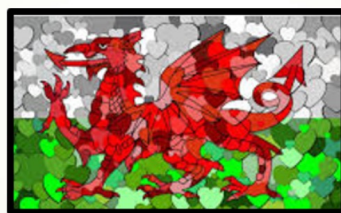


Llwybr Datblygu'r Gymraeg

Welsh Language Development Pathway

BA1 2023-2024



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Darlith 2

Dydd Mawrth 7^{fed} o Dachwedd
2023

Sesiwn 1 - Nod Ac Amcanion

Aims and Objectives

- **Y Fframwaith**

The Welsh Language Competency Framework

- **Yr Wyddor Gymraeg ac ynganu**

The Welsh alphabet and pronunciation

Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

What is the Welsh Language Competency Framework for Education Practitioners?

- It's a national framework to measure Welsh language competency of all student teachers in Wales.
- In the future, the aim is to use the Framework to measure Welsh language competency of the whole education sector.
- The Framework measures your Listening, Speaking, Reading and Writing skills in Welsh. It also measures your skill as a language teacher, e.g. how you develop the language skills of pupils in your class.
- The Framework is a tool to help you plan further professional development opportunities when you enter the teaching profession.
- You will need to submit a portfolio of evidence of your ability to use the Welsh language in the classroom.

Beth amdanoch chi?

What about you?

- Byddwch chi, fel darpar athrawon, yn derbyn cefnogaeth yn y Brifysgol ac yn yr ysgol wrth ddatblygu eich sgiliau Cymraeg.
- Byddwch chi'n cael eich asesu yn erbyn y Fframwaith Cymwyseddau Iaith i Athrawon.
- Fe fydd aelod o staff (mentor Cymraeg) yr ysgol yn mesur eich sgiliau iaith yn erbyn meini prawf y Fframwaith.
- Fe fyddwch chi'n cadw portfolio o ddeunyddiau sy'n cynnig tystiolaeth o'r ffordd rydych chi wedi defnyddio a datblygu'r Gymraeg.

- *You as trainee teachers, will have access to extra support, both at University and in school, with your developing Welsh skills.*
- *You will be assessed against the Welsh Competency Framework levels.*
- *A member of school staff (Welsh mentor) will assess your developing Welsh skills against the Framework.*
- *You will be asked to keep a portfolio of evidence to show the way you have developed your Welsh skills.*



Language competency framework for education practitioners

Common European Framework of Reference for Languages (CEFR)/Welsh for All (WFA)							
No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/ Proficient	
School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes							
	W1	Only for use in ITE	W2	W3	W4	W5	W6
Listening	No skills.	I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday sentences, relevant to the school context, when someone speaks carefully.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. <i>everyday themes and different verb tenses.</i>	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. <i>in a conversation or within small group situations.</i>	I can understand most of the discussions, even on unfamiliar and specialist subjects, e.g. <i>in a formal context.</i>	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	No skills.	I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, e.g. <i>greetings, thanks, praising a learner and giving simple commands.</i>	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. <i>where someone lives, what they like to do.</i> I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, e.g. <i>everyday themes and different verb tenses.</i>	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.
Reading	No skills.	I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, e.g. <i>name and address.</i>	I can understand very short written texts where people give simple personal information about themselves or others, e.g. <i>forms, school signs.</i> I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	No skills.	I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, e.g. <i>instructions, questions, commands, simple feedback.</i>	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.

Portffolio Cymraeg

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
- Gwranddo
- 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.



Y Portffolio:
Canllaw i'r
mathau o
dystiolaeth i'w
cynnwys
*The Portfolio:
Guidelines on
the types of
evidence to be
included*

- Dyma enghreifftiau o'r mathau o bethau gallwch chi eu cynnwys fel tystiolaeth i enghreifftio eich lefel ar bob sgil. Does dim disgwyl i chi gynnwys pob un o'r rhain – gweler y Cyngor Doeth ar waelod y dudalen gynnwys am fwy o fanylion.

