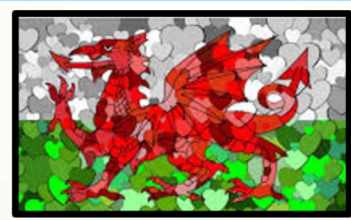


Llwybr Datblygu'r Gymraeg

Welsh Language Development Pathway

BA1 2023-2024



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Darlith 12

Dydd Mawrth 20^{fed} o Chwefror
2024

Sesiwn 12 - Nod ac Amcanion

Aims and Objectives

- **Adolygu cwestiynau.**

Revise questions.

- **Amser stori.**

- *Story time.*

- **Portffolio Cymraeg.**

AMSER COFRESTRU ...

REGISTRATION TIME ...

Bore da!

Good morning!

**Prynhawn
da!**

Good afternoon!

Ydy yma heddiw?

Is here today?

Yma.

Here.

**Nac ydy. Mae e'n/ hi'n
absennol.**

No. He/ She is absent.

AMSER COFRESTRU...

REGISTRATION TIME ...

Rhif	Pwy?

Rhif	Pwy?

Rhif	Pwy?

Dewisa
gwestiynau
o'r sleid
nesaf.....

Bore da,
bawb/blant
/ddosbarth!

Ydy ... yma heddiw?

RHAG  **Riaith**

CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

AMSER COFRESTRU...

REGISTRATION TIME ...

Sut wyt ti?

Wyt ti eisiau cinio
ysgol neu frechdanau?

Pa **ddiwrnod** ydy
hi heddiw?

Pa **fis** ydy hi?

Pa **dymor** ydy hi?

Sut oedd y tywydd ddoe?

Sut mae'r tywydd heddiw?

Sut bydd y tywydd yfory?

Beth ydy dy hoff
fwyd/**lyfr**/**raglen**/**liw**/
bwnc di?

Gwaith grŵp:

Cwestiynau posib:		Atebion posib:
Ble mae'r tractor?	<i>Where is the tractor?</i>	Mae'r tractor yn y cae.
Oes afal coch yn y llun?	<i>Is there a red apple in the picture?</i>	Nac oes, does dim afal coch yn y llun. Oes, mae afal coch yn y llun.
Beth ydy hwn/ hon?	<i>What is this (masculine/feminine noun)?</i>	Seren ydy hon. Ci ydy hwn.
Sawl tedi sydd yn y llun?	<i>How many teddies are in the picture?</i>	Mae pedwar tedi yn y llun.
Faint o botiau paent sydd yn y llun?	<i>How many paint pots are in the picture?</i>	Mae un pot paent yn y llun.



Darllen

Mae darllen yn
allweddol i ddatblygiad
iaith.

