, without sound correspondence, according to Ferreiro and Teberosky (1999).

⁶ Writing level in which one letter corresponds to one sound, containing a sound–letter relationship, as emphasized by Ferreiro and Teberosky (1999).

Therefore, for children to continue progressing in their writing hypotheses, it is also necessary to expand the development of their phonological awareness, since these skills are inseparable. In this sense, the teaching practices of the literacy teacher in this linguistic process are crucial. For this reason, Soares (2021, p. 89) emphasizes that “in addition to games, activities involving nursery rhymes, circle songs, or poems — always with the text at the center — offer opportunities to develop phonological awareness through rhymes, since they are generally rhymed text genres.” Thus, through the use of games that explore these skills, literary texts, and other challenging pedagogical actions, the child will reach the final level of phonological awareness.

Finally, the third level, called phonemic awareness, refers to the stage in which the child is able to establish associations between sound and writing. However, initially a transition occurs, as the child alternates between syllabic and alphabetic writing, with her writing being classified as a “syllabic-alphabetic⁷” hypothesis. Subsequently, through pedagogical interventions, the child becomes able to establish grapheme–phoneme correspondences, thereby stabilizing her alphabetic writing and disregarding syllabic representation, which is then referred to as the “alphabetic⁸” hypothesis.

Regarding the linguistic relationship between phonemic awareness and mastery of the alphabetic principle, Soares emphasizes that

There is a relationship of interaction and reciprocal influence between phonemic awareness and the learning of the alphabetic writing system. It is the representation of phonemes by letters that, by making spoken words visible, stimulates phonemic sensitivity. This sensitivity, in turn, leads to an understanding of the relationships between letters and phonemes — that is, it leads to grapheme–phoneme awareness (SOARES, 2021, p. 124).

In light of this, we can affirm that mastery of the alphabetic writing system is not a mechanical acquisition, but rather a complex linguistic process that occurs through didactic situations designed to stimulate and develop phonemic awareness. This process requires the intentional mediation of the literacy teacher, the use of playful and textual resources that value the exploration of the sound structure of language, and the promotion of meaningful reading and writing practices. Such practices enable children to advance in their writing hypotheses gradually and to consolidate the alphabetic principle in a reflective autonomously.

3 The acquisition of the alphabetic writing system in consonance with the development of phonological awareness

Considering the existence of three levels of development of phonological awareness, which occur at different moments due to each child’s cognitive and linguistic maturation, and as advances in phonological awareness lead to the evolution of writing hypotheses in childhood, an analysis will be carried out based on the image below, exploring the relationship between these linguistic skills.

Figure 1 - Linguistic Relationship between Phonological Awareness and the Alphabetic Writing System (AWS)

⁷ Penultimate writing level, in which a transition occurs between syllabic and alphabetic writing, according to Ferreiro and Teberosky (1999).

⁸ Last writing level, which consists of the moment when the student establishes a correspondence between phonemes and graphemes, according to Ferreiro and Teberosky (1999).



Source: Soares (2021, p. 137)

Initially, it is evident that reading, interpretation, and text production practices are essential pedagogical actions to be developed from Early Childhood Education onward, respecting the particularities of each educational stage. Such practices should establish a constant relationship between literacy and schooling, integrating, throughout this process, work focused on the exploration of the sounds of language. This movement directly contributes to the development of phonological awareness, which, in turn, constitutes a fundamental requirement for the acquisition of the Alphabetic Writing System (AWS).

Next, we observe the pre-phonological stage, which refers to the moment when there is no sound correspondence in the act of writing. In this sense, written records are characterized by scribbles and the use of random letters that are part of the child's still limited linguistic repertoire, with no sound correspondence, characterizing a pre-syllabic writing hypothesis, as it precedes the syllabic hypothesis.

Continuing, we encounter syllabic awareness, which often begins in the pre-phonological stage. This is the moment when the child starts to perceive that a syllable represents a sound and can be recorded by a letter, resulting in the syllabic hypothesis. This hypothesis is subdivided into syllabic without sound value and syllabic with sound value, both recording one grapheme for each perceived unit; however, in the former there is no sound correspondence, while in the latter there is. It is clear that, in these stages, letter recognition occurs, which contributes to the expansion of the linguistic code repertoire, and that these competencies generally involve young children who are enrolled in Early Childhood Education.

