



Cymraeg Campus Gwobr Arian



Fersiwn 2023

Targed 1 – Establishing a visual Welsh Ethos

1.1 A general Welsh display/learning wall in each classroom.

1.2 An element of Welsh at an appropriate level is visible on most classroom subject displays and learning areas.

1.3 The reception area and hall reflect a contemporary vision of Wales.

1.4 Welsh is prominently displayed around the classroom e.g. welcome poster on the door, the majority of areas are named in Welsh, the majority of resources/materials are named in Welsh.

1.5 **Most** areas inside and outside of the school have Welsh/Bilingual signage.

1.6 Pupils work on a project to prominently display the word 'Croeso' outside of the school e.g. large mural, mosaic etc.

1.7 School's progress in the Language Charter's **Silver** Award clearly is displayed.

1.8 Welsh is clearly visible on most classroom displays inside and outside of the classroom.

1.9 The Criw Cymraeg share the school's Language Charter progress and information on any Welsh activities and events via newsletters, twitter, website etc.

1.10 Welsh is prominent on the school website e.g. Welsh signage, school name, school vision, links to online activities for parents and pupils.

Welsh is used on Social media e.g. examples of Welsh activities undertaken in classroom, photos and videos of Welsh celebrations and activities.

Targed 2 – Welsh as a living language : Passion and Pride

2.1 Pupils read factual books which focus on the concept of 'Welshness' e.g. 'Ein Cymru Ni!', 'Cymru 1,2,3' and watch videos from 'HWB' resource, 'Ein Hiaith' or 'Mwy o Stori'r Iaith' to become aware of their Welsh identity.

2.2 'Cynefin' and the Welsh Dimension is clearly planned for in the majority of areas of learning and experience.

2.3 Pupils create posters/short videos/QR codes to encourage other people to **speak Welsh** e.g. 'Siaradwch Gymraeg gyda ffrindiau', 'Mae Cymraeg yn cŵl'.

2.4 Pupils can confidently talk about the benefits of learning Welsh . Learners create posters and digital content that includes text, photos and short videos to promote the advantages.	
2.5 Pupils can confidently sing the Welsh National Anthem 'Hen Wlad Fy Nhadau' and some Welsh songs.	
2.6 Each class/year group has a take home Welsh initiative i.e. banner, badge or mascot whose news is recorded at the appropriate level in the diary and shared with the rest of the class.	
2.7 Parents are invited to be part of Welsh enrichment activities and are encouraged to participate e.g. coffee mornings, workshops, festivals, assemblies etc.	
2.8 Staff attend all relevant EAS Welsh Professional learning programmes. The school promotes the sabbatical courses for teachers and support staff to further their Welsh Language skills.	
2.9 The school works on a project to increase the use of Welsh in the community e.g. work with a local business/organisation, or by continuing to develop their link with another school.	
Targed 3 – The use of everyday Welsh in the classroom	
3.1 All staff and pupils take advantage of every opportunity to use everyday Welsh throughout the day.	
3.2 Pupils use more challenging Welsh phrases throughout the school day at the appropriate level e.g. see Antur Anhygoel language pyramids.	
3.3 Each class has embedded the 'Helpwr Heddiw' initiative and use it consistently throughout the day.	
3.4 Each class uses a range of appropriate patterns in their daily routines in addition to their morning routine from the Bronze level.	
3.5 Pupils know the days of the week and months of the year and are able to answer 'Beth ydy'r dyddiad heddiw?' and write where appropriate.	
3.6 The date is written in Welsh on the class board and in pupils' workbooks in most areas of learning and experience.	
3.7 All staff and pupils greet and ask each other basic questions in Welsh throughout the day in the classroom with their peers and teachers.	
3.8 Teachers write a general marking comment in Welsh in pupils' workbooks in most areas of learning in accordance with the school's marking policy.	
3.9 Pupils understand and respond to more complex Welsh questions and commands	

