

PORTFIELD SCHOOL & SATELLITE CENTRES



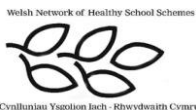
WELSH SECOND LANGUAGE/ BILINGUALISM POLICY DOCUMENT



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Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

MISSION STATEMENT

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

INTRODUCTION

Although most of the pupils at Portfield School come from English speaking background, they all share the common experience of living and learning in Wales and are entitled to have this reflected in the school curriculum. In line with the bilingualism policy of the Welsh Assembly we aim to use functionalist teaching methods which rely on learning through experience. The teaching of Welsh should be an exciting, interesting and relevant experience if it is to succeed. Welsh is therefore presented as a natural element in everyday life in the school and every effort is made to encourage a positive attitude in a happy and relaxed atmosphere. An awareness of the pupils' Welsh heritage and culture needs to be fostered in order to create a school ethos which reflects the school's position as a school in Wales. Disapplication from Welsh is only considered for a very small minority of children and discussed at annual reviews.

We feel it is important to reinforce the main home language of communication of our pupils whilst giving them a grounding in Welsh through appropriate everyday opportunities. Pupils are presented with a range of situations to develop bilingualism through everyday usage of Welsh across curriculum areas and through the planned approach to cwricwlwm cymreig. Pupils whose home language of communication is Welsh will be provided with a Welsh speaking assistant within class to deliver their curriculum as appropriate to their needs.

Incidental Welsh

Staff and pupils are encouraged to use Welsh to greet visitors to the school.

Staff are encouraged to use Welsh at every appropriate opportunity.

The use of greetings, commands and instructions can be made to address individual children, groups, whole classes and whole school gatherings.

Opportunities must be given for our pupils to speak the language as often as possible in their everyday life in a variety of situations.

Key words will be used on displays if appropriate. Welsh words are backed on green.

Signs around the classroom and school are also encouraged to provide pupils with visual forms of Welsh.

Welsh in other curriculum areas

The school uses Welsh to reinforce topic based curriculum, e.g. Ourselves – Welsh parts of the body; PE – commands; Numeracy – counting in Welsh

The school aims to include Welsh in as many cross curricular areas as practically possible

Cwricwlwm Cymreig

- Welsh signage / posters
- Welsh events
- Welsh heritage / culture

AIMS

- To enable the children to understand and use the language in everyday situations.
- To offer a variety of interesting and purposeful experiences that will enable the children to develop confidence when using the language.
- To ensure the development of language skills by giving guidance, encouragement and support.
- To create, foster and develop a Welsh atmosphere and environment in the school.
- To create an awareness of the cultural heritage of Wales through a cwricwlwm Cymraeg.

Roles and responsibilities

All members of the teaching staff have a responsibility for the teaching of Welsh and they need to ensure that their knowledge is continually updated. The school has a Welsh coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for Welsh and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

Welsh 2nd Language

Welsh as a second language is taught in short lessons/circle time/registration sessions as appropriate to groups of children

- See Appendix 3 for vocabulary and activities taught at each key stage

OBJECTIVES

- Listen and respond to oral stimuli e.g. greetings,
- Follow simple instructions
- Express feelings, likes and dislikes
- Demonstrate understanding non-verbally e.g. by gesture or actions
- Use intelligible pronunciation
- Use words, phrases and simple patterns
- Sing songs and use simple language patterns in role play
- Begin to recognise printed resources related to environment e.g. labels, signs in school and shops
- Identify with a sense of 'Welshness' and belonging to their local community and country

ORGANISATION

In order to achieve the aims and objectives the staff attempt to create a Welsh ethos in the school. This is done by making the Welsh language visible in the school on displays, posters etc.

The language is taught through stimulating, appropriately differentiated and enjoyable activities such as role play, puppets, masks, and in this way the language is learned as naturally as possible. Welsh is introduced as a living language by using it incidentally throughout the day, in the form of greetings, manners, instructions, etc. Children are encouraged to respond in Welsh, or by gesture or action. Welsh is included in many school activities such as assemblies, concerts and plays.

The school holds a Dewi Sant week when children from a local Welsh medium school are invited to perform folk dancing and traditional songs in morning assemblies, culminating in a school concert when children dress in national costume.

As pupils progress through the school oral work should develop and increase in confidence, building on and extending language patterns.

The curriculum is delivered by class teachers who have received training through Pembrokeshire Inset courses.

All teachers now plan according to LNF (literacy, numeracy & framework)

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of Welsh to develop and apply the three strands.

Numeracy Framework (LNF)

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of Welsh to develop and apply skills in the four strands.

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology.

LINKS TO OTHER SUBJECTS

MATHS – Pupils can learn colours and numbers to ten in English and Welsh where appropriate.

ENGLISH – Pupils listen to stories and poems from Wales and stories that have a Welsh setting or special relevance to Wales. Fables and legends.

MUSIC – Listen to and/or perform traditional, folk and popular music, live and recorded, vocal and instrumental. Welsh hymns and carols. Listening to harp music.

PE – Watch and/or perform traditional and folk dancing.
Support and follow progress of school, local and national sports teams.

SCIENCE – The study of plants and animals in the local and larger environment.
Visiting and appreciating the rural landscapes of Wales.

GEOGRAPHY / ENVIRONMENT – Current issues that effect the lives of people in Wales e.g. alternative energy – visit to wind farm and Machynlleth centre.
Awareness of local area and community.
The importance of tourism in Wales – visit and study major features such as Millenium stadium, National Botanic Garden, St. Fagans and national parks.

HISTORY - Stories of historical events and of famous welsh people.
Visiting historical sites and using artefacts to make comparisons between past and present, e.g. Fishguard tapestry, Welsh woollen mill, Castell Henllys.

