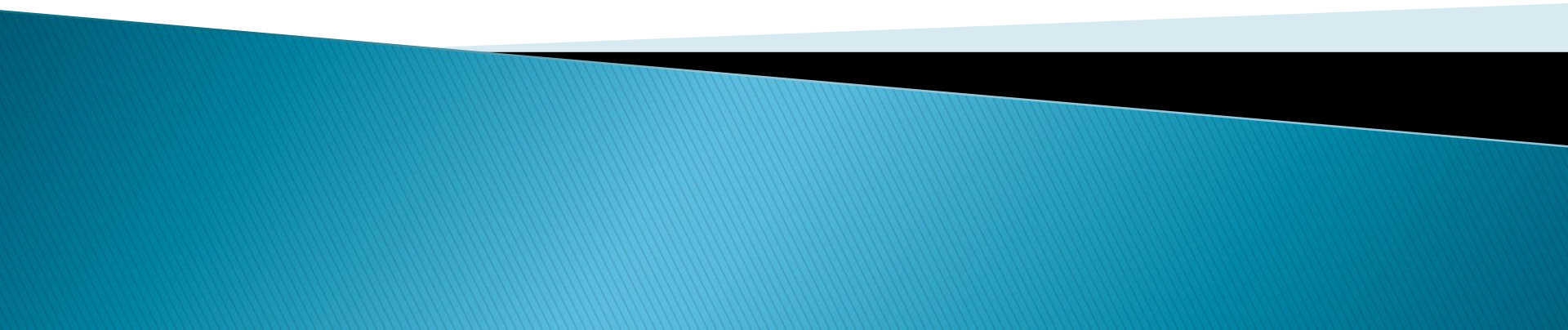
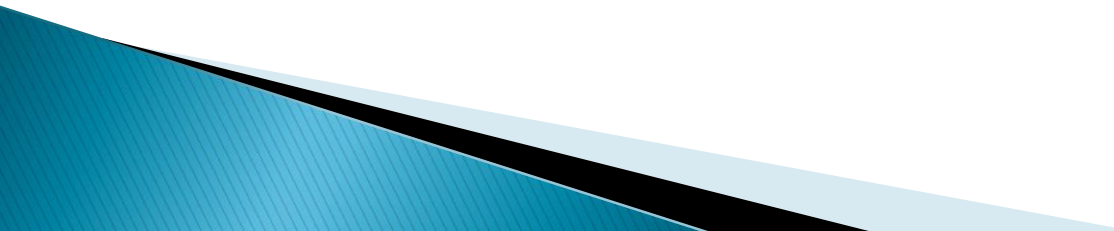


Welsh Language Development

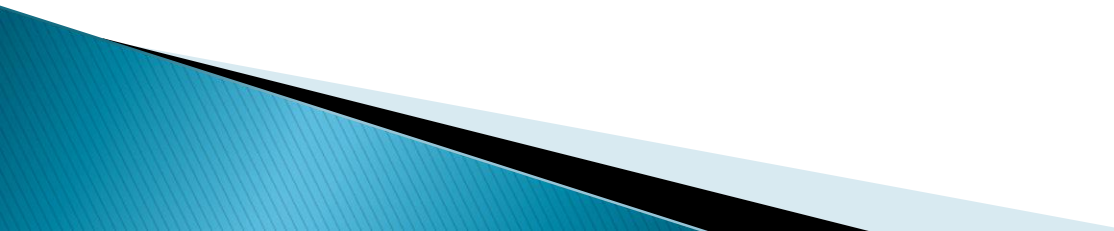
The Foundation Phase



Bilingualism in Wales

- ▶ Government are committed to raising the profile of Welsh
 - ▶ All pupils to feel a belonging to Wales
 - ▶ Pupils in the F.Ph to experience and enjoy Welsh in everyday activities
 - ▶ *Iaith Pawb* (2003) states that the long term aim is for many more children under the age of 5 years to have enough contact with the Welsh language so that they are able to choose between going into a Welsh or English medium setting
- 