and can extend their responses.	
Targed 4 - The use of everyday Welsh outside of the classroom	
4.1 Staff and pupils use basic Welsh during lunchtime e.g. Beth wyt ti eisiau? Wyt ti eisiau ...? Dyma ti. Ga i ...os gwelwch yn dda? Hoffwn i ...	
4.2 Criw Cymraeg to continue to develop their interactive display in a communal area to promote the focus phrase and other Welsh activities and reward the use of Welsh outside the classroom.	
4.3 Criw Cymraeg to work on two projects to promote the use of Welsh outside of the classroom e.g. fruit tuck shop is run in Welsh, a 'Bocs Cymraeg' for wet play/breakfast club, prepare posters for the dinner hall, Pod Siarad/Cornel Cloncan at breaktimes, Radio station show etc.	
4.4 All staff take advantage of every opportunity to use everyday Welsh outside of the classroom.	
4.5 Phone calls are answered in Welsh and answerphone message is bilingual.	
4.6 All Staff and pupils greet each other in Welsh during the school day and welcome visitors in Welsh around the school, in the reception area, in the corridors, in the offices etc.	
4.7 The school holds a termly themed Welsh afternoon e.g. Welsh rugby for developing pupils' language skills across a range of practical activities e.g. ICT, craft, games, jamboree etc.	
4.8 Duty staff, Criw Cymraeg and play leaders model and encourage the use of Welsh yard commands and games. A choice of 3 or 4 Welsh games are confidently played.	
4.9 Pupils understand, ask and respond to more complex Welsh questions and commands when outside of the classroom and able to extend their responses accordingly.	
Targed 5 - Welsh in assemblies	
5.1 Criw Cymraeg are responsible for leading the majority of the Welsh weekly assembly.	
5.2 A Welsh assembly continues to be held on a regular basis and all relevant staff attend.	
5.3 Headteacher and teaching staff greet and use basic Welsh commands during EVERY assembly.	
5.4 Criw Cymraeg introduce and lead the Welsh hymns, songs and prayer using basic	

Welsh phrases in the Welsh assembly.	
5.5 Criw Cymraeg greet pupils and staff and Welsh music is played whilst children enter and exit the Welsh assembly.	
5.6 Criw Cymraeg introduce the focus phrase in the Welsh assembly and model how it can be used across the school.	
5.7 Criw Cymraeg hand out Welsh rewards in the Welsh assembly.	
5.8 During the Welsh assemblies many year groups take it in turn to showcase short dramas, role plays, storytelling and presentations to celebrate our Welsh heritage, traditions and heroes.	
Targed 6 - Apps and websites / Digital competence framework to enhance learning and enjoyment	
6.1 Teachers make good use of digital resources to enhance learning e.g. AA & HD7 toolkits, Fflic a Fflac. Pod Antur, Hwb resources, Welsh ebooks, QR codes etc.	
6.2 Pupils make good use of digital technology as a tool to ask and answer questions and express opinions e.g. use of Padlet, PuppetPals, Chatterpix etc.	
6.3 Most main speaking activities completed by pupils are showcased using QR codes, Flipgrid, HWB, e-bortffolio, Seesaw etc.	
6.4 Pupils regularly use a range of software e.g. Adobe Express, iMovie etc to edit spoken tasks and presentations.	
6.5 Pupils regularly use a range of ICT software to complete written tasks in Welsh e.g. presentations.	
6.6 A list of suitable Welsh websites and apps is readily available in each class. Pupils continue to have access to and make good use of a wider range of Welsh Apps e.g. Alun yr Arth, Hapus 1 a 2, Campau Cosmig, Magi Ann, Tric a Chlic etc.	
6.7 Teachers encourage the use of mainstream apps in Welsh e.g. Stopmotion animation, Chatterpix, Green screen etc. to enhance their learning.	
6.8 Pupils regularly use online dictionaries/thesaurus to check spelling and meaning e.g. Ap Geiriaduron, Gweiadur.	
6.9 Criw Cymraeg to collaborate with the Digital Champions to ensure the regular use of Welsh apps/websites/mainstream apps e.g. working with younger learners.	
Targed 7 - Enrichment activities	
7.1 The school liases with Welsh language organisations to promote opportunities through the medium of Welsh e.g. Yr Urdd, Menter Iaith, Merched Y Wawr etc.	

