



Cynllun Colegau Cymru

METHODOLOGY

Contents

	<i>Page</i>
• Planning	1
– In the Foundation Phase	1
– In Key Stage 2	3
• Effective teaching - summary	4
• Some aspects of teaching a second language	6
– Use of incidental Welsh	6
– Cross-curricular Learning	7
– Introducing vocabulary	8
– Questioning	9
– Drilling	10
– Classroom organisation	11
– Pair work	11
– Group work	12
– Listening and watching activities	13
– Language games	13
• Language skills	15
– Oracy	15
– Reading	17
– Writing	20
• Assessment and evaluation	23
APPENDICES	24
• Appendix 1 - Helpwr Heddiw	24
Amser cinio	25
Amser mynd adref	25
Amser cofrestru	26
Amser snac	27
Amser chwarae	27
• Appendix 2 - Exemplary questionnaire	28
• Appendix 3 - Framework for creating oral and written dialogue	29
• Appendix 4 - Exemplary discussion cards	30
• Appendix 5-8 - Exemplary response to reading sheets	31-34
• Appendix 9 - Exemplary assessment sheet	35-36

Planning a Unit of Work:

FOUNDATION PHASE

When planning a unit of work the following need consideration:

- the vocabulary and the patterns to be introduced
- the strategies for drilling them and practising them
- language modelling by adults
- the opportunities and the activities to practice and consolidate vocabulary and patterns across the learning areas.

The greatest emphasis is given to developing **listening and speaking** skills:

‘Hearing and understanding are the first important building blocks towards acquisition of any language. As a first step, children should hear Welsh through incidental Welsh and Welsh rhymes, songs, commands, greetings, and simple stories in informal play situations.’

(Welsh Language Development within the Foundation Phase: p. 6)

To do this effectively, the children need to ‘experience short, structured sessions.’

In the document the following activities are listed to support the development of speaking skills (p.10):

- joining in with nursery rhymes, action songs and singing;
- telling stories, sharing and recounting information, celebrations and events that are important to the children;
- circle time to provide opportunities for children to discuss, speak and listen to others’ ideas, feelings, emotions and events;
- relaying messages, sharing greetings in daily routines and giving instructions to others;
- describing objects and artefacts, through structured patterns;
- using stimuli for speaking and responding, such as treasure baskets and puppets;
- role / imaginative play and drama activities that encourage children to talk to / communicate with each other making a conscious use of movement, gesture and speech;
- working together with a partner or small group;
- responding to a drama they have watched, as well as that in which they have participated;
- using ICT, such as taping children’s voices / conversations and playing them back to them for discussion.

Also pupils’ early literacy should be developed and they should learn **to read** by using books and all types of printed material:

‘Through structured and spontaneous opportunities and activities children should ‘explore’ books and listen to a range of Welsh stories, rhymes and poems.’ (p. 6).

These are some of the activities listed in the document (p.13):

- allowing children plenty of opportunities to handle and look at a range of books, with or without a practitioner, in a quiet area;
- using children's (individual, group or class) own books as first readers;
- using listening centres / tape recorders to listen to and follow a story using tapes and books;
- listening to a story being read by following the print;
- using story sacks / story boxes to encourage parental / carer involvement in the home;
- sharing stories and rhymes in a fun and pleasurable way;
- using role play and drama activities to 'act out' roles and characters from familiar stories;
- identifying words and linking them to the relevant pictures;
- breaking down words into letters and the sound that each letter makes;
- identifying that the top left-hand corner is the starting point, as well as using left to right orientation and having fun with letters and words;
- sequencing pictures, events and celebrations, for example pictures and ICT programs.

And plan opportunities to '**write**':

'As children become more confident users of the language, they will practise their Welsh in more spontaneous ways, including mark-making. As they develop further along the learning continuum they will, for example, write bilingual signs for their play areas, communicate factual information and write for different audiences and purposes.' (p. 7)

Again a list of opportunities is provided: 'children should have opportunities to write independently and collaboratively in response to a variety of stimuli for a range of purposes' (p.17) including:

- letters / invitations
- simple creative pieces
- poems / rhymes
- to communicate factual information
- short passages that express an opinion, for example 'Rydw i'n / Dw i'n hoffi...' ('I like...')
- expressing personal feelings
- description
- instructions

On pages 39 – 40 there is an example of weekly planning. In planning, therefore, it will also be necessary to consider the patterns to be introduced and practised ensuring progression and development.

KEY STAGE 2

'Your scheme of work should ensure that learners have the opportunities to develop the three language skills of Oracy, Reading and Writing as identified in the programmes of study for Welsh second language. Progress in Oracy, Reading and Writing should form a relevant and realistic experience through which learners are able to develop language skills for life.

The following questions could be useful as a guide to planning and developing a skills focus:

- Are continuity and progression of skills built into the scheme of work?
- Does the lesson provide opportunities to develop all language skills?
- Is the coverage of skills equally balanced? Are there opportunities to integrate all language skills?
- What is the purpose of this activity? Does this activity introduce a new skill, consolidate a skill or apply and extend a skill?
- Does the approach allow learners to build upon the language and skills already acquired?
- Does the approach promote developing thinking, allowing learners to think for themselves, ensuring that they understand what they are doing and that they are able to see how the language works?

Welsh Second Language: Guidance for Key Stages 2 and 3 (p.12)

<http://wales.gov.uk/topics/educationandskills/?skip=1&lang=en>

According to the National Curriculum requirements:

'At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This progress is achieved through **an integrated programme of oracy, reading and writing.**' (p. 34)

In planning lessons the following three steps should be considered when teaching a second language:

1. Language introduction / revision
2. Language practise
3. Communication

and **communicational activities** should be devised.

Listed below are the features of effective teaching to be discussed and illustrated:

Effective teaching

- Recall of previous learning at the start of the lesson.
- Variety in the methods of revising vocabulary and patterns.
- Use of familiar vocabulary to introduce and practise a pattern / use of familiar patterns to practise new vocabulary.
- Clearly stating the lesson's aim / objectives and sharing success criteria when introducing a task.
- Articulating the vocabulary and the patterns clearly and modelling the use of the language.
- Preparation and organisation of colourful and attractive resources to introduce language such as:
 - flash cards
 - pictures
 - PowerPoint
 - Interactive Whiteboard activities – e.g. resources on the NGfL Cymru website - www.ngfl-cymru.org.uk
 - video
 - big book
 - story sack / box of objects
 - board / card games
 - puppets / masks

and ensuring that the language is visible on the classroom walls.

