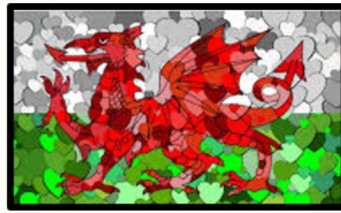


Llwybr Datblygu'r Gymraeg

Welsh Language Development Pathway

BA1 2023-2024



Hedydd Jones

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Darlith 8

Dydd Mawrth 16^{eg} o Ionawr
2024

Sesiwn 8 - Nod ac Amcanion

Aims and Objectives

- **Portffolio Cymraeg.**
Welsh portfolio.
- **Gorchmynion.**
Commands.

AMSER COFRESTRU ...

REGISTRATION TIME ...

Bore da!

Good morning!

**Prynhawn
da!**

Good afternoon!

Ydy yma heddiw?

Is here today?

Yma.

Here.

**Nac ydy. Mae e'n/ hi'n
absennol.**

No. He/ She is absent.

Beth wyt ti'n hoffi wneud.....?

Rhif	Pwy?

Rhif	Pwy?

Rhif	Pwy?

**Rydw i'n
hoffi.....**

Cofiwch am eich portffolio Cymraeg

Remember your Welsh Portfolio

Tra eich bod chi yn y Brifysgol neu yn yr ysgolion ar eich Profiad Addysgu Proffesiynol rydych yn cael eich annog i gadw tystiolaeth o sut rydych yn datblygu pob un o'r sgiliau iaith canlynol

- Llafar
- Gwrando
- Darllen
- Ysgrifennu

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau Addysgu a Dysgu (e.e.drwy recordio gwers / cynlluniau gwersi, a.y.y.b.).

Y Portffolio Cymraeg yw eich tystiolaeth fydd yn cael ei asesu.

While you are at University or when in schools on your Professional Teaching Practice you are encouraged to keep evidence of how you develop each of the following language skills:

1. Speaking
2. Listening
3. Reading
4. Writing

In addition, you will need to think about how to evidence your ability as a language teacher (e.g. by recording a lesson, lesson plans, etc).

The Welsh Portfolio is your chosen of evidence to be assessed.

Here are examples of the type of evidence you could include in your portfolio to fulfil each skill requirement. You are not expected to include each example within every box – please see the Top Tips at the bottom of the contents page for more details.



	Pre-Entry	Entry A1	Foundation A2	Intermediate B1	Higher B2	Proficiency C1
Speaking	A recording of simple greetings at the start of a lesson <u>e.g.</u> <i>Bore da.</i> A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (<u>e.g.</u> based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.	A group discussion (<u>e.g.</u> based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.
Reading	A recording of a very simple piece or reading book being read – a sentence or two.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book or instructions to the children. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content or expressing an opinion on the book.	An academic assignment with Welsh-medium sources (more than one). A recording of reading a Welsh-medium novel and discussing the content or the character/s in depth within a group <u>e.g.</u> a Reading Club.	An academic assignment with a variety of Welsh-medium sources. A recording of reading a Welsh-medium novel and discussing the content extensively within a group <u>e.g.</u> a Reading Club.

		Translation activities.	Translation activities. Completed Foundation level reading past papers (~~Defnyddio'r Gymraeg : Sylfaen~~) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (~~Defnyddio'r Gymraeg : Canolradd~~) on the WJEC website*.		
Writing	Answering simple questions – one word or one sentence. Some simple sentences written on resources. Simple vocabulary resource e.g. flashcards	Educational resources – a language mat/poster. Create a list of questions in a lesson plan to ask the children. Writing a simple script. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster. Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a self-portrait. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster / Quizlet Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a lesson plan through the medium of Welsh.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.
Listening	A recording of responses to simple questions e.g. ~~Pwy wyt ti?~~	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. Listen to a Welsh medium conversation and translate the content.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.

		answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	Record a “natural” conversation – asking and answering questions.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.
Methodology	A filmed lesson or parts of different lessons that display various teaching methods. Lesson Plans – with relevant parts highlighted. Group activities or micro lesson with peers recording showing a teaching method e.g. drilling or various teaching methods Academic/reflective assignment which discusses your use of various methods. Mentor notes based on a lesson taught by you, which praises your use of various methods of introducing language.					

