Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg
Welsh Language Competency Framework for Education Practitioners

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales

www.athrofa.cymru

BA2
Gwybodaeth / Information

- Fframwaith Genedlaethol sy'n mesur cymhwysedd iaith pob darpar athro / athrawes.
- Y gobaith yn y pendraw yw mesur cymhwysedd iaith y gweithlu cyfan.
- Mae'r FfCA mesur sgiliau Gwrando, Llafar, Darllen ac Ysgrifennu yn ogystal ag arddulliau dysgu ac addysgu, h.y sut mae'r darpar athro'n datblygu sgiliau llythrennedd Cymraeg y dysgwyr.

- It's a national framework to measure Welsh language competency of all student-teachers in Wales.
- In the future, the aim is to use the Framework to measure Welsh language competency of the whole education sector.
- The Framework measures Listening, Speaking, Reading and Writing skills in Welsh. It also measures the student-teacher's skill as a language teacher, e.g. how they develop the language skills of pupils in their class.
- The Framework is a tool to help them plan further professional development opportunities when they enter the teaching profession.

Fersiwn Llywodraeth Cymru

Fframwaith cymwyseddau iaith ar gyfer ymarferwyr addysg

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	Lefel Fframwaith Cyfeirio Cyffredin Ewrop ar [illegible]						
	Dim sgiliau iaith Gymraeg	Cyn-fynediad	A1/Mynediad	A2/Sylfaen	B1/Canolradd	B2/Uwch	C1/Hyfedredd
	Nodweddion y gweithlu Cyfrifiad Blynyddol o'r Gwe[illegible] Ysgolion (CBGY): Codau gan[illegible] yn y Gymraeg						
	W1	Defnydd HCA yn unig	W2	W3	W4	W5	W6
Gwrando	Dim sgiliau.	Rwy'n gallu deall ac ymateb i gyfarchion, cwestiynau a geirfa syml a ddefnyddir yn gyson yng nghyd-destun yr ysgol gyfan.	Rwy'n gallu deall ac ymateb i frawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, pan fydd y siarad yn bwyllog.	Rwy'n gallu deall ac ymateb i amrediad o frawddegau syml sy'n ymwneud â sefyllfaoedd sy'n berthnasol i gyd-destun yr ysgol, *e.e. themâu pob dydd ac amseroedd gwahanol y ferf.*	Rwy'n gallu deall ac ymateb i brif bwyntiau pan fydd rhywun yn siarad yn naturiol am bynciau pob dydd o fewn a thu allan i'r ysgol, *e.e. mewn sgwrs neu mewn sefyllfaoedd grŵp bach.*	Rwy'n gallu deall y rhan fwyaf o drafodaethau, hyd yn oed am bynciau anghyfarwydd ac arbenigol, *e.e. mewn cyd-destun ffurfiol.*	Rwy'n gallu deall ac ymateb i bron popeth sy'n cael ei glywed, gan gynnwys gwahanol acenion, tafodieithoedd a chyflymder y siaradwr.
Llafar	Dim sgiliau.	Rwy'n gallu ynganu'r wyddor a dweud geiriau syml yn ddigon cywir yng nghyd-destun yr ysgol. Rwy'n gallu cyflwyno fy hun a dechrau rhyngweithio'n gymdeithasol trwy ddefnyddio ymadroddion pob dydd cyfarwydd, *e.e. cyfarchion, diolch, canmol dysgwr a rhoi gorchmynion syml.*	Rwy'n gallu cyflwyno fy hun ac eraill ar lafar. Rwy'n gallu gofyn ac ateb cwestiynau am wybodaeth syml, *e.e. ble mae rhywun yn byw, beth maen nhw'n hoffi ei wneud.* Rwy'n gallu defnyddio amseroedd y ferf a rhifau.	Rwy'n gallu cyfrannu at sgwrs syml gan ddefnyddio amrediad o frawddegau syml sy'n ymwneud â sefyllfaoedd sy'n berthnasol i gyd-destun yr ysgol, *e.e. themâu pob dydd ac amseroedd gwahanol y ferf.*	Rwy'n gallu cynnal a chyfrannu at sgwrs am bynciau cyfarwydd sy'n ymwneud â'r ysgol a bywyd pob dydd gan ddefnyddio amrywiae[illegible] o frawddegau syml a chymhlet[illegible] Rwy'n gallu disgrifio profiada[illegible] a gobeithion, ac yn gallu rhoi esboniadau cryno dros fy marn[illegible] Rwy'n dechrau adnabod gwalla[illegible] cyffredin.	Rwy'n gallu cyfathrebu gan ddefnyddio ystod o gystrawennau sy'n dangos lefel gynyddol o gywirdeb. Rwy'n gallu trafod pynciau anghyfarwydd ac arbenigol. Rwy'n gallu mynegi a chyfiawnhau barn. Rwy'n gallu adnabod rhai gwallau a'u cywiro.	Rwy'n gallu siarad yn estynedig am faterion cymhleth, ac yn gallu [illegible]flwyno dadleuon gan ddefnyddio'r [illegible]wair priodol. R[illegible]'n gallu rhyngweithio ac arwain tra[illegible]daethau a sesiynau addysgu es[illegible]nedig yn gywir gan amlaf. R[illegible]'n gallu hunangywiro lle bo [illegible]gen.
Darllen	Dim sgiliau.	Rwy'n gallu deall cyfarchion a gorchmynion syml. Rwy'n gallu darllen unrhyw ymadroddion a ddefnyddir mewn testun syml. Rwy'n gallu deall manylion personol elfennol iawn, *e.e. enw a chyfeiriad.*	Rwy'n gallu deall testunau ysgrifenedig byr iawn lle mae pobl yn rhoi gwybodaeth bersonol syml amdanyn nhw eu hunain neu eraill, *e.e. ffurflenni, arwyddion yr ysgol.* Rwy'n gallu darllen gorchmynion sy'n addas i gyd-destun yr ysgol.	Rwy'n gallu deall negeseuon ysgrifenedig am bethau bob dydd a llythyron/e-byst syml. Rwy'n gallu darllen straeon syml ar goedd gydag ymgais i ynganu'n gywir.	Rwy'n gallu deall erthyglau neu e-byst uniongyrchol am bynciau pob dydd neu bynciau'n ymwneud â'r gwaith. Rwy'n gallu darllen straeon ar goedd gan ynganu'n gywir ar y cyfan.	Rwy'n gallu deall y rhan fwyaf o [illegible]th, erthyglau papur [illegible]ydd ac adro[illegible] [illegible]eu bwriadu ar gyfer siaradwyr rhugl, gyda chymorth geiriadur, ac yn gallu llithr ddarllen (sganio) trwy destunau hir i gael hyd i fanylion. Rwy'n gallu darllen straeon ar goedd yn eithaf hyderus ac ynganu'n gywir.	Rwy'n gallu crynhoi gwybodaeth o wahanol ffynonellau llafar ac ysgrifenedig, ac ail-greu dadleuon a disgrifiadau mewn cyflwyniad cydlynus. Rwy'n gallu darllen straeon ar goedd i ddysgwyr o bob oedran yn hyderus ac ystyrlon.
Ysgrifennu	Dim sgiliau.	Rwy'n gallu ysgrifennu geirfa syml a ddefnyddir yn gyson yng nghyd-destun yr ysgol gyfan yn gywir.	Rwy'n gallu ysgrifennu brawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, *e.e. cyfarwyddiadau, cwestiynau, gorchmynion, adborth syml.*	Rwy'n gallu ysgrifennu brawddegau cyfansawdd/cymhleth at ddibenion addysgol.	Rwy'n gallu ysgrifennu paragraffau byr am bynciau bob dydd o fewn a thu allan i'r ysgol. Rwy'n dechrau adnabod gwallau cyffredin.	Rwy'n gallu ysgrifennu paragraffau estynedig am amrywiaeth o bynciau anghyfarwydd ac arbenigol, efallai gyda chymorth golygyddol. Rwy'n gallu adnabod rhai gwallau a'u cywiro.	Rwy'n gallu ysgrifennu'n estynedig ac yn safonol am faterion cymhleth. Rwy'n gallu ysgrifennu mewn ystod o ffurfiau. Rwy'n gallu hunangywiro lle bo angen.