- Encouraging the pupils to use language learned previously in situations with different themes.
- Ensuring understanding – using English if necessary – but maintaining the **target language** as much as possible.
- Ensuring repetition – as a whole class / groups / individuals to consolidate correct pronunciation and appropriate intonation through:
 - talking partners
 - drilling by using
 - songs
 - a story which repeats a pattern
 - question and answer e.g. *Ydy e'n dal? Ydy e'n denau?* and doing this in a lively manner
 - substitution i.e. changing or adding one element at a time e.g. *Mae hi'n siarad / Mae hi'n cerdded*
 - language games
- Ensuring a safe learning environment to promote pupils' confidence in contributing by encouraging risk taking – 'Learners learn best in an environment that is both

supportive and encouraging. Learners do not learn if they are insecure or are afraid to take risks ...' (*Guidelines...* p.16).

- Planning short introductions before moving to pair / group activities.
- Asking a pair / group to exemplify the task.
- Developing from using closed questions to open questions which would expand answers.
- Preparation of guidelines or frameworks for oral and written work.
- Clear direction to ensure that the pupils know exactly what they should do.
- Creating a meaningful / communicational activity such as:
 - an information gap.
- Timing a task – use a timer / music / clock on the Interactive Whiteboard.
- Rotating around the classroom offering support / suggestions / encouraging expansion.
- Sharing good examples.
- Earmarking a focus group to provide additional support or to challenge groups to expand.
- Providing opportunities to record pair / group work.
- Ensuring sufficient variety within a lesson.
- Interweaving the language skills including elements of listening, reading, oral work – including drilling, performance and discussion – and writing in each session.
- Using ICT e.g. Beebot, Roamer, listening stations, digiblu cameras.
- Including opportunities for assessment / self assessment / peer assessment.
- Concluding the lesson by revising / summarising / consolidating understanding / celebrating the learning and noting any general weaknesses.
- **Ensuring much fun and plenty of humour!**

Interactive activities should be provided and there are examples of interactive activities to develop oracy, reading and writing in:

Roberts, R. (ed.) (2009), *Interactive Teaching and Learning: KS2*, Cardiff: WJEC.
which has been published on the websites of the WJEC (www.wjec.co.uk) and NGfL Cymru (www.ngfl-cymru.org.uk)

In the next section more details are given on some aspects of teaching a second language

Use of incidental Welsh

Welsh should be used as an integral part of the class activities, ensuring purpose and context for learning the language.

- Use of Welsh for the daily routine – registration / transfer from one activity to another / lunch time / snack time.
- Give directions and commands in Welsh e.g. *Eisteddwch! Gorffennwch mewn 5 munud! Dim siarad! Sefwch mewn llinell syth! Cerddwch i'r dosbarth!*
- Use of Welsh to praise e.g. *Da iawn, ti. Gwaith bendigedig. Rwyd ti'n gweithio'n galed. Dyna ateb da.*
- Use of Welsh to encourage e.g. *Dere mlaen / dewch ymlaen.*
- Use of Welsh when rotating around the classroom and asking: *Wyd ti'n iawn? Wyt ti wedi gorffen? Wyt ti eisiau help? Ga i helpu? Beth sy'n bod?*
- Display Welsh on the classroom walls.
- Encourage the pupils to speak Welsh with one another.

It's important that the use of incidental language is expanded from year to year.

The use of *Cymraeg Pob Dydd* means occasional voluntary use of the language by the pupils as well. They can be encouraged to do this by:

- A *Cymraeg Pob Dydd* chart and rewarding effort.
- Use of Welsh for courtesy - *diolch / dim diolch / os gweli di'n dda / os gwelwch yn dda / Ga i fynd i'r...? Ga i chwarae efo.../ gyda...?*
- Identify specific times to use Welsh incidentally.
- Use of Welsh for conversation e.g. *Wyd ti'n iawn? Wyt ti wedi gorffen? Ga i fenthyg rwber?*
- Use of Welsh for playing a game e.g. *Pwy sy'n dechrau? Pwy sy nesa? Dw i wedi ennill.*
- Phrase of the day / week for the class / whole school.
- Question of the day / phrase of the week.
- *Helpwr Heddiw / Helpwr y Dydd* – and his / her task is to help with classroom arrangements. Each pupil in turn has an opportunity to be Helpwr Heddiw and a set of

questions / instructions are provided for him / her to use.

(See appendix 1 – from *Cynllun Colegau Cymru*, 2003). This is also discussed in: Roberts, R. (1998), *Developing Everyday Welsh in the Primary School*: National Welsh INSET programme, Cardiff: WJEC.

Crosscurricular learning

“Research shows that learners are more successful in their language acquisition if they do not merely learn the language as a subject but use the language as a tool for learning other topics or subjects.” (*Guidelines...* p.16)

Every opportunity to practise the language in various contexts should be exploited, by using Welsh patterns which are already familiar to them to ask questions in different contexts e.g. *Ble mae.....ar y map? Sawl...? Ydy e’n suddo neu’n arnofio?*

Such as in:

- mental numeracy at the beginning of a mathematics lesson;
- using a menu / prices of objects in Welsh to conclude a numeracy lesson;
- to give instructions e.g. *Rhowch y ar y bwrdd.*
Torrwch siâp fel hyn.
Defnyddiwch bren mesur.
Cymysgwch y paent.
Byddwch yn ofalus!
Taflwch y bêl!
- expressing likes / dislikes in discussing art / music / books;
- evaluating, for example, movement in dance and physical education;
- drawing up a map and directions in geography;
- labelling diagrams / listing equipment / producing posters in design and technology;
- graphs and tables of results in science;
- role play / writing an interview with an historical character.

There are examples of this on the cross-curricular mats.

Some aspects of a subject or unit of work should be taught through the medium of the second language as the pupils’ language skills develop.

Introducing vocabulary

Some aspects to consider:

- Choose the vocabulary to introduce a theme carefully, do not include too many words and concentrate on words which are used frequently.
- Choose words which are useful in a range of contexts e.g. verbs such as – *mynd, dod, gwneud, edrych, gwrando*.
- Use words which are similar in Welsh and English, especially at the beginning e.g. *jeli, siocled, cot, siwmpwr*.
- Include words / phrases to add 'colour' to the language e.g. *Ych a fi! Dyna drueni! Am lanast! Bron â llwgu*.
- Clear pronunciation and correct modelling, and rectify mispronunciation by repetition – but without undermining pupils' confidence.
- Use of pictures and flash cards, box / basket / sack of objects.
- Construct a word tree / mind map.
- Use movements / gesture as prompts.
- Plan games to consolidate vocabulary e.g.
 - matching cards
 - bingo
 - lotto
 - race to remember words (*Interactive Teaching and Learning*: p. 15)
 - use of small whiteboards
- Display the vocabulary around the classroom.
- Practise the vocabulary across the curriculum when appropriate.
- Having the sentence pattern correct is more important than the vocabulary.

