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Cymraeg i Bawb 2024-25



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WELSH LANGUAGE
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Welsh in Professional Practice

ECAD4020



10 Credit Module

A portfolio consisting of:

- a lesson plan
- resources
- recording of the micro-lesson
- lesson evaluation

****focus on pedagogy and teaching and learning strategies***

Welsh Language Competency Portfolio (WG requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for speaking, writing, listening, reading

Evidence of teaching and learning strategies— work for 10 credit module

Dyddiad Cyflwyno: *Submission Date:*

Dydd Llun 12fed o Fai 2025
Monday 12th May 2025



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ECAD4020 – 10 Credit Module

Assessment Component 1: 5 minutes

A recording of a micro-lesson

Assessment Component 2: 750 words

- lesson plan
- lesson resources

Remember that the focus is on pedagogy and teaching and learning strategies, not your Welsh ability and accuracy. The assessment criteria can be found on Moodle.

Your recording of a micro-lesson

- You will submit your video recording by saving a One Drive link to the video in a Word document
- You will need to ensure that the link setting allows anyone to open the video for assessment purposes
- If you are unsure of how to create a link IT support will be able to assist you

Disgwyliadau ac Asesu *Expectation and Assessment*

ECAD4020

- Modwl 10 Credyd: ffocws ar eu dulliau dysgu ac addysgu, h.y. pa mor effeithiol yw'r strategaethau dysgu iaith rydych chi'n defnyddio
- Bydd cynnwys y 10 credyd yn bwydo i weddill y portffolio
- Casglu tystiolaeth i'ch portffolio Fframwaith Cymwyseddau Iaith
- *10 Credit Module: focus on your Welsh language teaching and learning, i.e how effective are the strategies you are using in class*
- *The 10 credits will feed into the rest of the portfolio*
- *Collect evidence for your Welsh Language Competency Portfolio*

Welsh Language Competency Portfolio

(Evidence of your personal Welsh skills)

There are many suitable tasks to evidence your personal Welsh language skills available on the **Coleg Cymraeg Cenedlaethol** website. Please access the link from Moodle.

Grŵp B (Mari Powell)

-  Darlith 1 - Ymwybyddiaeth iaith / Language Awareness
-  Darlith 2 - Methodoleg Caffael iaith / Language Acquisition Methodology
-  Darlith 3 - Dechrau Arni / Getting Started
-  Darlith 4 - Rheolau / Rules
-  Darlith 5 - Gorchmynion Unigol a Lluosog / Singular and Plural Commands
-  Darlith 6 - Amser Cofrestru / Registration Time
-  Darlith 7 - Y Tywydd / The Weather
-  Darlith 8 - Yr Amser Presennol / The Present Tense
-  Darlith 9 - Hoffi / Ddim yn hoffi
-  Darlith 10 - Eisiau / To want
-  Darlith 11 - Cwestiynau'r Amser Presennol
-  Darlith 12 - Offer y Dosbarth
-  Tasks to develop and discuss Teacher's Language Skills
-  Fframwaith / Portfolio
-  Adnoddau Defnyddiol / Useful Resources

Welsh Language Competency Framework Requirements Guide

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. These are suggestions which you may choose to include in your portfolio.

	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. <i>Bore da</i>. 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 (<i>Defnyddio'r Gymraeg : Sylfaen</i>) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (<i>Defnyddio'r Gymraeg : Canolradd</i>) 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. <i>Pwy wyt ti?</i>	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	Work submitted for the 10 credit module: Lesson plan, lesson resources, video recording of the lesson, evaluation of the lesson. Focus on language acquisition pedagogy.					

- Your tutor might complete some of the past papers with you 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
- The Coleg Cymraeg Cenedlaethol resource: this resource includes examples of relevant tasks that you could complete to evidence your personal Welsh language skills. <https://www.porth.ac.uk/en/group-collection/tasgau-asesu-a-datblygu-sgiliau-iaith-athrawon>

How are you developing the pupils’ language skills?
Are you using a variety of teaching and learning strategies?