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Gwerthoedd ac ymagweddau | Addysgeg | Arweinyddiaeth | Dysgu proffesiynol | Arloesi | Cydweithredu

	B1- CANOLRADD	
GWRANDO	Gallu deall ac ymateb i brif bwyntiau pan fydd rhywun yn siarad yn naturiol am bynciau pob dydd o fewn a thu allan i'r ysgol, e.e. mewn sgwrs, neu mewn sefyllfaoedd grŵp bach	• Rhyngweithio'n estynedig ac yn bwrpasol gyda'r dysgwyr. Gallu defnyddio'r sgiliau hyn i gynnal sgyrsiau grŵp yn Gymraeg yn eithaf rhugl gyda hyder cynyddol. Gallu adnabod cyfleoedd i gefnogi a datblygu agweddau ar lafaredd (siarad a gwrando) ar y lefel gywir yn drawsgwricwlaidd • Gwrando ar eraill ac ymateb yn ystyrlon ac estynedig am bynciau bob dydd gyda chwestiynau a sylwadau sy'n canolbwyntio ar resymau, goblygiadau a chamau nesaf.
LLAFAR	Gallu cynnal a chyfrannu at sgwrs am bynciau cyfarwydd sy'n ymwneud â'r ysgol a bywyd pob dydd gan ddefnyddio amrywiaeth o frawddegau syml a chymhleth. Gallu disgrifio profiadau, gobeithion a rhoi esboniadau cryno dros eu barn. Yn dechrau adnabod gwallau cyffredin.	• Defnyddio'r Gymraeg mewn gwersi a'r tu allan i wersi yn naturiol a chynyddol hyderus gan ehangu ar fanylion personol a phrofiadau a gafwyd yn yr ysgol yn rhydd a chywir ar y cyfan • Addasu sgwrs gan ddangos eu bod yn deall y gwahaniaethau rhwng sgwrs ffurfiol ac anffurfiol a sgwrs fwy estynedig â grŵp ehangach, *e.e. defnyddio ti/chi* • Defnyddio amrywiaeth o frawddegau syml a chymhleth, a'r treigladau mwyaf cyffredin yn gywir, e.e. fy nghalon, ynghyd â defnydd cynyddol gywir o dermau cenedl enwau ac arddodiaid.
DARLLEN	Gallu deall erthyglau neu negeseuon e-bost uniongyrchol am bynciau pob dydd neu bynciau'n ymwneud â'r gwaith. Gallu darllen straeon ac ynganu'n gywir ar y cyfan.	• Darllen yn ystyrlon ar goedd ac arddangos gallu i drafod cynnwys y testun a mynegi barn • Defnyddio nodiadau'n effeithiol heb ddibynnu'n ormodol arnynt er mwyn llywio'r wers.
YSGRIFENNU	Gallu ysgrifennu paragraffau byr am bynciau bob dydd o fewn a thu allan i'r ysgol. Yn dechrau adnabod gwallau cyffredin.	• Cyflwyno adborth ysgrifenedig ar dasgau a chyfleu gwybodaeth sy'n dangos ymwybyddiaeth dda o gywair a chywirdeb. Gallu defnyddio cystrawen a gramadeg priodol, a throsglwyddo'r sgiliau i ddysgwyr • Defnyddio amrywiaeth o frawddegau a phatrymau, gan ddefnyddio ffurfiau berfol safonol, *e.e. ffurfiau presennol, gorffennol, negyddol, yr amodol* a threiglo'n gywir gan fwyaf yn arbennig ar ôl y rhan fwyaf o'r arddodiaid a'r rhagenwau, *e.e. am funud, dy fam.*

