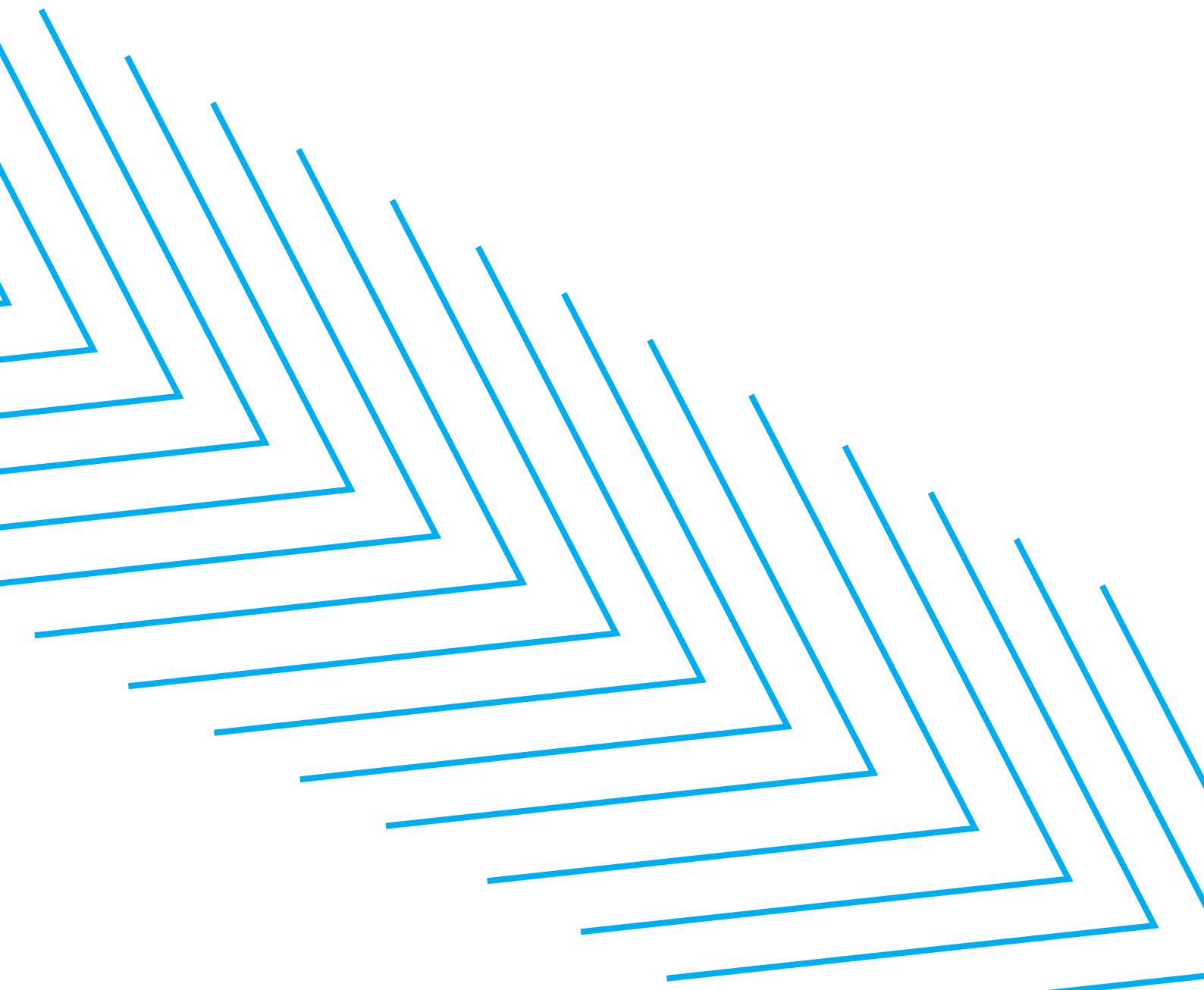


Support team for the Welsh language in education

Welsh second language

Moving learners from level 4 to level 5





Introduction



The aim of this training pack is to provide guidance for year 6 and 7 teachers on how to move learners on from level 4 to level 5.

Seven exemplary teaching units are provided:

- Disgrifio ffrind / Describing a friend
- Newyddion personol / Personal news
- Proffil personol / Personal profile
- Ymateb i gerdd / Responding to a poem
- Chwarae rôl / Role play
- Trafod llyfr / Discussing a book
- Trafod amser hamdden / Discussing leisure time.

These units vary in length although they share the same aim, i.e. moving learners on from level 4 to level 5.

There is reference to other training packs published by WJEC on behalf of the Welsh Government and Welsh local authorities and it is suggested that teachers and training providers take advantage of the opportunity to make use of the ideas provided in them.

Also included are notes shared in courses by the Chief Moderator, Second Language Welsh (WJEC) and her team.

Part 2 of the pack includes notes that were shared during courses provided by the Chief Moderator, Welsh second language (WJEC) and her team along with *Curriculum 2008* level descriptors.

An important element of the pack is the DVD, which includes:

- four teaching sessions filmed at St Patrick's School, Newport and St Peter's School, Rossett, Wrexham
- a *PowerPoint* presentation used in training courses by the Chief Moderator, Second Language Welsh (WJEC)
- sound files relating to elements of some of the teaching units

Note: the *PowerPoint* presentation is extremely useful as it guides the user through the moderation and standardisation process and provides links to relevant publications.

To open the DVD, left click and the menu will appear. To access the PowerPoint, right click, then click on 'open' and the presentation will appear.

This pack is also published on the WJEC website -
<http://www.cbac.co.uk/index.php?nav=75>

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Cynnwys

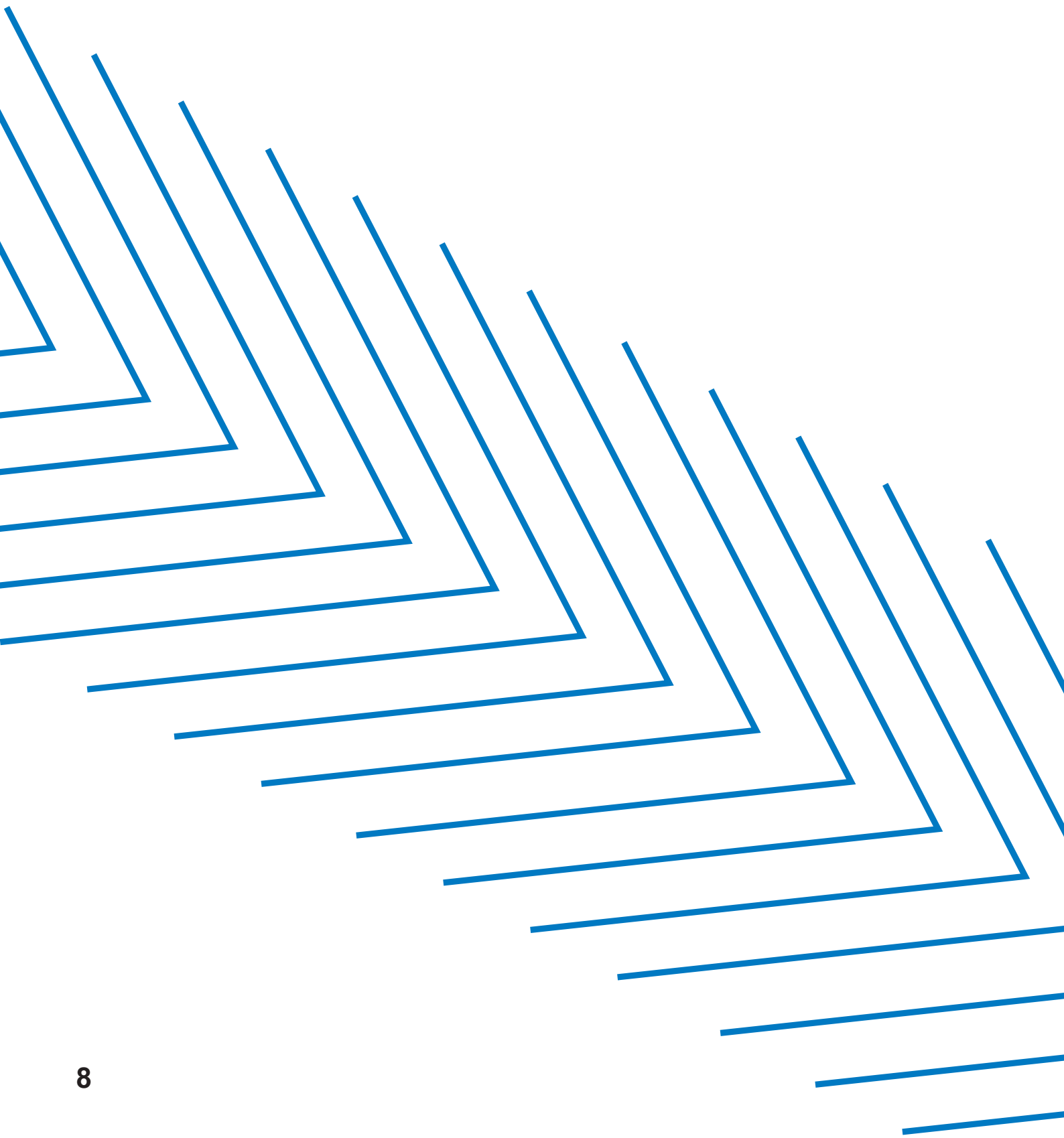


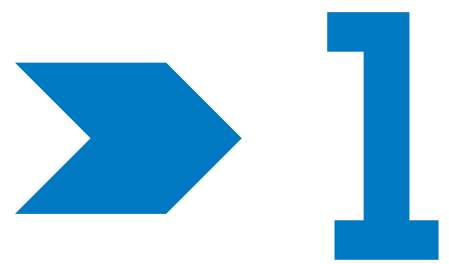
Part 1

Exemplary teaching units	Pages
➤ Role play	➤ 9
➤ Describing a friend	➤ 17
➤ Personal news	➤ 35
➤ Personal profile	➤ 53
➤ Discussing a poem	➤ 73
➤ Discussing a book	➤ 83
➤ Leisure time	➤ 91

Part 2

➤ <i>Curriculum 2008</i> level descriptors	➤ 107
➤ <i>Curriculum 2008</i> strands	➤ 113
➤ Exemplifications of some <i>Curriculum 2008</i> level descriptors	➤ 119





Role play

Role play



Aim: Role Play – To arrange a visit to a cinema/ barbeque/skate park/leisure centre

Note: see role play in action in Film 2, St Patrick’s Primary School, Newport.

Steps:

1. In pairs, learners to play the loop game in order to revise previously introduced language patterns associated with expressing opinion – **Appendix 1**. Go to the following link to see pupils using a loop game to practice language:
<http://www.ngfl-cymru.org.uk/VTC/2011-12/developing-oracy/eng/index-02-tarsia.html>
2. Teacher to introduce a model dialogue - **Appendix 2**. Learners to read the dialogue and complete tasks based on the dialogue, e.g.
 - Learners to read dialogue aloud in pairs. Each pair to read their part three times and to exchange roles in order to gain confidence.
 - Learners then to substitute the specific information in the dialogue. Learners may perform the dialogue.
 - Sequencing activity in groups. Teacher to cut the dialogue into strips. Learners to re-arrange the dialogue into the correct order. Learners write their own dialogues
3. View Film 2, St Patrick’s Primary School, Newport and consider the steps taken by the teacher to prepare the pupils before they undertake the role play task.
4. Introduce the role play – **Appendix 3** - and agree on success criteria – see example in **Appendix 4**.
5. Learners to use a poster, the English language prompt sheet – **Appendix 3** - and success criteria to hold a conversation.
6. Learners to evaluate their work according to the success criteria. Pairs to listen to each other’s conversations and provide feedback based on the agreed success criteria.

Appendix 1



Loop cards – expressing opinions

Ydy pawb yn barod i ddechrau?	Beth ydy/yw 'I prefer' yn Gymraeg?
Mae'n well gen i.	Beth ydy/yw 'What do you think of... ' yn Gymraeg?
Beth wyt ti'n feddwl o ...	Beth ydy/yw 'I really like (something)' yn Gymraeg?
Dw i wrth fy modd efo ...	Beth ydy/yw 'I really like (doing)...' yn Gymraeg?
Dw i wrth fy modd yn ...	Beth ydy/yw 'Do you enjoy...?' yn Gymraeg.
Wyt ti'n mwynhau ...	Beth ydy/yw 'I don't enjoy...' yn Gymraeg?
Dw i ddim yn mwynhau...	Beth ydy/yw 'I hate...' yn Gymraeg?
Mae'n gas gen i/gyda fi/ Dw i'n casáu...	Beth ydy/yw 'I agree with ... ' yn Gymraeg?
Dw i'n cytuno efo/gyda...	Beth ydy/yw 'What about you?' yn Gymraeg?
Beth amdanat ti?	Beth ydy/yw 'What do you like?' yn Gymraeg?
Beth wyt ti'n hoffi?	Da iawn, pawb!

Appendix 2



Model dialogue

Mynd i'r sinema

- Partner A** Sut wyt ti?
- Partner B** Da iawn diolch, a ti?
- Partner A** Dw i'n hapus achos dw i'n mynd i'r sinema. Wyt ti eisiau dod i'r sinema gyda fi?
- Partner B** O, ydw. Gwych, diolch. Dw i wrth fy modd yn gwyllo ffilmau. Pa ffilm wyt ti eisiau gweld?
- Partner A** Dw i eisiau gweld xxxxx.
- Partner B** O, a fi. Syniad da. Dw i'n hoffi xxxxx achos mae'n gyffrous ac mae xxxxx yn actio yn y ffilm. Roedd xxxx yn actio yn y ffilm xxxx ac roedd e'n/o'n wych. Beth wyt ti'n feddwl o xxxx?
- Partner A** Dw i'n hoffi xxxx yn actio hefyd. Dw i'n cytuno gyda/efo ti
- Partner B** Pwy sy'n mynd i'r sinema?
- Partner A** Ti, fi a Huw.
- Partner B** Dw i'n casáu Huw Jenkins achos mae e'n/o'n ddiflas.
- Partner A** Na, dim Huw Jenkins sy'n dod i'r sinema ond Huw Williams
- Partner B** Grêt. Dw i'n hoffi Huw; mae e'n/o'n llawer o hwyl. Pryd wyt ti eisiau mynd i'r sinema?
- Partner A** Beth am nos Wener?
- Partner B** Na. Mae'n ddrwg gen i. Mae gen i wers jiwdo nos Wener/Mae gwers jiwdo 'da fi nos Wener. Beth am ddydd Sadwrn?
- Partner A** Mae dydd Sadwrn yn grêt. Faint o'r gloch?
- Partner B** Beth am ddau o'r gloch y p'nawn?
- Partner A** Iawn. Wela' i di wrth y siop.
- Partner B** Hwyl. Wela' i di yno.

Appendix 3



Role play framework

Mynd i'r sinema

- | | |
|------------------|--|
| Partner A | Greet. Ask how he/she is? |
| Partner B | Answer. Return the question. |
| Partner A | Answer and give reason. Invite your partner to the cinema? |
| Partner B | Agree and thank partner. Give reason for wanting to go. Ask about partner's film choice. |
| Partner A | Answer. |
| Partner B | Good idea, agree with partner's choice and give reason to explain. |
| Partner A | Agree. |
| Partner B | Who will be going? |
| Partner A | Answer. |
| Partner B | Respond. Ask when? |
| Partner A | Suggest day |
| Partner B | Apologise and give reason. Suggest another day. |
| Partner A | Agree. Ask what time? |
| Partner B | Suggest time. |
| Partner A | Agree and arrange where to meet. |
| Partner B | Bid farewell. |

Appendix 3

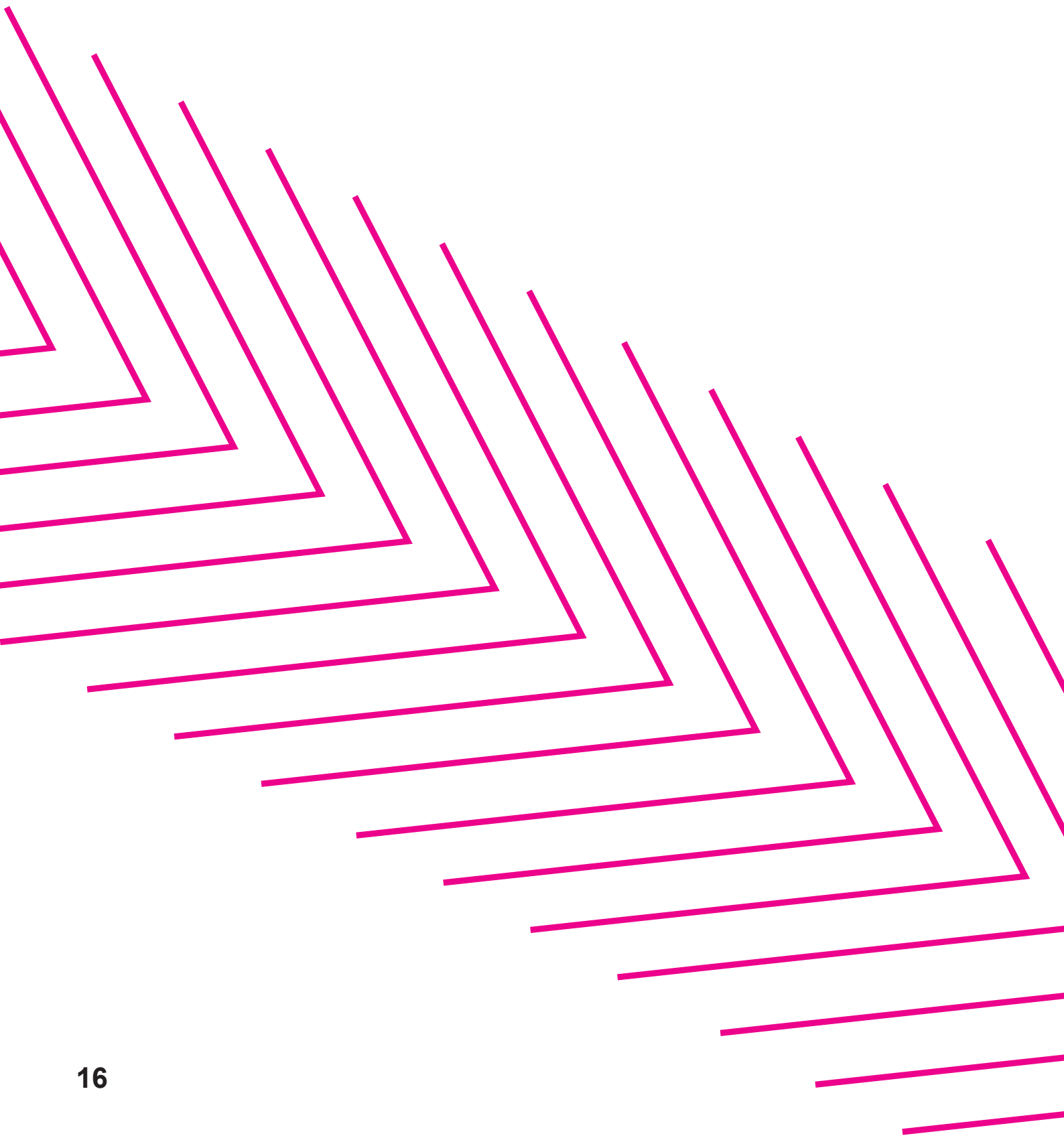


Appendix 4

Exemplar success criteria

Ydw i wedi ...? / Have I ...?	✓	✗
■ Begin the conversation appropriately ■ Ask and answer questions with confidence ■ Listen and respond appropriately ■ Make sure the conversation flows naturally, in an orderly fashion ■ Express opinion giving reasons to explain ideas ■ Express opinions in a variety of ways ■ Agree and disagree with your partner giving reasons to support your ideas ■ End the conversation appropriately.		