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



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Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

*What is the Welsh Language Competency
Framework for Education Practitioners?*



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- 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 you plan further professional development opportunities when you enter the teaching profession.*



Language competency framework for education practitioners

Common European Framework of Reference for Languages (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 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 carefully.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. <i>everyday themes and different verb tenses</i> .	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. <i>in a conversation or within small group situations</i> .	I can understand most of the discussions, even on unfamiliar and specialist subjects, e.g. <i>in a formal context</i> .	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 say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, e.g. <i>greetings, thanks, praising a learner and giving simple commands</i> .	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. <i>where someone lives, what they like to do</i> . 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. <i>everyday themes and different verb tenses</i> .	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. <i>name and address</i> .	I can understand very short written texts where people give simple personal information about themselves or others, e.g. <i>forms, school signs</i> . 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. <i>instructions, questions, commands, simple feedback</i> .	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.



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 (<i>ti/chi</i>), 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.



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



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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.



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

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'ch sgiliau iaith personol canlynol:

- Llafar
- Gwrando
- Darllen
- Ysgrifennu

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau Addysgu a Dysgu (modwl 10 credyd)
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 the following personal Welsh skills:

- *Speaking*
- *Listening*
- *Reading*
- *Writing*

*In addition, you will need to think about how to evidence your ability as a language teacher (10 credit module)
The Welsh Portfolio is your evidence to be assessed.*

Mae'n bosib byddwch chi ar lefelau gwahanol ar gyfer sgiliau gwahanol, e.e.

Siarad: A2

Darllen: A1

Ysgrifennu: A1

Gwranddo: A2

It is possible for you to be on different levels for different skills, e.g.

Speaking: A2

Reading : A1

Writing : A1

Listening: A2



Pwysig! *Important!*



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- 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. The portfolio 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*

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 of your personal Welsh skills- the evidence submitted must be relevant to the level descriptions.
- ENOUGH evidence of the 4 skills and your ability regarding 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: You should submit your portfolio for the 10 credit module here including the video recording. You can also submit any additional teaching and learning evidence beyond the module assignment here if relevant.
- 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!

- 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
- 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 '**Advice whilst planning your portfolio**' before submission date!


RHAGORIAIth


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		

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Top Tips!

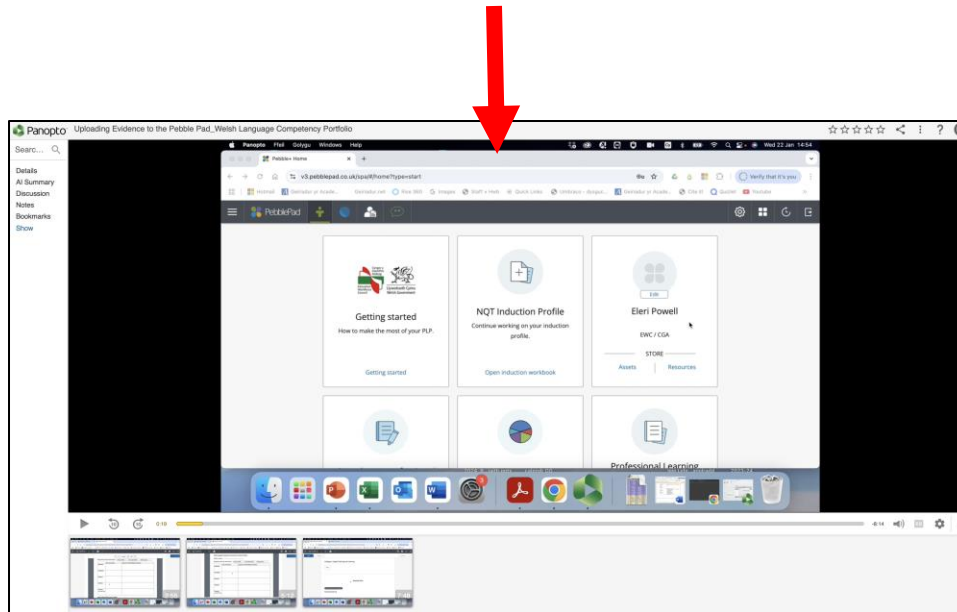
Advice whilst planning your portfolio

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- Writing – make sure you have sufficient evidence of your written work.
- Teaching and Learning: You should submit your portfolio for the 10 credit module here including the video recording. You can also submit any additional teaching and learning evidence beyond the module assignment here if relevant.
- 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!

PebblePad - Sut mae uwchlwytho?

How to upload?

<https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e703ca74-e6ee-4b27-937e-b26d00f57e2f&start=0>



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Evidence of teaching and learning strategies— work for 10 credit module

Oes cwestiwn?
Any questions?



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