

Leithoedd, Llythrennedd a Chyfathrebu

Languages, Literacy and Communication

MDAPH / AOLE

Cwricwlwm i Gymru / Curriculum for Wales

MAES DYSGU A PHROFIAD

Ieithoedd, Llythrennedd a Chyfathrebu

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.



“Mae’r Maes hwn wedi’i gynllunio i sicrhau bod dysgwyr, fel dinasyddion Cymru **ddwyieithog** mewn byd **amlieithog**, yn gallu defnyddio Cymraeg, Saesneg ac ieithoedd eraill mewn cyd-destun **lluosieithog**.”

2. Datganiadau o’r hyn sy’n bwysig

 Mandadol

Mae ieithoedd yn ein cysylltu â’n gilydd.

Mae ieithoedd yn ein cysylltu â phobl, lleoedd a chymunedau. Mae’r Maes hwn wedi’i gynllunio i sicrhau bod dysgwyr, fel dinasyddion Cymru **ddwyieithog** mewn byd **amlieithog**, yn gallu defnyddio Cymraeg, Saesneg ac ieithoedd eraill mewn cyd-destun **lluosieithog**. Mae profiadau dysgu iaith ystyrlon yn mynd law yn llaw â dysgu

AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



“This Area is designed to equip learners, as citizens of a **bilingual** Wales in a **multilingual** world, with the ability to use Welsh, English and other languages in a **plurilingual** context.”

2. Statements of what matters

 Mandatory

Languages connect us.

Languages connect us with people, places and communities. This Area is designed to equip learners, as citizens of a **bilingual** Wales in a **multilingual** world, with the ability to use Welsh, English and other languages in a **plurilingual** context. Meaningful language learning experiences go hand in hand with learning about one’s

“If you talk to a man in
a language he understands,
that goes to his head.
If you talk to him in his
language, that goes to
his heart.”

Nelson Mandela



Most Spoken Languages in the World



Cynnwys/Content

- Ieithoedd y Byd / World Languages
- Diwrnod Ieithoedd Ewrop / European day of Languages
- Esperanto
- Gweithgaredd amlieithog / Multilingual activity

