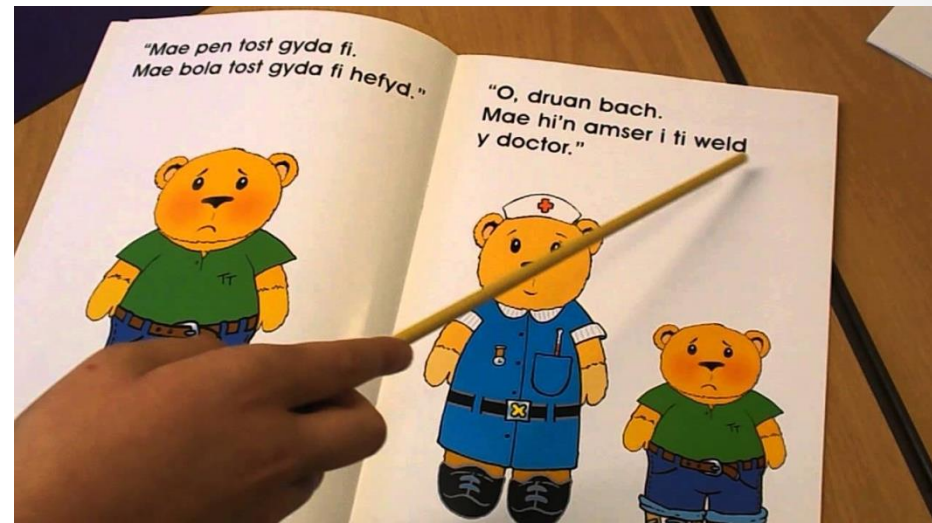
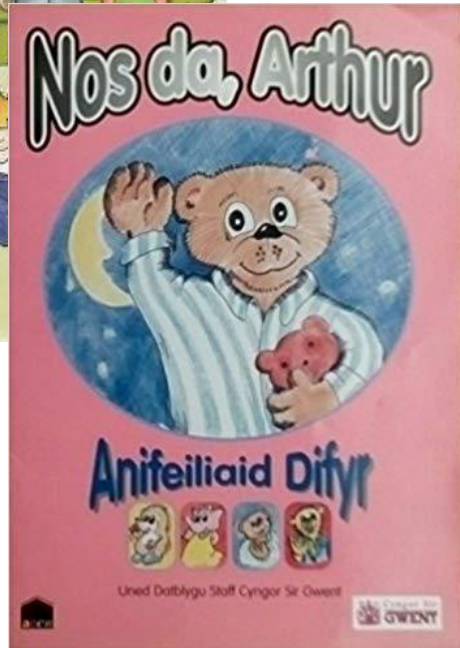




Amser Stori 2

- It's story time

- It's story time

- Mae hi'n

amser stori

- Who is the author?

- Pwy ydy'r
awdur?

- Who wrote the book?

- Pwy sy wedi
ysgrifennu'r
llyfr?

- Who wants to hear a story?
- Pwy sy eisiau clywed stori?

- Who is in the story?

- Pwy sydd yn y stori?

- Is everyone.....

- ready?

- quiet?

- listening?

- looking?

- Ydy pawb yn

- barod?

- dawel?

- gwranddo?

- edrych?

- ydyn.

- Nac ydyn.

Gorchmynion

- | | |
|--------------|-------------|
| • Eistedda | Eisteddwch |
| • Edrycha | Edrychwch |
| • Darllena | Darllenwch |
| • Dewisa. | Dewiswch |
| • Disgrifia. | Disgrifiwch |
| • Esbonia. | Esboniwch |
| • Tro. | Trowch |