*Reading is key to
language development.*

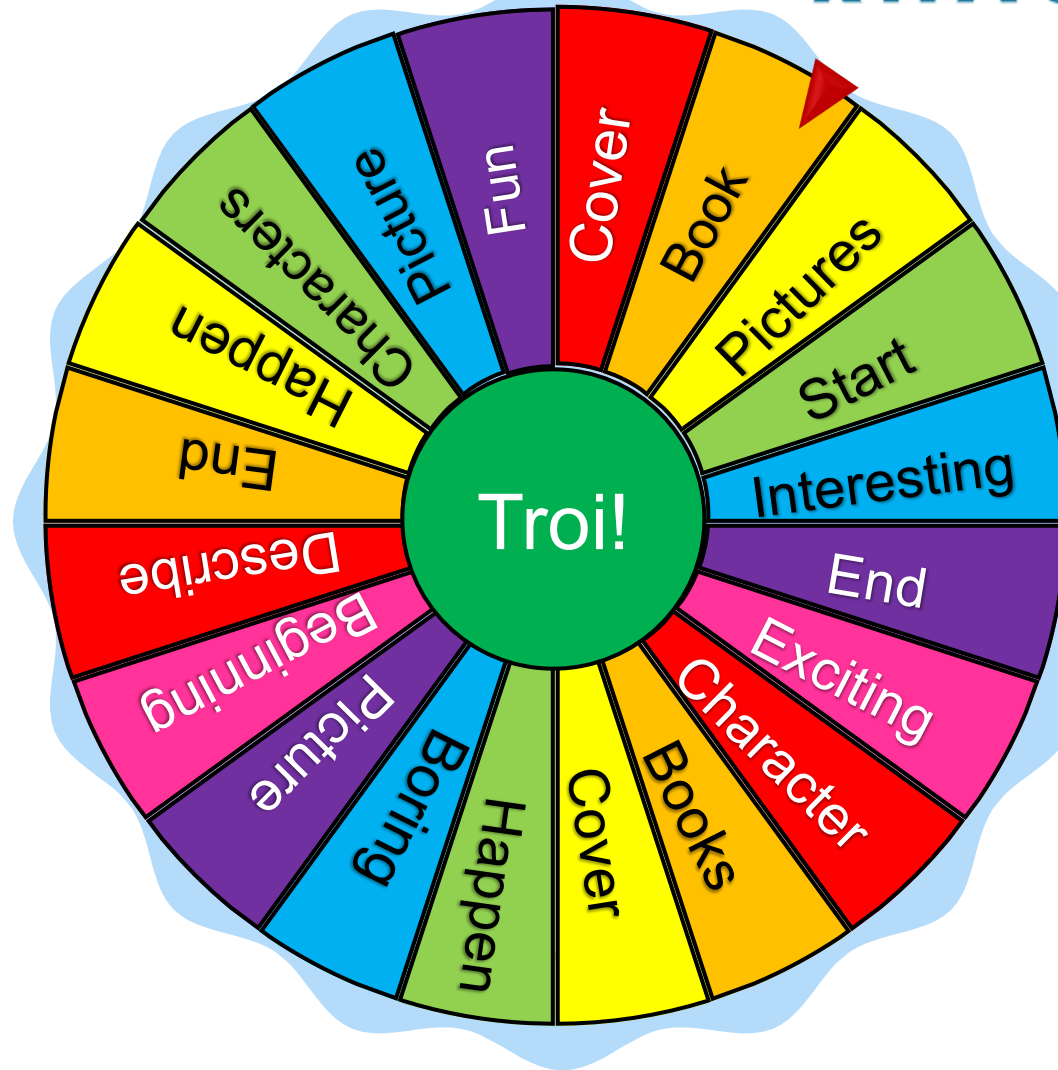


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RHAGORIAith

CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

Troi'r Olwyn:
Beth ydy'r
geiriau yma
yn Gymraeg?



GEIRFA DDEFNYDDIOL – USEFUL VOCABULARY

Cymraeg	Saesneg
llyfr	<i>book</i>
clawr	<i>cover</i>
awdur	<i>author</i>
teitl	<i>title</i>
tudalen	<i>page</i>
tudalennau	<i>pages</i>
llun	<i>picture</i>
lluniau	<i>pictures</i>
stori	<i>story</i>
arlunydd	<i>illustrator</i>
cyfres	<i>series</i>
cymeriad	<i>character</i>

Cymraeg	Saesneg
cymeriadau	<i>characters</i>
prif gymeriad	<i>main character</i>
ar y dechrau	<i>at the beginning</i>
canol	<i>middle</i>
diwedd	<i>end</i>
doniol	<i>funny</i>
lliwgar	<i>colourful</i>
diddorol	<i>interesting</i>
cyffrous	<i>exciting</i>
ardderchog	<i>excellent</i>
hapus	<i>happy</i>
trist	<i>sad</i>

Taflenni

Help Llaw:

Cwestiynau

Pa fath o lyfr ydy hwn?

What kind of book is this?

Beth sy ar y clawr?

What's on the cover?

Pwy ydy'r awdur?

Who is the author?

Pwy ydy'r arlunydd?

Who is the artist?

Beth mae e'n wneud?

What is he doing?

Beth sy'n digwydd nesaf?

What happens next?

Beth sy'n digwydd ar y dechrau?

What happens at the beginning?

Beth sy'n digwydd ar y diwedd?

What happens at the end?

Ble mae'r stori'n digwydd?

Where does the story happen?

Pwy ydy hwn/hon?

Who is this? (masc/fem)?

Beth ydy hwn/hon?

What is this? (masc/fem)

Ydych chi'n hoffi...?

Do you like...? (plu)

Wyt ti'n hoffi...? Pam?

Do you like...? (sing) Why?

Atebion

Pa fath o lyfr ydy hwn?

Llyfr hanes ydy hwn.

Beth sy ar y clawr?

Mae map ar y clawr.

Pwy ydy'r awdur?

John Davies ydy'r awdur.

Pwy ydy'r arlunydd?

Rhiannon Sparks ydy'r arlunydd.

Beth mae e'n wneud?