	B2 - UWCH	
GWRANDO	Gallu deall y rhan fwyaf o drafodaethau, hyd yn oed am bynciau anghyfarwydd ac arbenigol e.e. mewn cyd-destun ffurfiol	• Rhyngweithio'n estynedig ac yn hyderus gyda'r dysgwyr gan arddangos dealltwriaeth dda wrth gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu agweddau ar lafaredd (siarad a gwrando) ar y lefel gywir yn drawsgwricwlaidd • Gwrando ar eraill mewn amrywiol gyd-destunau gan ymateb yn gadarnhaol ac ystyrlon i syniadau newydd a safbwyntiau gwahanol.
LLAFAR	Gallu cyfathrebu gan ddefnyddio ystod o gystrawennau sy'n dangos lefel gynyddol o gywirdeb. Gallu trafod pynciau anghyfarwydd ac arbenigol. Gallu mynegi a chyfiawnhau barn. Gallu adnabod rhai gwallau a'u cywiro.	• Defnyddio'r Gymraeg yn naturiol, hyderus a chynyddol gywir ar draws y cwricwlwm, ateb a holi cwestiynau, ehangu sgwrs, gwrando trafod ac ymateb i safbwynt, ystyried a chynnig rhesymau am safbwynt • Siarad yn eglur gan ddefnyddio iaith ffurfiol ac amrywio mynegiant, tôn a chryfder y llais, i gadw diddordeb amrediad o wrandawyr, boed yn ddysgwyr neu'n rhieni neu ymwelwyr • Defnyddio amrywiaeth diddorol o frawddegau a ffurfiau berfol ac ystod o dreigladau yn gywir yn eu cyd-destun, ynghyd â defnydd cywir gan fwyaf o dermau cenedl enwau ac arddodiaid.
DARLLEN	Gallu deall y rhan fwyaf o ohebiaeth, erthyglau papur newydd ac adroddiadau sydd wedi eu bwriadu ar gyfer siaradwyr rhugl, gyda chymorth geiriadur, a sganio trwy destunau hir i gael hyd i fanylion. Gallu darllen straeon yn eithaf hyderus ac ynganu'n gywir.	• Darllen a dehongli testun ar goedd yn hyderus, trafod cynnwys a chyfeirio at dermau yn ddeallus • Defnyddio nodiadau'n effeithiol er mwyn llywio'r wers.
YSGRIFENNU	Gallu ysgrifennu paragraffau estynedig am amrywiaeth o bynciau anghyfarwydd ac arbenigol, efallai gyda chymorth arfau iaith cyfrifiadurol. Gallu adnabod rhai gwallau a'u cywiro.	• Cyflwyno adborth ysgrifenedig ar dasgau gan ysgrifennu'n ymestynnol gan arddangos gwybodaeth dda o gywirdeb, rheolau gramadeg a'r awydd i drosglwyddo'r sgiliau hynny i ddisgyblion sy'n ddysgwyr • Defnyddio amrywiaeth diddorol o frawddegau a phatrymau, ffurfiau berfol safonol, ac ystod o dreigladau yn gynyddol gywir gan ddefnyddio strategaethau a chymorth arfau iaith cyfrifiadurol.

	C1 - HYFEDREDD	
GWRANDO	Gallu deall ac ymateb i bopeth sy'n cael ei glywed gan gynnwys gwahanol acenion, tafodieithoedd a chyflymder y siaradwr	• Rhyngweithio'n estynedig, yn hyderus ac yn naturiol gyda dysgwyr gan arddangos dealltwriaeth gadarn wrth gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu agweddau ar lafaredd (siarad a gwrando) ar y lefel gywir yn drawsgwricwlaidd • Gwrando ar ystod o wybodaeth a syniadau o wahanol safbwyntiau, ac ymateb i adwaith y gwrandawyr ac addasu eu hiaith yn ôl y cyd-destun a'r diben.
LLAFAR	Gallu siarad yn estynedig am faterion cymhleth, cyflwyno dadleuon gan ddefnyddio'r cywair priodol. Rhyngweithio ac arwain trafodaethau a sesiynau addysgu estynedig yn gywir gan amlaf. Gallu hunangywiro lle bo angen.	• Defnyddio cyfoeth o adnoddau iaith Gymraeg yn naturiol, hyderus a chywir gan fwyaf ar draws y cwricwlwm, gyda'r gallu i ehangu trafodaeth, arddangos gwybodaeth o gywair, cyfleu safbwynt, disgrifio'n fedrus, cymharu, defnyddio geirfa eang gydag ystod o briod-ddulliau • Cyflwyno pynciau a syniadau'n eglur gan ddefnyddio iaith ffurfiol ac amrywio'r hyn y maent yn ei ddweud a sut maent yn ei ddweud er mwyn ennyn diddordeb y gwrandawyr, e.e. mynegiant, tôn y llais. • Defnyddio ystod o dreigladau (treigladau meddal, trwynol a llaes) yn gywir, ynghyd â defnydd cywir o dermau cenedl enwau ac arddodiaid gyda'r gallu i hunangywiro a chywiro eraill ar lafar yn ôl yr angen.
DARLLEN	Gallu crynhoi gwybodaeth o wahanol ffynonellau llafar ac ysgrifenedig, ail-greu dadleuon a disgrifiadau mewn cyflwyniad cydlynus. Gallu darllen straeon i ddysgwyr o bob oedran yn hyderus ac ystyrlon.	• Darllen ar goedd yn naturiol ac eglur, dadansoddi testunau a'u his-destunau gan ymateb a chyfleu syniadau'n glir ac mewn ffordd briodol • Defnyddio unrhyw nodiadau'n effeithiol iawn er mwyn llywio'r wers.
YSGRIFENNU	Gallu ysgrifennu'n estynedig ac yn safonol am faterion cymhleth. Ysgrifennu mewn ystod o ffurfiau. Gallu hunangywiro lle bo angen gan ddangos defnydd cywir o arfau iaith cyfrifiadurol.	• Ysgrifennu darnau estynedig sy'n cynnwys tystiolaeth a gwybodaeth fanwl, ynghyd â darnau byrrach sy'n crynhoi, gan addasu'r arddull a'r ffurf yn hyderus ar gyfer y darllenydd neu'r gynulleidfa • Ysgrifennu'n fedrus a chywir tra'n arddangos gwybodaeth dda iawn o reolau gramadeg, atalnodi gan ddefnyddio strategaethau a chymorth arfau iaith cyfrifiadurol i wirio gwaith personol ac eraill.

Defnyddio amrediad o strategaethau addysgu a dysgu, wrth gynllunio ac addysgu, er mwyn datblygu sgiliau llafaredd, darllen ac ysgrifennu y dysgwyr ar y lefel briodol.