Welsh Language Development

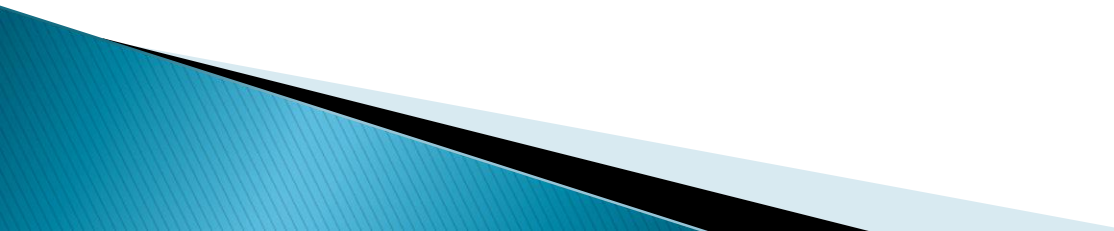
- ▶ To learn to use and communicate in Welsh to the best of their ability.
 - ▶ To listen to Welsh being spoken
 - ▶ To communicate their needs in Welsh
 - ▶ To use oral experiences to develop their reading skills
 - ▶ To be encouraged to choose and use Welsh reading materials.
 - ▶ To listen to a range of stimuli, including audio-visual material and ICT
 - ▶ To use language skills learned in one language should support the development of knowledge and skills in another.
- 

Welsh Language Development

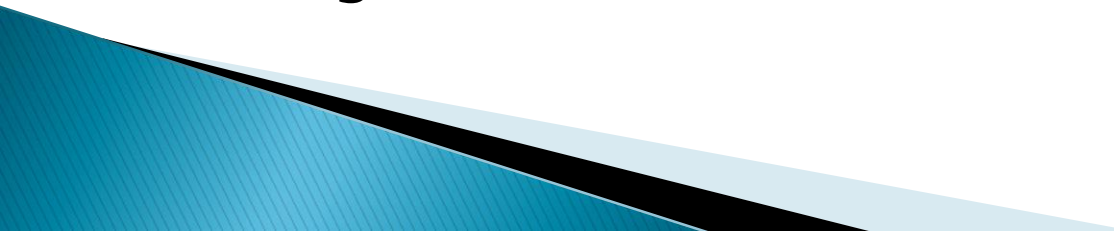


- ▶ This document is now out of date but contains many useable ideas for classroom practice
- ▶ It can still be downloaded from:
- ▶ <http://gov.wales/docs/dcells/publications/141111-welsh-language-development-en.pdf>

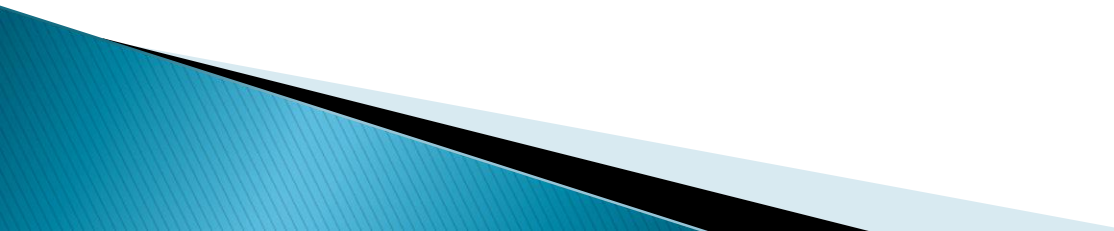
Oracy – Speaking & Listening

- ▶ Use simple words, greetings & expressions
 - ▶ Use correct pronunciation & intonation
 - ▶ Have fun with rhymes & songs
 - ▶ Answer questions based on a pattern
 - ▶ Use Welsh in structured play
 - ▶ Describe different emotions & feelings
- 

How?

- ▶ Nursery rhymes & action songs
 - ▶ Telling stories
 - ▶ Circle time
 - ▶ Using stimuli such as puppets
 - ▶ Role play
 - ▶ Using ICT
- 

