Cymraeg mewn Ymarfer Proffesiynol 2

Welsh in Professional Practice 2

2025-26

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

Yr Athrofa
Centre *for* Education
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CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

BA2 - Darlith 6

Dyma fi!

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Nod ac Amcanion

Aims and Objectives

- Adolygu
- Mae hi'n amser cofrestru!
- Dyma fi!

Mae hi'n amser adolygu!

It's time to revise!

Dw i'n hoffi...

darllen

Dw i'n hoffi...

rhedeg

Dw i'n hoffi...

cerdded

Dw i'n hoffi...

chwarae Lego

Dw i'n hoffi...

peintio

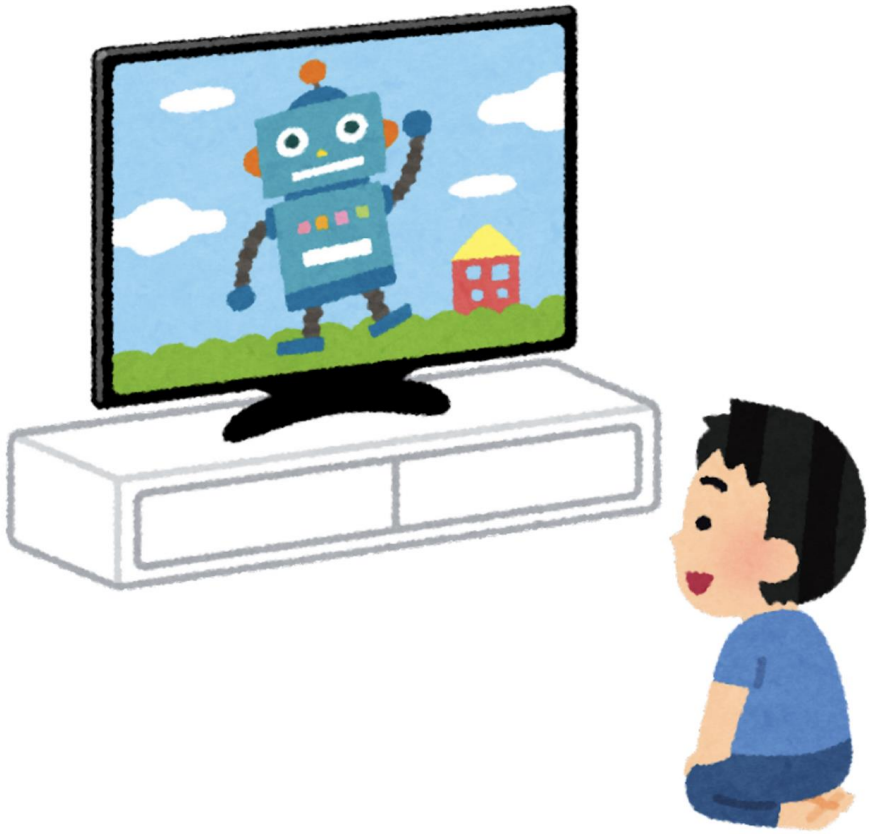
Dw i'n hoffi...

canu

Dw i'n hoffi...

