

Acts of reading and writing in Early Childhood Education: literary mediation as a possibility of appropriating written culture¹

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ABSTRACT

Based on the understanding of literature as an art form and a humanizing cultural element, this study aims to discuss possibilities for the appropriation of written culture through literary mediation. The discussions woven into this text constitute a literature review on the theme of literature in Early Childhood Education. From preliminary analyses, we envision pathways that point to the development of pedagogical practices in which reading and writing acts from early childhood are filled with meaning. Furthermore, we reflect on the importance of ensuring children's rights to literature and to ethical and aesthetic experiences in educational processes—experiences that are, above all, humanizing.

KEYWORDS: Reading and writing; Early Childhood Education; Literary mediation.

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A mediação literária como possibilidade de apropriação da cultura escrita na Educação Infantil

RESUMO

A partir da compreensão da literatura enquanto arte e elemento cultural humanizador, este trabalho tem como objetivo discutir possibilidades de apropriação da cultura escrita a partir da mediação literária. As discussões tecidas neste texto constituem-se como um ensaio teórico sobre a temática da literatura na Educação Infantil. A partir das análises preliminares, vislumbramos caminhos que apontam para a construção de práticas pedagógicas em que os atos de leitura e escrita desde a Educação Infantil sejam repletos de sentidos, além disso, ponderamos a relevância de garantir os direitos das crianças à literatura e às experiências éticas e estéticas nos processos educativos, e que estes sejam essencialmente humanizadores.

PALAVRAS-CHAVE: Leitura e escrita; Educação Infantil; Mediação literária.

Actos de lectura y escritura en educación infantil: la mediación literaria como posibilidad de apropiación de la cultura escrita

RESUMEN

A partir de la comprensión de la literatura como arte y elemento cultural humanizador, este trabajo tiene como objetivo discutir posibilidades de apropiación de la cultura escrita a través de la mediación literaria. Las discusiones planteadas en este texto se constituyen como una revisión bibliográfica sobre la temática de la literatura en la Educación Infantil. A partir de los análisis preliminares, vislumbramos caminos que apuntan a la construcción de prácticas pedagógicas en las que los actos de lectura y escritura desde la Educación Infantil estén llenos de significado. Además, reflexionamos sobre la importancia de garantizar el derecho de los niños a la literatura y a experiencias éticas y estéticas en los procesos educativos, asegurando que estas sean, esencialmente, humanizadoras.

PALABRAS CLAVE: Leer y escribir; Educación Infantil. Mediación literaria.

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Introduction

Reading and writing practices in the context of Early Childhood Education have been historically discussed in the educational scenario, encompassing a diversity of theoretical approaches that drive discussions involving consensus and disagreement about the literacy of young children, making it a complex and challenging field that requires a close look at the specificities of this stage of education.

We start from the principle that the appropriation of reading and writing are cultural acts that contribute significantly to the subjects' process of humanization. We understand that statements permeate the entire process of language constitution and human formation from the birth of children, and, therefore, permeate the experiences lived in Early Childhood Education that are strongly marked by the social and historical culture expressed by a society in a given time and space.

Literature as art and cultural production is configured as an essential practice that enables the insertion of children into the universe of reading and writing, playing a fundamental role in the development and ethical and aesthetic formation of subjects. In Early Childhood Education, children's encounters with literary texts are most often mediated by teachers⁵, who play an important role in the interaction between the reader and the text. Through literary mediation, aesthetic experiences and the construction of meanings are subjectively elaborated by each subject, considering all the dimensions that make up the unique experiences that constitute us.

In this sense, working with literary mediation in the context of Early Childhood Education is a possibility of appropriating written culture, ensuring access to literary texts from diverse bibliographies and expanding children's cultural experiences, from the first stage of basic education.

⁵ In the original Portuguese, we chose to use the generic feminine when referring to professionals in Early Childhood Education, as this career is predominantly female.