	Cyn-fynediad	Mynediad A1	Sylfaen A2	Canolradd B1	Uwch B2	Hyfedredd C1
Llafar	Recordiad yn dweud cyfarchion syml ar ddechrau gwrs e.e. Bore da. Recordiad yn dweud rhai geiriau cyfarwydd.	Recordio eu hunain yn darllen llyfr/ testun syml i'r plant ac yn holi cwestiynau. Recordio meicro-wers fer. Trafodaeth pâr yn holi ac ateb cwestiynau syml, neu'n cael sgwrs fer.	Recordio eu hunain yn darllen llyfr/ testun i'r plant gan ddefnyddio amrywiaeth o batrymau i holi cwestiynau. Recordio meicro-wers. Trafodaeth pâr yn holi ac ateb cwestiynau, neu'n cael sgwrs.	Recordio eu hunain yn darllen llyfr/ testun i'r plant ac yn cynnal trafodaeth syml gyda'r plant. Recordio meicro-wers. Trafodaeth grŵp am bwnc addas.	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrandao ac ymateb i'w gilydd. Recordiad o wers sy'n dangos cyfraniad llafar estynedig gan yr unigolyn. Ffug gyfweiliad Recordiad o gyflwyniad llafar y TSI	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrandao ac ymateb i'w gilydd Recordiad o wers sy'n dangos cyfraniad llafar estynedig gan yr unigolyn. Ffug gyfweiliad Recordiad o gyflwyniad llafar y TSI.
Darllen	Recordiad yn darllen darn neu lyfr syml iawn – brawddeg neu ddwy.	Recordiad yn darllen sgwrs ar ôl sawl gwrandawriad. Recordiad yn darllen llyfr i'r plant neu'n darllen cyfarwyddiadau i'r plant.	Recordiad yn darllen sgwrs ar ol sawl gwrandawriad. Recordiad yn darllen llyfr i'r plant a thrafod y testun. Tasg ddarllen a deall	Recordiad yn darllen sgwrs ar ol sawl gwrandawriad. Recordiad yn darllen llyfr i'r plant ac yn trafod y testun neu'n mynegi barn arno.	Aseiniad academiaidd â ffynonellau (mwy nag un yn unig) Cymraeg. Recordiad yn darllen rhan o nofel Gymraeg ac yn trafod y testun yn drylwyr mewn	Aseiniad academiaidd ag amrywiaeth o ffynonellau Cymraeg Recordiad yn darllen rhan o nofel Gymraeg ac yn dadansoddi'r testun yn estynedig
		Tasg ddarllen a deall. Ymarferion cyfieithu.	Cyn-bapurau arholiadau darllen Defnyddio'r Gymraeg Sylfaen ar wefan CBAC* Ymarferion cyfieithu.	Tasg ddarllen a deall. Cyn-bapurau arholiadau darllen Defnyddio'r Gymraeg Canolradd ar wefan CBAC*	grŵp e.e Clwb Darllen, neu'n trafod y cymeriad/au	mewn grŵp e.e Clwb Darllen.



Ysgrifennu	Ateb cwestiynau syml – un gair neu un frawddeg. Ambell frawddeg syml wedi eu hysgrifennu ar adnoddau. Adnoddau geirfa syml e.e cardiau fflach.	Adnoddau addysgol – Mat iaith/poster. Creu rhestr o gwestiynau i ofyn i'r plant mewn cynllun gwers. Ysgrifennu sgript syml. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn i chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith/poster. Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu hunanbortread. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn i chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith /poster/ Quizlet Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu cynllun gwers drwy gyfrwng y Gymraeg.	Aseiniad academiaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.	Aseiniad academiaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.
Gwrando	Recordiad o atebion i gwestiynau syml e.e Pwy wyt ti?	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llog ym myd addysg) - gwrando ac ymateb i'w gilydd	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llog ym myd addysg) - gwrando ac ymateb i'w gilydd
		ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	Gwrando ar sgwrs yn y Gymraeg a chyfieithu'r cynnwys Recordio sgwrs "naturiol"- holi ac ateb ei gilydd.	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyriad TSI - y cwestiynau ar y diwedd	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyniad TSI – y cwestiynau ar y diwedd
Methodoleg	Ffilm o wers neu rannau o wersi gwahanol yn dangos gwahanol ddulliau addysgu. Cynlluniau Gwersi – gyda'r rhannau perthnasol wedi eu hwucholeuo. Gweithgaredd grŵp neu feicro wers gyda chyfoedion, wedi ei recordio yn dangos un dull e.e drilio Aseiniad academiadd/hunadfyfyrion sy'n trafod eich defnydd o'r gwahanol ddulliau. Nodiadau mentor ar wersi sy'n eich canmol am eich defnydd o ddulliau gwahanol i gyflwyno iaith.					