Mae e'n rhedeg.

Beth sy'n digwydd nesaf?

Mae'r brenin yn ymladd.

Beth sy'n digwydd ar y dechrau?

Ar y dechrau, mae'r bobl yn mynd i'r castell.

Beth sy'n digwydd ar y diwedd?

Ar y diwedd, mae'r bobl yn mynd adre.

Ble mae'r stori'n digwydd?

Mae'r stori'n digwydd yng Nghymru.

Pwy ydy hwn/hon?

Y Brenin ydy hwn.

Beth ydy hwn/hon?

Castell ydy hwn.

Ydych chi'n hoffi...?

Ydyn, rydyn ni'n hoffi....

Wyt ti'n hoffi...? Pam?

Ydw, rydw i'n hoffi.... Achos...

Ymestyn (expanding)

Beth oedd yn digwydd yn y stori?
Oeddech chi'n hoffi'r cymeriadau?

What happened in the story?
Did you like the characters?

Atebion

Beth oedd yn digwydd yn y stori?

Oeddech chi'n hoffi'r cymeriadau?

Roedd y bobl wedi mynd i'r castell.
Aeth y bobl i'r castell.
Oedden, roedden ni'n hoffi'r cymeriadau.
Nac oedden, doedden ni ddim yn hoffi'r cymeriadau.

Gorchmynion (lluosog – plural)

Dewiswch lyfr!
Eisteddwch yn dawel.
Trowch i dudalen 3.
Darllenwch mewn parau.
Gwrandewch arna i.
Edrychwch ar y clawr.

Edrychwch ar y llun.
Disgrifiwch y cymeriad.
Meddyliwch...

Disgrifiwch y stori.
Ailadroddwch y stori.
Ysgrifennwch am y stori.
Tynnwch lun o'r prif gymeriad.

Choose a book!
Sit quietly.
Turn to page 3.
Read in pairs.
Listen to me.
Look at the cover.

Look at the picture.
Describe the character.
Think ...

Describe the story.
Repeat the story.
Write about the story.
Draw a picture of the main character.

Gwaith pêr:

Cymraeg	Saesneg
Pwy ydy'r prif gymeriad?	What is on the cover?
Pwy ydy'r arlunydd?	What is the name of the book?
Beth sy'n digwydd?	Who is the author?
Pwy ydy'r awdur?	Who is the artist?
Beth sy ar y clawr?	What kind of book is it?
Pa fath o lyfr ydy e?	What is happening? What happens?
Wyt ti'n hoffi'r stori?	Who is the main character?
Beth ydy enw'r llyfr?	Do you like the story?

Amser Canu!

Clap, clap, un dau tri!
Clap, clap, un dau tri!
Clap, clap, un dau tri!
Mae hi'n amser stori!

[#Skip to my Lou](#)

Dewch i eistedd, dewch i eistedd
Ar y carped gyda fi.
Dewch i eistedd, dewch i eistedd,
Ar y carped gyda fi.

[#Clementine](#)

Dewch i eistedd ar y llawr
Dewch i edrych ar y clawr
Dewch i deithio dros y byd
Dewch i wlad trysor a hud.
Dewch i eistedd ar y llawr
Mae hi'n amser stori nawr. (KL)

[#Twinkle Twinkle](#)



Mae hi'n amser stori hip hwrê!
Mae hi'n amser stori hip hwrê!
Beth sy'n digwydd, dwedwch?
Cawn ni weld, brysiwch!
Mae hi'n amser stori hip hwrê! (KL)

[#Coming Round the Mountain](#)



Dewch i eistedd!



(London Bridge is falling down)



Dewch i eistedd ar y mat,
Ar y mat, ar y mat,
Dewch i eistedd ar y mat,
i ddarllen stori!



Cyfresi darllen ac adnoddau defnyddiol

Reading series and useful resources



**System ffoneg i ddysgu ynganu,
sillafu a strwythuro brawddegau.**

*A phonics system to teach Welsh
pronunciation, spelling and how to
structure sentences.*