The discussions in this article are epistemologically based on Historical-Cultural Psychology (HCP) and the Philosophy of Language, supported by the theoretical studies of Vygotsky (1998 and 2007) and Bakhtin (2016), enabling interaction and dialogic processes, considered important aspects for human development and constitution. In addition, we highlight the studies by Cândido (2011), Arena (2010), Mello (2012), Miller (2020) and Bajard (2007 and 2012) that presented great contributions about the subject, and, therefore, provided fruitful dialogues.

The discussions developed in this work are configured as a theoretical essay, whose construction is based on the critical mobilization of pertinent authors and theories to reflect on the role of literature in Early Childhood Education. In this type of text, we seek to go beyond the simple description of previously established concepts and ideas, promoting a reflective analysis that tensions, questions and expands existing understandings on the subject.

As a theoretical essay, we seek to articulate theoretical perspectives, dialoguing with consolidated contributions in the field of education and children's literature, while proposing new interpretations and problematizations. This is an intellectual exercise that values well-founded arguments, theoretical creativity and the ability to develop propositions that contribute to the advancement of academic debate.

The importance of this type of text lies precisely in its ability to provoke reflection, contributing to the construction of theoretical frameworks that support both academic research and pedagogical practices. In the context of teacher training, the theoretical essay is essential to foster critical thinking, encouraging teachers to question naturalized practices, review concepts and rethink their training actions.

The experiences with reading and writing in Early Childhood Education

Historically, educational institutions have played a fundamental role in the development of children and in access to knowledge and cultural assets produced by humanity. In current times, we reinforce how important it is for schools to commit to a potentially humanizing and culturally diverse education, breaking with exclusionary practices that still permeate everyday school life.

Early Childhood Education is a privileged space to provide children with meaningful experiences with reading and writing, and often becomes the only means of accessing and guaranteeing the right to literature. However, at this stage of education, such contact does not aim to teach students to read and write, but rather to insert children into written culture (Goulart; Mata, 2016). Regarding the objectives of Early Childhood Education, Marcuschi (2001) states that

In Early Childhood Education, it is more important to lead children to understand the uses and social functions of written language, in addition to its modes of organization, than to try to make them learn the internal and external relations of the alphabet system and grammatical system. The linguistic forms of texts and their meanings, both in speech and writing, occur in the language use as a contextualized activity. The functioning and production of language occur in the social context (Marcuschi, 2001, p. 43).

From this perspective, experiences with reading and writing in school contexts, from Early Childhood Education onwards, need to be articulated based on work with living language, understood as a complex cultural form developed by man in his historical trajectory. Thus, it is not about offering children knowledge of the names of isolated letters, or short phrases taken

from a static language disconnected from the senses and life, but essentially bringing the language that permeates human relations, which is composed of different types of statements that permeate the various discursive genres and that permeate the interactions among the subjects and with whom we interact, “exchanging ideas, information, feelings, perceptions, in short, establishing vital relations typical of the dynamics of social actions that permeate our existence” (Miller, 2020, p.15-16).

Based on the assumptions of Historical-Cultural Psychology, we understand that experiences with cultural elements are essential for the development of typically human capacities. Vygotsky (2007, p.79) highlights that “the greater the range of experiences we offer children, the greater their capacity to develop higher psychological processes”. In this way, Historical-Cultural Psychology assumes a social nature of learning, that is,

[...] it is through social interactions that the individual develops their higher psychological functions. Human learning presupposes a specific social nature and a process through which children penetrate the intellectual life of those around them. We cannot limit ourselves to determining levels of development if what we want is to discover the real relations between the development process and the capacity for learning (Vygotsky, 2007, p.100).

Therefore, providing meaningful experiences involving literature and the acts of reading and writing from the first stage of basic education enhances the development of higher psychological functions, such as abstraction, imagination, memory, as well as the construction of senses and meanings, expanding the child's understanding of the world and concrete and immediate reality.

In this universe of enunciative possibilities that make up the experiences in Early Childhood Education, we highlight literature as a powerful, humanizing and transformative cultural element for individuals.