Welsh Language Competency Framework for Teachers Portfolio

Student number: _____

Programme (tick the relevant box):

Primary PGCE ☐ Secondary PGCE ☐ BA Education ☐

	Type of evidence	Reasons for submitting the evidence
SPEAKING		
LISTENING		
READING		
WRITING		
Teaching and Learning		

Advice whilst planning your portfolio

- **RELEVANT** evidence- the evidence submitted must be relevant to the level descriptions.
- **ENOUGH** evidence of the 4 skills and your ability in regard to the teaching and learning, but don't overload it. You shouldn't submit more than 5 resources for any individual skill. Think about WHY you have included each piece.
- Listening – if you submit listening tasks as evidence, you must submit the audio file along with your answers to the questions, or the evidence will not prove your listening ability.
- Writing – make sure you have sufficient evidence of your written work
- Teaching and Learning: At the highest levels, you must show 'a range of progressive language teaching and learning strategies' – choose your evidence carefully.
- If you submit evidence which is relevant to more than one skill, please note this in the table above. You will only need to upload the file to the PLP once.
- Showcase yourself at your best in the portfolio – choose your evidence wisely!

SUBMISSION DATE:

SUMMER 2023

17.6.23

- You must include this form which lists the evidence submitted.
- You are asked to provide a short description of why you chose the particular piece of evidence for the language skill.
- The evidence will be submitted on your PLP. More details will be shared in the Spring term.
- It is possible for one piece of evidence to prove your ability in different skills, e.g. Speaking, Listening & Teaching and Learning
- Remember to read and follow the “top tips” before submission date!

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Berfau gorchmynnol!

Bonyn y ferf + terfyniad

Verb stem + ending

eistedd-

-wch

-a

chi

ti

Berfenwau (Verb nouns)

bwyta	to eat
canu	to sing
cerdded	to walk
codi	to get up / to pick up
coginio	to cook
cysgu	to sleep
chwarae	to play
darllen	to read
dawnsio	to dance
eistedd	to sit
golchi	to wash
gweithio	to work
gwranddo	to listen
gwranddo ar gerddoriaeth	to listen to music
gwylio'r teledu	to watch television
lliwio	to colour
mynd	to go
mynd am dro	to go for a walk
nofio	to swim
paentio/peintio	to paint
plygu	to bend / to fold
rhedeg	to run
sefyll	to stand
sgipio	to skip
siarad	to talk
tacluso	to tidy up
taflu	to throw
torri	to cut / to break
tynnu llun	to draw a picture
yfed	to drink
ysgrifennu	to write

Gwaith Pâr



- Edrychwch ar y daflen
- Mae rhai geiriau newydd yma
- Dewiswch unrhyw 8 ohonyn nhw
- Gyda phartner, trowch nhw'n orchmynion.