➤ 2

Describing a friend

Describing a friend

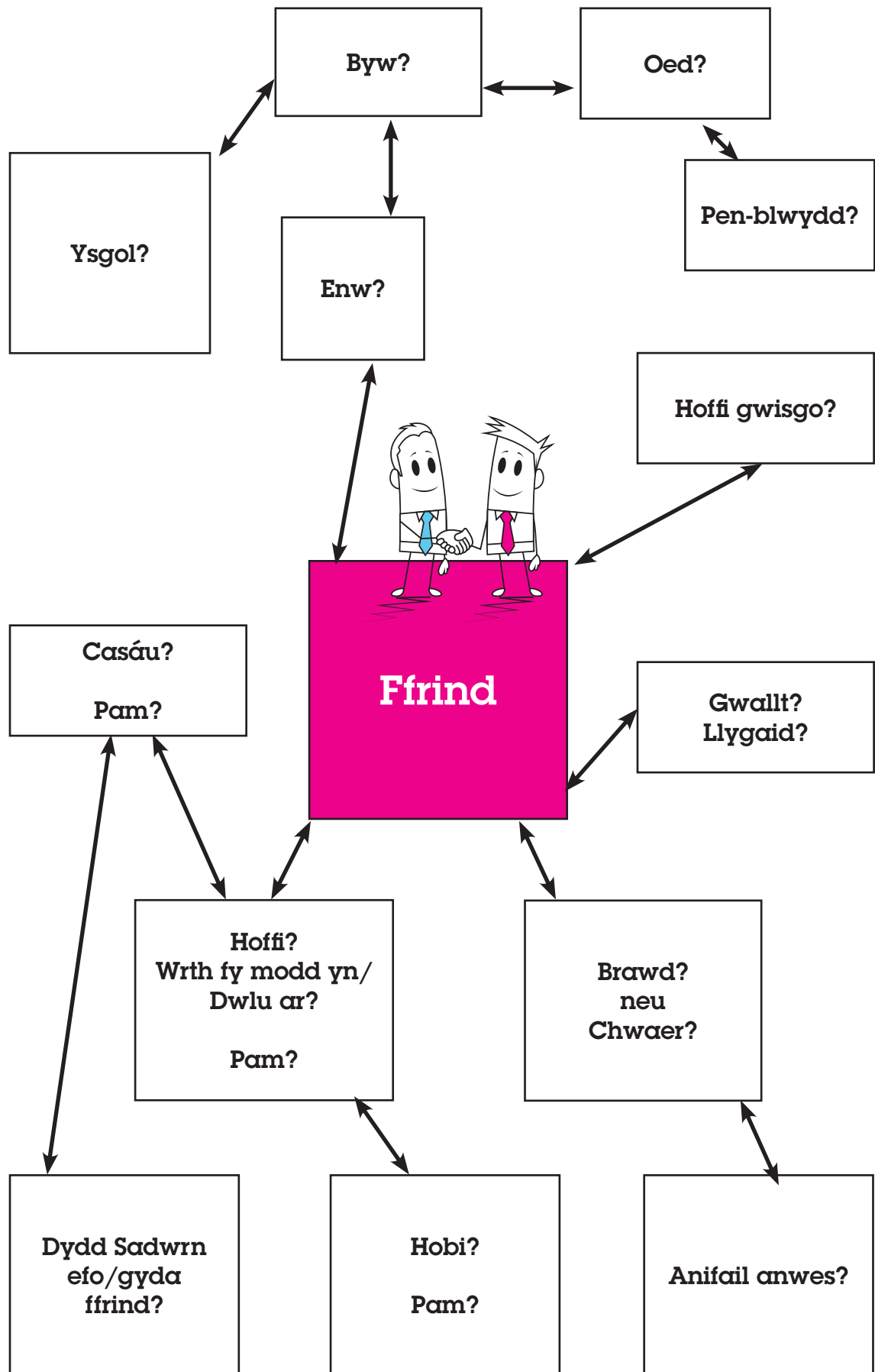


Objective: To give information about someone else

Steps:

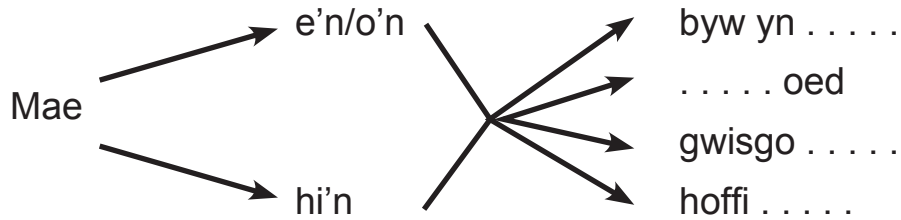
1. Inform learners of the unit's aim.
2. Drill the third person language patterns, e.g. using the 1st / 3rd person or picture clues - **Appendix 1**. There are several examples of teachers drilling and practising language items in:
<http://www.gcad-cymru.org.uk/eng/rdp-cbac-cartref/rdp-cbac-cartref-primary-wsl/developing-oracy-in-ks2-2.htm>
3. Class activities
 - Detective Game to revise third person language patterns
 - Play “Pop up” game. Teacher to give a sentence in first person, the children to “pop up” and change the sentence into third person.
 - Play *Gêm y Llinell* / *Y Gêm Gylch* / *Budge* with children giving each other a sentence in first person and their friend changing it to third person.
4. Partner activity - to find out information about a person using a mind map/fact file – **Appendix 2**.
5. Listen to model presentation – see text in **Appendix 3** and a recording of it on the DVD. Learners to evaluate the presentation and compile a list of success criteria (see examples in **Appendix 4**).
6. **Reading** – learners to use the reading skills prompt card – **Appendix 5** – to aid their comprehension of the Nicole Cook biography – **Appendix 6**.
7. **Writing** – see guidelines – **Appendix 8**.
8. Learners to plan using mind maps and success criteria.
9. Practise in small groups.
10. A volunteer from each group to present a friend/ person to the class. Use a clapper board or clap as a film director would to evaluate the performance according to the success criteria.

Appendix 1

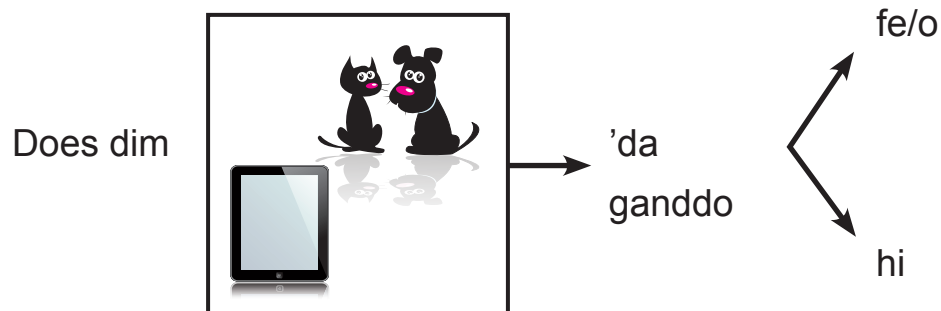
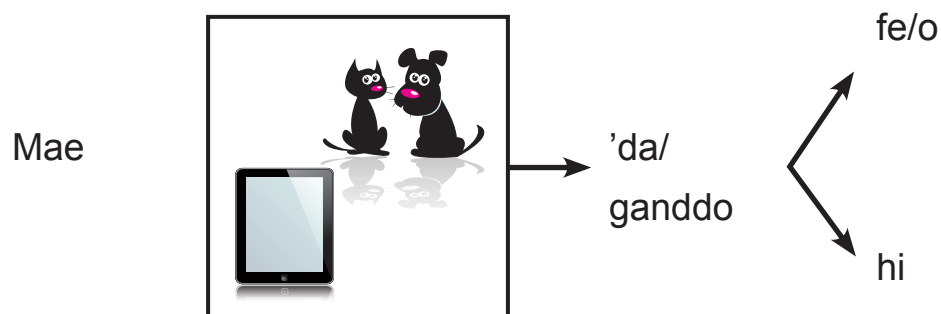


Appendix 2

Third Person Picture Clues



Dyw/dydy e/o / hi ddim yn



Appendix 3

Fy ffrind, Tom

There is a recording of the following presentation on the accompanying DVD - File 1.

South Wales version

Dyma fy ffrind Tom. Mae Tom yn ddeg oed ac mae ei ben-blwydd ar Ebrill 3. Mae e'n byw yn 17, Stryd Hir, Abertawe gyda'r teulu. Mae chwaer 'da fe o'r enw Sally ond does dim brawd 'da fe. Mae ci mawr du 'da fe – Jac. Mae e'n dwlu ar Jac achos mae e'n gi drwg ac yn bwyta esgidiau mam!

Mae e'n dal iawn ac yn gryf. Mae llygaid mawr glas 'da fe a gwallt byr, syth melyn. Fel arfer mae e'n gwisgo tracwisg glas a melyn a treinyrs du achos mae e'n chwarae pêl-droed bob dydd.

Hobi Tom ydy chwarae pêl-droed. Mae Tom yn chwarae pêl-droed i dîm clwb y Mwmbwls bob dydd Sadwrn ac mae e'n cefnogi Man U. Dydy Tom ddim yn hoffi darllen o gwbl achos mae'n ddiflas. Mae'n well 'da fe chwarae gemau ar y cyfrifiadur. Hoff gêm Tom ydy *Terminator* achos mae e'n gallu chwarae'n dda iawn.

Dydd Sul, es i i weld gêm bêl-droed gyda Tom. Roedd yn wych. Dw i'n hoffi pêl-droed hefyd fel Tom ond dw i'n cefnogi Abertawe. Dyma Tom – mae e'n ffrind da.



Appendix 3 (continued)



Fy ffrind, Tom

There is a recording of the following presentation on the accompanying DVD - File 2.

North Wales version

Dyma fy ffrind Tom. Mae Tom yn ddeg oed ac mae ei ben-blwydd ar Ebrill 3. Mae o'n byw yn 17, Stryd Hir, Abergele efo'r teulu. Mae ganddo fo chwaer o'r enw Sally ond does ganddo fo ddim brawd. Mae ganddo fo gi du o'r enw Jac. Mae o wrth ei fodd efo Jac achos mae o'n gi drwg ac yn bwyta esgidiau mam!

Mae o'n dal iawn ac yn gryf. Mae ganddo fo lygaid mawr glas a gwallt byr, syth melyn. Fel arfer mae o'n gwisgo tracwsg glas a melyn a treinyrs du achos mae o'n chwarae pêl-droed bob dydd.

Hobi Tom ydy chwarae pêl-droed. Mae Tom yn chwarae pêl-droed i dîm clwb Abergele bob dydd Sadwrn ac mae o'n cefnogi Man U. Dydy Tom ddim yn hoffi darllen o gwbl achos mae'n ddiflas. Mae'n well ganddo fo chwarae gemau cyfrifiadur. Hoff gêm Tom ydy *Terminator* achos mae o'n gallu chwarae'n dda iawn.

Dydd Sul, es i i gêm bêl-droed efo Tom. Roedd yn wych. Dw i'n hoffi pêl-droed hefyd fel Tom ond dw i'n cefnogi Wreccsam. Dyma Tom – mae o'n ffrind da.



Appendix 4



Success criteria

- Introduce a friend
- Speak clearly and confidently
- Give 2 facts about him/her, e.g. age, where he/she lives/address
- Talk about his/her family and pets
- Describe his/her appearance using adjectives
- Talk about his/her hobbies and interests
- Talk about his/her likes and dislikes giving clear reasons
- Use words such as love/enjoy/prefer/hates
- Use words from the *Bocs Bendigedig!* "Wow words/phrases"
- Say what you think about your friend and why
- Use the past tense to talk about experiences you have had with your friend.



Appendix 5



Reading

To read and show understanding of an autobiography (Nicole Cooke)

Use reading skills prompt card (see below) to help understanding of text (**Appendix 5**)

Atodiad 5

Cerdyn Awgrymiadau Sgiliau Darllen
'I'm stuck on a word – what can I do?'

- Does it look or sound like an English word?
- If I read on can I guess the meaning of the word?
- Have I heard the word somewhere before?
- Are there pictures that can help me?
- Can I sound out the word?

Remember the Welsh sounds – ll, ch, dd, ff, f, th

- Does my friend know the word?
- Can I use a dictionary to help?
- Can my teacher help me?

1. Read the Nicole Cooke autobiography as a group.
2. Read your favourite part to the rest of the group and use the 'reading aloud self-assessment sheet' to assess your own reading – **Atodiad 7**.
3. Present 5 facts about Nicole Cooke to your group/class or create an information sheet about Nicole Cooke.
4. Express opinions about Nicole – positive and negative.

Appendix 6

Nicole Cooke biography

There is a recording of the following presentation on the accompanying DVD - File 3.

South Wales version

Nicole Cooke ydw i. Dw i'n 27 oed. Mae fy mhen-blwydd ar Ebrill 13. Mae gwallt byr, syth, brown a llygaid glas 'da fi. Dw i'n gwisgo siorts seiclo, crys-t Cymru a trainers "Nike" gwyn. Mae traed mawr maint 7 'da fi!

Dw i'n byw yn yr Eidal ond dw i'n dod o Wick, Cymru. Dw i'n dwlu ar yr Eidal achos mae'n braf ac yn heulog. Dw i'n hoffi mynd i Venice achos mae'n bert iawn yna. Mae'r gondolas yn cŵl! Dw i'n gallu siarad Eidaleg "Come stai?" yn dda iawn hefyd.

Mae teulu 'da fi. Mae'r teulu'n byw yn Wick. Mae brawd 'da fi o'r enw Craig. Dw i'n dwlu ar Craig achos mae e'n glyfar iawn. Mae e'n beilot. Does dim anifail anwes 'da fi, gwaetha'r modd. Hoffwn i gael bochdew.

Dw i'n mwynhau mynd allan i fwyta yn yr Eidal achos mae bwyd Eidaleg yn flasus iawn! Dw i'n hoffi bwyta pítsa gyda pepperoni a ham yn fawr iawn ond dw i'n casáu pinafal achos mae'n ych-a-fi! Fy hoff ddiod yw smwddi ffrwythau achos mae'n dda i fi.

Fy hobi i yw seiclo achos dw i'n gallu seiclo'n dda iawn. Dw i'n hoffi chwaraeon fel cerdded, rhwyfo, tenis a gymnasteg hefyd. Seiclais i yn y Gemau Olympaidd yn Beijing yn 2008 ac enillais i'r fedal aur! Roedd saith deg o seiclwyr yn y ras ac roedd hi'n bwrw glaw ac yn wyntog, gwaetha'r modd! Gwelais i'r seremoni Olympaidd yn y stadiwm, roedd hi'n gyffrous iawn. Ces i amser gwych!

Vocabulary

Yr Eidal
maint
pert
siarad Eidaleg
Come stai (Italian)?
pinafal
chwaraeon
rhwyfo
Gemau Olympaidd
medal aur
saith deg

Italy
size
pretty
(to) speak Italian
How are you?
pineapple
sports
(to) row
Olympic Games
gold medal
seventy



Appendix 6 (continued)

Nicole Cooke biography

There is a recording of the following presentation on the accompanying DVD - File 4.

North Wales version

Nicole Cooke ydw i. Dw i'n 27 oed. Mae fy mhen-blwydd ar Ebrill 13. Mae gen i wallt byr, syth, brown a llygaid glas. Dw i'n gwisgo siorts seiclo, crys-t Cymru a trainers "Nike" gwyn. Mae gen i draed mawr maint 7!

Dw i'n byw yn yr Eidal ond dw i'n dod o Wick, Cymru. Dw i wrth fy modd yn yr Eidal achos mae'n braf ac yn heulog. Dw i'n hoffi mynd i Venice achos mae'n ddel iawn yna. Mae'r gondolas yn cŵl! Dw i'n gallu siarad Eidaleg "Come stai?" yn dda iawn hefyd.

Mae gen i deulu. Mae'r teulu'n byw yn Wick. Mae gen i frawd o'r enw Craig. Dw i'n hoffi Craig achos mae o'n glyfar iawn. Mae o'n beilot. Does gen i ddim anifail anwes, gwaetha'r modd. Hoffwn i gael bochdew.

Dw i'n mwynhau mynd allan i fwyta yn yr Eidal achos mae bwyd Eidaleg yn flasus iawn! Dw i'n hoffi bwyta pítsa efo pepperoni a ham yn fawr iawn ond dw i'n casáu pinafal achos mae'n ych-a-fi! Fy hoff ddiod ydy smwdi ffrwythau achos mae'n dda i fi.

Fy hobi i ydy seiclo achos dw i'n gallu seiclo'n dda iawn. Dw i'n hoffi chwaraeon fel cerdded, rhwyfo, tenis a gymnasteg hefyd. Seiclais i yn y Gemau Olympaidd yn Beijing yn 2008 ac enillais i'r fedal aur! Roedd saith deg o seiclwyr yn y ras ac roedd hi'n bwrw glaw ac yn wyntog, gwaetha'r modd! Gwelais i'r seremoni Olympaidd yn y stadiwm, roedd hi'n gyffrous iawn. Ces i amser gwych!

Vocabulary

Yr Eidal	<i>Italy</i>
maint	<i>size</i>
del	<i>pretty</i>
siarad Eidaleg	<i>(to) speak Italian</i>
<i>Come stai (Italian)?</i>	<i>How are you?</i>
pinafal	<i>pineapple</i>
chwaraeon	<i>sports</i>
rhwyfo	<i>(to) row</i>
Gemau Olympaidd	<i>Olympic Games</i>
medal aur	<i>gold medal</i>
saith deg	<i>seventy</i>



Appendix 6 (continued)

Nicole Cooke – English language version

I am Nicole Cooke. I am 27 years old. My birthday is on April 13. I have short, straight, brown hair and blue eyes. I'm wearing cycling shorts, a Wales t-shirt and white "Nike" trainers. I have big size 7 feet!

I live in Italy but I come from Wick, Wales. I love Italy because it's fine and sunny. I like going to Venice because it's very pretty there. The gondolas are cool! I can speak Italian, Come stai "How are you?" very well too.