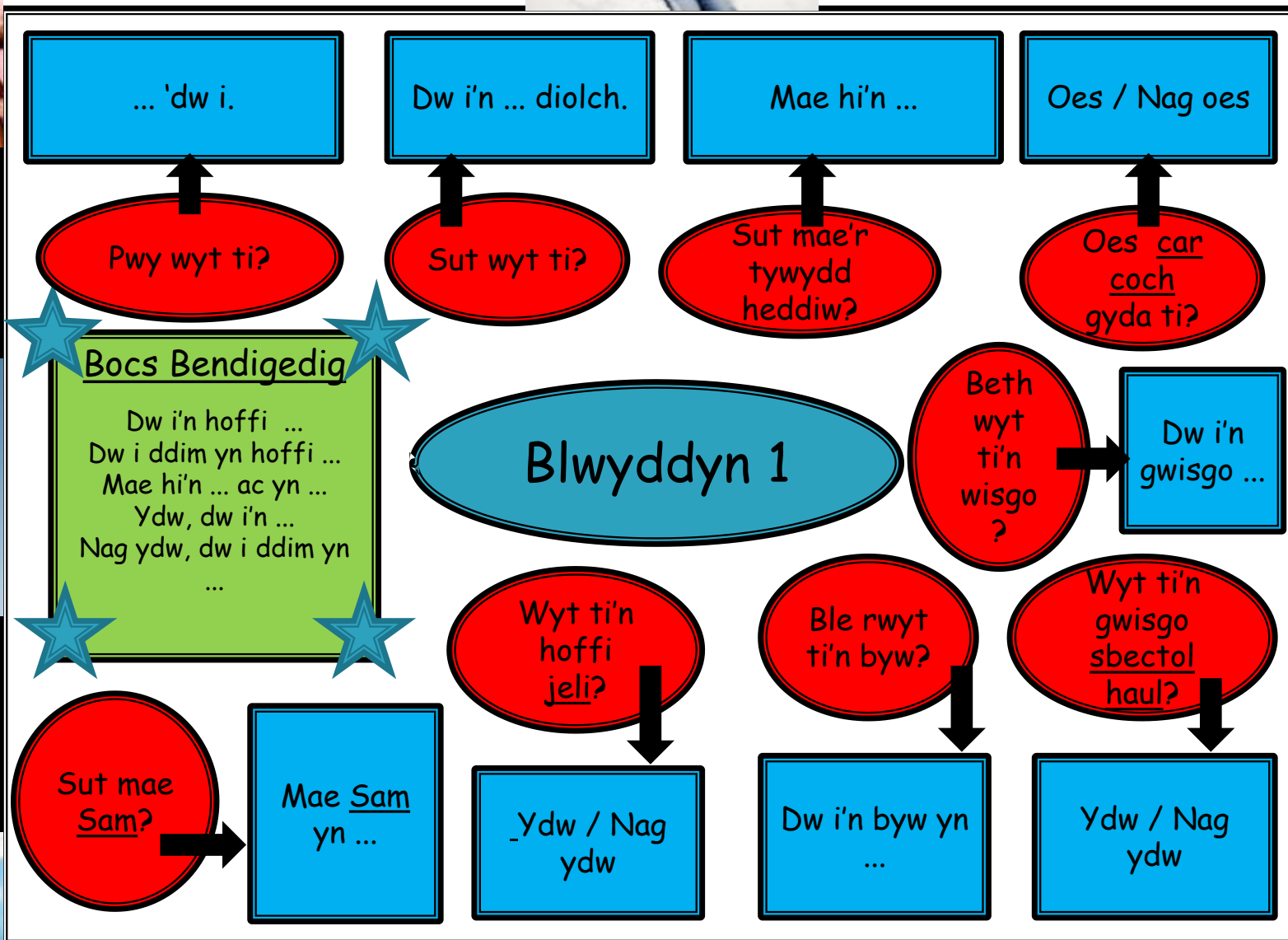
Learning through Rhyme and Song

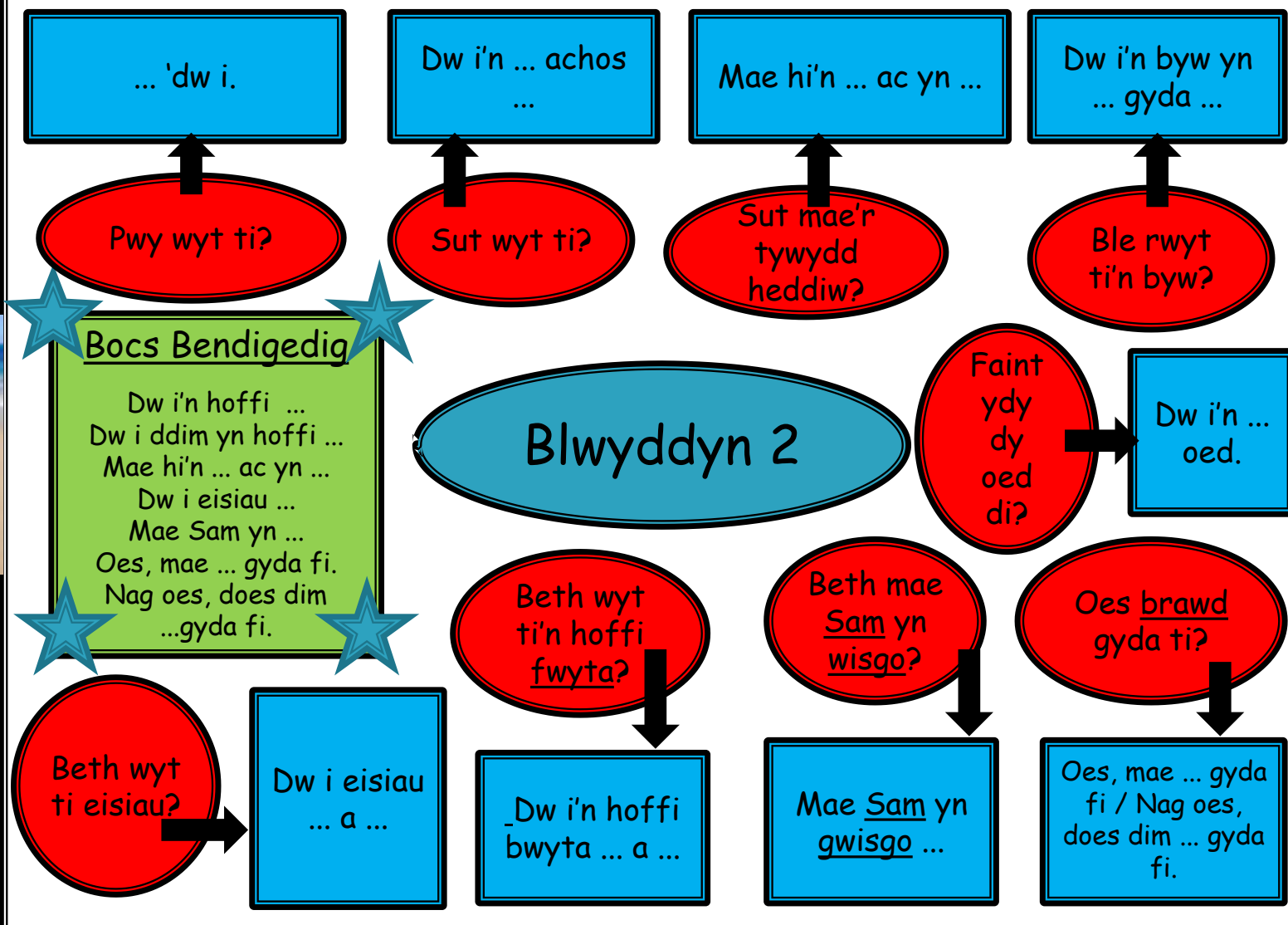
- ▶ Learning the lyrics of a song helps expand vocabulary and learn some slang/typical phrases.
 - ▶ Singing can help develop an authentic accent
 - ▶ music and singing can be used to help speak simple basic essential phrases to get by in a language much quicker.
 - ▶ Music can be taken anywhere to learn and practise on the move thanks to an MP3 player / mobile phone.
