WELSH LANGUAGE COMPETENCY FRAMEWORK FOR TEACHERS

Key:

Sabbatical Scheme assessment sheets
2022 Curriculum Literacy Framework progression steps
Cynllun Colegau Cymru
TCA/ WMiS assessment sheets

	A1 - ENTRY	
LISTENING	Can understand and respond to simple everyday sentences, related to the school setting, provided the other person speaks slowly.	• Can interact with learners, answer simple questions and offer simple feedback in the form of simple sentences or phrases • Can respond appropriately to learners as they develop their language skills, e.g. pronouncing simple, everyday words and phrases in Welsh.
SPEAKING	Can introduce himself/herself and others and can ask and answer questions about simple information, e.g. where someone lives, what they like doing. Is able to tell the time and use numbers.	• Can open and close the lesson using Welsh words and phrases with clear, Welsh pronunciation on the whole • Can present commands (ti/chi), questions and instructions to learners in a simple way.
READING	Can understand very short written texts where people offer simple personal information about themselves or others, e.g. on forms, school signage. Can read commands related to the school setting.	• Can read text satisfactorily, e.g. a simple story or game instructions using simple clauses and respond to content • Can use notes but is very dependent on them to teach the lesson.
WRITING	Can write simple, everyday sentence, related to the school setting, e.g. instructions, questions, commands, simple feedback.	• Can write simple sentences and patterns correctly on the white board to present information to learners • Can introduce basic written information within a framework, e.g. display information from the content of a book with one word answers or a multiple choice question.

Text

	A2 - FOUNDATION	
LISTENING	Can understand and respond to a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can interact with learners, answer simple questions and offer extended feedback whilst discussing specific themes • Can demonstrate that they understand what they hear by asking relevant questions to obtain specific information and answer questions using the correct forms, *e.g.Ydy? Ydy/Nac ydy.*
SPEAKING	Can contribute to simple conversations using a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can open and close the lesson by setting aims and objectives, and summarise clearly for the learner with quite clear and meaningful pronunciation • Can present commands (*ti/chi*), questions and instructions fairly confidently for the learner by varying the use of the verb 'bod' and using the concise past tense fairly confidently whilst introducing Welsh across the curriculum • Can respond sensibly to learners' use of Welsh as a result of presenting directed tasks, by using language appropriate within structured situations.
READING	Can understand written everyday messages and simple letters/e-mail messages. Can read appropriate stories with an effort to ensure correct pronunciation.	• Can read text aloud effectively and discuss the text, identify the content's main points and express opinion in a simple way • Can use notes but is dependent on them to teach the lesson.
WRITING	Can write compound and complex sentences for educational purposes.	• Can present written feedback on tasks and convey information which demonstrates an increasing awareness of accuracy • Can use an increasing variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms, e.g. *gweld/gwelais, mynd/aeth*, and subject-verb agreement, e.g. *roeddwn i/ roedden ni*.

	B1- INTERMEDIATE	
LISTENING	Can understand and respond to the main points when someone speaks naturally about everyday subjects within school and outside school, e.g. in a conversation or within a small group situation.	• Can sustain extended and purposeful interactions with learners. Can use these skills to conduct group discussions in Welsh quite fluently with increasing confidence. Can use these skills in order to identify opportunities to support and develop oral aspects (speaking and listening) at the correct level across the curriculum. • Can listen to others and respond in a coherent and extended manner about everyday subjects using questions and comments which focus on reasons, implications and the next steps.
SPEAKING	Can interact and contribute to a discussion related to school and everyday life using a range of simple and complex sentences. Can describe experiences, aspirations and briefly give explanations for opinions. Beginning to identify common mistakes.	• Can use Welsh within lessons and outside lessons naturally and with increasing confidence, expanding on personal details and experiences encountered in school fluently and correctly on the whole • Can adjust the conversation and show the ability to understand the difference between formal, informal conversations and more extended conversations with a wider group of people, *e.g. defnyddio ti/chi* • Can use a variety of simple and complex sentences and the most common mutations correctly, e.g. fy nghalon, along with increasingly correct use of prepositions and noun gender.
READING	Can understand articles or direct e-mail messages relevant to everyday or work related subjects. Can read stories and, on the whole, with correct pronunciation.	• Can read meaningfully aloud and show the ability to discuss text content and express opinion • Can use notes effectively without depending too much on them to teach the lesson.
WRITING	Can write short paragraphs related to everyday matters within and outside school. Beginning to identify common mistakes.	• Can present written feedback on tasks and convey information which shows a good awareness of tone and correctness. Can use appropriate syntax and grammar, and transfer skills to learners. • Can use a variety of patterns and sentences, using standard verb forms, *e.g. present, past, negative and conditional forms* and mutating correctly on the whole especially after most prepositions and pronouns, *e.g. am funud, dy fam.*

