ABSTRACT: The approach to written text in the first school years is essential to give children a sense of continuity between their previous learning and their school learning. In this context, the consideration of didactic transposition and educational contents related to written genres is relevant to make these contents consistent with social knowledge. Selection and planning of text contents specific to each genre is necessary in pre-school education, when children are introduced to the production of written texts. The results of this classroom research point out the possibility of working with genres in a specific way, and also the difficulties and solutions found by teachers.

KEYWORDS: didactic transposition, educational contents, written genres, pre-school education, classroom research, teaching problems