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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute *of* Education
Addysg i Gymru Education for Wales

www.athrofa.cymru

ECAD4009

Learners, schools and communities:
where am I teaching?

ECAD4009C

Dysgwyr, Ysgolion a Chymunedau: ble
ydwyf yn addysgu?

S14

Transitions

Bontio



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Hymodur Addysgu'n Gyffwrdd / Inspiring Teaching Together

Pontio Llorweddol a Fertigol

Horizontal and vertical transitions



From year to
year, phase to
phase, school
to school
O flwyddyn i
flwyddyn,
cyfnod i
gyfnod, ysgol i
ysgol

Mornings, afternoons,
break, lunchtime, and
in the classroom
Boreau, prynhawniau,
egwyl, amser cinio ac
yn yr ystafell ddosbarth



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Yn y Cyfnod Sylfaen mae angen i ni edrych ar nifer o bethau gwahanol

- Pontio wrth i blant ddechrau yn yr ysgol;
- Dod i'r ysgol bob bore;
- Pontio yn yr ystafell ddosbarth ac o amgylch yr ysgol;
- Amser mynd adref.

[Trosglwyddo neu Bontio yn y
Cyfnod Sylfaen.docx](#)

At Foundation Phase we need to look at a number of different things

- Children's transition into school;
- Coming into school each morning;
- Transitions in the classroom and around the school;
- Home time.



[Transitions at Foundation
Phase.docx](#)



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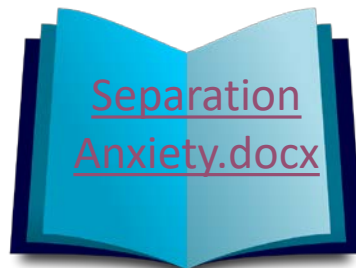
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Teamwork Adding Up to a Better Learning Teaching Together

Pontio llorweddol

Dod i'r ysgol yn y bore

Mae'n bwysig eich bod yn darganfod beth yw'r protocolau yn eich ysgol chi ar gyfer pan a sut mae plant yn dod i mewn i'r adeilad a'r ystafell ddosbarth;

Gall dod i'r ysgol yn y bore fod yn anodd IAWN i rai plant – problemau ymwahanu.



Horizontal transition

Coming into school in the morning

It is important that you find out what the protocols are in your school for when and how children come into the building and the classroom;

Coming into school in the morning can be VERY difficult for some children – separation issues.



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Pontio llorweddol

Diwedd y dydd

Diogelwch yw'r ystyriaeth fwyaf ar yr adeg hon o'r dydd. Mae'n bwysig iawn eich bod yn gwybod gweithdrefnau'r ysgol, ond yn bwysicach fyth, pwy sydd i fod i gasglu pob un o'ch disgyblion.



Horizontal transitions

The end of the day

Safety is the biggest issue at this point in the day. It is very important that you know the school procedures, but more importantly, who is meant to collect each of your pupils.



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Pontio llorweddol

Yn yr ystafell ddosbarth ac o amgylch yr adeilad

Gadewch i ni rannu'r arfer da rydych eisoed wedi'i weld yn eich ysgol.

- 2 syniad ar gyfer pontio yn yr ystafell ddosbarth;
- 2 syniad da ar gyfer pontio o amgylch yr ysgol.



Horizontal transitions

In the classroom and around the building

Let's share the good practice you have already seen in your school.

- 2 ideas for transition in the classroom;
- 2 good ideas for transitions around the school.



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Pontio llorweddol

Mae perthnasoedd gyda phlant
a pharch yn ffactorau allweddol
wrth ddelio â phontio.
Peidiwch â gorfodi plant i
wneud y pethau hyn:



Horizontal transitions

Relationships with children and
respect are a key factor in
dealing with transitions.
Please do not make children do
these things:



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Pontio fertigol
Gall diwrnodau ysgol fod yn anodd!!!

Vertical transitions
School days can be tough!!!