AD1	Mae gen i ymwybyddiaeth gyfyngedig o strategaethau addysgu a dysgu iaith.	• **Defnydd cyfyngedig o rai arddulliau addysgu a dysgu wrth gynllunio** • **Tystiolaeth gyfyngedig o gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu sgiliau llythrennedd y dysgwr** • **Defnydd cyfyngedig o strategaethau asesu ar gyfer dysgu** • **Gallu cyfyngedig i gyfleu disgwyliadau, gan gynllunio tasgau realistig, pwrpasol a gwahaniaethol** • **Diffyg gallu i ymateb i gamsyniadau'r dysgwyr.**
AD2	Mae gen i ddealltwriaeth o strategaethau addysgu a dysgu iaith. Rwy'n dechrau cymhwyso strategaethau addysgu a dysgu iaith.	• Defnydd **boddhaol** o rai arddulliau addysgu a dysgu wrth gynllunio • Tystiolaeth **foddhaol** o gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu sgiliau llythrennedd y dysgwr • Defnydd **boddhaol** o strategaethau asesu ar gyfer dysgu • Gallu **boddhaol** i gyfleu disgwyliadau, gan gynllunio tasgau realistig, pwrpasol a gwahaniaethol • **Yn anfoddhaol** wrth ymateb i gamsyniadau'r dysgwyr.
AD3	Mae gen i ddealltwriaeth gadarn o strategaethau addysgu a dysgu iaith. Rwy'n gallu cymhwyso rhai strategaethau yn effeithiol.	• Defnydd **effeithiol** o rai arddulliau addysgu a dysgu wrth gynllunio • Tystiolaeth **dda** o gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu sgiliau llythrennedd y dysgwr • Defnydd **da** o strategaethau asesu ar gyfer dysgu • Gallu **da** i gyfleu disgwyliadau, gan gynllunio tasgau realistig, pwrpasol a gwahaniaethol • Gallu ymateb yn **foddhaol** I gamsyniadau'r dysgwyr.
AD4	Rwy'n gallu defnyddio amrediad o strategaethau addysgu a dysgu yn effeithiol. Yn ymchwilio a chymhwyso'r datblygiadau diweddaraf ym maes caffael iaith.	• Defnydd **effeithiol** o amrediad o arddulliau addysgu a dysgu wrth gynllunio • Tystiolaeth **gadarn** o gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu sgiliau llythrennedd y dysgwr • Defnydd **da iawn** o strategaethau asesu ar gyfer dysgu • Gallu **da iawn** i gyfleu disgwyliadau, gan gynllunio tasgau realistig, pwrpasol a gwahaniaethol • Gallu ymateb yn **dda iawn** i gamsyniadau'r dysgwyr.
AD5	Rwy'n gallu defnyddio amrediad o strategaethau addysgu a dysgu blaengar yn hyderus a hyfedr.	• Defnydd **cyson ac effeithiol** o amrediad o arddulliau addysgu a dysgu wrth gynllunio • Tystiolaeth **hynod o gadarn** o gymhwyso ac adnabod cyfleoedd i gefnogi a datblygu sgiliau llythrennedd y dysgwr
	Gallu arwain a chefnogi ymarferwyr eraill yn y maes.	• Defnydd **effeithiol iawn** o strategaethau asesu ar gyfer dysgu • Gallu **rhagorol** i gyfleu disgwyliadau, gan gynllunio tasgau realistig, pwrpasol a gwahaniaethol • Gallu ymateb yn **rhagorol** i gamsyniadau'r dysgwyr.

Fersiwn Llywodraeth Cymru



Gallu ymarferwyr addysg i gymhwyso a datblygu sgiliau iaith a llythrennedd dysgwyr

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Bydd y datganiadau canlynol yn galluogi ymarferwyr addysg i ddisgrifio eu gallu cyfredol i ddefnyddio amrediad o strategaethau addysgu a dysgu, wrth gynllunio ac addysgu, er mwyn datblygu sgiliau llafaredd, darllen ac ysgrifennu y dysgwyr ar y lefel briodol.

Rwy'n gallu defnyddio amrediad o strategaethau addysgu a dysgu blaengar yn hyderus a hyfedr.
Rwy'n gallu arwain a chefnogi ymarferwyr eraill yn y maes.

Rwy'n gallu defnyddio amrediad o strategaethau addysgu a dysgu yn effeithiol.
Rwy'n gallu ymchwilio a chymhwyso'r datblygiadau diweddaraf ym maes caffael iaith.

Mae gen i ddealltwriaeth gadarn o strategaethau addysgu a dysgu iaith.
Rwy'n gallu cymhwyso rhai strategaethau yn effeithiol.

Mae gen i ddealltwriaeth o strategaethau addysgu a dysgu iaith.
Rwy'n dechrau cymhwyso strategaethau addysgu a dysgu iaith.

Mae gen i ymwybyddiaeth gyfyngedig o strategaethau addysgu a dysgu iaith.

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Welsh Government version

Language competency framework for education practitioners

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	Common Euro… Framew… of Reference f… languages (…FR)/Welsh fo… levels						
	No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/ Proficient
	School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes						
	W1	Only for use in ITE	W2	W3	W4	W5	W6
Listening	No skills.	I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday sentences, relevant to the school context, when someone speaks car…	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, *e.g. everyday themes and different verb tenses.*	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, *e.g. in a conversation or within small group situations.*	I can understand most of the discussions, even on unfamiliar and specialist subjects, *e.g. in a formal context.*	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	No skills.	I can pronounce the alphabet and s… simple words fairly correctly in the… school context. I can introduce myself and start interacting socially by using fami… everyday phrases, *e.g. greetings, thanks, praising a learner and givi… simple commands.*	I can introduce myself and others verbally. I can ask and answer questions on simple information, *e.g. where someone lives, what they like to do.* I can use verb tenses and numerals.	…n contribute to a simple co…ersation using a range of simple sen…nces relating to situations rele…nt to the school context, *e.g. …everyday themes and different ver… tenses.*	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.
Reading	No skills.	I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, *e.g. name and address.*	I can understand very short written texts where people give simple personal information about themselves or others, *e.g. forms, school signs.* I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	No skills.	I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, *e.g. instructions, questions, commands, simple feedback.*	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.

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Original version (by Rhagoriaith)

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.

Original version
(by Rhagoriaith)

	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.*

Original version
(by Rhagoriaith)

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.*

Original version
(by Rhagoriaith)

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

Welsh Government version



The ability of practitioners to apply and develop the language and literacy skills of learners

ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Llywodraeth Cymru
Welsh Government

The following statements will enable education practitioners to describe their current ability to use a range of teaching and learning strategies, in planning and teaching, to develop the oracy, reading and writing skills of learners at the appropriate level.

I can use a range of progressive teaching and learning strategies with confidence and proficiency.
I can lead and support other practitioners in the field.

I can use a range of teaching and learning strategies effectively.
I can research and apply the latest developments in the field of language acquisition.

