





May we wish you every success with the implementation of the Conwy/Denbighshire Schools Welsh Language Charter.

***Geraint Davies***  
Head of Education (*Acting*)



## Objective

The simple objective of the Language Charter is to provide a clear framework, which can be used to promote and increase the use of Welsh by children in a whole school context. In a nutshell, the Charter's main aim is to promote a strong Welsh ethos in schools and to provide a range of curriculum enrichment activities that enable the children to enjoy learning Welsh.

The Language Charter exhorts participation from every member of the school community, and members of the school workforce and council, the pupils and their parents, school governors and the wider community are all encouraged to take full ownership of it. The Criw Cymraeg are instrumental in leading and driving the Language Charter forward.

## Bronze, Silver and Gold Awards

To ensure that all efforts are rewarded, the Charter is based on the principle that every school follows challenging but attainable targets in connection with promoting the use of the Welsh language. The specific targets included in the Language Charter can form part of a school's Welsh Development Plan.

By identifying success criteria for each target - we have prepared an Implementation Programme that every school should be able to complete successfully (see *Appendix*). The Language Charter is based on steps that are deemed to be good practice, and that every school should therefore be able to implement. Achieving these initial goals in the first year will ensure a bronze award for the school.

The aim is to achieve the gold award over a three year period.

## Criw Cymraeg involvement

To fully achieve the ten targets within each award of the language charter, it is imperative that your school has established a 'Criw Cymraeg' to lead Welsh initiatives within the school.

The Criw Cymraeg usually consists of two members from each year group and meet weekly with the Welsh coordinator to discuss weekly business e.g phrase of the week, rewards etc; current initiatives and progress with the language charter.

A guide to setting up a successful 'Criw Cymraeg' is included within the resource pack available on the Cymraeg Campus Hwb Network.



## Setting a Baseline and Evaluating Impact

An appropriate method of setting a baseline and of evaluating success has been developed in connection with the objective of promoting and increasing the use of Welsh by children in a whole school context. Primary school pupils throughout Conwy/Denbighshire will be asked ten questions in an online questionnaire.

This questionnaire will allow children in years 2 to 6 to give details about their use of Welsh within the classroom, on the playground and beyond school lessons and will thus provide an opportunity to measure children's attitude towards learning Welsh (i.e. whether or not they feel that the language is important to them.) and also how confident children are about using Welsh in different contexts during the school day. Every pupil will provide their answers on a scale of one to ten, by choosing a number beside every statement to reflect how much use they make of the Welsh language in certain contexts and how confident they feel when doing so. It is advised that teachers display the questionnaire on the whiteboard and discuss the statements before the pupils complete the questionnaire individually.

This data will provide firm evidence about the language situation at every school, and allow us to establish a baseline.

After a period of time, the questionnaire will be revisited - and the same questions asked for a second time - in order to observe what impact has been made in connection with promoting and developing the use of Welsh by primary school pupils in a number of various contexts.

