

**EVOLUTION OF LEARNING AMONG SECOND-GRADE ELEMENTARY SCHOOL STUDENTS IN THE MUNICIPAL EDUCATION NETWORK OF MORENO/PE IN THE POST-COVID-19 PANDEMIC CONTEXT**

**EVOLUÇÃO DA APRENDIZAGEM DOS ESTUDANTES DO SEGUNDO ANO DO ENSINO FUNDAMENTAL DA REDE MUNICIPAL DE ENSINO DE MORENO/PE NO CONTEXTO PÓS-PANDEMIA DA COVID 19**

**EVOLUCIÓN DE LOS APRENDIZAJES EN ESTUDIANTES DE SEGUNDO GRADO DE PRIMARIA DE LA RED EDUCATIVA MUNICIPAL DE MORENO/PE EN EL CONTEXTO POST PANDEMIA DE COVID-19**

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**ABSTRACT**

The second year of elementary school is a crucial phase for students' development towards mastering reading and writing. It is during this period that children need to consolidate essential skills for achieving literacy. In this sense, this research focuses on the results of second-grade classes in the Municipal Education Network of Moreno/PE, which made efforts and developed short- and long-term strategies with teachers to minimize the gaps identified in the students' literacy process due to the school distancing caused by the COVID-19 pandemic. The results of the Diagnostic Assessments of the Municipal Network for the years 2022, 2023, and 2024 were analyzed. Through document analysis (Ludke and André, 1986), the collected data were processed and analyzed in dialogue with the theoretical framework relevant to the theme of literacy: Ferreiro (1999); Morais (2012); Soares (2022; 2023). The results revealed that in 2022, only 41.2% of students who completed the 2nd grade reached the alphabetic writing hypothesis (they had completed the last year of Early Childhood Education and the 1st grade using activity books during the pandemic), while in 2024 this number rose to 68% (they completed the first year of Early Childhood Education using activity books during the pandemic). These data reinforce the importance of ongoing teacher training and monitoring of learning throughout this process.

**Keywords:** Literacy. Learning Gaps. Reading and Writing.

**RESUMO**

O 2º ano do Ensino Fundamental é uma fase importantíssima para o desenvolvimento dos estudantes rumo à apropriação da leitura e da escrita. É nesse período que as crianças precisam consolidar habilidades essenciais para a concretização da alfabetização. Nesse sentido, a presente pesquisa fez um recorte, analisando os resultados das turmas de segundo ano da Rede Municipal de Ensino de Moreno/PE, a qual envidou esforços e

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desenvolveu estratégias de curto e longo prazo junto aos professores a fim de minimizar as lacunas identificadas no processo de alfabetização dos estudantes devido ao distanciamento escolar ocasionado pela pandemia da COVID 19. Foram analisados os resultados das Avaliações Diagnósticas da Rede Municipal referente aos anos de 2022, 2023 e 2024. Por meio da análise documental (Ludke e André, 1986), os dados coletados foram tratados e analisados dialogando com o referencial teórico pertinente à temática da alfabetização: Ferreiro (1999); Morais (2012); Soares (2022;2023). Os resultados revelaram que em 2022 apenas 41,2% dos estudantes que concluíram o 2º ano chegaram à hipótese de escrita alfabética (eles haviam cursado o último ano da Educação Infantil e o 1º ano por meio de cadernos de atividades no período da pandemia), já em 2024 este número subiu para 68% (eles cursaram o primeiro ano da Educação Infantil por meio de cadernos de atividades durante a pandemia). Esses dados reforçam a importância da formação docente continuada e do monitoramento das aprendizagens ao longo desse processo.