Subsequently, we observe grapho-phonemic awareness, which begins at the level of writing classified as syllabic with sound value and progresses to the syllabic-alphabetic hypothesis. This corresponds to a transitional period between syllabic and alphabetic writing, as the child alternates between syllabic and alphabetic writing until writing effectively becomes alphabetic, that is, until written records establish grapho-phonemic relationships.

Finally, Soares reinforces the positions of the BNCC (BRAZIL, 2018) by emphasizing that orthographic mastery is not always present in alphabetic writing, since it involves other linguistic competencies that must be developed gradually in subsequent stages.

Undoubtedly, mastering the alphabetic principle is not a simple task from the perspective of a child in the literacy process; rather, it is a long journey that requires a broad and complex understanding of how our language works. Along this path, Ferreiro and Teberosky (1999) highlight the existence of five distinct levels through which children evolve in their writing hypotheses, which, in turn, are aligned with the development of phonological awareness, according to Soares (2021).

In this sense, to understanding more clearly and objectively the functioning of the Alphabetic Writing System, its linguistic characteristics, and its classification, a table will be presented below containing an explanatory synthesis, intended to provide a better understanding of this linguistic process.

Table 1 – SEA summary

WRITING LEVELS	COGNITIVE AND LINGUISTIC CHARACTERISTICS	HYPOTHESIS CLASSIFICATION
Level 1	Use of scribbles, drawings, and random marks.	Pre-syllabic
Level 2	Use of letters with no sound correspondence.	Pre-syllabic
Level 3	Representation of one letter per syllable; initially without sound correspondence, later with sound correspondence.	Syllabic
Level 4	Transition period between syllabic and alphabetic writing, alternating between the two.	Syllabic-alphabetic
Level 5	Transition period between syllabic and alphabetic writing, alternating between the two.	Syllabic-alphabetic
Level 5	Grapho-phonemic mastery, i.e., association between phonemes and graphemes.	Alphabetic

Source: Reis (2023)

4 Methodological procedures

The present study is characterized as qualitative descriptive research with elements of a quantitative approach, aimed at analyzing the development of phonological awareness and its relationship with the acquisition of the Alphabetic Writing System (AWS). The research was carried out through a didactic experience conducted in a 2nd-grade class of the Early Years of Elementary Education, the second and final stage of the Literacy Cycle, as recommended by the National Common Curricular Base (BNCC, BRAZIL, 2018). Fifteen students participated, aged between 7 and 8 years, from the Municipal School Aruanda, which belongs to the Municipal Education Network of João Pessoa, Paraíba. In the initial diagnosis, two students presented pre-syllabic writing, three were at the syllabic-alphabetic level, and ten demonstrated alphabetic writing.

The didactic experience was conducted over six distinct meetings, encompassing activities planned to stimulate sound perception, phonological reflection, and the development of linguistic skills related to the AWS. Shared readings of children's books were carried out, such as *Meu nome é Zé, e seu qual é?* and *A casa de minha avó*, as well as the interpretation of

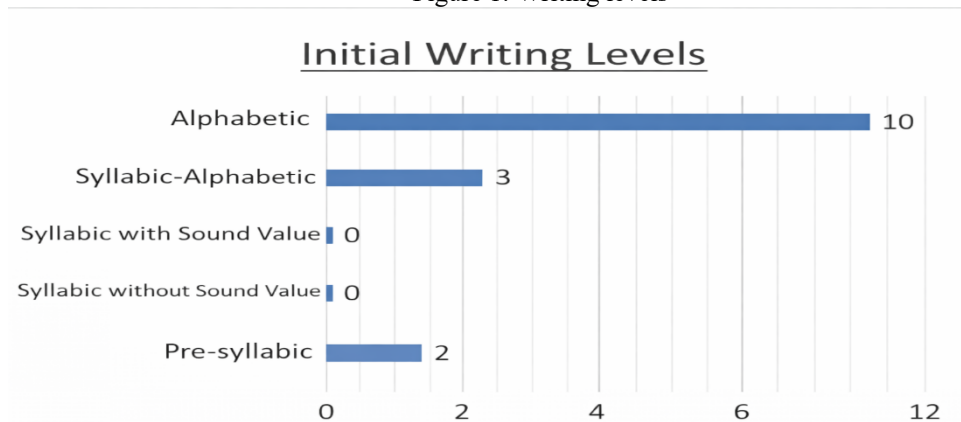
poetic texts and songs, including poems by Sônia Miranda and the song *Gente tem sobrenome* by Toquinho, with emphasis on rhymes, alliterations, and isolated phonemes. Sound and grapheme manipulation activities were also applied, including the identification of initial, medial, and final phonemes, letter substitution in words, and the decomposition of words into smaller units. In addition, writing production activities were developed, in which students recorded, both orally and in writing, new words, sentences, and poems according to the sound perception explored in the previous activities.