PSE – Foster understanding of the local community and environment by visiting shops, libraries, fire service, post office etc to learn about the jobs of people who help them in the community, to help pupils develop a sense of identity and an understanding of the place they live in.
Annual visits to Llangrannog.

DT – Traditional food such as cawl, welsh cakes, bara brith, made from Welsh ingredients.
Discover what foods are produced locally.
Visit or invite to school local producers such as cheese makers, beekeepers etc.

ART – Observing the work of welsh artists.
The tradition of Celtic art and craft e.g. Celtic crosses and patterns. Love spoons.

DIFFERENTIATION

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

INCLUSION

The school benefits from its proximity to a Welsh medium primary school, Ysgol Glan Cleddau, and their pupils join us at times of celebration such as St. Davids Day and Christmas. Portfield School work closely with Ysgol Preseli and pupils from Y Porth attend lessons through the medium of Welsh in Ysgol Preseli.

PLANNING

The scheme of work for second language Welsh will be introduced and largely implemented through circle time/short lessons. As pupils' understanding progresses and they become familiar with the language patterns it can be integrated into the three year cycle of themes thus ensuring that consolidation of patterns, approached through different topics, remains stimulating and challenging.

ASSESSMENT, RECORDING AND REPORTING

Assessment, recording and reporting in Welsh is carried out in accordance with the school's Assessment, Recording and Reporting policy. Individual progress and attainment is assessed and targets set.

Assessment in Welsh is achieved through:-

- Observation – whilst pupils are working
- Discussion – much is learnt about the child's understanding by the way they respond to questions asked about their work
- The written evidence they may produce
- RFL, P levels and NC outcomes and levels (SOLAR) are used to show progress
- Pupil self assessment and peer assessment is promoted throughout all areas.

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of any of the protected characteristics including race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to bilingualism. Provision should be made to enable the use of switches, IT, Communication aids etc. and the deployment and support given by staff.

We believe that equal opportunities must underpin our teaching, that regardless of ability all pupils will have access to cwricwlwm cymreig and bilingualism. Where pupils home language is Welsh then consideration will be given to deliver the curriculum as appropriate to pupil's needs..

Welsh speaking staff

There are several members of staff who are proficient in speaking the welsh language. A number of staff are currently attending courses with the LEA to develop their proficiency.

IMPLEMENTING, MONITORING AND EVALUATING THE POLICY

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

APPENDIX 1

WELSH RESOURCES

Bobol Bach

Dilynwch Ni!

CBAC/WJEC : Good Practice.

Aspects of teaching Welsh Second Language at the Foundation Stage and at Key Stages 1 and 2.

The Heritage Of Wales.

Bobinogs - Programmes 11-25

CA3 - Aseu Gwaith Disgyblion.

Folk Dance Pack suitable for K.S 1, 2 & 3: video, CD and Teachers notes to support.

Kabo's Diary: CD.

St.David's Day Leek and Daffodil game: x4

Loto Cymraeg

Dictionaries: 'Beth yw'r gair am..'

'Geiriadur Lliwgar'

CD's and Tapes:

Music:

Dafydd Iwan Ac Edward.

The Great Welsh Male Voice Tradition.

Mega: Mwy na mawr (pop)

Hei, Mistar Urdd 2002

Cor Seiriol 2

Dremmwel Glazik

Stereophonics: Just Enough Education to Perform.

Eden: paid a bod ofn

Trac sain gwreiddiol y ffilm

HAMBONS gan Sion Williams

CD's: Teacher Resources.

Ribidires (x2)

Bilingualism in the Foundation Stage.

Bilingualism in the Early Years.

Bilingualism The Way Forward.

Welsh phrases for inset.

Bobol Bach

Dr. Blog

Celf - Art

Beti Bawd

Y Tywydd

Gwyddoniaeth - Science

Gwyliau Yn Sbaen

Gwyliau Yn Sbaen - Llyfr

Ust! Plus book to go with it.

Y Tri Mochyn Bach

Y Goedwig

Gaf Ddweud Stori?

Teimladau K.S.2 (2X)

Y Ty a'r Cartref with CD

House and Home.

Gwasanaethau Ysgol with CD

School Assemblies

Y Dyn Eira with CD

The Snowman

Ben Bwgan Brain with Video and Teachers Resource Book.

Croeso I sir Benfro: interactive DVD where students visit Pembrokeshire in a great way and having fun!!

Aspects of teaching Welsh Second Language K.S. 2 & 3. Primary-Secondary Transition.

Siopa with CD
Shop.

Nadolig with CD.
Christmas.

Dw i'n Darllen: Bocs Dau
Shared reading scheme: box two.

Other Booklets:

The History of Waldo Williams from Prendergast, Haverfordwest. Activities attached (K.S 4)

Incidental Language: Welsh used in the classroom.

Books: Farming almanac by Chris Stephens x 2.

Wales Activity pack: puzzles, games, pictures, things to do.

Welsh Fun and Games by Ethne Jeffreys.
Black Bart: the Welsh Pirate: Tales from Wales.

Giant Tales from Wales by Brenda Wyn Jones.

Legends from Wales Series: Lake of Shadows

Once upon a time in Wales

Stories from Wales 2: Olwen

Stories from Wales 7: Dwynwen

Stories from Wales 8: Elidir

Stories from Wales 9: The Flower Maiden

First words flashcards

Documentation:

National Welsh Inset Programme:
Aspects of Teaching Welsh Second Language
Key Stage 1 & 2: Raising Standards of Literacy
Developing Writing Skills.