I have a family. The family live in Wick. I have a brother called Craig. I love Craig because he's very clever. He's a pilot. I don't have a pet, worse luck. I would like to have a hamster.

I enjoy going out to eat in Italy because Italian food is very tasty! I like eating pepperoni and ham pizza very much but I hate pineapple because it's yuck! My favourite drink is fruit smoothie because it's good for me.

My hobby is cycling because I can cycle very well. I like sports like walking, rowing, tennis and gymnastics too. I cycled in the Olympic Games in Beijing in 2008 and I won a gold medal! There were seventy cyclists in the race and it was raining and windy, worst luck! I saw the Olympic ceremony in the stadium, it was very exciting. I had an amazing time!



Appendix 7



Self Assessment Sheet – Reading aloud

Enw:.....

Dyddiad:.....



Dw i'n gallu.....	Bob amser <i>Always</i>	Weithiau <i>Sometimes</i>	Dim eto <i>Not yet</i>
darllen yn uchel – pawb yn clywed <i>read with a strong voice – everyone can hear</i>			
darllen yn glir – pawb yn deall <i>read clearly – everyone can understand</i>			
darllen heb oedi gormod <i>read without too many pauses</i>			
ynganu'r geiriau'n gywir <i>pronounce the words correctly</i>			
darllen gyda mynegiant <i>read with expression</i>			

Y tro nesa, rhaid i fi . . . *Next time, I must . . .*

■ ■

Appendix 8



Writing

Objective: To write a description of a friend/family member/hero/famous person

Steps:

- Learners to create a mind map model (or pyramid) and agreed success criteria before planning
 - Read the description of Tom – **Appendix 3**
 - Groups of learners to pick out good examples from **Appendix 3** and add any more words, phrases to Bocs Bendigedig – **Appendix 8**
 - Feedback to class
 - Learners, as whole class/groups/partners to draw list of success criteria, e.g.
1. Write at least 100 words
 2. Express your opinion at least three times
 3. Give at least one reason to back up your opinion
 4. Every sentence to start with a capital letter and end with a full stop.
- Remind learners of phrases that could be used to enhance their work – **Appendix 9**
 - Plan and write
 - Learners to evaluate their own work/partner's work by using the success criteria.

Note: regularly practise key words and phrases to fluency.

Appendix 9



Example of a Bocs Bendigedig

(English language translation for teacher use only)

a / ac	- and
ond	- but
gyda/hefo	- with
achos	- because

weithiau	- sometimes
hefyd	- also
bob dydd	- every day

bob dydd Sadwrn	- every Saturday
fel arfer	- usually
gwaetha'r modd	- worst luck
yn anffodus	- unfortunately
o gwbl	- at all
cryf / yn gryf	- strong
drwg / yn ddrwg	- naughty

Appendix 9 (continued)



Example of a Bocs Bendigedig

(English language translation for teacher use only)

cefnogi	- to support
dilyn	- to follow
yn fy marn i	- in my opinion
dw i'n meddwl (bod) . . .	- I think (that) . . .
ar y penwythnos	- on the weekend

chwarae gemau ar y cyfrifiadur	- to play games on the computer
tîm	- team
gwylio'r teledu	- to watch television
darllen	- to read
merlota	- to go horse riding

Appendix 10



Examples of expressing opinions with reasons to explain ideas:

South Wales

- Dw i'n dwlu ar Jac achos mae e'n ddrwg ac yn bwyta esgidiau mam!
I love Jac because he is naughty and eats mum's shoes!
- Hoff gêm Tom ydy *Terminator* achos mae e'n gallu chwarae'n dda iawn.
Tom's favourite game is Terminator because he can play very well.
- Dw i'n hoffi pêl-droed hefyd fel Tom, ond dw i'n cefnogi Abertawe.
I like football as well like Tom, but I support Swansea.
- Dw i'n hoffi nofio achos mae'n iachus a dw i'n mynd i'r pwll bob dydd Sadwrn gyda ffrindiau.
I like swimming because it's healthy and I go to the pool every Saturday with friends.
- Mae e'n hoffi byw yn Abertawe achos mae e'n hoffi'r môr.
He likes living in Swansea because he likes the sea.
- Dydy e/Dyw e ddim yn hoffi byw yn Abertawe achos does dim siopau da yno.
He doesn't like living in Swanseas because there are no good shops there.

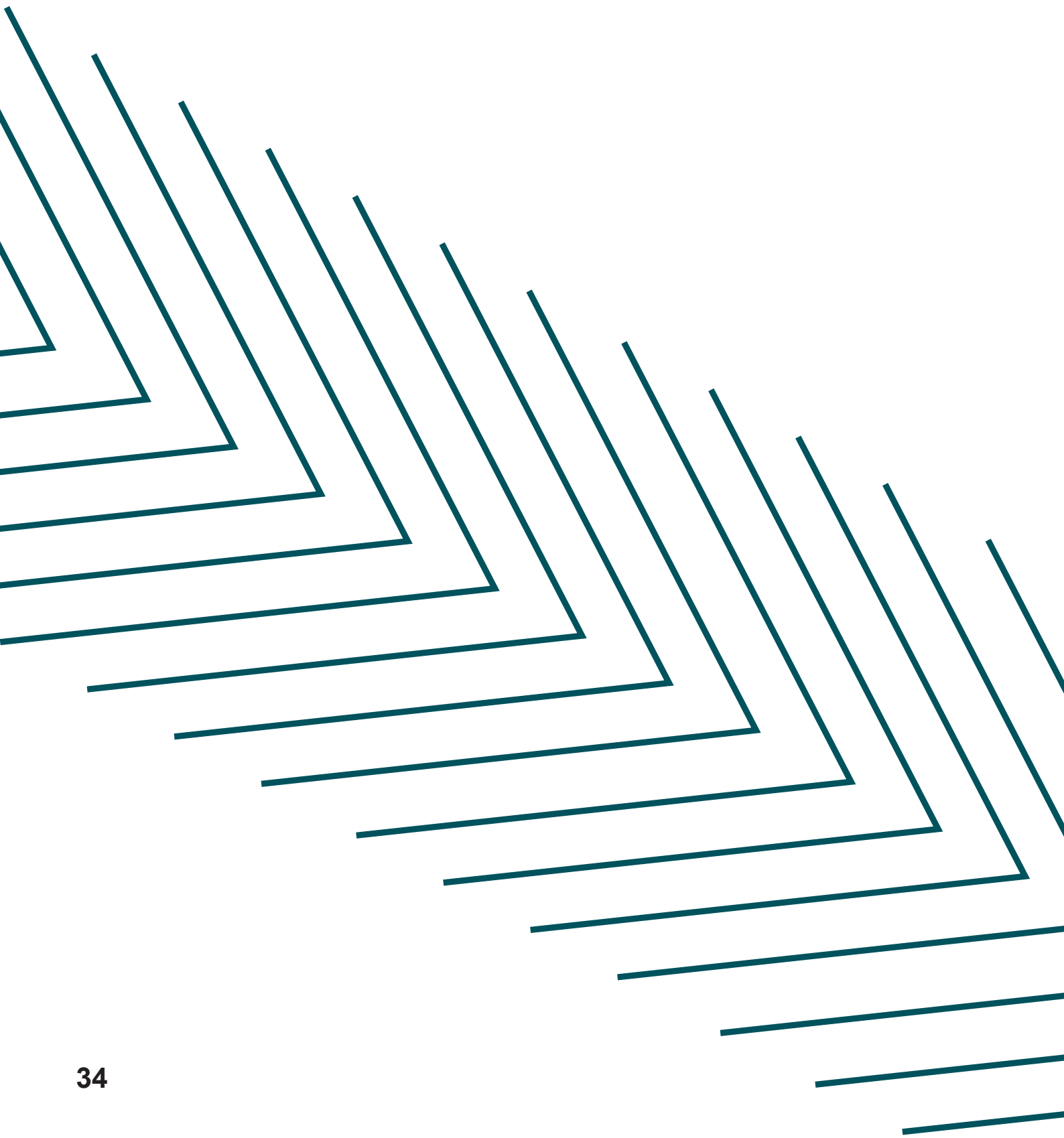
Appendix 10 (continued)



Enghreifftiau o fynegi barn gyda rhesymau i
esbonio syniadau

North Wales

- Dw i wrth fy modd efo Jac achos mae o'n ddrwg ac yn bwyta esgidiau mam!
I love Jac because he is naughty and eats mum's shoes!
- Hoff gêm Tom ydy *Terminator* achos mae o'n gallu chwarae'n dda iawn.
Tom's favourite game is Terminator because he can play very well.
- Dw i'n hoffi pêl-droed hefyd fel Tom ond dw i'n cefnogi Wrexham.
I like football as well like Tom but I support Wrexham.
- Dw i'n hoffi nofio achos mae'n iachus a dw i'n mynd i'r pwll bob dydd Sadwrn efo ffrindiau.
I like swimming because it's healthy and I go to the pool every Saturday with friends.
- Mae o'n hoffi byw yn Abergele achos mae o'n hoffi'r môr.
He likes living in Abergele because he likes the sea.
- Dydy o ddim yn hoffi byw yn Abergele achos does dim siopau da yno.
He doesn't like living in Abergele because there are no good shops there.





3

**Sharing and
discussing
personal news**

Sharing and discussing personal news



Aim: To share and discuss personal news

Steps:

1. Listen to the conversation – **Appendix 1**.
2. Set the learners the challenge of bettering Sara and Tom's work and outline the steps ahead of them.
3. Play *Alibi* game – **Appendix 2**.
4. Use the mind map – **Appendix 3** – to help the pupils express their opinion and give reasons.
5. Use the hoola hoop activity – **Appendix 4** – to enable pupils to extend their oral contributions and volunteer information more naturally.
6. Revisit Appendix 1, read through it with the pupils and introduce the Detailed responses sheet – **Appendix 5**. Pupils to practise them in pairs.
7. Pupils to consider how to improve the conversation by utilising the Detailed responses sheet – **Appendix 5**
8. **Reading tasks** – the aim of this reading task is to show understanding of the *Mistar Urdd Blog*.

Pupils to read the blog – **Appendix 6** – in pairs and use the reading skills prompt card – **Appendix 7** - to help the overcome any difficulties. It is very important at this stage to encourage the pupils to persevere and not be too preoccupied with understanding every single word. General understanding is far more important at this stage. An English language translation of the blog – **Appendix 8** – is provided for use by teachers.

Pupils to read limited sections of the blog aloud to partners/other members of small groups. Pupils to practise in pairs by reading the sections three times to each other; this gives them more confidence when reading aloud to a wider audience. Pupils to assess each other by using the assessment sheet – **Appendix 9**.

Pupils to complete the comprehension grid – **Appendix 10**.

9. **Writing task** – see **Appendix 11**.

Sharing and discussing personal news



10. Learners to present their own personal news to their partners and engage in a question and answer session to glean/provide further information. It is important that the learners are given enough time to write notes and practise the oral exchanges.

Learners to use **Appendix 5** as a basis to formulate success criteria which can be used to provide their partner with feedback.

The vocabulary/phrases in **Appendix 12** enrich the learner's language.



Appendix 1



Listen to Sara sharing her news and then discussing it with her friend, Tom (characteristics of Level 4) See the DVD - File 5.

Sara ydw i. Dydd Sadwrn, es i i'r dre' gyda mam. Es i ar y bws.
Roedd hi'n braf a heulog. Gwelais i fy ffrind Tom. Es i i'r caffi hefyd.
Bwytais i sgloadion – blasus iawn. Ces i amser da.

A: Helo sut wyt ti?

B: Da iawn diolch. A ti?

A: O gweddol, diolch. Ble est ti dydd Sadwrn?

B: Dydd Sadwrn, es i i'r dre gyda mam.

A: Sut est ti?

B: Es i ar y bws

A: Sut oedd y tywydd?

B: Roedd hi'n bwrw glaw ac yn ddiflas.

A: Pwy welais ti?

B: Gwelais i fy ffrind Tom.

A: Ble est ti nesa'?

B: Es i i'r caffi a bwytais i sgloadion – blasus iawn!

Appendix 2



Alibi Game

Pairs make up an 'alibi' using past tense language patterns, e.g.

Ble est ti ar y penwythnos? Es i i(r) ... gyda/efo ...
Sut oedd y tywydd? Roedd hi'n ... diolch byth
Beth welaist ti? Gwelais i ...
Beth brynaist ti? Prynais i ...
dw i'n dwlu ar/dw i wrth fy modd efo ...

Note: The 'Alibi' game is shown on Film 1, St Patrick's Primary School.

Teacher chooses one pair.

First partner goes outside the classroom.

Second partner sits in the **hot seat**.

Remainder of the class/group fire questions at the person in the **hot seat** using the past tense. (*The questions could be displayed*)

Partners exchange places.

Class or group fire the same questions at second person in the **hot seat**.

Answers must correspond to first partner's answers to gain a point.

Every-day language should also be used during this activity, e.g.

- Dewch yma/tyrd yma
- Partner un, ewch/cer allan
- Partner dau, eisteddwch/eistedda ar y Gadair Boeth
- Gofynnwch gwestiwn un
- Ewch i nôl partner un
- Partner dau, ewch/cer allan ac ati.

Appendix 3



Using the '**Casáu, Mwynhau a Dwlu ar/Wrth fy modd efo**' Mind Map

These mind maps help the learners express opinions with reasons.
(You could create your own display based on the mind map)

- Show the mind map on the interactive whiteboard .

Use actions to introduce **casáu, mwynhau, dwlu ar/wrth fy modd efo** and any adjectives on the placemat. The learners can decide on the actions to use. You could take photographs of the learners doing the actions and label them. Display them in class as a reminder.

Think, Pair, Share – Why are there different colours on the placemat?

- Green – positive verbs and adjectives,
- Pink – negative verbs and adjectives,
- Blue – *Bocs Bendigedig*.

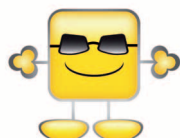
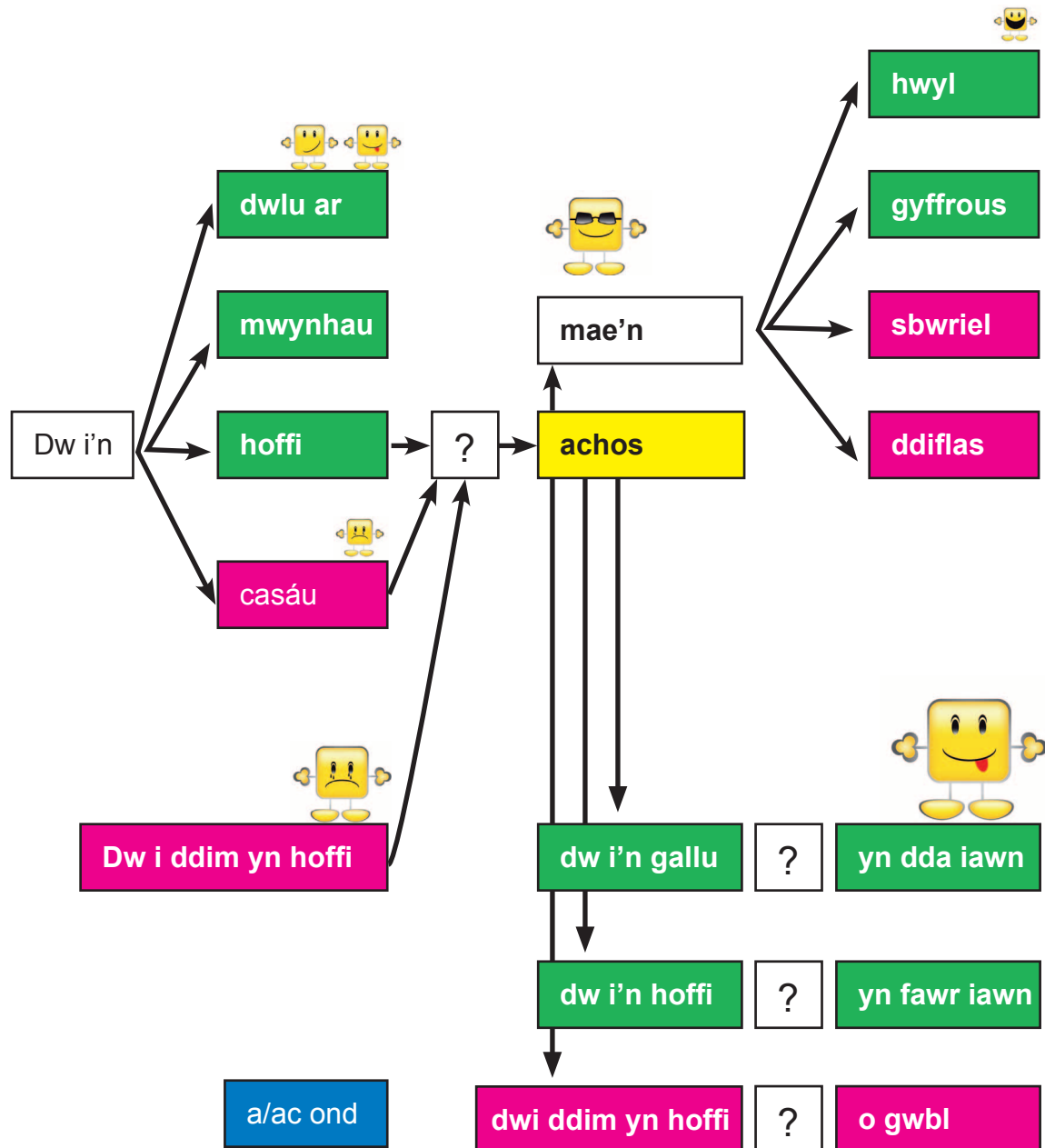
Think, Pair, Share – What will replace the question marks on the mind maps – activity or hobby

Think, Pair, Share – Can the learners use the mind maps to express an opinion?

An oral or written activity can follow allowing learners the opportunity to create their own sentences (use small whiteboards).

Appendix 3 (continued)

Beth wyt ti'n hoffi wneud?



Appendix 4



Hoola hoop activity

This activity enables learners to extend sentences and volunteer information naturally.

Use 3 different coloured hoops. Learners to physically jump from hoop to hoop extending given sentences. Class members could evaluate, suggesting further improvements.

Example

Fy hobi i yw/ydy nofio. Dydd Sadwrn es i i nofio gyda Sam. Mae e'n/o'n hoffi nofio hefyd.