Questioning

Questioning by the teacher is key to:

- encouraging a response;
- initiating conversation – using – Pryd? Pam? Ble? Pwy?
 Sut? Beth? Sawl? Faint?

e.g. Pupil: Mae cath gen i / 'da fi.
 Teacher: *Sawl un?*
 Pupil: Pump.
 Teacher: *Beth ydy'r enwau? Smot?*
 Pupil: Percy.
 Teacher: *A?*
 Pupil: Bertha.
 Teacher: *Bertha! Pam Bertha?*

- testing understanding;
- expanding pupils' responses

e.g. Teacher: *O ble mae John yn dod?*
 Pupil: Mae John yn dod o Lerpwl.
 Teacher: *A Mary?*
 Pupil: Ac mae Mary yn dod o Lerpwl hefyd.
 / Ond mae William yn dod o Gaerdydd.

You need to be aware of the effect on the teaching of using closed and open questions e.g.

Wyt ti'n hoffi nofio? Ydw / Nac ydw.
But
 Beth wyt ti'n hoffi wneud? Dw i'n hoffi.....
 Pam wyt ti'n drist? Achos....

Pupils also need to be encouraged to independently offer expanded responses. At Level 3 pupils are expected to comment voluntarily:

‘They express opinions simply and make some statements voluntarily.’

Drilling

Drilling is a means of ensuring correct pronunciation, of learning and teaching new language items and consolidating understanding, and of practising vocabulary and patterns.

Endeavour to:

- keep the drill short and simple;
- ensure that the drilling is quick and fun:
 - whole class
 - groups
 - individuals
- use good responses to model for weaker pupils;
- substitute by changing or adding one element at a time e.g.

Mae hi'n fach / swil / ddel / bert / hapus.

Mae hi'n fach ac yn swil.

Dydy hi ddim yn fach nac yn swil.

- move from a closed drill to an information gap drill by conversing and questioning naturally e.g.

Ydy hi'n swil?

Ydy.....yn hapus?

The drill can be consolidated by:

- singing songs which repeat a pattern;
- reading together a story which repeats language items;
- reading a poem which repeats a pattern;
- learning a song / poem by heart;
- listening to audio tapes;
- playing games which require repetition of patterns;
- questionnaires including the questions;
- 'The Hot Seat' – pupils to ask questions of the pupil in the *Hot Seat* using the patterns learned.

Classroom organisation

Consider:

- There need to be opportunities for pupils to work independently, in pairs and in groups. Gesture / sound could be used to denote moving from individual work to group work.
- Pair work ensures more opportunities for individuals to practise using the language.
- Activities can be rotated e.g. groups undertake different tasks and so release the teacher to target groups for oral work.
- Before starting any activity it should be ensured that the pupils have a secure grasp of the vocabulary and the patterns to be used e.g. are they able to ask the question / questions necessary for the task?

Pair work

Pair work is often used to practise language patterns before pupils begin to do group work.

The opportunities for group work include:

- Reading and practising dialogues;
- Substituting dialogues;
- 'Information gap' activities:
 - e.g. Partner 1 asks Partner 2 about holidays using a picture / word on cards as prompts.
 - e.g. Partner 1 reads a description and Partner 2 draws a picture.

There are a number of examples of similar activities on the thematic mats.

- Chwilio am bartner – picture / information cards and pupils questioning each other to find their partner
 - e.g. pictures of sportsmen / sports equipment
 - finding members of the 'family'.
- Creating, practising and performing a dialogue;
- Card games;
- Board games
 - e.g. a track and a dice with pictures of parts of the body, and the pupils are to name the parts when they land on a picture or to create a sentence including the word. The pupil will miss a turn if he / she is incorrect.
- Questionnaires;

- Completing forms;
- Creating a PowerPoint presentation – and presenting a subject / information to the class.

Partners should be varied e.g. by choosing partners at random.

Group work

The opportunities for group work include:

- Playing board games;
- Questioning and expressing an opinion e.g. discovering what everybody in the group likes / hates;
- Adapting a script for role play;
- Role play;
- Recording a dialogue / script;
- Keeping notes e.g. a check list;
- Reporting back to the rest of the class e.g. what are group members' hobbies;
- Discussing a story / poem / picture;
- Solving problems e.g. arranging a class trip considering issues such as distance, cost, food, safety etc.

Group work rules need to be established in order to ensure its success:

- e.g.
- listening to others
 - taking turns
 - no interrupting
 - no shouting
 - choosing a chairman
 - speaking Welsh!

Groups should be varied – mixed ability / similar ability.

Listening and watching activities

Watching a television programme or film is a means of kindling pupils' interest and of nurturing positive attitudes. It is a means of ensuring variety in the teaching when introducing and consolidating vocabulary and patterns, and it can be a trigger for a range of oral, reading and writing activities.

Material needs to be chosen carefully, e.g. short video clips, and plan appropriate activities to encourage pupils' response so that they are active listeners – not passive listeners, such as:

- Listening and noting facts when watching e.g. completing a grid
- Counting how many times a phrase is said
- Noting √ opposite a word on hearing it
- Raising hands when a word or phrase is heard
- Answering a series of questions when watching and listening
- Sequencing events
- Noting who says / asks what
- True or false statements
- Multi-choice questions
- Turning off the sound and dubbing / creating a commentary
- Turning off the sound every now and then to respond to a question
- Role playing the characters.

Gemau iaith

When setting a language game as an activity, pupils need to be prepared beforehand to ensure that the vocabulary and the patterns they need have been thoroughly practised, and that the teacher / adults model the language of playing a game e.g.