Y Portffolio:
Canllaw i'r mathau
o dystiolaeth i'w
cynnwys
The Portfolio:
Guidelines on the
types of evidence to
be included

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 (<i>Defnyddio'r Gymraeg : Sylfaen</i>) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (<i>Defnyddio'r Gymraeg : Canolradd</i>) 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. <i>Pwy wyt ti?</i>	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.					

Eich portffolio Cymraeg Your Welsh portfolio

Mae'n bosib byddwch chi ar lefelau gwahanol ar gyfer sgiliau gwahanol, e.e.

Siarad: A2

Darllen: A1

Ysgrifennu: A1

Gwranddo: A2

It is possible for you to be on different levels for different skills, e.g.

Speaking: A2

Reading : A1

Writing : A1

Listening: A2

Portffolio Fframwaith Cymwyseddau Iaith i Athrawon

Rhif Myfyriwr: _____

Rhaglen (ticiwch y blwch perthnasol):

TAR Cynradd	TAR Uwchradd	BA Addysg	
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	Math o dystiolaeth	Rhesymau dros gyflwyno'r dystiolaeth
SIARAD		
GWRANDO		
DARLLEN		
YSGRIFENNU		
Addysgu a Dysgu		

Cyngor doeth wrth baratoi'r portffolio

- Tystiolaeth BERTHNASOL – rhaid i'r dystiolaeth fod yn berthnasol i'r disgrifiadau lefel.
- DIGON** o dystiolaeth o'r 4 sgil a'ch gallu o ran y dulliau addysgu a dysgu, ond peidiwch gorlwytho. Ni ddylech gyflwyno mwy na 5 adnodd ar gyfer unrhyw sgil. Meddyliwch PAM rydych chi'n cyflwyno pob darn.
- Gwrando – os ydych yn cyflwyno tasgau gwrando fel tystiolaeth, rhaid i chi gynnwys y ffeil sain yn ogystal â'ch atebion i'r cwestiynau, neu fydd y dystiolaeth ddim yn profi eich gallu gwrando chi.
- Ysgrifennu – cynnwys aseiniad sy'n dangos eich gallu i ysgrifennu yn y Gymraeg a'ch gallu i gyrraedd lefelau uchaf y sgil darllen.
- Addysgu a Dysgu: Ar y lefelau uchaf rhaid i chi ddangos 'amrediad o arddulliau' – dewiswch eich tystiolaeth yn ofalus!
- Os ydych chi'n cyflwyno darn o dystiolaeth sy'n berthnasol ar gyfer sawl sgil, nodwch hynny yn y tabl uchod. Dim ond unwaith fydd angen i chi lwytho'r ffeil i'r PDP.
- Dangoswch eich hun ar eich gorau yn y portffolio – dewiswch eich tystiolaeth yn ddoeth!

DYDDIAD CYFLWYNO: HAF 2023 17.6.23

- Rhaid i chi gyflwyno'r ffurflen hon fydd yn rhestru yr holl dystiolaeth rydych chi'n ei gyflwyno.
- Cyflwyno ar y PDP.
- Bydd angen esboniad byr iawn i gyfiawnhau pam bod y dystiolaeth yn addas ar gyfer y sgil.
- Does dim problem os oes un darn o dystiolaeth yn profi sawl sgil wahanol. e.e Siarad, Gwrando ac AD.
- Darllenwch y 'cyngor doeth' wrth baratoi'r portffolio.

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!

Cyngor Doeth

Top Tips!



Choose evidence carefully:

Is it relevant?

Is it appropriate?

What does it show?

Why is it there?

*Digon ond dim gormod.
Enough evidence but try not to
overload.*

*Perthnasol
Relevant evidence*

*Your portfolio is your showcase:
choose your best bits.*

*Film of micro lesson – could evidence
more than one skill, e.g. speaking,
listening and reading*

Only upload once: *make clear in the
introduction where you've uploaded the
micro lesson.*

*Mae'n haws chwynnu na
chasglu o'r newydd.*

*It's easier to sort a full
desktop file than to
collect evidence from
new before the deadline.*

*Instructions how to upload
will be provided in the new
year.*

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Programme (tick the relevant box): ☐ Primary PGCE ☐ Secondary PGCE ☐ BA Education ☐

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READING		
WRITING		
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Sut gallaf helpu fy hun?

How can I help myself?