Purple Boxes: x 4

Tipyn o Ges: Anrheg Twm a Tam (Tam and Tom)

Tipyn o Ges: Neli Neidr (Neli Snake)

Tipyn o Ges: Sam y ci sosej (Sam the sausage dog)

Tipyn o Ges: Ga I Helpu? (Can I Help)

Year	Autumn	Spring	Summer
<p>Year 1</p> <p>2012-2013 2014-2015</p>	<p>Fi fy hun - Myself</p> <p><i>Mini theme- Nadolig (Christmas)</i></p>	<p>Diddordebau - Interests</p> <p><i>Mini theme - Pasg (Easter) Dydd Gwyl Dewi (St David's Day)</i></p>	<p>Tywydd - Weather</p> <p><i>Mini theme - Sports</i></p>
<p>Year 2</p> <p>2013-2014 2015-2016</p>	<p>Lliwiau - Colour</p> <p><i>Mini theme- Nadolig (Christmas)</i></p>	<p>Bwyd - Food</p> <p><i>Mini theme - Pasg (Easter) Dydd Gwyl Dewi (St David's Day)</i></p>	<p>Gwyliau - Holidays</p> <p><i>Mini themes- Sports</i></p>

See planning packs for information on each main topic and mini themes.

Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Vocabulary

Hapus
Trist
Bendigedig
Wedi blino
Ofnadwy
Gweddol
Sâl
Diflas
Tost

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

Cymraeg Ail-Iaith



About this unit

Pupils can begin by learning the vocabulary for themselves. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * express who they are and how they are feeling using single words/signs.
- * Express how they are feeling using the whole sentence pattern and vocabulary.
- * Say where they live using the sentence patterns.
- * use the vocabulary and relevant sentence patterns to share their age and their month of birth.
- * use an extended sentence to give reasons for their feelings.





Sentence patterns

Pwy wyt ti?

Who are you?

_____ ydw i.

I am _____.

Sut wyt ti?

How are you?

Hapus/trist/bendigedig...

Happy/sad/brilliant...

Sut wyt ti'n teimlo?

How do you feel?

Dw i'n teimlo'n _____.

I feel _____.

Ble rwyd ti'n byw?

Where do you live?

Dw i'n byw yn _____.

I live in _____.

Faint ydy dy oed di?

How old are you?

Dw i'n _____ oed.

I am _____ years old.

Sut wyt ti'n teimlo?

How do you feel?

Dw i'n teimlo _____ achos _____.

I feel _____ because _____.

Pryd mae dy benblwydd di?

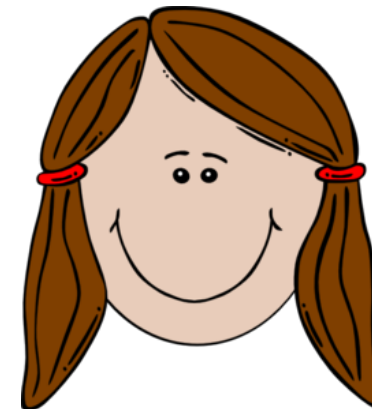
When is your birthday?

Mae fy mhenblwydd ym mis _____.

My birthday is in _____.

Vocabulary

Hapus	-	happy
Trist	-	sad
Bendigedig	-	brilliant
Wedi blino	-	tired
Ofnadwy	-	awful
Gweddol	-	ok
Sâl	-	ill
Diflas	-	miserable
Tost	-	bad
Ionawr	-	January
Chwefror	-	February
Mawrth	-	March
Ebrill	-	April
Mai	-	May
Mehefin	-	June
Gorffennaf	-	July
Awst	-	August
Medi	-	September
Hydref	-	October
Tachwedd	-	November
Rhagfyr	-	December





Cymraeg Ail-Iaith



Fi fy hun
Myself
Autumn Term





MATCHING ACTIVITY - Pupils should be able to match pictures of feeling to feeling. e.g. happy face to happy face.



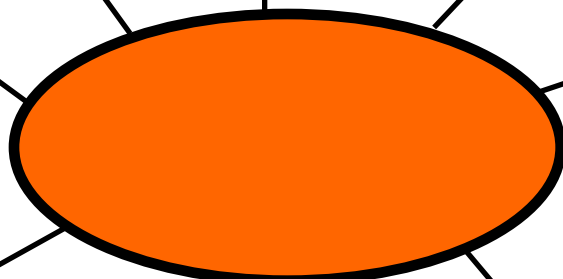
SUT WYT TI? - Pupils should be able to respond with a range of one word answers, showing their feelings, such as hapus, drist, bendigedig. This should be done during the morning routine.



SUT WYT TI? When asked the question 'Sut wyt ti?' during the morning routine, pupils should be able to show a thumbs up or thumbs down to show how they're feeling.



BLE RWYT TI'N BYW? Using a map of the local area, pupils could pin-point where exactly they live in response to the question 'Ble rwyt ti'n byw?' Pupils could then respond verbally by saying 'Dw i'n byw yn!'



SUT WYT TI? - Pupils should be able to answer in a full sentence when asked the question 'Sut wyt ti?' e.g. Dw i'n hapus/ Dw i'n drist/ Dw i'n fendigedig. This should be performed during the morning routine.



PRYD MAE DY BENBLWYDD? A class chart could be produced, showing the months of the year. Pupils could then put a picture near the particular month of their birthday. They should then be able to discuss their age 'Dw i'noed', and explain when their birthday is 'Mae fy mhenblwydd ym mis.....'



MATCHING ACTIVITY - Match feelings pictures with Welsh vocabulary.



