

H5VS 04 (SCDCCLD0347) — Promote The Acquisition of a New Language by Children through Immersion in an Early Years Setting

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.

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.

Agreed ways of working are policies and procedures originating from legislation and from employers.

Holistic Needs can include speech, language, communication, cognitive, behavioural, physical, mental health and developmental needs.

Home language is the language spoken at home and within the child's family.

Information may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

Language immersion. A method of language acquisition that involves being in a learning environment where all communication, including learning activities, is undertaken through the medium of the immersion language.

Literacy is the ability to read and write.

Oracy is the ability to speak fluently.

Other challenges may include physical or learning disabilities, speech and language development delay and behavioural needs.

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

Shared language is a language which is the single language shared by children, learners and teachers.

Specialist support can include use of translator or interpreter.

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

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 46 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Reflect on your contribution to language immersion when working with children

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the promotion of the setting as a language immersion setting.	
2	Reflect on your role in creating a culture of language immersion.	
3	Compare the difference in methodologies between working with an immersion language and working with a shared language .	
4	Reflect on your own use of the spoken immersion language within the	
5	Setting and any difficulties which may arise in communicating with children.	
6	Evaluate the accuracy of your written work in communicating with children.	
7	Make a case for when the use of specialist support in order to communicate with families and children may be necessary.	

Work with families and others to assess the needs of the child involved in immersion into another language

	Performance Criteria	Evidence Number where this criteria has been met
8	Work with families and others to assess the holistic needs of the child or young person including the acquisition of a new language.	
9	Work with others to define the baseline at which each child operates linguistically.	
10	Differentiate between the challenges for the child of acquiring a new language and other challenges .	
11	Communicate with families, using specialist support if required.	
12	Actively support families' involvement in the child's language learning experiences.	
13	Ensure that families understand the process that their child is likely to follow in acquiring a new language through immersion.	
14	Provide families with information about resources and organisations able to provide additional support for language immersion.	
15	Encourage families to express any concerns or worries about their child and their progress.	
16	Show children and families that their cultural identity and right to use their language of choice is recognised and valued.	
17	Accurately record the information provided by families in accordance with legal requirements and agreed ways of working .	

Plan activities that will enable children to learn a new language

	Performance Criteria	Evidence Number where this criteria has been met
18	Reflect on the stages that children will go through when acquiring a new language.	
19	Analyse how children develop and use language learning strategies and how you can support them.	
20	Evaluate the effectiveness of activities and resources that assist with language learning.	
21	Plan the integration of language immersion activities into curriculum activities.	
22	Review the goals of the plan in terms of language acquisition and curriculum learning.	
23	Ensure that the plan allows for unplanned and spontaneous learning opportunities.	

Promote language learning within a children's setting

24	Use verbal and non-verbal communication to reassure and welcome children coming into the setting.	
25	Use the immersion language clearly and accurately in visible interactions with colleagues within the setting.	
26	Communicate using the immersion language with the child according to their stage of development and abilities.	
27	Support children in moving through the stages of language acquisition at their own pace.	
28	Amend the expectation regarding moving through the stages of language acquisition for children with special needs or requirements.	

Promote language learning within a children's setting (cont)

	Performance Criteria	Evidence Number where this criteria has been met
29	Ensure that you and others are able to deliver emergency instructions and comfort in a child's home language and seek support to do so if necessary.	
30	Model clear and accurate pronunciation of the immersion language in your own speech.	
31	Use activities and experiences to support language acquisition in line with relevant frameworks and for early years provision.	
32	Use activities and identify opportunities to promote oracy .	
33	Introduce activities and opportunities to promote literacy in line with the child's stage of development.	
34	Provide activities where children have opportunities to use the immersion language with other children.	
35	Encourage children to develop and use language learning strategies.	
36	Develop individual activities where children are able to experiment with sounds and language.	
37	Encourage children to begin to use the immersion language with others both within and outside the setting.	
38	Praise and encourage children by responding positively to their progress.	

Monitor and evaluate the service you are providing to ensure that the needs of children and families are met

	Performance Criteria	Evidence Number where this criteria has been met
39	Work with others to identify ways of measuring and recording each child's progress in acquiring the immersion language taking stages of development and abilities into consideration.	
40	Observe and measure the progress of individual children against previous assessment points.	
41	Make changes to the child's plan in consultation with others.	
42	Update families about their children's progress.	
43	Seek agreement to share information with others where necessary.	
44	Maintain an accurate and confidential record of the child's progress in acquiring the immersion language.	
45	Reflect on and evaluate your own interactions and contribution to children's language development.	
46	Work with others to review and evaluate the effectiveness of the environment of your setting in promoting language acquisition through immersion.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 55 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	The importance of fluency in your own use of the immersion language.	
40	The importance of accuracy in the written language.	
41	Why it is important that information is provided so that it can be understood by everyone.	
42	The reasons why it may be important to communicate with a child in the home language in exceptional circumstances.	
43	An outline of the principles and techniques of language immersion in the context of an early years setting.	
44	The importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs.	
45	The importance of a child's home language and how it affects learning another language.	
46	The stages that children will go through when acquiring a new language and use language learning strategies and how you can support them.	
47	The key terms and techniques of language acquisition in an immersion setting.	
48	Why it is important to involve families in the child's acquisition of language if possible.	
49	The meaning of the silent phase and how to respond.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
50	Why group activities are important for children when acquiring a new language and how to support them.	
51	The reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately.	
52	The importance of a welcoming and friendly environment and how to promote this.	
53	The value of displays and visual activity in the language learning environment.	
54	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.	
55	The Early Years policy for language acquisition for the UK country in which you work.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name			
Candidate's signature			
Date submitted to Assessor as complete			

Assessor's name			
Assessor's signature			
Date assessed complete			

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	