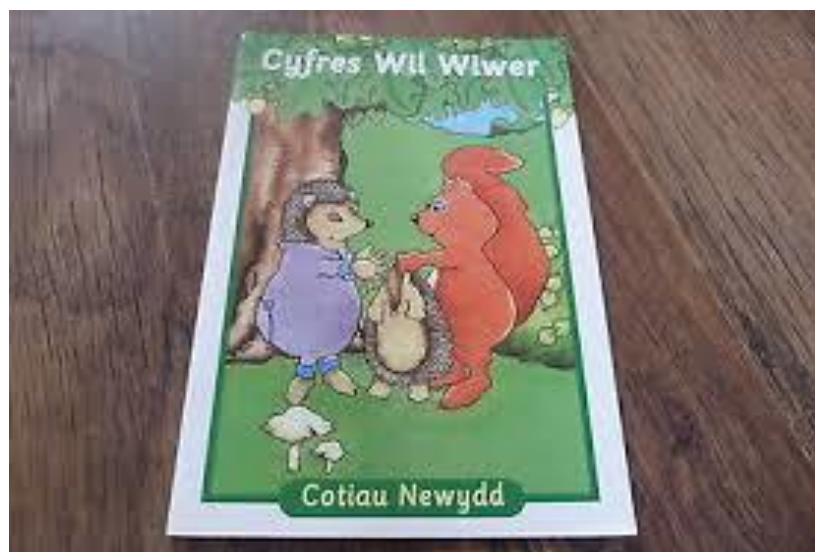
- What?
- Beth?
- What is on the cover?
- Beth sy ar y clawr?

- What is the name of the artist?
- Beth ydy enw'r arlunydd?
- ydy enw'r arlunydd.

- What is happening in the story?
- Beth sy'n digwydd yn y stori?
- Mae

Llyfrau

- <https://www.cscjes.org.uk/repository/resource/363d38c0-5bbb-4427-9dc7-02e99289fe22/en>



QR codes for reading books

- [Knowledge Bank - CSCJES Cronfa](#)



Disgrifio

- Mae'r llyfr yn ddiddorol.
- Mae'r plant araf.
- Mae'r cymeriadau 'n ddiflas.
- Mae'r lluniau lliwgar.
- Dydy'r lluniau ddim yn dda.
- Dydy'r llyfr ddim gyffrous.
- Dydy'r cymeriadau ddim realistig.

Mynegi barn

- Do you like the book?
- Wyt ti'n hoffi'r llyfr?
- Ydw / Nac ydw
- What do you think of the story?
- Beth wyt ti'n feddwl o'r stori?
- Why?
- Pam?
- Dw i'n hoffi'r stori achos....
- Dw i ddim yn hoffi'r stori achos....

[illegible]

Rhan 2 / Part 2 – 60%

Portfolio of evidence.