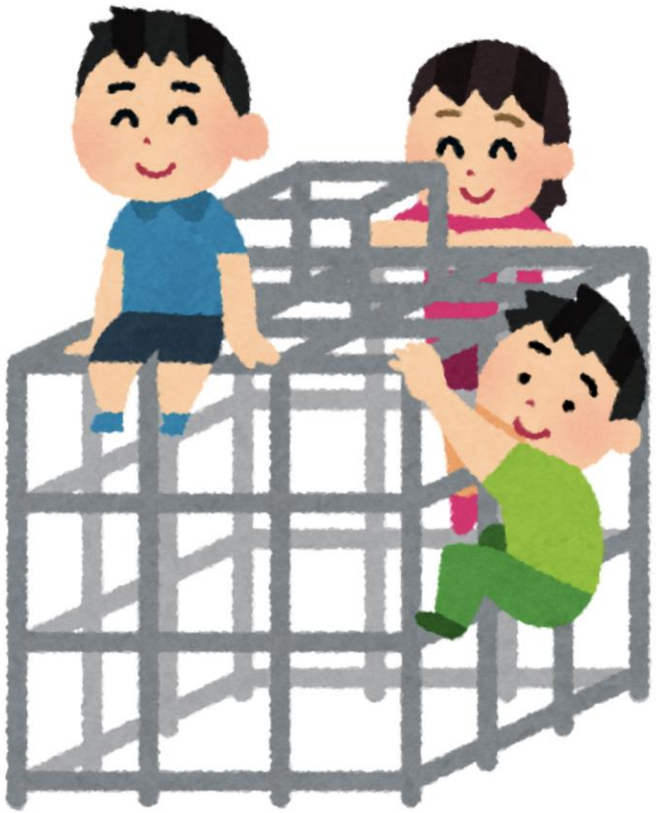
dawnsio

Dw i'n hoffi...



gwylio ffilm

Dw i'n hoffi...



dringo

Dw i'n hoffi...

chwarae pêl-droed

Dw i'n hoffi...

chwarae rygbi

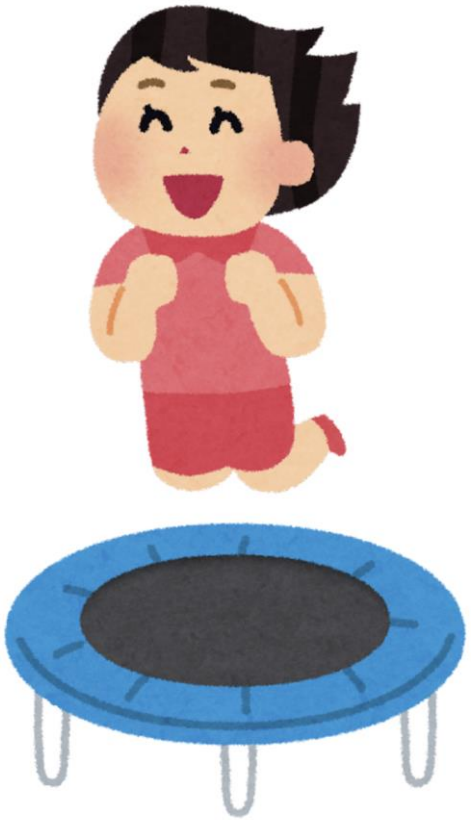
Dw i'n hoffi...

chwarae pêl-rwyd

Dw i'n hoffi...

chwarae gemau bwrdd

Dw i'n hoffi...



neidio ar y trampolîn

Dw i'n hoffi...

nofio

Dw i'n hoffi...

seiclo

Dw i'n hoffi...

marchogaeth ceffyl

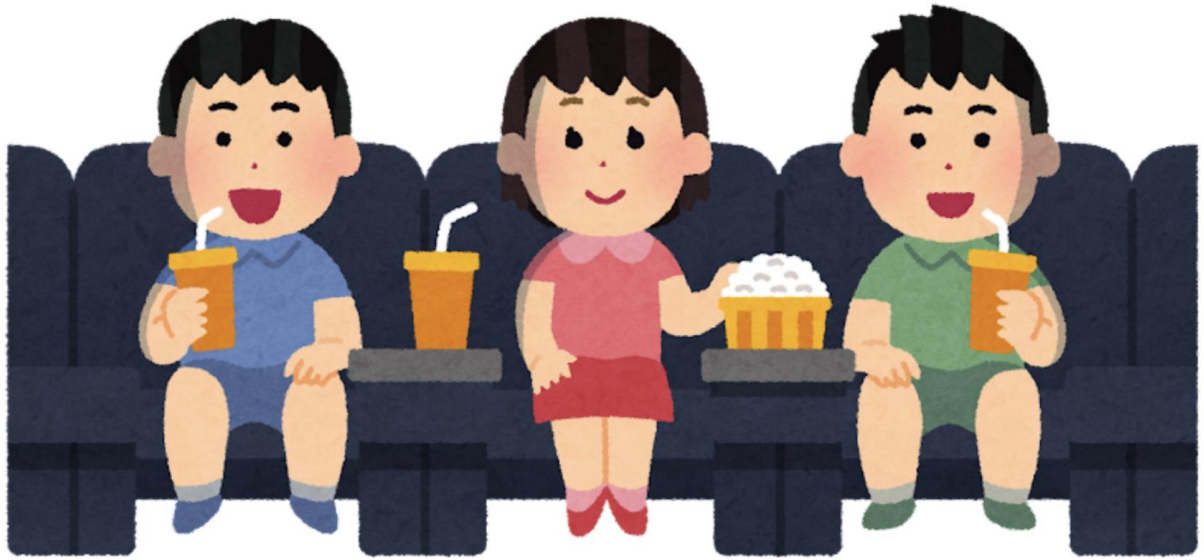
Dw i'n hoffi...