- *Tro pwy ydy e?*
- *Pwy sy nesa?*
- *Fy nhro i ydy e.*
- *Tro Gareth ydy e / o.*
- *Colli tro.*
- *Ga i'r dis os gwelwch yn dda?* - ensuring politeness.
- *Pwy sy wedi ennill?*

Here are some examples of language games:

- Bingo
- Lotto
- Dice games – questions / symbols on a large dice
- Card games – matching / 'snap' – word and picture / Welsh / English

- Track games – with cards to pick up
- Commercial games e.g. *Guess Who / Pwy ydw i?*
- Guess what's missing e.g. several objects relevant to a specific theme on a tray, and guessing what is missing and expanding the language by asking:
 - *Ydy'r..... ar goll?*
 - *Beth sy ar goll?*
 - *Sawl.....sy ar goll?*
 - *Oes.....ar goll?*
 - *Pa liw ydy'r.....?*
- Circle games e.g.
 - the teacher claps hands and clicks fingers and names something e.g. food
Teacher: - *clap, clap, clic - pwddin reis*
Child 1: - *clap, clap, clic - siocled brown*
Child 2: - *clap, clap, clic – sosej dew*
 - linking words e.g. *glas – awyr – môr* etc.
 - two circles of pupils facing each other – one circle moves, asks questions and records answers / reports back.
- Games in a hall / in the gym / on the yard e.g.
 - Miming commands
 - *Pawb sy'n gwisgo sanau coch i eistedd etc*
 - *Faint o'r gloch ydy hi Mr Blaidd?*
 - 'Chwilio am bartner' – using information cards.

There are examples of language games in:

Williams, C.T. (2002), *Using Language Games to Develop Oracy*, Cardiff: WJEC.

Roberts, R. (ed.) (2009), *Interactive Teaching and Learning: KS2*, Cardiff: WJEC.

And many useful ideas in:

Ginnis, P. (2002), *The Teacher's Toolkit*, Carmarthen: Crown House Publishing Ltd.

Language skills:

Oracy

The wide range of activities noted above mainly promote oracy and are suitable for producing evidence for Level Descriptions 1–5. However, if you wish to use an activity for assessment, you will need to select carefully in order to ensure that the pupil has sufficient opportunities to perform at the highest possible level. Using a microphone for an interview could produce evidence of asking and answering questions and expressing an opinion simply, i.e. some of the characteristics of Level 3. The same task could produce evidence of an awareness of order and progression and expressing opinions while giving reasons to explain ideas, i.e. characteristics of Level 5. It is important that pupils working at the highest levels are encouraged to display these characteristics in their work.

Below is a summary of the progression in the **Level Descriptions 1-5** for **Oracy**:

Level	Requirements
1	<ul style="list-style-type: none">• Show that they understand words and short phrases• Offer non-verbal responses and one word answers• Understandable pronunciation and intonation when imitating
2	<ul style="list-style-type: none">• Show that they understand short items• Respond using short phrases• Ask and answer simple questions• Some variation in vocabulary and patterns• Understandable pronunciation and intonation
3	<ul style="list-style-type: none">• Understand a series of short items• Ask and answer questions clearly• Express opinions simply• Offer some statements voluntarily• Use a range of vocabulary and patterns which are usually accurate• Understandable pronunciation and intonation
4	<ul style="list-style-type: none">• Understand the main points of matters introduced to them verbally in familiar contexts• Present information and experiences• Ask and answer a series of questions and volunteer some comments• Vary phrases and sentence patterns with some accuracy
5	<ul style="list-style-type: none">• Initiate conversation• Speak showing some awareness of order and progression• Express opinions, giving reasons to explain• Speak quite fluently• Use a variety of phrases, sentence patterns and verb forms with a good measure of accuracy

It is important to remember that developing pupils' oracy is the priority.

Resources to promote oracy

Resource	Possible skill / activity
Phone	<ul style="list-style-type: none"> • Giving and receiving a message • Responding to enquiries • 999 call • Conversing politely • Developing listening skills
Tape recorder	<ul style="list-style-type: none"> • Recording a conversation and listening to it to evaluate it • Reading aloud • Reporting the news / weather
Microphone and equipment such as 'Talktime'	<ul style="list-style-type: none"> • Interview • Asking opinions • Role play
Computer	<ul style="list-style-type: none"> • Speaking with a partner by: <ul style="list-style-type: none"> - creating a dialogue - playing a game - searching for information
Video camera Web-cam	<ul style="list-style-type: none"> • Recording each other with the class listening to evaluate e.g. weather forecast / dialogue • Recording conversations
Puppets / masks	<ul style="list-style-type: none"> • To promote conversation and role play • Creating a puppet show
Stage / costumes	<ul style="list-style-type: none"> • Theatrical performance
Feely bag	<ul style="list-style-type: none"> • Guess the object (Appendix 2)
Interactive whiteboard	<ul style="list-style-type: none"> • Interactive activities
Board games	<ul style="list-style-type: none"> • To practise the language of play • To consolidate vocabulary / patterns
Films / programmes / DVDs	<ul style="list-style-type: none"> • To introduce a theme • To kindle interest and to model language • To stimulate discussion • Freeze a screen on film to describe / respond to a situation
Flash / picture cards	<ul style="list-style-type: none"> • To drill vocabulary • To trigger response • Role play a character in a picture
Role play cards Discussion cards	<ul style="list-style-type: none"> • A framework for creating impromptu conversation (Appendix 3) • Discussion cards on a specific theme (Appendix 4)

'They ... experience a wide range of texts, including authentic materials, as they develop as independent and effective readers.'

Welsh in the National Curriculum for Wales, 2008

Interest in reading should be **promoted** by:

- Displaying books and magazines in order to develop independent readers.
- Ensuring a collection of tapes and listening stations – to listen to a reading and to follow print.
- Using resources for the Interactive Whiteboard.
- Exhibiting nursery rhymes, verses etc.
- Choosing books which:
 - have a good story and attractive pictures;
 - include repetition of patterns;
and poems and posters and Urdd magazines.
- Ensuring opportunities for pupils to read each others' work.

And nurture confident readers by following the steps below:

- Introduce the vocabulary before beginning to read together as a class.
- Practise a range of strategies for learning to read e.g. phonics, word recognition.
- Explain that not every word needs to be understood to enjoy and understand a text and train pupils to use 'clues' from the context such as:
 - pictures;
 - speech bubbles;
 - familiar words;
 - words which sound similar to the English e.g. ffrind, garej etc.;
 - repetition;
 - titles and sub-titles;
 - paragraphing / punctuation / people's names;
 - numbers, times and places.

Pupils can highlight or underline familiar words / types of words.

- Interactive reading activities (*Interactive Teaching and Learning*)
(www.wjec.co.uk)

There are several useful examples in:

Roberts, R. (ed.) (2001), *Raising Standards of Literacy: Developing Reading Skills*, Cardiff: WJEC.

