



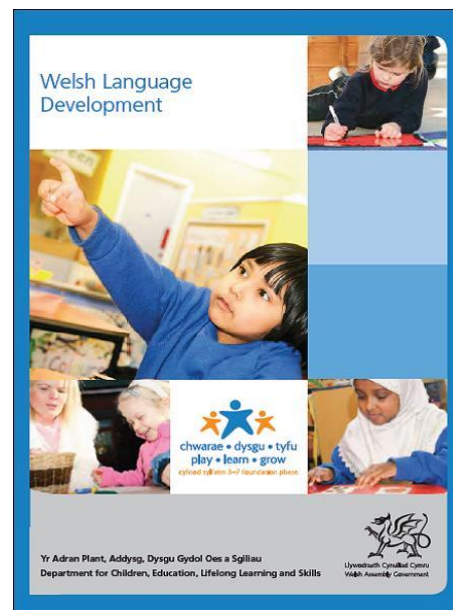
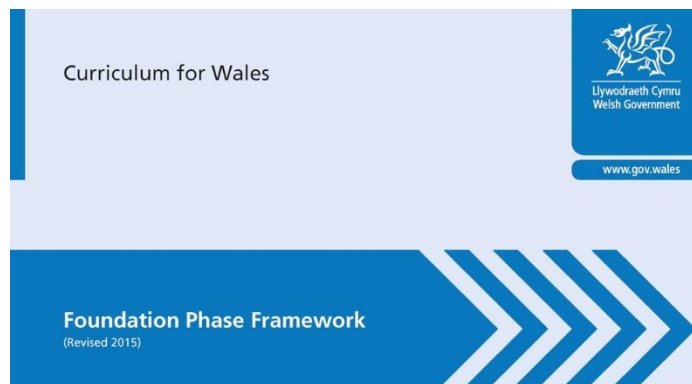
Dewch i mewn!



Welsh second language PTE planning



Welsh Language Development in the Foundation Phase



Welsh Language Development

Children should:

- learn to **use and communicate in Welsh to the best of their ability**
- **listen to Welsh** being spoken and **respond appropriately** in familiar situations, using a **range of patterns**
- be **encouraged to communicate** their needs in Welsh and should be **increasingly exposed** to Welsh

Skills are developed through:

- communicating in a range of enjoyable, practical planned activities
- using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments



The children's **oral experiences** should:

- be used to **develop their reading skills** and they should be **encouraged to choose** and **use** Welsh reading materials

They should **listen to a range of stimuli**:

- including audio-visual material
- ICT interactive software in Welsh



Children should be given:

- a range of opportunities to enjoy mark-making and develop their writing skills in Welsh

Language skills learned in one language should support the development of knowledge and skills in another.



Welsh Language Development

Reading

Range

Children should be given opportunities to:

- hear lively readings from a variety of sources
- appreciate books, stories and words around them
- read individually and collaboratively
- read and respond to imaginative material, as appropriate, which should include:
 - prose and poetry for young children
 - stories, poems and chants containing patterned and predictable language
 - work written for learners
 - information resources
- read and make use, for different purposes, of a variety of printed and ICT resources
- choose from a wide range of books and immerse themselves in them.

Skills

Opportunities throughout the Foundation Phase should enable children to enjoy reading and to make progress in their ability to:

- follow stories read to them and respond as appropriate
- listen to others reading appropriate imaginative material
- look at books, handling them as a reader, with or without an adult
- listen to a story being read by following the print
- understand the significance of the printed word and the relationship between printed symbols and sound patterns
- use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms
- read aloud their own work and other printed resources
- re-read extracts that have been enjoyed and memorise passages
- begin to read independently
- show an understanding of what they or others have read by responding orally or non-verbally to the content.

Welsh Language Development Outcomes

Foundation Phase Outcome 1

Children can understand more words than they can speak. They repeat some familiar words and phrases. They increasingly begin to join in action songs and finger rhymes. They begin to follow stories read to them and they start to respond appropriately, verbally or non-verbally.

Foundation Phase Outcome 2

Children converse simply, sometimes replacing English words with Welsh when involved in activities. They follow simple instructions. They increasingly want to join in songs and nursery rhymes. They look at books with or without an adult and show an interest in their content.

Foundation Phase Outcome 3

Children begin to express themselves through role play. They respond to instructions, questions and other stimuli, spoken clearly by a familiar voice. With support they repeat/memorise songs and rhymes. They listen to stories, songs and rhymes and express some enjoyment and interest. They begin to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.

