

Introduction

In Kindergarten French immersion it is imperative that learners are exposed to [high frequency & pared down language](#) that is used daily by the teacher and the student to acquire language and assist them in becoming confident and competent communicators in French. When learners receive messages in the target language *that they understand*, they are acquiring language. Learners require large amounts of repetitive language and the understanding that once the word has been taught, it is to be used in class. Students can begin using French within the first day if the expectations are clear.

Bilingualism is achieved by providing instruction of the basic curriculum entirely in French. 100% French . . . eventually. The amount of French spoken in September is very different from the amount spoken in June. Educators use gestures and visual cues, rather than translating, to help with comprehension. English is used at the outset to establish routines and in the event of safety issues. A solid foundation in the language is necessary to make learning in all areas more accessible in later years.

Along with the acquisition of French vocabulary, the critical skills to be learned in Kindergarten are phonological awareness, phonics and concepts about print and books. Systematic and explicit instruction of these early reading skills are taught through a scope and sequence based on the [science of reading](#), starting with basic concepts. Gathering timely and ongoing assessment data is crucial in identifying a student's progress in acquiring these skills and can help tailor classroom instruction to meet students' learning needs and support early identification of students who may require intervention.

Understanding & speaking French are one of the most important competencies that our students can learn. If they can say it, they will write it (even if it is with creative spelling at first). Creating a French-only atmosphere is key.



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY