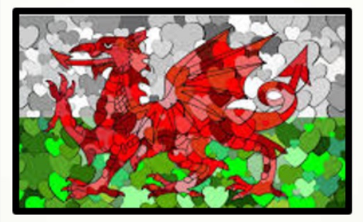
Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David

Peniarth .cymru · RHAGOR iaith · CANOLFAN GWASANAETHAU CYMRAEG · WELSH LANGUAGE SERVICES CENTRE

Llwybr Datblygu'r Gymraeg

Welsh Language Development Pathway

BA1 2023-2024



Hedydd Jones

hedydd.jones@pcydds.ac.uk

Darlith 1

Dydd Mawrth 24ain o Hydref 2023

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

Peniarth .cymru RHAGOR iaith CANOLFAN GWASANAETHAU CYMRAEG WELSH LANGUAGE SERVICES CENTRE

CROESO

Bwriad y sesiwn hon yw trafod:

PWY YW PWY?

SUT?

PRYD?

PAM?

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

Peniarth .cymru RHAGOR iaith

CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

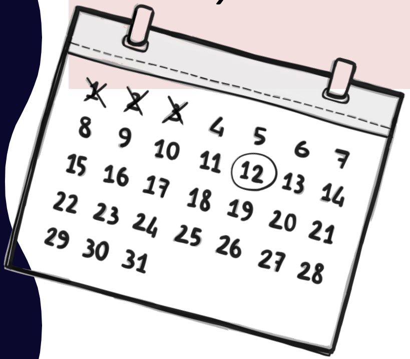
DARLITHOEDD LLWYBR Y GYMRAEG

BA1 – 2023-24

Dyma'r dyddiadau / Here are the dates:

*(Bydd **pob darlith** ar y campws)*

Cofiwch wirio eich amserlenni rhag ofn bydd newidiadau ystafelloedd. *



2023	2024
24/10/23 (11-1)	9/1/24 (2-4)
7/11/23 (2-4)	16/1/24 (2-4)
14/11/23 (2-4)	23/1/24 (2-4)
21/11/23 (2 -4)	30/1/24 (2-4)
28/11/23 (2 -4)	6/2/24 (9-11)
5/12/23 (2 -4)	20/2/24 (11-1)
12/12/23 (2 -4)	

post@peniarth.cymru siop.peniarth.cymru Peniarth CPeniarth 01267 676772 www.rhagoriaith.cymru rhagoriaith@pcydds.ac.uk Rhagoriaith

ADNODDAU/ RESOURCES

Holl adnoddau'r darlithoedd ar Moodle
Llwybr Datblygu'r Gymraeg >

BA1 2023-24

Sesiwn 1 - Nod Ac Amcanion

Aims and Objectives

- **Hanes y Gymraeg**

  The History of the Welsh Language

- **Y Cwricwlwm Newydd a Chymraeg 2050**

  The New Curriculum and Welsh 2050

- **Y Fframwaith**

  The Welsh Language Competency Framework

Beth ydy'ch barn chi? / *What's your opinion?*

Cenedl heb iaith, cenedl heb galon."
Translation: "A nation without a language is a nation without a heart."

Eich Cymraeg Chi

The Welsh Language and You

Ar ddarn o bapur ysgrifennwch am:

- eich profiadau o'r iaith Gymraeg fel **dysgwr** (ysgol / cyrsiau iaith).
- eich profiadau o'r iaith Gymraeg yn **allgyrsiol**.

On a piece of paper write about:

- *your experiences of the Welsh language as a **learner** (in the classroom / language courses).*
- *your experiences of the Welsh language **outside the classroom environment**.*

Y GYMRAEG …

- Un o ieithoedd hynaf Ewrop

(Oldest language in Europe)

- O'r ieithoedd a siaredir ar ynysoedd Prydain heddiw, hi yw'r hynaf.

(The oldest spoken language on the British Isles today.)

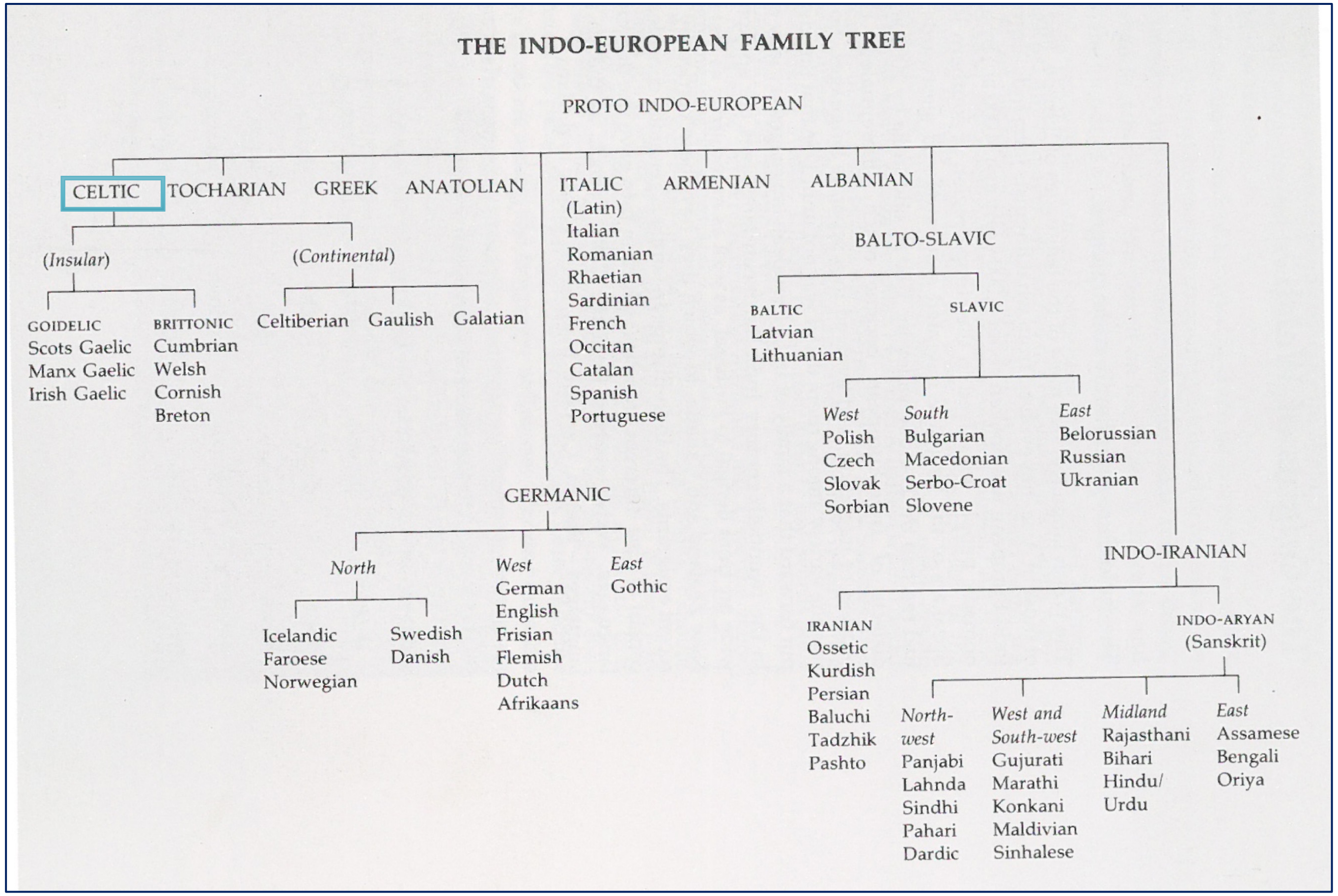
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

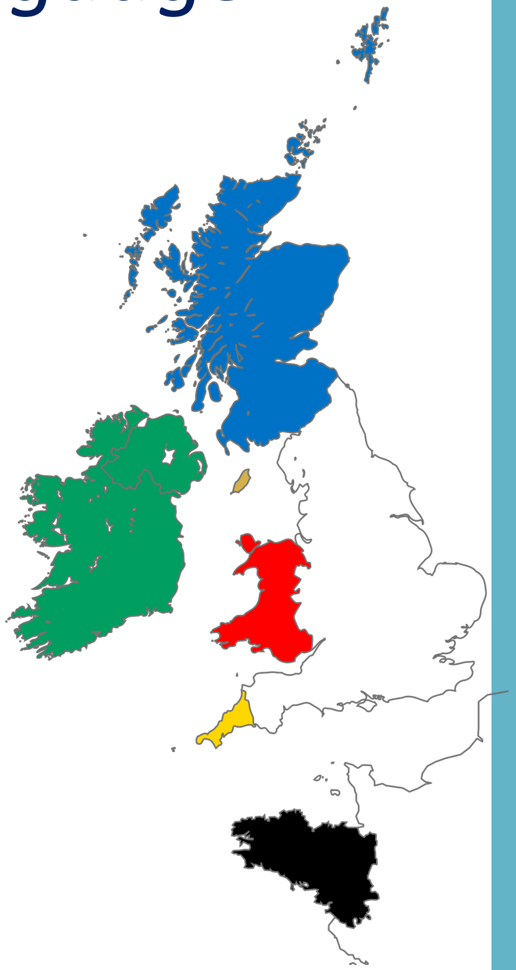
Peniarth .cymru
RHAGOR iaith

CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

Hanes yr Iaith

The History of the Language





Perthynas Geiriau
Word Relationships

Y Teulu Celtaidd
The Celtic Family

Cymraeg	Llydaweg *Breton*	Gwyddeleg *Irish*	Gaeleg *Gaelic*
ci	ki	cu	cu
du	du	dubh	dubh
cadair	kador	cathaoir	cathair
gwin	gwin	fion	fion

Geiriau Cymraeg â'u gwreiddiau yn y Lladin
Welsh Words with Latin origin

Lladin	Cymraeg
pons	pont
ecclesia	eglwys
legio	lleng
stabellum	ystafell
transtrum	trawst
brassica	bresych

Hanes
Yr Iaith
Gymraeg

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

Peniarth .cymru | Rhagor iaith | Canolfan Gwasanaethau Cymraeg Welsh Language Services Centre

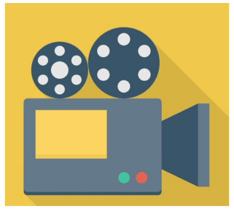
ENWAU POBL

CYMRAEG	SAESNEG
Sioned	Janet
Siân	Jane
Siôn	John
Iwan	John/Evan
Ifan	John/Evan
Ioan	John/Evan
Dafydd	David
Gwilym	William

Ffilm – Hanes y Gymraeg

History of the Welsh Language

Ffilm 1: Cysgodion Ddoe



Diolch i Golegau Cymru a Llywodraeth Cymru.

With thanks to Colegau Cymru and the Welsh Government.

PWYNTIAU TRAFOD / DISCUSSION POINTS

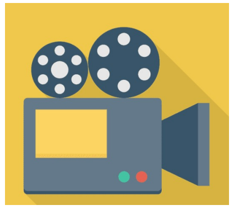
Pam oedd gostyngiad yn nifer y siaradwyr Cymraeg *yn ystod yr 20fed ganrif?*

Why did the number of Welsh speakers decrease so much during the 20th century?

Beth ydy effeithiau hir dymor y deddfau uno a brad y llyfrau gleision?

What are the lasting effects of the acts of Union and the Treason of the Blue Books?

- Ein Hiaith: Ffilm 2



Diolch i Golegau Cymru a Llywodraeth Cymru.

With thanks to Colegau Cymru and the Welsh Government.

PWYNTIAU TRAFOD / DISCUSSION POINTS

- **Beth oedd y trobwynt a gwelwyd yn ystod yr 20fed ganrif?**
  What was the turning point in the 20th century?

- **"For the Welsh Language to survive it needed to be valued."**
  Trafodwch.
  Discuss.

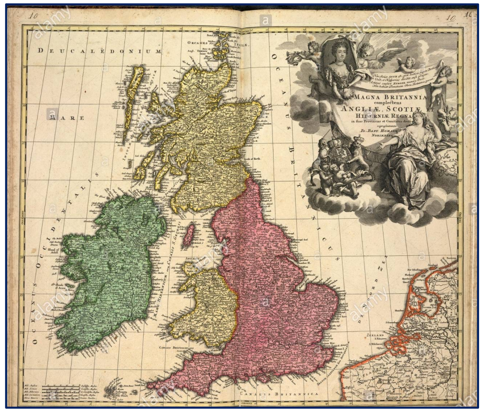
- **Pa mor bwysig oedd sefydlu S4C yn eich barn chi?**
  How important is S4C in your opinion?

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

Peniarth .cymru | Rhagor iaith | Canolfan Gwasanaethau Cymraeg Welsh Language Services Centre

Llinell Amser

Timeline



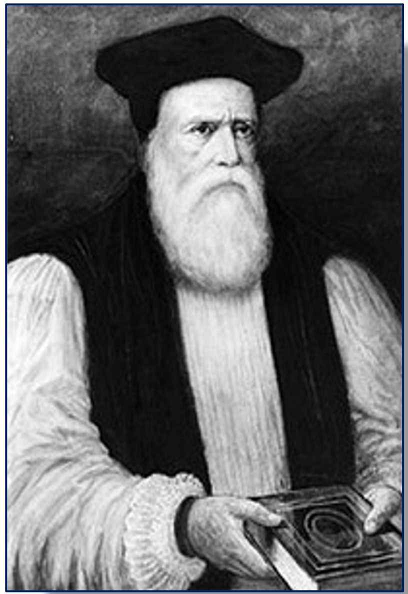
TASG - Creu llinell amser

Rhowch y digwyddiadau mewn trefn.

Arrange the events in the correct order.

