



What can non-French speaking parents do?

Academic - Literacy:

Read to the child in their home language and in French. Make learning fun and a natural part of family life. Play letter recognition games/words. Have siblings read with each other. Sing songs and rhymes. Model reading in front of children or go to the public library.

Academic - Numeracy:

Play card games, go grocery shopping, or play store. Do home calendar and time/scheduling activities!

Social & Emotional:

Provide a regular sleep schedule and healthy foods. Outside activities for calming down. Play dates with peers. Celebrate success. Model work ethic by working alongside your child.

We provide a strong foundation for your children's education.

89%

OF CANADIANS AGREE THAT A BILINGUAL EDUCATION OFFERS BETTER EMPLOYMENT OPPORTUNITIES



ENGLISH



FRENCH

FRENCH

IS THE SECOND MOST REQUESTED LANGUAGE BY CANADIAN EMPLOYERS

PARENTS

OF IMMERSION STUDENTS PRIMARILY SPEAK:

57% ENGLISH



22% FRENCH

21% OTHER

Enroll today!

For more information:

École Red Bluff Lhtako Elementary

<http://redbluff.sd28.bc.ca/>

Canadian Parents for French

<https://cpf.ca/en/>

<https://bc-yk.cpf.ca/en/>

School District 28 French Coordinator

250-992-0421



French Immersion

Quesnel District 28

Bonjour!

French Immersion is available K-12.

Grades K-7

École Red Bluff Lhtako

Elementary 250-747-2634

Grades 8-9

Quesnel Junior School

250-747-2103

Grades 10-12

Correlieu Secondary School

250-992-7007

The Program

The accepted entry level for students into the Early French Immersion program is Kindergarten or grade 1, if space is available.

In the elementary portion of the program, students receive instruction in all areas of the curriculum in French, from Kindergarten through to grade 2.

Some English Language Arts instruction starts in grade 3.

For secondary, French Immersion students continue to participate in a French Language Arts (FRAL) course each year, including the following:

- **Sciences (Science) through grade 9**
- **Sciences Humaines (Social Studies) through grade 11**
- **Arts Mediatiques 11 (Film and Television 11)**

Students completing this program develop oral and written fluency in French and are entitled to receive a French Immersion Dogwood, a Double Dogwood, upon successful completion of Grade 12 and graduation assessments.



Grade Level Expectations

By the end of Kindergarten:

Students should understand many common phrases and words relating to the classroom activities. Many students start using simple key phrases such as, “Est-ce que je peux aller à la salle de bain?”. They might also use French words in their English sentences.

By the end of Grade 1:

Students should be able to verbalize their needs and describe what they are doing. They are increasing their knowledge of the French language and expanding their vocabulary.

By the end of Grade 2:

Students should be expressing themselves more fluently in French, though they may add in certain English words. At this point, they have mastered the basics of reading and writing, with simple ideas.

By the end of Grade 3:

Students should be comfortable in the basic categories of communication: speaking, listening, reading and writing.

By the end of Grades 4, 5 and beyond:

Students should have basic skills to communicate in French. Students develop a greater fluency and understanding in all aspects of the French language.

Early French Immersion Students

Be curious about language learning and be an eager learner of new things.

Be self-regulated able to follow directions (sit for age-appropriate periods of time, be an attentive listener, be proficient with oral language).

Be resilient (not giving up when faced with the challenges of learning in a new language).

Be competent in their first language.

HELP YOUR CHILD SUCCEED IN FRENCH IMMERSION!



HAVE YOUR CHILD TRANSLATE THEIR FRENCH WORK INTO ENGLISH



SEEK SUPPORT FROM FRENCH SPEAKING FRIENDS, FAMILY, OR TUTORS



PARTICIPATE IN ADULT FRENCH COURSES



ENCOURAGE FRENCH SPEAKING IN EVERY DAY LIFE

Early French Immersion Parents

Be honest about their child’s abilities, skills and competencies.

Be willing to support their child through the challenges of learning another language.

Be committed in supporting their child in the program through to graduation (if applicable).