 - ▶ It's fun!
- 

Welsh rhymes and songs

Central South Consortium

- ▶ Knowledge Bank – CSCJES Cronfa
- ▶ <https://www.cscjes-cronfa.co.uk/playlists/view/91f63480-5e14-460e-93bb-8e3aac7a4990/en#page1>



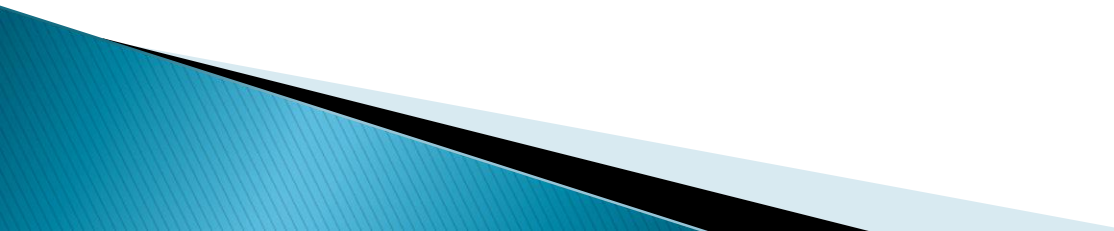


Chwarae Rôl

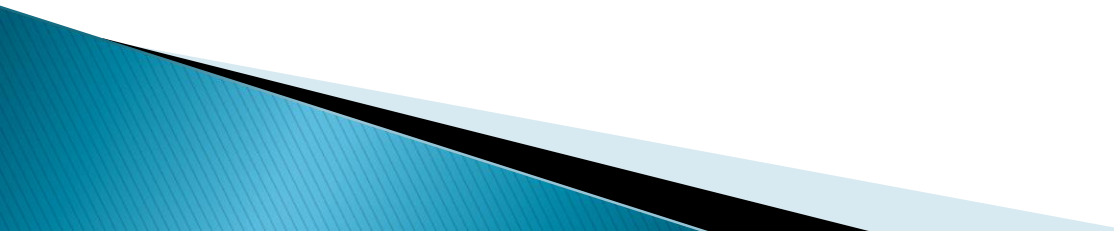




Reading

- ▶ Handle books
 - ▶ Listening to stories being read
 - ▶ Linking words to pictures
 - ▶ Sequencing pictures from a story
- 