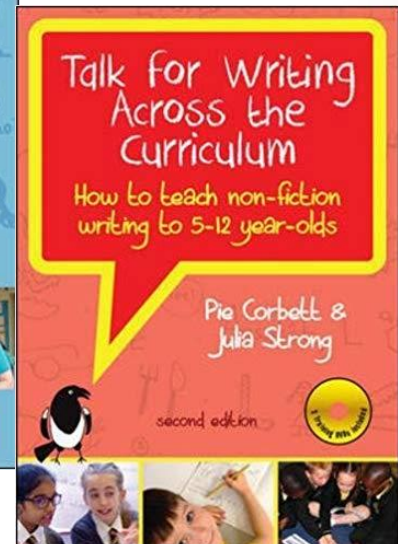
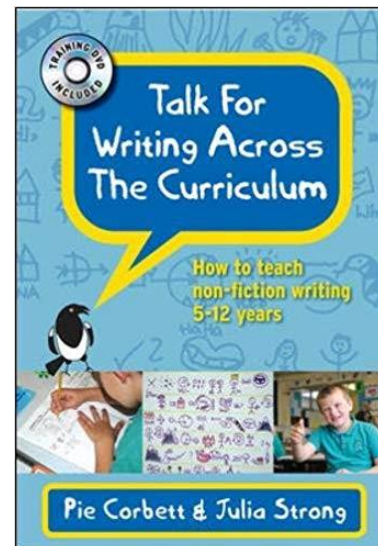
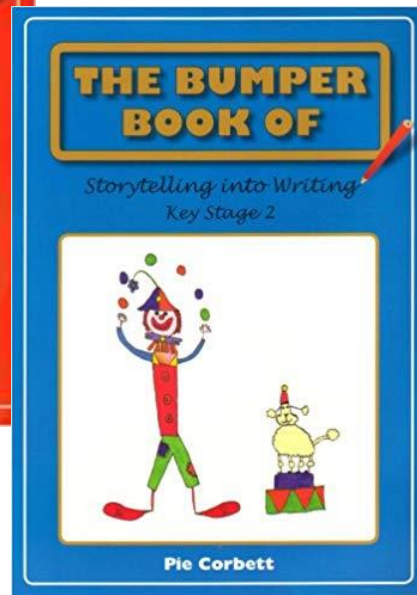
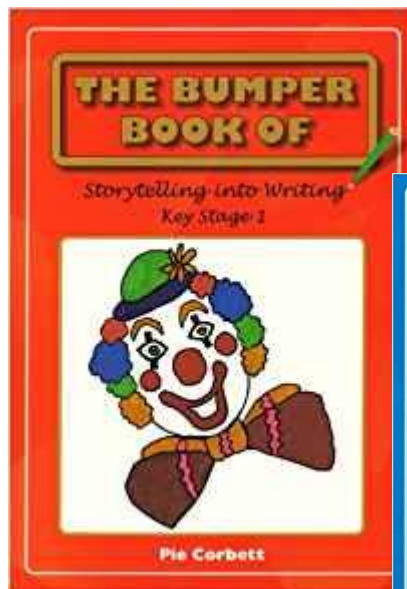
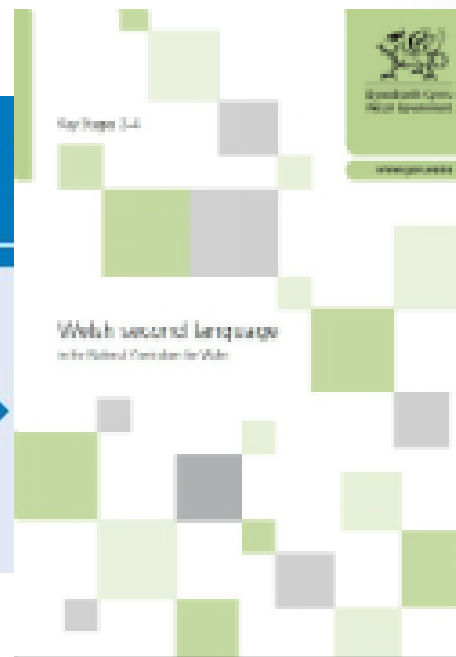
Task 1: Choose a suitable story to be presented to a group of children noting the rationale behind the choice of story and the main learning objectives that are relevant to the story. You should note the intended audience and the type of language teaching opportunities the story would offer. Prepare one resource based on the story to teach Welsh as a first or second language. (up to 250 words)

Cyflwyno / Submission
19/03/19

Dychwelyd / Handback
16/4/19

Dewis Ilyfr

- Pam? / Why select this book?
- Is the book suitable for the children?
- Is the book interesting?
- Are there lots of new words in the book?
- Do the children know the patterns?
- Are there good pictures in the book?
- Will the pictures help the children understand the story?
- Can you ask enough questions about the book?
- Will the children enjoy the story?



Rhan 2 / Part 2 – 60%

- ▶ **Task 2:** Read a story to a group of children during your PTE and undertake one activity using the resource you have prepared. You will need to film this activity for you to analyse and submit it as part of the assignment. (up to 8 minutes)
- ▶ **Task 3:** A written reflection of task 2 (up to 1500 words)

Cyflwyno / Submission
19/03/19

Dychwelyd / Handback
16/4/19

Moving learners from level 3 to level 4

Welsh Support Team

KS2 >

The aim of this training pack is to provide guidance for teachers on how to move learners on from level 3 to level 4.

Discussing a book

Discussing a book

Llyfr Nici a Cris



<https://www.wjec.co.uk/uploads/publications/17407.pdf>

Pwy sy'n llwgu?

Tôn : London's Burning

Pwy sy'n llwgu?

Pwy sy'n llwgu?

Amser snac,

Amser snac.

Ewch i'r tŷ bach

A golchi dwylo,

Amser snac,

Amser snac.

Pwy sy'n llwgu? Amser ffrwythau / Ilaeth /cinio.

Mynd Adre

Hwyl fawr ffrindiau,
Hwyl fawr ffrindiau
Hwyl fawr ffrindiau,
Mae'n amser dweud hwyl fawr.