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Vocabulary

coch
melyn
glas
gwyrdd
brown
du
gwyn
porffor
llwyd
oren
pinc

arian
aur

Cymraeg Ail-Iaith



Lliwiau Colours Autumn Term

About this unit

Pupils can begin by learning the vocabulary for colours. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to using the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * name a variety of colours in response to the question.
- * use the colour vocabulary and relevant sentence patterns to express their likes of different colours.
- * Use the colour vocabulary and relevant sentence patterns to stipulate the colours of different items.
- * use the colour vocabulary and relevant sentence patterns to express their likes and dislikes of different colours.
- * use different sentence patterns to stipulate the colour of different items e.g 'Mae'r pensil yn oren.'





Sentence patterns

Pa liw?

What colour?

Oren/Gwyrdd/Glas...

Orange/ green/ blue

Pa liw wyt ti'n hoffi?

What colour do you like?

Dw i'n hoffi _____.

I like _____.

Pa liw ydy'r _____?

What colour is the _____?

Mae'r _____ yn oren.

The _____ is orange.

Dw i ddim yn hoffi _____.

I don't like _____.

Beth ydy dy hoff liw?

What is your favourite colour?

Fy hoff liw ydy _____.

My favourite colour is _____.

Oes rhywbeth _____ yn y dosbarth?

Is there something _____ in the class?

Oes/Nac oes.

Yes/ No

Oes, mae'r pensil yn goch.

Yes, the pencil is orange.

Vocabulary

Coch	-	Red
Melyn	-	Yellow
Glas	-	Blue
Gwyrdd	-	Green
Brown	-	Brown
Du	-	Black
Gwyn	-	White
Porffor	-	Purple
Llwyd	-	Grey
Oren	-	Orange
Pinc	-	Pink
arian	-	Silver
aur	-	Gold





Resources

- ❖ Fflic a Fflac - Pack 1 Unit 1
- ❖ 'Tipyn o ges' (purple folder) Anrheg Twm a Tam. Story 'Ble mae'r anrheg?' (Explores the colour of the gift, includes puppets, story books and CD.)
- ❖ Cardiau Fflach Dref Wen - Flash cards
- ❖ 'Y Dyn Eira' - Snowman resource file.



MATCHING ACTIVITY -
Match pictures of colours.
(staff to emphasise relevant
Welsh colour vocabulary).



LIKES AND DISLIKES -
Teacher to show pictures of
colours emphasising the Welsh
vocabulary. Pupils to respond
by thumbs up and thumbs
down to express their likes
and dislikes.



ART - Pupils to use a range of
Welsh vocabulary when
painting pictures and mixing
colours.



MATHEMATICS - Match or
group objects of different
colours.



Lliwiau general activities

BINGO - Play colour bingo in
small groups. Teacher to lead
by calling out a range of
different colours in Welsh.
Pupils to locate the colour on
the bingo cards.



ICT - Use the digital camera
to take pictures of different
coloured objects and group
them according to their colour
on the white board.



TWISTER - Adapt the
Twister game so that pupils
must put identified body parts
on the colours e.g. braich ar
lliw coch (arm on red) troed ar
melyn (foot on yellow).



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Wyt ti eisiau ____?
Ydw / Nac ydw

Beth wyt ti'n hoffi fwyta amser Nadolig?
Dw i'n hoffi bwyta ____ amser Nadolig.

Beth hoffet ti gael amser Nadolig?
Hoffwn i gael ____.

Vocabulary

coeden Nadolig

twrci
tatws potsh
tatws rhost
sbrowts
swêds
bacwn
selsig
panas
stwoffin
grêfi
pÿs

mins peis
treiffl
pwdin Nadolig
siocled

Cymraeg Ail-Iaith



NADOLIG Christmas

Mini topic - Winter Term

About this unit

Pupils can begin by learning the vocabulary for Christmas. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme which is within their daily routine.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * use some Christmas vocabulary
- * answer if they'd like something
- * state what they like to eat at Christmas time
- * use the sentence pattern 'Hoffwn i...!' to state what they'd like for Christmas





Sentence patterns

Wyt ti eisiau ____?
Do you want _____?
Ydw / Nac ydw
Yes/No
Dw i eisiau _____.
I want _____.

Beth wyt ti'n hoffi fwyta amser Nadolig?
What do you like to eat at Christmas time.
Dw i'n hoffi bwyta ____ amser Nadolig.
I like to eat _____ at Christmas time.

Beth hoffet ti gael amser Nadolig?
What would you like to have for Christmas?
Hoffwn i gael ____.
I would like _____.

Resources

'Nadolig' Resource file

Vocabulary

- coeden Nadolig - Christmas tree
- twrci - turkey
- tatws potsh - mashed potato
- tatws rhost - roast potatoes
- sbrowts - sprouts
- swêds - swede
- bacwn - bacon
- selsig - sausage
- panas - parsnips
- stwoffin - stuffing
- grêfi - gravy
- pÿs - peas
- mins peis - mince pies
- treiffl - trifle
- pwdin Nadolig - Christmas pudding
- siocled - chocolate



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Pasg Hapus!

Dw i'n gweld _____ pasg.

Beth wyt ti'n wneud dros y Pasg?
Dw i'n ...

Vocabulary

ŵy Pasg
wyau Pasg
bwni'r Pasg
cyw
cwningen
blodau
byns croes
carden Pasg
siocled

Sul y Blodau
Sul y Pasg
Dydd Gwener y Groglith

mynd i'r capel
mynd i'r eglwys
mynd i gymanfa
mynd am dro
anfôn carden Pasg
prynu ŵy Pasg
bwyta ŵy Pasg
bwyta siocled

Cymraeg Ail-Iaith



PASG Easter

Mini topic - Spring Term

About this unit

Pupils can begin by learning the vocabulary for Easter. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme which is within their daily routine.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * use some food vocabulary and begin to express their likes
- * use the food vocabulary to express their likes at different meal times
- * use the Easter vocabulary and sentence pattern 'Dw i'n...' to state what they are doing over Easter.