## Online Questionnaire

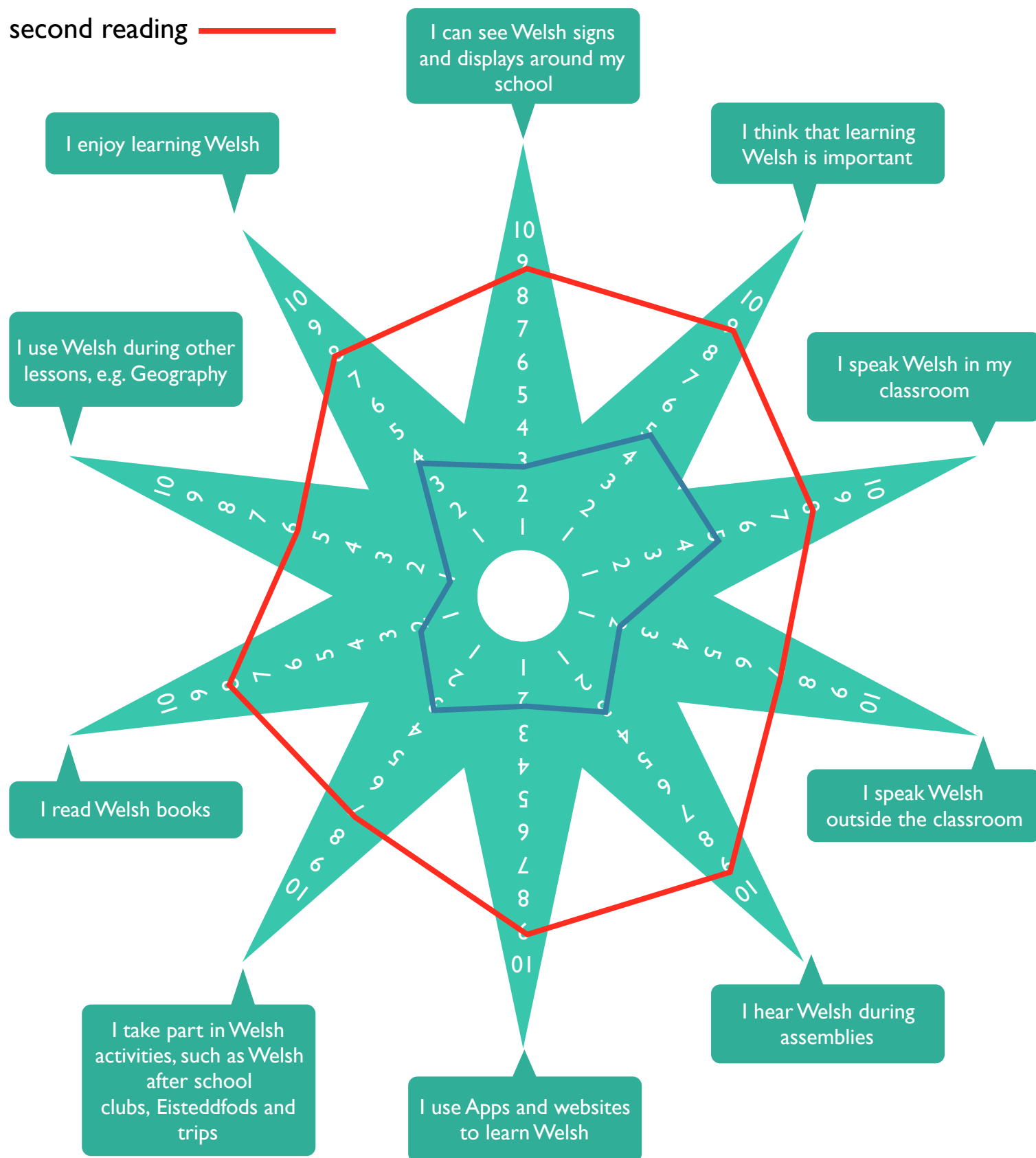
Here are the ten questions which pupils from years 2 to 6 will complete as an online questionnaire at the beginning of the process and nearing its end.

1. I can see Welsh signs and displays around my school.
2. I think that learning Welsh is important.
3. I speak Welsh in my classroom.
4. I speak Welsh outside the classroom.
5. I hear Welsh during assemblies.
6. I use Apps and websites to learn Welsh.
7. I take part in Welsh activities, such as Welsh after school clubs, Eisteddfodau and trips.
8. I read Welsh books.
9. I use Welsh during other lessons, e.g. Geography
10. I enjoy learning Welsh.

## Analysing the results of the online questionnaire

first reading —————

second reading —————



## Achieving the award



The ten targets drawn up by the Welsh in Education officers are included within the appendix.

Success criteria have been tailored to each of the ten targets. All of the success criteria must be met in order to complete a target.

When you have completed all ten targets, contact your Welsh in Education officer who will evaluate the progress you have made. The officer will take into consideration a range of evidence including listening to learners and meeting with designated staff to be able to judge whether the school has achieved the award.



## Displaying the school's progress in the Language Charter

Evaluating progress is paramount to the successful implementation of the Language Charter. Schools need to ensure effective use is made of visual targets in order to remind everybody of the progress made in the charter. The 'Taniwch y Ddraig' display is an example of this. An individual school may create their own bespoke display. The targets and success criteria are shared with the entire school community, so that everyone participates in achieving the award.

