Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg

Welsh Language Competency Framework for Education Practitioners

Gwybodaeth i fyfyrwyr 2021-22
Information for students 2021-22

Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

What is the Welsh Language Competencay Framework for

- 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 your Listening, Speaking, Reading and Writing skills in Welsh. It also measures your skill as a language teacher, e.g. how you develop the language skills of pupils in your class.
- The Framework is a tool to help you plan further professional development opportunities when you enter the teaching profession.
- You will need to submit a portfolio of evidence of your ability to use the Welsh language in the classroom.

Welsh Government version

Language competency framework for education practitioners

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Llywodraeth Cymru
Welsh Government

	Common European Framework of Reference for Language (CEFR)/Welsh for Adults level						
	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						
	W1	Only for use in ITE	W2	W3	W4	W5	W6
Listening	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 questions, relevant to the school context, when someone speaks carefully.	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	skills.	I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, *e.g. greetings, thanks, praising a learner and giving 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.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, *e.g. everyday themes and different verb 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	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	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.*

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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)

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

Eleni … *This year…*

- Cadwch dystiolaeth o sut rydych chi'n datblygu pob un o'r sgiliau iaith canlynol:
    1. Llafar
    2. Gwrando
    3. Darllen
    4. Ysgrifennu

- Keep evidence of how you develop each of the following language skills:
    1. Speaking
    2. Listening
    3. Reading
    4. Writing

Y Portffolio

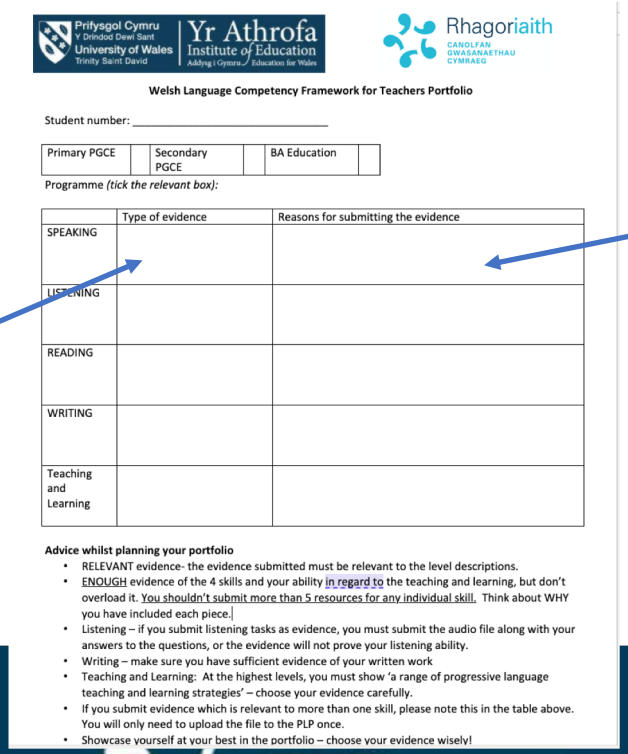
The portfolio

Bydd rhaid i chi uwchlwytho tystiolaeth dan 6 adran wahanol yn y PDP:
You will be required to upload evidence to your PDP under 6 different sections:

Cyflwyniad | *Introduction*
Llafar | *Oral*
Darllen | *Reading*
Gwrando | *Listening*
Ysgrifennu | *Writing*
Methodoleg Dysgu ac Addysgu | *Teaching and Learning Methodology*

Y Cyflwyniad
Introduction…

Label each piece of evidence as they will appear in your portfolio, e.g. sound file 'Lesson Yr 1: Y Tywydd'



Welsh Language Competency Framework for Teachers Portfolio

Student number: _____

Primary PGCE		Secondary PGCE		BA Education	

Programme *(tick the relevant box):*

	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!

Justify why you have included each piece.
What does each piece evidence in relation to the level descriptors?

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys
The Portfolio: Guidelines on the types of evidence to be included

Framework Requirements Guide 2021-22

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.

Introduction and Guidelines available on Moodle.

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys
The Portfolio: Guidelines on the types of evidence to be included

		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.

Introduction and Guidelines available on Moodle.

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys
The Portfolio: Guidelines on the types of evidence to be included

		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.					

Introduction and Guidelines available on Moodle.

- Your tutor might complete some of the past papers with during your lectures, but you can see all past papers on this website : https://www.cbac.co.uk/cymwysterau/cyfres-cymwysterau-cymraeg-i-oedolion/?sub_nav_level=course-materials#tab_resources

Teaching and learning

How are you developing the pupils' language skills?

Are you using a variety od teaching and learning strategies?

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.

You should receive support from your school mentor with regards to planning your lessons and developing the pupils' language and literacy skills.

Welsh Government version



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

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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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Cyngor Doeth

Top Tips!

Perthnasol
Relevant evidence

Your portfolio is your showcase: choose your best bits.

Choose evidence carefully:
Is it relevant?
Is it appropriate?
What does it show?
Why is it there?

Digon ond dim gormod.
Enough evidence but try not to overload.

Deadline date and instructions how to upload will be provided in the new year.

Film of micro lesson – could evidence more than one skill, e.g. speaking, listening and reading
Only upload once: *make clear in the introduction where you've uploaded the micro lesson.*

Mae'n haws chwynnu na chasglu o'r newydd.

It's easier to sort a full desktop file than to collect evidence from new before the deadline.



Pwysig! Important!

- 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. Create a folder on the “One Drive” to keep your evidence.