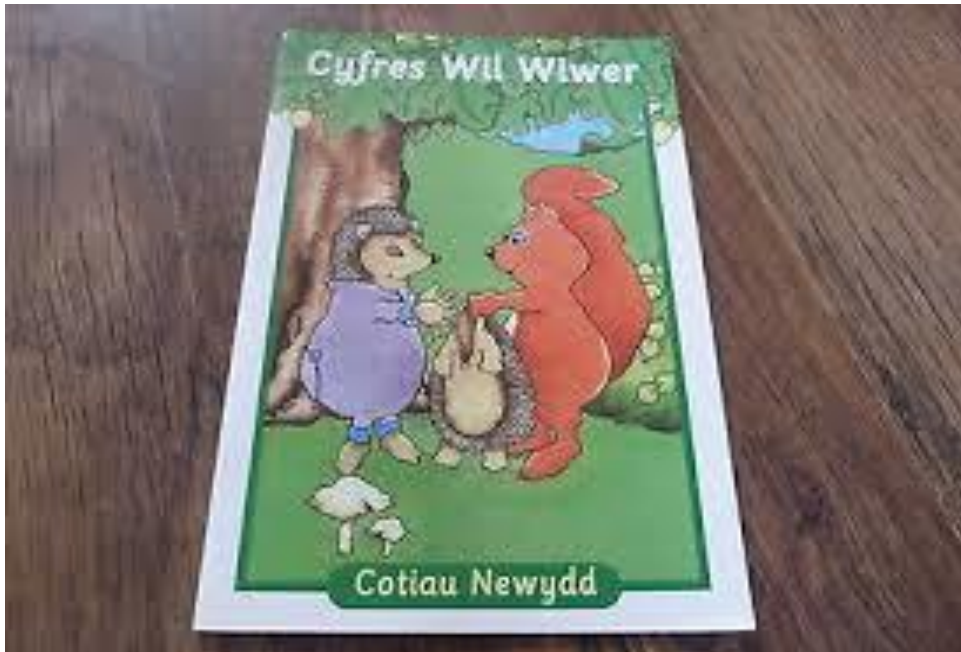
How?

- ▶ Book corner in the classroom
 - ▶ Pupils showing an interest in books
 - ▶ Creating class books
 - ▶ Using puppets to create stories
 - ▶ Retelling a story from picture cards
- 



Llyfrau

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



Tedi Twt ar y Fferm





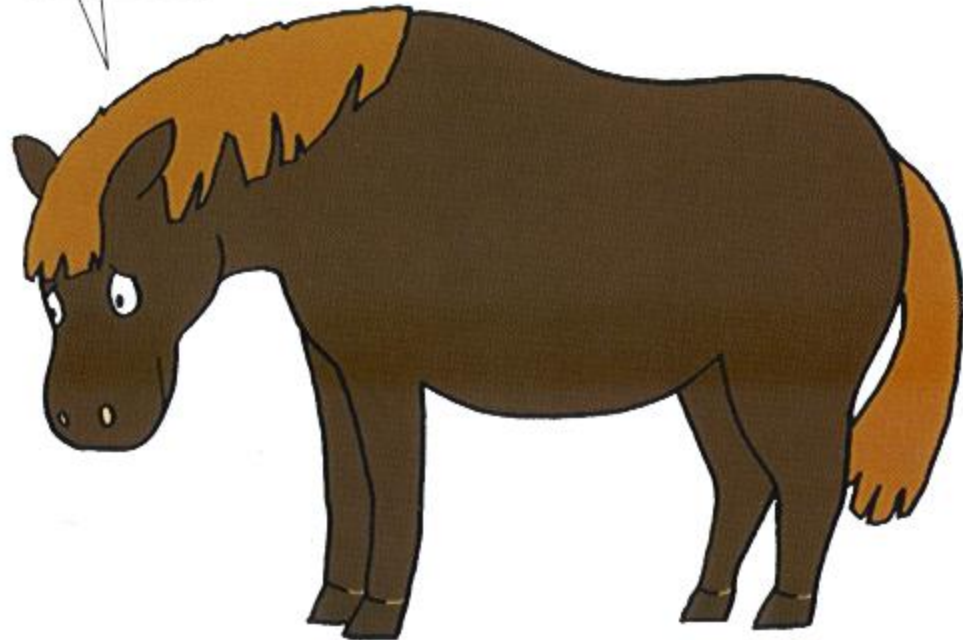
Dyma Tedi Twt ar y fferm.