Appendix 5

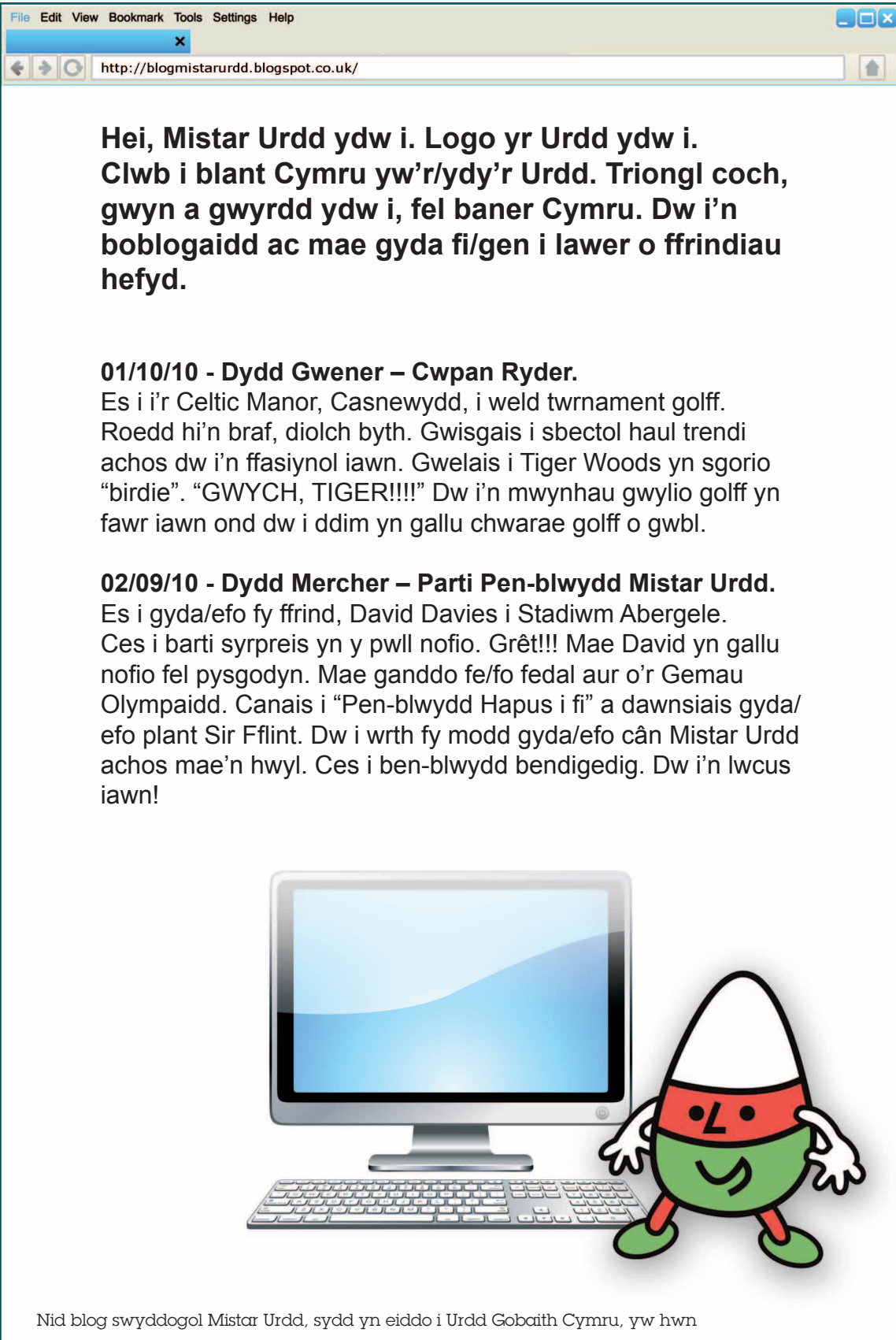


Examples of detailed responses to enable learners to move from Level 4 to Level 5

	Level 4	Level 5
Ble est ti dydd Sadwrn?	Dydd Sadwrn, es i i'r dre' gyda/efo mam. Es i i'r caffi. Ces i sglodion – blasus iawn!	Dydd Sadwrn, es i i'r dre' gyda mam. Es i ar y bws am naw o'r gloch. Es i ar y bws achos roedd hi'n bwrw glaw. Es i i'r caffi a bwytais i sglodion. Dw i'n dwlu ar/Dw i wrth fy modd efo sglodion ond dyw/dydy sglodion ddim yn dda i chi, gwaetha'r modd.
Sut oedd y tywydd?	Roedd hi'n bwrw glaw ac yn ddiflas.	Roedd hi'n bwrw glaw ac yn ddiflas, gwaetha'r modd. Mae'n gas 'da fi/Dw i'n casáu law. Mae'n well 'da fi/gen i dywydd heulog.
Pwy welaist ti?	Gwelais i fy ffrind Tom	Gwelais fy ffrind Tom. Roedd Tom yn mynd i nofio. Dw i'n dwlu ar Tom/Dw i wrth fy modd efo Tom achos mae e'n/o'n ffrind da. Dw i'n hoffi Tom yn fawr iawn achos mae e'n/o'n chwarae pêl-droed 'da fi/efo fi.
Beth brynaist ti?	Prynais i sanau rygbi coch a gogls nofio. Prynais i gêm cyfrifiadur a DVD Simpsons.	Prynais i sanau rygbi coch a gogls nofio. Roedd y sanau yn bum punt a'r gogls yn ddeg punt – drud iawn! Prynais i gêm cyfrifiadur achos dw i'n mwyhau chwarae gemau cyfrifiadur. Prynais i DVD Simpsons hefyd achos mae'r Simpsons yn ddoniol iawn.

Appendix 6

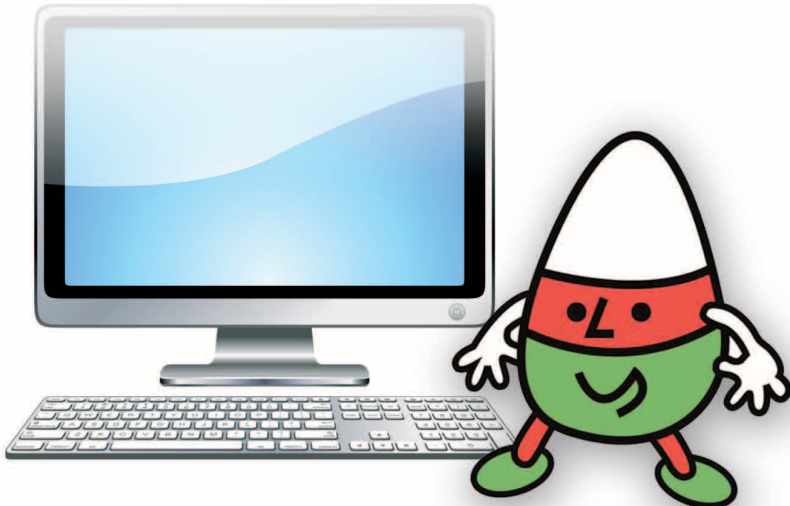
Blog Mistar Urdd



Hei, Mistar Urdd ydw i. Logo yr Urdd ydw i. Clwb i blant Cymru yw'r/ydy'r Urdd. Triongl coch, gwyn a gwyrdd ydw i, fel baner Cymru. Dw i'n boblogaidd ac mae gyda fi/gen i lawer o ffrindiau hefyd.

01/10/10 - Dydd Gwener – Cwpan Ryder.
Es i i'r Celtic Manor, Casnewydd, i weld twrnament golff. Roedd hi'n braf, diolch byth. Gwisgais i sbectol haul trendi achos dw i'n ffasiynol iawn. Gwelais i Tiger Woods yn sgorio "birdie". "GWYCH, TIGER!!!!" Dw i'n mwynhau gwylio golff yn fawr iawn ond dw i ddim yn gallu chwarae golff o gwbl.

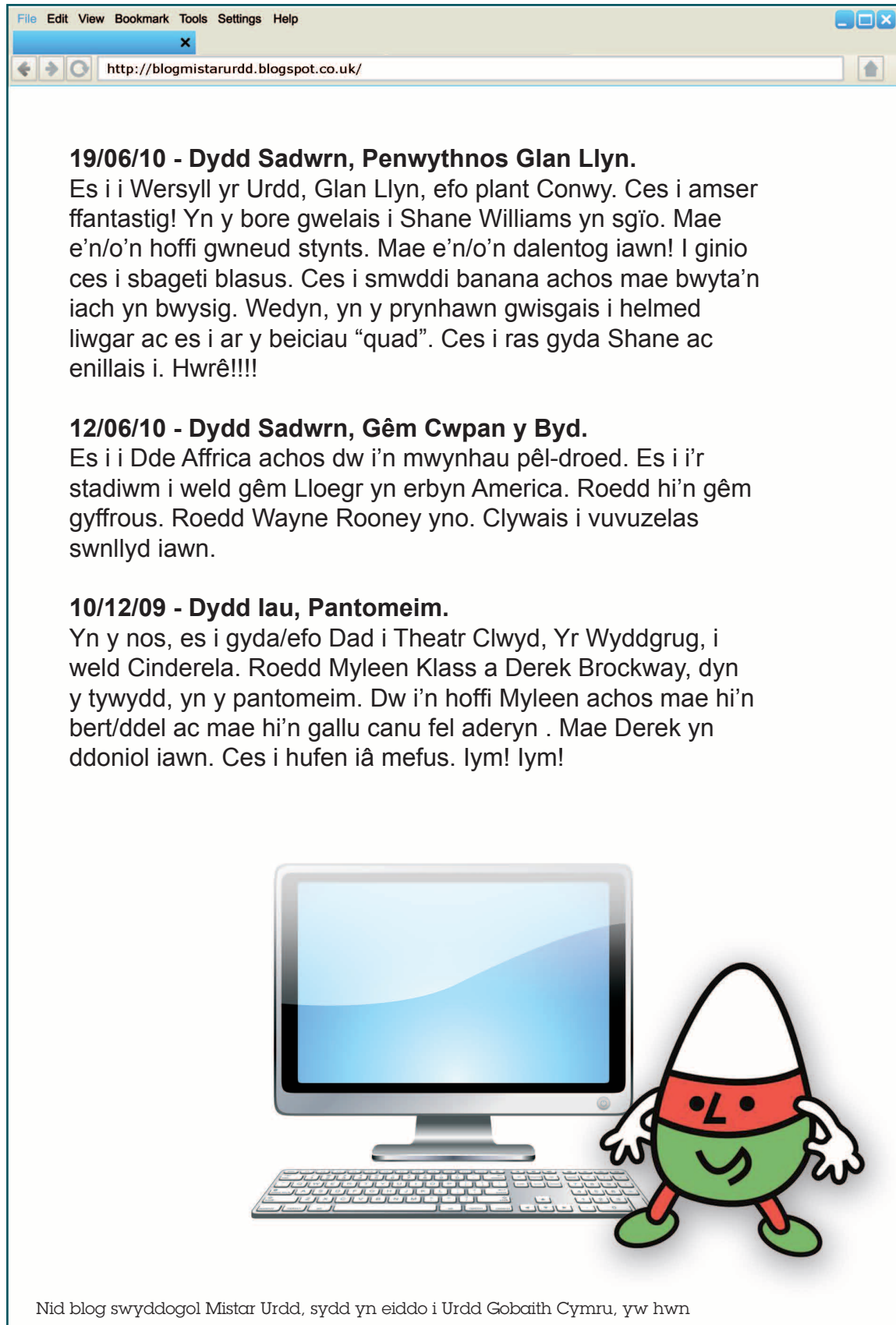
02/09/10 - Dydd Mercher – Parti Pen-blwydd Mistar Urdd.
Es i gyda/efo fy ffrind, David Davies i Stadiwm Abergele. Ces i barti syrpreis yn y pwll nofio. Grêt!!! Mae David yn gallu nofio fel pysgodyn. Mae ganddo fe/fo fedal aur o'r Gemau Olympaidd. Canais i "Pen-blwydd Hapus i fi" a dawnsiais gyda/efo plant Sir Fflint. Dw i wrth fy modd gyda/efo cân Mistar Urdd achos mae'n hwyl. Ces i ben-blwydd bendigedig. Dw i'n lwcus iawn!



Nid blog swyddogol Mistar Urdd, sydd yn eiddo i Urdd Gobaith Cymru, yw hwn

Appendix 6 (continued)

Blog Mistar Urdd



The screenshot shows a web browser window with the address bar displaying <http://blogmistarurdd.blogspot.co.uk/>. The browser has a menu bar with File, Edit, View, Bookmark, Tools, Settings, and Help. The main content area contains three blog entries:

19/06/10 - Dydd Sadwrn, Penwythnos Glan Llyn.
Es i i Wersyll yr Urdd, Glan Llyn, efo plant Conwy. Ces i amser ffantastig! Yn y bore gwelais i Shane Williams yn sgïo. Mae e'n/o'n hoffi gwneud stynts. Mae e'n/o'n dalentog iawn! I ginio ces i sbageti blasus. Ces i smwddi banana achos mae bwyta'n iach yn bwysig. Wedyn, yn y prynhawn gwisgais i helmed liwgar ac es i ar y beiciau "quad". Ces i ras gyda Shane ac enillais i. Hwrê!!!!

12/06/10 - Dydd Sadwrn, Gêm Cwpan y Byd.
Es i i Dde Affrica achos dw i'n mwynhau pêl-droed. Es i i'r stadiwm i weld gêm Lloegr yn erbyn America. Roedd hi'n gêm gyffrous. Roedd Wayne Rooney yno. Clywais i vuvuzelas swnllyd iawn.

10/12/09 - Dydd Iau, Pantomeim.
Yn y nos, es i gyda/efo Dad i Theatr Clwyd, Yr Wyddgrug, i weld Cinderela. Roedd Myleen Klass a Derek Brockway, dyn y tywydd, yn y pantomeim. Dw i'n hoffi Myleen achos mae hi'n bert/ddel ac mae hi'n gallu canu fel aderyn. Mae Derek yn ddoniol iawn. Ces i hufen iâ mefus. lym! lym!

Below the text is an illustration of a computer monitor and keyboard. To the right of the keyboard is a cartoon character that looks like a watermelon slice with a face, arms, and legs, standing next to the computer.

Nid blog swyddogol Mistar Urdd, sydd yn eiddo i Urdd Gobaith Cymru, yw hwn

Appendix 7



Reading skills prompt card

I'm stuck – what can I do?

- Does it look or sound like an English word?
- If I read on, can I guess the meaning of the word?
- Have I heard the word somewhere before?
- Are there pictures that can help me?
- Can I sound out the word?

Remember the Welsh language sounds – ll, ch, dd, ff, f, th

- Does my friend know the word?
- Can I use a dictionary to help?
- Can my teacher help me?



Appendix 8



Translation of the blog

Hi, I am Mistar Urdd. I am the Urdd logo. The Urdd is a Club for children in Wales. I am a red, white and green triangle like the Welsh flag. I am popular and I have lots of friends.

01/10/10 - Friday, Ryder Cup

I went to the Celtic Manor in Newport to see a golf tournament. The weather was fine thank goodness. I wore trendy sunglasses because I am fashionable. I saw Tiger Woods scoring a "birdie." "EXCELLENT, TIGER!!!!!" I enjoy watching golf very much, but I cannot play the game at all.

02/09/10 - Wednesday, Mistar Urdd's birthday party

I went with my friend, David Jones, to Cwmbrân Stadium. I had a surprise party in the swimming pool. Great!! David can swim like a fish. He has a gold medal from the Olympic Games. I sang "Happy Birthday to me" and danced with the children from Torfaen. I love/adore Mistar Urdd's song, because it is fun. I had a wonderful birthday. I am very lucky.

19/06/10 - Saturday, Weekend in Llangrannog

I went to the Urdd Camp in Llangrannog with the Blaenau Gwent children. I had a fantastic time! In the morning I saw Shane Williams skiing. He likes doing stunts. He's very talented! For lunch I had tasty spaghetti. I had a banana smoothie because it's important to eat healthily. Afterwards, in the afternoon I wore a colourful helmet and I went on the quad bikes. I had a race with Shane Williams and I won! Hurray!!!!!!

12/06/10 - Saturday, World Cup Game

I went to South Africa because I adore/love football. I went to the Stadium to see the England game against America. It was an exciting game. Wayne Rooney was there. I heard very noisy vuvuzelas.

10/12/09 - Thursday, Pantomime

In the evening I went with dad to the River Front Theatre, Newport to see Cinderella. Myleen Klass and Derek Brockway, the weather man, were in the pantomime. I adore Myleen because she's pretty and she can sing like a bird. Derek is very funny. I had a strawberry ice-cream. Yum yum!!!

Appendix 9



Assessment Sheet – Reading aloud

Enw:.....

Dyddiad:.....



Mae yn gallu ...	Bob amser <i>Always</i>	Weithiau <i>Sometimes</i>	Dim eto <i>Not yet</i>
darllen yn uchel – pawb yn clywed <i>read with a strong voice – everyone can hear</i>			
darllen yn glir – pawb yn deall <i>read clearly – everyone can understand</i>			
darllen heb oedi gormod <i>read without too many pauses</i>			
ynganu'r geiriau'n gywir <i>pronounce the words correctly</i>			
darllen gyda mynegiant <i>read with expression</i>			

Y tro nesa, rhaid i fi . . . *Next time, I must . . .*

■	_____
■	_____

Appendix 10



Complete the grid

Pryd?	Ble?	Tywydd?	Hoffi/ddim yn hoffi?	Pam?

Beth yn y Blog wyt ti'n hoffi? Pam?

Beth yn y Blog dwyt ti ddim yn hoffi? Pam?

Appendix 11



Writing

Aim: To write a blog

Steps:

1. Using the blog model, learners to highlight words and sentences according to different categories, e.g. adjectives, past tense, opinions with reasons, *Bocs Bendigedig*/Wow words - **Appendix 12**.
2. Plan and write their own blog.
3. Read each other's work and evaluate using success criteria and two stars and a wish.

Example of success criteria:

Pupils able to:

- develop ideas clearly, in a sensible order
- include at least 4 past tense verbs
- express at least 3 opinions using a variety of sentence patterns
- use at least 5 Bocs Bendigedig words / patterns – see **Appendix 12**
- spell most key words correctly
- use capital letters, full stops and apostrophes correctly.

Appendix 12



Examples of words/ phrases for Bocs Bendigedig

ddoe	- <i>yesterday</i>
y llynedd	- <i>last year</i>
heddiw	- <i>today</i>
eleni	- <i>this year</i>
yfory	- <i>tomorrow</i>
wythnos diwetha	- <i>last week</i>
wedyn	- <i>then</i>
nesaf	- <i>next</i>
yn aml	- <i>often</i>
weithiau	- <i>sometimes</i>
yna	- <i>then</i>

O'r gorau	- <i>Okay/Alright</i>
Syniad da	- <i>Good idea</i>
Mae'n dibynnu	- <i>It depends</i>
Wyt ti'n cytuno?	- <i>Do you agree?</i>
Dw i'n cytuno	- <i>I agree</i>
Dw i ddim yn cytuno	- <i>I don't agree</i>
Fy hoff ... ydy ...	- <i>My favourite... is ...</i>
Yn fy marn i ...	- <i>In my opinion ...</i>

Mae'n well 'da fi/gen i ...	- <i>I prefer ...</i>
neu	- <i>or</i>
hyfryd	- <i>lovely</i>
Dim ots	- <i>It doesn't matter</i>

Appendix 12 (continued)



Examples of words/phrases for Bocs Bendigedig

rhy anodd	- too hard / difficult
rhy boeth	- too hot
rhy oer	- too cold
rhy ddrudd	- too dear

yn ffasiynol	- fashionable
yn ddoniol	- funny
yn gyffrous	- exciting

fel ...	- like / as
(glas fel y môr)	- (blue like the sea)
gwastraff amser	- waste of time
gwastraff arian	- waste of money
llawer o hwyl	- lots of fun
wela i di	- see you later
rhaid i mi fynd	- I must go



Personal Profile

Personal Profile



Aim: To give a presentation about oneself.