mynd am dro

Dw i'n hoffi...

mynd a'r ci am dro

Dw i'n hoffi...

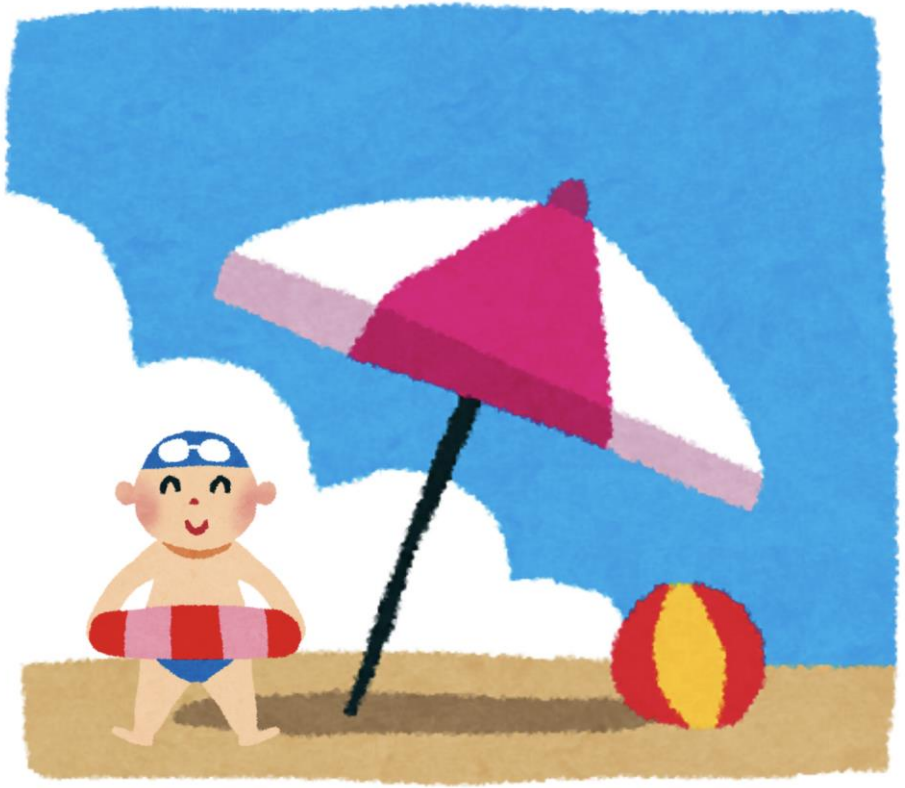


mynd i'r sinema

Dw i'n hoffi...

mynd i'r parc

Dw i'n hoffi...



mynd i'r traeth

Dw i'n hoffi...