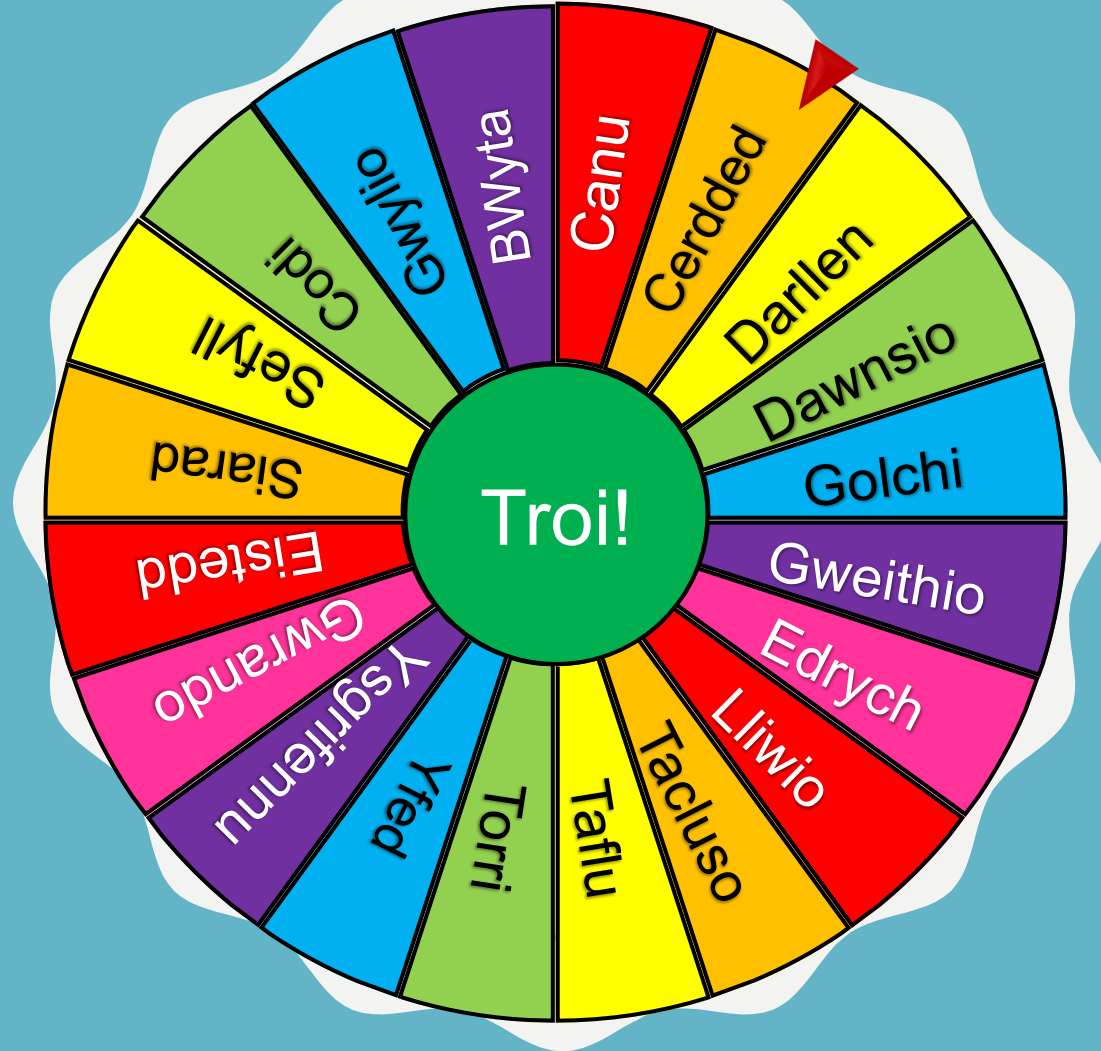
Trafodwch mewn grwpiau bach



Pa weithgareddau gallech chi eu gwneud yn y
dosbarth tasech chi eisiau drilio'r gorchmynion?

*What activities could you do in class if you wanted to drill
the commands with your learners?*

Troi'r Olwyn / Random Wheel



Ymestyn y gorchymyn

Extending the command





yn dawel

quietly

Gweithiwch yn dawel.

Gweithia'n dawel.



yn llonydd

still

Sefwch yn llonydd.

Sefa'n llonydd.



yn ofalus

carefully

Gwrandewch yn ofalus.

Gwranda'n ofalus.



yn dda

good

/well

Canwch yn dda.

Cana'n dda.



yn araf

slowly

Cerddwch yn araf.

Cerdda'n araf.

yn gyflym

quickly



Rhedwch yn gyflym!

Rheda'n gyflym!

Gwaith unigol

Meddyliwch am eich maes chi.

Pa orchmynion fyddwch chi'n defnyddio'n aml?
Gwnewch restr ohonyn nhw / Gwnewch boster.

Think about your field.

What commands will you use often?

Make a list of them / Make a poster.



**Gwaith
portffolio:
ysgrifennu.**

Gorchmynion Afreolaidd



BERFENW	UNIGOL / SINGULAR	SAESNEG
Mynd	Cer	GO!
Dod	Dere	COME!
Gwneud	Gwna	DO / MAKE!
Bod	Bydd / Bydda	BE!