The development of writing hypotheses was monitored through individual written records, allowing for a quantitative analysis of progress across writing levels (pre-syllabic, syllabic, syllabic-alphabetic, and alphabetic), as well as a qualitative analysis of phonological strategies, autonomy in written production, and the expansion of sound perception. All procedures were conducted in accordance with ethical standards for educational research, ensuring parental consent, anonymity, and respect for each student's individuality.

Thus, the adopted methodology combined intentional pedagogical interventions, exploration of literary genres, playful activities, and analysis of written records, to foster the development of phonological awareness and, consequently, the evolution of the Alphabetic Writing System in children within the literacy cycle.

The central objective of this experience was to enhance the development of students' phonological awareness and, consequently, to contribute to the evolution of their alphabetic writing system, considering that the initial diagnosis revealed the presence of students who were at an elementary level of writing for their grade and age, as presented in the graph below.

Figure 1: Writing levels



Source: Reis (2023)

Based on this resource, it is possible to observe the presence of two children whose writing is understood as pre-syllabic, that is, they are unable to establish sound correspondence in their written records, according to Ferreiro and Teberosky (1999) and Soares (2021). There are three students at the syllabic-alphabetic stage, who are able to represent some graphemes in accordance with their phonemes, although records with syllabic characteristics are still present. In addition, there are ten students with writing classified as alphabetic, as they master the correspondences between phonemes and their respective graphemes, as highlighted by the authors and works previously cited.

5 Description of the pedagogical experience

Based on the data previously presented, the objective of this action was to stimulate the development of phonological awareness in order to enhance the skills inherent to the Alphabetic Writing System (AWS) in the short term, considering the class in question. The work was grounded in the theoretical assumptions of Soares (2021), Alves (2012), Ferreiro and Teberosky (1999), and the BNCC (BRAZIL, 2018), regarding the acquisition of these linguistic skills in the literacy process and the correlation between them, adopting a quantitative approach.

With the aim of verifying the potential of literary genres as a promising didactic tool for the development of phonological awareness, a sequence of linguistic and pedagogical actions was carried out through children's literature and poetic texts. This choice was based on the belief that such genres can awaken children's auditory sensitivity through playfulness and musicality—essential resources in methodologies aimed at the child universe—while also providing engaging experiences for students who already present the desired level of writing, thus stimulating other skills and potentials.

To support this perspective, Soares reinforces our position through a table listing genres suitable for reading in the literacy cycle, stating that:

Poetic texts for children in the literacy cycle are, on the one hand, linguistic games—playful interactions with words and their sounds—and, on the other hand, an incentive for aesthetic and emotional perception of the world. At this stage, poems are not meant to be analyzed, but to be appreciated, memorized, sung, recited, and to allow the perception of the play of sounds and meanings of words (SOARES, 2021, p. 212).

Therefore, recognizing their importance, we used genres of this nature as a requirement for studying the nuances of language, providing students with intense reflection and manipulation of sounds, stimulating the development of phonological awareness and, simultaneously, expanding their linguistic perceptions in relation to the act of writing.