7.2 The school organises Welsh educational visits e.g. to Llangrannog, Caerdydd, Glan-Llyn, Sain Ffagan, Castell Caerffili etc to develop pupils' use and enjoyment of Welsh.	
7.3 The school promotes the use of Welsh during sport activities and external competitions e.g. Urdd sport activities, cluster sports etc.	
7.4 The school runs a Welsh club or Cymraeg is used in extra-curricular clubs.	
7.5 The school organises an annual school eisteddfod where all singing, recitation/role play scenarios and homework competitions are through the medium of Welsh. The school encourages pupils to compete in the Urdd Eisteddfod.	
7.6 Criw Cymraeg regularly organise events to celebrate 'Dydd Gwyl Dewi', 'Diwrnod Shwmae', Welsh Wow Week, Diwrnod Seren a Sbarc etc.	
7.7 The school regularly invites Welsh speakers into the school.	
7.8 Welsh is included in produce created by learners e.g. Christmas cards, decorated cakes, mugs etc. Welsh is used to promote events e.g. on event posters—Sioe Nadolig, Bore Coffi etc.	
Targed 8- Developing reading	
8.1 Teachers and support staff facilitate regular group reading and model good and accurate pronunciation. Pupils are encouraged to discuss content, answer simple questions and express their opinion at the appropriate level. Records of these sessions are kept.	
8.2 Most pupils have a secure grasp of the Welsh alphabet and phonological awareness e.g. by following schemes such as Tric a Chlic.	
8.3 Teachers introduce Welsh literature including poetry or stories about Wales through the medium of English. Learners are able to retell content.	
8.4 Reading material at the appropriate level is readily available to use in each classroom e.g. Cornel darllen, Cwtsh Cymraeg etc.	
8.5 The school continues to undertake a regular audit of current resources and has invested in a good range of current and suitable reading books and magazines.	
8.6 The school creates a rich Welsh reading environment e.g. phrases to discuss books are displayed, Welsh dictionaries are available, school library has a Welsh section, Welsh dictionaries and thesaurus are available.	
8.7 Pupils undertake a range of activities to improve reading fluency and teachers encourage pupils to make good use of reading success criteria cards to self and peer assess.	
8.8 Older pupils regularly read Welsh stories/books to pupils in younger classes e.g.	

Pupils from Y5 read to Reception etc.	
Targed 9 - Welsh in other areas of Learning and Experience	
9.1 Teachers use a range of cross curricular resources e.g. books, videos, online resources etc. to teach aspects of their topic work in Welsh.	
9.2 An increasing range of Welsh language patterns and vocabulary at an appropriate level are used by staff and learners in other AoLE e.g. mental Maths, labelling parts of the body, country fact files, P.E warm-ups, GGR.	
9.3 Teachers use a range of resources e.g. use of keyring cards, posters and language pyramids to aid pupils' use of Welsh in all AoLE.	
9.4 Teachers incorporate previously introduced language patterns/vocabulary/sentence builders into other AoLE e.g. personal profile of a historical character, descriptions of famous/fictional characters from a text, to recall events and experiences (1st and third person) , brochures, leaflets etc.	
9.5 Pupils evaluate their work at an appropriate level in Welsh in other AoLE by using simple patterns e.g. Beth wyt ti'n feddwl o ...?/ Dw i'n meddwl bod .../Dw i'n hoffi .../Dw i'n gallu .../ Dw i ddim yn hoffi .../ Dw i'n meddwl bod ...	
9.6 Bilingual opportunities are included in most lesson plans.	
Targed 10 - A positive attitude, enjoyment and celebration	
10.1 The school has an active Criw Cymraeg which leads on developing Welsh in the school. A representative of the Criw Cymraeg is on the School Council and the Siarter Iaith is a regular agenda item.	
10.2 Pupils play a variety of games through the medium of Welsh e.g. classroom language games, yard games, warm up games during PE lessons and interactive games.	
10.3 The school has a half-termly evolving 'Sgriblo Sydyn' display or graffiti wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.	
10.4 The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g. 'Siaradwr yr wythnos', 'Dosbarth yr wythnos'.	
10.5 The school maintains/continues to develop a variety of ways to reward pupils and staff for speaking Welsh e.g. win a place on the Welsh table in the dinner hall, tocyn iaith, team points, certificates.	
10.6 Welsh stickers or stampers used to reward good work. Teachers use a bank of simple marking comments in Welsh. Self and peer assessment is encouraged in Welsh.	
10.7 Pupils are provided with a range of audio/audio-visual Welsh stimuli and are able	

<p>to participate in a range of exciting activities through the medium of Welsh e.g. Welsh DVDs, Welsh TV programmes, Jamboree, drama workshops, arts project.</p>	
<p>10.8 Pupils celebrate, listen to and sing a range of traditional and contemporary Welsh music throughout the year e.g. evaluate Welsh music, play music around the school, on the yard, reception area etc.</p>	
<p>10.9 Pupils are given the opportunity to use Welsh in a range of real-life situations e.g. buying items, ordering food and asking questions to Welsh speakers.</p>	
<p>10.10 Questionnaire shows that most pupils enjoy learning Welsh.</p>	