Rhowch y gorchmynion mewn trefn

5

Gwna'r
gwaith
cartref

6

Cysga'n
dda

3

Cer i'r
cantîn i
fwyta cinio

2

Cer i'r
ysgol

1

Bwyta dy
frecwast

4

Dere adre

1. Gwrandewch ar y sgwrs.
2. Gwrandewch eto a llenwch y bylchau.



Athrawes:	1. _____'r afal, Lois.
Lois:	Ond dw i ddim yn hoffi afalau!
Athrawes:	O, diar. Wel, 2. _____'r llaeth 'te.
Lois:	Ond dw i ddim yn hoffi llaeth.
Athrawes:	Wel, 3. _____'r dŵr 'te.
Lois:	Ond ...
Athrawes:	Lois, gwrandda. Bwyta'r bwyd ac yfa'r dŵr, ac yna 4. _____'r gwaith. Yna, 5. _____ allan i'r iard i chwarae.
Lois:	O iawn, Miss. Dw i'n hoffi chwarae!
Athrawes:	6. _____ 'te!

SYLWCH...

Edrycha, Twm!

Gweithia, Lisa!

Gwrandewch,
blant!

Ysgrifennwch,
bawb

Edrychwch,
flwyddyn 9

Gwaith Pâr

Ysgrifennwch ddeialog.

Recordiwch y ddeialog ar gyfer eich portffolio.

Write a dialogue.

Record the dialogue for your portfolio.



Gwaith
portffolio:
ysgrifennu a
darllen

BERFENW	UNIGOL / SINGULAR	LLUOSOG / PLURAL	SAESNEG
Mynd	Cer	Ewch	GO!
Dod	Dere	Dewch	COME!
Gwneud	Gwna	Gwnewch	DO / MAKE!
Bod	Bydd / Bydda	Byddwch	BE!

PARWCH Y GORCHMYNION:

1. Be good.
2. Be quiet.
3. Do the work in groups.
4. Come here.
5. Go to [the] class.
6. Be careful.
7. Go to the hall.
8. Do your best.

Ewch i'r dosbarth.

Dewch yma.

Byddwch yn dda.

Byddwch yn ofalus.

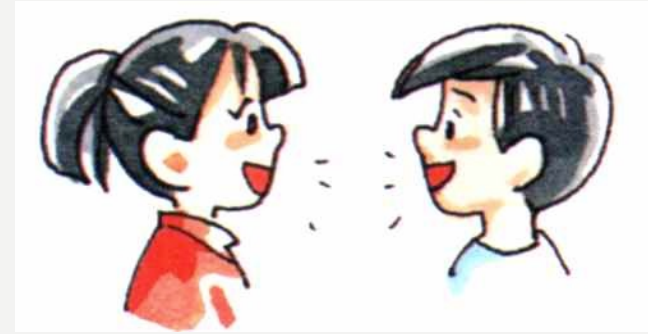
Gwnewch eich gorau.

Byddwch yn dawel.

Gwnewch y gwaith mewn grwpiau.

Ewch i'r neuadd.

ADOLYGU...



Bore da, blant!
Eisteddwch yn dawel.
Rhowch y bagiau ar y llawr.
Ble mae Jac bore 'ma?
Edrychwch ar y bwrdd.
Agorwch y llyfrau.
Trowch i dudalen pedwar.
Gweithiwch a siaradwch mewn parau.
Gwnewch eich gorau.
Da iawn, flwyddyn 3.

Beth ydy ystyr y
brawddegau? Trafodwch
mewn parau.

*What do these sentences
mean? Discuss in pairs.*

Gorchmynion negyddol

**Byddwch chi'n gallu
defnyddio gorchmynion syml
yn gywir:**

- Dim....!
- Paid/Peidiwch....!
- Rhaid i ti/chi...

**You will be able to use
simple commands correctly:**

- No...!
- Don't...!
- You must...

Dim...!



Dim rhedeg!



Dim yfed!



Dim chwarae!

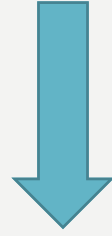


Dim siarad!

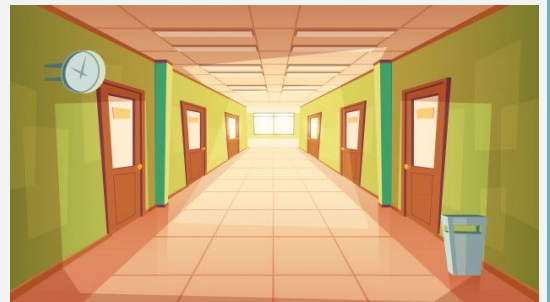


Dim canu!