**Palavras-chave:** Alfabetização. Lacunas na Aprendizagem. Leitura e Escrita.

## RESUMEN

El segundo año de la educación primaria es una fase crucial para el desarrollo de los estudiantes hacia el dominio de la lectura y la escritura. Es durante este período que los niños necesitan consolidar habilidades esenciales para alcanzar la alfabetización. En este sentido, esta investigación se centra en los resultados de las clases de segundo grado de la Red Municipal de Educación de Moreno/PE, que realizaron esfuerzos y desarrollaron estrategias a corto y largo plazo con los docentes para minimizar las brechas identificadas en el proceso de alfabetización de los estudiantes debido al distanciamiento escolar causado por la pandemia de COVID-19. Se analizaron los resultados de las Evaluaciones Diagnósticas de la Red Municipal para los años 2022, 2023 y 2024. Mediante el análisis de documentos (Ludke y André, 1986), los datos recopilados se procesaron y analizaron en diálogo con el marco teórico relevante para el tema de la alfabetización: Ferreiro (1999); Morais (2012); Soares (2022; 2023). Los resultados revelaron que en 2022, solo el 41,2 % del alumnado que completó 2.º de primaria alcanzó la hipótesis de escritura alfabética (habían completado el último curso de Educación Infantil y 1.er curso utilizando cuadernos de actividades durante la pandemia), mientras que en 2024 esta cifra ascendió al 68 % (completaron el primer curso de Educación Infantil utilizando cuadernos de actividades durante la pandemia). Estos datos refuerzan la importancia de la formación docente continua y el seguimiento del aprendizaje durante todo este proceso.

**Palabras clave:** Lectoescritura. Brechas de Aprendizaje. Lectura y Escritura.



## 1 INTRODUCTION

Since the pandemic caused by COVID 19, education, in general, has encountered numerous challenges for the reorganization of curricula and student learning. Due to social distancing and the impediment of face-to-face classes across the country, many children returned to school with gaps in learning and emotional development that brought a new problem: the recomposition of these learnings.

We found that in the municipality of Moreno, located in the Metropolitan Region of Recife, students had their link with the school maintained through non-face-to-face activities during the years 2020 and 2021, returning to face-to-face classes only in 2022. In this context, there was a great challenge related to the guarantee of learning rights since, after two years of distance schooling through activity books and some contacts via *whatsapp* with teachers, children were greatly disadvantaged in terms of the content of various areas of knowledge.

In this sense, we identified reparative propositions made by the Municipal Department of Education which, through the adoption of diversified strategies, sought to overcome these learning gaps. As a first reparative measure, the Municipal Education Network promoted diagnostic evaluations in the network in order to identify the most urgent needs related, mainly, to literacy. Based on the results of the diagnostic evaluations, the coordination of the initial years of Elementary Education reorganized the continuing teacher training in order to offer support to teachers in the process of recovery and recomposition of these learnings, dealing intensely and systematically with the heterogeneity in the classrooms.

In view of this evidence, we established as a general objective of this research to analyze the data of the second year classes of the Municipal Education Network of Moreno/PE related to literacy. As specific objectives, we seek to:

- Compare the progress in the appropriation of the writing of second-year students for the years 2022, 2023 and 2024;
- Evaluate the importance of carrying out periodic diagnostic evaluations as a means of monitoring consolidated learning;
- Analyze the effects of a teaching practice planned based on the most immediate needs of students.



## 2 THEORETICAL FOUNDATION

The "literacy cycle" is the three-year period in which children must learn to read and write, that is, from the 1st to the 3rd year of Elementary School. This period aims for children to build their knowledge continuously, respecting their rhythms and ways of expressing themselves. However, the National Common Curriculum Base (BNCC) establishes that, by the end of the 2nd year, they must complete this cycle.

Although we know the importance of reading and the need to guarantee this right to all children, it is necessary to keep in mind that the literacy process is individual and can vary from child to child. Furthermore, historically, there is a loss in terms of learning to read and write at the national level.

When the focus turns to the Northeast, it is perceived that there is a real discrepancy between children from the lower classes of society and those from the middle and upper classes. These differences in opportunities and guarantee of rights reflect the unjust social inequality that exists in our country. In this sense, bringing forward the "literacy cycle" to two years does not seem to us to be a fair and sensitive decision to the many realities in which our children, from popular backgrounds, are inserted.

As for learning to read and write, Soares (2020) argues that all children can consolidate these skills. For the author, planning should focus on learning and, from there, systematize teaching, carrying out a constant evaluation of what they (children) already know and what they are already capable of learning, at the age they are.

