

Welsh Language competency framework for education practitioners

| | NO WELSH LANGUAGE SKILLS | ENTRY | FOUNDATION | INTERMEDIARY | HIGHER | PROFICIENCY |
|---------------------------|--------------------------|--|--|---|--|---|
| Workforce head count code | W1 | W2 | W3 | W4 | W5 | W6 |
| Listening | No skills | Able to understand and respond to simple everyday sentences, relevant to the school context, when someone speaks carefully. | Able to 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. | Able to 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. | Able to understand most of the discussions, even on unfamiliar and specialist subjects, e.g. in a formal context. | Able to understand and respond to almost everything heard including different accents, dialects and speed of speaker. |
| Oral | No skills | Able to introduce themselves and others verbally, able to ask and answer questions on simple information, e.g. where someone lives, what they like to do, able to use tense and numerals. | Able to 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. | Able to hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. Able to describe experiences, hopes and give short explanations for their opinion. Beginning to recognise common errors. | Able to communicate using a range of syntax showing an increasing level of accuracy. Able to discuss unfamiliar and specialist subjects. Able to express and justify an opinion. Able to recognise some errors and correct them. | Able to speak extensively on complex matters, present arguments using the correct register. Interacting and leading discussions and extended teaching sessions correctly in the main. Able to self-correct where necessary. |
| Reading | No skills | Able to understand very short written texts where people give simple personal information about themselves and others, e.g. on forms, school signs. Able to read simple commands suitable to the school context. | Able to understand simple written messages on everyday things and simple letters/e-mail messages. Able to read simple stories and attempt the correct pronunciation. | Able to understand articles or direct e-mail messages on everyday subjects or work-related subjects. Able to read stories with the correct pronunciation in the main. | Able to understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and to scan through long text to find details. Able to read stories quite confidently with the correct pronunciation. | Able to summarise information from different oral and written sources, recreate debates and descriptions in a coherent presentation. Able to read stories to learners of all ages in a confident and meaningful manner. |
| Writing | No skills | Able to write simple everyday sentences, relevant to the school context, e.g. instructions, questions, commands, simple feedback. | Able to write composite/complex sentences for educational purposes. | Able to write short paragraphs on everyday subjects inside and outside of school. Beginning to recognise common errors. | Able to write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. Able to recognise some errors and correct them. | Able to write extensively in standard language on complex matters. Writes in a variety of forms. Able to self-correct where necessary. |