Sentence patterns

Pasg Hapus!
Happy Easter!

Dw i'n gweld _____ Pasg.
I can see the Easter _____.

Beth wyt ti'n wneud dros y Pasg?
What are you doing over Easter?

Dw i'n ...
I am...



Vocabulary

ŵy Pasg	-	Easter egg
wyau Pasg	-	Easter eggs
bwni'r Pasg	-	Easter bunny
cyw	-	chick
cwningen	-	rabbit
blodau	-	flowers
byns croes	-	hot cross buns
carden Pasg	-	Easter card
siocled	-	chocolate
Sul y Blodau	-	Palm Sunday
Sul y Pasg	-	Easter Sunday
Dydd Gwener y Groglith	-	Good Friday
mynd i'r capel	-	go to chapel
mynd i'r eglwys	-	go to church
mynd am dro	-	go for a walk
anfon carden Pasg	-	send an Easter card
prynu ŵy Pasg	-	buy an Easter egg
bwyta ŵy Pasg	-	eat an Easter egg
bwyta siocled	-	eat chocolate

Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Beth wyt ti'n hoffi wneud?
Dw i'n hoffi....

Ble wyt ti'n hoffi _____?
Dw i'n hoffi _____ yn yr _____.
Wyt ti'n hoffi _____?
Ydw/Nac ydw

Pryd wyt ti'n hoffi _____?
Dw i'n hoffi _____ am _____.
Gyda phwy wyt ti'n hoffi _____?
Dw i'n hoffi _____ gyda _____.

Vocabulary

Chwarae pêl droed
Chwarae rygbi
Merlota
Coginio
Darllen
Arlunio
Chwarae cyfrifiadur
Cerdded
Rhedeg
Nofio
Mynd mas
Siopa

Yn y parc
Yn y tŷ
Yn y ganolfan hamdden
Yn yr ysgol
Yn y dref

Bore
Prynhawn
nos

gyda Mam
gyda Dad
gyda ffrindiau
gyda Ted

Cymraeg Ail-Iaith



Diddordebau Interests Spring Term

About this unit

Pupils can begin by learning the vocabulary for their own interests. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * name an activity that interests them in response to the question.
- * use the interests vocabulary and relevant sentence patterns to say where they like to do the activity.
- * use the interest vocabulary and relevant sentence patterns to express when they like to do certain activities and with who.





Sentence patterns

Beth wyt ti'n hoffi wneud?

What do you like to do?

Dw i'n hoffi...

I like...

Ble wyt ti'n hoffi _____?

Where do you like to _____?

Dw i'n hoffi _____ yn yr _____.

I like to _____ in the _____.

Wyt ti'n hoffi _____?

Do you like _____?

Ydw/Nac ydw

Yes/No

Pryd wyt ti'n hoffi _____?

When do you like _____?

Dw i'n hoffi _____ yn _____.

I like to _____ in _____.

Gyda phwy wyt ti'n hoffi _____?

With who do you like to _____?

Dw i'n hoffi _____ gyda _____.

I like to _____ with _____.

Vocabulary

Chwarae pêl droed	- playing football
Chwarae rygbi	- playing rugby
Merlota	- horse riding
Coginio	- cooking
Darllen	- reading
Arlunio	- art
Chwarae cyfrifiadur	- playing on the computer
Cerdded	- walking
Rhedeg	- running
Nofio	- swimming
Mynd mas	- going out
Siopa	- shopping

Yn y parc	- in the park
Yn y tŷ	- in the house
Yn y ganolfan hamdden	- in the leisure centre
Yn yr ysgol	- at school
Yn y dref	- in town

Bore	- morning
Prynhawn	- afternoon
Nos	- night

gyda Mam	- with Mum
gyda Dad	- with Dad
gyda ffrindiau	- with friends
gyda <u>Ted</u>	- with <u>Ted</u>





Resources

- ❖ 'Gem i Gloi' - resource book containing Welsh games
- ❖ 'Loto Cymraeg' - resource book containing ready made lotto boards.
 - ❖ Fflic and Fflac - Pack 4 Unit 1
 - ❖ Diddordebau - CD
 - ❖ Famous Welsh people - 2 packs
- ❖ Tipyn o ges (purple box) 'Neli Neidr' story included puppets, books and CD.





MATCHING ACTIVITY -
Match pictures of activities/interests (staff to emphasise relevant Welsh vocabulary).



ICT - Pupils to take pictures using the digital camera and explore images on the Internet to produce a PowerPoint presentation showing their interests.



LIKES AND DISLIKES -
Teacher to show pictures of interests/activities emphasising the Welsh vocabulary. Pupils to respond by thumbs up and thumbs down to express their likes and dislikes.



Diddordebau General activities

LIKES AND DISLIKES - Draw pictures in two columns ('hoffi' and 'ddim yn hoffi') select cards to place into both columns. Teacher to encourage pupils to talk about their likes and dislikes using the relevant sentence patterns.



BINGO - Play interests bingo in small groups. Pupil to lead by calling out a range of different interests in Welsh. Pupils to locate the interest/activity on the bingo cards.



ICT - Pupils to record clips of their favorite activities and then use the Welsh vocabulary to comment on the clips.



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Wyt ti'n hoffi ___?

Ydw/ Nac ydw

Beth wyt ti'n hoffi fwyta?

Dw i'n hoffi ___.

Dw i'n hoffi bwyta ___.

Beth wyt ti'n hoffi fwyta i frechwast?

Dw i'n hoffi bwyta ___ i frechwast.

Beth wyt ti'n hoffi fwyta i ginio?

Dw i'n hoffi bwyta ___ i ginio.