This pedagogical experience began with the shared reading of the book *Meu nome é Zé, e seu qual é?*⁹ by teacher Cíntia Pontes, using material produced in PowerPoint to facilitate children's visualization. Subsequently, through an informal conversation and oral interpretation, we listed words that end in the same way—that is, words that rhyme—such as *Zé, é, Jacaré, Dedé*, among other possibilities presented in the book. Later, we created rhymes based on the children's names, thereby stimulating sound perception, a skill that is crucial for the development of phonological awareness.

Figure 2: Shared reading



Source: Reis (2023)

⁹ Material produced from the link: https://www.youtube.com/watch?v=Frtzic_DqTE&feature=youtu.be

In the second moment, we worked with the song by Toquinho, *Gente tem sobrenome*¹⁰, understanding that this piece offers opportunities to explore other linguistic skills. We emphasize that it was used both through the video on YouTube and through the song lyrics displayed in PowerPoint material, allowing students to visualize the written text.

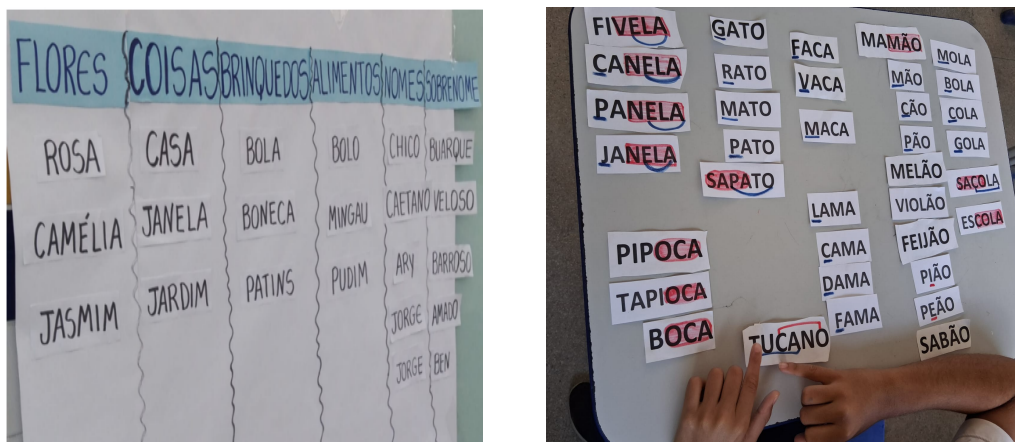
Figure 3: Exploring the song lyrics and their linguistic possibilities



Source: Reis (2023)

Continuing the activity, we worked with some names that appeared in the song, created a poster, and explored the sounds of the words by identifying their initial, medial, and final sounds. Next, we used cards containing names of objects, animals, foods, and toys, composed of words that shared the same final sound—that is, rhymes—such as *melão*, *mamão*, *feijão*, *pão*, *pião*. At the same time, we worked with words that allowed letter substitution activities, such as *rato*, *pato*, *gato*, *janela*, *panela*, among others, also stimulating the perception of isolated phonemes, which is an essential skill for stabilizing alphabetic writing. We also explored cases of words within other words, such as *sacola* (*saco* + *cola*) and *sapato* (*sapa* + *pato*).

Figure 4: Exploring phonological awareness



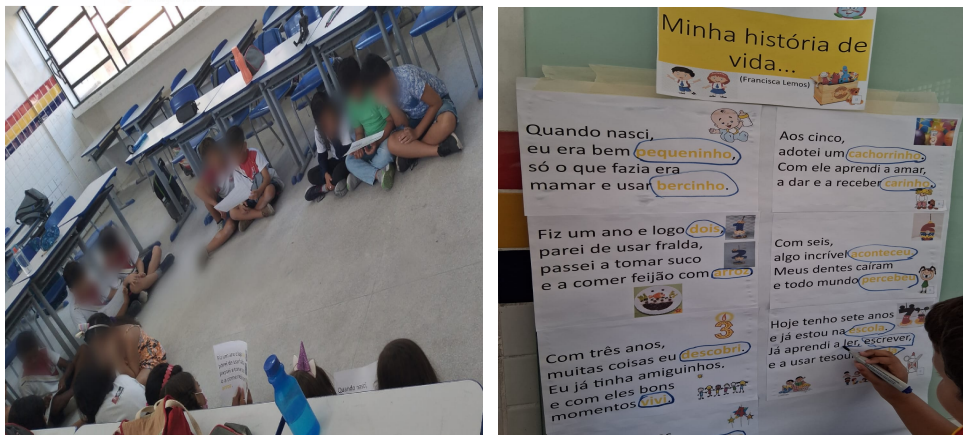
Source: Reis (2023)