	B2 - HIGHER	
LISTENING	Can understand most discussions, even relating to unfamiliar and specialist subjects, e.g. within formal contexts.	• Can sustain extended and confident interaction with learners demonstrating good understanding whilst applying and identifying opportunities to support and develop oral aspects (speaking and listening) at the correct level across the curriculum • Can listen to others within a variety of contexts and respond positively and meaningfully to new ideas and different viewpoints.
SPEAKING	Can communicate using a range of syntax which shows an increasing level of accuracy. Can discuss unfamiliar and specialist subjects. Can convey and justify opinion. Can identify and correct some mistakes.	• Can use Welsh naturally, confidently and with increasing accuracy across the curriculum; can ask and answer questions, expand upon dialogue, listen, discuss and respond to viewpoint, considering and offering reasons for a viewpoint • Can speak clearly using formal language and vary expression, tone and strength of voice to maintain the interest of a variety of listeners, consisting of learners, parents or visitors • Can use an interesting variety of sentences and verb forms and a range of mutations correctly within their context, as well as the correct use, on the whole, of prepositions and noun gender terms.
READING	Can understand most correspondence, newspaper articles and reports aimed at fluent speakers, with the assistance of a dictionary and scanning through long texts to discover detail. Can read stories quite confidently with correct pronunciation.	• Can read aloud and interpret text confidently, discuss content and refer knowledgably to terms • Can use notes effectively to teach the lesson.
WRITING	Can write extended paragraphs on a variety of unfamiliar and specialist subjects, perhaps with the aid of computer language software. Can identify and correct some mistakes.	• Can present written feedback on tasks and write longer text which shows good understanding of accuracy, grammatical rules and the desire to transfer these skills to learners • Can use an interesting variety of sentences and patterns, standard verb forms and a range of mutations with increasing accuracy whilst using computer language software and strategies.

	C1 -PROFICIENCY	
LISTENING	Can understand and respond to everything heard including different accents, dialects and speed of speech.	• Can sustain extended, confident and natural interaction with learners demonstrating a sound understanding in applying and identifying opportunities to support and develop oral aspects (speaking and listening) at the correct level across the curriculum • Can listen to a range of ideas and knowledge of different viewpoints, respond to the reaction of listeners and adapt their own language according to context and purpose.
SPEAKING	Can speak for extended periods about complex subjects, present arguments using the appropriate tone. Can interact and lead discussions and extended teaching sessions correctly on the whole. Can self correct when needed.	• Can use a rich variety of Welsh language resources naturally, confidently and correctly on the whole across the curriculum, with the ability to expand upon dialogue, demonstrate knowledge of tone, express a viewpoint, describe skilfully, compare, and use extensive vocabulary with a range of idioms. • Can present subjects and ideas clearly using formal language. Can vary what is being spoken and the way in which it is spoken in order to gain the interest of listeners, e.g. expression, tone of voice. • Can use a range of mutations (soft, nasal and aspirate) correctly, along with correct use of noun gender terms and prepositions, with the ability to self correct and correct others when speaking as required.
READING	Can summarise information from different written and spoken sources, reconstructing arguments and accounts in a coherent presentation. Can read stories to learners of all ages confidently and meaningfully.	• Can read text aloud naturally and clearly, interpret texts and their sub-texts, respond and convey ideas clearly and in an appropriate manner. • Can use any notes very effectively to teach the lesson.
WRITING	Can write about extended complex matters to a high standard. Can write in a variety of forms. Can self correct when needed showing correct use of computer language software.	• Can write longer texts which include detailed information and evidence, in addition to shorter texts which summarise, and adapt style and form confidently for the reader or audience. • Can write skilfully and creatively showing very good knowledge of grammatical rules, punctuation and use computer language software and strategies to check their own work and the work of others.

Using a range of teaching and learning strategies, whilst planning and teaching, in order to develop learners' speaking, reading and writing skills at the appropriate level.