- Use different **strategies** to establish meaning and find information, such as:
 - skimming;
 - scanning;
 - detailed reading;
 - predicting;
 - using context and knowledge of language to find meaning.
- **Reading together** as a class to kindle pupils' interest e.g.
 - read big books, ensuring opportunities to develop reading aloud;
 - pupils to gradually join in with the reading e.g. reading the dialogue;
 - pupils to raise hands each time they hear the word / phrase e.g. *Ga i...?*
 - read a story until the children know it (Pie Corbett method).
- **Guided reading**
 - discuss the book cover and the pictures using language which is familiar to the children:
 - e.g.

Beth ydy hwn?
Pa liw ydy e / o?
Pa fath o dŷ ydy e?
Sawl tegan sy ar y llawr?
Ble mae'r...?
 - and ask pupils' opinions:

e.g. *Ydych chi'n hoffi....?*
Pwy sy wedi...?
- **Group reading**
 - in their groups read a book that was read as a class;
 - record individuals / pairs / groups reading aloud;
 - complete tasks on a text.
- Plan various **activities** in **response to reading material**:
 - matching a word / words / a sentence with a picture;
 - matching a question and answer on a text;
 - arranging a story in order;
 - completing an information grid;
 - listening to a story and filling gaps;
 - matching dialogue / speech bubbles and characters;
 - practising dialogue in pairs / substituting when reading;
 - miming the story;
 - role playing characters;
 - creating a card game / board game based on a book;
 - deleting some of the text in order to guess what is missing – on the Whiteboard;
 - creating a mural based on a story;
 - reading and understanding activities – asking questions e.g. *Ble mae...?*

- underlining particular words e.g. *names of characters, toys, colours, adjectives* etc.;
- writing activities in response to the reading e.g. fact file of a character, interview with a character;
- keeping a record of reading books / creating reviews (see Appendices 5-8).

For examples of the above see:

Roberts, R. (ed.) (1996), *Developing Reading Skills*, Cardiff: WJEC.

Welsh second language: Guidelines for KS2 and KS3

<http://wales.gov.uk/topics/educationandskills/?skip=1&lang=en>

Here is a summary of the descriptions of **Levels 1–5 of the Curriculum for Reading**:

Level	Requirements
1	<ul style="list-style-type: none"> • recognise familiar words • connect the written form of words with their sound • non-verbal responses
2	<ul style="list-style-type: none"> • recognise simple words and phrases • read some simple passages • respond verbally or non-verbally
3	<ul style="list-style-type: none"> • read simple texts quite clearly • understand and respond to texts that include an increasing range of words and phrases • respond to a text by referring to aspects they like • begin reading independently
4	<ul style="list-style-type: none"> • read clearly and with some expression • show an understanding of the main flow of short paragraphs or short dialogues • recognise words, phrases and key facts • refer to significant details in the text • develop as independent readers
5	<ul style="list-style-type: none"> • read clearly and with expression and increasing confidence • respond showing an understanding of the main ideas, events and characters • select relevant information from a text • express opinions simply • read independently

Writing

‘They write in response to a range of stimuli with a growing understanding of the need to speak and write in a way that is appropriate to the purpose and audience. They work with increasing accuracy and they become reflective and evaluative in relation to their own and others’ achievements.’

Welsh in the National Curriculum for Wales, 2008

The written work should consolidate work done orally and in reading.

A variety of stimuli and activities should be ensured.

Tasks should be set which give the work a **purpose** and an **audience**

e.g.

- for a booklet / class mural / *Bore da* magazine;
- create a story for younger children;
- a dialogue to be acted in front of others;
- PowerPoint to introduce a subject.

Below is a list of the **forms of writing and exemplary activities**:

Forms	Exemplary activities
Poster	<ul style="list-style-type: none"> • Christmas concert / Summer fair / Coffee morning / Football game
List	<ul style="list-style-type: none"> • List of toys / presents for Father Christmas • Clothes to pack to go on holiday (in order of priority) • List of pets • Food for a picnic
Form Questionnaire	<ul style="list-style-type: none"> • Questionnaire about pets • Sports / interests • Favourite foods
Graphs	<ul style="list-style-type: none"> • To record questionnaire results
Advertisement	<ul style="list-style-type: none"> • Selling a bike • Missing animal • New food on the market • Selling a house • Special holidays
Diary	<ul style="list-style-type: none"> • Weekend diary • Holiday diary
Portrait	<ul style="list-style-type: none"> • Describe a friend / teacher
Report	<ul style="list-style-type: none"> • Report on a trip – taking pictures with a digital camera and writing a sentence to accompany the pictures
Story	<ul style="list-style-type: none"> • Write a story for younger children
Paraphrase a story	<ul style="list-style-type: none"> • Use a familiar story that was read as a class but change the characters / location etc.
Dialogue / script	<ul style="list-style-type: none"> • Breakfast time conversation • Conversation between two characters in a story

Comic strip	<ul style="list-style-type: none"> • Give a photocopy of a comic strip with empty speech bubbles – to be filled
Instructions / rules	<ul style="list-style-type: none"> • Class / fireworks rules • Caring for a pet • Map and directions – the way to school • Hygiene rules
Fact file / factual recording	<ul style="list-style-type: none"> • Information about a famous person
Review	<ul style="list-style-type: none"> • Complete a form reviewing a book
A card	<ul style="list-style-type: none"> • Birthday / Christmas / St Dwynwen card
Postcard	<ul style="list-style-type: none"> • A card to a friend / Nain and Taid / Tad-cu and Mam-gu
Invitation	<ul style="list-style-type: none"> • Birthday / Christmas party / wedding / opening a new shop / garage
Recipe	<ul style="list-style-type: none"> • Record and sequence a series of instructions e.g. making a sandwich / milk shake / pizza
Prayer	<ul style="list-style-type: none"> • Prayer of thanks • Substitute a familiar prayer e.g. thanksgiving for the harvest
Expressing opinions	<ul style="list-style-type: none"> • Expressing opinions about television programmes
Description	<ul style="list-style-type: none"> • Description of a person / home / their bedroom • Description of a picture
Letter	<ul style="list-style-type: none"> • Thanking for a Christmas present • A letter to a friend
e-mail	<ul style="list-style-type: none"> • Message / invitation / asking for opinions
Music	<ul style="list-style-type: none"> • Simulating music
Information sheet	<ul style="list-style-type: none"> • How to care for a pet • Leaflet about the town / area
Board games	<ul style="list-style-type: none"> • Creating their own board game with instructions
Word search	<ul style="list-style-type: none"> • Word search on a specific theme
Factual booklet	<ul style="list-style-type: none"> • Class book on e.g. <i>Anifeiliaid Anwes, Bwydydd y Byd</i>

When setting the above as writing tasks you will need to carefully consider the pupils' language resources and whether the following are needed:

- differentiation
- frameworks
- help mats.