1536	**Deddf Uno** *Act of Union*	Mae Harri Tudur eisiau unffurfiaeth rhwng Cymru a Lloegr, er mwyn undod a gweinyddiaeth effeithiol.	*In order to create unity and effective administration between Wales and England, Henry Tudor orders this Act of Union.*
1542	**Deddf Uno** *Second Act of Union*	Ail Ddeddf Uno	*Second Act of Union*

1588	**Beibl Cymraeg** *Welsh Bible*	Cyhoeddir Beibl Cymraeg William Morgan	*Bishop William Morgan's Welsh Bible is published*



1847	**Brad y Llyfrau Gleision** *Treason of the Blue Books* 	Dyma'r enw a roddir ar gyfnod adroddiad ar gyflwr addysg yng Nghymru a gomisiynwyd gan llywodraeth Lloegr a'i effeithiau. Gwelwyd arfer y "Welsh Not" a chosb gorfforol am gyfathrebu yn y Gymraeg yn sgil argymhellion yr adroddiad.	*This is the name given to the period of the reports into education in Wales commissioned by the government in England, and its effects. The use of the Welsh Not and physical punishment were used to prevent the use of Welsh in schools as a result of the report.*

1922	**Urdd Gobaith Cymru**	Sefydlir Urdd Gobaith Cymru "Nod yr Urdd yw sicrhau cyfle, trwy gyfrwng yr iaith Gymraeg, i holl ieuenctid Cymru (rhwng 8 a 25 oed) ddatblygu'n unigolion cyflawn; a'u galluogi i chwarae rhan adeiladol yn y gymdeithas gan feithrin sgiliau personol a chymdeithasol."	*Urdd Gobaith Cymru (Welsh Youth Movement) is founded. "Urdd Gobaith Cymru's aim is to provide the opportunity, through the medium of Welsh, for the children and young people in Wales to become fully rounded individuals, developing personal and social skills that will enable them to make a positive contribution to the community."*

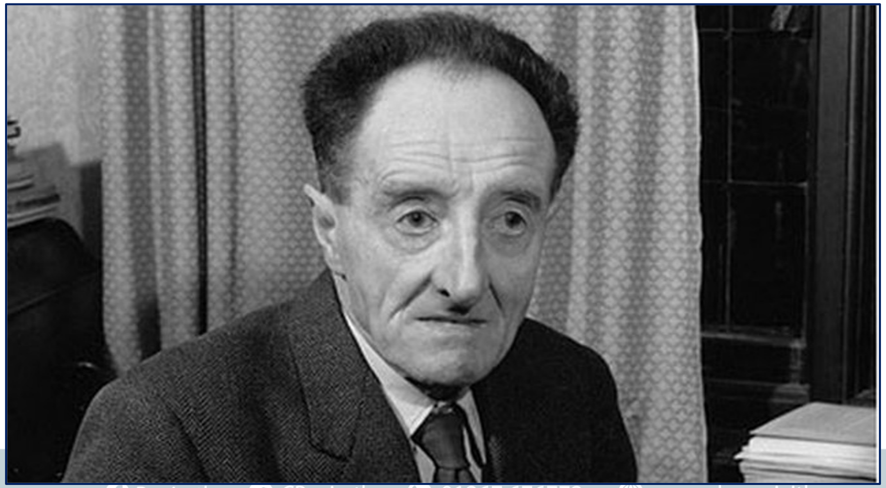
urdd.org
Urdd Gobaith Cymru

1939	**Ysgol gynradd gyfrwng Gymraeg gyntaf** *First Welsh language private primary school*	Agorir Ysgol Lluest yn Aberystwyth. Ysgol breifat.	*Ysgol Lluest in Aberystwyth opens. Private school.*

1947	**Ysgol gynradd Gymraeg gyntaf** *First Welsh language state primary school*	Agorir Ysgol Dewi Sant, Llanelli. Ysgol o dan yr awdurdod lleol.	*Ysgol Dewi Sant, Llanelli opens. Local authority school.*

1956	**Ysgol Uwchradd Gyfrwng Cymraeg gyntaf** *First Welsh language state secondary school*	Agorir Ysgol Glan Clwyd, Y Rhyl.	*Ysgol Glan Clwyd, Y Rhyl opens.*

1962	**'Tynged yr Iaith'** *'The Fate of the Language'*	Darlledir darlith Saunders Lewis 'Tynged yr Iaith' yn annog sefydlu Cymdeithas yr Iaith Gymraeg. Mae Lewis yn rhagweld marwolaeth y Gymraeg yn gynnar yn yr unfed ganrif ar hugain.	*Saunders Lewis delivers his lecture 'The Fate of the Language.' This encourages the formation of the Welsh Language Society. Lewis foresees the death of the Welsh Language by the start of the 21st century.*

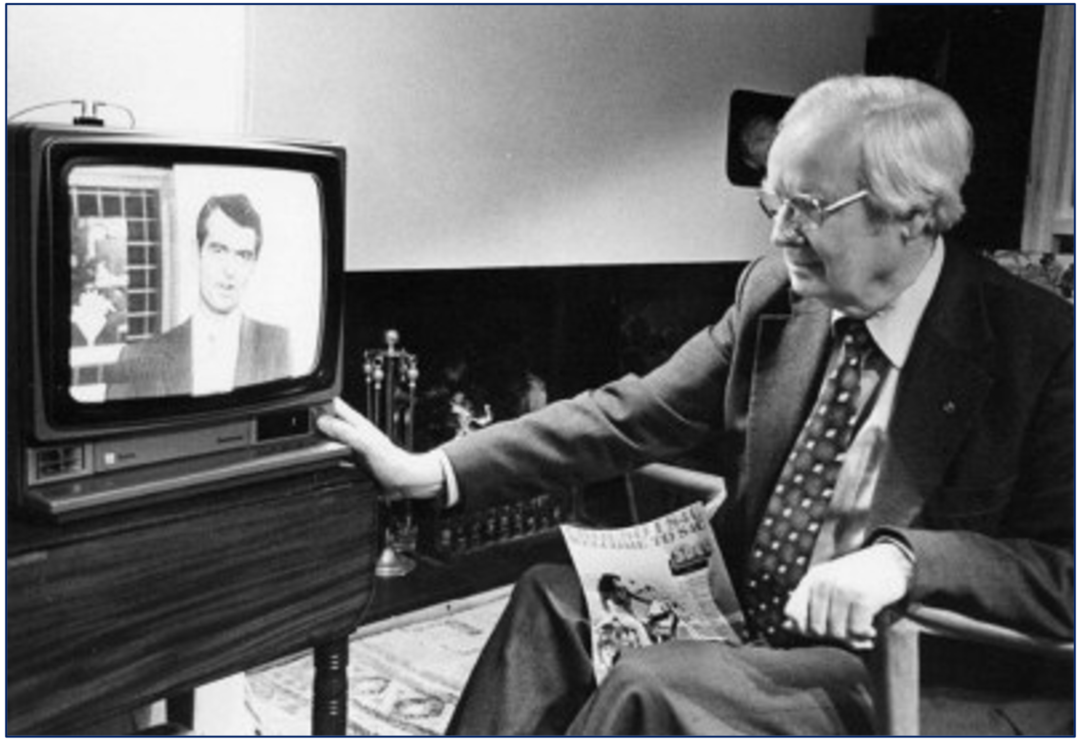


1962	**Cymdeithas yr Iaith Gymraeg** *Welsh Language Society*	Sefydlir Cymdeithas yr Iaith er mwyn codi proffil a statws y Gymraeg, gan ganolbwyntio yn bennaf ar wysion Cymraeg, gwasanaeth swyddfeydd post a thrwyddedau cerbydau a gweld arwyddion dwyieithog yn cael eu codi.	*'Cymdeithas yr Iaith Gymraeg' is established to raise the profile of Welsh, by focusing primarily on Welsh services, post office services and licenses, as well as bilingual signs.*