Note: see elements of this session in Film 2, St Peter's School, Rossett, Wrexham. Ffilm 2.

Steps:

1. Revise/Introduce the vocabulary/sentence patterns – **Appendix 1** – using loop cards/cadair goch/helpwr heddiw.
2. Read Jack's profile aloud to the learners/learners listen to a reading from a sound file – **Appendix 2**. Assess their understanding by asking questions about aspects of the text, e.g.
 - Ble mae Jack yn byw?
 - Beth ydy/yw rhif ffôn Jack?
 - Beth ydy/yw hobiau Jack?
 - Oes brawd/chwaer gyda fe? /Oes ganddo fo frawd/chwaer/

Learners to read Jack's profile by following these steps:

- Listen to the profile being read again by the teacher/sound file
 - Pupils to work in pairs and read the profile three times to each other – these readings could be timed; this appeals to boys particularly.
3. Learners to complete a written comprehension task – **Appendix 3**.
 4. Learners to complete Jack's fact file – **Appendix 4**.
 5. Present learners with the Level 4 success criteria for writing – **Appendix 5**. Ensure they understand the criteria and elicit from them a response to the question: 'Why do we think that Jack is working on level 4?'
 6. Present learners with the Level 5 success criteria for writing – **Appendix 5**. Ensure they understand the criteria. In pairs, learners to consider, in the light of the success criteria, how Jack's profile could be improved.
 7. Revise/Introduce more vocabulary – **Appendix 6** - to help the learners attain Level 5 work in Step 8 - **Appendix 7** - using loop cards/cadair goch/helpwr heddiw. Continuous revision of the vocabulary/phrases in **Appendix 1** will also be necessary. Follow this link to the NGfL website to see several examples of teachers using various oral revision techniques:
<http://www.ngfl-cymru.org.uk/VTC/2011-12/developing-oracy/eng/index-06-films-showing-good-practice.html>

Personal Profile



Steps:

8. Revisit Jack's profile – **Appendix 2** – and guide the learners to use the grid – **Appendix 5** – to consider how Jack's profile could be improved.
9. Learners to read Jack's second profile – **Appendix 8** – and use the Level 5 success criteria for writing – **Appendix 5** – to identify the Level 5 features in the piece of work.
10. Learners to write their own profile paying due attention to the success criteria and the use of the same criteria to assess their own and partner's work.
11. Learners to introduce themselves to the class/group whilst their peers assess their performance using the success criteria. See film 2, St Peter's Primary School, Rossett and **Appendices 9** and **10**.

Appendix 1



Introduce yourself

Jack ydw i.

- I am Jack.

Give your age

Dw i'n ddeg oed.

- I am ten years old.

Your birthday

Mae fy mhen-blwydd i
ym mis Tachwedd

- My birthday is in
November.

Your phone number

Fy rhif ffôn ydy ...

- My phone number is ...

Your address

Dw i'n byw yn Aberystwyth

- I live in Aberystwyth.

Your school

Dw i'n mynd i Ysgol y Bryn

- I go to Ysgol y Bryn.

Describe yourself

Mae gwallt brown gyda fi/gen i
Dw i'n dal

- I have brown hair
- I am tall.

Likes and dislikes

Dw i'n hoffi/mwynhau/dwlu ar ...

- I like/enjoy/love ...

Dw i ddim yn hoffi/Dw i'n casáu ...

- I don't like/I hate ...

chwarae pêl-droed

- playing football

bowlio deg

- tenpin bowling

darllen

- reading

siopa

- shopping.

Appendix 1 (continued)



Hobbies

Fy hoff hobi ydy gymnasteg

- My favourite hobby is gymnastics.

Adjectives

gwydh

- great

ffantastig

- fantastic

hwyl

- fun

cyffrous

- exiting

diflas

- boring

gwastraff amser

- waste of time

ofnadwy

- terrible.

Family

Mae brawd/chwaer gyda fi /

- I have a brother/sister

Mae gen i frawd/chwaer o'r enw ...

- called ...

Mae Dafydd yn 5 oed

- Dafydd is 5 years old.

Mae ci gyda fi/Mae gen i gi
o'r enw ...

- I have a dog called ...

Mae Smot yn hoffi rhedeg

- Smot likes running.

Linking words

a/ac

- and

ond

- but

hefyd

- also

weithiau

- sometimes

Phrases

ych a fi

- urgh!

diolch byth

- thank goodness

wrth gwrs

- of course

Appendix 2



Proffil Jack (Level 4) – North Wales version

There is a recording of the following presentation on the accompanying DVD - File 6.

Helo! Jack ydw i. Dw i'n ddeg oed ac mae fy mhen-blwydd i ym mis Tachwedd. Dw i'n byw yn Aberystwyth a dw i'n mynd i Ysgol y Bryn. Fy rhif ffôn ydy 01970 820835. Dw i'n dal. Fy hoff hobi ydy gymnasteg a pêl-droed.

Ar y penwythnos, dw i'n hoffi chwarae pêl-droed yn y parc efo fy ffrindiau. Hefyd, dw i'n mwynhau bowlïo deg. Mae gen i wallt du a llygaid brown. Dw i ddim yn hoffi siopa a dw i'n casáu sgïo. Mae gen i gi o'r enw Smot ac mae o'n hoffi bisgedi.

Mae gen i un brawd ac un chwaer o'r enw Matthew a Lauren. Mae Matthew yn 13 ac mae Lauren yn 5 oed.

Hwyl fawr!



Appendix 2 (continued)



Proffil Jack (Level 4) – South Wales version

There is a recording of the following presentation on the accompanying DVD - File 7.

Helo! Jack ydw i. Dw i'n ddeg oed ac mae fy mhen-blwydd i ym mis Tachwedd. Dw i'n byw yn Aberystwyth a dw i'n mynd i Ysgol y Bryn. Fy rhif ffôn yw 01970 820835. Dw i'n dal. Fy hoff hobi ydy gymnasteg a pêl-droed.

Ar y penwythnos, dw i'n hoffi chwarae pêl-droed yn y parc gyda fy ffrindiau. Hefyd, dw i'n mwynhau bowlïo deg. Mae gwallt du a llygaid brown gyda fi. Dw i ddim yn hoffi siopa a dw i'n casáu sgïo. Mae ci gyda fi o'r enw Smot ac mae e'n hoffi bisgedi.

Mae un brawd ac un chwaer gyda fi o'r enw Matthew a Lauren. Mae Matthew yn 13 ac mae Lauren yn 5 oed.

Hwyl fawr!



Appendix 3



Ar ôl darllen proffil Jack, atebwch y cwestiynau.

An alternative to answering these comprehension questions would be to follow these steps:

- Divide learners into groups
- Learners to compose their own 5 comprehension questions based on the profile
- Groups to exchange sets of questions and hold a race/s to see which group can be first to answer the questions
- These sets of questions could be circulated among several groups

1. Faint yw/ydy oed Jack?

.....

2. Pryd mae pen-blwydd Jack?

.....

3. Ble mae Jack yn byw?

.....

4. Pa liw gwallt sy gyda/gan Jack?

.....

5. Beth mae Jack yn hoffi wneud ar y penwythnos?

.....

.....

6. Beth dydy Jack ddim yn hoffi wneud ar y penwythnos?

.....

7. Oes cath gyda Jack?/Oes gan Jack gath?

.....

8. Beth mae Smot yn hoffi?

.....

Appendix 4



Fact File

A spiral-bound notebook with a brown cover and a white page. The page is divided into two columns by a vertical line. The left column is a narrow margin. The right column contains a form with seven rows of dotted lines for writing. The form is titled 'Fact File' and includes the following fields: Enw: (Name), Oed: (Age), Byw: (Address), Rhif ffôn: (Phone number), Hoff: (Hobby), Cas: (Favorite color), Lliw llygaid: (Eye color), and Teulu: (Family). To the right of the page is a vertical strip of six colored tabs: purple, green, yellow, pink, blue, and orange. A yellow pencil with a pink eraser is positioned vertically to the right of the page. At the bottom of the page, there is a small illustration of a blue and pink eraser and a red pencil sharpener.

Enw:

Oed:

Byw:

Rhif ffôn:

Hoff:

Cas:

Lliw llygaid:

Teulu:

Appendix 5



Success/Assessment criteria: WRITING

Strand of level	Level 4	Level 5
Content	Pupils write linked sentences, showing some grasp of order and progression, when writing for different purposes.	Pupils write linked sentences, developing their ideas sensibly and showing a grasp of form and progression. They express opinions simply.
Expression	They use suitable vocabulary and phrases, varying their patterns and producing basic sentences, showing some grasp of form and progression.	They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate.
Spelling and punctuation	They spell most structure words and other words which are within their experience accurately. They use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary.	They usually spell accurately. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences, using apostrophes and quotation marks when necessary.
Handwriting	Handwriting is clear, and they write fluently, and where appropriate adapt the presentation according to the task.	The work is legible and effectively presented.

Appendix 6



The learners should learn the following sentence vocabulary/patterns in addition to those in Appendix 1.

Name
Fy enw i ydy Jack.

Birthday
Mae fy mhen-blwydd i ar Ionawr 23.

Address
Dw i'n byw yn Aberystwyth ...
... mewn tŷ ar wahân/fflat
... yn y dref/wrth y môr
... gyda fy nheulu.



Appendix 6 (continued)



Ysgol

Es i i Ysgol y Llan ond nawr/rwan ...
... dw i'n mynd i Ysgol y Bryn
Bydda i'n mynd i Ysgol Penglais cyn bo hir.

Personal description

Mae gwallt byr/du gyda fi/Mae gen i wallt byr/du
Dw i'n berson/fachgen/ferch annwyl/swil/
hyderus.

Dw i'n gwisgo sbectol.

Hoffi/Ddim yn hoffi

Dw i'n hoff o ...
Wrth fy modd yn ...
Mae'n gas gyda fi/gen i ...

Activities

sgïo
gwylio teledu
bwyta
yfed.

Appendix 6 (continued)



Favourite/Least favourite

Fy hoff hobi ydy gymnasteg
Dw i'n casáu chwarae hoci.

Give reasons

achos mae'n ...
achos roedd hi'n / e'n/o'n ...
mae'n ffordd dda o ...
... gadw'n heini
... gymdeithasu
... gael hwyl

Adjectives

Use:

'eitha' before an adjective, e.g.

Mae Siân, fy chwaer, yn eitha da am chwarae hoci.

My sister, Siân, is quite good at playing Hockey

'iawn' after an adjective, e.g.

Mae Tom, fy ffrind, yn dal iawn.

My friend, Tom, is very tall.

Other adjectives:

Doniol	- Funny
Siaradus	- Talkative
Mawr	- Big
Tal	- Tall
Diflas	- Boring
Diddorol	- Interesting
Swil	- Shy
Hir	- Long

Appendix 6 (continued)



Using the third person

Mae brawd/chwaer gyda fi/Mae gen i frawd/chwaer
Mae Matthew yn 5 oed
Mae Matthew yn hoffi
Mae e'n/o'n mwynhau
Mae hi'n hoff o ...
Mae Lauren yn casáu
Dydy e/o ddim yn hoffi
Dydy hi ddim yn mwynhau

Pets

Mae Smot yn hoffi neidio
Mae trwyn smwt gyda Smot/Mae gan Smot drwyn smwt
Mae clustiau hir gyda fe/Mae ganddo fo glustiau hir
Mae e'n/o'n glyfar.

Connectives

Weithiau	- sometimes
Neu	- or
Efallai	- perhaps

Phrases

o dro i dro	- From time to time
mae'n dibynnu ar ...	- It depends on ...
yn fy marn i	- In my opinion
ta beth/beth bynnag	- Anyway ...
heb os nac oni bai	- Without doubt
cyn bo hir	- Before long
llawer o	- Lots of ...

Appendix 7



Improving my profile

What I need to improve:	To make it better I should:	I will do this by using: (consider the following guidance/examples)
Communication	• Write linked sentences. • Develop my ideas clearly, in a sensible order. • Express opinions simply.	“Ar y penwythnos, dw i’n hoffi chwarae pêl-droed yn y parc gyda fy ffrindiau Rhys a Sam achos mae’n gyffrous ac, wrth gwrs, mae’n ffordd dda o gadw’n heini. Hefyd, dw i’n mwynhau bowlïo deg yn y dref achos, a mae’n llawer o hwyl.” Commentary • The above paragraph includes ‘linked sentences’ on the theme of what Jack does during the weekend • Writing about ‘sport’ is developed in a clear and sensible order. • Opinion is expressed simply
Opinion	• Select suitable words and phrases • Vary my sentences to some extent • Produce language patterns that are fairly accurate.	Dw i ddim yn hoffi mynd i siopa achos, yn fy marn i mae’n ddiflas iawn achos dw i ddim yn hoff o ffasiwn. A bod yn onest, dw i’n casau sgïo hefyd achos mae’n beryglus a mae’n gas gyda fi’r tywydd oer. Commentary • Suitable words and phrases are used to express opinion, e.g. ‘yn fy marn i ...’, ‘dw i ddim yn hoff o ...’ • Sentences patterns are varied; the first begins with ‘Dw i ddim ...’ and the second with ‘A bod yn onest ...’ • The paragraph contains no mistakes.

Appendix 7 (continued)



Improving my profile

What I need
to improve:

To make it better
I should:

I will do this by using:
(consider the following
guidance/examples)

Punctuation and spelling

- Spell accurately.
- Use capital letters, question marks and full stops accurately
- Use punctuation within sentences, like apostrophes and quotation marks.

Commentary

- Accurate spelling and punctuation should be a success criteria when learners undertake written tasks

Range

- The work is neat and tidy.

Appendix 8

Proffil Jack (Level 5) – North Wales version

There is a recording of the following presentation on the accompanying DVD - File 8.

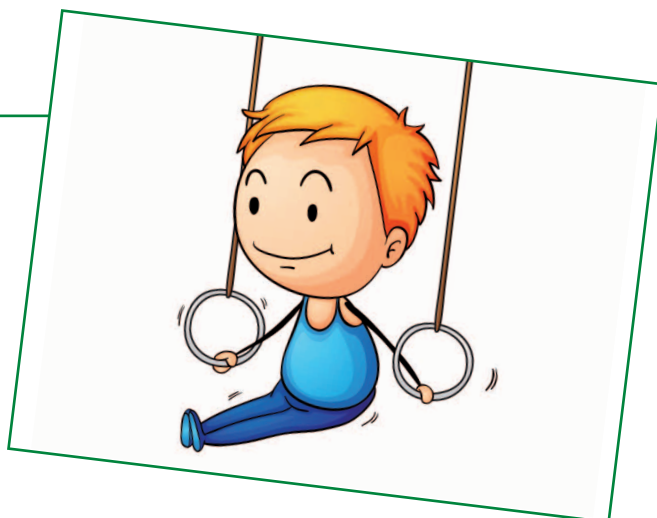
Helo! Jack ydw i. Dw i'n ddeg oed ac mae fy mhen-blwydd i ar Ionawr 23. Dw i'n byw mewn tŷ ar wahân yn y wlad ger Aberystwyth efo fy rheulu. Dw i'n mynd i Ysgol y Bryn ond bydda i'n mynd i Ysgol Penglais cyn bo hir. Fy rhif ffôn ydy 01970 820835. Dw i'n berson doniol a siaradus weithiau. Mae gen i wallt du, byr a llygaid mawr, brown a dw i'n eitha tal.

Ar y penwythnos, dw i'n hoffi chwarae pêl-droed yn y parc efo fy ffrindiau, Rhys a Sam, achos mae'n gyffrous ac, wrth gwrs, mae'n ffordd dda o gadw'n heini. Hefyd, dw i'n mwynhau bowlïo deg yn y dref achos mae'n llawer o hwyl.

Dw i ddim yn hoffi mynd i siopa. Yn fy marn i, mae'n ddiflas iawn achos dw i ddim yn hoff o ffasiwn. A bod yn onest, dw i'n casáu sgïo hefyd achos mae'n beryglus ac mae'n gas gen i'r tywydd oer. Fy hoff hobi ydy gymnasteg. Dydd Mawrth, es i i'r ganolfan hamdden gyda'r ysgol i ymarfer. Dw i'n mwynhau ymarfer corff ond fy nghas hobi ydy rhedeg achos mae'n wastraff amser a blinedig iawn.

Mae gen i un brawd ac un chwaer o'r enw Matthew a Lauren. Mae Matthew yn 13 oed ac mae o wrth ei fodd yn darllen llyfrau fel Harry Potter. Mae o'n fachgen tawel a swil. Mae Lauren yn 5 oed ac mae hi'n llawer o hwyl. Mae hi'n mwynhau gwylio Peppa Pig. Hefyd, mae gen i gi o'r enw Smot ac mae ganddo fo glustiau hir. Mae Smot yn ffantastig – Smot ydy fy ffrind gorau!

Hwyl fawr!



Appendix 8 (continued)



Proffil Jack (Level 5) – South Wales version

There is a recording of the following presentation on the accompanying DVD - File 9.

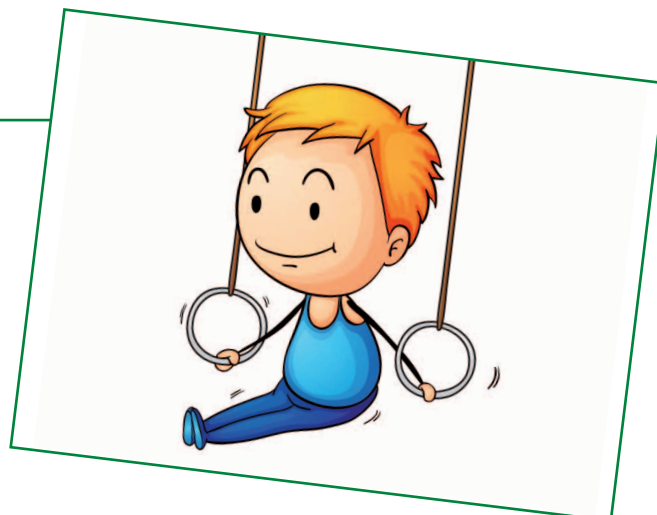
Helo! Jack ydw i. Dw i'n ddeg oed ac mae fy mhen-blwydd i ar Ionawr 23. Dw i'n byw mewn tŷ ar wahân yn y wlad ger Aberystwyth gyda fy nheulu. Dw i'n mynd i Ysgol y Bryn ond bydda i'n mynd i Ysgol Penglais cyn bo hir. Fy rhif ffôn ydy 01970 820835. Dw i'n berson doniol a siaradus weithiau. Mae gwallt du, byr a llygaid mawr, brown gyda fi a dw i'n eitha tal.