Beth wyt ti'n hoffi fwyta i swper?

Dw i'n hoffi bwyta ___ i swper.

Dw i ddim yn hoffi bwyta ___.

Dw i ddim yn hoffi bwyta ___ i frechwast.

Dw i ddim yn hoffi bwyta ___ i ginio.

Dw i ddim yn hoffi bwyta ___ i swper.

Dw i'n dwlu bwyta ___.

Dw i'n casau bwyta ___.

Vocabulary

amser brecwast

amser snac

amser cinio

amser te

amser swper

dŵr

llaeth

sudd oren

sudd afal

te

coffi

bara

menyn

tost

jam

cacen

creision

iogwrt

afal

oren

banana



Bwyd Food Spring Term

Cymraeg Ail-Iaith

About this unit

Pupils can begin by learning the vocabulary for food. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to using the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * use some food vocabulary and begin to express their likes
- * use the food vocabulary to express their likes at different meal times
- * use the food vocabulary to express their likes and dislikes at different meal times
- * use different sentence patterns to express their likes and dislikes e.g 'Dw i'n dwlu bwyta...' and 'Dw i'n casau bwyta...'





Sentence patterns

Wyt ti'n hoffi?

Do you like ____?

Ydw/ Nac ydw

Yes/No

Beth wyt ti'n hoffi fwyta?

What do you like to eat?

Dw i'n hoffi ____.

I like ____.

Dw i'n hoffi bwyta ____.

I like to eat ____.

Beth wyt ti'n hoffi fwyta i frecwast?

What do you like to eat for breakfast?

Dw i'n hoffi bwyta ____ i frecwast.

I like to eat ____ for breakfast.

Beth wyt ti'n hoffi fwyta i ginio?

What do you like to eat for lunch?

Dw i'n hoffi bwyta ____ i ginio.

I like to eat ____ for lunch.

Beth wyt ti'n hoffi fwyta i swper?

What do you like to eat for supper?

Dw i'n hoffi bwyta ____ i swper.

I like to eat ____ for supper.

Dw i ddim yn hoffi bwyta ____.

I don't like to eat ____.

Dw i ddim yn hoffi bwyta ____ i frecwast.

I don't like to eat ____ for breakfast.

Dw i ddim yn hoffi bwyta ____ i ginio.

I don't like to eat ____ for lunch.

Dw i ddim yn hoffi bwyta ____ i swper.

I don't like to eat ____ for supper.

Dw i'n dwlu bwyta ____.

I love to eat ____.

Dw i'n casau bwyta ____.

I hate eating ____.

Vocabulary

amser brechwast - breakfast time

amser snac - snack time

amser cinio - lunch time

amser te - tea time

amser swper - supper time

dŵr - water

llaeth - milk

sudd oren - orange juice

sudd afal - apple juice

te - tea

coffi - coffee

bara - bread

menyn - butter

tost - toast

jam - jam

cacen - cake

creision - crisps

iogwrt - yoghurt

afal - apple

oren - orange

banana - banana





Resources

- ❖ 'Siopa' file
 - ❖ Fflic a Fflac - Pack 1 Unit 6
 - Pack 2 Unit 3
 - Pack 3 Unit 4&6
 - Pack 4 Unit 3&6
- ❖ 'Tipyn o ges' (purple box) Ga i helpu chi? Story - 'Siopa gyda Bili' includes books, puppets and CD.
- ❖ 'Loto Cymraeg' - Resource book containing ready made lotto games.
- ❖ 'Gem i gloi' - Resource book containing 20 Welsh games.



Cymraeg Ail-Iaith

MATCHING ACTIVITY -
Match pictures of food (staff to emphasise relevant Welsh food vocabulary).



THE SHOPPING GAME -
Teacher to call out items of food in Welsh. Pupils to select the relevant foods from a selection of cards and place them in their shopping trolley.



BINGO - Play food bingo in small groups. Teacher to lead by calling out a range of different foods in Welsh. Pupils to locate the food on the bingo cards.



LIKES AND DISLIKES -
Teacher to show pictures of foods emphasising the Welsh vocabulary. Pupils to respond by thumbs up and thumbs down to express their likes and dislikes.



BWYD General activities

HOME CORNER - Pupils to role play using the related vocabulary.



TESCO SHOP - Pupils to buy items listed in Welsh from a shopping list.



TUCK SHOP - Pupils to use Welsh vocabulary to purchase items from the tuck shop and the fruit and veg enterprise.



BINGO - Play food bingo in small groups. Pupil to lead by calling out a range of different foods in Welsh. Pupils to locate the food on the bingo cards.



MATCHING ACTIVITY -
Match food pictures with Welsh vocabulary.



SHOPPING LIST - Pupils to write a shopping list.



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Sut mae'r tywydd?
Mae hi'n...

Sut mae'r tywydd heddiw?
Mae hi'n _____ heddiw.
Ydy hi'n heulog?
Ydy/Nac ydy
Ydy mae hi'n heulog.

Dydy hi ddim yn heulog.
Sut oedd y tywydd ddoe?
Roedd hi'n _____ ddoe.
Sut bydd y tywydd yfory?
Bydd hi'n _____.

Vocabulary

bwrw glaw
bwrw eira
heulog
gymylog
wyntog
niwlog
stormus

boeth
oer

Cymraeg Ail-Iaith



Y Tywydd The Weather 3 - Tymor yr Haf Summer Term

About this unit

Pupils can begin by learning the vocabulary for the weather. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to using the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * say how the weather is in response to the question.
- * describe the weather today using the sentence patterns.
- * respond to questions asked about the weather.
- * use the vocabulary and relevant sentence patterns to describe yesterday's weather and to predict tomorrow's weather.





