

SCDCCLD0247

Support the acquisition of a new language through immersion by children in an early years setting



Overview

This standard identifies the requirements when supporting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to work with children whose home language is different from the language of the setting. This standard is to enable you to contribute to the culture of language immersion and will involve keeping families updated on the child's progress, contributing to assessment and planning and contributing to the child's language-learning abilities. 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

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Performance criteria

Recognise your contribution to language immersion within a setting

You must be able to:

- P1 support the promotion of the setting as a language immersion setting
- P2 show how you contribute to the creation of a culture of language immersion within the setting
- P3 get feedback from **others** about your own use of the spoken immersion language within the setting
- P4 identify your own strengths and difficulties in communicating with children in the immersion language
- P5 get feedback from others about the accuracy of your **written work** in communicating with children in the immersion language
- P6 discuss with others how to achieve any improvements in your own use of the immersion language

Contribute to a positive language learning environment

You must be able to:

- P7 use verbal and non-verbal communication to make children feel welcome and secure in the immersion setting
- P8 ensure that you respect the cultural identity of children and their families
- P9 use the immersion language clearly and accurately in all communications and activities with children and others
- P10 in exceptional circumstances, such as **emergencies** or when a child is distressed, use the most appropriate language to ensure understanding or provide comfort
- P11 use displays and other resources to support the acquisition of the immersion language

You must be able to:

Include families in the child's progress

- P12 show a welcoming and supportive attitude towards families and include them in children's language acquisition
- P13 contribute to providing information on children's progress to their families, using specialist support to communicate if necessary
- P14 refer to others in responding to questions or concerns from families if you are unable to provide the information they require

Support assessment and planning activities within the setting to enable children to learn a new language

You must be able to:

- P15 observe children's communication skills in the immersion language
- P16 observe children's interaction with others in the group setting

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- P17 contribute to overall assessment of a child by passing on information from observations and interactions
- P18 contribute to the planning process to meet the individual needs of children with whom you work
- P19 assist with the planning of how curriculum activities can be used for language acquisition for the group
- P20 consult with others the benefits of specific activities for assisting with language learning
- P21 clarify with others the importance of unplanned and spontaneous learning opportunities

Support children to develop language skills

You must be able to:

- P22 support children to participate in planned individual activities in the immersion language
- P23 support children to participate in planned group activities in the immersion language
- P24 participate in activities designed to encourage children to speak the immersion language
- P25 listen to children and respond appropriately, demonstrating respect for their efforts and choices of words
- P26 use repetition and expansion to support children's language development
- P27 praise and encourage children's efforts to identify meaning and to use the immersion language
- P28 use songs and rhymes to support children's use of the immersion language

Contribute to monitoring and evaluation of progress

You must be able to:

- P29 support the ongoing assessment of children's progress towards planned outcomes
- P30 contribute accurate information on progress for children's individual records
- P31 seek feedback from children, families and others about their experience of the language learning environment to inform the monitoring and evaluation process.
- P32 seek feedback from your manager and others to assist in reflecting on your contribution to children's language development

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and children's rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of the child or young person
- K16 the child's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect the child's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your

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experience and expertise

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 the main stages of child development

Communication

You need to know and understand:

- K26 the importance of effective communication in the work setting
- K27 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K28 ways to support communication skills which enable children and young people to express their needs, views and preferences

You need to know and understand:

Personal and professional development

- K29 why it is important to reflect on how you do your work
- K30 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K31 your work setting policies and practices for health, safety and security
- K32 practices that help to prevent and control infection

Safeguarding

You need to know and understand:

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K37 legal requirements, policies and procedures for the security and confidentiality of information

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- K38 work setting requirements for recording information and producing reports including the use of electronic communication
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K42 the **transitions** that children and young people may go through
- K43 the importance of fluency in your own use of the immersion language
- K44 the importance of accuracy in the written language
- K45 why it is important that information is provided so that it can be understood by everyone
- K46 the reasons why it may be important to communicate with a child in the home language in exceptional circumstances
- K47 an outline of the principles and techniques of language immersion in the context of an early years setting
- K48 the importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs
- K49 the importance of a child's home language and how it affects learning another language
- K50 the stages that children will go through when acquiring a new language and how to respond to each stage
- K51 the key terms and techniques of language acquisition in an immersion setting
- K52 why it is important to involve families in the child's acquisition of language
- K53 the meaning of the silent phase and how to respond
- K54 why group activities are important for children when acquiring a new language and how to support them
- K55 the reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately
- K56 the importance of a welcoming and friendly environment and how to promote this
- K57 the value of displays and visual activity in the language learning environment
- K58 the importance of different types of activities such as individual play, group games, speaking activities, drawing activities, singing and rhymes and how to use them for language learning
- K59 the Early Years policy for language acquisition for the UK country in which you work

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Emergencies may relate to fire, security, serious accidents, minor accidents or first aid

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Written Work can include posted alphabets, name labels, item labels, pictures with labels, all parts of the room can have labels e.g. door, window, table etc. Every opportunity should be taken to demonstrate the printed name of objects

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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