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Pontio wrth i blant ddechrau yn yr ysgol





Arleirion gan
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Welsh Government

Camau at Ddysgu

Adeiladwch hyder plentyn fel eu bod yn hyderus, yn chwilffrydig ac yn barod i ddysgu.

Cewch fwy o gyngor, awgrymiadau ac adnoddau i'w lawr lwytho at

Barod i ddysgu - Mae dysgu yn dechrau yn y cartref.

Dwi'n gallu.....

bod yn hapus i ffrwdio a Mam, Dad neu fy Ngofalwr	golchi fy mwyllo	taluosul ar fy ôl fy hun	cymryd tro
mynd i'r toiled ar fy mhen fy hun	gwisgo fy hun, agor & chau botymau & defnyddio sip	rhannu fy rhenganau	troi tudalenau lyfr
defnyddio cyllell a ffurf	chwarae gyda phlant eraill	gwrandao ar straeon	siarad am luniau
gofalu am fy mhethau	chwarae gemau gwrandao	gwrandao dilyn cyfarwyddiadau	gwrandao dilyn ysgrifenedig
gallu gweud marciau	gallu dal pensil wrth liwio	gadwch ysgol, gadewch iddo/iddi ymarfer ei wisgo a labelwch gyda'i enw - anogwch iddynt adnabod ei enw.	adnabod llythrennau a geiriau

Mwy o awgrymiadau:

- ★ Gwnewch ffrindiau. ag wynebaw cyfarwydd. Os ydych chi'n adnabod plant a fydd yn yr un ysgol, beth am drefnu cyfarfod.
- ★ Os oes gan blentyn gwisgo ysgol, gadewch iddo/iddi ymarfer ei wisgo a labelwch gyda'i enw - anogwch iddynt adnabod ei enw.
- ★ Mae pob plentyn yn wahanol ac yn datblygu ar eu cyflymder eu hunain.

Vertical transition

Children's transition into school

Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn.

Access more great advice, tips and downloadable resources at pncey.org.uk/tackleschool

1. I am happy to let you know my feelings of being scared.
2. I am happy to let you know what I am scared of.
3. I am happy to let you know what I am scared of.
4. I am happy to let you know what I am scared of.
5. I am happy to let you know what I am scared of.
6. I am happy to let you know what I am scared of.
7. I am happy to let you know what I am scared of.
8. I am happy to let you know what I am scared of.
9. I am happy to let you know what I am scared of.
10. I am happy to let you know what I am scared of.

More top tips:

- Get your child ready for their new school by practicing their school routine at home, those of the weekend day.
- Encourage your child to explore new experiences and connect with new people.
- Tell your child about what they are most looking forward to at school.
- Let your child practice getting their own school supplies in and taking it all.
- And remember, every child is different and every school is different.

Cwestiwn allweddol

Mae rhannu'r cwricwlwm yn gyfnodau ar wahân, sy'n tueddu i gynnwys athroniaethau a dulliau gweithredu penodol, wedi arwain at greu pwyntiau trosglwyddo ychwanegol. Gwelir effeithiau negyddol yn y trosglwyddo rhwng y Cyfnod Sylfaen a Chyfnod Allweddol 2, rhwng Cyfnodau Allweddol 2 a 3, a rhwng Cyfnodau Allweddol 3 a 4. Ym mhob achos, mae'r newid yn yr athroniaeth neu'r dull gweithredu ar bwyntiau trosglwyddo yn gallu llesteirio dilyniant ac roedd tystiolaeth bod hyn yn gallu cyfrannu at ymddieithrio gan bobl ifanc wrth iddynt fynd drwy'r ysgol.

Donaldson 2015

Key question

Division into the separate stages, which tend to have distinctive philosophies and approaches, has had the effect of creating additional transition points. Negative effects are evident in the transitions between the Foundation Phase and Key Stage 2, Key Stages 2 and 3, and Key Stages 3 and 4. In each case, shifts in philosophy or approach at transition points can hinder progression and there was evidence that this could contribute to disengagement as young people progress through school.

Donaldson 2015



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Cyfeirnodau

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