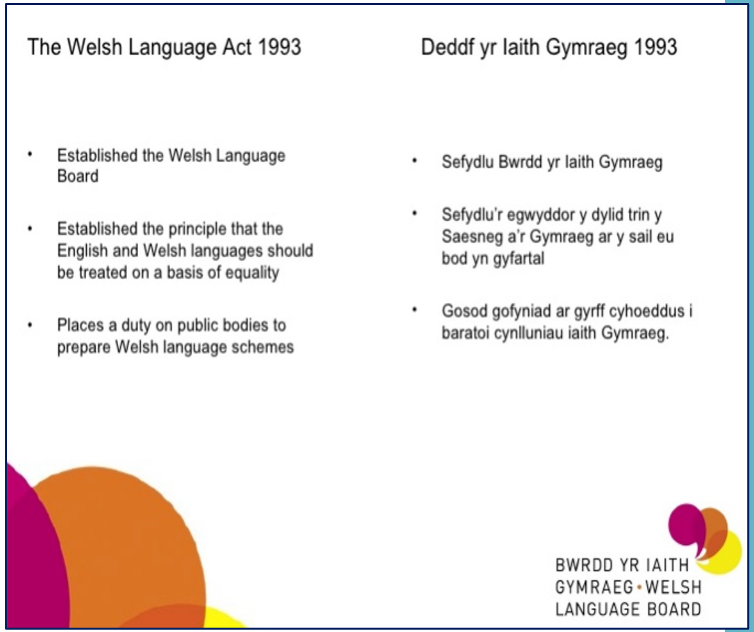
1967, 1993	**Deddfau'r Iaith Gymraeg** *Welsh Language Acts*	Rhoddir dilysrwydd cyfreithiol i'r Gymraeg ac i'r Saesneg.	*Legal validation is given to both Welsh and English.*

1971	**Mudiad Meithrin**	Sefydlir (Mudiad Ysgolion Meithrin gynt) er mwyn hybu addysg feithrin Gymraeg.	*Formerly, Mudiad Ysgolion Meithrin, the movement is established to promote Welsh medium nursery education.*

1982	**S4C**	Mae S4C yn dechrau darlledu.	*Welsh medium television channel starts broadcasting.*



1993	**Deddf yr Iaith Gymraeg**	Mae'r Gymraeg yn cael yr un statws â Saesneg ym mywyd cyhoeddus Cymru.	*Welsh given equal status to English in public life in Wales*



1997	**Pleidlais datganoli** ***Devolution referendum***	Mae Cymru'n pleidleisio'n agos o blaid datganoli.	*Wales votes narrowly for devolution.*

2017	**Miliwn o Siaradwyr Cymraeg erbyn 2050.** **Million Welsh speakers by 2050.**	Cyhoeddodd Llywodraeth Cymru strategaeth i gynyddu nifer y siaradwyr Cymraeg i un miliwn erbyn 2050.	*The Welsh Government announced a strategy to increase the number of Welsh speakers to one million by 2050.*

post@peniarth.cymru siop.peniarth.cymru Peniarth CPeniarth 01267 676772 www.rhagoriaith.cymru rhagoriaith@pcydds.ac.uk Rhagoriaith

Deddfwriaeth a pholisi

Legislation and policy to protect the Welsh Language

- 2003 Iaith Pawb
- 2008 Statws yn Ewrop
- Mesur yr Iaith Gymraeg (Cymru) 2011
- Mesuriadau Ansawdd Estyn
- Strategaeth Addysg Cyfrwng Cymraeg
- Iaith Fyw: Iaith Byw, Llywodraeth Cymru 2012
- 2017: Cymraeg 2050, Miliwn o Siaradwyr Cymraeg

- *2003 National action plan*
- *2008 Status in Europe*
- *Welsh Language (Wales) Measure 2011*
- *Estyn's Quality Indicators*
- *Welsh Medium Education Strategy*
- *A Living Language: a Language for Living, Welsh Government 2012*
- *2017: Cymraeg 2050, a million Welsh speakers*

Nifer Siaradwyr Cymraeg yn ôl y Cyfrifiad

Number of Welsh Speakers according to the Census

1891	54.5%	910,289 o siaradwyr
1901	49.9%	929,824 o siaradwyr
1911	43.5%	977,366 o siaradwyr
1931	36.8%	909,261 o siaradwyr
1951	28.9%	714,686 o siaradwyr
1981	18.9%	508,207 o siaradwyr
1991	18.6%	508,098 o siaradwyr
2001	20.8%	582,368 o siaradwyr
2011	19.0%	562,000 o siaradwyr gyda'r canran mwyaf ymhlith y grŵp oedran 5-15 oed.
2021	17.8%	538,000 o siaradwyr.

BETH WNAETH Y LLYWODRAETH?
WHAT DID THE GOVERNMENT DO?

https://gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf

Pam?

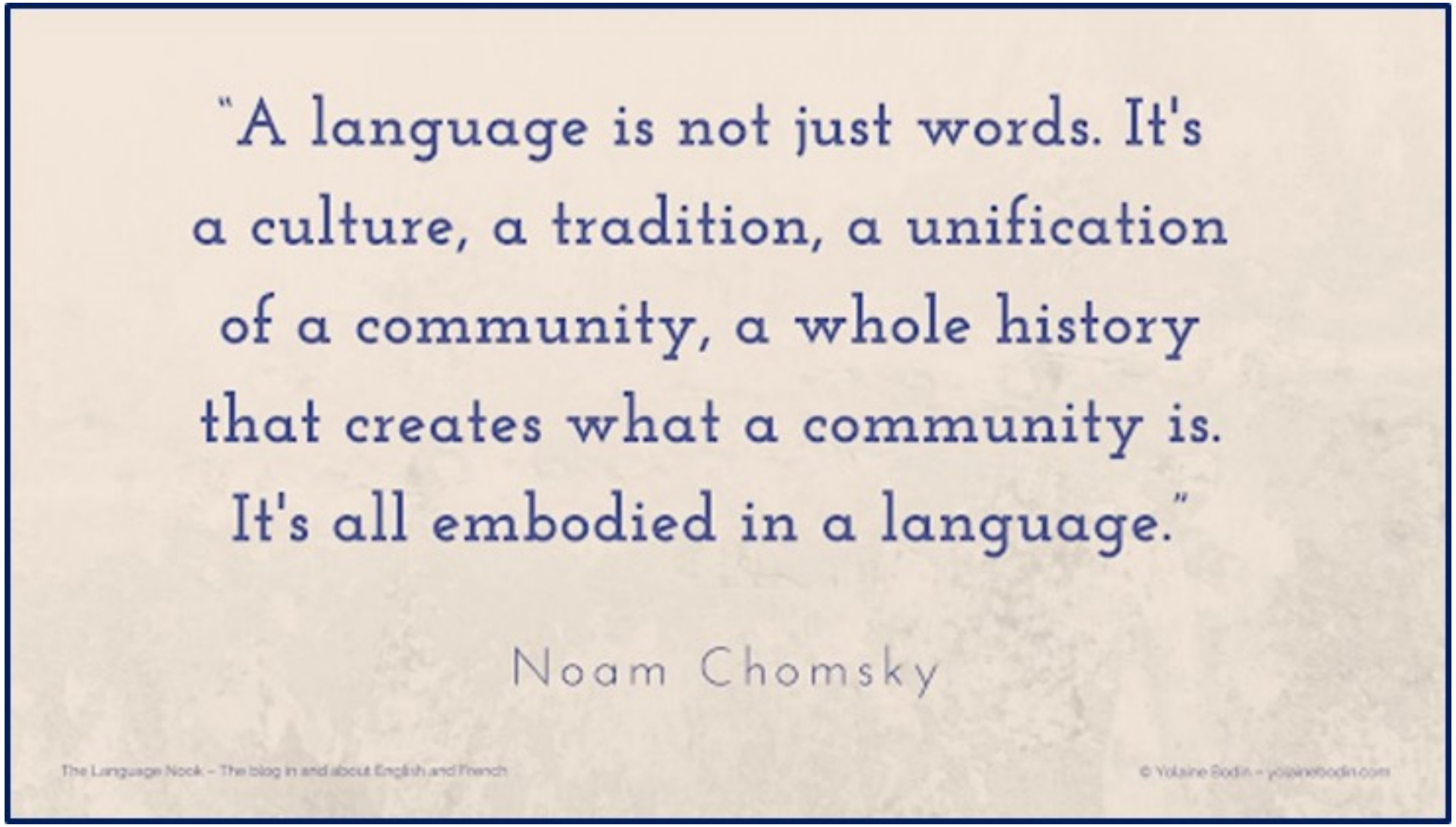
“Mae’r Gymraeg yn un o drysorau Cymru…… Ein huchelgais ni fel Llywodraeth Cymru yw gweld miliwn o bobl yn gallu mwynhau siarad a defnyddio’r Gymraeg erbyn 2050. Does dim dwywaith fod hon <u>yn uchelgais heriol</u> ……”