Foundation Phase Outcome 4

Children show understanding of words and phrases spoken clearly by a familiar voice and respond by means of short oral phrases. They speak with intelligible pronunciation and intonation when imitating and using simple words and phrases. With support, they express simple information, and ask and answer questions. They recognise familiar words. They connect the written form of words with their sound when reading individual words. They show understanding of individual words by means of non-verbal responses. They sometimes need support/assistance. They communicate by copying correctly and writing words and some simple and familiar phrases from memory.

Estyn Report - January 2013

Main Findings:

- Most children make suitable progress in speaking and listening in Welsh particularly during whole-group sessions



Shopping in the fruit shop



Child 2: Bore da, ga i helpu?

Child 1: Ga i chwech oren, os gwelwch yn dda?

Child 2: Dyma ti. Un, dau, tri, pedwar, pump, chwech oren. Deg ceiniog, os gwelwch yn dda.

Child 1: Dyma ti. Hwyl fawr.

Child 2: Bore da, ga i helpu?

Child 3: Faint ydy'r afalau, os gwelwch yn dda?

Child 2: Pump ceiniog.

Child 3: Ga i un afal, os gwelwch yn dda?

Child 2: Dyma ti!

Child 3: Diolch yn fawr.

- Writing is generally underdeveloped

WLB Skill: - organising communicate by using symbols, pictures, words, phases and short sentences. W/c 31.10.11

Fy Rhestr Siopa

bara gwyn

gam melfus

menyn

cig

caws

cyw iâr

tuniau

⑤ ✓ *wrote shopping list

* used dictionary

② think about what you have
to do next time

Estyn - January 2013

- **Recommendations**
- **Schools and settings should:**
- ensure that enough time is devoted to the direct teaching of Welsh;
- plan good opportunities for pupils to use Welsh in other areas of learning and in outdoor activities;
- increase the level of skills input to develop pupil's writing in Welsh;
- monitor provision and progress in Welsh Language Development; and
- provide practitioners with opportunities to improve their Welsh language skills and language teaching skills.

Role-play and the use of puppets



Fflic a Fflac

- <http://www.fflicafflac.com/pack1.html>

Welsh rhymes and songs

- [CSCJES - Central South Consortium Joint Education Service](#)

QR codes for songs

Dewch i Eistedd ar y Mat

(London Bridge is falling down)

Dewch i eistedd ar y mat,
Ar y mat, ar y mat,
Dewch i eistedd ar y mat,
i ddweud " Bore da. "

Dewch i eistedd ar y mat,
Ar y mat, ar y mat,
Dewch i eistedd ar y mat,
i ddweud " Prynhawn da. "



Dewch i Eistedd (Clementine)

Dewch i eistedd (x3)
ar y mat,
Dewch i eistedd (x3)
ar y mat,



Pawb yn eistedd (x3)
ar y mat,
Pawb yn eistedd (x3)
ar y mat.

Welsh language games



Central South Consortium
Language games booklet link



Fun games for the hall or yard

The screenshot shows a web browser window displaying the Hwb (Digital Learning for Wales) website. The search bar at the top right contains the text "fun games for the hall or yard". The search results show two items:

- Fun Welsh Language Games for the Hall or Yard**
A set of ten fun games to develop Welsh language skills in English medium primary schools. Each game is presented in a package which includes a brief description, exemplar language and illustrative video clips. The resource may be used to train teachers, TA's and pupils, such as the Criw Cymraeg.
Tags: outdoor learning, outdoor, year 6, gemau iard, year 2, year 4, welsh language development, welsh reception, year 1, welsh 2nd language, welsh second language, personal and social development, hall games, year 3, key stage 2, pse, gemau buarth, language, literacy and communication skills, playground games, criw cymraeg, ks2, language games, games, foundation phase subject resources, foundation phase, year 5, gemau neuadd, oracy
- Bowlen Ffrwythau .pptx**
A fun game for the hall or classroom.
Tags: welsh second language, welsh language games, gemau iard

The URL bar shows the search results page: <https://hwb.wales.gov.uk/resources/resource/0ce6c340-a895-4160-863a-455894b518da>

Promoting Welsh

Morning

During the day

Routines

Promoting Welsh

Morning

Bore da

Pwy sydd yma?

Cinio neu
brechdanau?