When developing writing skills opportunities are needed for pupils to **draft** and **edit** their work.

These are exemplary steps from *Interactive Teaching and Learning* (2009) www.wjec.co.uk:

- 1) Give pupils the aim of the task, i.e. writing a letter – presenting themselves – for the magazine *Bore da*.
- 2) Pupils, under the teacher's guidance, draw up success criteria for the task.
- 3) Teacher provides five letters written by other pupils (anonymously, of course) and pupils, in pairs or groups, decide which is the best letter in view of the success criteria.

- 4) Teacher uses a *visualiser* or the interactive whiteboard to show a letter written by another pupil. Teacher and pupils 'improve' the letter using the success criteria.
- 5) Pupils write a first draft and get feedback from teacher.
- 6) Pupils redraft work and proofread it before submitting it again for the teacher's attention.

Sheets for editing work could be provided on different levels (see example in Appendix 9).

Here is a summary of the descriptions of **Levels 1–5 of the Curriculum for Writing**:

Level	Requirements
1	<ul style="list-style-type: none"> • copying correctly • writing words and some simple and familiar phrases from memory • begin to form letters correctly
2	<ul style="list-style-type: none"> • writing words, phrases and occasional sentences to communicate factual and personal information that is within their experience • using familiar patterns • using capital letters and full stops with some consistency • simple words are usually correctly spelt • letters are accurately formed
3	<ul style="list-style-type: none"> • writing short basic sentences • using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within their experience fairly accurately • familiar words are accurately spelt • on the whole punctuation is accurate • handwriting is legible
4	<ul style="list-style-type: none"> • write linked sentences, showing some grasp of order and progression • use suitable vocabulary and phrases, varying their patterns and producing basic sentences, showing some grasp of form and progression • spell most structure words accurately • use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary • write fluently and handwriting is clear
5	<ul style="list-style-type: none"> • write linked sentences, developing their ideas sensibly and showing a grasp of form and progression • select words and phrases suitable for the purpose, varying their sentences to some extent and producing sentences that are fairly accurate • express opinions simply • usually spell accurately • use capital letters, question marks and full stops accurately and begin to use punctuation within sentences, using quotation marks when necessary • work is legible and effectively presented

Trainees should collect examples of children's work to develop a portfolio of examples. They could be used to model written work.

See examples of work which have been given a level in:

Welsh as a Second Language: Guidance for Key Stages 2 and 3

<http://wales.gov.uk/topics/educationandskills/?skip=1&lang=en>

For further guidance on writing see:

Roberts, R. (ed.) (2000), *Raising Writing Standards: Responding to Pupils' Work*, Cardiff: WJEC.

Roberts, R. (ed.) (1996), *Developing Writing Skills*, Cardiff: WJEC.

Assessment and evaluation

Following each lesson the trainee / teacher must evaluate the learning and teaching, and consider to what extent the pupils:

- have understood the work
- know the vocabulary
- are able to use the patterns
- communicate effectively
- have completed the task / achieved the lesson aim.

To do this pupils' achievement in the lesson must be assessed in order to:

- celebrate success
- recognise weaknesses
- plan the way forward.

This is called **formative assessment**.

During a lesson opportunities to assess should be planned e.g.

- listening to individuals reading;
- asking questions to a whole group / class;
- focussing on specific groups to identify strengths / weaknesses;
- recording / filming;
- when concluding the lesson, choosing pairs to role play in front of the class;
- collecting pupils' written work.

You should also plan to ensure opportunities for pupils for self assessment and peer assessment.

(See examples in Appendix 9)

So at the end of a lesson, strengths and weaknesses need to be recorded and to be used as the basis for planning the following lesson.

At the end of an unit of work / theme, series of lessons, at the end of term / year, pupils' levels of achievement are assessed, i.e. **summative assessment**. In order to come to a meaningful decision on pupils' performance level, a range of assessments will need to be collected over a period of time.

HELPWR HEDDIW

TODAY'S HELPER

Many schools appoint a *Helpwr Heddiw* in the class, to help with some of the daily routines.

The passages below are examples of the role of the *Helpwr Heddiw*. His / her contribution is in bold print to show the vocabulary / patterns he / she uses.

(Cynllun y Colegau: 2003)

AMSER COFRESTRU

Athrawes:	Bore da, blant.
Plant:	Bore da, Mrs Jones.
Athrawes:	Pwy ydy <i>Helpwr Heddiw</i> ?
Simon:	Fi, Miss.
Athrawes:	lawn, eisteddwch blant. Simon, tyrd yma... Y gofrestr.
H.H.:	John Blackwell, wyt ti yma?
John:	Yma.
H.H.:	Yma.
Athrawes:	lawn.
H.H.:	John Crawford, wyt ti yma?
John:	Yma.
H.H.:	Yma. Stephen Davies, wyt ti yma? ...
	Stephen Davies, wyt ti yma? ... Ddim yma.
Athrawes:	Ble mae Stephen Davies?
Lisa:	Mae o efo'r Pennaeth.
Athrawes:	Diolch, Lisa. lawn, Simon ...
H.H.:	Mark Edwards, wyt ti yma ...?

Wyt ti yma? – Are you here?
 Yma – Here
 Dim yma / Ddim yma – Not here

AMSER CINIO / LUNCH TIME

Athrawes: *Helpwr Heddiw*, tyrd yma – Mae hi'n amser cinio.
H.H.: **Tacluswch eich byrddau! ...Dim siarad! ... Sefwch! ... Dwylo efo'i gilydd! ... Caewch eich llygaid!**
Pawb: 'Diolch i Ti am ein bwyd bob dydd. Amen'.
H.H.: **Bwrdd glas, cerddwch allan yn araf ... Bwrdd coch, cerddwch allan yn araf ... Bwrdd melyn, cerddwch allan yn araf ... Bwrdd gwyrdd, cerddwch allan yn araf... Bwrdd oren, cerddwch allan yn araf.**
Athrawes: Diolch, Simon.