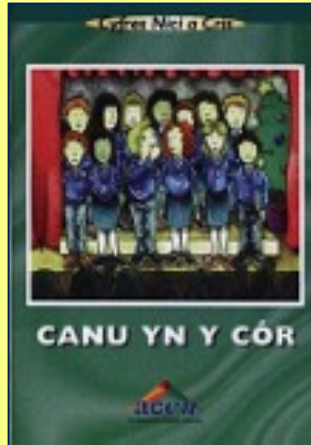
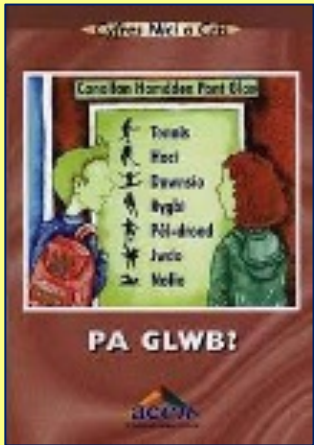
**Cyfresi llyfrau a rhaglenni ar
bedair haen.**

*A reading book and television
programme series – four different
levels. Free resources online.*



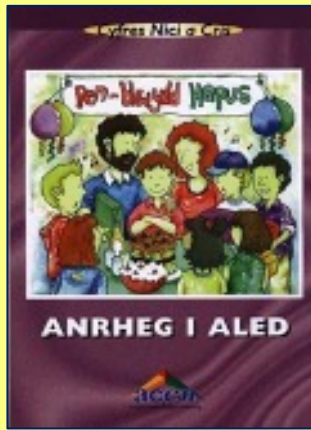
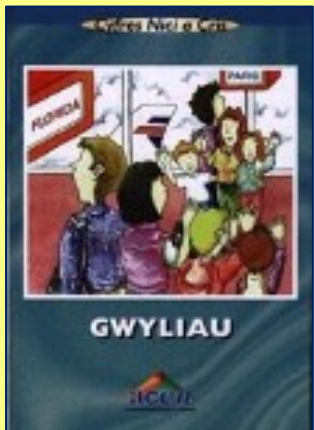
Cyfresi darllen ac adnoddau defnyddiol

Reading series and useful resources



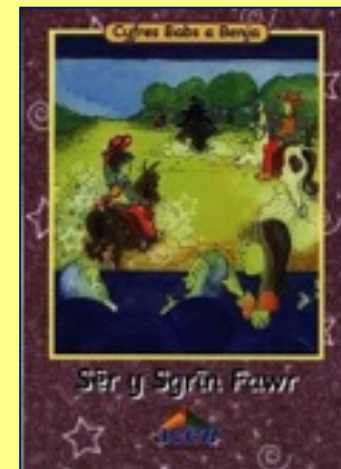
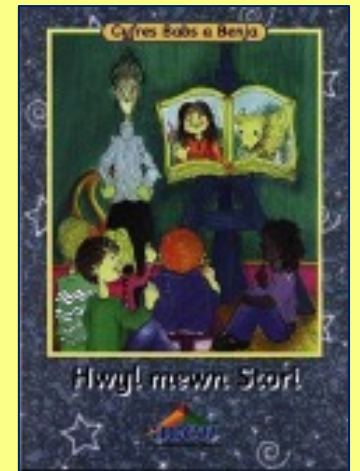
Cyfres Nici a Cris

Llyfrau darllen i ddisgyblion
9 - 11 oed.
*Reading books for 9 - 11 year
old pupils.*



Cyfres Babs a Benja

Llyfrau darllen i ddisgyblion
7 - 9 oed.
*Reading books for 7 - 9 year
old pupils*



Mae hi'n amser stori!

It's story time!

Pwy sy eisiau darllen stori?

Who wants to read a story?



- **Pwy sy eisiau darllen stori?**
Who wants to read a story?
- **Dewch i eistedd!**
Come to sit!
- **Dewch i wrando ar y stori!**
Come to listen to the story.
- **Gwrandewch! Gwrandewch arna i. Gwrandewch yn ofalus....**
Listen! Listen to me. Listen carefully ..
- **Pawb yn dawel!**
Everybody quiet!
- **Dim siarad!**
No talking!



Beth ydy'r
teitl?

Pwy ydy'r
awdur?



Pwy sy wedi
ysgrifennu'r
llyfr?

llyfr - book
awdur – author
teitl - title

Edrychwch ar y clawr.



Look at the cover.