During the day

Helpwr heddiw

Amser tacluso

Amser chwarae

Tŷ bach

Routines

Gweddio

Arhoswch

Da iawn ti

Gwrandewch

Welsh second language in the National Curriculum for Wales



Welsh in the National Curriculum for Wales

At Key Stage 2, learners **build on the skills, knowledge and understanding** acquired during the Foundation Phase

- This progress is achieved through an **integrated programme of oracy, reading and writing**
- Learners are presented with experiences and opportunities that **interrelate the requirements of the Skills and Range** sections of the programmes of study

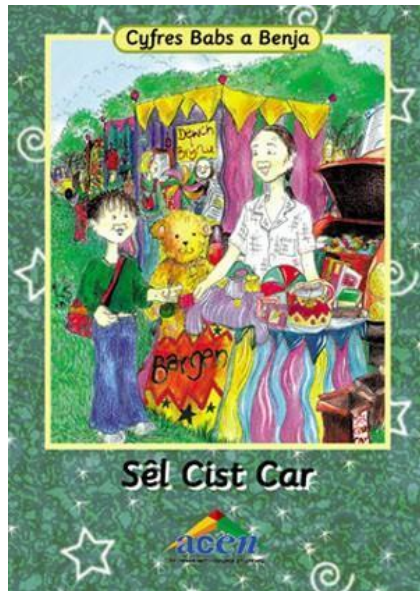
Oracy

- Learners **speak with confidence**, working as individuals and as members of a group and using a **range of vocabulary, phrases, sentences and questions**
- The experiences presented to them **include opportunities to take part in drama and role-play activities**



Reading

- They develop as **active and responsive listeners**, and experience a **wide range of texts**, including authentic materials, as they develop as **independent and effective readers**



Writing

- They **write in response to a range of stimuli** with a growing understanding of the need to speak and write in a way that is **appropriate to the purpose and audience**



Y Pod-antur Cymraeg

- [Y Pod Antur Cymraeg](#)



QR codes for reading books

- [CSCJES - Central South Consortium Joint Education Service](#)



Central South Consortium

- Central South Consortium a useful website for teachers of Welsh second language.
- <http://www.cscjes.org.uk/Knowledge-Bank/Welsh/Cymraeg-Ail-Iaith/Welsh-Scheme-of-Work/Songs.aspx>