Tacluswch eich byrddau! Tidy your tables
Dwylo efo'i gilydd! Hands together!
Caewch eich llygaid! Close your eyes!

AMSER MYND ADRE / TIME TO GO HOME

Athrawes: Amser mynd adre – *Helpwr Heddiw*, tyrd yma.
H.H.: **Tacluswch! ...Dim siarad.**
Athrawes: Dwedwch 'Diolch' wrth *Helpwr Heddiw* – Simon.
Plant: Diolch.
Athrawes: Rŵan – pwy ydy *Helpwr Yfory*? – Eleri! lawn!

Dwedwch 'Diolch' wrth Helpwr Heddiw
Thank *Helpwr Heddiw* (Today's Helper)
Helpwr Yfory – Tomorrow's Helper

Children in the Foundation Phase can role play the **Helpwr Heddiw** – and enjoy doing so. The following are examples of the role of the **Helpwr Heddiw** in the Infants' class.

AMSER COFRESTRU / REGISTRATION TIME

(The children's names have been clearly written on a card for Helpwr Heddiw, who reads them as the teacher marks the register).

Mrs Nichol:	<i>Helpwr Heddiw</i> , tyrd i eistedd i lawr.
H.H.:	Ydy Gemma yma?
Gemma:	Prynhawn da, James a Mrs Nichol.
H.H.:	Sut wyt ti heddiw?
Gemma:	Da iawn, diolch.
H.H.:	Ydy Dafydd yma?
Pawb:	Dydy Dafydd ddim yma.
Mrs Nichol:	Ble mae Dafydd?
Pawb:	Sâl. O, dyna drueni!
H.H.:	Ydy Marie yma?
Marie:	Prynhawn da, James a Mrs Nichol.
H.H.:	Sut wyt ti heddiw?
Marie:	Da iawn, diolch. Sut wyt ti James – a Mrs Nichol?
H.H.:	Hapus.
Mrs Nichol:	Hapus, diolch.
H.H.:	Ydy Jacinta yma?
Jacinta:	Prynhawn da, bawb. Sut wyt ti (Mrs Nichol)?
Mrs Nichol:	Hapus iawn, diolch. Iawn, eistedd i lawr <i>Helpwr Heddiw</i> . Diolch.

Ydy...yma? Is ...here?
Ydy - Yes
Nac ydy / Nag ydy - No
Dydy...ddim yma - ...isn't here
O, dyna drueni! O, bechod! - What a pity!

AMSER SNAC

Athrawes: iawn, mae'n amser snac. *Helpwr Heddiw*, wyt ti'n barod?
H.H.: **Ydw ...Pwy biau'r bisged?**
Plentyn: Fi, diolch, *Helpwr Heddiw*.
H.H.: **Pwy biau'r afal?**
Plentyn: Fi, diolch yn fawr, *Helpwr Heddiw*.
H.H.: **Pwy biau'r ddiod?**
Plentyn: Diolch yn fawr, *Helpwr Heddiw*.
H.H.: **Pwy biau'r banana?**
Plentyn: Fi, diolch, *Helpwr Heddiw*.
Athrawes: Da iawn, *Helpwr Heddiw*. Diolch yn fawr. Eistedd i lawr.

Pwy biau ...? Whose is ...?
Pwy biau'r ...? Whose is the ...?

Pwy biau'r afal? Whose is the apple?
Pwy biau'r bisged? Whose is the biscuit?
Pwy biau'r pop? Whose is the pop?
Pwy biau'r ddiod? Whose is the drink?

Wyt ti'n barod? – Are you ready?

AMSER CHWARAE

Athrawes: iawn, amser chwarae, bawb. Hanna, iawn?
H.H.: **Ydw.**
Plentyn: Ga i fynd allan os gwelwch yn dda?
H.H.: **Cei.**
Plentyn: Ga i fynd allan os gwelwch yn dda?
H.H.: **Cei.**
Plentyn: Ga i fynd allan os gwelwch yn dda?
H.H.: **Cei.**
Plentyn: Ga i fynd allan os gwelwch yn dda?
H.H.: **Cei.**
Athrawes: *Helpwr Heddiw*, gofyn i fi.
H.H.: **Ga i fynd allan os gwelwch yn dda?**
Athrawes: Na chei ...Cei siŵr. Cer allan.

Mae *Helpwr Heddiw* yn helpu amser cinio hefyd:

Grŵp coch – Ewch i'r toiled i olchi dwylo.
Grŵp glas – Ewch i'r toiled i olchi dwylo.
Grŵp melyn – Ewch i'r toiled i olchi dwylo, a.y.b.

Golchi dwylo – to wash (your) hands

DYDDIAD: _____

Teimlo**Bag Teimlo**

1. *Mae 10 peth yn y bag.*
There are 10 things in the bag.
2. *Gofyn i dy ffrind deimlo rhywbeth yn y bag.*
Ask your friend to feel for an object in the bag.
3. *Gofyn i dy ffrind.*
Ask your friend



Ydy o / e'n galed?
Ydy o / e'n feddal?
Ydy o / e'n bigog?
Ydy o / e'n llyfn?
Ydy o / e'n arw?

4. *Os ydy e / o / hi'n ateb 'Ydy' – rho ✓ yn y bocs.*
If he / she answers 'Yes' place a ✓ in the box.
5. *Os ydy e / o / hi'n ateb 'Nac ydy' – rho X yn y bocs*
If he / she answers 'No' - place an X in the box.

<i>Enw</i>	<i>galed</i>	<i>feddal</i>	<i>bigog</i>	<i>llyfn</i>	<i>arw</i>	<i>Beth ydy o / e?</i>

**FFRAMWAITH AR GYFER CREU SGWRS YN LLAFAR AC YN YSGRIFENEDIG /
 FRAMEWORK FOR CREATING ORAL AND WRITTEN DIALOGUE**

• Greet	• <i>Cyfarch</i>
• The weather	• <i>Y tywydd</i>
• Offer help	• <i>Cynnig help</i>
• Ask for something	• <i>Gofyn am rywbeth</i>
• Ask what size / colour	• <i>Gofyn pa liw / maint</i>
• Answer giving details	• <i>Ateb gyda manylion lliw / maint, a.y.b.</i>
• Anything else?	• <i>Rhywbeth arall?</i>
• Choose something	• <i>Dewis rhywbeth</i>
• Is that everything?	• <i>Y cwbl?</i>
• Ask the price	• <i>Faint?</i>
• Give price	• <i>Rhoi'r pris</i>
• Say farewell	• <i>Ffarwelio</i>

