



Accessing the curriculum through first language: student training programme

What is the programme and who is it for?

The Hampshire EMTAS 'Accessing the curriculum through first language: student training programme' is a new programme of support for secondary students, suitable for newly arrived students as well as those still developing basic interpersonal communication skills (BICS) or even those in the early stages of acquiring cognitive academic language proficiency (CALP). The flexibility of the programme means that students at different stages of acquiring English are able to access and benefit from it.

Key questions answered

What are the benefits of the programme to students?

By supporting students in using skills in their first languages to help them to independently access the curriculum, the programme aims to boost students' confidence and self-esteem as well as provide an opportunity for continued development of first language in meaningful contexts. The programme adapts to the individual needs of each student, identifying aspects of the curriculum or particular skills students need specific support with.

What about other forms of support for secondary students?

'Accessing the curriculum through first language: student training programme' is one model of support offered by EMTAS practitioners to students in secondary phase. Other models are in-class support and mentoring. The decision about which model is best for an individual student is made after the profiling visits have been made.





How is the programme structured?

The programme consists of eight sessions in total, with the first session to be carried out (normally by the school) as early as possible, for those students new to the school and possibly even the UK. The purpose of the first session is to ensure that the student is acquainted with school rules and systems, and that the student has all the appropriate equipment and logins for school systems, to ensure full access to the school's curriculum from the very beginning. Guidance is provided to secondary schools how to carry out an effective induction for a newly-arrived student. This guidance applies to all newly-arrived students, regardless of the model of support they will later receive.

The subsequent two sessions are for profiling and are led by an EMTAS practitioner. During these sessions, the EMTAS practitioner will gather information on the student's prior educational experiences and ascertain their skills in first language. The profiling exercise underpins the decision about which sort of support the student would most benefit from.

These two profiling sessions also provide an opportunity to meet with the student's parents/guardians, to ensure that they understand the school processes and systems and to give them a chance to ask any questions they may have.

If the 'Accessing the curriculum through first language: student training programme', then the remaining five sessions comprise activities centred around a particular theme or subject such as English or Maths. The activities are designed to develop and apply skills in first language, such as rehearsal of ideas, effective note-taking and drafting in first language, so that students are then able to use such strategies independently in day-to-day lessons. A key element of the programme is the development of speaking and listening skills.

As the sessions are designed to be delivered over consecutive weeks, students are encouraged between each session to try out strategies from the sessions in everyday lessons, affording them an opportunity for review and evaluation in the subsequent session. At the end of the programme, students have the opportunity to review their personal toolkit of strategies developed during the programme with the hope that they are better equipped to access the curriculum on a day-to-day basis.





Our student is not a new arrival. Can the programme work for them too?

Yes. For those students for whom profiling has already been completed or for those who might be identified as more advanced learners of EAL, it is possible to go straight to the main sessions of the programme. The activities in the main sessions are designed to be flexible and are to be adapted to the needs of individual students, according to their prior educational experiences and their first language skills. Activities and strategies are suggested for students and are differentiated according to the stage they are at in their acquisition of English.

To find out more

Contact EMTAS Specialist Teacher Advisor Jamie Earnshaw
jamie.earnshaw@hants.gov.uk