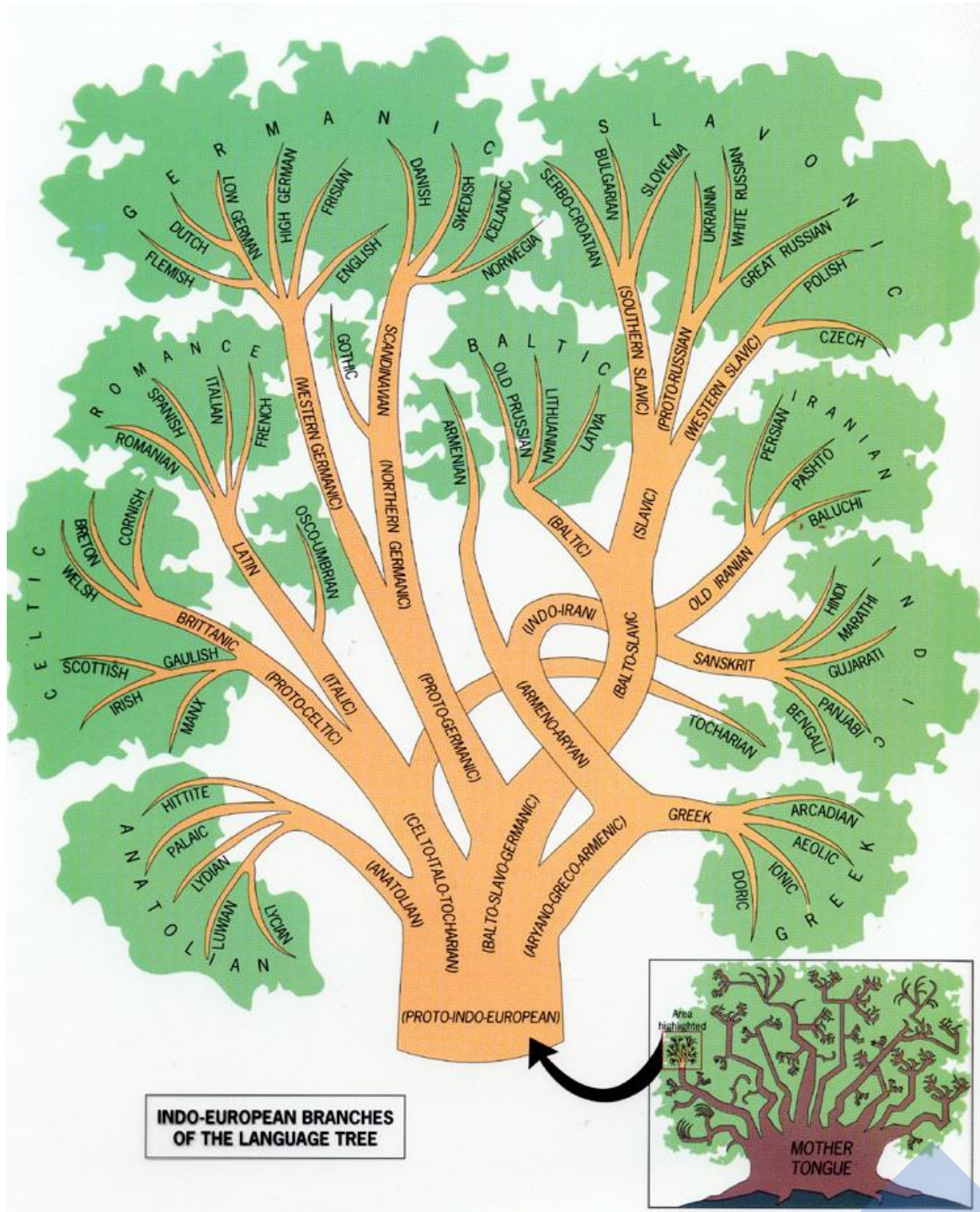




leithoedd y byd
Number of world languages
Idiomas del mundo

7,168

<https://www.ethnologue.com/insights/how-many-languages/>





El 94% del mundo NO hablan inglés como su primer idioma

94% do mundo NÃO fala inglês como primeira língua

94% ludzi na świecie NIE mówi po angielsku jako pierwszym języku

94 % der Welt tun dies NICHT sprechen Englisch als ihre erste Sprache



75% van de wereld doet dat NIET spreek helemaal geen engels

El 75% del mundo NO hablar inglés en absoluto

Ní dhéanann 75% den domhan Béarla a labhairt ar chor ar bith

To 75% του κόσμου ΔΕΝ το κάνει μιλάτε καθόλου αγγλικά





Au moins la moitié
de la population
mondiale est

- BILINGUE
- ou
- PLURILINGUE

Plurilingualism

A plurilingual person has:

- a repertoire of languages and language varieties
- competences of different kinds and levels within the repertoire

Plurilingual education promotes:

- an awareness of why and how one learns the languages one has chosen
- an awareness of and the ability to use transferable skills in language learning
- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society
- a respect for the cultures embodied in languages and the cultural identities of others
- an ability to perceive and mediate the relationships which exist among languages and cultures
- a global integrated approach to language education in the curriculum

Diwrnod
leithoedd Ewrop

European day of
Languages

26
Medi/September

<https://edl.ecml.at/Home/tabid/1455/language/en-GB/Default.aspx>

- Familiarise yourself with the website
 - Click the 'burger' menu and browse:
 1. Facts
 2. Games
 3. Fun
 - Share anything interesting with others
- 