- geiriadur.uwtsd.ac.uk

- geiriaduracademi.org

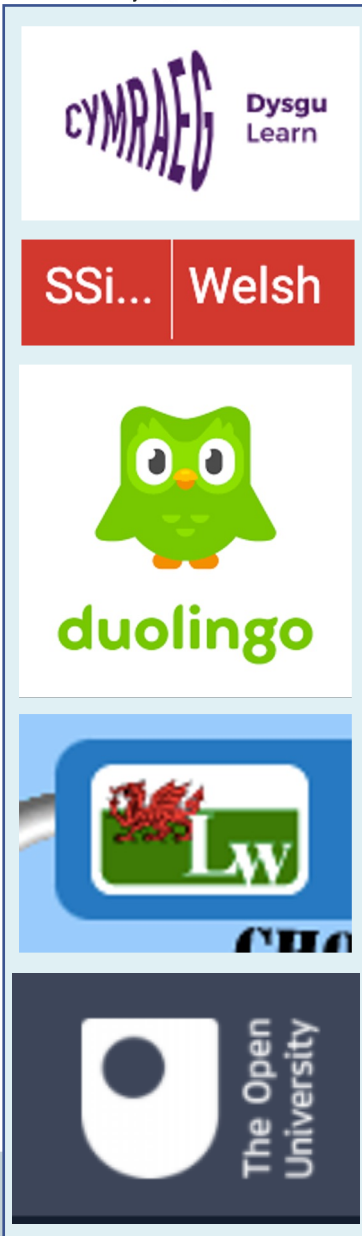
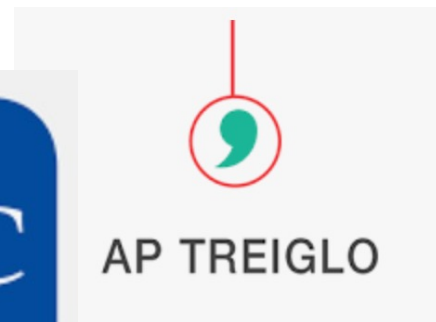
- Ap Treiglo

- Ap Geiriaduron

- Peniarth - <https://peniarth.cymru>

- Peniarth - <https://adnoddau.canolfanpeniarth.org/cywirdeb-iaith/>

- Dysgu Cymraeg - www.learnwelsh.cymru



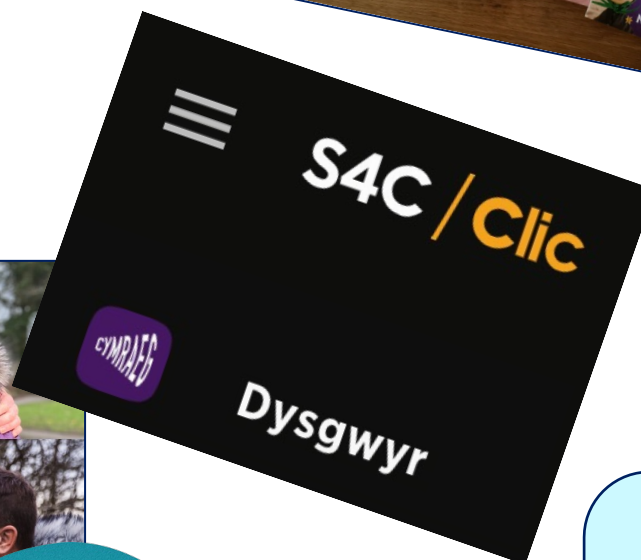
Sut gallaf helpu fy hun?

How can I help myself?

**Gwyliwch raglenni
teledu Cymraeg**



IAITH AR
DAITH



**Gwrandewch ar
bodlediadau neu'r
radio.**

Peniarth

Mae gwefan Peniarth yn cynnwys llawer o adnoddau defnyddiol i annog y Gymraeg yn ddyddiol yn y dosbarth.

There are a number of useful resources on the Peniarth website which will help you use the Welsh language daily in the classroom.



Cliciwch ar bob llun i ddysgu mwy am yr adnodd.

Click on each picture to learn more about the resource.



Iaith Fyw

A handy language guide specifically designed for use by teachers in the classroom.

The language items are grouped by colour and include greetings, questions, compliments and helpful commands; days of the week; months of the year; numbers; time; prepositions.

Cymraeg i Bawb

These cards contain phrases and questions suitable to be used on a daily basis across the curriculum.