Ble?



Dim rhedeg yn y dosbarth
bwyta yn y neuadd
siarad yn y cantîn
gweiddi ar y coridor



Peidiwch...!



**Peidiwch â
rhedeg!**



**Peidiwch â
gweiddi!**



**Peidiwch â
chwarae!**

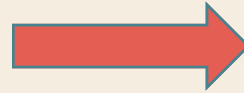


**Peidiwch â
siarad!**



**Peidiwch â
gwthio!**

llafariaid



a,e,i,o,u,w,y

Peidiwch...!



Peidiwch **ag** yfed!



Peidiwch **ag** eistedd
ar y coridor!



Peidiwch **ag**
ysgrifennu eto!

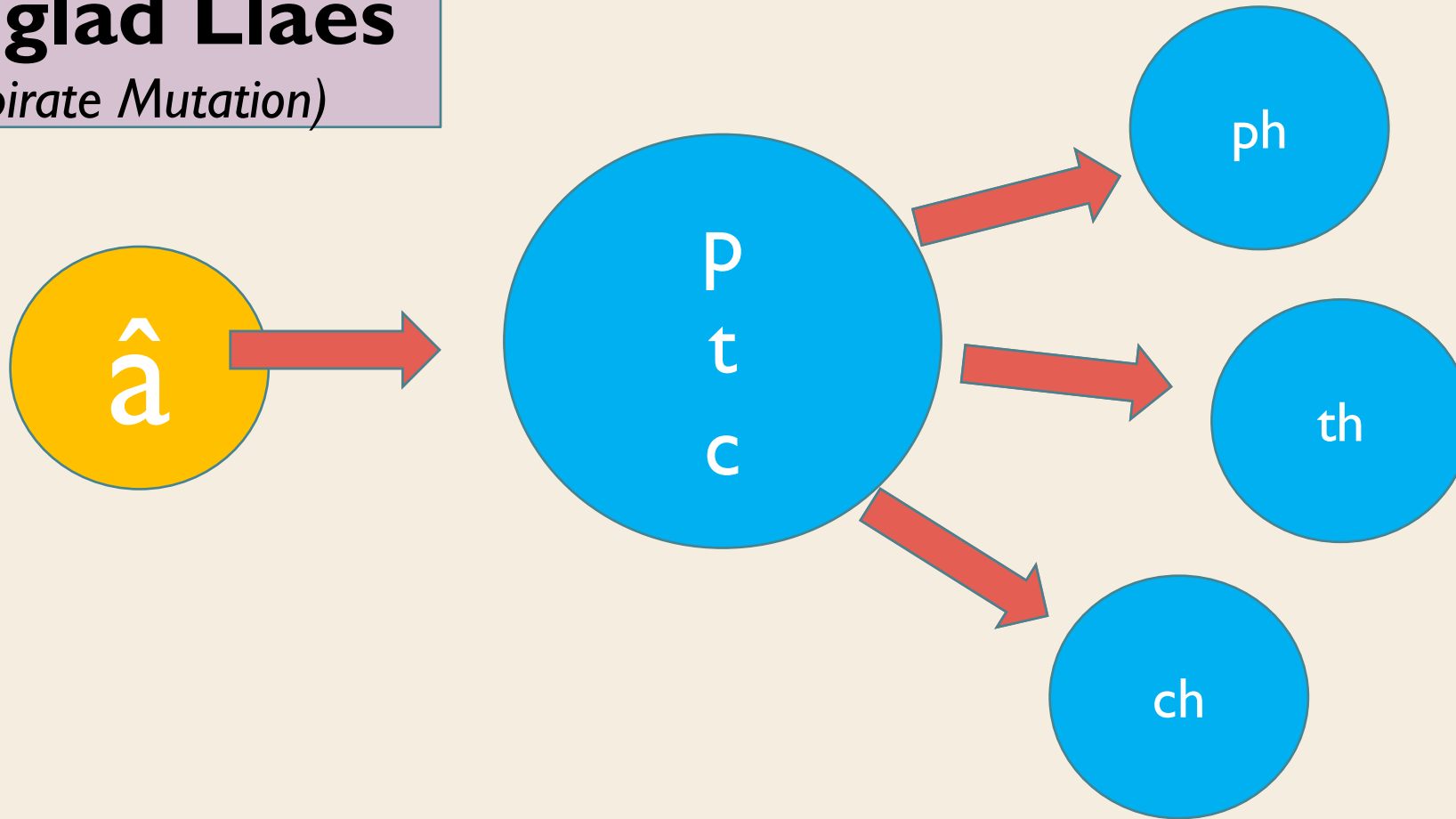
‘PEIDIWCH Â...’ NEU ‘PEIDIWCH AG...’?