Sentence patterns

Sut mae'r tywydd?

What is the weather like?

Mae hi'n...

It is....

Sut mae'r tywydd heddiw?

What is the weather like today?

Mae hi'n _____ heddiw.

It is _____ today.

Ydy hi'n heulog?

Is it sunny?

Ydy/Nac ydy

Yes/No

Ydy, mae hi'n heulog.

Yes, it is sunny.

Dydy hi ddim yn heulog.

It is not sunny.

Sut oedd y tywydd ddoe?

What was the weather like yesterday?

Roedd hi'n _____ ddoe.

It was _____ yesterday.

Sut bydd y tywydd yfory?

What will the weather be like tomorrow?

Bydd hi'n _____.

It will be _____.

Vocabulary

bwrw glaw	- raining
bwrw eira	- snowing
heulog	- sunny
gymylog	- cloudy
wyntog	- windy
niwlog	- foggy
stormus	- stormy
boeth	- hot
oer	- cold





Y Tywydd The Weather

3 - Tymor yr Haf
Summer Term

Resources

- ❖ Fflic a Fflac - Pack 1 Unit 4
Pack 3 (Book - Hwyl yn y Parc)
- ❖ 'Y Dyn Eira' - Snowman resource file.
- ❖ 'Y tywydd' CD
- ❖ 'Gem i gloi' - Resource book containing 20 Welsh games.



MATCHING ACTIVITY -
Match pictures of weather.
(staff to emphasise relevant
Welsh weather vocabulary).



BINGO - Play weather bingo in
small groups. Teacher to lead
by calling out different
weather in Welsh. Pupils to
locate the weather on the
bingo cards.



DAILY WEATHER - Teachers
to discuss the weather as part
of their morning routine, using
the structure 'Mae hi'n.....'.
Pupils to be shown pictures
whilst doing this activity.



MATCHING - Pupils should be
able to match pictures of
suitable clothing for a range
of particular weathers e.g.
matching a picture of a coat
to a picture of rain.



BINGO - Play weather bingo in
small groups. Teacher to lead
by calling out sentences to
describe the weather. Pupils
to locate the corresponding
weather pictures on the bingo
cards.



WEATHER FORECAST -
Pupils to work in small groups
to create a short weather
forecast bulletin, using
today's, yesterday's and
tomorrow's weather.



MATCHING ACTIVITY -
Match weather pictures with
Welsh weather vocabulary.



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Amser gwyliau, dw i'n hoffi _____.

Beth wyt ti'n hoffi wneud amser gwyliau?

Dw i'n hoffi _____.

Wyt ti'n hoffi _____ amser gwyliau?

Ydw/Nac ydw

Ble rwyd ti'n mynd amser gwyliau?

Dw i'n mynd _____.

Sut wyt ti'n mynd?

Dw i'n mynd yn y car.

Gyda phwy wyt ti'n mynd?

Dw i'n mynd gyda _____.

Vocabulary

Mynd i'r traeth
Mynd ar wyliau
Mynd i'r parc
Bwyta hufen iâ
Mynd mas
Mynd i Oakwood
Mynd i Fferm Folly
Mynd i'r dref
Mynd siopa
Mynd i'r sinema
Mynd i'r pwll nofio
Mynd i'r Blue Lagoon
Mynd i Sbaen
Mynd i Ffrainc

Yn y car
Ar y bws
Ar y trê
Ar yr awyren
Ar y fferi
Ar y beic

Mam
Dad
Brawd
Chwaer
Ffrind
Ffrindiau
Mam-gu
Tad-cu

Cymraeg Ail-Iaith



Gwyliau Holidays

3- Tymor yr haf
Summer Term

About this unit

Pupils can begin by learning the vocabulary for the holidays. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * share what they like to do over the holiday using a simple sentence.
- * use the holiday vocabulary and relevant sentence patterns to express what they like to do over the holidays.
- * use the holiday vocabulary and relevant sentence patterns to say where they are going over the holidays.
- * use different sentence patterns to share how they are travelling and with who.





Sentence patterns

Amser gwyliau, dw i'n hoffi _____.
Holiday time, I like _____.

Beth wyt ti'n hoffi wneud amser gwyliau?
What do you like to do over the holidays?

Dw i'n hoffi _____.
I like _____.

Wyt ti'n hoffi _____ amser gwyliau?
Do you like _____ over the holidays?

Ydw/Nac ydw
Yes/No

Ble rwy't ti'n mynd amser gwyliau?
Where are you going over the holidays?

Dw i'n mynd _____.
I am going _____.

Sut wyt ti'n mynd?
How are you going?

Dw i'n mynd yn y car.
I am going in the car.

Gyda phwy wyt ti'n mynd?
With who are you going?

Dw i'n mynd gyda _____.
I am going with _____.



Vocabulary

Mynd i'r traeth	-	going to the beach
Mynd ar wyliau	-	going on holiday
Mynd i'r parc	-	going to the park
Bwyta hufen iâ	-	eating ice-cream
Mynd mas	-	going out
Mynd i Oakwood	-	going to Oakwood
Mynd i Fferm Folly	-	going to Folly Farm
Mynd i'r dref	-	going to town
Mynd siopa	-	going shopping
Mynd i'r sinema	-	going to the cinema
Mynd i nofio	-	going swimming
Mynd i'r Blue Lagoon	-	going to the Blue Lagoon
Mynd i Sbaen	-	going to Spain
Mynd i Ffrainc	-	going to France
Yn y car	-	in the car
Ar y bws	-	on the bus
Ar y trê'n	-	on the train
Ar yr awyren	-	on the aeroplane
Ar y fferi	-	on the ferry
Ar y beic	-	on the bike
Mam	-	Mum
Dad	-	Dad
Brawd	-	Brother
Chwaer	-	Sister
Ffrind	-	Friend
Ffrindiau	-	Friends
Mam-gu	-	Grandmother
Tad-cu	-	Grandfather