Rhagair Carwyn Jones AC (Prif Weinidog yn 2017) ac Alun Davies AC (Gweinidog y Gymraeg a Dysgu Gydol Oes yn 2017)

- ***"The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. This is certainly a challenging ambition, but a challenge we believe is worthwhile and necessary if we are to secure the vitality of the language for future generations.”***

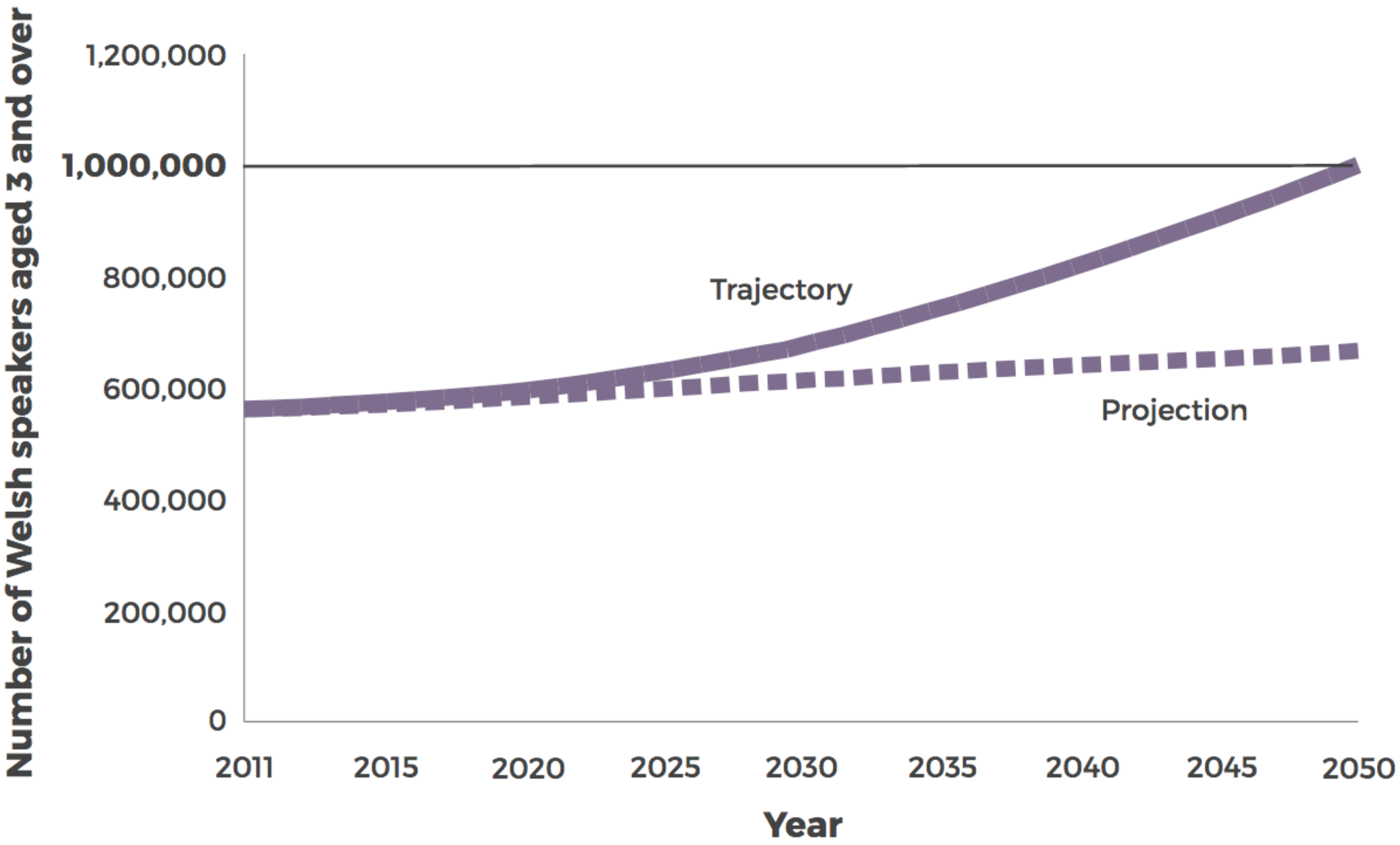
Foreword by Carwyn Jones AM (First Minister 2017) and Alun Davies AM (Minister for Lifelong learning and Welsh Language in 2017)

Pam?


"A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language."
Noam Chomsky
The Language Nook – The blog in and about English and French
© Yolaine Bodin – yolainebodin.com

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

Chart 2: Projection and trajectory of the number of Welsh speakers aged three and over, 2011–2050