Regarding the ways of teaching the language, from the 1980s onwards, research by Emília Ferreiro and Ana Teberosky (1999) gave space to the discussion on the Psychogenesis of Written Language. These studies were carried out in order to understand how children learned the written language and the growth of these discussions provided a new way of conceiving alphabetic notation and, consequently, the teaching of the Alphabetic Writing System (SEA).

In this context, Ferreiro (1990) breaks with the empiricist and associationist conception in force until then and argues that alphabetic writing is not a mere code, but rather a notational system. This means that the learner elaborates a series of hypotheses about what writing notes (or 'represents', 'writes') and how writing creates these notations (or 'representations').

Morais (2012) points out that the Psychogenesis of Written Language has brought great contributions to language teaching because it has weakened traditional teaching methods (which assume that the student learns by repeating and memorizing) because,



when formulating his hypotheses about writing, the learner uses strategies and reflections from previous knowledge that he acquires throughout his life.

These theoretical contributions have revolutionized the teaching of the language, since it is understood the paths that people follow until they appropriate SEA and formal reading. Brandão and Silva (2023) also argue that, before learning to read, children can learn to assume the posture of readers who think about the texts they hear and who strive to extract and produce meanings.

Thus, we argue that the period destined to the consolidation of literacy should be carefully planned, in order to help students understand and reflect on the language.

### **3 METHODOLOGY**

In this study, we performed documentary analysis (LUDKE and ANDRÉ, 1986) in order to investigate more assertively the data provided by the Municipal Department of Education, prioritizing the second-year classes and their evolution over the years 2022, 2023 and 2024 regarding the appropriation of the SEA. We chose this school year because it is the year in which the children should already have the initial literacy process well underway to, in the third year, complete the literacy period (cycle).

We analyzed the diagnostic evaluations of entry and exit carried out in the Municipal Education Network, establishing a counterpoint on the results obtained in each of them. Next, we will evaluate the impacts caused by continuing education on the teaching practice of literacy teachers in the Network.

This study is presented with a qualitative-quantitative nature, conceiving the methodological procedures as the path of thought and practice exercised in the approach to reality (MINAYO, 2001, p.16) because, although the data collected are quantitative and are systematized in tables and Figures within this perspective, we cast a qualitative look at these results, analyzing what is beyond the numbers.

### **4 ANALYSIS AND DISCUSSION OF THE RESULTS**

Initially, we analyzed the results for the year 2024, among which we were able to observe advances and gaps. We analyzed the participation rate in the evaluations in order to verify whether the results matched the reality and the variables in the writing hypotheses (the data had already been obtained through the investigation based on the Psychogenesis of

Written Language). Table 1 presents the participation rate in 2024 in the diagnostic assessments of entry (ADE) and exit (ADS) of the Municipal Education Network.

**Table 1**

*Participation rate of 2nd year students in network evaluations in 2024*

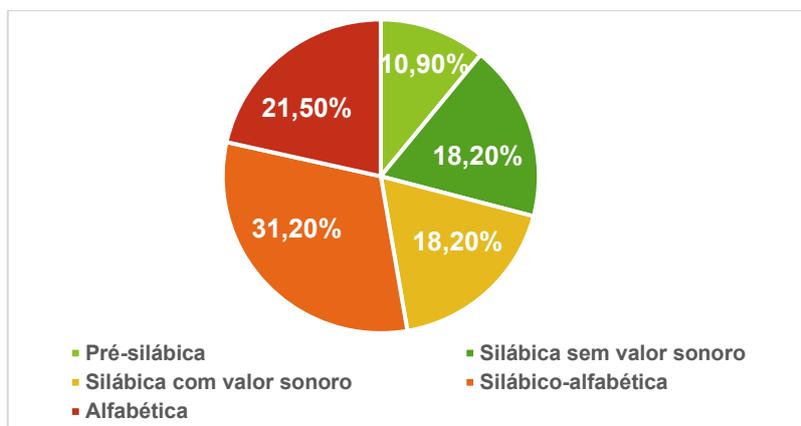
March 2024 - ADE	December 2024 - ADS
98%	96,3%

Source: Authors.