Dyma Mr Ceffyl.

Bore da, Mr Ceffyl.
Sut wyt ti?



Wedi blino.

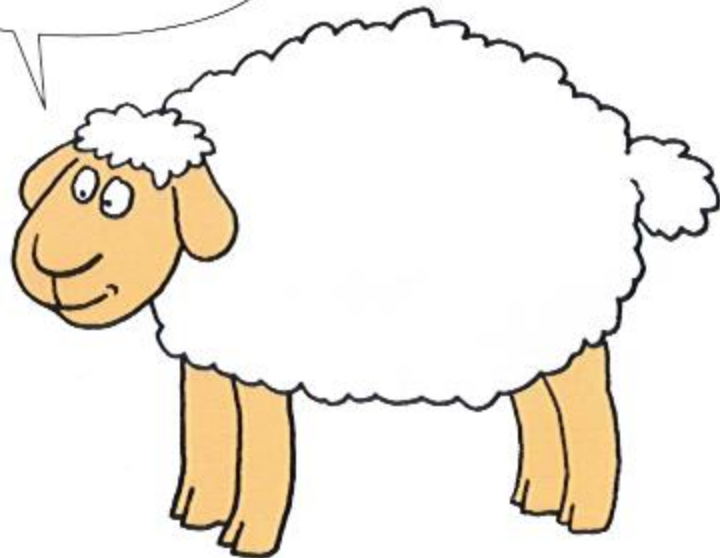


Dyma Mrs Dafad.

Bore da, Mrs Dafad.
Sut wyt ti?



Da iawn, diolch.

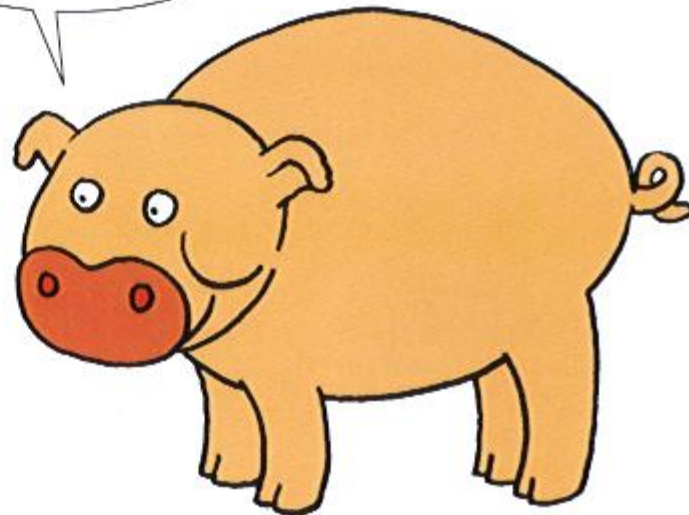


Dyma Mr Mochyn.

Bore da, Mr Mochyn.
Sut wyt ti?



Bendigedig.

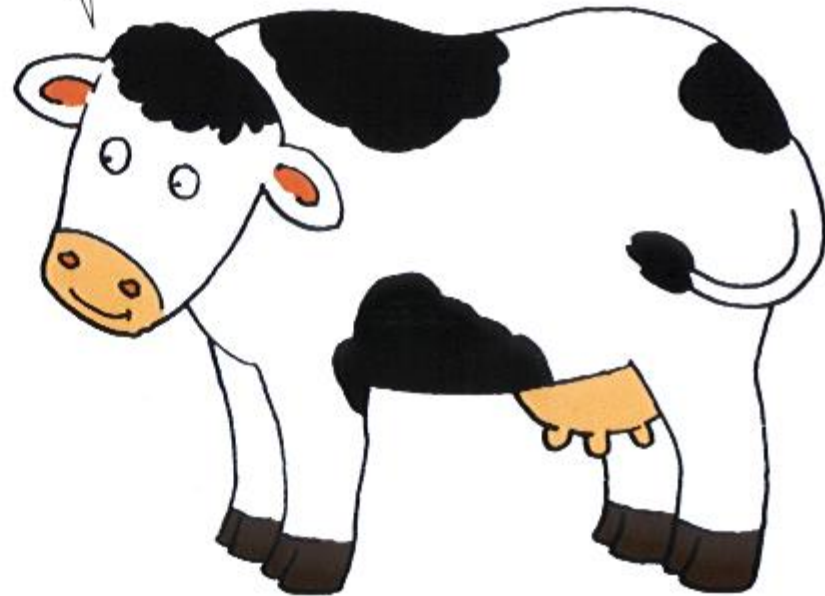


Dyma Mrs Buwch.