gymnasteg

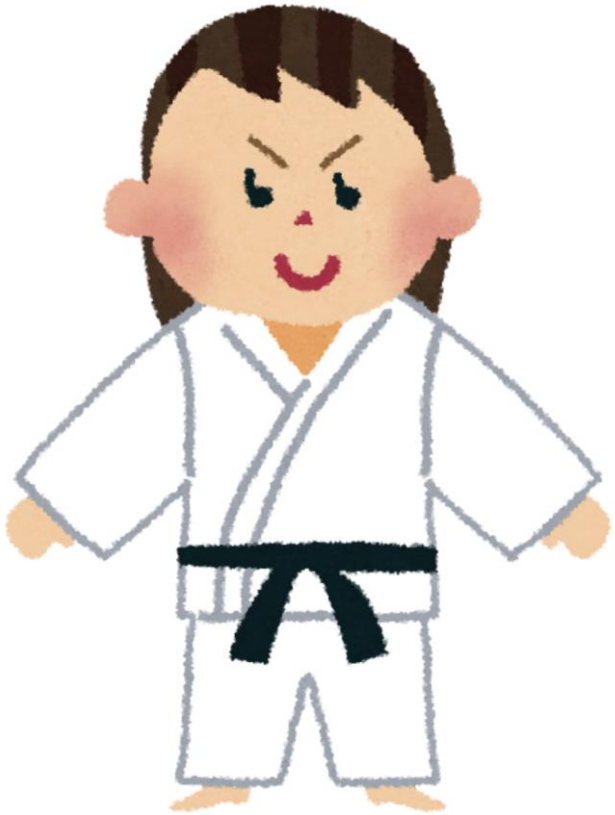
Dw i'n hoffi...

canu'r piano

Dw i'n hoffi...

bocsio

Dw i'n hoffi...



carati

Dw i'n hoffi...

siopa

Dw i'n hoffi...

coginio

Dw i'n hoffi...

pobi

Dw i'n hoffi...

gwylio pêl-droed

Dw i'n hoffi...

gwylio rygbi

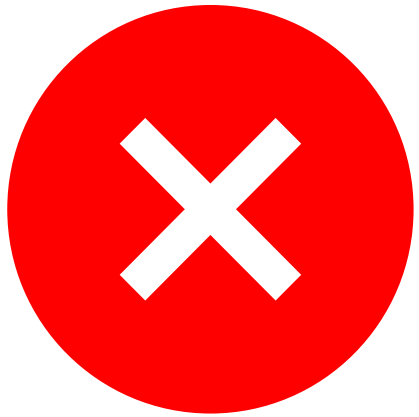
Wyt ti'n hoffi ...?

Ydw, dw i'n hoffi ... **achos**...

mae'n hwyl.
mae'n ddiddorol.
mae'n fendigedig.
mae'n ffordd dda i ymlacio.
dw i'n hoffi cadw'n heini.
dw i'n hoffi ennill!
dw i'n gystadleuol.
dw i'n hoffi cael awyr iach.

Wyt ti'n hoffi ...?

Nac ydw, dw i ddim yn hoffi ... **achos**...



mae'n ddiflas.
mae'n anodd.
dw i ddim yn hoffi cadw'n heini.
dw i ddim yn hoffi bod tu mewn.
dw i ddim yn hoffi bod tu allan.
dw i ddim yn hoffi colli.
dw i ddim yn gystadleuol.

Beth ydy dy hobi?

Fy hobi ydy ...

Ble rwyt ti'n ...?

Where do you ...?

Dw i'n ...

yn y parc.
yn yr ysgol.
yn yr awyr iach.
yn y gegin.
yn y Ganolfan Hamdden.
yn fy nghartref.
yn y tŷ.
yn y dref.

Pryd rwyt ti'n ...?

When do you ...?

Dw i'n ...

ar ddydd Llun.
ar ddydd Mawrth.
nos Wener.
nos Sadwrn.
bob bore.
bob nos.
ar y penwythnos.
bob penwythnos.

Mae hi'n amser cofrestru!

It's registration time!

Mae hi'n amser cofrestru!

Edrychwch arna i!

Look at me!

Eisteddwch, bawb!

Sit down, everyone!

Gwrandewch yn ofalus, blant!

Listen carefully, children!

Mae hi'n amser cofrestru!

Bore da, bawb!

Mae hi'n amser cofrestru!