As we can see, most of the students were evaluated, which guarantees greater reliability of the data. In view of this, we begin the analysis of the evolution regarding the appropriation of the Alphabetic Writing System (writing hypotheses), the results of which are presented in the following Figures.

**Figure 1**

*Evolution of Writing Hypotheses in the Diagnostic Entry Assessment*



Source: Authors.

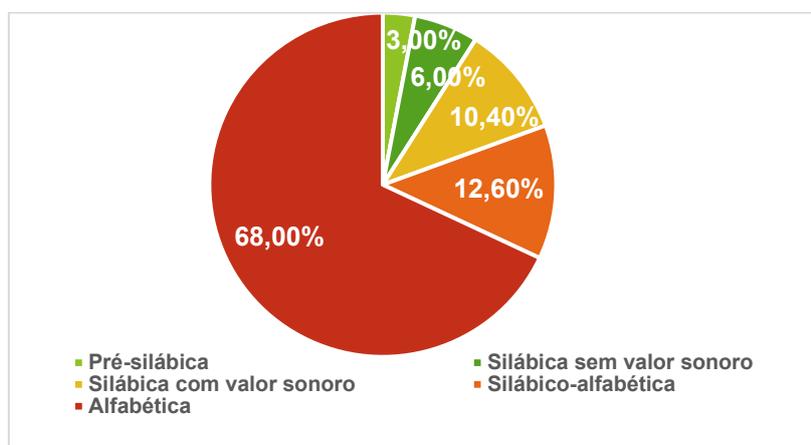
As we can see in the Figure above, the second-year classes at the beginning of 2024 were quite heterogeneous. In particular, students who revealed a pre-syllabic script added up to almost 11% of the total of the Network. We consider this an alarming data, since these students, in their majority, had experienced three years of schooling between Early Childhood Education and the first year of Elementary School.

Another fact that caught our attention is that more than 18% of the students also presented a syllabic script with no sound value. We consider that, in order to have a good performance in the second year, it would be ideal for students to enter this year of schooling having overcome the pre-syllabic and syllabic hypotheses without sound value.

Through the coordination of the initial years of the Municipal Department of Education, we identified that, throughout the year, there were several training courses aimed at overcoming these results, during which specific guidelines were given for this purpose. When we analyze the same data regarding the exit evaluation, we notice a very interesting movement, as we can see in Figure 2.

**Figure 2**

*Evolution of Writing Hypotheses in the Diagnostic Exit Evaluation*



Source: Authors.

The evolution of these students at the end of 2024 is significant. As we can see, only 3% of the students, who totaled almost 11% at the beginning of the year in pre-syllabic writing, completed the year at the same stage. Of the almost 18% who had syllabic writing without sound value, only 6% were unable to evolve. Another fact that draws our attention is that 68% of the students completed the second year with an alphabetic writing. These results show that the development of a pedagogical practice supported by the identification of the real learning needs of students and that has defined goals to be achieved in each year of schooling produce significant learning results.

