



Language competency framework for education practitioners



**ADDYSG CYMRU
EDUCATION WALES**
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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.