Prynhawn da, blant!

Pwy sy'n barod?!

Mae hi'n amser cofrestru!

Ydy ... yma heddiw?
Is ... here today?

Sut wyt ti heddiw?

Yma!
Here!

Absennol!
Absent!

Mae hi'n amser cofrestru!

Pwy sy'n absennol heddiw?

Lois **sy'n absennol heddiw!**

Mae hi'n amser cofrestru!

Wyt ti eisiau cinio ysgol neu frechdanau?

Dw i eisiau brechdanau, os gwelwch yn dda.

Mae hi'n amser cofrestru!

Faint sy'n cael cinio ysgol heddiw?

22 sy'n cael cinio ysgol heddiw.

Mae hi'n amser cofrestru!

Faint sy'n cael brechdanau heddiw?

Pump **sy'n cael brechdanau heddiw.**

Pa ddydd ydy hi heddiw?

Dydd lau

ydy hi heddiw.

'**Ydy**' yn y cwestiwn = '**Ydy**' / '**Nac ydy**' yn yr ateb

Ydy hi'n ddydd lau heddiw?

Ydy, mae hi'n ddydd lau heddiw.

Nac ydy, dydy hi ddim yn ddydd lau heddiw.

Pa fis ydy hi?

Mis **Ionawr** ydy hi.

'**Ydy**' yn y cwestiwn = '**Ydy**' / '**Nac ydy**' yn yr ateb

Ydy hi'n fis Ionawr?

Ydy, mae hi'n fis Ionawr.

Nac ydy, dydy hi ddim yn fis Ionawr.

Pa dymor ydy hi?

Gaeaf ydy hi.

Beth ydy'r dyddiad heddiw?

Dydd Sul
Dydd Llun
Dydd Mawrth
Dydd Mercher
Dydd Iau
Dydd Gwener
Dydd Sadwrn

Ionawr
Chwefror
Mawrth
Ebrill
Mai
Mehefin
Gorffennaf
Awst
Medi
Hydref
Tachwedd
Rhagfyr

				1af y cyntaf	**2il** yr ail	**3ydd** y trydydd
4ydd y pedwerydd	**5ed** y pumed	**6ed** y chweched	**7fed** y seithfed	**8fed** yr wythfed	**9fed** y nawfed	**10fed** y degfed
11eg yr unfed ar ddeg	**12fed** y deuddegfed	**13eg** y trydydd ar ddeg	**14eg** y pedwerydd ar ddeg	**15fed** y pymthegfed	**16eg** yr unfed ar bymtheg	**17eg** yr ail ar bymtheg
18fed y deunawfed	**19eg** y pedwerydd ar bymtheg	**20fed** yr ugeinfed	**21ain** yr unfed ar hugain	**22ain** yr ail ar hugain	**23ain** y trydydd ar hugain	**24ain** y pedwerydd ar hugain
25ain y pumed ar hugain	**26ain** y chweched ar hugain	**27ain** y seithfed ar hugain	**28ain** yr wythfed ar hugain	**29ain** y nawfed ar hugain	**30ain** y degfed ar hugain	**31ain** yr unfed ar ddeg ar hugain

Dydd Iau, Ionawr y nawfed.

Trafod y tywydd... *Discussing the weather...*

Sut **mae**'r tywydd heddiw?
Mae hi'n **w**yntog.

Amser Presennol
Present Tense

Sut **oedd** y tywydd ddoe?
Roedd hi'n braf.

Amser Gorffennol
Past tense

Sut **bydd** y tywydd yfory?
Bydd hi'n bwrw eira.

Amser Dyfodol
FutureTense

Ydy hi'n gymylog heddiw?

Ydy, mae hi'n gymylog heddiw.

Nac ydy, dydy hi ddim yn gymylog heddiw.

Mae hi'n amser cofrestru!