I have a strong understanding of language teaching and learning strategies.
I can apply some strategies effectively.

I have an understanding of language teaching and learning strategies.
I am beginning to apply language teaching and learning strategies.

I have limited awareness of language teaching and learning strategies.

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Tra eich bod chi yn y Brifysgol neu yn yr ysgolion ar eich Profiad Addysgu Proffesiynol rydych yn cael eich annog i gadw tystiolaeth o sut rydych yn datblygu pob un o'r sgiliau iaith canlynol

- Llafar
- Gwrando
- Darllen
- Ysgrifennu

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau Addysgu a Dysgu (e.e.drwy recordio gwers / cynlluniau gwersi, a.y.y.b.).

Y Portffolio Cymraeg yw eich tystiolaeth fydd yn cael ei asesu.

While you are at University or when in schools on your Professional Teaching Practice you are encouraged to keep evidence of how you develop each of the following language skills:

1. Speaking
2. Listening
3. Reading
4. Writing

In addition, you will need to think about how to evidence your ability as a language teacher (e.g. by recording a lesson, lesson plans, etc).

The Welsh Portfolio is your chosen of evidence to be assessed.

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys

The Portfolio: Guidelines on the types of evidence to be included

- Dyma enghreifftiau o'r mathau o bethau gallwch chi eu cynnwys fel tystiolaeth i enghreifftio eich lefel ar bob sgil. Does dim disgwyl i chi gynnwys pob un o'r rhain – gweler y Cyngor Doeth ar waelod y dudalen gynnwys am fwy o fanylion.

	Cyn-fynediad	Mynediad **A1**	Sylfaen **A2**	Canolradd **B1**	Uwch **B2**	Hyfedredd **C1**
Llafar	Recordiad yn dweud cyfarchion syml ar ddechrau gwers e.e. Bore da. Recordiad yn dweud rhai geiriau cyfarwydd.	Recordio eu hunain yn darllen llyfr/ testun syml i'r plant ac yn holi cwestiynau. Recordio meicro-wers fer. Trafodaeth pâr yn holi ac ateb cwestiynau syml, neu'n cael sgwrs fer.	Recordio eu hunain yn darllen llyfr/ testun i'r plant gan ddefnyddio amrywiaeth o batrymau i holi cwestiynau. Recordio meicro-wers. Trafodaeth pâr yn holi ac ateb cwestiynau, neu'n cael sgwrs.	Recordio eu hunain yn darllen llyfr/ testun i'r plant ac yn cynnal trafodaeth syml gyda'r plant. Recordio meicro-wers. Trafodaeth grŵp am bwnc addas.	Trafodaeth grwp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd. Recordiad o wers sy'n dangos cyfraniad llafar estynedig gan yr unigolyn. Ffug gyfweliad Recordiad o gyflwyniad llafar y TSI	Trafodaeth grwp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd Recordiad o wers sy'n dangos cyfraniad llafar estynedig gan yr unigolyn. Ffug gyfweliad Recordiad o gyflwyniad llafar y TSI.
Darllen	Recordiad yn darllen darn neu lyfr syml iawn – brawddeg neu ddwy.	Recordiad yn darllen sgwrs ar ôl sawl gwrandawiad. Recordiad yn darllen llyfr i'r plant neu'n darllen cyfarwyddiadau i'r plant.	Recordiad yn darllen sgwrs ar ol sawl gwrandawiad. Recordiad yn darllen llyfr i'r plant a thrafod y testun. Tasg ddarllen a deall	Recordiad yn darllen sgwrs ar ol sawl gwrandawiad. Recordiad yn darllen llyfr i'r plant ac yn trafod y testun neu'n mynegi barn arno.	Aseiniad academaidd â ffynonellau (mwy nag un yn unig) Cymraeg. Recordiad yn darllen rhan o nofel Gymraeg ac yn trafod y testun yn drylwyr mewn	Aseiniad academaidd ag **amrywiaeth** o ffynonellau Cymraeg Recordiad yn darllen rhan o nofel Gymraeg ac yn dadansoddi'r testun yn estynedig
		Tasg ddarllen a deall. Ymarferion cyfieithu.	Cyn-bapurau arholiadau darllen Defnyddio'r Gymraeg Sylfaen ar wefan CBAC* Ymarferion cyfieithu.	Tasg ddarllen a deall. Cyn-bapurau arholiadau darllen Defnyddio'r Gymraeg Canolradd ar wefan CBAC*	grŵp e.e Clwb Darllen, neu'n trafod y cymeriad/au	mewn grŵp e.e Clwb Darllen.

Ysgrifennu	Ateb cwestiynau syml – un gair neu un frawddeg. Ambell frawddeg syml wedi eu hysgrifennu ar adnoddau. Adnoddau geirfa syml e.e cardiau fflach.	Adnoddau addysgol – Mat iaith/poster. Creu rhestr o gwestiynau i ofyn i'r plant mewn cynllun gwers. Ysgrifennu sgript syml. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn i chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith/poster. Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu hunanbortread. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn I chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith /poster/ Quizlet Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu cynllun gwers drwy gyfrwng y Gymraeg.	Aseiniad academaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.	Aseiniad academaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.
Gwrando	Recordiad o atebion i gwestiynau syml e.e Pwy wyt ti?	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd	Trafodaeth grwp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd
		ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	Gwrando ar sgwrs yn y Gymraeg a chyfieithu'r cynnwys Recordio sgwrs "naturiol"- holi ac ateb ei gilydd.	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyiad TSI - y cwestiynau ar y diwedd	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyniad TSI – y cwestiynau ar y diwedd

Methodoleg	Ffilm o wers neu rannau o wersi gwahanol yn dangos gwahanol ddulliau addysgu. Cynlluniau Gwersi – gyda'r rhannau perthnasol wedi eu hwucholeuo. Gweithgaredd grŵp neu feicro wers gyda chyfoedion, wedi ei recordio yn dangos un dull e.e drilio Aseiniad academiadd/hunadfyfyriol sy'n trafod eich defnydd o'r gwahanol ddulliau. Nodiadau mentor ar wersi sy'n eich canmol am eich defnydd o ddulliau gwahanol i gyflwyno iaith.					

PAP 2:

Dyma eich cyfle i gasglu'r dystiolaeth ar gyfer "Addysgu a Dysgu".

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys

The Portfolio: Guidelines on the types of evidence to be included

Here are examples of the type of evidence you could include in your portfolio to fulfil each skill requirement. You are not expected to include each example within every box – please see the Top Tips at the bottom of the contents page for more details.