¹⁰ Video and material produced from the link: <https://www.youtube.com/watch?v=hj6-fa4UI-k&feature=youtu.be>

In the third moment, we used the poem by Francisca Lemos, *Minha história de vida*¹¹. For its development, we formed seven small groups, and each group received one stanza. Together, we assembled the text on a poster, conducted a collective reading, and then identified the rhymes present, including locating words hidden within other words.

Continuing the activity, we presented PowerPoint material reinforcing the skill of identifying and creating new rhymes. Afterwards, the children were encouraged and challenged to write new words according to the final sound presented.

Figure 5: Composition and study of a poem



Source: Reis (2023)

In the fourth moment, we carried out the reading of the book *A casa de minha avó*, by Manoel Cavalcante, which presents a broad narrative through verses. This characteristic allowed us to study the subtleties of the mother tongue through similarities in the syllabic composition of words, including the act of changing initial letters and identifying words within other words. These activities are characterized as actions that involve reflection on and manipulation of the sounds of our language. Such methodological procedures contribute to the development of students who are in the process of literacy, according to Soares (2021). Subsequently, the students were invited and encouraged to record memories related to their grandmother's house.

Figure 6: Shared reading

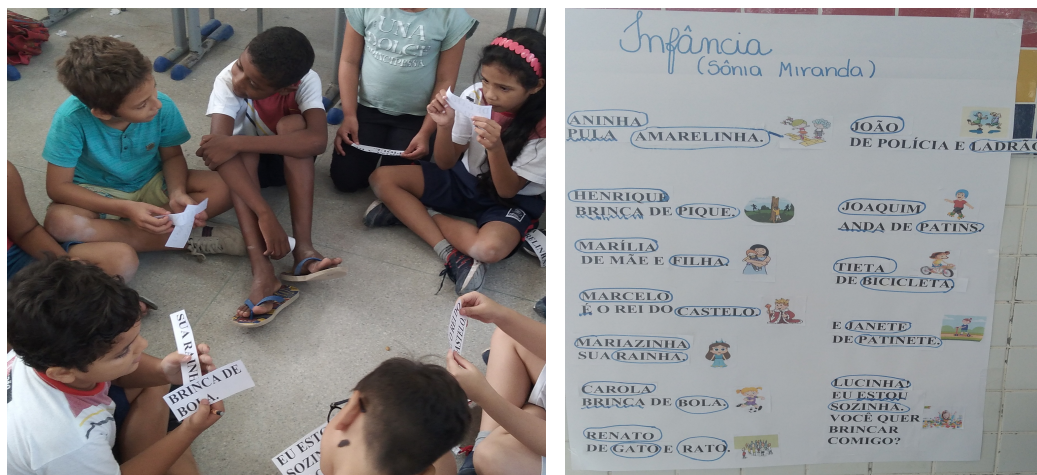
¹¹ Material produced via the link: <http://www.palavrinhas.org/2017/11/minha-historia-de-vida.html>



Source: Reis (2023)

In the fifth moment, we conducted a shared reading of the book *Quem sou eu*¹², by Ana Maria Machado. This is a book that interacts with the reader while also being composed of words with similar syllabic structures, which makes it possible to explore the sound units of words. Considering children's reading comprehension and what they enjoy most—playing—we then collectively constructed, through rhymes, the poem *Infância*, by Sônia Miranda, and explored its phonological possibilities. We concluded with a written activity aimed at stimulating the development of the Alphabetic Writing System (AWS) and its subsequent developments.