1. *Greet the class*
2. *It's registration time!*
3. *Is ..... here today?*
4. *How are you?*
5. *The Date*
6. *The Weather (today, yesterday, tomorrow)*
7. *Likes / Dislikes*

Rhif	Pwy?
1	Amy
2	Jacob
3	Zoe
4	Lara
5	Hannah
6	Polly
7	Dominic
8	Emily
9	Josh
10	Marli
11	Storm
12	Amelia
13	Tilly
14	Kelly
15	Hazel
16	Beau

Dyma fi!

This is me!

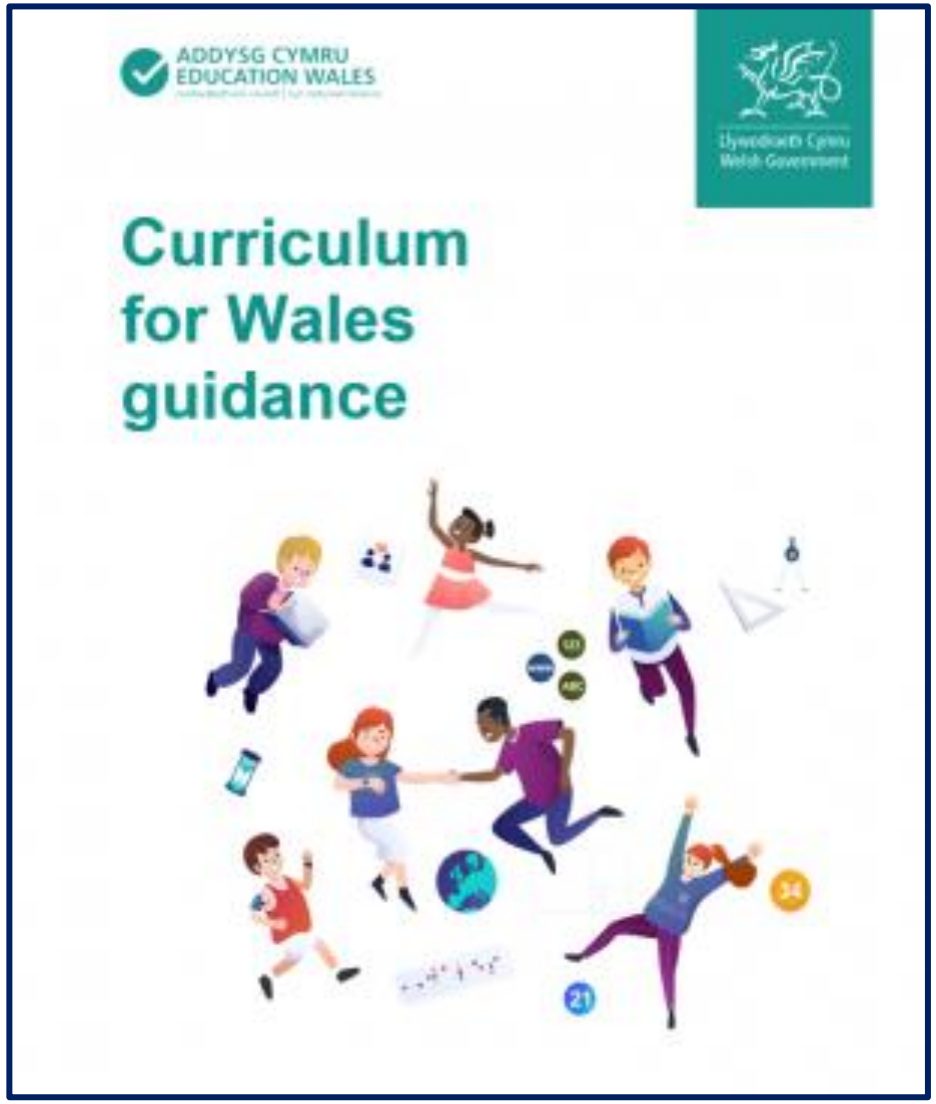
WELSH LANGUAGE COMPETENCY FRAMEWORK FOR TEACHERS

Key:

Sabbatical Scheme assessment sheets
2022 Curriculum Literacy Framework progression steps
Cynllun Colegau Cymru
TCA/ WMiS assessment sheets

