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## **Hampshire Ethnic Minority and Traveller Achievement Service First Language in the Curriculum (FLinC)**

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FLinC is a project supporting EAL learners to learn, discover and develop their knowledge of the school curriculum through first language.

### **The project involves**

- 6 sessions delivered in first language to groups of pupils
- focus for the sessions is agreed through liaison between the class teacher(s) and the EMTAS tutor who will provide the after-school taught sessions
- sessions run in parallel with the mainstream curriculum
- impact is measured through pupil and parent feedback and through feedback from the class teacher(s).

The sessions provide an opportunity for schools to support their pupils to continue to develop their first language with an EMTAS tutor providing sessions using the same or similar resources and strategies as the class teacher but delivering the input in first language. Continued development and purposeful use of pupils' first languages is recognised as a feature of best practice in relation to children learning English as an Additional Language.

In terms of impact, EAL children gain confidence in themselves as learners and their participation in the mainstream lessons improves (see parents' comments below). They demonstrate better understanding of curriculum content in the mainstream classroom. The new topics, key words and resources used during the FLinC sessions provide a solid foundation for future learning.

### **Feedback from parents about the FLinC project**

Since my son joined the FLinC he has gladly read Polish books. Also, he was happier to go to school on a session day than other days. Very interesting and very necessary sessions. I noticed progress in both languages. We would like more sessions like these in the future.

Thanks to FLinC sessions the school topics were easier to understand for my child. The way of teaching has made learning easier for both school curriculum and the first language.

I noticed it was easier for my child to understand The Rain Forest topic in the mainstream classroom.

## First Language in the Curriculum – overview

1. **First visit to school**
  - present the FLinC project and discuss how it might work in your school
  - provide letters to be sent home to parents in their first language, to present the project and ask for adequate permissions.
  - indication of interest/identify the target year group and class(es) to be involved
  - discussion of costs and ideas to help
2. **Follow up** email, phone call or visit where necessary to ensure close liaison in relation to next steps.
3. **Second visit to school**
  - Share aims of FLinC with participating class teacher(s) and respond to any queries
  - Identify with class teacher(s) the focus topic for the project: identify target vocabulary and key learning outcomes, share materials and teaching strategies (may be on-going to fit in with the mainstream teaching schedule)
  - Identify resources that will be available for the project (room, IWB etc.)
  - Plan any details for sessions with children (e.g. letters/parental consents, classroom equipment, adult support, date and time etc.)
4. Liaison with class teacher(s)/school office/parents to ensure consents have been given and any outstanding planning/resourcing issues are dealt with.
5. **Series of six after school sessions delivered to children**
6. Feedback from participating children, their parents and class teacher(s) gathered.
7. **Third visit to school**
  - Review impact of FLinC project with HT/SLT

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### EMTAS contact:

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#### For more information please contact

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