
Overview

This standard identifies the requirements when supporting the acquisition of a new or additional language within the context of a childcare setting. It will enable you to work with children whose home language is different from the language of the setting. This standard identifies the requirements to contribute to language immersion and involving families, contributing to assessment and planning and contributing to the language-learning abilities of children. This standard relates to complete immersion in a new language and is not designed to cover partial immersion where a new or additional language is taught as part of a curriculum.

Performance criteria

You must be able to:

1. contribute to language immersion within the workplace
2. identify your strengths and areas for improvement in using immersion languages through feedback from others
3. explore with others how to achieve any improvements in your own use of immersion languages
4. support children to feel welcome by respecting their cultural identity and using verbal and non-speaking communication
5. communicate using the immersion language in all interactions with children, to support understanding and comfort
6. utilise displays, resources, digital tools and devices to support language acquisition
7. support families and involve them in the language learning of children
8. contribute to providing information on the progress of children to their families
9. observe the communication skills and interactions of children in the immersion language
10. contribute to assessment by passing on information from observations and interactions
11. contribute to planning and implementing curriculum activities for language acquisition
12. consult with others when planning specific activities for assisting with language learning
13. use unplanned opportunities for language learning
14. support children in participating in planned activities in the immersion language
15. encourage and celebrate the efforts of children in using the immersion language
16. use repetition and expansion to support the development of children
17. use songs and rhymes to support the use of the immersion language
18. contribute to gathering feedback from children, and others to inform monitoring and evaluation processes
19. contribute to records and reports required for acquisition of a new language through immersion in a childcare setting
20. reflect on how you carried out your roles and responsibilities when supporting the acquisition of a new language through immersion in a childcare setting, with

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feedback from others

Knowledge and understanding

You need to know and understand:

1. what is an immersion language environment
2. how the transition from one language to being immersed in another can impact children
3. the influence of culture, background and home language on language learning
4. the importance of fluency in your own use of the immersion language
5. the importance of accuracy in the written immersion language
6. the principles and techniques of language immersion in the context of learning environments
7. how to apply trauma informed principles to support effective communication in an immersion language
8. the influence of neurodivergence and additional needs on how children acquire language and communication skills
9. the stages children may go through when acquiring new languages and how to respond to each stage
10. the importance of always using the immersion language and when to make exceptions
11. how to work in partnership with families in the acquisition of language and how they can support language learning in the home context
12. the value of group activities for children when acquiring a new language and how to support them
13. the importance of a welcoming and friendly environment for language learning
14. the importance of dignity, kindness and compassion in supporting language acquisition
15. how to support emotional regulation during language acquisition
16. types of displays, resources, digital tools and devices used in the language learning environment
17. the importance of both child-led and adult-led experiences and how to use them for immersion language learning
18. the observation, assessment and planning cycle for language acquisition
19. how to work in partnership with others when supporting the acquisition of a new language through immersion in a childcare setting
20. the records and reports required for supporting the acquisition of a new language through immersion in a childcare setting

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21. the relevant legal requirements, standards of practice, frameworks and guidance for supporting acquisition of a new language through immersion in a childcare setting
 22. the workplace requirements on equality, diversity, inclusion, and rights when supporting the acquisition of a new language through immersion in a childcare setting
 23. how your personal experiences and unconscious bias may impact when supporting acquisition of a new language through immersion in a childcare setting, and how to address this
 24. the role of supervision, reflective practice and learning and development in acquisition of a new language through immersion in a childcare setting

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Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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