	A1 - ENTRY	
LISTENING	Can understand and respond to simple everyday sentences, related to the school setting, provided the other person speaks slowly.	• Can interact with learners, answer simple questions and offer simple feedback in the form of simple sentences or phrases • Can respond appropriately to learners as they develop their language skills, e.g. pronouncing simple, everyday words and phrases in Welsh.
SPEAKING	Can introduce himself/herself and others and can ask and answer questions about simple information, e.g. where someone lives, what they like doing. Is able to tell the time and use numbers.	• Can open and close the lesson using Welsh words and phrases with clear, Welsh pronunciation on the whole • Can present commands (ti/chi), questions and instructions to learners in a simple way.
READING	Can understand very short written texts where people offer simple personal information about themselves or others, e.g. on forms, school signage. Can read commands related to the school setting.	• Can read text satisfactorily, e.g. a simple story or game instructions using simple clauses and respond to content • Can use notes but is very dependent on them to teach the lesson.
WRITING	Can write simple, everyday sentence, related to the school setting, e.g. instructions, questions, commands, simple feedback.	• Can write simple sentences and patterns correctly on the white board to present information to learners • Can introduce basic written information within a framework, e.g. display information from the content of a book with one word answers or a multiple choice question.

	A2 - FOUNDATION	
LISTENING	Can understand and respond to a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can interact with learners, answer simple questions and offer extended feedback whilst discussing specific themes • Can demonstrate that they understand what they hear by asking relevant questions to obtain specific information and answer questions using the correct forms, *e.g. Ydy? Ydy/Nac ydy.*
SPEAKING	Can contribute to simple conversations using a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can open and close the lesson by setting aims and objectives, and summarise clearly for the learner with quite clear and meaningful pronunciation • Can present commands (*ti/chi*), questions and instructions fairly confidently for the learner by varying the use of the verb 'bod' and using the concise past tense fairly confidently whilst introducing Welsh across the curriculum • Can respond sensibly to learners' use of Welsh as a result of presenting directed tasks, by using language appropriate within structured situations.
READING	Can understand written everyday messages and simple letters/e-mail messages. Can read appropriate stories with an effort to ensure correct pronunciation.	• Can read text aloud effectively and discuss the text, identify the content's main points and express opinion in a simple way • Can use notes but is dependent on them to teach the lesson.
WRITING	Can write compound and complex sentences for educational purposes.	• Can present written feedback on tasks and convey information which demonstrates an increasing awareness of accuracy • Can use an increasing variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms, e.g. *gweld/gwelais, mynd/aeth*, and subject-verb agreement, e.g. *roeddwn i/ roedden ni.*



Languages, Literacy and Communication Area of Learning and Experience

Page 126 onwards

https://hwb.gov.wales/curriculum-for-wales

With reference to each STATEMENT OF WHAT MATTERS there are DESCRIPTIONS OF LEARNING, and within those descriptions there are PROGRESSION STEPS.

STATEMENT OF WHAT MATTERS

PROGRESSION STEPS

1. 5 year old
2. 8 year old
3. 11 year old
4. 14 year old
5. 16 year old

Descriptions of Learning

Languages connect us

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.	I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.	I can understand how languages can provide a sense of belonging to a local and global community. I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.	I can show an open attitude towards learning about different languages and the different cultures of Wales and the world. Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.
I am beginning to understand that there are different languages in my environment. I am beginning to talk with my peers in the language of the setting/school.	I can understand that people use different languages.	I can communicate in a growing range of languages.	I can use my knowledge of how languages work to support further language learning.	I can communicate, interact and mediate in multiple languages and identify myself as multilingual.

With reference to each STATEMENT OF WHAT MATTERS there are DESCRIPTIONS OF LEARNING, and within those descriptions there are PROGRESSION STEPS.

Expressing ourselves through languages is key to communication.