AD1	I have limited awareness of language teaching and learning strategies.	• **Limited use of some teaching and learning styles whilst planning** • **Limited evidence of applying and identifying opportunities to support and develop learners' literacy skills** • **Limited use of assessment strategies for learning** • **Limited ability to convey expectations, whilst planning realistic, suitable and differentiated tasks** • **Lack of ability to respond to learners' mistakes**
AD2	I have an understanding of language teaching and learning strategies. I am beginning to apply language teaching and learning strategies.	• **Adequate** use of some teaching and learning styles whilst planning • **Adequate** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Adequate** use of assessment strategies for learning • **Adequate** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Unsatisfactory** response to learners' mistakes
AD3	I have a sound understanding of language teaching and learning strategies. I can apply some language teaching and learning strategies.	• **Effective** use of some teaching and learning styles whilst planning • **Good** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Good** use of assessment strategies for learning • **Good** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Satisfactory** response to learners' mistakes
AD4	I can use a range of language teaching and learning strategies effectively. I can research and apply the latest developments in the field of language acquisition.	• **Effective** use of a range teaching and learning styles whilst planning • **Sound** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Very good** use of assessment strategies for learning • **Very good** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Very good** response to learners' mistakes
AD5	I can use a range of progressive language teaching and learning strategies confidently and skilfully. I can lead and support other practitioners in the field.	• **Consistent and effective** use of a range teaching and learning styles whilst planning • **Very sound** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Very effective** use of assessment strategies for learning • **Excellent** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Excellent** response to learners' mistakes

EXEMPLAR PROFILES

1. JAC THOMAS: ENGLISH MEDIUM. (PGCE PRIMARY: GCSE Second Language – C)

LISTENING	A2	• Jac's **lesson observations** demonstrate his ability to interact with learners answering simple questions and offering extended feedback whist discussing the Victorians. The **portfolio** also offers evidence of listening tasks and formative assessment undertaken during language sessions.
SPEAKING	B1	• Jac has presented evidence in his portfolio (e.g. **in the form of a diary/blog)** that he can use Welsh within and outside lessons naturally and with increasing confidence, e.g. arranging a clwb chwaraeon • **Observations** show that Jac can adapt conversation demonstrating the ability to understand the differences between formal, informal and more extended conversations with a wider group, *e.g. using ti/chi.* • Jac can use the more common mutations correctly in his lessons (**lesson reports**) along with increasingly correct use of prepositions and noun gender.
READING	B1	• Jac's **lesson observations** show that he can read an appropriate story aloud meaningfully along with the ability to discuss text content and express opinion. • Jac's **planning work offer evidence** of effective use of notes to teach the lesson.
WRITING	A2	• Jac's written work (e.g. **original resources and written tasks**) demonstrates an increasing awareness of correctness • **Observations** provide evidence that Jac can use a variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms ffurfiau, e.g. gweld/gwelais, mynd/aeth, and correct forms of verb and subject, e.g. roeddwn i/ roedden ni.

AD	AD2	• Jac's **lesson observations, resources and planning work** demonstrate**:**
		  ○ effective use of some teaching and learning styles
		  ○ good evidence of applying and identifying opportunities to support and develop learners' literacy skills
		  ○ good use of assessment strategies for learning
		  ○ good ability to convey expectations, whilst planning realistic, suitable and differentiated tasks.

2. HAF JONES: WELSH MEDIUM. (PGCE – MATHEMATICS SECONDARY: GCSE first language B)

LISTENING	B2	• Haf's **lesson observations** show that she an sustain extended and confident interaction with learners demonstrating good understanding whilst applying and identifying opportunities to support and develop oral aspects (speaking and listening) at the correct level in Mathematics lessons • Haf's **formative assessment and self-reflection tasks** prove that she can listen to others in a group situation and respond positively and meaningfully to new ideas and different viewpoints.
SPEAKING	C1	• Haf's **lesson observations** show that she can use Welsh naturally, confidently and correctly on the whole when teaching percentages, with the ability to extend discussion, describe skilfully, and use extensive vocabulary. She can also vary her expression, tone of voice. • Haf's planning offers evidence of her ability to present mathematical concepts clearly using formal language to gain the interest of listeners • Haf's **teaching observations** prove her ability to use a range of mutations correctly, as well as correct use of terms relating to noun gender and and prepositions. Haf's **self-reflection work** proves that she can self correct and correct others when speaking as required over a period of time .
READING	C1	• Haf was **observed** reading the numeracy national test papers naturally and clearly, analysing and communicating ideas clearly and appropriately. • Haf's **planning** shows that she can use notes very effectively to teach the lesson and evidence was found in observations that she does not always rely on notes.
WRITING	B2	• Haf's **written work** (e.g. original resources and writing tasks) shows that she can present written feedback on tasks and write longer text which shows good understanding of accuracy, grammatical rules and the desire to transfer these skills to learners • Haf's **planning** and her assignment include a variety of sentences and patterns, standard verb forms, an increasingly accurate range of mutations. Her work was checked using computer language software.

AD	AD4	• Haf's **lesson observations, resources and planning** show**:**
		  ○ **effective** use of a range teaching and learning styles whilst planning
		  ○ **sound** evidence of applying and identifying opportunities to support and develop learners' literacy skills
		  ○ **very good** use of assessment strategies for learning
		  ○ **very good** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks
		  ○ **very good** response to learners' mistakes.