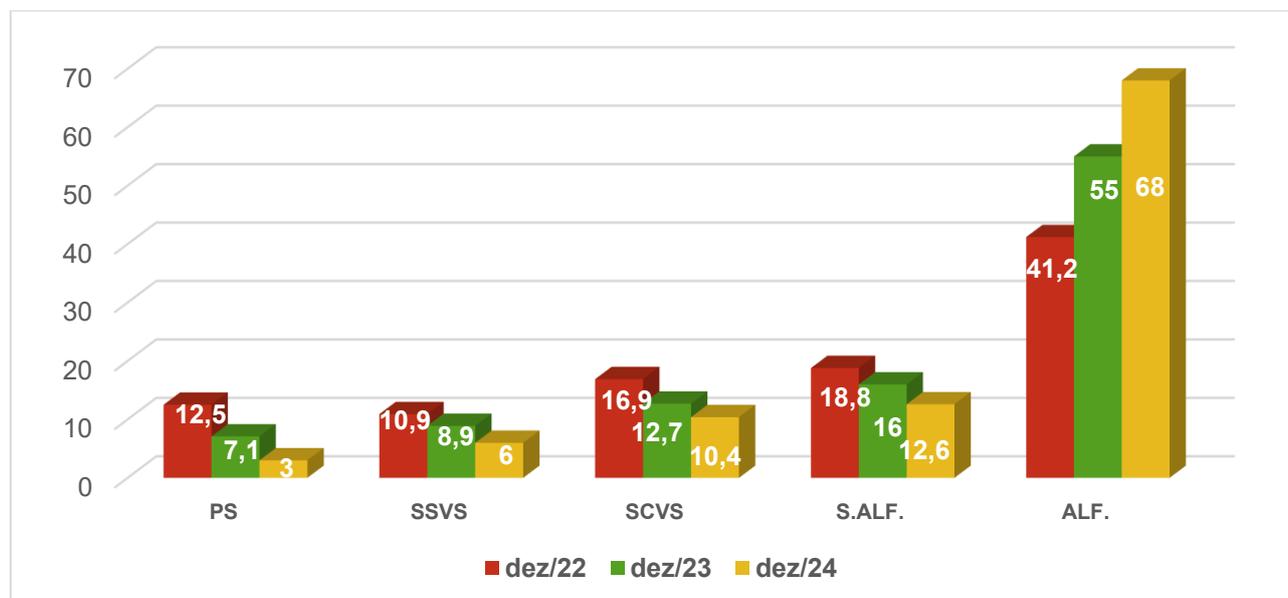
Although we recognize the qualitative leap that occurred throughout the year, we understand that it would be important that the 9% of students who completed the year in the pre-syllabic and syllabic hypotheses with no sound value had already overcome these hypotheses.

In order to deepen our understanding of the Municipal Education Network's efforts with teachers in order to recompose learning, we decided to analyze the results obtained in 2022 (right after the pandemic, when second-year students had only attended school at the age of 4 and returned in 2022, at the age of 7 years old already in the second year) and in the year

2023, whose students had not experienced Early Childhood Education, but had attended the 1st year of Elementary School in person, at school. The comparative results between the three years are presented in Figure 3 below:

**Figure 3**

*Evolution of writing hypotheses in the years 2022, 2023 and 2024*



Source: Authors.

The comparative results above point to a growing evolution of students in the writing hypotheses over the years observed. Considering that in 2022 second-year students had not experienced school experiences in person neither in early childhood education Group 3 – 5 years old nor in the first year, the deficit of these children in relation to the appropriation of alphabetic writing is notorious. This year, we noticed that 12.5% completed the year in the pre-syllabic hypothesis, signaling a great challenge to be overcome by the Municipal Education Network. Another alarming fact, still in 2022, was the large percentage of students in the syllabic hypothesis without sound value (10.9%), further increasing the need to recompose the learning of these students in the following year.

In 2023, second-year students had attended the first year in person and already had the prospect of recomposing learning through the reparative measures instituted by the Department of Education. As a result, we can already see that, in 2023, there was a better performance related to the comprehension of the Writing System, as 7.1% of students completed the pre-syllabic hypothesis and 8.9% in the syllabic without sound value. We

noticed that the scenario, although still challenging, began to become milder, adding up to 16% of students in these hypotheses.

When we look at the results of the year 2024, we observe that the movement of recovery and repair of learning has become more evident, since, adding the pre-syllabic and syllabic hypotheses without sound value, the results pointed to 9% of the students. Looking closely, in the pre-syllabic hypothesis, there was only 3%. A relevant point is that 68% of the children completed the year in the alphabetic hypothesis.

## 5 FINAL CONSIDERATIONS

In view of the analyses, we realized that the teaching practices mediated by the investments of continuing education were essential for the evolution of the students. In this regard, Marinho (2020) draws attention to the need for teachers to be clear about what they want to achieve when planning their classes, in this case, it is important to trace a path in order to conduct systematic teaching and promote reflection on the language.

We consider that the decisions made by the Education Network constituted a differential that significantly interfered in the results obtained in the period from 2022 to 2004. By investing in a restructuring of continuing education, as well as in the definition of clear and accessible goals for the literacy teacher, there was a redirection of pedagogical practice, culminating in very satisfactory learning results.

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