The literature and its humanizing role in Early Childhood Education

Cândido (2011) defends literature as a right of human beings. The author addresses the relation between literature and such rights in two ways: the first, by understanding its role in the humanization of individuals and, the second, by obtaining clarity about social inequalities to which the poorest social classes are subjected. Thus, when speaking of the humanizing role of literature and its need to be understood and recognized as a right, the author states that:

The literature corresponds to a universal need that must be satisfied under penalty of mutilating the personality, because by giving form to feelings and the vision of the world, it organizes us, frees us from chaos and, therefore, humanizes us. Denying the enjoyment of literature is mutilating our humanity (Cândido, 2011, p. 188).

In this sense, Cândido (2011) clarifies that we are immersed in a social context that, despite being understood as civilized, is highly barbaric. In view of this, the author states that humanization is “the process that confirms in man those traits that we consider essential”. Thus, “[...] literature develops in us the quota of humanity to the extent that it makes us more understanding and open to nature, society, and our fellow man” (Cândido, 2011, p.182).

Thus, when we think about literary mediation within educational institutions that offer Early Childhood Education, it is possible to see that it presents itself as an important ally in the human development of students, especially at this stage of education. Colomer (2016) emphasizes that it provides students with a common background, in addition to contributing to the understanding of the narrative and poetic models of each medium and dialogue with the community, with the aim

of presenting to the child what is expected to be the reality in their surroundings. When studying children's literature⁶ and its contribution to human development, Arena (2010) states that:

Human development, aligned by historical-cultural relations, finds in literature, especially in children's literature, one of the richest cultural manifestations, through which the child student creates, recreates and appropriates human culture, with imagination and reason inseparable. The voices of the cultural and historical other, present in children's literature, broaden and transcend the experience of the young reader [...] (Arena, 2010, p.33).

Therefore, ensuring time and space for literary mediation in Early Childhood Education, as well as access to quality literary books⁷, becomes a fundamental objective in planning and teaching work for this stage of education. From this perspective, Paiva (2016) highlights that:

In Early Childhood Education, literary reading relies, to a large extent, on the mediation of teachers and librarians, in activities involving storytelling and reading aloud of stories and poems, which enable the construction of meanings by this “reader”, who is not yet expected to know how to read alone. It is expected that, in this segment of schooling, children will have permanent contact with these cultural assets that are literature books, so that they become familiar with them in order to interact with literary language – in the texts and illustrations –, preparing themselves to also understand these social uses of writing (Paiva, 2016, p.40).

⁶ The term “children’s literature” will be used, despite the knowledge of some positions opposing it, such as those that warn about the relations between the term “children” and the diminished relevance of literary works. In this sense, it is understood here that there is literature developed for children, although the work with literary books in schools is not restricted to works that are produced for this audience (Abrantes, 2020).

⁷ Quality criteria defined by Paiva (2016), in the text “*Livros Infantis: Critérios de seleção – as contribuições do PNBE*”, which make up notebook 7 of the “*Coleção Leitura e escrita na Educação Infantil*” of the Ministry of Education (MEC).

Bajard's (2012) studies point to the importance of children's access to literary books, as well as contributing to the understanding of the concept of literary mediation, differentiating it from storytelling actions. From this perspective, the author highlights that reading mediation consists of the sound delivery of a fixed text, therefore, the narrative does not change, and is conveyed by the language of the book. Mediation, therefore, enables the listener to enter the written language. Garcia, (2024, p.216) points out that "the mediator lends her voice to give sound to the text for children who have not yet learned to read." By giving sound to the text, children will have contact with the language and vocabulary as they are contained in the books."

It is important to highlight that, from Bajard's perspective (2007), the act of listening to a story told by another person does not characterize a real reading situation. The author points out that the act of reading constitutes an "activity of silent treatment of the text with a view to giving it meaning" (Bajard, 2007, p. 81). Therefore, the utterance of a text and the act of reading are different. We emphasize that both develop important, but different, mental activities.

Now, coherently with our definition of reading as understanding a graphic text, the act of reading is more similar, within the mediation session, to the direct experimentation of the book by the child in spaces of autonomy than to listening to the text. It is important to be aware that vocal transmission in itself does not provide a reading situation, since listening does not require knowing how to read (Bajard, 2007, p. 98).