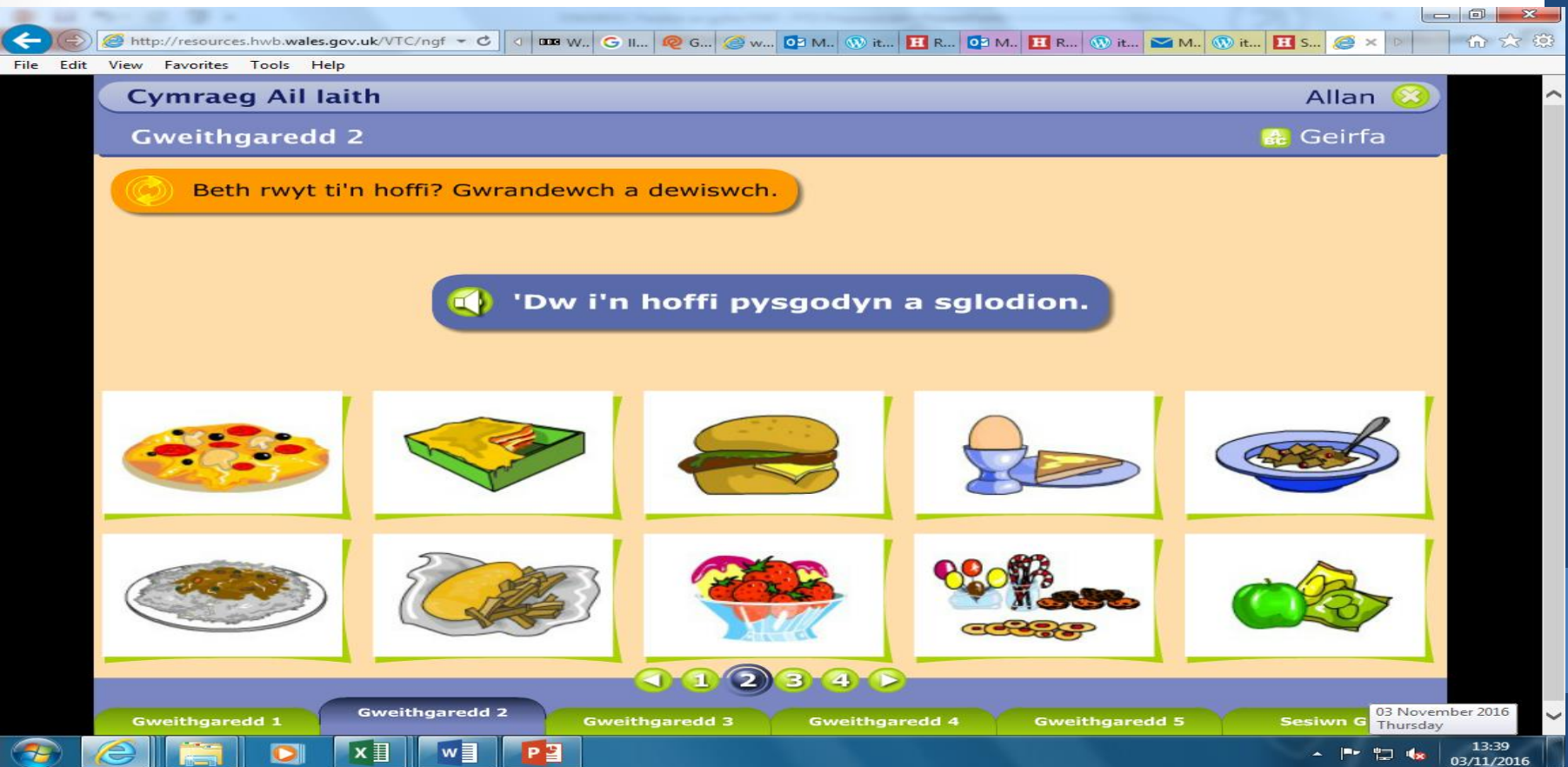
Campau Cosmig

- Campau Cosmig has been developed in order for Second Language Welsh learners at Key Stage 2 (7-11 years old) to have fun whilst practising their Welsh.
- [Hwb](#)



Hwb

- <http://resources.hwb.wales.gov.uk/VTC/ngfl/wsl/bdag/bwyd-de/apps/simple-projector/index.html>



Primary Resources

- [Primary Resources: Welsh Resources](#)



TES

- Materials for Welsh Second Language - Resources - TES

The screenshot shows the TES website interface. The top navigation bar includes 'File', 'Edit', 'View', 'History', 'Bookmarks', and 'Tools'. The address bar displays the URL: [https://www.tes.com/resources/search?subjects=GB\[0\]\[Languages\]&subjects=GB\[1\]\[Languages/Welsh\]](https://www.tes.com/resources/search?subjects=GB[0][Languages]&subjects=GB[1][Languages/Welsh]). The left sidebar contains filters for 'Ages' and 'Subjects'. The 'Ages' filter shows options for 3-5, 5-7, 7-11, 11-14, 14-16, and 16+. The 'Subjects' filter lists various subjects, with 'Languages' selected. The main content area displays a grid of resource cards. Each card includes a preview image, a title, a description, the creator's name, and a price. The resources shown are:

- Y Corff - Board Game - The Body** by bectrotman, £5.00. Description: Y Corff - Board Game - The Body Year 1 Group Activity Second Language Welsh.
- Y Tywydd - Worksheets, Flash cards and Help Mat** by bectrotman, £5.00. Description: Y Tywydd - Worksheets, Flash cards and Help Mat The Weather Second.
- Y Corff Bingo Mats** by bectrotman, £2.00. Description: Welsh second language Bingo mats Y corff - the body.
- Sut mae'r tywydd heddiw?** by bectrotman, £2.00. Description: Sut mae'r tywydd heddiw? Worksheet Reception/Year 1 second language.
- Colours - Lliwiau - Board Game** by bectrotman, £3.00. Description: Colours - Lliwiau - Board Game Second Language Welsh Activity for Year 1.
- Rainbows and Ladders** by bectrotman, £3.00. Description: Rainbows and Ladders - Board Game Colours - Lliwiau Welsh Second.
- Y Corff - The Body** by bectrotman, £3.00. Description: Welsh Cymraeg.
- WALT: know the story of St. Dwynwen the Welsh saint of Love.**

The bottom of the page shows the Windows taskbar with the date 27/04/2016 and time 09:35.