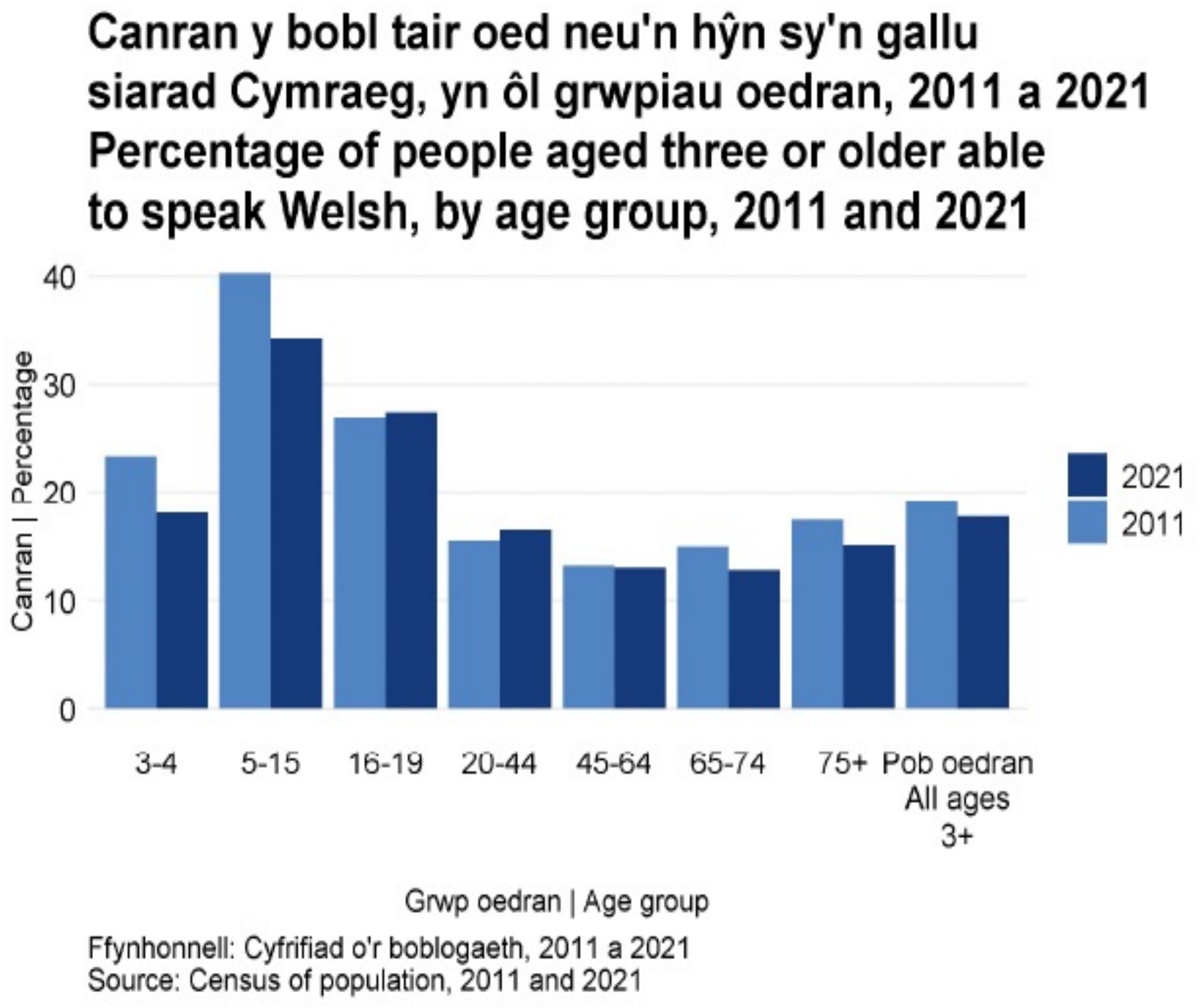


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Peniarth .cymru
RHAGOR iaith
CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

EIN SEFYLLFA BRESENNOL …

OUR CURRENT SITUATION …



OND, SUT MAE CAEL MWY O SIARADWYR CYMRAEG?

BUT, HOW DO WE GET MORE WELSH SPEAKERS?

BETH AMDANOM NI? WHAT ABOUT US?

- **"… y system addysg a hyfforddiant yw'r prif ddull o greu siaradwyr Cymraeg newydd."**

  (tud 31, Cymraeg 2050 Miliwn o Siaradwyr)

- ***"….since there is a limit to the additional number of Welsh speakers which can be created by language transmission from one generation to the next, the education and training system is the principal method of creating new Welsh speakers."***

  (page 31, Cymraeg 2050 A million Welsh speakers)

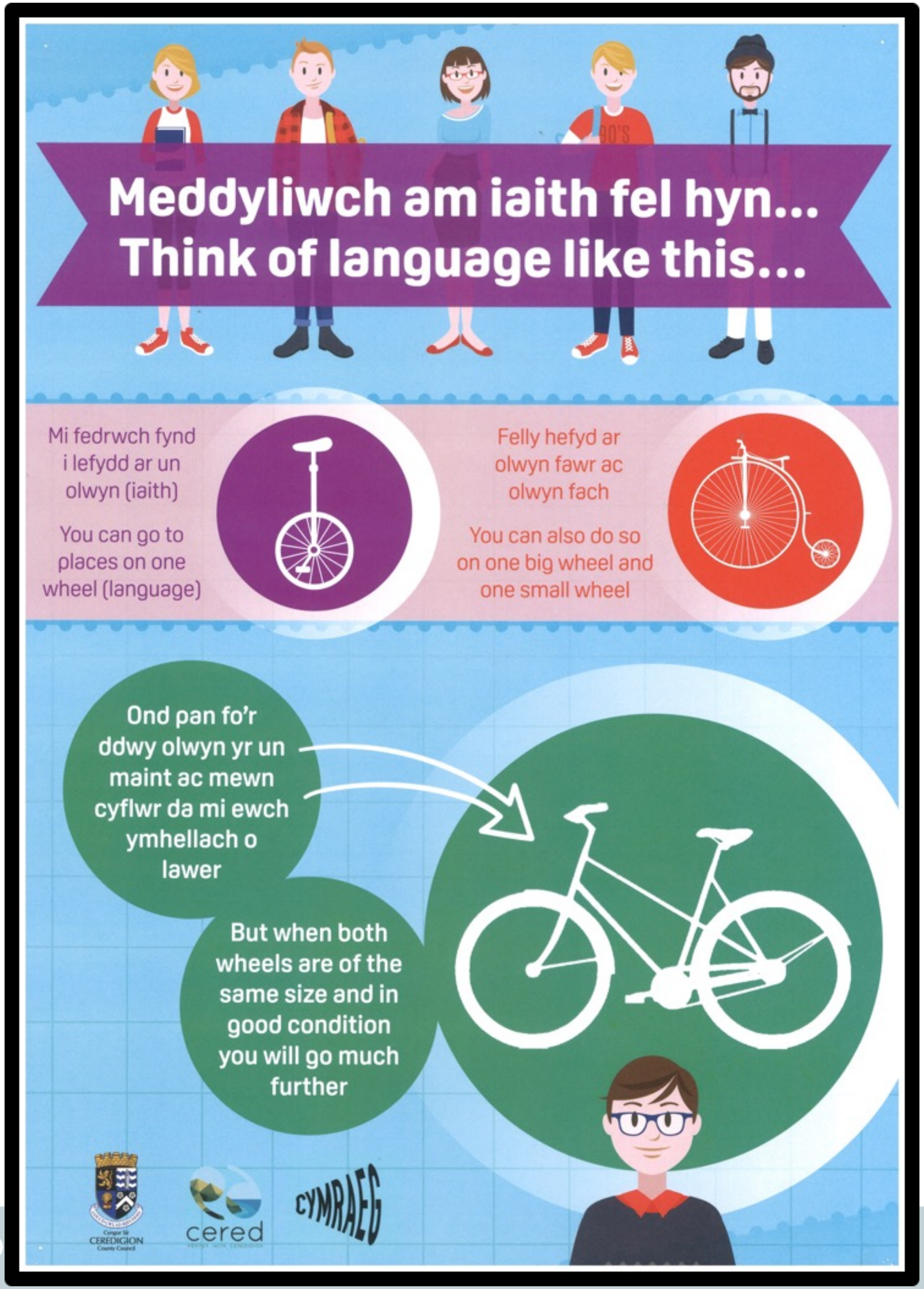
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Peniarth .cymru

RHAGOR iaith

CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

Dewch i feddwl …
Let us think ….



