



# Ici on parle français – PD grants for FSL teachers

## Revising Writing Instruction in FSL

### Team Members:

Heather Gauthier and Hannah Agler

School District: Waterloo Region District School Board



## What We Did

We participated in two asynchronous workshops (10 hours total) provided by Lexie Graphie entitled “L’écriture - parties 1 et 2 : notions essentielles + processus rédactionnels”. The workshops were led by Isabelle Gadbois and focused on best practices for teaching grammar, conjugation, syntax, punctuation, the organizations of ideas, editing, and providing feedback, as well as strategies for developing these skills with students, how to organize instruction, and what to do when faced with difficulties. Since we were not able to participate in the workshops on the days they were originally presented, we had a week to review the recorded sessions after their initial presentation. We each took the time to view the training independently, and then participated in a brainstorming session about how we could apply the learning to our specific grade levels/teaching assignments (Grade 1-3/4 Core French for me, and Grade 4-6 Core French for Hannah). After our brainstorming sessions, we chose a few strategies to try with our classes during Term 2, in an attempt to compliment our board’s PD focus on the Science of Reading, and we revised long range plans to use for the 2024/25 school year. We had hoped to be able to implement our learning this year, but the original dates of the training (Dec 2023 and Jan 2024) were revised several times and the second session was not available until late March, by which time Term 2 had already started, and so we stuck to our original long-range plans for this school year.



## What We Learned

In the fall of 2023, the WRDSB implemented a new scope and sequence for Primary Core French that specifically integrates progress with the resources “Pratique phonémique” and “I Can Read In French”. This represented a major shift towards explicit literacy instruction in Core French, including the use of sound walls, phonemic awareness exercises, and teaching the rules behind different phoneme/grapheme correspondence. These plans embed this literacy learning within several themes that focus on



different elements of students’ lives, but we felt that there was less specific guidance towards writing instruction. Consequently, we decided that as the only teachers offering French instruction at our school, we needed to create a set of long-range plans that would complement this new document and would create a cohesive learning continuum for our students. Within the six themes laid out by the WRDSB, we decided to focus on a complementary area of writing competency. We found that the sessions offered by Lexie Graphie went into a far greater depth than our students were ready for, so we distilled our learning down to a few areas of focus we thought would be most applicable to our Primary/Junior Core students.

WRDSB Cycle focus:	Our proposed writing focus:
Les salutations	La phrase de base
Les connexions importantes	La conjugaison orale v. écrite
L'école	La manipulation de la phrase de base
Les préférences	L'accord
Les activités	La dictée zéro fautes
l'environnement	Les révisions

Since the primary students had prescribed phonemes/graphemes that they were learning at each grade level in accordance with the board-provided long-range plans and Hannah was teaching the juniors using a combination of “C’est Parti” and other personally developed resources to teach the junior students, we decided that we would try to teach each writing focus using the sounds and spelling combinations that each grade had learned to date.



## How We Shared Our Learning With Others

As the entire “French department” at our small elementary school, we were the only two members on staff offering French instruction. We discussed our long-range plans for next year with our principal, but did not have an opportunity to share our learning with other colleagues at our school beyond casual conversations and discussions during breakout sessions at staff meetings.



## Links to Our Work

<https://docs.google.com/spreadsheets/d/1HEScpgkpfD5YS4-jZmJfFYpJLDCm7n5eFE8qsX1QwCnU/edit?usp=sharing>



## Any Next Steps We Have To Continue Our Learning

Since the workshops were delayed several times, we were not able to fully implement our plans this year. We will continue to incorporate our learning themes next year with our respective grades and will follow up to see if we’d like to make additional changes.