Moving learners from level 3 to level 4

- [Resource WJEC Educational Resources Website](#)

Part 1 contains seven exemplary teaching units:

- Role play
- Describing a friend
- Personal news
- Personal profile
- Responding to a poem
- Discussing a book
- Leisure time

Moving learners from level 4 to level 5

- [Training Packs - Welsh Second Language - KS3/KS4](#)

Seven exemplary teaching units are provided:

- Disgrifio ffrind / Describing a friend
- Newyddion personol / Personal news
- Proffil personol / Personal profile
- Ymateb i gerdd / Responding to a poem
- Chwarae rôl / Role play
- Trafod llyfr / Discussing a book
- Trafod amser hamdden / Discussing leisure time.

Sgwrs Sydyn

- Y Tywydd
- Fi fy hun



Slot Drilio



Helpwr
Heddiw

WJEC /CBAC

Welsh across the curriculum film clips

<http://adnoddau.cbac.co.uk/Pages/ResourceSingle.aspx?rlid=496>

Useful Websites

- <https://www.cadarn.ac.uk/article/online-resources-learning-and-using-welsh>
- <https://www.learn-welsh.net/welshtopics>

Cynllun Sabothol / Sabbatical Scheme

- Good practice at Penllergaer School
- Anna Edwards [Cynllun Sabothol - Sabbatical Courses - Experiences on the course](#)
- Julia Cardiff [Cynllun Sabothol - Sabbatical Courses - Experiences on the course](#)

Promoting Welsh Planning Sheet

Date / Dyddiad	Welsh that I will use:	Achieved (√ or x)	Welsh that pupils will use:	Achieved (√ or x)
	• • •		• • •	
	• • •		• • •	

Promoting Welsh Planning Sheet

Date / Dyddiad	Welsh that I will use:	Achieved (✓ or x)	Welsh that pupils will use:	Achieved (✓ or x)
	- Bore da - Sut wyt ti? - Wyt ti'n cael cinio heddiw		- Bore da, - Da iawn diolch, dw i'n hapus - Ydw / Nac ydw	
	- Wyt ti wedi tacluso? - Beth wyt ti eisiau? - Afal / oren / banana		- Ydw / Nac ydw - Ga i afal os gwelwch yn dda? - Dw i eisiau afal, os gwelwch yn dda.	
	- Mae'n amser cinio - Cei / Na chei / Wrth gwrs - Pwy sy'n cael cinio / brechdanau heddiw?		- Ga i fynd i'r tŷ bach os gwelwch yn dda? - Dw i'n cael cinio /brechdanau heddiw	
	- Mae hi'n amser tacluso. - Pwy sy'n barod? - Dwylo ynghŷd, llygaid ar gau		- Dw i'n barod. - Diolch.....	

Welsh that I will use:	Achieved				Welsh that pupils will use:	Achieved			
	M	T	W	Th		M	T	W	Th
- Dwylo i fyny - Mae hi'n amser tacluso - Pa liw? - Wyt ti'n cofio? <u>Commands</u> - Sefwch - Eisteddwch - Gwrandewch - Edrychwch - Tacluswch ei bwrdd ... yn dawel. - Nesaf,					- Barod! - Ydy ydy ydy - Gwyrdd/Melyn/Coch - Dw i'n barod - Ddoe - Nesaf, dw i eisiau - Ga i ...? - Ga i fynd i'r ty bach os gwelwch yn da? - Ga i ddwr? - Diolch yn fawr - Dw i'n meddwl ...				

Promoting Welsh Planning Sheet

Date/ Dyddiad	Welsh that I will use:	Achieved (✓ or X)	Welsh that pupils will use:	Achieved (✓ or X)
14/11/16	In the morning sessions, I will say bore da pawb to the students before I start taking the class register. Bore da pawb – Good morning everyone		The students will respond by saying bore da miss James, bore da ffrindiau. Bore da miss James, bore da ffrindiau – Good morning miss James, good morning friends.	
15/11/16	When conducting my lesson on text maps from our visit to the Glynn Vivian Art Gallery. I will be asking the students numerous questions so I am going to introduce Dwylo i fyny. Dwylo i fyny – Hands up.		The students will begin to understand and recognise the Welsh term dwylo i fyny if I continue to express this term in all my lessons.	
16/11/16	I will be teaching know and use ordinal numbers to the students. Within the introduction we will be participating in a game – I will give the students two number cards from 0 – 100 and when I call out a number the student with the chosen card has to show their card. I am going to state the English term then following it with the Welsh term. In one of the main activity, the students have to identify what colour are certain shapes are so I ask them Pa liw ydy hwn?		The students will begin to identify the term with the numbers. They will also start to recognise patterns within the Welsh language when saying the terms. They will repeat the term back to me when I state the Welsh term. The students will respond to “Pa liw ydy hwn?” with • Coch – Red • Glas – Blue • Melyn – Yellow • Gwyrdd – Green	
17/11/16	Throughout the learning day, the teacher calls Mae hi’n amser tacluso to get the students to stop what they are doing and to start tidying up. Therefore I have to start using the same vocabulary to ensure the students are receiving the same experience. Mae hi’n amser tacluso – it is time to tidy up		Once the students hear me call mae hi’n amser tacluso. They should immediately stop what they are doing and start to tidy up the learning environment and get ready for break or lunch.	
18/11/16	Children in need day: The students will be colouring different Pudsey and Blush drawings. Therefore when I am supporting them I will be discussing colours in the Welsh language.		The students will begin to identify and understand the colours in Welsh language. Continuing to reinforce the colours, this will help the students to naturally use the vocabulary within the classroom environment.	

