
Overview

This standard identifies the requirements when promoting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to promote working with children whose home language is different from the language of the setting. The standard requires you to recognise your contribution to language immersion, contribute to a positive learning environment. It also relates to the inclusion of families in the child's progress, supporting assessment and planning and working with children through activities to develop language learning skills. Finally, it requires you to contribute to the monitoring and evaluation of children's progress in language learning and of the environment in promoting language learning. This standard relates to total 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. promote the workplace as a language immersion environment
2. identify your strengths and areas for improvement in using the immersion language
3. evaluate and develop your use of the spoken immersion language
4. evaluate and develop your use of the written immersion language
5. use verbal and non-speaking communication to make children feel welcome and secure, respecting their cultural identity
6. model interactions in the immersion language with others
7. communicate in the immersion language with children
8. model clear and accurate pronunciation of the immersion language
9. analyse and support the stages of language acquisition in children
10. support children in progressing through language acquisition stages at their own pace, ensure the needs of individual children are considered
11. work in partnership with families and others to assess and support language acquisition as part of the holistic needs of children
12. differentiate between language acquisition challenges and other challenges for children
13. support the emotional regulation of children during language acquisition
14. identify when specialist support is needed for communication with families and children
15. involve families in the language learning experiences of children
16. provide families with information about additional support resources for language immersion
17. show respect for the cultural identities and language choices of children and families
18. use experiences and interactions to support language acquisition
19. identify and provide opportunities to promote spoken language
20. use songs and rhymes to support the use of the immersion language
21. identify and provide opportunities to promote literacy in line with the stage of development of children
22. integrate language immersion experiences into curriculum planning and value spontaneous learning opportunities
23. encourage children to use the immersion language with other children and in

different settings

24. encourage and celebrate the efforts of children in using the immersion language

25. measure and record individual progress of children in language acquisition and update families

26. evaluate the effectiveness of language learning activities and resources

27. work in partnership with others to review and improve the effectiveness of the language immersion environment

28. complete records and reports required for promoting the acquisition of a new language through immersion in a childcare setting

29. reflect on how you carried out your roles and responsibilities when promoting acquisition of a new language through immersion in a childcare setting

Knowledge and understanding

You need to know and understand:

1. what are immersion language environments
2. how the transition from one language to being immersed in another can impact children
3. the influence of the culture, background and home language of children and families 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. methodologies of immersion language and shared language approaches
8. how to apply trauma informed principles to support effective communication in an immersion language
9. the influence of neurodivergence and additional needs on how children acquire language and communication skills
10. the stages children may go through when acquiring a new language and how to respond to each stage
11. the importance of having clear immersion language acquisition expectations for children
12. key terms and techniques of language acquisition in immersion environments
13. how to identify and support the acquisition of key vocabulary and high frequency words
14. how to work in partnership with families in the acquisition of language and help them support language learning in the home context
15. the value of group activities for children when acquiring a new language and how to support them
16. how to create welcoming and friendly environments for language learning
17. the importance of dignity, kindness and compassion in supporting language acquisition
18. how to support emotional regulation during language acquisition
19. the value of displays, resources, digital tools and devices in language learning environments
20. the importance of both child-led and adult-led experiences and how to use them for immersion language learning

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21. the observation, assessment and planning cycle for language acquisition
 22. how to work in partnership with others to promote the acquisition of a new language through immersion in a childcare setting
 23. the records and reports required for promoting the acquisition of a new language through immersion in a childcare setting
 24. theories relevant to acquisition of a new language through immersion in a childcare setting
 25. the relevant legal requirements, standards of practice, frameworks and guidance for promoting acquisition of a new language through immersion in a childcare setting
 26. the workplace requirements on equality, diversity, inclusion, and rights when promoting the acquisition of a new language through immersion in a childcare setting
 27. how your personal experiences and unconscious bias may impact when promoting acquisition of a new language through immersion in a childcare setting, and how to address this
 28. the role of supervision, reflective practice and learning and development in acquisition of a new language through immersion in a childcare setting

HSCCLD359

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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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