Peniarth



Mae hefyd ffeiliau sain i'ch helpu i wybod sut mae ynganu'r geiriau ar y cardiau.

There are also free sound files to help with pronunciation, which correspond to the cards.

Cliciwch yma i glywed.

Click here to hear.



<https://pth.cymru/cib-sain>

<https://pth.cymru/iaith-fyw-sain>





Peniarth



**Cliciwch ar y llun i weld yr
adnodd arlein.**

*Click on the picture to see the resource
online.*

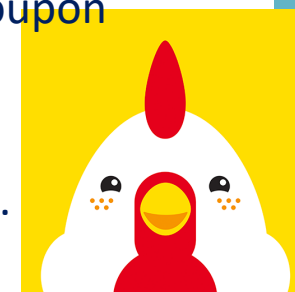
**If you are in the Primary sector the 'Cyw: Beth Welwch chi?'
bilingual A3 hardback flip books are also very useful.**

**The resource develops children's oral skills from an early age
with colourful pictures and situations depicted to encourage
discussion.**

**All scenes have been designed with characteristics of Outcome
2 across four Profile Learning Areas of the Foundation Phase in
mind, and the flipside of each picture has teacher notes
including Welsh language question 'prompts' and phonetics.**

As students, **you get free delivery** on Peniarth shop resources if you
purchase any of these resources by 1st December, using this coupon
code **kVFui4UZ**

You will need to enter the coupon code on the 'basket' page, -
your discount will appear on the last stage of checkout (step 6).



Yr Wyddor Gymraeg ac ynganu.



Cwis: Pwy sy'n cofio?



1. Sawl llythyren (a,b,c...) sy yn yr wyddor Gymraeg?
2. Sawl llythyren ddwbl sy yn yr wyddor Gymraeg?
3. Beth ydy'r gair Cymraeg hiraf (*longest*) rydych chi'n gallu ei gofio? (Rhaid i chi ddweud y gair!)
4. Sawl llythyren sy yn y gair? Sawl sillaf (*syllable*)?
5. Beth ydy cytsain? Cliw – mae 21 cytsain yn yr wyddor Saesneg.
6. Beth ydy llafariad? Cliw – mae 5 yn yr wyddor Saesneg.
7. Ble mae'r acen (*accent*) fel arfer yn Gymraeg?
8. Ysgrifennwch un ffaith (*fact*) am yr iaith Gymraeg.

Yr Wyddor	a	b	c	ch	d
dd	e	f	ff	g	ng
h	i	j	l	ll	m
n	o	p	ph	r	rh
s	t	th	u	w	y

Allwedd / Key:



llafariaid / vowels



cytseiniaid / consonants



llythrennau dwbl / double letters

Dysgu'r Wyddor Gymraeg ... Learning the Welsh Alphabet ...

- <https://youtu.be/mzQyWnG3VW0>
- <https://youtu.be/h-zu72YpXKY>
- <https://youtu.be/J0f5wT9dCpY>

Dewch i ddysgu'r Wyddor gyda ni,
A, B, C,
Ac i ffwrdd â ni

learn the Alphabet with us ,
A, B, C,
And off we go!







Cytsain (1) Cytseiniaid (>1)

Mae 22 cytsain
yn yr wyddor
Gymraeg

Meddyliwch am
5 gair yn
dechrau gyda
chytsain.



NEWYDDION DA – GOOD NEWS!

Un llythyren – un sain.

One letter – one sound.

Llythyren	Sain yn Saesneg	Sain yn Gymraeg
c	cat Cyril	cath never “s”
g	great George	glas never “j”
s	sock news	sanau never “z”

Un llythyren. Un sain.
One letter. One sound.

ch

ff

ll

rh

ng

ph

th

Mae 8 llythyren
ddwbl yn yr
wyddor Gymraeg



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

Aberystwyth
Dolgellau
Llanelli
Machynlleth
Rhyd-ddu

Clawddnewydd
Hwlfordd
Llanfihangel
Pwllheli
Treffynnon

Dinbych
Llandudno
Llangollen
Rhuddlan
Tyddewi

(Diolch i Ddysgu Cymraeg)



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Sut mae dweud ...? *How do we say ...?*

w

i

b

ch

h

th

s

n

e

y

Llafariaid

Vowels: two-letter sounds

- | | |
|--------------|--------------|
| • ai, ae, au | <i>aisle</i> |
| • aw | <i>cow</i> |
| • eu, ei, ey | <i>say</i> |
| • oe, oi, ou | <i>boy</i> |
| • ow | <i>own</i> |
| • wy | <i>bwyd</i> |

a e i o u w y

Mae 7 llafariad
yn yr wyddor
Gymraeg

Meddyliwch am
5 gair yn
dechrau gyda
llafariad.