Welsh in English-medium settings/schools/streams

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I can produce many speech sounds accurately. I can choose to talk with my peers in Welsh.	I can speak with expression and gestures to communicate my ideas.	I can use and adapt familiar language, varying vocabulary and tone to suit the audience.	I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.	I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.
I can communicate meaning through speech and gesture.	I can communicate using an increasingly varied vocabulary. I am beginning to use appropriate language to talk about events in the past and future.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary and grammar to enhance my communication skills.

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Agor y wers – Dyma fi! *Lesson openers – This is me!*

Croeso i’r wers Gymraeg.	Nod y wers heddiw ydy dysgu amdanaf i.
Edrychwch arna i.	Heddiw rydych chi'n mynd i ddysgu amdanaf i.
Gwrandewch arna i.	Barod?
Edrychwch ar y bwrdd gwyn / sgrîn.	Ydych chi'n barod?
Agorwch eich llyfrau.	Pawb yn hapus?
Ysgrifennwch y dyddiad.	Pawb yn barod?
Trowch i dudalen 5.	Oes cwestiwn?

Dyma’r atebion. Ond, beth ydy’r cwestiynau?!

Here are the answers. But, what are the questions?!

	Dw i’n byw yn Aberystwyth.
	Ceri ydw i.
	Dw i'n dda iawn, diolch.
	Dw i’n hoffi darllen a siopa.
	Ydw, dw i’n hoffi dysgu Cymraeg.
	Nac ydw, dw i ddim yn hoffi coginio.
	Fy hobïau ydy syrffio a nofio.
	Dw i’n hoffi bwyta cyri a reis.

Dyma’r atebion. Ond, beth ydy’r cwestiynau?!

Here are the answers. But, what are the questions?!

Ble wyt ti'n byw?	Dw i’n byw yn Aberystwyth.
Pwy wyt ti?	Ceri ydw i.
Sut wyt ti?	Dw i'n dda iawn, diolch.
Beth wyt ti'n hoffi wneud? **Beth ydy dy hobïau?**	Dw i’n hoffi darllen a siopa.
Wyt ti'n hoffi dysgu Cymraeg?	Ydw, dw i’n hoffi dysgu Cymraeg.
Wyt ti'n hoffi coginio?	Nac ydw, dw i ddim yn hoffi coginio.
Beth ydy dy hobïau?	Fy hobïau ydy syrffio a nofio.
Beth wyt ti'n hoffi fwyta?	Dw i’n hoffi bwyta cyri a reis.

Dyma fi!

Beth wyt ti'n gallu dweud amdanat ti dy hun?

What can you say about yourself in Welsh?

Dyma fi!

PWY wyt ti?

SUT wyt ti?

BLE rwyt ti'n byw?

BETH ydy dy hobi?

Ble?

Pryd?

Gyda phwy?

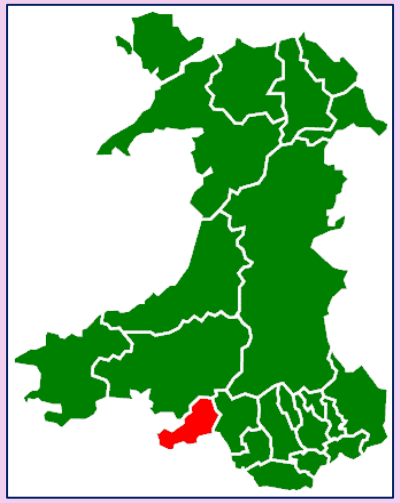
BETH wyt ti'n hoffi?

Pam?

BETH dwyt ti ddim yn hoffi?

Pam?

Dyma fi!



hobïau

NETFLIX

hoffi

ddim yn hoffi

Dyma fi!

hobïau

hoffi

ddim yn hoffi

Dyma fi!

Mari dw i.

Dw i'n byw yn Abertawe.

Dw i'n dda iawn.

Dw i'n hoffi pinc, bwyta siocled, Cymraeg a siopa!

Fy hobïau ydy darllen, mynd a'r ci am dro a gwylio Netflix.

Dw i ddim yn hoffi rhedeg, bananas a phryf copyn!

achos...

Bendigedig, bawb!

★

Hwyl fawr!