



Ici on parle français – PD grants for FSL teachers

Reading about the Fray: Implementing the science of reading in grade 1 French

Team Members:

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School District:

Ottawa Carleton



What We Did

Together, we studied the book *Reading Above the Fray* by Julia B. Lindsey to deepen our understanding of effective literacy instruction in the primary years. Our goal was to explore practical, research-based strategies that support strong reading development for all learners in our early French Immersion classrooms. We focused on ways to strengthen comprehension, vocabulary, fluency, and student engagement through intentional instructional practices. To support our learning and implementation, we purchased classroom resources such as high-interest texts, literacy games, and comprehension materials that aligned with the strategies and recommendations presented in the book.



What We Learned

Through our study of *Reading Above the Fray*, we expanded our understanding of effective literacy practices and how they can be applied within our early French Immersion classrooms. Our learning highlighted the value of using intentional, researchinformed strategies to support students as developing readers. Some of our key understandings included:

- How strong literacy instruction balances decoding, fluency, vocabulary, and comprehension
- The importance of providing students with meaningful opportunities to interact with rich and engaging texts
- Ways to strengthen student understanding through targeted questioning and discussion
- The impact of building background knowledge to support comprehension and language development
- Strategies for scaffolding instruction to meet the diverse needs of learners
- The value of consistent classroom routines and explicit modelling in helping students become more confident and independent readers
- Practical approaches for creating supportive literacy environments that encourage student participation and engagement



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How We Shared Our Learning With Others

Throughout the project, we collaborated regularly to discuss the strategies, resources, and instructional approaches we were exploring in our classrooms. These conversations gave us opportunities to reflect on student progress, exchange ideas, and consider ways to adapt our practice to better support literacy learning in French Immersion. We also shared key insights and practical strategies with colleagues during team and divisional discussions. In addition, we contributed literacy resources and materials inspired by Reading Above the Fray to our shared planning spaces and primary resource room to support ongoing professional learning and classroom implementation across the team.



Links to Our Work

[Implementing the Science of Reading - SlideShow.](#)



Any Next Steps We Have To Continue Our Learning

As we continue our professional learning journey, we hope to further explore how the instructional approaches presented in Reading Above the Fray can support literacy achievement in our French Immersion classrooms. Next year, we would like to focus on strengthening student comprehension and engagement through thoughtful text selection, responsive instruction, and increased opportunities for meaningful reading experiences.

We also plan to continue examining student needs and adjusting our practices accordingly, while expanding the collection of literacy resources available to our team. Ongoing collaboration and reflection will remain an important part of our work as we continue to grow as educators and support student success in literacy.