
Overview

This standard identifies the requirements when promoting literacy, numeracy and language development for children's early learning. It requires you to work with families in supporting children to develop literacy, numeracy and language. It requires you to work with others in the setting to monitor, evaluate and support literacy, numeracy and language.

Performance criteria

You must be able to:

1. work in partnership with families and others to identify the individual literacy, numeracy, and language development needs of children
2. agree on strategies with families and others to support the individual literacy, numeracy, and language development of children
3. work in partnership with families to co-create learning spaces and experiences that support the literacy, numeracy, and language development of children
4. plan and implement targeted strategies with others to support groups of children in enhancing their literacy, numeracy, and language skills
5. select relevant information from early years frameworks to guide and support literacy, numeracy, and language development
6. provide necessary resources and environments to implement strategies for supporting the literacy, numeracy, and language development of children
7. work in partnership to promote the literacy, numeracy, and language skills of children through engaging and stimulating spaces, experiences and interactions
8. use everyday experiences and the natural curiosity of children to encourage exploration and development in literacy, numeracy, and language
9. use observations and interactions to shape planning by identifying needs in literacy, numeracy, and language and responding to the emerging interests of children
10. apply evidence-based approaches that promote and extend the literacy, numeracy, and language development of children
11. adapt learning experiences to meet the diverse needs of children
12. provide personalised support that reflects the individual progress and developmental needs of children
13. use a range of observation and assessment methods to track the literacy, numeracy, and language development of children
14. involve children in shaping their own learning experiences, valuing their voices and choices
15. identify and involve others to support and enhance the literacy, numeracy, and language development of children
16. respect and celebrate the home language, accent, and dialect of children, to promote cultural inclusivity and enrich literacy and language learning
17. foster open, welcoming, and ongoing communication with families to encourage

partnership working and ensure literacy, numeracy, and language development of children are supported at home and in the workplace

18. provide clear, accessible information to families to empower them to support literacy, numeracy, and language learning of children at home

19. support families to recognise, celebrate, and build upon the literacy, numeracy, and language strengths and skills of children

20. support families to identify the role of play and everyday experiences in developing literacy, numeracy, and language skills

21. identify and address any challenges preventing families from supporting the literacy, numeracy, and language development of children

22. work in partnership with others to review and evaluate literacy, numeracy, and language experiences within the workplace

23. reflect on and enhance the approach of the workplace to engaging families in the literacy, numeracy, and language development of children

24. complete records and reports required for promoting literacy, numeracy and language development for children's early learning

25. reflect on how you carried out your roles and responsibilities when promoting literacy, numeracy, and language development for children's early learning

Knowledge and understanding

You need to know and understand:

1. the importance of routines and transitions in providing opportunities for literacy, numeracy and language development
2. the stages of literacy, numeracy and language development in children
3. key skills and concepts of numeracy development
4. stages of learning early numeracy concepts
5. key skills and concepts of emergent literacy
6. the purpose of early years curriculum frameworks in supporting the literacy, numeracy and language development of children
7. how to apply trauma informed principles to promote literacy, numeracy and language development of children
8. the influence of neurodivergence and additional needs on the literacy, numeracy and language development of children
9. how to balance adult-led and child-led experiences to create meaningful learning opportunities
10. the significance of play-based learning as a foundation for literacy, numeracy and language development
11. how to use observations and interactions to inform planning and tailor learning experiences to individual children
12. how to adapt experiences for the learning needs of individuals and groups of children
13. strategies for creating flexible and adaptable learning experiences, responding to real-life moments and the curiosity of children
14. how to create stimulating, engaging environments that supports exploration, problem-solving, and inquiry
15. the types of spaces, experiences, and interactions that best support literacy, numeracy and language development
16. the significance of physical, outdoor, and nature-based play in promoting literacy, numeracy and language development
17. how to source sustainable resources and adjust environments to meet the needs of children
18. how to integrate real-world experiences, digital tools and devices, and open-ended resources to enrich learning
19. the importance of dignity, kindness, and compassion when promoting literacy,

numeracy and language development

20. how to plan for literacy, numeracy and language development in a way that supports emotional regulation

21. the role of families and others in supporting the development of children and co-creating learning opportunities

22. the influence of culture and background on literacy, numeracy and language development

23. the difference between personalised learning and differentiated approaches to learning

24. specific challenges for the early learning of children in multilingual and bilingual settings

25. the role of self-evaluation in enhancing planning and practice

26. the records and reports required for promoting literacy, numeracy and language development for children's early learning

27. theories relevant to the literacy, numeracy and language development of children

28. the relevant legal requirements, standards of practice, frameworks and guidance for literacy, numeracy and language development for children's early learning

29. the workplace requirements on equality, diversity, inclusion, and rights when promoting literacy, numeracy and language development for children's early learning

30. how your personal experiences and unconscious bias may impact when promoting literacy, numeracy, and language development for children's early learning, and how to address this

31. the role of supervision, reflective practice and learning and development on promoting literacy, numeracy, and language development for children's early learning

HSCCLD358

Promote literacy, numeracy and language development for children's early learning



Glossary

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

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