Bore da, Mrs Buwch.
Sut wyt ti?



Gweddol.

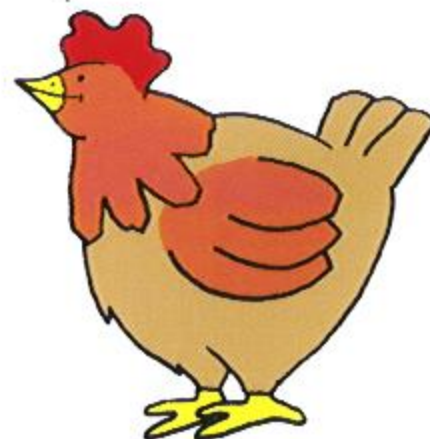


Dyma Mrs Iâr.

Bore da, Mrs Iâr.
Sut wyt ti?



Hapus.

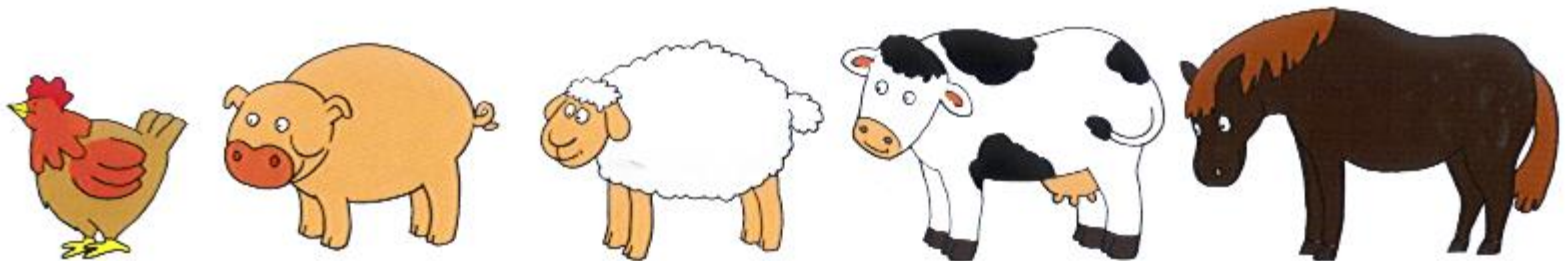




**Mae Tedi Twt yn hapus hefyd.
Mae e'n hoffi'r fferm.**

Dewch am dro i weld y fferm,
i weld y fferm,
i weld y fferm.

Dewch am dro i weld y fferm,
yn gynnwys yn y bore.

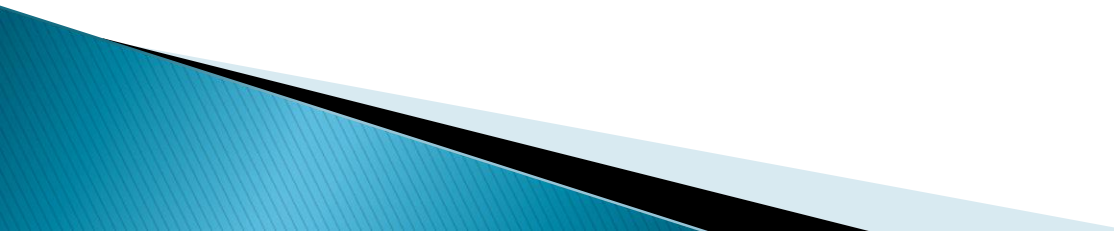


QR codes for reading books

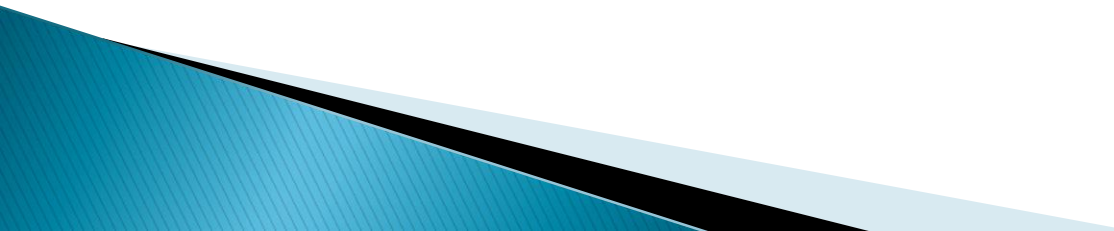
- ▶ [Knowledge Bank – CSCJES Cronfa](#)



Writing

- ▶ Mark-making
 - ▶ Left to right orientation
 - ▶ Making lists or notes
 - ▶ Write simple sentences
- 

How?