- | | | | |
|-----|----------|----|--------------|
| 1. | Peidiwch | â | dawnsio. |
| 2. | Peidiwch | ag | anghofio. |
| 3. | Peidiwch | ag | yfed. |
| 4. | Peidiwch | â | mynd. |
| 5. | Peidiwch | ag | eistedd. |
| 6. | Peidiwch | ag | ysgrifennu. |
| 7. | Peidiwch | ag | edrych. |
| 8. | Peidiwch | â | bwyta. |
| 9. | Peidiwch | â | bod yn hwyr. |
| 10. | Peidiwch | â | gwthio. |



Treiglad Llaes

(Aspirate Mutation)





peidiwch â **chanu**



Peidiwch â phaentio

peidiwch â phoeni!

Gwaith pêr: Peidiwch â... (Treiglwch os oes angen)

cysgu

dawnsio

canu

poeni

gwthio

chwarae

Wordwall: <https://wordwall.net/resource/61222089>



Paid â... / Paid ag....

Paid â

siarad.
rhedeg.
gweiddi.
bwyta.

Paid â

thaflu'r bêl.
chanu yn y wers.
pheintio'r llun.

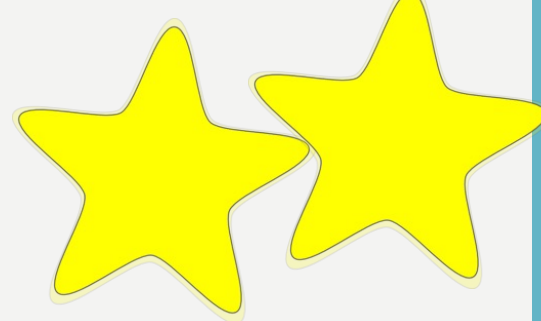
Paid ag

eistedd.
yfed.



TI

SUT? *Adverbs...*



Peidiwch â chwarae yn swnllyd.
Paid â siarad yn uchel.
Paid â cherdded yn gyflym.

yn uchel	<i>(loudly)</i>
yn swnllyd	<i>(noisily)</i>
yn gyflym	<i>(quickly)</i>
yn wirion	<i>(daftly)</i>
yn wyllt	<i>(wildly)</i>



Rhaid gwranddo!



Rhaid eistedd!



Rhaid cerdded!



Rhaid i ti eistedd.

Rhaid i chi eistedd.

Rhaid i ti _wranddo.

Rhaid i ti gerdded.

I must, you must,
we must!

Ymestyn ymestyn!

Treigladd Meddal

Rhaid i ti fwyta



Rhaid i ti **redeg**



Rhaid i ti ddarllen



Rhaid i ti **g**erdded



Rhaid i fi siarad

Rhaid i ti siarad

Rhaid iddo fe siarad

Rhaid iddi hi siarad

Rhaid i ni siarad

Rhaid i chi siarad

Rhaid iddyn nhw siarad

Gwaith Portffolio

Edrychwch ar y ddeialog/poster ysgrifennoch chi.
Beth am ychwanegu at y poster/ddeialog a recordio
eto?

*Look at the poster/dialogue you wrote .
What about adding to the poster/dialogue now
and recording it again?*



Gwaith
portffolio:
ysgrifennu a
darllen

OES CWESTIWN?
IS THERE A QUESTION?



Darlith nesaf:
23^{ain} o Ionawr 2024
2-4 y.p.