Ar y penwythnos, dw i'n hoffi chwarae pêl-droed yn y parc gyda fy ffrindiau, Rhys a Sam, achos mae'n gyffrous ac, wrth gwrs, mae'n ffordd dda o gadw'n heini. Hefyd, dw i'n mwynhau bowlïo deg yn y dref achos mae'n llawer o hwyl.

Dw i ddim yn hoffi mynd i siopa. Yn fy marn i, mae'n ddiflas iawn achos dw i ddim yn hoff o ffasiwn. A bod yn onest, dw i'n casáu sgïo hefyd achos mae'n beryglus ac mae'n gas gyda fi'r tywydd oer. Fy hoff hobi ydy gymnasteg. Dydd Mawrth, es i i'r ganolfan hamdden gyda'r ysgol i ymarfer. Dw i'n mwynhau ymarfer corff ond fy nghas hobi yw rhedeg achos mae'n wastraff amser a blinedig iawn.

Mae un brawd ac un chwaer gyda fi o'r enw Matthew a Lauren. Mae Matthew yn 13 oed, ac mae e'n dwlu ar ddarlennu llyfr fel Harry Potter. Mae e'n fachgen tawel a swil. Mae Lauren yn 5 oed ac mae hi'n llawer o hwyl. Mae hi'n mwynhau gwylïo Peppa Pig. Hefyd, mae ci gyda fi o'r enw Smot ac mae clustiau hir gyda fe. Mae Smot yn ffantastig – Smot yw fy ffrind gorau!

Hwyl fawr!



Appendix 9



Content/Check-list (for level 5):

- ☐ Name
- ☐ Age
- ☐ Address
- ☐ School
- ☐ Phone number
- ☐ Personal description
- ☐ Likes and dislikes
 - Opinions
 - Reasons to support opinions
 - Favourite/least favourite things
- ☐ Family
 - 3rd person
 - Names
 - Ages
 - Likes/dislikes
- ☐ Pets
 - 3rd person
 - Description

Appendix 10



Improving oracy

What I need to improve	To make it better I should:	I will do this by using:
Communication	• Show more confidence. • Develop my ideas clearly, in a sensible order.	
Opinion	• Give reasons to explain their ideas when I expressing my opinions	
Pronunciation	• Speak clearly and quite fluently.	
Range	• Use a variety of phrases, sentence patterns and verb forms correctly.	

➤ 5

Discussing a poem

Trafod cerdd



Aim: To discuss the poem *Mynd i'r Dre*, Mair Elwyn (*Sgram!*) and deliver a presentation about their own town.

Note: elements of this unit can be seen on Film 2, St Peter's School, Rossett

Steps:

1. Teacher to introduce the poem and vocabulary such as 'teitl', 'bardd', 'pennill', 'llinell', 'odl' (title, poet, verse, line, rhyme). Learners to listen to the poem being read by the teacher/or the sound file and then to read it:

in pairs / groups / boys / girls.

It is important that pupils should be given the opportunity to read the poem several times. This develops their confidence and improves their ability to read clearly and with expression.

2. Link the pictures to the corresponding verse - **Appendix 1**.
(individual or pair work)
 - Pa lun sydd ar goll? (Which picture is missing?)
 - Tanlinellwch y geiriau sy'n odli (Underline the words that rhyme)
3. Link the couplets - **Appendix 2**. (individual or pair work)
4. Written response to reading - learners to answer questions - **Appendix 3**.
5. Learners to consider their own town. Learners to discuss the questions and note their individual ideas on the sheet in order to complete the task - **Appendix 4**.
6. Class to discuss and agree on success criteria for this task: 'Present information and discuss your own town with reference to the poem'. See typical examples - **Appendix 5**.
7. Pair work. Learners to use the framework to discuss their own town and compare it with the town in the poem - **Appendix 5**.
8. Learners to assess each other's work using the success criteria. This can be done by:
 - recording the discussions
 - performing in front of the class.

Trafod cerdd



Note: This task may be used to assess Oracy (using Oracy level descriptions) and response to Reading (using Reading level descriptions)

This task provides opportunities for learners to achieve Level 5.

One key difference between that will need to be considered between L5 Oracy and Reading is the way in which learners express opinion.

Level 5 Oracy –

‘When expressing opinions, they give reasons to explain their ideas’.

Bydd y farn hon yn un bersonol ei natur.

Level 5 Reading –

‘They select relevant information from texts and express opinions simply’.

The reasons given for the opinion will be based on evidence from the text.

Note: differentiating between verb form and verb tense

verb form = Dw i’n / Mae e / hi / Wyt ti’n? / Dydy / Does dim
verb tense = present/past/future/conditional etc.

Appendix 1

'Mynd i'r dre' by Mair Elwyn
(*Sgram*, ed. Non ap Emlyn)

A recording of the poem is available on the DVD - File 10.

MYND I'R DRE

Mynd i'r syrcas yn y dre
Gweld y clown, hip, hip, hwrê!

Mynd i'r ffair sy yn y dre,
Taflu peli hyd y lle.

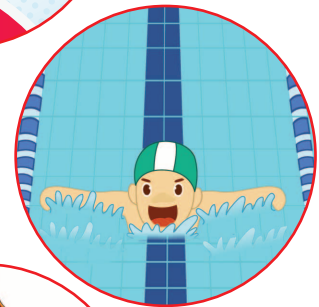
Mynd i'r caffi yn y dre,
Prynu hufen iâ i de.

Mynd i'r parc sy yn y dre,
Cicio pêl i'r chwith, i'r dde.

Mynd i'r pwll sy yn y dre,
Nofio'n chwim o le i le.

Wel, dyna hwyl sy yn y dre!

Mair Elwyn



Vocabulary:

taflu – *throwing*

(ar) hyd y lle – *all over the place*

chwim – *quickly*

o le i le – *from place to place*

dyna hwyl sy yn y dre! – *what fun there is in town!*

1. Tynnwch linell o'r pennill at y llun cywir.

2 .Pa lun sydd ar goll?

3. Tanlinellwch y geiriau sy'n odli.

Appendix 2



Link the couplets.

Mynd i'r syrcas yn y dre,

Taflu peli hyd y lle.

Mynd i'r ffair sy yn y dre

Nofio'n chwim o le i le.

Mynd i'r caffi yn y dre

Cicio pêl i'r chwith, i'r dde.

Mynd i'r parc sy yn y dre

Gweld y clown, hip, hip, hwrê!

Mynd i'r pwll sy yn y dre

Prynu hufen iâ i de.

Appendix 3



Darllen

Darllenwch y gerdd ac atebwch y cwestiynau:

1. Teitl y gerdd yw/ydy
2. Enw'r bardd yw/ydy
3. Tynnwch restr o beth sydd yn y dre:

4. Tynnwch restr o'r pethau mae'r bardd yn gwneud yn y dref:

- a:
- b:
- c:
- ch:
- d:

5. Ydych chi'n hoffi'r dre sydd yn y gerdd. Pam?

Dw i'n hoffi'r dre achos

Dw i ddim yn hoffi'r dre achos

6. Beth ydy'ch hoff le yn y gerdd? Pam?

Appendix 3 (continued)



An alternative methodology to the setting of comprehension tasks is as follows:

1. Pupils to read the poem in groups.
2. Each group creates 5 comprehension questions to be answered by another group/other groups in the class.
3. Groups exchange questions and compete with each other to see which group completes the task of answering the questions first.
4. The task can be repeated many times with each group's questions moving around the class.



Appendix 4



Oral response to reading

Fy Nhref

Dw i'n byw yn

Y pethau dw i'n hoffi am

.....

ydy

.....

Y pethau dw i ddim yn hoffi am

.....

ydy

.....

Enghreifftiau:

y tîm rygbi
canolfan siopa
yr afon
ffair

Enghreifftiau:

y ffordd brysur
does dim canolfan hamdden
... mae'n rhy fach
tîm pêl-droed

Fy hoff beth yn

.....

ydy achos

Enghraifft:

Fy hoff beth yn Wrecsam ydy'r ganolfan siopa achos mae pob siop yno fel
Top Shop a

Fy nghas beth yn ydy achos

Enghraifft:

Fy nghas beth yn Wrecsam ydy'r tîm pêl-droed achos mae o'n anobeithiol!

Appendix 4 (continued)

Dw i eisiau / Baswn i'n hoffi / Hoffwn i ... yn y dre achos...

Enghraifft:

Hoffwn i sinema *multiplex* yn y dre achos dw i wrth fy modd/dwlu yn gwyllo ffilms

Mae'n well gen i fy nhref i/y dref sydd yn y gerdd achos

Enghraifft: Mae'n well gen i y dref sydd yn y gerdd achos mae ffair a parc yno.



Appendix 5



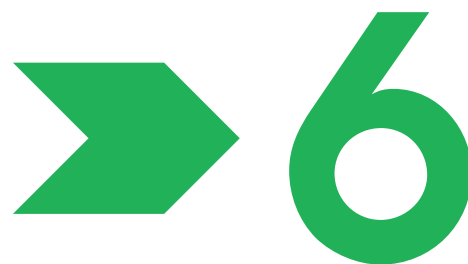
Exemplary success criteria

1. Introduce the task and brief the class in respect of what is expected

‘Present information about your own town. Remember to express your opinion and give reasons.’
2. Discuss the possible content of the presentation and attempt to elicit ideas such as the following and provide language patterns to help the learners:
 - **Describe the town in the poem** – Mae ffair a parc yn y dre
 - **What does the poet like doing in the town? Why?** – Mae Mair Elwyn yn hoffi mynd i'r parc achos mae hi'n hoffi chwarae pêl-droed.
 - **What do you like / dislike about the town in the poem? Why?** – Dw i'n hoffi'r dre achos mae pawl nofio yno. Dw i wrth fy modd yn nofio.
 - **Do you think the poet likes living in the town?** Mae Mair Elwyn yn hoffi'r dre achos mae hi'n mwynhau mynd i'r syrcas ac i'r ffair
 - **What about your town?** Dw i wrth fy modd/dwlu byw yn Aberhonddu achos ...
3. In groups, learners to formulate success criteria for an oral presentation. If they have already completed a similar task in other subject areas, encourage them to utilise those ideas.

The following are examples of success criteria:

Ydw i wedi ...? / Have I ...?	✓	✗
■ Siarad yn glir / Spoken clearly ■ Ynganu'r geiriau'n gywir / Pronounced words correctly ■ Cyfeirio at y gerdd a barn y bardd am ei thref / Refer to the poem and what the poet thinks about her town ■ Cytuno a/neu anghytuno â'r bardd / Agree and/or disagree with the poet ■ Mynegi fy marn a rhoi rhesymau / Express my opinion and give reasons		



Discussing a book

Discussing a book



Aim: To discuss a book in groups of three.

Resources: Book/s at appropriate level, e.g. *Cyfres Nici a Cris*

Steps:

1. After reading the book, introduce/revise the language patterns – **Appendix 1**. Appropriate methodology can be viewed on: <http://www.ngfl-cymru.org.uk/VTC/2011-12/developing-oracy/eng/index-06-films-showing-good-practice.html>
2. Use **Flippers** to ask and answer questions about the book – **Appendix 2**.
3. In pairs, complete the reading record – **Appendix 3** - orally and then in writing.
4. Teacher and pupils decide on success criteria for Step 5, e.g.
 - Listen and respond appropriately to partner's contributions
 - Respond by asking questions and volunteering comments
 - Express their opinions about specific information or characters in the book and give reasons based on the text
 - Agree and disagree with partner
 - Use a variety of language patterns.
5. Discuss the book in pairs using **Appendices 4 and 5**.
6. Pupils to write a review of the book and assess each other's work using success criteria agreed by class members. The review could include:
 - Title, author and reviewer's opinion including reasons, e.g. Dw i'n hoffi'r llyfr achos mae Siân yn gymeriad doniol ... ond dw i ddim yn hoffi ...
 - A brief outline of the story, e.g. Mae Siân yn ddeuddeg oed ac mae hi'n mynd am dro gyda ffrind i'r goedwig ...
 - A comparison with other books read by the class, e.g. Mae'n well gen i ... achos ... ond roedd ... yn dda iawn hefyd achos ...
 - Conclude by reiterating the main points and the reviewer's opinion.

Success criteria could be based on above points and the language items in **Appendix 1**.
7. Learners to redraft their reviews on the basis of the feedback from partner.

Appendix 1



Language

Beth yw'r/ydy'r teitl?

- What is the title?

... yw'r/ydy'r teitl.

- The title is ...

Pwy yw'r/ydy'r awdur?

- Who is the author?

... yw'r/ydy'r awdur.

- The author is ...

Ble mae'r stori?

- Where is the story?

Mae'r stori yn y ...

- The story is in the ...

Pwy sydd yn y stori ?

- Who is in the story ?

Mae ... yn y stori.

- ... is in the story.

Beth wyt ti'n feddwl o'r stori? Pam? - What do you think of the story? Why?

Dw i'n hoffi'r stori achos ... - I like the story because ...

Dw i ddim yn hoffi'r stori achos ... - I don't like the story because ...

Beth ydy'r/yw'r plot?

- What is the plot?

Sawl seren?

- How many stars?

(un, dwy, tair, pedair, pum) seren - (one,two,three,four,five) stars

Disgrifiwch

- Describe

Appendix 2



'Flipper' Trafod Llyfr

Coch	2	3	Melyn
1 Pwy wyt ti'n hoffi? Pam?	Beth yw'r/ ydy'r teitl?	Pwy yw'r/ ydy'r awdur?	4 Disgrifiwch
8 Beth yw'r/ ydy'r plot?			Sawl Seren? 5
Gwyrdd	7 Pwy sy' yn y stori?	Ble mae'r stori? 6	Glas

Appendix 3



Reading record

Enw:

Dosbarth:

Dyddiad:

Teitl y llyfr:

Enw'r awdur:

Beth wyt ti'n feddwl o'r llyfr?

Ble mae'r stori'n digwydd?

Pwy yw/ydy dy hoff gymeriad? Pam?

.....

Pa gymeriad dwyt ti ddim yn hoffi? Pam?

.....

Dewisa frawddeg o'r stori sy'n:

(i) disgrifio rhywbeth/rhywun

.....

(ii) (a) defnyddio'r amser gorffennol (b) mynegi barn

.....

.....

(iii) defnyddio gair sy'n swnio fel gair Saesneg

.....

digwydd - to happen; cymeriad/au - character/s; defnyddio gair - use a word; brawddeg - sentence

