

SOOKE SCHOOL DISTRICT

FRENCH IMMERSION LITERACY:
READING SCOPE AND SEQUENCE
K-8

FOR PILOT 2025-2026



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SD62 K-8 French Immersion Literacy: Reading Component

For Pilot September 2025 – June 2026

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Literacy is a fundamental pillar of success in French immersion, providing the foundation for students to thrive academically and communicate effectively in their additional language. It encompasses the interconnected skills of reading, writing, listening, and speaking, each reinforcing the others to support deeper understanding and language development. Together, these elements form the basis for meaningful participation and learning across the curriculum. This initial document focuses on reading as a beginning point for supporting literacy development in French immersion.

Rationale:

The following teacher-developed resource has been created in response to K-8 French Immersion Classroom Teachers' requests for support with planning responsive reading instruction and communicating student progress in reading across the French Immersion curriculum. The following teacher developed resource is currently offered in English. In accordance with principles of comprehensive literacy, the document provides systematic and cumulative progression designed to reflect the unique needs of additional language learners.

Unique Additional Language Learner needs:

Additional language learners will require explicit oral language instruction and cumulative vocabulary building to support reading comprehension. Instruction should be tailored to align with their oral proficiency levels, acknowledging that students may need more time to acquire the new phonological rules and sounds of the immersion language. Educators should pay particular attention to the specific linguistic transfers between the two languages, such as variations in sounds and names for letters like "i" and "e," and address potential areas of overlap. Additional language learners also benefit from scaffolding techniques such as visual aids, bilingual texts, and explicit vocabulary instruction to facilitate learning. It is important to recognize that proficiency acquisition will vary and overlap at different stages of additional language learning, and this is a normal part of the process. Over time, these differences in learning contribute to enhanced reading performance and overall language proficiency for additional language learners.

Intent: Understanding the Use of the Document

This document serves as a comprehensive guide for French immersion educators, integrating the BC Learning Standards with key elements of the Scarborough Reading Rope. It is designed to help clarify the connections between curriculum expectations and components of reading instruction, making it easier for teachers to see how these elements work together in practice. While it does not include every individual learning standard or reading element, this guide highlights key threads and offers simple, practical examples to support instructional planning. It has been synthesized to offer greater clarity around how key elements of literacy instruction might be distributed across grade levels, supporting a more intentional and manageable planning process for teachers.

Key Components:

1. BC Learning Standards: These standards outline the essential learning objectives and competencies that students are expected to achieve at each grade level. They provide a framework for curriculum development and instructional planning.

2. Scarborough Reading Rope: This model breaks down the complex process of reading into its fundamental components, emphasizing the interwoven strands necessary for becoming a skilled, proficient reader. These components include word recognition (phonological and phonemic awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). (Note: The elements corresponding to Language Comprehension appear in yellow, and the elements corresponding to Word Recognition appear in blue on the Scope and Sequence).

This document is a resource that can be utilized to drive reading instruction. This document has not been designed to replace the Learning Standards (Curricular Competencies and Content) within the FILA curriculum from the BC Ministry of Education. Rather, this document aims to unpack reading related competencies, elaborate on content, and consider how reading and related oral language skills progress through the grade levels. The document also provides a glossary of common terms to address language learner needs.

How to use this Scope and Sequence document:

This document is intended for teacher use to inform and drive instruction, to plan responsive reading instruction across the French Immersion curriculum. It includes high-level Learning Standard categories (Curricular Competencies and Content) as well as specific grade level Additional Descriptors of reading and reading-related skill development for Kindergarten to Grade 8. The BC Curriculum provides generalized guidelines for both Curricular Competencies and Content. This document clarifies these by including additional aspects tied to reading development as outlined in the Scarborough Reading Rope. It outlines essential and critical literacy skills and content that compose each of the Learning Standards to provide teachers with support for reading skills.

The purpose of including additional descriptors from the Reading Rope is to provide a more in-depth understanding of grade specific curricular reading requirements. By integrating the French Immersion BC Learning Standards with the Scarborough Reading Rope, the document provides clear, detailed instructional guidance that helps teachers ensure a cohesive, systematic, and cumulative progression of competencies and knowledge across the grades. Teachers can use this to plan their lessons in a way that focuses on the critical components of reading development. This synthesized approach ensures that instruction is aligned with provincial standards while integrating current understandings of reading development.

Understanding the scope and sequence also allows teachers to identify where students might need additional support or enrichment. The document provides a framework for differentiating instruction to meet diverse learning needs within the classroom.

For example:

FRIM Kindergarten Learning Standard: Curricular Competency -> Exploring and Reflecting -> Recognize the letters of the alphabet and their corresponding sounds

Scope and sequence Additional Indicators

- Letter sounds/names
- Vowels (a, e, i, o, u, y, ***é)
- Consonnes/phonèmes longs:
 - f, j, r, l, m, n, v, s, z
 - CV, CVC
- Consonnes/phonèmes courts:
 - b, d, p, q, t, h, k, g, c(k), w, x
- And recommended progressions of sounds (eg. vowels (a, e, i, o, u, y, ***é) (see scope and sequence)

The hope in sharing this document district-wide, is to provide clarity within grade and coherence across grades, as well as to support responsive instructional planning. This will remain a working document to allow for cyclical revisions based on teacher input and ongoing developments in educational research.

Frequently Asked Questions

1. Why does this document include grade level expectations and not term specific expectations?

In alignment with the BC Curriculum, and in order to respect teacher autonomy as well as classroom- and school-based routines and structures, this document only includes end-of-year indicators. The K-12 Student Reporting Policy and Proficiency Scale view learning as ongoing, emphasizing the importance of meaningful communication of student learning in response to instruction, according to grade-level learning expectations.

2. Why are the Additional Descriptors of Grade-Level Proficiency in this document not in the BC Curriculum?

This document is intended to complement the BC Curriculum by unpacking reading related competencies, elaborating on content, and considering how reading and reading-related oral language skills progress through the grade levels.

3. Do I need to use this document?

Teaching reading in an additional language is a significant and complex endeavour. This document has been created as a supplementary tool for schools to use in whole or in part at their discretion. Teachers are invited to adapt it to suit their own context, and to collaborate with colleagues in using it to support a coherent, school-wide approach.

4. Can I send this document home to parents for Communicating Student Learning?

No. This is a school-based teacher resource that includes Additional Descriptors designed to support reading and reading-related instruction. However, it can be used to support planning, inform instruction, and support teachers in writing strengths-based descriptive feedback.

References

The following educators and professionals were consulted in the creation of this document:

- SD62 K-8 Teachers
- SD62 French Immersion Curriculum Coordinator
- SD62 Literacy Intervention Teachers
- French Immersion Literacy Consultant – Anne-Marie Bilton

The following resources were consulted in the creation of this document.

- BC Curriculum <https://curriculum.gov.bc.ca/>
- Scarborough's Reading Rope [Le modèle de Scarborough](#)

References

Moats, L. (2020). *Teaching Reading Is Rocket Science, 2020: What Expert Teachers of Reading Should Know and Be Able to Do*.

Bourgoin, R. (2018). *Soutenir les lecteurs en langue seconde*