Y Clawr

Beth/ Pwy sydd ar y clawr?	<i>What/ Who is on the cover?</i>
Beth ydy'r teitl?	<i>What is the title?</i>
Beth ydy hwn/ hon?	<i>What is this (masculine/feminine noun)?</i>
Pwy ydy hwn/ hon?	<i>Who is this (masculine/feminine noun)?</i>
Sawl tedi sydd ar y clawr?	<i>How many teddies are on the cover?</i>
Pa liw ydy'r...?	<i>What colour is the....?</i>
Pwy ydy'r awdur/ arlunydd?	<i>Who is the author/ artist?</i>



Y Cyfnod Sylfaen:

Iaith darllen a thraffod llyfr

Geirfa

Vocabulary



amser (g) time



arlunydd (g) / arlunwyr artist / s

awdur (g) / on author / s

clawr (g) / cloriau cover / s

cymeriad (g) / au character / s



lliw (g) / lliwiau colour / s



llun (g) / iau picture / s



llyfr (g) / au book / books



sach (g / b) / sachau sack / s

stori (b) / storïau story / stories

teitl (g) / au title / s



tudalen (b) / nau page / s

Berfau

darllen
dewis
edrych ar
eisiau
gorffen
hoffi

Verbs

to read
to choose
to look at
to want / need
to finish
to like

Cân (Tôn: Bing bong)

Dewch i eistedd ar y llawr,
Dewch i ddarllen stori nawr,
Dewch i edrych ar y lluniau,
Ac i wrando ar y geiriau.

Bing bong, bing bong be x 4

Pwy sy'n dewis llyfr heddi?
Pwy sy eisiau darllen stori?
Beth am edrych ar y clawr?
Beth am ddarllen stori nawr?

Amser darllen.

Mae'n amser stori.

Gwrandewch
ar y stori.

Paratoi

Pwy sy eisiau darllen?
Ble mae'r llyfr?
Pa lyfr heddiw?
Pa stori heddiw?
Pwy sy'n dewis llyfr heddiw?
Pwy sy eisiau dewis sach stori?
Dewch i edrych ar y llyfr.
Dere / Tyrd i ddarllen y llyfr.
Ydych chi eisiau stori?
Wyt ti eisiau darllen llyfr?
Cer / Dos i nôl y llyfr.
Ewch i nôl sach.
Dewch i eistedd ar y mat.
Eisteddwch ar y carped.
Ydy pawb yn barod?

Preparation

Who wants to read?
Where is the book?
Which book today?
Which story today?
Who's choosing a book today?
Who wants to choose a story sack?
Come and look at the book.
Come to read the book.
Do you want a story?
Do you want to read a book?
Go to fetch the book.
Go to fetch a sack.
Come to sit on the mat.
Sit on the carpet.
Is everyone ready?

Darllen

Gwrandda ar y stori.
Edrychwch ar y llyfr 'da fi.
Edrych ar y llyfr efo fi.
Dw i'n mynd i ddarllen stori.
Rydyn ni'n mynd i ddarllen llyfr.
Beth ydy teitl y llyfr?
Dyma'r llyfr a dyma'r teitl.
Pwy ydy'r awdur?
Edrych ar y clawr.
Beth sy ar y clawr?
Edrychwch ar y llun.
Pwy ydy'r arlunydd?
Trowch y dudalen.
Tro'r dudalen.
Diwedd y stori.
Wedi gorffen.

Reading

Listen to the story.
Look at the book with me.
Look at the book with me.
I'm going to read a story.
We're going to read a book.
What's the title of the book?
Here's the book and here's the title.
Who's the author?
Look at the cover.
What's on the cover?
Look at the picture.
Who's the artist?
Turn the page.
Turn the page.
The end of the story.
Finished.

Y Cyfnod Sylfaen: Iaith darllen a thrafood llyfr

Trafod

Pwy sy yma?
Beth sy yma?
Ble mae ...?
Pa liw ydy hwn?
Pa liw ydy ...?
Beth ydy hwn?
Beth ydy'r rhain?
Beth sy'n digwydd?
Beth sy'n digwydd yn y llun?
Beth sy'n digwydd yn y stori?
Beth mae ... yn wneud?
Sawl ... sy yn y llun?

Discussing

Who is here?
What is here?
Where is ...?
What colour is this?
What colour is ...?
What is this?
What are these?
What's happening?
What's happening in the picture?
What's happening in the story?
What's ... doing?
How many ... are in the picture?

Mynegi barn

Dw i'n hoffi'r llyfr.
Dw i'n hoffi'r stori.
Wyt ti'n hoffi'r llyfr?
Ydw / Nac ydw
Ydych chi'n hoffi'r llyfr?
Ydyn / Nac ydyn
Wyt ti'n hoffi'r lluniau?
Ydw / Nac ydw
Beth ydych chi'n hoffi yn y llyfr?
Pwy wyt ti'n hoffi yn y stori?
Beth ydych chi'n hoffi yn y llyfr?
Pwy wyt ti'n hoffi yn y stori?
Dw i'n hoffi'r stori achos mae Fflic a Fflac yn ddoniol.