Cwricwlwm i Gymru 2022

Curriculum for Wales 2022

Cliciwch ar y llun i weld y ddogfen.

Click on the picture to view the document.

Mae wedi cael ei ddatblygu yng Nghymru gan ymarferwyr ar gyfer ymarferwyr, gan ddwyn ynghyd arbenigedd addysgol ac ymchwil a thystiolaeth ehangach.

It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence.

https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf

CWRICWLWM I GYMRU 2022
CURRICULUM FOR WALES 2022

Gwella addysg yw ein cenhadaeth genedlaethol. Does dim yn fwy hanfodol na bod pob plentyn a pherson ifanc yn caffael addysg ac yn cael mynediad cyflawn at y *profiadau*, yr *wybodaeth* a'r *sgiliau* y mae eu hangen arnyn nhw ym myd gwaith, ar gyfer dysgu gydol oes ac er mwyn bod yn ddinasyddion gweithredol.

Mae canllawiau Cwricwlwm i Gymru yn datgan yn glir beth sy'n bwysig wrth ddarparu addysg eang a chytbwys. Gweledigaeth ar y cyd yw'r **pedwar diben**, a dyma'r dyhead ar gyfer pob plentyn a pherson ifanc. Wrth wireddu'r rhain, rydym yn gosod disgwyliadau uchel i bawb, yn hyrwyddo lles personol a chenedlaethol, yn herio anwybodaeth a ffug-wybodaeth, ac yn annog dysgwyr i chwarae eu rhan fel dinasyddion effro a beirniadol.

Cwricwlwm yr ysgol yw popeth mae dysgwyr yn ei brofi ar drywydd y pedwar diben. Mae'n fwy na'r hyn rydyn ni'n ei addysgu yn unig. Mae hefyd yn ymwneud â sut rydyn ni'n ei addysgu ac, yn allweddol, pam ydyn ni'n ei addysgu.

Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills and that our young people need for employment, lifelong learning and active citizenship.

The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The **four purposes** are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu

Languages, Literacy and Communication Area of Learning and Experience

Mae Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu (Maes) yn ymwneud ag agweddau hanfodol cyfathrebu rhwng pobl. Ei nod yw cefnogi dysgu ar draws yr holl gwricwlwm a galluogi dysgwyr i ennill gwybodaeth a sgiliau yn Gymraeg, Saesneg, ac *ieithoedd rhyngwladol* yn ogystal â *llenyddiaeth*.

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*.

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

Peniarth .cymru | RHAGOR iaith | CANOLFAN GWASANAETHAU CYMRAEG WELSH LANGUAGE SERVICES CENTRE

Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu

Languages, Literacy and Communication Areas of Learning and Experience

Mae dysgu a phrofiad yn y Maes hwn yn anelu at alluogi dysgwyr i gyfathrebu'n effeithiol gan ddefnyddio Cymraeg, Saesneg ac ieithoedd rhyngwladol. Mae'n anelu at annog dysgwyr i drosglwyddo'r hyn maen nhw wedi'i ddysgu am sut mae ieithoedd yn gweithio mewn un iaith er mwyn dysgu a defnyddio ieithoedd eraill. Bwriedir i'r dull *amlieithog* a *lluosieithog* hwn danio chwilfrydedd a brwdfrydedd y dysgwyr a chynnig sylfaen gadarn iddyn nhw ddatblygu diddordeb gydol oes yn ieithoedd Cymru ac ieithoedd y byd, a thrwy hyn eu gwneud yn **ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu hoes**.

Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This *multilingual* and *plurilingual* approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them **ambitious, capable learners, ready to learn throughout their lives**.

' Siarter Iaith Gymraeg

Welsh Language Charter

- Mae Siarter Iaith yn gynllun pwysig er mwyn hybu'r defnydd o Gymraeg yn gymdeithasol ymhlith dysgwyr ysgolion Cynradd ac Uwchradd.
- Mae dau gymeriad wedi cael eu cyflwyno, sef Seren a Sbarc.
- Cyhoeddwyd fframwaith Newydd ar gyfer y Siarter Iaith ym mis Medi 2023.
- Mae pob ysgol unigol yn cwblhau ymarfer sylfaenol i bennu defnydd o'r iaith cyn datblygu cynllun gweithredu i weithio tuag at wobr efydd, arian neu aur.
- Mae'r cynllun yn annog cyfranogiad gan bob aelod o gymuned yr ysgol - yn ddisgyblion, rhieni, llywodraethwyr ysgol a'r gymuned ehangach.

- *The Welsh Charter is an important project to encourage the use of Welsh socially in primary schools and secondary schools with two new heroes Seren and Sbarc.*
- *A new framework for the Welsh charter was announced in September 2023.*
- *Each individual school completes a baseline exercise to determine current language use before developing an action plan to work towards a bronze, silver or gold award.*
- *It encourages participation from every member of the school community - pupils, parents, school governors and the wider community.*
- *https://hwb.gov.wales/api/storage/075c1fa4-4f3b-452f-9656-70abe3779804/48543_siarter_e_merged.pdf*

Beth amdanoch chi?

What about you?

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

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

Welsh Government version

Language competency framework for education practitioners

ADDYSG CYMRU EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Llywodraeth Cymru
Welsh Government

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

OGL © Crown copyright 2020 WG41488 Mae'r ddogfen yma hefyd ar gael yn Gymraeg / This document is also available in Welsh.

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

Peniarth .cymru RHAGOR iaith CANOLFAN GWASANAETHAU CYMRAEG WELSH LANGUAGE SERVICES CENTRE