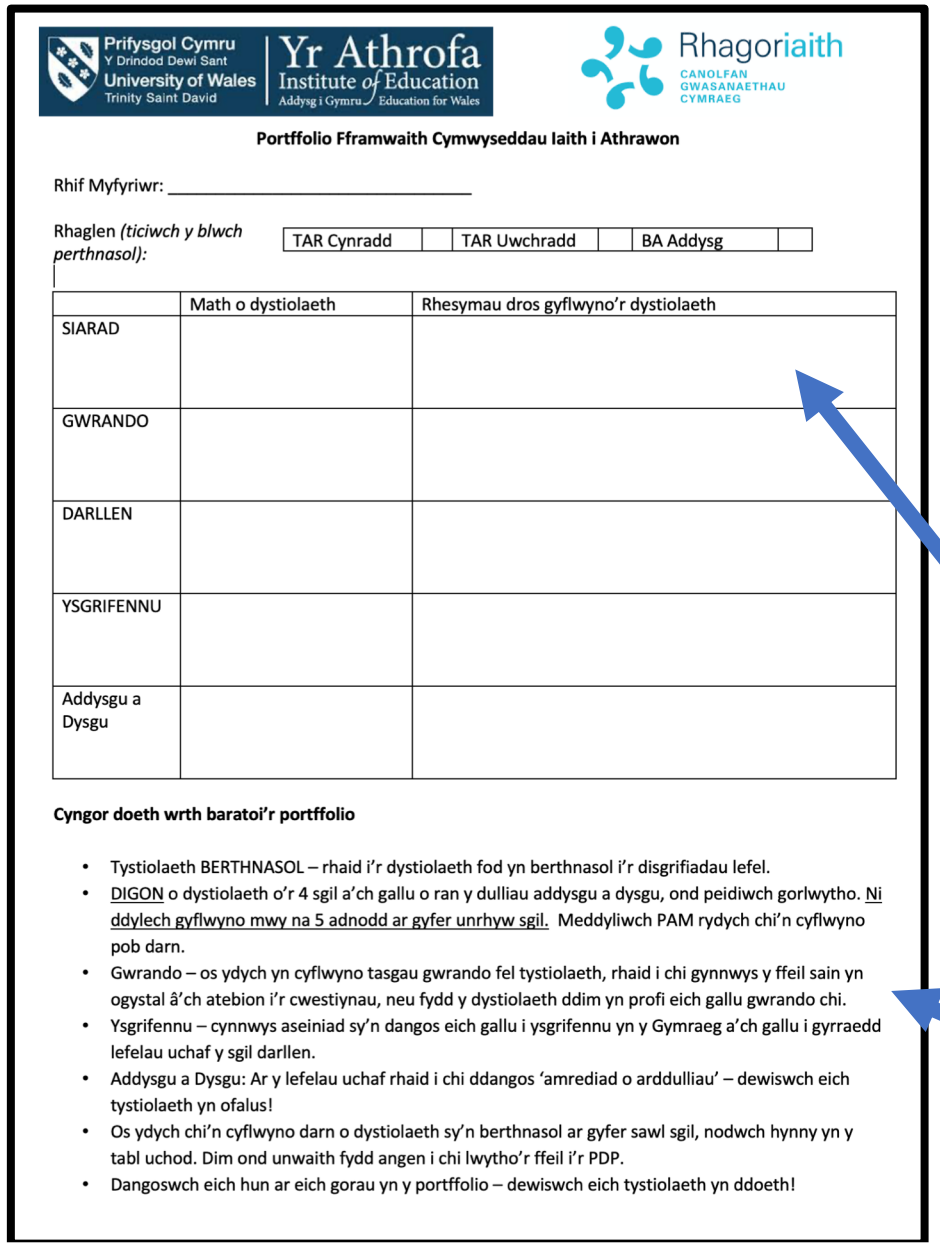
	Pre-Entry	Entry A1	Foundation A2	Intermediate B1	Higher B2	Proficiency C1
Speaking	A recording of simple greetings at the start of a lesson e.g. *Bore da.* A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.
Reading	A recording of a very simple piece or reading book being read – a sentence or two.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book or instructions to the children. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content or expressing an opinion on the book.	An academic assignment with Welsh-medium sources (more than one). A recording of reading a Welsh-medium novel and discussing the content or the character/s in depth within a group e.g. a Reading Club.	An academic assignment with a **variety** of Welsh-medium sources. A recording of reading a Welsh-medium novel and discussing the content extensively within a group e.g. a Reading Club.

		Translation activities.	Translation activities. Completed Foundation level reading past papers (*Defnyddio'r Gymraeg : Sylfaen*) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (*Defnyddio'r Gymraeg : Canolradd*) on the WJEC website*.		
Writing	Answering simple questions – one word or one sentence. Some simple sentences written on resources. Simple vocabulary resource e.g. flashcards	Educational resources – a language mat/poster. Create a list of questions in a lesson plan to ask the children. Writing a simple script. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster. Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a self-portrait. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster / Quizlet Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a lesson plan through the medium of Welsh.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.
Listening	A recording of responses to simple questions e.g. *Pwy wyt ti?*	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. Listen to a Welsh medium conversation and translate the content.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.

		answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	Record a "natural" conversation – asking and answering questions.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.
Methodology	A filmed lesson or parts of different lessons that display various teaching methods. Lesson Plans – with relevant parts highlighted. Group activities or micro lesson with peers recording showing a teaching method e.g. drilling or various teaching methods Academic/reflective assignment which discusses your use of various methods. Mentor notes based on a lesson taught by you, which praises your use of various methods of introducing language.					

PTE 2:

This is the time to gather evidence for "Teaching and Learning".



Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David | Yr Athrofa Institute of Education Addysg i Gymru Education for Wales

Rhagoriaith Canolfan Gwasanaethau Cymraeg

Portffolio Fframwaith Cymwyseddau Iaith i Athrawon

Rhif Myfyriwr: _____

Rhaglen *(ticiwch y blwch perthnasol):*

TAR Cynradd		TAR Uwchradd		BA Addysg	

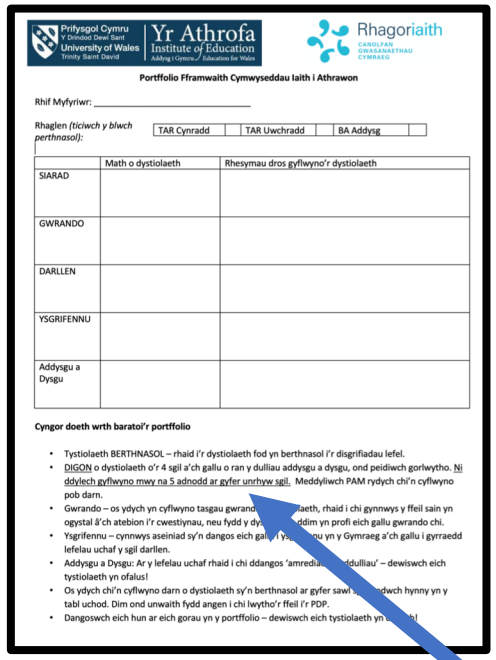
	Math o dystiolaeth	Rhesymau dros gyflwyno'r dystiolaeth
SIARAD		
GWRANDO		
DARLLEN		
YSGRIFENNU		
Addysgu a Dysgu		

Cyngor doeth wrth baratoi'r portffolio

- Tystiolaeth BERTHNASOL – rhaid i'r dystiolaeth fod yn berthnasol i'r disgrifiadau lefel.
- DIGON o dystiolaeth o'r 4 sgil a'ch gallu o ran y dulliau addysgu a dysgu, ond peidiwch gorlwytho. Ni ddylech gyflwyno mwy na 5 adnodd ar gyfer unrhyw sgil. Meddyliwch PAM rydych chi'n cyflwyno pob darn.
- Gwrando – os ydych yn cyflwyno tasgau gwrando fel tystiolaeth, rhaid i chi gynnwys y ffeil sain yn ogystal â'ch atebion i'r cwestiynau, neu fydd y dystiolaeth ddim yn profi eich gallu gwrando chi.
- Ysgrifennu – cynnwys aseiniad sy'n dangos eich gallu i ysgrifennu yn y Gymraeg a'ch gallu i gyrraedd lefelau uchaf y sgil darllen.
- Addysgu a Dysgu: Ar y lefelau uchaf rhaid i chi ddangos 'amrediad o arddulliau' – dewiswch eich tystiolaeth yn ofalus!
- Os ydych chi'n cyflwyno darn o dystiolaeth sy'n berthnasol ar gyfer sawl sgil, nodwch hynny yn y tabl uchod. Dim ond unwaith fydd angen i chi lwytho'r ffeil i'r PDP.
- Dangoswch eich hun ar eich gorau yn y portffolio – dewiswch eich tystiolaeth yn ddoeth!

Dyddiad cyflwyno: **Haf 2023**

- **Rhaid i chi gyflwyno'r ffurflen hon fydd yn rhestru yr holl dystiolaeth rydych chi'n ei gyflwyno.**
- **Cyflwyno ar y PDP.**
- **Bydd angen esboniad byr iawn i gyfiawnhau pam bod y dystiolaeth yn addas ar gyfer y sgil.**
- **Does dim problem os oes un darn o dystiolaeth yn profi sawl sgil wahanol. e.e Siarad, Gwrando ac AD.**
- **Darllenwch y 'cyngor doeth' wrth baratoi'r portffolio.**



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Rhagoriaith Canolfan Gwasanaethau Cymraeg

Portffolio Fframwaith Cymwyseddau Iaith i Athrawon

Rhif Myfyriwr: _____

Rhaglen *(ticiwch y blwch perthnasol)*: TAR Cynradd | TAR Uwchradd | BA Addysg

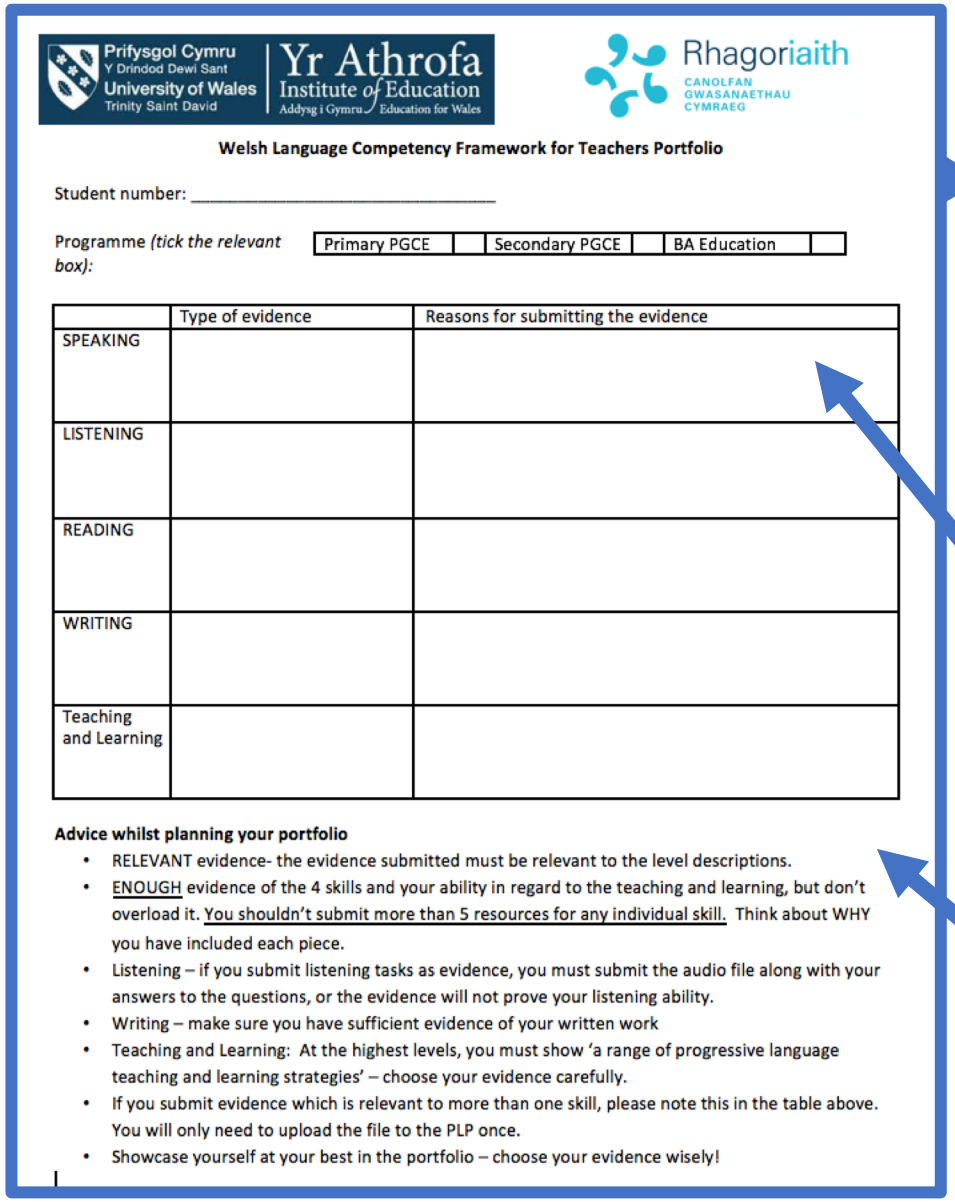
	Math o dystiolaeth	Rhesymau dros gyflwyno'r dystiolaeth
SIARAD		
GWRANDO		
DARLLEN		
YSGRIFENNU		
Addysgu a Dysgu		