Children's interaction with stories and texts spoken by others, even before they autonomously appropriate the acts of reading and writing, can provide experiences with the universe of written culture, which enhance

imagination, playfulness, the construction of meanings, and several other higher psychological functions that are fundamental to child development (Abreu, 2019).

In addition to ensuring universal access to collections of literary works by the school collective, the selection of titles made available to children plays a fundamental role. Pimentel (2016, p.84) highlights that “the universe of books for children is very broad (...) knowing this type of book is important, because a collection must guarantee access to diversity or, in the case of books, to diverse bibliographies”. Therefore, the choice of quality and culturally diverse works broadens and enhances children's experiences with different social, historical, and cultural realities.

Providing proposals that awaken children's taste and interest in literary reading and at the same time expand their linguistic repertoire, enabling aesthetic enjoyment, is a complex and challenging task that requires in-depth theoretical and practical knowledge, which is often not guaranteed in initial training courses. In this sense, we highlight the fundamental role of the continuing education program *Leitura e Escrita na Educação Infantil* (LEEI)⁸ carried out within the scope of the *Compromisso Nacional Criança Alfabetizada* in 2024. Offering training to teachers who work in Early Childhood Education enables the expansion of knowledge and possibilities for developing pedagogical practices that enhance children's insertion in written cultures and that guarantee the inalienable right to access literary books from diverse bibliographies.

From the moment children enter Early Childhood Education, it is essential that the educational institution acts to fill their experiential universe with listening to literary readings, songs, poems and all sorts of games that involve the use of the standard form of their mother tongue, as well as the

⁸ The Ministry of Education (MEC), through the *Compromisso Nacional Criança Alfabetizada*, promoted training for early childhood education teachers in 2024 through the *Programa de Leitura e Escrita na Educação Infantil* (LEEI) in partnership with public universities across the country.

manipulation of written material in order to introduce them to the world of verbal language that will later be the object of their studies. The richer this involvement of children with the varied cultural productions materialized in different discursive genres appropriate to their interests and needs, the greater their chances will be of mastering their mother tongue as an instrument for understanding their reality and acting consciously in their environment (Miller, 2020b, p.3).

Given the diversity of discursive genres that permeate oral and written language in the context of Early Childhood Education, literature has its own characteristics and styles that allow children to encounter literary texts through the mediation of another reader.

In this sense, Bakhtin (2016, p.54) points out that “our discourse, that is, all our statements (including created works) is full of words from others, of varying degrees of alterity or assimilability, of varying degrees of perceptibility and relevance”. Therefore, the words of others expressed in a literary text, for example, bring with them values, expressions, and concepts that are assimilated and reworked by each subject.

In relation to studies on language, Bakhtin (1992, 2006) states that it is not a closed system and that its origins are deeper. The author understands it in the enunciative-discursive sense and clarifies that it is not limited to the verbal, since everything that has human intervention is understood as language. In this sense, it also affects books, conceived as printed speech acts, immersed in the dialogical relation that involves the entire language process, that is,

[...] the book, that is, the printed speech act, also constitutes an element of verbal communication. It is the object of active discussions in the form of dialogue and, furthermore, it is made to be actively understood, to be studied in depth, commented on and criticized within the framework of inner

discourse [...]. Furthermore, the speech act in the form of a book is always oriented according to previous interventions in the same sphere of activities, both those of the author himself and those of other authors: it arises, therefore, from the particular situation of a scientific problem or a study of literary production. Thus, written discourse is in a certain way an integral part of a large-scale ideological discussion (Bakhtin, 2006, p. 118).

Thus, according to the Bakhtinian perspective, the act of reading characterizes a process of verbal interaction, permeated by the book and interlocutors, and constituted by diverse beliefs, values, and realities (Carvalho, 2014). Thus, Bakhtin (2016, p. 83) highlights that “seeing and understanding the author of a work means seeing and understanding another consciousness, the consciousness of the other and his or her world, that is, another subject”. In this dialogical movement, children, based on their previous cultural experiences, construct their interpretations and attribute unique meanings to the encounter with the voices of others, expanding their own experiences of the world.