ESPERANTO

<https://lernu.net/en/esperanto>

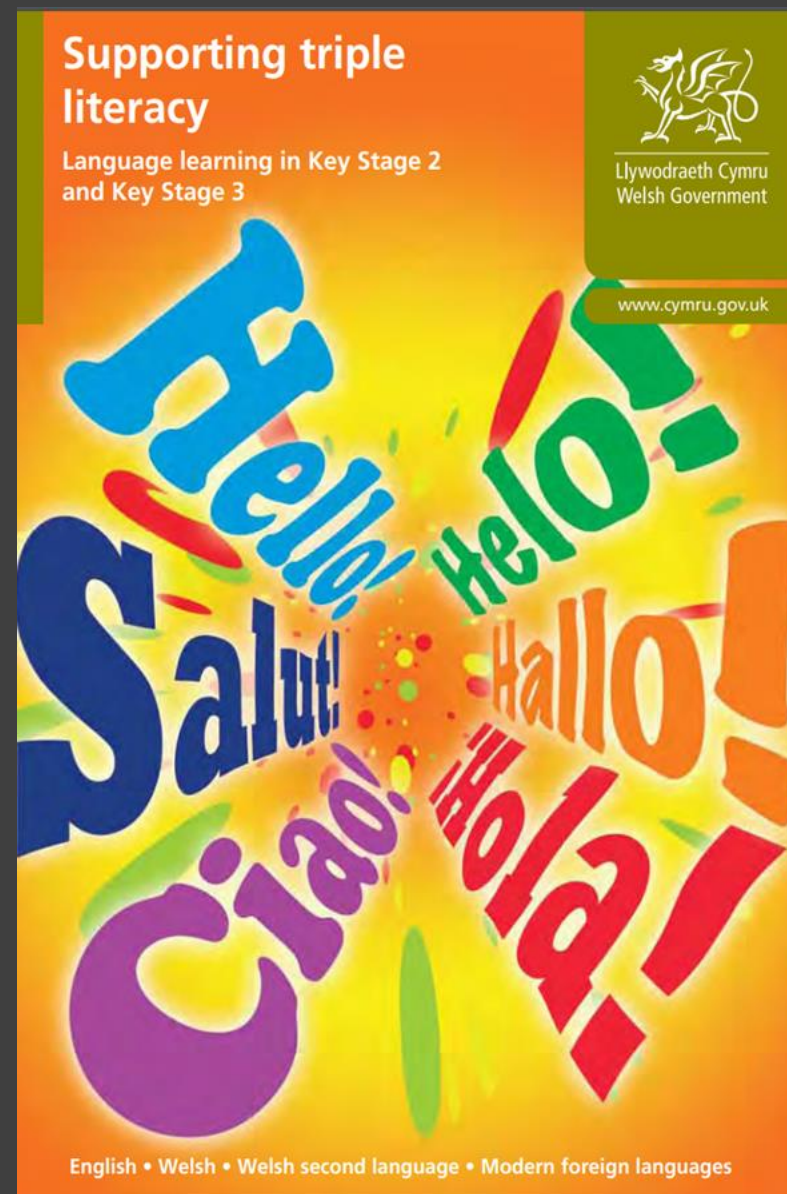


One global language?

- Should we have a common global language for communication? If so, should we teach Esperanto in schools in Wales?
- 'Why do we need more than one language?' 'If we speak the same language there are less differences between us, therefore leading to less global conflict'

TRIPLE LITERACY

Making connections between
languages



Work out the meaning of this word in Welsh:

French : église

Catalan: església

Spanish : iglesia

Welsh? eglwys

Work out the meaning of this word in Welsh:

French : école

Italian : scuola

Portuguese: escola

Welsh? ysgol

Which number is this in Welsh?

French : trois

Spanish : tres

Italian : tre

Welsh? tri

Darllen a deall
amlieithog

Multilingual
comprehension task



Saith Ffaith	www.wales.com
Tua pryd dechreuodd y Celtiaid symud i Gymru, ac o ble?	
Beth wnaeth y Brenin Offa a phryd?	
Beth ddigwyddodd ym 1176?	
Yn ôl y ffynhonnell hon, sawl castell sydd yng Nghymru heddiw?	
Beth yw'r gair ar dy daflen di am 'Cymru'?	
Beth yw'r gair ar dy daflen di am 'gorchymyn'?	
Beth yw'r gair ar dy daflen di am 'ffin' neu 'terfyn'?	