Cyngor doeth wrth baratoi'r portffolio

- Tystiolaeth BERTHNASOL – rhaid i'r dystiolaeth fod yn berthnasol i'r disgrifiadau lefel.
- DIGON o dystiolaeth o'r 4 sgil a'ch gallu o ran y dulliau addysgu a dysgu, ond peidiwch gorlwytho. Ni ddylech gyflwyno mwy na 5 adnodd ar gyfer unrhyw sgil. Meddyliwch PAM rydych chi'n cyflwyno pob darn.
- Gwrando – os ydych yn cyflwyno tasgau gwrando fel tystiolaeth, rhaid i chi gynnwys y ffeil sain yn ogystal â'ch atebion i'r cwestiynau, neu fydd y dystiolaeth ddim yn profi eich gallu gwrando chi.
- Ysgrifennu – cynnwys aseiniad sy'n dangos eich gallu i ysgrifennu yn y Gymraeg a'ch gallu i gyrraedd lefelau uchaf y sgil darllen.
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Welsh Language Competency Framework for Teachers Portfolio

Student number: _____

Programme *(tick the relevant box)*: Primary PGCE ☐ | Secondary PGCE ☐ | BA Education ☐

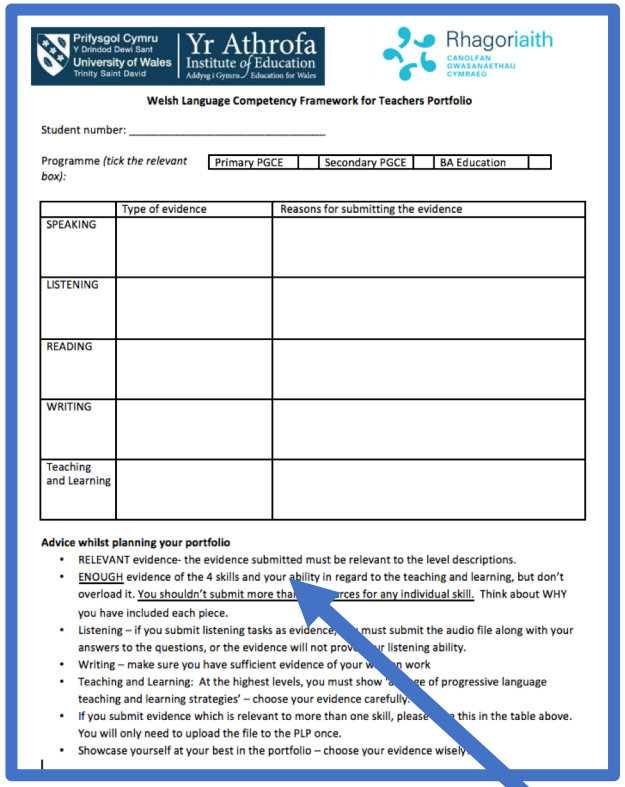
	Type of evidence	Reasons for submitting the evidence
SPEAKING		
LISTENING		
READING		
WRITING		
Teaching and Learning		

Advice whilst planning your portfolio

- RELEVANT evidence- the evidence submitted must be relevant to the level descriptions.
- ENOUGH evidence of the 4 skills and your ability in regard to the teaching and learning, but don't overload it. You shouldn't submit more than 5 resources for any individual skill. Think about WHY you have included each piece.
- Listening – if you submit listening tasks as evidence, you must submit the audio file along with your answers to the questions, or the evidence will not prove your listening ability.
- Writing – make sure you have sufficient evidence of your written work
- Teaching and Learning: At the highest levels, you must show 'a range of progressive language teaching and learning strategies' – choose your evidence carefully.
- If you submit evidence which is relevant to more than one skill, please note this in the table above. You will only need to upload the file to the PLP once.
- Showcase yourself at your best in the portfolio – choose your evidence wisely!

Submission date: **Summer 2023**

- **You must include this form which lists the evidence submitted.**
- **You are asked to provide a short description of why you chose the particular piece of evidence for the language skill.**
- **The evidence will be submitted on your PLP. More details will be shared in the Spring term.**
- **It is possible for one piece of evidence to prove your ability in different skills, e.g. Speaking, Listening & Teaching and Learning**
- **Remember to read and follow the "top tips" before submission date!**



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Pwysig! *Important!*

- Does dim modd pasio / methu y Fframwaith. Nid arholiad, aseiniad na phrawf yw'r portffolio.
- Disgwylir i bob myfyriwr sy'n graddio gyda SAC gael lefelau'r Fframwaith ar eu PDP ar ddechrau eu gyrfa.
- Ni ddylai casglu tystiolaeth fod yn llawer o waith ychwanegol. Dylai fod yn rhywbeth sy'n digwydd yn naturiol yn ystod y flwyddyn.

- You cannot fail / pass the Framework / Portfolio. This is not an exam, a test or an assignment.
- Every student who graduates with a QTS is expected to have the Framework levels on their PLP at the beginning of their teaching career.
- Collecting evidence should not be a lot of extra work. This is something that should happen on a regular basis as part of your professional development.

Pwysig! *Important!*

PAP 2:

Dyma eich cyfle i gasglu'r dystiolaeth ar gyfer "Addysgu a Dysgu".

PTE 2:

This is the time to gather evidence for "Teaching and Learning".

Pob lwc!