Expressing opinion

I like the book.
I like the story.
Do you like the book?
Yes / No
Do you like the book?
Yes / No
Do you like the pictures?
Yes / No
What do you like in the book?
Who do you like in the story?
What do you like in the book?
Who do you like in the story?
I like the story because Fflic and Fflac are funny.

Sgwrs 1

P1 Pwy sy'n dewis llyfr heddiw?
P2 Paul.
P1 Pa stori wyt ti eisiau Paul?
P2 *Tedi Twt ar y Fferm.*
P1 Ble mae'r llyfr?
P2 Dyma fe.
P1 Diolch.

Sgwrs 2

P1 Pa lyfr heddiw blant?
P2 *Snap! Snap!*
P1 Dyma'r llyfr. Beth sy ar y clawr?
P2 Llun cranc.
P1 Ie, llun cranc.
P2 Pwy sy yn y llun yma? (tudalen 3)
P1 Fflic a Fflac.
P2 Ie, ble mae Fflic a Fflac?
P1 Ar lan y môr.
P1 Da iawn. Mae Fflic a Fflac ar lan y môr.

Sgwrs 3

P1 Wyt ti'n hoffi'r llyfr?
P2 Ydw.
P1 Pam wyt ti'n hoffi'r llyfr?
P2 Dw i'n hoffi'r lluniau.
P1 Wyt ti'n hoffi'r stori hefyd?
P2 Ydw.
P1 Pam?
P2 Achos mae'r cranc yn cnoi Fflic a Fflac!



Wrth ddarllen y stori.

Beth ydy hwn/ hon?	<i>What is this (masculine/feminine noun)?</i>
Pwy ydy hwn/ hon?	<i>Who is this (masculine/feminine noun)?</i>
Beth sydd wedi digwydd ar ddechrau'r stori?	<i>What has happened at the beginning of the story?</i>
Beth sydd wedi digwydd hyd yn hyn?	<i>What has happened so far?</i>
Wyt ti'n hoffi/ Ydych chi'n hoffi....?	<i>Do you like...?</i>

Ar ôl gorfffen darllen y stori.

Beth oedd wedi digwydd ar y dechrau?

What happened at the beginning?

Beth oedd wedi digwydd yn y canol?

What happened in the middle?

Beth oedd wedi digwydd ar y diwedd?

What happened at the end?

Wyt ti'n hoffi'r llyfr/ stori?

Do you like the book/ story?

Gorchmynion



Agor y wers

Dewiswch lyfr!
Eisteddwch yn dawel.
Darllenwch gyda fi.
Gwrandewch arna i.
Edrychwch ar y clawr.

Yn y canol

Edrychwch ar y llun.
Disgrifiwch y llun.
Meddyliwch...

Cloi'r wers

Disgrifiwch y stori.
Ailadroddwch y stori.
Ysgrifennwch am y stori.
Tynnwch lun o Harri.

Beth am ddewis llyfr addas a chyflwyno'r dasg hon ar gyfer eich portffolio? Recordiwch eich hun yn darllen llyfr i blant ac yn gofyn cwestiynau am y llyfr - llyfr ffuglen neu ffeithiol.

Choose a suitable book and what about presenting this as a task for your portfolio? Record yourself reading a children's book and asking some questions about the book - fiction or non-fiction.

- Darllenwch yn araf (*slowly*)
- Darllenwch yn ystyrlon (*meaningfully*)
- Gallwch chi ofyn cwestiynau.

Gwaith portffolio:
**darllen
llafar
gwrando**

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 (<i>ti/chi</i>), 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.



Framework Requirements Guide 2021-22

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. <i>Bore da</i> . A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (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 Gymroeg : Sylfaen~~) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (~~Defnyddio'r Gymroeg : 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. ~~Do you like it?~~	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.



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

RHAGORIAith

CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

Gwaith Cartref: Portffolio

Cymraeg

- Llafar
- Darllen
- Ysgrifennu
- Gwrando
- Addysgu a Dysgu



Cofiwch am eich portffolio Cymraeg

Remember your 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.

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!

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OES CWESTIWN? ***IS THERE A QUESTION?***





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