Appendix 4

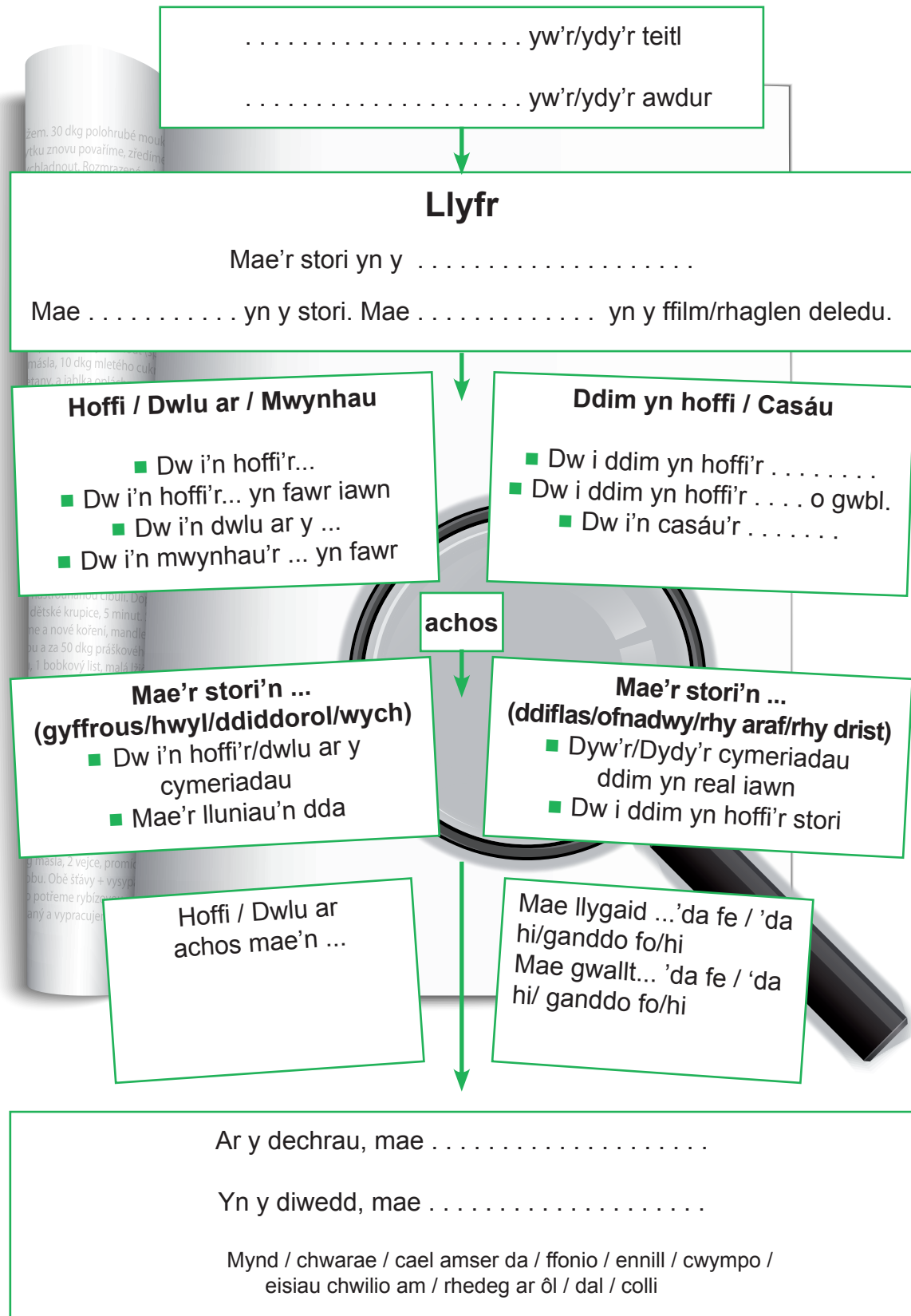


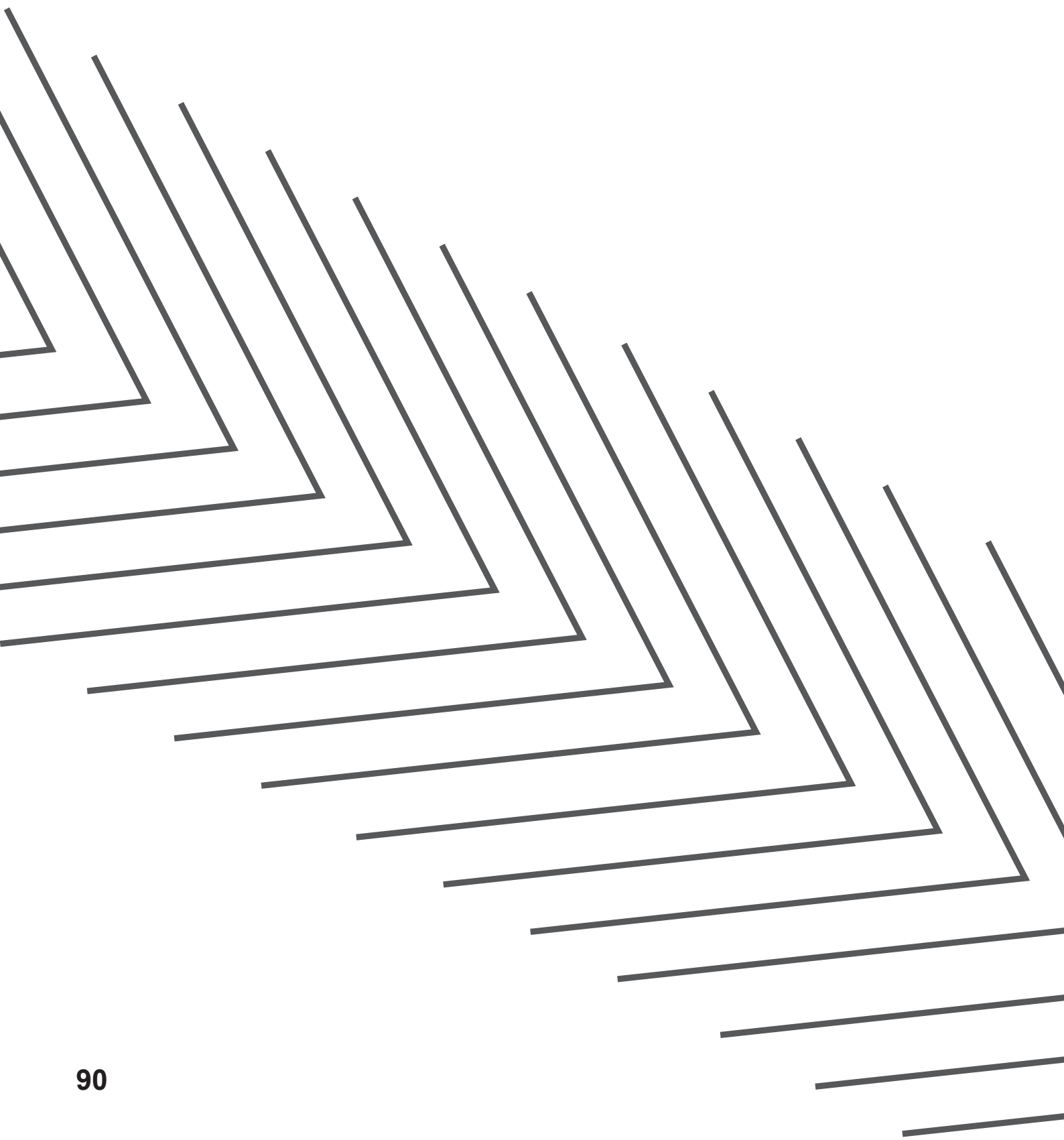
Discussion framework 1

Beth yw'r/ydy'r teitl ?	
Pwy yw'r/ydy'r awdur ?	
Ble mae'r stori?	
Pwy sydd yn y stori ?	
Wyt ti'n hoffi'r stori ? Pam ?	
Pwy wyt ti'n hoffi yn y stori? Pam ?	
Disgrifiwch...	
Beth yw'r/ydy'r plot?	
Sawl seren ?	

Appendix 5

Discussion framework 2 - Response to reading a book







Leisure time

Leisure time



Aim: Cynnal sgwrs am amser hamdden.

Steps:

1. Inform learners of the unit's aim.
2. Revise Level 4 language items – **Appendix 1** - There are several examples of teachers drilling and practising language items in:
<http://www.gcad-cymru.org.uk/eng/rdp-cbac-cartref/rdp-cbac-cartref-primary-wsl/developing-oracy-in-ks2-2.htm>
3. Learners to read Jack's application form for Clwb Hwyl a Sbri – **Appendix 2**
 - Individually
 - In pairs
 - As a whole class
 - In order to practise speaking, learners could take on the role of the questioner, and the other of Jack. They must hold a conversation fluently, adding anything they can to Jack's work to improve it. They may exchange roles.
 - Rather than take on Jack's role, the next step is to answer the questions from their own perspective.
4. Before considering the success criteria for level 5, ask learners to work in pairs to suggest how Jack's answers could be improved.
 - Teacher to give learners level 5 success criteria – **Appendix 3**
 - Work as a class to fill in the 'I will do this by using' column.
5.
 - Improve Jack's answers using the success criteria.
 - Compare their new profile to Jack's level 5 answers – **Appendix 4**
 - How did they do?
6.
 - Using the role play cards – **Appendix 5** - learners assume the role of one of the people and hold a conversation using the questions and answers revised and the vocabulary sheet – **Appendix 6** - to help.
 - Learners may also complete a writing task in the first person, assuming the role of one of the people on the role play cards and also in the third person, writing about another.
 - The above writing task could also be completed as a speaking task or used as a basis for a reading task.
 - Learners should use the success criteria – **Appendix 7** - to complete the above, aiming to achieve level 5 work.

Leisure time



7.

- Learners to write their own answers to the Clwb Hwyl a Sbri using the success criteria to plan – **Appendix 8**
- Learners to practise reading their answers aloud to their partner, and listening to their partner's corresponding contribution.
- Learners to use the success criteria to assess their own and partner's work.
- Is there still room to improve?

8.

- Teacher and learners to discuss Oracy success criteria – **Appendix 7**
- paying particular attention to 'responding', and how this is done in the normal convention of a conversation.
- Teacher to organise learners into groups of 3-4.
- Learners to hold a conversation about their leisure time.
- Learners should be encouraged to give extended answers and to ask and respond to many questions.
- Learners should not read their written answers but can use notes as displayed in the second St Patrick's and St Peter's films.
- Learners to use the success criteria to assess their own and their group member's work.

Appendix 1



Level 4 language items

Beth wyt ti'n hoffi gwneud yn dy amser hamdden?
What do you like to do in your leisure time?

Yn fy amser hamdden	- In my leisure time
Dw i'n hoffi/Dw i'n mwynhau . . .	- I like/I enjoy . . .
Dw i ddim yn hoffi/Dw i'n casáu	- I don't like/I hate
pêl-droed	- football
rygbi	- rugby

Wyt ti'n mwynhau pêl-droed?	- Do you enjoy football?
Ydw/Nac ydw	- Yes/No
Achos	- because
Mae'n/Mae rygbi yn . . .	- It's/Rugby is . . .

Ble wyt ti'n chwarae rygbi?	- Where do you play rugby?
Dw i'n chwarae rygbi yn y/yr . . .	- I play rugby in the ...
Parc	- park
ganolfan hamdden	- leisure centre
ysgol	- school

Gyda pwy wyt ti'n gwyllo'r teledu?	- With whom do you watch tv?
gyda/gyda'r/efo	- with/with the
fy	- my
ffrindiau	- friends
nheulu/mrawd/chwaer	- family/brother/sister
tîm	- team

Pryd wyt ti'n mynd i'r parc?	- When do you go to the park?
Dw i'n mynd i'r parc	- I go to the park
ar ddydd Sul	- on Sundays
ar y penwythnos	- at the weekend
ar ôl ysgol	- after school

Appendix 1 (continued)



Level 4 language items

Beth yw/ydy dy farn di am siopa?	- What is your opinion about shopping?
yn fy marn i . . .	- in my opinion . . .
Beth yw/ydy dy hoff hobi?	- What is your favourite hobby?
Fy hoff hobi ydy ...	- My favourite hobby is ...
achos mae'n ...	- because it's
grêt	- great
ffantastig	- fantastic
hwyl	- fun
gyffrous	- exciting

Beth wyt ti ddim yn hoffi?	- What don't you like?
Dw i ddim yn hoffi ...	- I don't like ...
achos mae'n ...	- because it's
ddiflas	- boring
flinedig	- tiring
wastraff amser	- waste of time
ofnadwy	- terrible

Beth wnest ti neithiwr?	- What did you do last night?
Es i i ...	- I went to ...
chwaraeais i ...	- I played
gwyliais i ...	- I watched
ces i hwyl	- I had fun

Cysyllteiriau	
a / ac	- and
ond	- but
neu	- or
hefyd	- also
weithiau	- sometimes
Ymadroddion	
ych a fi	- ugh
diolch byth	- thank goodness
wrth gwrs	- of course
o'r enw	- called
yn fy marn i	- in my opinion

Appendix 2



Clwb hwyl a sbri

1. Wyt ti'n mwynhau clybiau?

Ydw, dw i'n mwynhau clybiau.

2. Beth wyt ti'n hoffi gwneud yn dy amser hamdden?

Yn fy amser hamdden dw i'n hoffi chwarae pêl-droed a bowlïo deg.

3. Ble wyt ti'n hoffi gwneud hyn?

Dw i'n hoffi chwarae pêl-droed yn y parc a dw i'n hoffi bowlïo deg yn y dref.

4. Gyda pwy wyt ti'n hoffi gwneud hyn?

Dw i'n hoffi chwarae pêl-droed gyda fy ffrindiau a Matthew fy mrawd a dw i'n hoffi bowlïo deg gyda/êfo Lauren fy chwaer.

5. Pryd wyt ti'n hoffi gwneud hyn?

Dw i'n hoffi chwarae pêl-droed ar y penwythnos a dw i'n hoffi bowlïo deg ar ôl ysgol.

Appendix 2 (continued)



6. Beth ydy dy farn di am bêl-droed a drama?

Dw i'n mwynhau pêl-droed ond dw i'n casáu drama.

.....

.....

.....

.....

7. Beth ydy dy hoff fath o glwb?

Fy hoff fath o glwb ydy clwb gymnasteg.

.....

.....

.....

.....

8. Beth ydy dy gas glwb?

Dw i'n casáu clwb rhedeg achos mae'n ddiflas.

.....

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.....

.....

9. Beth mae dy ffrindiau'n hoffi gwneud?

Mae fy ffrindiau Sam a Ben yn hoffi chwarae tennis a nofio ond mae fy ffrindiau Sali a Carys yn mwynhau dawnsio a gwneud jiwdo.

.....

.....

.....

Diolch yn fawr, hwyl.

Appendix 3



Level 5 success criteria - Improving my written work

What I need
to improve:

To make it better
I should:

I will do this by using:

Communication

- Write linked sentences.
- Develop my ideas clearly, in a sensible order.
- Express opinions simply.

Opinion

- Select suitable words and phrases
- Vary my sentences to some extent
- Produce language patterns that are fairly accurate.

Spelling and punctuation

- Spell accurately
- Use capital letters, question marks and full stops accurately
- Use punctuation within sentences, such as apostrophes and quotation marks

Range

- The work is neat and tidy

Appendix 4



Jack's level 5 answers

1. Wyt ti'n mwynhau clybiau?

Wrth gwrs, dw i'n mwynhau clybiau yn fawr iawn. Mae clybiau yn y ganolfan hamdden ac yn yr ysgol

2. Beth wyt ti'n hoffi gwneud yn dy amser hamdden?

Yn fy amser hamdden dw i'n dwlu ar/wrth fy modd yn chwarae pêl-droed a bowlïo deg achos mae chwarae pêl-droed yn ffantastig ac mae bowlïo deg yn wych.

3. Ble wyt ti'n hoffi gwneud hyn?

Dw i'n hoffi chwarae pêl-droed yn y parc yn fawr iawn ond dw i'n mwynhau chwarae pêl-droed yn yr ysgol hefyd. Dw i wrth fy modd yn mynd i'r dref i fowlïo deg yn y ganolfan hamdden.

4. Gyda pwy wyt ti'n hoffi gwneud hyn?

Dw i'n mwynhau chwarae pêl-droed gyda fy ffrindiau gorau a Matthew fy mrawd ond weithiau gyda'r tîm yn yr ysgol. Fel arfer dw i'n hoffi bowlïo deg gyda Lauren fy chwaer ond yn ystod y gwyliau dw i'n mwynhau cwrdd â fy ffrindiau ysgol.

5. Pryd wyt ti'n hoffi gwneud hyn?

Dw i'n hoffi chwarae pêl-droed bob prynhawn dydd Sadwrn a dw i wrth fy modd yn bowlïo deg ar ôl ysgol neu yn y gwyliau.

Appendix 4 (continued)



6. Beth ydy dy farn di am bêl-droed a drama?

Yn fy marn i mae pêl-droed yn fendigedig achos mae'n gêm gyffrous iawn ac mae'n ffordd dda o gadw'n heini ond dw i'n meddwl bod drama yn ddiflas iawn ac yn wastraff amser achos dw i ddim yn hoffi actio a bod yn onest.

7. Beth ydy dy hoff fath o glwb?

Fy hoff fath o glwb ydy clwb gymnasteg achos yn fy marn i mae gymnasteg yn ffordd dda o gadw'n heini ac yn llawer o hwyl.

8. Beth ydy dy gas glwb?

Dw i'n casáu clwb rhedeg achos mae'n ddiflas a dw i ddim yn gallu rhedeg yn gyflym. Mae'n well gyda fi/gen i athletau fel neidio achos dw i'n dda.

9. Beth mae dy ffrindiau'n hoffi gwneud?

Weithiau mae Sam a Ben yn mwynhau chwarae pêl-droed gyda fi yn y parc ond er hynny maen nhw'n dwlu ar/wrth eu bodd yn chwarae rygbi hefyd. Mae'r merched, Sali a Carys yn dwlu ar/wrth eu bodd efo jiwdo a dawnsio ac mae Carys yn mynd i glwb dawnsio yn y dref bob nos Fercher.

Diolch yn fawr, hwyl.

Appendix 5



Role play cards

Beth wyt ti'n hoffi wneud?
Beth dwyt ti ddim yn hoffi?
Wyt ti'n mwynhau ...?
Beth amdanat ti?

What do you like doing?
What don't you like?
Do you enjoy...?
What about you?

Jessica
12 oed
Yr Wyddgrug



Hoffi:

- gwranddo ar fiwsig ar fy *iPod*
- darllen llyfrau *Twilight*
- siopa gyda ffrindiau yng Nghaer

Ddim yn hoffi:

- siopa gyda/efo mam
- gwylio operâu sebon ar y teledu

Tom
14 oed
Bangor



Hoff o:

- cymdeithasu gyda ffrindiau ar y penwythnos
- mynd i'r gampfa i gadw'n heini

Ddim yn hoff o:

- darllen llyfrau
- chwarae pêl-droed
- sgwrsio ar MSN

Bethan
13 oed
Wrecsam



Mwynhau:

- nofio yn Plas Madoc a mynd ar y sleid
- syrffio'r We a mynd ar *MSN* a *Facebook*
- pysgota môr gyda Dad

Ddim yn mwynhau:

- chwarae gemau fidio
- gwylio chwaraeon ar y teledu

Ben
14 oed
Aberystwyth



Wrth fy modd yn:

- mynd i'r sinema
- chwarae *X Box* yn fy ystafell
- beicio mynydd

Casáu:

- glanhau fy ystafell
- siopa
- gwarchod fy chwaer fach

1st Person

Dw i'n



3rd Person

Mae e'n/o'n
Mae hi'n
Mae Sam yn

1st Person

Dw i ddim yn



3rd Person

Dydy e/o ddim yn
Dydy hi ddim yn
Dydy Sam ddim yn

Appendix 6



Level 5 language items

Beth wyt ti'n hoffi gwneud yn dy amser hamdden?
What do you like to do in your leisure time?

Yn fy amser hamdden ...	-	In my leisure time ...
Dw i'n dwlu/Dw i wrth fy modd yn ...	-	I love ...
Mae gas 'da fi/gen i ...	-	I hate ...
Dawnsio	-	dancing
Pysgota	-	fishing
Actio	-	acting
Gwneud gymnasteg	-	doing gymnastics
Gwneud jiwdo	-	doing Judo
Chwarae criced	-	playing cricket

Wyt ti'n mwynhau pêl-droed/rygbi?	-	Do you enjoy footballrugby?
Mae'n gallu bod yn ...	-	It can be ...
Ble wyt ti'n chwarae rygbi?	-	Where do you play rugby?
Dw i'n chwarae rygbi ...	-	I play rugby ...
Ger y/yr	-	by the ...
Maes chwarae	-	playing field
Clwb golff/rygbi	-	golf/rugby club

Gyda pwy wyt ti'n gwyllo'r teledu?	-	With whom do you watch telly?
Gyda fy ...	-	with my ...
Ffrindiau	-	friends
Ffrindiau gorau	-	best friends
Nheulu	-	my family

Pryd wyt ti'n mynd i'r parc?	-	When do you go to the park?
Ar fore dydd Sadwrn	-	on Saturday mornings
Ar brynhawn dydd Gwener	-	on Friday afternoons
Bob nos lau	-	every Thursday night
Yn ystod y gwyliau	-	during the holidays

Beth yw/ydy dy farn di am siopa?	-	What's your opinion about shopping?
Yn fy marn i ...	-	In my opinion ...
Dw i'n meddwl bod ...	-	I think that ...
Dw i'n credu bod ...	-	I believe that ...

Appendix 6 (continued)



Level 5 language items

Beth yw/ydy dy hoff hobi?	- What's your favourite hobby?
Fy hoff hobi ydy ...	- My favourite hobby is ...
Rhy ...	- too ...
Eitha ...	- quite ...
Egnïol	- energetic
Ffordd dda o gadw'n heini	- a good way of keeping fit
Achos dw i'n gallu nofio'n dda	- because I'm a good swimmer.

Beth wyt ti ddim yn hoffi?	- What don't you like?
Dw i ddim yn hoffi ...	- I don't like ...
Peryglus	- dangerous
Drud	- expensive
Achos dw i ddim yn gallu rhedeg yn gyflym	- Because I can't run quickly

Cysyllteiriau

Neu	- or
Efallai	- perhaps
Er	- even
Fel ...	- like ...

Ymadroddion

O dro i dro	- from time to time
A bod yn onest	- to be honest
Mae'n dibynnu	- it depends
Ta beth/beth bynnag	- anyway
Er hynny	- despite that
Yn ogystal a ...	- in addition to .../plus ...
Heb os nac oni bai	- without a doubt
Cyn bo hir	- before long
Llawer o ...	- many/lots of ...

Appendix 7



Level 5 success criteria - Improving my oral work

What I need
to improve:

To make it better
I should:

I will do this by using:

Understanding

- Show understanding and respond to the others in my group

Communication

- Show more confidence
- Develop my ideas clearly, in a sensible order
- Respond to others by asking questions and making comments
- Agree and disagree with others and say why

Opinion

- Give reasons to explain my ideas when I'm expressing my opinion

Pronunciation

- Speak clearly and quite fluently

Range

- Use a variety of phrases, sentence patterns and verb forms correctly.