Cette page présente les dates qui ont forgé l'histoire du pays de Galles.

1 000 ans av. J.-C.

L'histoire du pays de Galles débute avec les Celtes. Les Celtes entament leur migration de leur lieu d'origine en Europe centrale vers 1 000 ans av. J.-C.

L'an 784

Offa, le roi de Mercie, construit une digue entre les deux mers ; il s'agit de la première frontière permanente entre les Gallois et les Anglais.

1176

Lord Rhys organise au château de Cardigan un grand rassemblement de poètes et de musiciens venus des quatre coins du pays de Galles. Cet événement est décrit comme étant le tout premier Eisteddfod, un festival gallois de musique et de littérature qui existe encore à ce jour.

1283

Édouard Ier ordonne la construction de châteaux au pays de Galles. Entre 1276 et 1295, il fait bâtir et restaurer 17 châteaux. De nos jours, plus de 600 châteaux sont répartis sur le territoire.

Esta página contiene datos clave acerca de la historia del País de Gales.

1000 a.C.

La historia del País de Gales empieza con los celtas. Los celtas empezaron a migrar de sus tierras natales en el centro de Europa alrededor del año 1000 a.C.

784

Offa, Reina de Mercia, construye un dique de mar a mar que fue la primera frontera entre las gentes de Gales y de Inglaterra.

1176

Lord Rhys celebra en el Castillo Cardigan una gran reunión de poetas y músicos provenientes de todo el País de Gales. Esta reunión recibió el nombre del primer Eisteddfod, un festival galés de música y literatura que todavía se celebra hoy por todo el País de Gales.

1283

Eduardo I ordena la construcción de un gran número de castillos en el País de Gales. Entre 1276 y 1295 construyó o reparó 17 castillos. Hoy, en el País de Gales, tenemos más de 600 castillos.

Diese Seite enthält die wichtigsten Daten zur Geschichte von Wales.

1000 v. Chr.

Die Geschichte von Wales beginnt mit den Kelten. Die Kelten beginnen um 1000 v. Chr., von ihrem zentral-europäischen Heimatland auszuwandern.

784

Offa, der König von Mercien, baut einen Erddamm von Meer zu Meer, die erste feste Grenze zwischen Walisern und Engländern

1176

Lord Rhys veranstaltet im Schloss Cardigan ein Treffen von Dichtern und Musikern aus ganz Wales. Dies war als das erste Eisteddfod bekannt, ein walisisches Festival für Musik und Literatur,

1283

Eduard I. ordnet den Bau von Burgen und Schlössern in Wales an. Er baut und repariert 17 Burgen und Schlösser zwischen 1276 und 1295. Heute gibt es über 600 Burgen und Schlösser in Wales.

Scroll through our timeline for a brief history of Wales through the ages, or select one of the following eras -

1000 BC

The story of Wales begins with the Celts. The Celts began migrating from their central European homeland around 1000 BC.

784

Offa, King of Mercia builds a dyke from sea to sea, the first permanent boundary between the Welsh and English people. Offa's Dyke shaped the territory of Wales.

1176

Lord Rhys holds a grand gathering of poets and musicians from all over Wales at Cardigan Castle. This was known as the very first Eisteddfod , a Welsh festival of music and literature that is still held all across Wales today.

1283

Edward 1 orders the building of castles in Wales. Between 1276 and 1295 he built or repaired 17 castles. Today we have over 600 castles in Wales.

Seven Facts	www.wales.com
Around when did the Celts move to Wales, and from where?	
What did King Offa do and when?	
What happened in 1176?	
According to this source, how many castles are in Wales today?	
What is the word on your leaflet for 'Wales'?	
What is the word on your leaflet for 'instruction' (to instruct)?	
What is the word on your leaflet for 'boundary' or 'limit'?	