Llafariaid

Vowels: two-letter sounds

ai ae au	Similar to English eye	gwaith , gwair , cadair , Owain , llygaid , blaidd llaeth , pennaeth , chwaraeon , gwasanaeth , chwaer , gaeaf cau , adnoddau , blociau , esgidiau , dechrau , golau , llyfrau .
aw	Similar to English ow in cow	awr , awyren , caws , cawl , dawn , llawn , rhaw , bawd , Mawrth
ei eu ey	Similar to English say	eich , gweithio , teithio , neidio , cyfeiriad , gweithgaredd , eiliad , dweud , gwneud , Eurwen , goleudy , Llangyndeyrn .
oi oe ou	Similar to English oy in boy	cloi , troi , rhoi , oed , oer , ddoe , coeden , coes , cyffrous , clou .
ow	Similar to English ow in own	Owen , clowch , trowch , rhowch , trowsus , brown , powlen ,
wy	This sound doesn't occur in English	swyddfa , cwyn , hwyr , hwyl , hwyaden , dwy , llwy , bwyd , bwyta , rhwydd , egwyl , mwydyn , olwyn , llwynog , modrwy .

Sut mae dweud ...?

How do we say ...?

gwaith

cadair

ai

gwair

llygaid

eye

Sut mae dweud ...?

How do we say ...?

llaeth

pennaeth

ae

chwaer

gwasanaeth

eye

Sut mae dweud ...?

How do we say ...?

aur

haul

au

golau

llyfrau

eye



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Sut mae dweud ...? How do we say ...?

awr

llawr

aw

caws

bawd

COW

Sut mae dweud ...? How do we say ...?

eich

teithio

ei

neidio

eiliad

say

Sut mae dweud ...?

How do we say ...?

dweud

gwneud

eu

goleudy

Eurwen

say

Sut mae dweud ...?

How do we say ...?

cloi

rhoi

oi

troi

boy

lloi

Sut mae dweud ...?

How do we say ...?

oer

oed

oe

coed

coeden

boy

Sut mae dweud ...?

How do we say ...?

clou

cyffrous

ou

boy

Sut mae dweud ...? *How do we say ...?*

clown

brown

ow

rhowch

trowch

own

Sut mae dweud ...? How do we say ...?

hwyl

llwy

wy

llwynog

bwyta

no English sound

Pwyslais ... *Emphasis ...*

**Yn y Gymraeg mae'r
pwyslais, fel arfer, ar y sillaf
olaf ond un.**

**In Welsh, the emphasis is
almost always on the last but
one syllable.**

Nla

LLYFr

YSgol

BETHan

PAPur

DOSbarth

ysgrifENNu

Y lluosog ... *The plural...*

Beth ydy lluosog y geiriau yma?

Edrychwch yn y geiriadur a dwedwch y geiriau.

What is the plural of these words?

Look in the dictionary and say them out loud.

- dosbarth
- athro
- ysgol
- cwestiwn
- llyfr
- bag
- disgybl
- cot
- taflen
- ystafell

^ TO BACH!

- yn ymestyn y sain
- yn newid ystyr gair!



- *makes the sound a little longer*
- *changes the meaning of a word!*

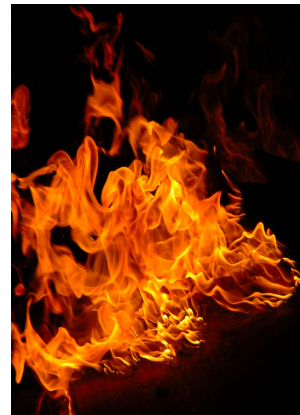
so..
as



mor

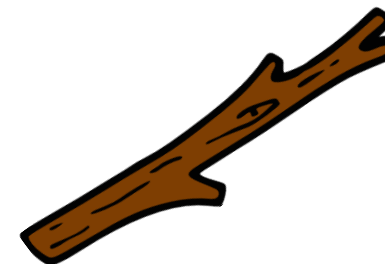
môr

until..