Portffolio Cymraeg
Welsh Portfolio

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

- Llafar
- Gwrando
- Darllen
- Ysgrifennu

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

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

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

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

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

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

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

Y Portffolio: Canllaw i'r mathau o dystiolaeth i'w cynnwys

The Portfolio: Guidelines on the types of evidence to be included

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

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

Ysgrifennu	Ateb cwestiynau syml – un gair neu un frawddeg. Ambell frawddeg syml wedi eu hysgrifennu ar adnoddau. Adnoddau geirfa syml e.e cardiau fflach.	Adnoddau addysgol – Mat iaith/poster. Creu rhestr o gwestiynau i ofyn i'r plant mewn cynllun gwers. Ysgrifennu sgript syml. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn i chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith/poster. Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu hunanbortread. Sgrinluniau o'r cwestiynau yn y Forms lle mae gofyn I chi ysgrifennu /trefnu brawddegau syml yn gywir.	Creu adnoddau – Mat iaith /poster/ Quizlet Creu rhestr o gwestiynau i'w gofyn i'r plant neu'r patrymau byddwch chi'n eu defnyddio mewn cynllun gwers. Ysgrifennu cynllun gwers drwy gyfrwng y Gymraeg.	Aseiniad academaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.	Aseiniad academaidd Datganiad personol - cais am swydd Llythyr ffurfiol e.e. at rieni. Adroddiadau ar waith disgyblion.
Gwrando	Recordiad o atebion i gwestiynau syml e.e Pwy wyt ti?	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando Recordiad ohonoch chi'n gwneud yr	Cadw cofnod o ganlyniadau cwisiau/Microsoft Forms lle mae ymarferion gwrando	Trafodaeth grŵp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd	Trafodaeth grwp (e.e. am erthygl neu drafodaeth am bwnc llosg ym myd addysg) - gwrando ac ymateb i'w gilydd
		ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	ymarferion gwrando e.e. gwrando ar sgwrs yna ateb cwestiynau /llenwi bylchau. Recordiad ohonoch chi'n ymateb i gwestiynau syml gan ddysgwyr yn y dosbarth e.e. meicro wers lle rydych chi'n ymateb i'r plant.	Gwrando ar sgwrs yn y Gymraeg a chyfieithu'r cynnwys Recordio sgwrs "naturiol"- holi ac ateb ei gilydd.	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyniad TSI - y cwestiynau ar y diwedd	Recordiad o wers - dangos ymateb i'r disgyblion (ar y lefel hon, nid yw'n ddigon o dystiolaeth ar ei ben ei hun) Cyflwyniad TSI – y cwestiynau ar y diwedd

Methodoleg	Ffilm o wers neu rannau o wersi gwahanol yn dangos gwahanol ddulliau addysgu. Cynlluniau Gwersi – gyda'r rhannau perthnasol wedi eu hwucholeuo. Gweithgaredd grŵp neu feicro wers gyda chyfoedion, wedi ei recordio yn dangos un dull e.e drilio Aseiniad academiadd/hunadfyfyriol sy'n trafod eich defnydd o'r gwahanol ddulliau. Nodiadau mentor ar wersi sy'n eich canmol am eich defnydd o ddulliau gwahanol i gyflwyno iaith.

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

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

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

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

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

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

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

Yr Athrofa
Institute of Education
Addysg i Cymru Education for Wales

Rhagoriaith
CANOLFAN GWASANAETHAU CYMRAEG

Portffolio Fframwaith Cymwyseddau Iaith i Athrawon

Rhif Myfyriwr: ______________________________

Rhaglen *(ticiwch y blwch perthnasol):*

TAR Cynradd		TAR Uwchradd		BA Addysg	

	Math o dystiolaeth	Rhesymau dros gyflwyno'r dystiolaeth
SIARAD		
GWRANDO		
DARLLEN		
YSGRIFENNU		
Addysgu a Dysgu		

Cyngor doeth wrth baratoi'r portffolio

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

DYDDIAD CYFLWYNO:
HAF 2023
17.6.23

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

Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David | Yr Athrofa Institute of Education Addysg i Gymru Education for Wales

Rhagoriaith CANOLFAN GWASANAETHAU CYMRAEG

Welsh Language Competency Framework for Teachers Portfolio

Student number: ______________________________

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

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

Advice whilst planning your portfolio

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

SUBMISSION DATE:
SUMMER 2023
17.6.23

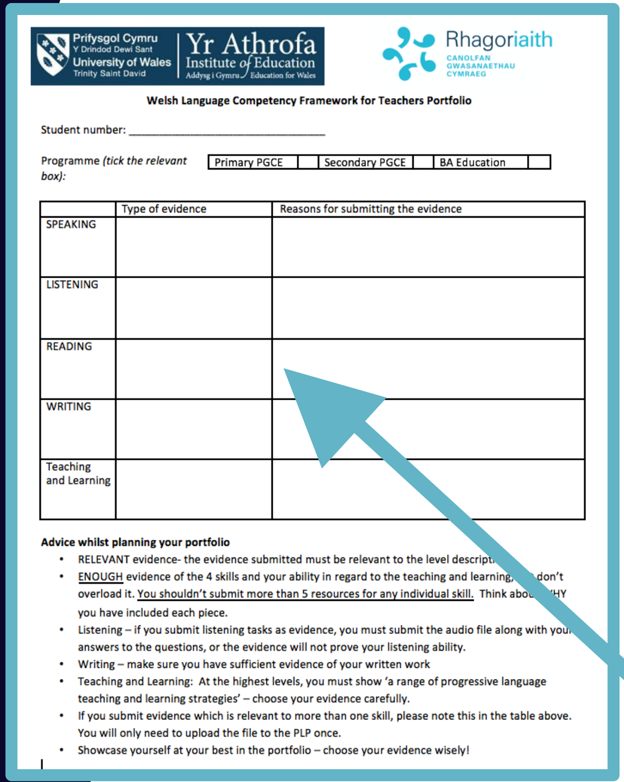
- **You must include this form which lists the evidence submitted.**
- **You are asked to provide a short description of why you chose the particular piece of evidence for the language skill.**
- **The evidence will be submitted on your PLP. More details will be shared in the Spring term.**
- **It is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

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

Peniarth .cymru

RHAGOR iaith

CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE


Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David | Yr Athrofa Institute of Education

Rhagoriaith CANOLFAN GWASANAETHAU CYMRAEG

Welsh Language Competency Framework for Teachers Portfolio

Student number: ______________________________

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

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

Advice whilst planning your portfolio

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

Advice whilst planning your portfolio

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

Beth amdanoch chi?

What about you?

Gyda'n gilydd, gall y sgiliau hyn feithrin hyder dysgwyr i fanteisio ar gyfleoedd newydd ac i addasu i wahanol rolau, sydd yn ei dro, yn gallu eu datblygu'n **gyfranwyr mentrus, creadigol, sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith.**

Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as ***enterprising, creative contributors, ready to play a full part in life and work****.*

Help Llaw

A helping hand

- geiriadur.uwtsd.ac.uk
- geiriaduracademi.org
- Ap Treiglo
- Ap Geiriaduron
- www.colegcymraeg.ac.uk/en/porthresources/termau
- Peniarth - https://peniarth.cymru
- Dysgu Cymraeg - www.learnwelsh.cymru

ADFYFYRIO

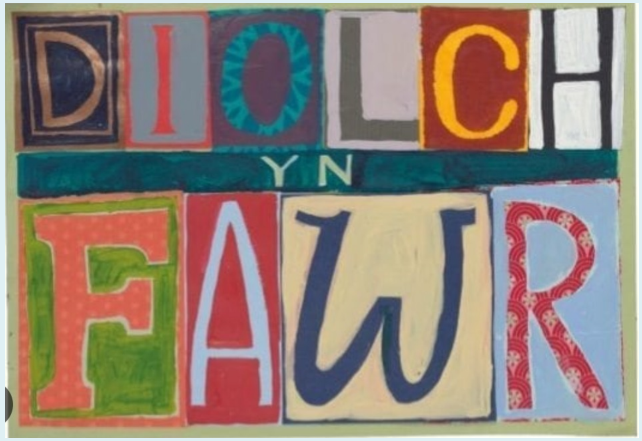
Cwblhewch y ffurflen Forms.

Complete the forms questionnaire.

Darlith nesaf:

7fed o Dachwedd 2023

2- 4 y.p.



post@peniarth.cymru siop.peniarth.cymru Peniarth CPeniarth 01267 676772 www.rhagoriaith.cymru rhagoriaith@pcydds.ac.uk Rhagoriaith