Cliwiau darllen a deall - trawsieithu

- Sillafu - chwilio am eiriau tebyg mewn iaith e.e. *l'histoire*
- Priflythrennau – enwau priod e.e. *Walisern*
- Rhifau – darllen o’u hamgylch i chwilio am ystyr e.e. Blynyddoedd
- Geirfa – cyd-destun arall yn roi cliw am ystyr e.e. *primera*
- Wedi gweld neu glywed y gair o’r blaen e.e. *Galles*
- Dadansoddi ystyr cysyllteiriau byr os yn deall y geiriau naill ochr e.e. *un festival gales de musika y literatura*

Comprehension clues- translanguaging

- Spelling – look for similar spellings in other languages e.g. *l’histoire*
- Capital letters – common German nouns e.g. *Walisern*
- Numbers – read around to look for meaning e.g. years
- Vocabulary – another context giving a clue for meaning e.g. *Primera (Premier League)*
- Seen or heard the word before e.g. *Galles*
- Work out meaning of connectives if the words either side are recognisable e.g. *un festival gales de musika y literatura*



Enwau + y Fannod

Nomen + Artikel

Nouns + Articles

Mae enw yn air sy'n enwi peth neu deimlad.
A noun is a word which names a thing or feeling.

Yn Almaeneg mae pob enw yn **wrywaidd** (der), **benywaidd** (die) neu'n **ddi-genedl** (das).
In German every noun is either **masculine** (der), **feminine** (die) or **neuter** (das).

Er enghraifft / For example

y bachgen	der Junge	the boy
y lamp	die Lampe	the lamp
y gwningen	das Kaninchen	the rabbit

Hefyd, gall enwau fod â bannod amhenodol, e.e. llygoden, eliffant ac ati.
Yn Almaeneg mae'r rhain hefyd yn **wrywaidd** (ein), **benywaidd** (eine) neu'n **ddi-genedl** (ein).
Nouns can also have indefinite articles, e.g. a mouse, an elephant etc.
In German these are also **masculine** (ein), **feminine** (eine) or **neuter** (ein).

Er enghraifft / For example

ci	ein Hund	a dog
cath	eine Katze	a cat
tŷ	ein Haus	a house

Gallent enwi pethau cyffredinol:
They can name general things:

tristwch	Traurigkeit	sadness
deallusrwydd	Intelligenz	intelligence
cyfeillgarwch	Freundschaft	friendship

... neu bethau penodol:
... or specific things:

y goeden	der Baum	the tree
pâr o drowsus	die Hose	a pair of trousers
y plentyn	das Kind	the child

Gallent hefyd fod ar ffurf unigol neu **luosog**:
They can also be in a singular or **plural** form:

bachgen = bechgyn	ein Junge = die Jungen	a boy = boy s
cath = cathod	eine Katze = die Katzen	a cat = cat s
crys = crysau	ein Hemd = die Hemden	a shirt = shirt s
y brawd = y brodyr	der Bruder = die Brüder	the brother = the brother s
y wers = y gwersi	die Stunde = die Stunden	the lesson = the lesson s
y car = y ceir	das Auto = die Autos	the car = car s

Enwau + y Fannod

Nomen + Artikel

Nouns + Articles



Ansoddeiriau

Adjectifs

Adjectives

Mae **ansoddair** yn disgrifio **enw** ac yn ei wneud yn fwy diddorol!
An **adjective** describes a **noun** and makes it more interesting!

Fel arfer ... / Usually ...

Mae Jac yn gyrru
car coch.

Jacques conduit une
voiture rouge.

Jack drives a **red car**.

OND weithiau ... / BUT sometimes ...

Mae'n **hen gar**!

C'est une **vieille**
voiture!

It's an **old car**!

Aros funud! / Wait a minute!