Resources

- ❖ Fflic and Fflac: Pack 2 Unit 6
Pack 4 Unit 4
Pack 4 unit 5
Pack 4 unit 5
- ❖ 'Gwyliau yn Sbaen' CD/Audio book
 - ❖ 'Ust' CD
 - ❖ 'Y dref' Resource file
- ❖ 'Yn y dref/wlad' Picture word book
- ❖ 'Gem i gloi' - Resource book containing 20 Welsh games
- ❖ 'Loto Cymraeg' - Resource book containing ready made lotto boards



Cymraeg Ail-Iaith

MATCHING ACTIVITY -
Match pictures of activities/family members. (Staff to emphasise relevant Welsh activities vocabulary).



Pupils to explore pictures of activities they like to do during the holidays. Pupils to use the sentence pattern to describe what they like to do.



ART - Paint a picture of their holiday and describe using the Welsh vocabulary.



BINGO - Play activity bingo in small groups. Teacher to call out a range of different activities in Welsh. Pupils to locate the activity and use the word in a sentence.



MATCHING ACTIVITY -
Match activity pictures with Welsh vocabulary.



BINGO - Play activity/family bingo in small groups. Teacher to lead by calling out a range of different activities in Welsh. Pupils to locate on the bingo cards.



MATCHING - Pupils to match the weather to different holiday destinations.



Pupils to look through holiday brochures to produce a poster of a holiday and activities they would like to undertake. Pupils to describe their holiday using the sentence patterns.



Postcard - Pupils to produce a postcard showing what activities they have done pupils to include the date of their stay.



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Wyt ti'n gwneud y ____?
Ydw / Nac ydw

Beth wyt ti'n wneud?
Dw i'n gwneud y ras ____.

Pwy oedd yn gyntaf?
____ oedd yn gyntaf.

Pwy oedd yn ail?
____ oedd yn ail.

Pwy oedd yn drydydd?
____ oedd yn drydydd.

Cymraeg Ail-Iaith



MABOLGAMPAU

Sports

Mini topic - Summer Theme

About this unit

Pupils can begin by learning the vocabulary for Sports Day. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme which is within their daily routine.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * use some sports day vocabulary and begin to answer what they are doing using 'Ydw' or 'Nacydw'
- * use the sports day vocabulary to state what they are doing.
- * state who was first, second and third in a race.





Sentence patterns

Wyt ti'n gwneud y ____?
Are you doing the _____?

Ydw / Nac ydw
Yes/No

Beth wyt ti'n wneud?

What are you doing?

Dw i'n gwneud y ras ____.

I'm doing the _____ race.

Pwy oedd yn gyntaf?

Who was first?

____ oedd yn gyntaf.

_____ was first.

Pwy oedd yn ail?

Who was second?

____ oedd yn ail.

_____ was second.

Pwy oedd yn drydydd?

Who was third?

____ oedd yn drydydd.

_____ was third.

Vocabulary

gwneud y	-	doing the
ras rhedeg	-	running race
ras llwy ac ŵy	-	egg and spoon race
ras cerdded	-	walking race
ras bagiau ffa	-	bean bag race
Ar eich marciau...	-	on your marks...
Barod...	-	ready....
Ewch!	-	Go!
1af - Cyntaf	-	First 1 st
2il - Ail	-	Second 2 nd
3ydd - Trydydd	-	Third 3 rd



Language

Pupils working below sentence pattern level should be exposed to the Welsh vocabulary during their school day and through the use of songs.

Sentence patterns

Wyt ti'n hoffi ____?

Ydw / Nac ydw

Dw i'n hoffi ____.

Beth wyt ti'n hoffi wneud ar ddydd Gwyl Dewi?

Dw i'n hoffi ____.

Roedd Dewi Sant yn ____.

Vocabulary

cennin

cennin Pedr

gwisg Gymreig

cawl

Nawddsant

Dewi Sant

Tŷ Ddewi

Eglwys

Eisteddfod

cystadleuaeth

llwyfan

canu

adrodd/llefaru

bwyta cawl

bwyta pice ar y maen

bwyta bara brith

gwisgo gwisg Gymreig

gwisgo crys rygbi

gwisgo cennin

gwisgo Cennin Pedr

dawnsio



DYDD GWYL DEWI

St David's Day

Mini topic - Spring Term

Cymraeg Ail-Iaith

About this unit

Pupils can begin by learning the vocabulary for Dydd Gwyl Dewi. They will then be introduced to the sentence patterns from the first level and respond to these verbally or non-verbally. After this they will proceed to use the sentence patterns to talk about the theme which is within their daily routine.

Learning expectations:

Pupils should be able to:

- * respond verbally or non-verbally to the vocabulary
- * use some vocabulary for Dydd Gwyl Dewi and begin to express their likes
- * use the Dydd Gwyl Dewi vocabulary to state what they like to do on Dydd Gwyl Dewi
- * state simple sentences about Dewi Sant.



Sentence patterns

Wyt ti'n hoffi ____?

Do you like _____?

Ydw / Nac ydw

Yes/No

Dw i'n hoffi ____.

I like _____.

Beth wyt ti'n hoffi wneud ar ddydd Gwyl Dewi?

What do you like to do on St David's Day?

Dw i'n hoffi ____.

I like _____.

Roedd Dewi Sant yn ____.

Saint David was _____.

Resources

Welsh costume and rugby shirts

Inftatable daffodils

Welsh flags

Resource booklet

general activities