CARDIAU TRAFOD	DISCUSSION CARDS
<ul style="list-style-type: none"> • Ask what your partner's wearing. • Ask whether your partner's wearing a scarf. • Ask which colour are your partner's shoes. • Ask whether your partner is wearing black gloves. 	<ul style="list-style-type: none"> • Say you are wearing a red coat. • Answer yes – a red and white scarf. • Say you are wearing black shoes. • Answer no – you don't wear gloves.
<ul style="list-style-type: none"> • Ask what Matt is wearing today. • Ask whether your partner is wearing white shoes. • Say you like white shoes. • Say you are wearing a jumper and that it's cold today. 	<ul style="list-style-type: none"> • Say he's wearing white shoes. • Answer no – say you don't like white shoes. • Ask your partner whether he / she is wearing a jumper. • Say it's cold and that you are wearing a coat, hat and scarf.
<ul style="list-style-type: none"> • Ask which colour is this. • Ask whether your partner likes the jumper. • Ask whether he / she has a green jumper. • Say you like the jumper. 	<ul style="list-style-type: none"> • Say the jumper is green. • Answer yes. • Answer no – say you have a blue jumper. • Say thank you.
<ul style="list-style-type: none"> • Ask what your partner likes to wear. • Ask whether your partner has a black dress. • Ask what your partner is wearing to the party (<i>i'r parti</i>). • Say you haven't got a black dress – you're not going (<i>mynd</i>) to the party. 	<ul style="list-style-type: none"> • Say you like wearing a dress. • Answer yes. • Say you're wearing the black dress and red shoes and ask what your partner's wearing. • That's a pity! (<i>Dyna drueni!</i>)
<ul style="list-style-type: none"> • Say you are wearing a Tshirt and trousers. • Say you're wearing a red Tshirt and black trousers. • Ask whether your partner's wearing a coat. • Say yes and that you're not wearing a coat. 	<ul style="list-style-type: none"> • Ask which colour. • Say you're wearing a grey top and jeans (<i>jîns</i>). • Answer no – it's fine today. • Say you are wearing a jacket.

DARLLEN

READING

Enw'r llyfr:

Wyt ti'n hoffi'r llyfr?

Ydw

☐

Nac ydw

☐

Pam? Dewiswch –

Achos mae e'n

dda

ddoniol

Achos mae e'n

ddiflas

drist

Ysgrifennwch:

Achos.....

.....

Beth wyt ti yn hoffi yn y llyfr?
Beth dwyt ti ddim yn hoffi yn y llyfr?

Ysgrifennwch:

.....

.....

.....

.....

Tynnwch lun:

DARLLEN

READING

Enw:

Dyddiad:

Enw'r llyfr:

Enw'r Awdur (*Author*):

Wyt ti'n hoffi'r llyfr?

Ydw



Nac ydw



Ydw



Nac ydw



Tynnwch lun ac ysgrifennwch:



DARLLEN

READING

Enw: Dyddiad:

Oed:

Enw'r llyfr:

Enw'r Awdur:

Beth oeddet ti'n feddwl o'r llyfr?

Roedd e/o'n:

dda	ddoniol	ofnadwy	gyffrous
wych	drist	ddiflas	ddiddorol*

Ysgrifennwch:

.....

.....

.....

Tynnwch lun	Geiriau newydd	
	<i>Cymraeg</i>	<i>Saesneg</i>

**(If in doubt about their meanings use the dictionary)*

DARLLEN

READING

Enw: Dyddiad:

Oed:

Enw'r llyfr:

Enw'r Awdur:

Beth oeddet ti'n feddwl o'r llyfr?

Roedd e/o'n:

dda	ddoniol	ofnadwy	wych	drist
rhy hawdd	gyffrous	ddiflas	ddiddorol	

Cymeriadau / *characters*:

Roeddwn i'n hoffi ... / Doeddwn i ddim yn hoffi

achos roedd e / o / hi'n

achos doedd e / o / hi ddim yn

.....

Ysgrifennwch am y stori:

.....

.....

Tynnwch lun	Geiriau newydd	
	<i>Cymraeg</i>	<i>Saesneg</i>

TAFLEN ASESU GRŴP

GROUP ASSESSMENT SHEET

	Ydy / Ydw	Nac ydy / Nac ydw
Ydy ... wedi siarad yn glir?		
Ydych chi'n deall beth mae ... yn ddweud?		
Ydy ... wedi sôn am:		
• Oed		
• Pen-blwydd		
• Hoffi ... a rhoi rheswm pam		
• Ffrindiau a theulu?		

TAFLEN ASESU ERAILL

ASSESSING OTHERS

Ydy ... wedi:	Ydy	Nac ydy
• Dangos dealltwriaeth o'r ddeialog?		
• Darllen ar goedd yn ddealladwy?		

TAFLEN ASESU PÂR	PAIR ASSESSMENT
-------------------------	------------------------

	Ydy	Nac ydy
Ydy ... wedi: <ul style="list-style-type: none"> Defnyddio / Use: Mae e / o / hi 		
<ul style="list-style-type: none"> Dweud o ble mae e / o / hi'n dod <i>Said where he / she comes from</i> 		
<ul style="list-style-type: none"> Dweud ble mae e / o / hi'n byw <i>Said where he / she lives</i> 		
<ul style="list-style-type: none"> Disgrifio'r person gan ddefnyddio: Mae ganddo / ganddi / gyda fe / fo / hi ... <i>Described the person using:</i> <i>'Mae ganddo / ganddi / gyda fe / fo / hi ...'</i> 		
<ul style="list-style-type: none"> Darllen yn ddealladwy / <i>Read intelligibly</i> 		

HUNANASESU - YSGRIFENNU	SELF ASSESSMENT - WRITING
--------------------------------	----------------------------------

Tasg:	Portread		Ydw	Nac ydw
		Ydw i wedi ... ?		
		<ul style="list-style-type: none"> Defnyddio o leiaf 3 phatrwm iaith 		
		<ul style="list-style-type: none"> Mynegi hoffter / diffyg hoffter 		
		<ul style="list-style-type: none"> Defnyddio ansoddeiriau 		
		<ul style="list-style-type: none"> Atalnodi'n gywir 		
		<ul style="list-style-type: none"> Defnyddio cysyllteiriau 		

(Examples from: *Interactive Teaching and Learning*, 2009)