Year 1 BA(Ed) & PGCE Primary PTE1

Bore da	Good morning
Prynhawn da	Good afternoon
Hwyl fawr	Goodbye
Barod?	Ready?
Eisteddwch	Sit
Gwrandewch	Listen
Tacluswch	Tidy up
Edrychwch arna i	Look at me
Ewch allan	Go out
Bant â chi	Off you go
Dewch i mewn	Come in
Dewch yma	Come here
Diolch	Thank you
Ga i.....?	Can I....? / Can I have...?
<i>Ga i fynd i'r ty bach os gwelwch yn dda?</i>	Can I go to the toilet please?
Cei / Na chei	Yes / No
Wrth gwrs	Of course
Ble mae...?	Where is...?
Dyma...	Here is...
...os gwelwch yn dda?	...please?
Dwylo i fyny	Hands up
Pwy sy'n cael cinio?/ brecheddanau?	Who is having lunch?/ sandwiches?
Cinio - un deg dau	Lunch - twelve
Sawl un?	How many?
Pa liw ydy hwn?	What colour is this?
Coch, glas, melyn, gwyrdd, du, gwyn	Red, blue, yellow, green, black, white
Sut wyt ti?	How are you?
<i>Da iawn diolch</i>	Very good/well thank you
<i>'Dw i'n.....(hapus)</i>	I am(happy)
Sut mae'r tywydd?	What is the weather like?
<i>Mae hi'n.....(heulog)</i>	Is it..... (sunny)
<i>Mae hi'n amser.....(chwarae)</i>	It is.... (playtime)
Dydd.....(Llun, Mawrth, Mercher, Iau, Gwener)	day (Mon, Tues, Wednes, Thurs, Fri)

Resources available on Moodle

The screenshot shows a web browser window displaying a Moodle course page. The address bar shows the URL <http://moodle.uwtsd.ac.uk/mod/folder/view.php?id=...>. The browser tabs include "Rhaglen Astudio / Programme...", "M6X02149: Group 1 - Diane", and others. The Moodle header shows the course name "Moodle 2017/18" and the user "Diane Thomas". The main content area displays a list of resources organized by session:

- Session 04
 - 04 Group 1 Dillad.ppt
 - 04 Group 1 Tywydd Revision.ppt
 - Clothes-Dillad.ppt
 - Dillad-Tedi-Twt.ppt
 - Paent-Gwlyb-Dillad.pdf
 - Sioe-FFasiwn-Siw.ppt
- Session 05
 - 05 Group 1 Dillad Revision.pdf
 - 05 Group 1 Y Corff.pdf
 - The-body-Y-Corff.ppt
 - Y-Meddyg.ppt
- Session 06
 - 06 Group 1 Y Teulu Anifeiliaid.pdf
 - 06 Group 1 Y Corff Revision.pdf
- Session 07 PTE
 - Caneuon a Hwiangerddi.pdf
 - Caneuon achlysurol y cyfnod Sylfaen.pdf
 - Caneuon BI 3_4.pdf
 - Dewch i ganu song book TT a DG.pdf
 - Language Lists PTE.docx
 - Llyfr caneuon babanod.pdf
 - Promoting Welsh Planning Sheet.docx

At the bottom of the resource list, there are two buttons: "Download folder" and "Edit". The Windows taskbar at the bottom shows the time as 17:05 on 24/10/2017.



Cynllun Gwers - Lesson Plan

Enghraifft o adnodd - an example of a resource

Gwerthusiad o wers - Lesson evaluation

Tacluso, tacluso, tacluso
Rhoi popeth yn ei le,
Tacluso, tacluso, tacluso
Mae'n daclus nawr, hwrê!