- ▶ Writing letter / invitations
 - ▶ Short passages eg *dw i'n hoffi ...*
 - ▶ Write instructions
 - ▶ Write a description
- 





Oes / Nag oes

Oes, mae brawd
gyda fi.

Nag oes, does dim
chwaer gyda fi.

Oes, mae blociau
ar y silff.

Oes car coch
gyda ti?

Oes brawd
gyda ti?

Oes chwaer
gyda ti?

Oes blociau
ar y silff?

Bocs Bendigedig

ond
a
Oes, mae brawd gyda fi
ond does dim chwaer gyda
fi.
Oes, mae afal a banana
gyda fi.

Oes

Oes
mochyn
ar y
fferm?

Nag oes,
does dim
mochyn ar y
fferm.

Oes afal
gyda Sam?

Oes plant
yn yr
ysgol?

Oes
broga yn
y pwll?

Oes het
gyda
Sam?

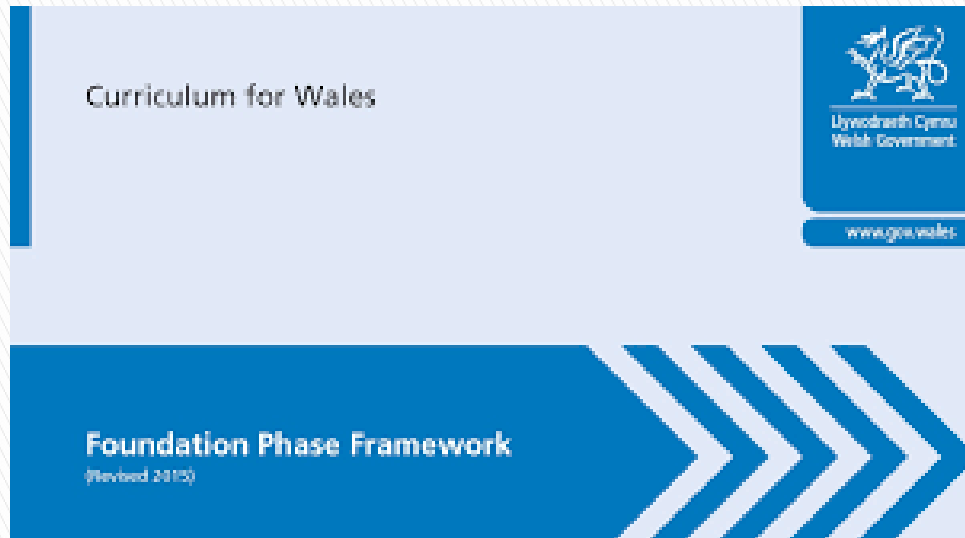
Nag oes,
does dim
het gyda
Sam.

Oes, mae afal
gyda Sam.

Nag oes,
does dim
plant yn yr
ysgol.

Oes, mae broga
yn y pwll

Planning



Teachers need to refer to the Foundation Phase Framework (revised 2015) when planning sessions.

Teachers note the skills and range within each strand on lesson plans

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.

Tedi Twt

- ▶ [WJEC](#) Educational Resources Website



Fflic a Fflac



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

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.

Foundation Phase Outcome 5

Children show understanding of short items spoken by a familiar voice by responding either non-verbally or by means of short oral phrases. They seek, understand and communicate simple information and respond to a range of stimuli. They speak with intelligible pronunciation and intonation, varying vocabulary and patterns to a degree. They recognise simple and familiar words and phrases that are within their experience and begin to show an interest in written material by reading some simple passages. They show an understanding of what they have read by responding orally or non-verbally to the content. They communicate by writing words, phrases and sometimes sentences to express factual and personal information, using familiar patterns. Simple words are usually spelled correctly.

Foundation Phase Outcome 6

Children show understanding of a series of short items, spoken by a familiar voice, by responding orally or non-verbally. They seek, understand and communicate simple, personal and factual information clearly and make some statements voluntarily. They will express an opinion simply. They speak with intelligible pronunciation and intonation and use an increasing range of vocabulary and sentence patterns which are usually correct. They read simple texts fairly clearly. They understand and respond simply to texts that contain an increasing range of words, phrases and short passages in familiar contexts. They will respond and express an opinion to poetry, stories and factual material. They begin to read independently and choose some texts voluntarily. They write short basic sentences, using suitable and familiar vocabulary and patterns to communicate simple factual and personal information, fairly accurately. Familiar words are usually spelled correctly and they show some awareness of basic punctuation by using capital letters, full stops and question marks with a degree of consistency.