From this perspective, children's literature can be understood as a driving force for the formation of dialogical subjects, since it allows children to come into contact with a multiplicity of discourses immersed in cultural diversity. Miller (2020a) contributes to the reflections, stating that:

The literacy process and all the work with the mother tongue that is done after this initial moment of learning to read and write, when it takes into account the statement as an object to be mastered by the students, focuses, when it comes to reading, on the development of the understanding of the signs expressed by the statement - the result of a dialogue established between the subject who wrote it and the reader who receives it and responds to it actively, understanding its

message and its purposes - and not on the recognition and decoding of formal signs restricted to the mastery of the language system, which lead the child to simply identify previously memorized linguistic forms and transform them into words that are successively translated without forming a unitary meaning for the object of reading (Miller, 2020a, p.17).

Therefore, ensuring that this dialogical movement integrates pedagogical practices in Early Childhood Education, as well as the right to literature, is fundamental to building an education based on humanizing principles.

Conclusion

Through the reflections presented in this text, we emphasize the importance of understanding literature as a human right and an essential instrument for the aesthetic and cultural formation of Early Childhood Education students. Therefore, the school institution must be a privileged place for access and stimulation of written culture in children's lives (Abreu, 2022), which is often the only space responsible for teaching language associated with reading and writing in the context of use for everyday life. Therefore, depriving children of access to this right implies denying their appropriation of human culture and, consequently, their process of humanization.

Literature, understood as a cultural heritage that humanizes subjects, is an asset to be shared in the pedagogical practices of the school. Literature contains the cultural heritage and history of a people, thus it is possible to understand the importance of humanizing children through literary mediation (Garcia, 2024, p.217).

Ensuring children have access to literature from early childhood education onwards is a complex task, since there are countless challenges that permeate teaching activities in schools, including teachers' conceptions, ongoing training, access to literary books, support from school management, spaces and times for works in classrooms, among many others that challenge the daily lives of schools. However, understanding literature as an art implies revealing possible paths for the construction of a humanizing education. Therefore, "creating conditions in early childhood education environments for constant and systematic experiences with literate culture is an essential initiative that should not be postponed" (Perrotti; Pieruccini; Carnelosso, 2016, p. 119).

The acts of reading and writing permeate the constitution of subjects and are potentially transformative of reality. In this sense, we agree with Freire (2001) when he explains that:

If our schools, from the earliest age of their students, dedicated themselves to the task of stimulating in them a taste for reading and writing, a taste that would continue to be stimulated throughout their schooling, there would probably be a much smaller number of postgraduate students talking about their insecurity or their inability to write. If studying, for us, were not almost always a burden, if reading were not a bitter obligation to fulfill, if, on the contrary, studying and reading were sources of joy and pleasure, which also result in the indispensable knowledge with which we move better in the world, we would have better indicators revealing the quality of our education (Freire, 2001, p. 267).

The discussions in this article invite us to reflect about a range of theoretical and practical fields that permeate teaching actions with children in the daily classrooms. Furthermore, it is necessary to look again at the historical, social and cultural path of humanity, recovering

important concepts related to the understanding of language, dialogism and fundamentally the acts of reading and writing as elements of culture. We also highlight literature as an art and an instrument for humanizing individuals. Bakhtin (2016, p. 93) states that language and words “are almost everything in human life”, in this sense, we understand that it is from them that we follow the path in search of a humanizing education. From this perspective, we agree with Freire (1992, p.109) when he states that:

However, reading and writing words involves reading the world. Reading the world is an act that precedes reading words. Teaching reading and writing words that lack the critical exercise of reading and rereading the world is scientifically, politically and pedagogically flawed (Freire, 1992, p. 109).

Thus, we consider that the acts of reading and writing from early childhood education onwards should be full of meaning, capable of fostering interactions and dialogues permeated by the many statements that permeate life. May the path taken in these brief reflections lead to the construction of new pedagogical practices, capable of guaranteeing children's rights to literature and ethical and aesthetic experiences. We envision that children can develop through art in full connection with life in educational processes, and that these are essentially humanizing.

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Received in December 2024.

Approved in March 2025.