Y blodyn **gwyrdd** > Y blodau **gwyrdd**
Yr het **werdd** > Yr hetiau **gwyrdd**

La fleur **verte** > Les fleurs **vertes**
Le chapeau **vert** > Les chapeaux **verts**

The **green** flower > The **green** flowers
The **green** hat > The **green** hats

Ansoddeiriau

Adjectifs

Adjectives

Classroom activities to consider in all languages might include:

- games identifying sounds and listening games such as 'Simon Says'
- learning greetings in English, Welsh and other languages, and using them when answering the register
- comparing sound–spelling links and reading aloud, including reading their own writing in different languages
- looking for simple similarities and differences in language and identifying rules
- using some common or linked themes and activities in English, Welsh and a modern foreign language
- using common methods for recording new words, learning spellings, using dictionaries
- finding information or reading in one language and responding in another
- storytelling or drama using the same stories or types of stories, e.g. fairy tales.
- using common strategies for helping learners memorise spellings s encouraging all teachers to make explicit links across languages, e.g. through comparing, reflecting on and discussing language s creating multilingual wall displays across the school
- developing multilingual frames to support writing and speaking

▼ Mae ieithoedd yn ein cysylltu â'n gilydd.



Cam cynnydd 2

Rwy'n gallu adnabod bod cysylltiad rhwng ieithoedd, diwylliant a'r ymdeimlad sydd gen i o'm hunaniaeth Gymreig.

Cam cynnydd 3

Rwy'n gallu deall bod cysylltiadau rhwng iaith, diwylliant a hunaniaeth a bod rhain yn amrywio o fewn Cymru ac o amgylch y byd.

Cam cynnydd 4

Rwy'n gallu deall sut y gall ieithoedd feithrin ymdeimlad o berthyn i'r gymuned leol a byd-eang.

Rwy'n gallu archwilio a [dadansoddi](#) sut mae ieithoedd yn effeithio ar hunaniaeth a diwylliant, a deall bod eu dysgu yn cynnig cyfleodd ehangach yng Nghymru ac mewn cyd-destunau rhyngwladol.

Rwy'n gallu deall bod pobl yn defnyddio gwahanol ieithoedd.

Rwy'n gallu cyfathrebu mewn ystod cynyddol o ieithoedd.

Rwy'n gallu defnyddio fy ngwybodaeth o sut mae ieithoedd yn gweithio i gefnogi fy nysgu pellach mewn ieithoedd.

Rwy'n dechrau deall bod nodweddion tebyg a gwahanol rhwng ein hieithoedd.

Rwy'n gallu adnabod a thrafod cysylltiadau, nodweddion cyffredin a nodweddion gwahanol rhwng yr ieithoedd rwy'n eu siarad a'r rhai rwy'n eu dysgu.

Rwy'n gallu defnyddio'r hyn rwy'n ei wybod am gysylltiadau, nodweddion cyffredin a nodweddion gwahanol rhwng ieithoedd i gefnogi fy sgiliau dysgu ieithoedd.

Rwy'n gallu deall sut a pham mae ieithoedd wedi esblygu, ac yn parhau i esblygu.

Trwy archwilio proses esblygiad iaith ac [etymoleg](#), rwy'n gallu gwella fy nealltwriaeth o adeiladwaith iaith.



▼ Languages connect us.



Progression step 2

I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.

Progression step 3

I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.

Progression step 4

I can understand how languages can provide a sense of belonging to a local and global community.

I can explore and [analyse](#) how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.

I can understand that people use different languages.

I can communicate in a growing range of languages.

I can use my knowledge of how languages work to support further language learning.

I am beginning to understand that there are similarities and differences between our languages.

I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.

I can use my knowledge of connections, commonalities and differences between languages to support my language learning skills.

I can understand how and why languages have evolved and are continually evolving.

Through exploring the process of language evolution and [etymology](#), I can improve my knowledge of language construction.



[illegible]