Figure 7: Construction and study of a poem



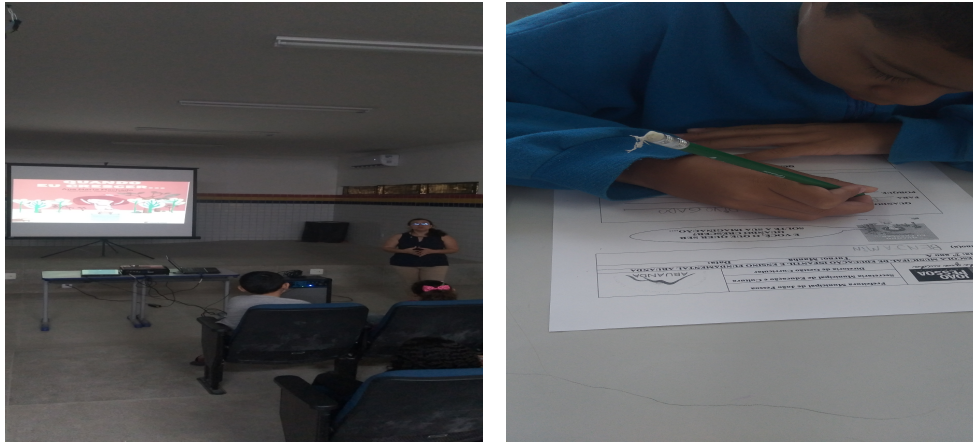
Source: Reis (2023)

Finally, we presented the book *Quando eu crescer...*¹³, by Ana Maria Machado, exploring not only the sounds of our language but also the perspective of what each child would like to be when they grow up, thereby encouraging them to practice expressing in writing what is in their thoughts.

¹² Material created using the link: <https://www.youtube.com/watch?v=-G6BBxUvB14&feature=share/>

¹³ Material produced from the link: <https://www.youtube.com/watch?v=1ThLB9spJnM&feature=share>

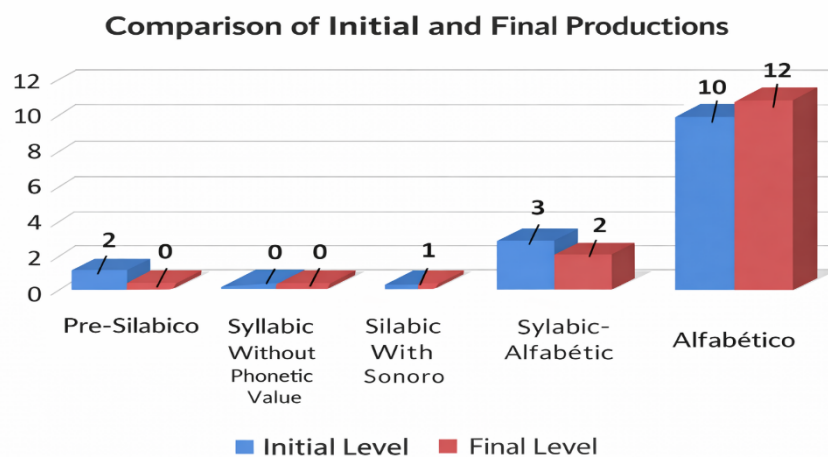
Figure 8: Shared reading and written record



Source: Reis (2023)

After the completion of these experiences, which involved constant pedagogical intervention, the children were invited to produce their written records in a spontaneous and individual manner. This resource revealed progress in their writing hypotheses, as shown in the graph below:

Graph 1 – Comparison between the productions



Source: Reis (2023)

According to the comparative graph above, it is possible to confirm that after the pedagogical intervention motivated by literary genres—which enabled the advancement of phonological awareness development—there were significant gains with regard to the Alphabetic Writing System (AWS). In the initial diagnosis, there were two students at the pre-syllabic level of writing, whereas at the end of the process this classification was reduced to zero. In other words, the children expanded their sound perceptions and, consequently, progressed in their writing hypotheses.

It is evident that one of the students advanced and had their writing classified as syllabic with phonetic value, beginning to represent one letter for each sound correspondence—a linguistically significant moment. According to Ferreiro and Teberosky (1999, p. 209), “[...] the child goes through a period of great evolutionary importance: each letter stands for one syllable. [...] With this hypothesis, the child makes a qualitative leap in relation to the previous

levels” (authors’ emphasis). Therefore, this writing hypothesis is considered a significant milestone in the literacy process.