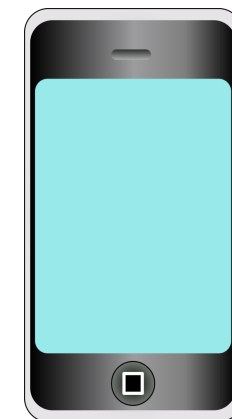


tan

tân



ffon



ffôn

Pa un sy'n gywir?



1. ffon/ 2. ffôn
ffôn



1. nos/ 2. nôs
nos



1. dwr/ 2. dŵr

1. glân/ 2. glan

1. tôn/ 2. ton
dŵr

glan yr afon

ton

Tric a Chlic – help i chi, help i'r plant.

What is Tric a Chlic?

Tric a Chlic is a synthetic phonics programme in Welsh for children aged 3-7. The programme is built from three elements namely,

- **hear and recognise** the sounds,
- **combine** (build) sounds to read
- **segment** (cut) sounds to spell.



The synthetic phonics method focuses on presenting the sounds of the letters rather than presenting the alphabet in a specific order. By recognising and learning the sounds, the learners immediately begin to establish phonics building blocks, and with the right tools, use them to read simple words quickly:

- when reading a word, they recognise the letters and combine appropriate sounds,
- when writing a word they recognise the sounds and write the corresponding letters.

<https://tricachlic.cymru/>

Tric a Chlic – help i chi, help i'r plant.



Podlediadau Tric a Chlic,
CAM 1 PINC, sain 'f'



Podlediad Tric a Chlic, CAM 1
PINC, sain 'j'



Podlediadau Tric a Chlic,
CAM 1 GWYRDD, ADOLYGU'...



Podlediadau Tric a Chlic,
CAM 1 GWYRDD, sain 'u'



Podlediadau Tric a Chlic,
CAM 1 GWYRDD, sain 'll'

Yr wyddor Gymraeg

The Welsh alphabet

There are 29 letters in the Welsh alphabet.

They are:

a b c ch d dd e f ff g ng h i j l ll m n o p ph r rh s t th u w y

In Welsh, there are 22 consonants and 7 vowels.

Consonants

b c ch d dd f ff g ng h j
l ll m n p ph r rh s t th

Vowels

a e i o u w y

Cofiwch

The Welsh word for 'and' depends on what comes after it. The rule is:

- **a** before a consonant, e.g. bachgen **a** merch
- **ac** before a vowel, e.g. darllen **ac** ysgrifennu

The Welsh word for 'the' depends on what comes before and after it. The rule is:

- **'r** after a vowel, e.g. Mae'r ffôn ar y llawr. Mae'r afal ar y bwrdd
- **y** before all consonants except **h**, e.g. y tŷ, y pennaeth
- **yr** before all vowels + **h**, e.g. yr ystafell, yr haf.

There are 8 double letters in Welsh. They are: **ch dd ff ng ll ph rh th**

You need to remember this when you use the dictionary, e.g. cwestiwn will come before chwarae.

You also need to remember that **ng** comes after **g** not after **n**, e.g. anghofio comes before allan.



Ynganiad

Pronunciation and intonation

- There are 29 letters in the Welsh alphabet.
- there are 8 double letters in Welsh: ch, dd, ff, ng, ll, ph, rh, th
- there are 7 vowels in Welsh: a e i o u w y
- Welsh is a phonetic language, so the letters always sound the same.

a	b	c	ch	d	dd	e	f	ff	g	ng	h
aa	buh	kuh	chh	duh	th like th in the	eh	vuh	fuh	guh	ung	huh
i	j	l	ll	m	n	o	p	ph	r	rh	s
ee	juh	luh	llu as in Llanelli	muh	nuh	o	puh	fuh	ruh	rrrh	ss
t	th	u	w	y	The stress usually falls on the last syllable but one in Welsh words. Putting stress on a syllable means lengthening the sound with more emphasis in the voice.						
tuh	th as in thin	ee	oo	uh							

Cofiwch

For example, people with a Welsh accent would pronounce the name, 'Meredith' as Mer-ed-ith, with the last sound but one 'ed' stressed. People with an English accent would tend to put equal weight on all three syllables - Mer-ed-ith. Try saying these words:

canol	carreg	darllen
canolfan	caregog	darllennais
canolfannau		

Note how the stress moves on each time a unit of sound or syllable is added.



Darlith nesaf: 14^{eg} o Dachwedd 2023 2- 4 y.p.