Appendix 8



Clwb hwyl a sbri
Answer the questions

1. Wyt ti'n mwynhau clybiau?

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.....

2. Beth wyt ti'n hoffi gwneud yn dy amser hamdden?

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.....

3. Ble wyt ti'n hoffi gwneud hyn?

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4. Gyda pwy wyt ti'n hoffi gwneud hyn?

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.....

5. Pryd wyt ti'n hoffi gwneud hyn?

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.....
.....
.....

Appendix 8 (continued)



6. Beth ydy dy farn di am bêl-droed a drama?

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.....

7. Beth ydy dy hoff fath o glwb?

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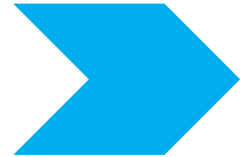
8. Beth ydy dy gas glwb?

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9. Beth mae dy ffrindiau'n hoffi gwneud?

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Diolch yn fawr, hwyl.



Other resources

Curriculum 2008
level descriptors

Other resources



This section provides additional documentation that will be useful in the work of raising standards in Years 6 and 7; it includes:

- *Curriculum 2008* level descriptors
- Strands
- The exemplification of some *Curriculum 2008* level descriptor strands
- Weighting and determining *Curriculum 2008* level

Attention is also drawn to the *PowerPoint* presentation found on the accompanying DVD. The presentation offers guidance in relation to the process of assessment and moderation and includes links to other useful documents.

Other resources



Cymraeg oîl iaith
Curriculum 2008

Attainment target 1: Oracy

Level 1

Pupils show that they understand words and phrases spoken clearly by a familiar voice, and respond to them non-verbally or in short spoken phrases. They speak with understandable pronunciation and intonation when imitating and using simple words and phrases. With support, they communicate simple information, ask and answer questions.

Level 2

Pupils show that they understand words and phrases spoken clearly by a familiar voice, and respond to them non-verbally or in short spoken phrases. They speak with understandable pronunciation and intonation when imitating and using simple words and phrases. With support, they communicate simple information, ask and answer questions.

Level 3

Pupils show that they understand a series of short items spoken in a familiar voice by responding non-verbally or verbally. They ask for, understand and communicate simple, personal and factual information clearly. They express opinions simply and make some statements voluntarily. When speaking, their pronunciation and intonation is understandable and they use an increasing range of vocabulary and patterns which are usually accurate.

Level 4

Pupils adjust to a variety of voices, showing an understanding of the main points of matters introduced to them in familiar contexts. They respond non-verbally and by using short spoken phrases or in writing. They present information and talk about some experiences, asking and responding and volunteering some comments. When expressing opinions, they give various reasons. Their pronunciation and intonation is understandable and they use an increasing variety of phrases and sentence patterns with some accuracy.

Level 5

Pupils show understanding in familiar situations and respond to them. When speaking, they initiate conversation and show more confidence, with some awareness of order and progression. When expressing opinions, they give reasons to explain their ideas. Their speech is understandable and quite fluent and they use a variety of phrases, sentence patterns and verb forms with a good measure of accuracy.

Other resources



Level 6

Pupils show that they understand spoken language used in a range of familiar situations by selecting specific details. In discussion they listen carefully to what others say and respond by asking questions and making relevant comments. When expressing opinions they agree or disagree, providing reasons to support their views. They speak fluently and use an increasing variety of phrases and sentence patterns and usually varying verb tense, and person, accurately.

Attainment target 2: Reading

Level 1

Pupils recognise familiar words. They connect the written form of words with their sound when reading single words. They show an understanding of single words by means of non-verbal responses. Sometimes they need support/assistance.

Level 2

Pupils recognise simple and familiar words and phrases within their experience and begin to show an interest in written material by reading some simple passages. They show an understanding of what is read by responding to the content verbally or non-verbally.

Level 3

Pupils read simple texts quite clearly. They understand and respond simply to texts that include an increasing range of words, phrases and short passages in familiar contexts. They respond to poetry, stories and factual material by referring to aspects they like. They begin reading independently and choose some texts voluntarily.

Level 4

Pupils read familiar passages clearly and with some expression. They show an understanding of the main flow of short paragraphs or short dialogues in familiar contexts by recognising an increasing range of words and phrases and key facts. They respond to the texts read by referring to significant details in the text. They develop as independent readers.

Level 5

Pupils read clearly and with expression. They respond to a variety of suitable texts showing an understanding of the main ideas, events and characters. They select relevant information from texts and express opinions simply. They read independently.

Other resources



Level 6

Pupils read with increasing expression and confidence. They show an understanding of suitable texts, including some authentic texts, and they select the main points. They express opinions on the content, giving reasons to support their views. Pupils gather information on a specific topic from more than one print source and use it appropriately. They read longer texts independently.

Attainment target 3: Writing

Level 1

Pupils communicate by copying correctly and writing words and some simple and familiar phrases from memory. They form letters that are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.

Level 2

Pupils communicate by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within their experience. They use capital letters and full stops with some consistency. Simple words are usually correctly spelt. In handwriting, the letters are accurately formed, consistent in size, and used according to convention.

Level 3

Pupils write short, basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within their experience fairly accurately, showing some awareness of the reader and form. Familiar words are accurately spelt and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. Handwriting is legible and work is appropriately presented.

Level 4

Pupils write linked sentences, showing some grasp of order and progression, when writing for different purposes. They use suitable vocabulary and phrases, varying their patterns and producing basic sentences, showing some grasp of form and progression. They spell most structure words and other words which are within their experience accurately. They use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary. Handwriting is clear, and they write fluently, and where appropriate adapt the presentation according to the task.

Other resources



Level 5

Pupils write linked sentences, developing their ideas sensibly and showing a grasp of form and progression, when writing for a variety of purposes. They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate. Pupils express opinions simply. They usually spell accurately. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences, using apostrophes and quotation marks when necessary. The work is legible and effectively presented.

Level 6

Pupils select words and phrases suitable for purpose and begin to create effects in their writing. They show a fairly sound grasp of form when writing for a variety of purposes and begin to elaborate according to the demands of the task. They express opinions using some reasons. Their work is organised into paragraphs and includes a range of fairly accurate constructions and phrases. Pupils spell most of the words in any text they write accurately and usually use punctuation appropriately. Work is legible and effectively presented.



Other resources

Strands

Other resources



Strands

The following sections are non-statutory and it was produced to facilitate the process of assessment and moderation. The strands:

- provide a close analysis of the expectations of each level and therefore promotes the setting of appropriate challenges to learners
- show the development of skills
- are a means of providing feed-back to learners on their performance.

TC 1 – Llafaredd

Strand				
Level	Understanding	Communicating information	Expressing opinion	Pronunciation
2	Pupils show that they understand short items spoken in a familiar voice, and respond non-verbally or in short spoken phrases.	They ask for, understand and communicate simple information and respond to a range of stimuli.	-	Their pronunciation and intonation are understandable and there is some variation in vocabulary and patterns.
3	Pupils show that they understand a series of short items spoken in a familiar voice by responding non-verbally or verbally.	They ask for, understand and communicate simple, personal and factual information clearly.	They express opinions simply and make some statements voluntarily.	Their pronunciation and intonation are understandable and they use an increasing range of vocabulary and patterns which are usually accurate.

Other resources



Level	Understanding	Communicating information	Expressing opinion	Pronunciation
4	Pupils adjust to a variety of voices, showing an understanding of the main points of matters introduced to them in familiar contexts. They respond non-verbally and by using short spoken phrases or in writing.	They present information and talk about some experiences, asking and responding and volunteering some comments.	When expressing opinions, they give various reasons.	Their pronunciation and intonation are understandable and they use an increasing range of vocabulary and patterns which are usually accurate.
5	Pupils show understanding in familiar situations and respond to them.	They initiate conversation and show more confidence, with some awareness of order and progression.	When expressing opinions, they give reasons to explain their ideas.	Their pronunciation and intonation are understandable and they use an increasing variety of phrases and sentence patterns with some accuracy.
6	Pupils show that they understand spoken language used in a range of familiar situations by selecting specific details.	In discussion they listen carefully to what others say and respond by asking questions and making relevant comments.	When expressing opinions, they agree or disagree, providing reasons to support their views.	Their speech is understandable and quite fluent and they use a variety of phrases, sentence patterns and verb forms with a good measure of accuracy. They speak fluently and use an increasing variety of phrases and sentence patterns and usually varying verb tense, and person, accurately.

Other resources



TC 2 – Reading

Strand				
Level	Reading Aloud	Understanding	Responding	Independence
2	-	Pupils recognise simple and familiar words and phrases within their experience and begin to show a interest in written material by reading some simple passages.	They show an understanding of what is read by responding to the content verbally or non-verbally.	-
3	Pupils read simple texts quite clearly	They understand and respond simply to texts that include an increasing range of words, phrases and short passages in familiar contexts.	They respond to poetry, stories and factual material by referring to aspects they like.	They begin reading independently and choose some texts voluntarily.
4	Pupils read familiar passages clearly with some expression	They show an understanding of the main flow of short paragraphs or short dialogues in familiar contexts by recognising an increasing range of words and phrases and key facts.	They refer to significant details in the text.	They develop as independent readers.
5	Pupils read clearly and with expression	They respond to a variety of suitable texts showing an understanding of the main ideas, events and characters.	They select relevant information from texts and express opinions simply.	They read independently.

Other resources



Level	Reading Aloud	Understanding	Responding	Independence
6	Pupils read with increasing expression and confidence.	They show an understanding of suitable texts, including some authentic texts, and they select the main points.	They express opinions on the content, giving reasons to support their views. Pupils gather information on a specific topic from more than one print source and use it appropriately.	They read longer texts independently.

TC 3 – Writing

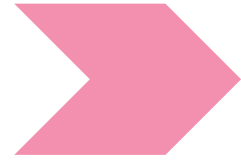
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Level	Content	Expression	Spelling and Punctuation	Handwriting
2	Pupils communicate by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within their experience.		They use capital letters and full stops with some consistency. Simple words are usually correctly spelt.	The letters are accurately formed, consistent in size, and used according to convention.
3	Pupils write short, basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within their experience fairly accurately, showing some awareness of the reader and form.		Familiar words are accurately spelt and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate.	Handwriting is legible and work is appropriately presented.

Other resources



Level	Content	Expression	Spelling and Punctuation	Handwriting
4	Pupils write linked sentences, showing some grasp of order and progression, when writing for different purposes.	They use suitable vocabulary and phrases, varying their patterns and producing basic sentences, showing some grasp of form and progression.	They spell most structure words and other words which are within their experience accurately. They use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary.	Handwriting is clear, and they write fluently, and where appropriate adapt the presentation according to the task.
5	Pupils write linked sentences, developing their ideas sensibly and showing a grasp of form and progression, when writing for a variety of purposes. Pupils express opinions simply.	They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate.	They usually spell accurately. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences, using apostrophes and quotation marks when necessary.	The work is legible and effectively presented.
6	Show a fairly sound grasp of form when writing for a variety of purposes and begin to elaborate according to demands of the task. They express opinions using some reasons.	Pupils select words and phrases suitable for purpose and begin to create effects in their writing.	Pupils spell most of the words in any text they write accurately and usually use punctuation appropriately	Work is legible and effectively presented.



Other resources

**Exemplifying some
Curriculum 2008
level descriptor
clauses**

Other resources



Exemplifying some *Curriculum 2008* level descriptor clauses

Some level of uncertainty is sometimes experienced when analysing some level descriptor clauses. This is an attempt to define what is meant by some of these clauses.

Oracy

Level 2

- “*short items*” = 3 items + ‘Sut wyt ti? Ble rwyf ti’n byw? Mae’n braf’
- “*short spoken phrases*” = 3+ ‘...ydw i. Dw i’n ... Mae ...’da fi/gen i’

Level 3

- “*series of short items*” = a conversation that flows, e.g. ‘John ydw i. Dw i’n byw yn ... Dw i’n mynd i ... i.e. coherent items
- “*express opinions simply*” = dw i’n hoffi / ddim yn hoffi
- “*make some statements voluntarily*” = no need to respond to questions / offer observations without encouragement, e.g. ‘a fi hefyd’
- “*increasing range of vocabulary and patterns*” = 5+ ‘dw i’n, mae, ces i, es i, roedd e’n’ etc.. There can be a variety in verb tenses, but this is not absolutely necessary.

Level 4

- opinion still expressed in simple terms
- “*various reasons*” = achos mae’n ... 3+ are suitable in addition to ‘cŵl, grêt, ffantastig’
- “*some experiences*” = do this regularly. Expand on information – dw i’n hoffi rygbi. Es i i gêm rygbi ar y penwythnos ... gyda ... mewn ... am ... o’r gloch
- “*increasing variety of phrases and sentence patterns*”, e.g. asking and responding, expressing an opinion, using the third person and negative forms
- “*some accuracy*” = depends on teacher commentary / background information. Basic patterns are correct.

Level 5

- “*start a conversation*” and “*show more confidence*” = consider these together
- “*some awareness of order and progression*” = ideas flow, e.g. ‘Fy hoff bwnc yn yr ysgol ydy/yw ... achos mae’n ... Dydd Llun, aethon ni gyda Mr Jones i ... a gwelon ni ...’
- “*reasons to explain ideas*” = authentic reasons, e.g. achos dw i’n, achos mae e’n/o’n ...
- “*verb forms*” = e.g. verb tense, third persons, negative forms
- “*good measure of accuracy*” = the task is correct on the whole

Other resources



Level 6

- “*a range of familiar situations*” = complaining in the café, discussing healthy eating and keeping fit with peers, persuading a parent

Situation – it is possible to have a number of situations within one piece of work. e.g. in the café – discussing the menu, ordering, complaining etc.

Reading

Level 2

- “*some simple passages*”

Level 3

- “*respond to poetry, stories and factual material*” = 2 out of 3 essential
- “*referring to aspects they like*” = ‘Dw i’n hoffi’r gerdd’ or ‘dw i’n hoffi’r ffair’ is plenty but they don’t need to form the sentences themselves, e.g. ‘Beth wyt ti’n hoffi yn y gerdd? Ffair, candifflos a hwyl’. This can be a multiple choice answer / ticking boxes. Don’t penalise incorrect language usage.

Level 4

- “*respond to poetry, stories and factual material*” as in Level 3 (although not in Level description for L4) = 2 out of 3 essential
- “*referring to aspects they like*” as in Level 3 (although not in the Level description for Level 4)
- Need to keep the opinion and ‘*significant details*’ separate.

Level 5

- “*with expression*” = emphasis in the appropriate place
- “*variety of suitable texts*” = 3+ a poem, story etc.
- “*express opinions simply*” = have to express opinion in the profile and need to refer to evidence of what they have read, e.g. ‘Hoffwn i fynd i’r gêm rygbi achos mae tocyn yn costio £10’ (the reading extract mentions £10 ticket)

Level 6

- “*express opinions on the content*” = dw i’n hoffi’r stori achos.... – the reasons must derive from the text
- “*authentic texts*” = anything which has been published for learners, e.g. Bore Da / IAW!, Sgram / Poeth, Arthur / Sebon, Brechdan Inc....i.e. materials that have not been adapted by the teacher
- “*gather information*” = a L6 profile must include an example of gathering information.

Other resources



Writing

Level 2

- “*occasional sentences*” – at least 2 consistently throughout the profile
- “*handwriting*” = at least one piece of work must be written.

Level 3

- “*awareness of the reader and form*” – a variety of forms. At least 2 e.g. 2 paragraphs and a conversation.

Level 4

- “*linked sentences*” sentences flow / develop an idea
- “*different purposes*” = at least 2, e.g. a conversation persuading mum and dad to let you go to a disco / conversation introducing yourself to a new friend

Purpose, e.g. persuading, expressing and opinion, complaining, presenting information.

Purpose (like ‘situation’ in oracy)

Level 5

- “*a variety of purposes*” = at least 3
- “*express opinions simply*” = the learner can express opinions before L5. Need to look at the Level descriptor as a whole.
- “*phrases suitable for the purpose*” – teacher commentary

Level 6

- “*create effects*”= ‘Mawredd mawr! Bobol bach! Gwaetha’r modd. Diolch byth! Wps! A bod yn onest, O diar!= exclamations, idioms, emphasis. Use these in context.
- “*begin to elaborate*” = going shopping – ‘Ble? Pryd? Gyda phwy? Cost? Prynu beth? Hoff ddillad. Hoff siop’ etc.
- “*some reasons*” = at least 2 but expect more. Remember that some

Other resources



Lefelau Pwnc: Pwysoli / Subject levels: weighting

CA2 / KS2:

Llafaredd/Oracy **7** **70%**
Darllen/Reading **1.5** **15%**
Ysgrifennu/Writing **1.5** **15%**

Llafaredd/ Oracy	Darllen/ Reading	Ysgrifennu/ Writing	Lefel Pwnc/ Subject Level
3	2	2	3
3	3	2	3
3	3	3	3
3	4	3	3
3	3	4	3
3	4	4	3
4	2	2	3
4	3	2	4
4	2	3	4
4	3	3	4
4	4	3	4
4	3	4	4
4	4	4	4
4	5	5	4
4	5	4	4
4	4	5	4
5	3	3	4
5	4	3	5
5	3	4	5
5	4	4	5
5	5	4	5
5	4	5	5
5	5	5	5
5	6	6	5
5	6	5	5
5	5	6	5
6	4	4	5

Other resources



Lefelau Pwnc: Pwysoli / Subject levels: weighting

CA3 / KS3:

Llafaredd/Oracy **3** **60%**
Darllen/Reading **1** **20%**
Ysgrifennu/Writing **1** **20%**

Llafaredd/ Oracy	Darllen/ Reading	Ysgrifennu/ Writing	Lefel Pwnc/ Subject Level
3	2	2	3
3	3	2	3
3	2	3	3
3	3	3	3
4	2	2	3
4	3	2	3
4	2	3	3
4	3	3	3
4	4	3	3
4	5	3	3
4	6	3	3
4	7	3	3
4	8	3	3
4	9	3	3
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4	355	3	3
4	356	3	3

Other resources



Pwysoli / Weighting

CA2 / KS2:

TC AT	Lefel (a) Level (a)	Pwysoli (b) Weighting (b)	Lefel x pwysoli (c) Level x weighting
Llafaredd / Oracy	5	7	35
Darllen / Reading	3	1.5	4.5
Ysgrifennu / Writing	3	1.5	4.5
Cyfanswm / Total		10	44

$$44 / 10 = 4.4 = \text{Level 4}$$

Other resources

Pwysoli / Weighting

CA3 / KS3:

TC AT	Lefel (a) Level (a)	Pwysoli (b) Weighting (b)	Lefel x pwysoli (c) Level x weighting
Llafaredd / Oracy	5	6	30
Darllen / Reading	5	2	10
Ysgrifennu / Writing	4	2	8
Cyfanswm / Total		10	48

$$48 / 10 = 4.8 = \text{Level 5}$$