The other student progressed to the syllabic-alphabetic level, which characterizes a very expressive advance within a short period. According to Soares:

At this level, there is a qualitative advance—the child realizes that the sound of some syllables can be segmented into more than one sound (more than one phoneme), and this results in a quantitative advance—the child uses more than one letter for these syllables. [...] Once this level is reached, the child generally advances quickly toward the ability to segment all syllables of words into intrasyllabic phonemic elements, represented by the corresponding letters—which perhaps requires, more than in previous stages, explicit guidance on phoneme–letter relationships (SOARES, 2021, pp. 109–110) (author’s emphasis).

Undoubtedly, this level of writing is qualitative because it reflects broader sound perceptions, and also quantitative, due to the increase in graphemes in written records. Regarding short-term evolutionary progress, this can be affirmed because initially there were three children who exhibited these characteristics in their writing, and after the didactic experiences focused on reflection and manipulation of the sounds of the language, it was observed that two students progressed to the alphabetic hypothesis. However, it is noticeable that one child remained presenting these characteristics in their records; in this case, it is believed that this occurred due to some absences during the pedagogical intervention.

Thus, considering the two children who progressed in their writing hypotheses, the process concluded with twelve (12) students writing alphabetically—that is, students who have mastered phonemic awareness. In line with Soares:

[...] this is the moment when, finally, the child becomes capable of relating phonemes and letters and of writing alphabetically, in addition to incorporating basic orthographic rules and irregularities so that alphabetic writing also becomes orthographic, within the limits of children’s possibilities (SOARES, 2021, p. 107).

Therefore, when students establish grapheme–phoneme associations, it becomes possible to master certain orthographic conventions, evidently according to the learners’ possibilities, since these linguistic abilities will be further developed in subsequent educational stages, as also emphasized by the BNCC (BRAZIL, 2018). Nevertheless, it is highlighted that alphabetic writing becomes understandable to the reader.

In view of the above, it is possible to confirm the importance, potential, and possibilities of literary genres in fostering the development of phonological awareness, which, in turn, significantly contributes to the advancement of the Alphabetic Writing System.

6 Final considerations

Based on the didactic experiences carried out and the analysis of the collected data, it can be stated that the development of phonological awareness plays a central role in the process of acquiring the Alphabetic Writing System (AWS). It was observed that intentionally planned pedagogical interventions, grounded in the use of literary genres and playful activities, significantly contributed to the evolution of students’ writing hypotheses, promoting both qualitative and quantitative advances in the mastery of written language.

The proposed activities—such as shared reading of children’s books, exploration of poems, songs, and chants, as well as dynamics that encourage the manipulation of sounds and phonemes—proved to be effective strategies for stimulating sound perception and metalinguistic reflection, essential elements for progress across the levels of phonological awareness: lexical, syllabic, and phonemic. Throughout the sequence of interventions, students expanded their ability to segment and associate phonemes with graphemes, progressively consolidating their alphabetic writing skills.

The study also demonstrated that the consolidation of the AWS does not occur mechanically, but rather through a pedagogical pathway that integrates cognitive, linguistic, and social aspects of learning. The mediation of the literacy teacher, combined with the use of engaging and contextualized materials, proved to be fundamental for students to advance in their writing hypotheses, transforming playful practices into concrete opportunities for meaningful learning.

Furthermore, it was found that the use of literary genres provides rich linguistic experiences, promoting the expansion of children’s vocabulary and phonological repertoire, favoring the perception of the sound units of language and the construction of more complex writing hypotheses. This approach reaffirms the importance of integrating literature, play, and phonological activities in the literacy cycle, articulating literacy instruction with broader literacy practices.

Therefore, the results indicate that investing in pedagogical practices that stimulate phonological awareness constitutes a solid linguistic and pedagogical pathway for the development of the Alphabetic Writing System. Such practices contribute not only to the technical progress of writing but also to the formation of critical, autonomous readers and writers capable of reflecting on language, demonstrating that effective literacy is the result of a gradual, intentional process mediated by contextualized and meaningful pedagogical strategies.

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