There is no specific order in which the school can complete the targets. The school can begin to work on any of the ten targets. Progress is displayed by ticking the criteria met. When a school has completed all of the success criteria within a target, they can place a flame above the target number to clearly evidence that the target has been achieved.

By using this visual display, the whole school community will support and encourage one another to achieve the award.



# SIARTER IAITH GYMRAEG



## Examples of the display



## Providing Evidence

Collecting a range of evidence is good practice, and will also help with evidencing progress. Here are suggestions for your evidence portfolio.

- \* photographic evidence of displays and activities
- \* minutes of Ciriw Cymraeg meetings
- \* written articles or news items detailing activities
- \* pupil participation and accomplishments in eisteddfodau
- \* specific events held to mark special dates in the Welsh calendar
- \* newsletters
- \* results and analysis of the online questionnaire
- \* questionnaire
- \* evidence of visible targets e.g. Taniwch y Ddraig (pictures of progress made)



## Whole school agreement

The school has agreed to work towards the \_\_\_\_\_ award of the Cymraeg Campus language charter during the academic year of \_\_\_\_/\_\_\_\_.

All stakeholders understand the requirements of the charter and are fully committed to working enthusiastically to ensure success in achieving this award.

The school will analyse its progress with the hope of achieving the award in \_\_\_\_\_, 20\_\_\_\_.

Signed

\_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_

\_\_\_\_\_ (Cryw Cymraeg) Date: \_\_\_\_\_

\_\_\_\_\_ (Welsh coordinator) Date: \_\_\_\_\_

\_\_\_\_\_ (Governor) Date: \_\_\_\_\_

# SIARTER IAITH GYMRAEG



## Resources

A Hwb network has been created for the Cymraeg Campus Language Charter to help you achieve the targets.



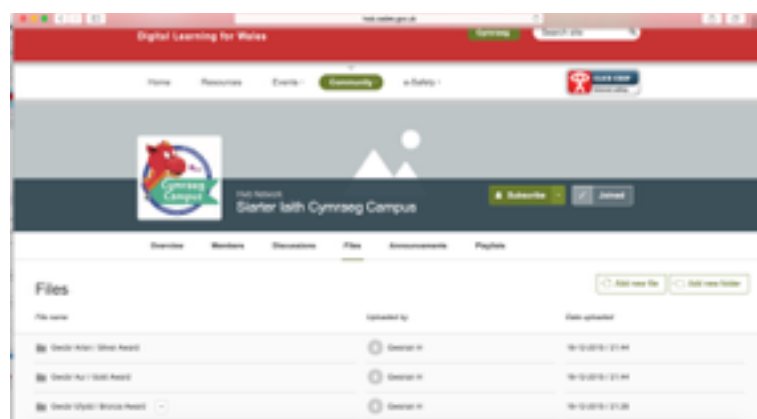
Sign in to Hwb.  
Click on 'Community' and choose 'Hwb networks'.



Type 'Siarter iaith Cymraeg Campus' into the search box and hit search.



Click on the 'Siarter iaith Cymraeg Campus' network. Ask to join the network. Your request will be approved as soon as possible.



When you gain entry to the network, resources will be available in the 'Files' section to help you achieve the targets in each award.

# The Welsh Language in Action



## Good Practices

Workforce

Parents

Vision

Training

Criw Cymraeg

Pupils

Governors

Class / School targets

The journey

Establish the Practice of Speaking Welsh

# ATODIAD APPENDIX



**TARGEDAU**  
**Y WOBR EFYDD**  
BRONZE AWARD TARGETS



**1** A visual Welsh ethos is beginning to be established

**2** A majority of the pupils have an understanding and respect for the culture and language of Wales.

**3** Pupils are beginning to speak Welsh in a variety of situations within their classrooms.

**4** Pupils are beginning to speak Welsh in a variety of situations outside their classrooms.

**5** There is a weekly Welsh assembly

**6** Pupils are encouraged to use Apps and websites to learn Welsh

**7** The school organises some enrichment activities to develop pupils use and enjoyment of Welsh

**8** Welsh guided reading groups are held fortnightly

**9** Aspects of one subject is beginning to be taught through the medium of Welsh

**10** A majority of the pupils have a positive attitude towards learning Welsh



A general Welsh display in classroom.



A Welsh display outside one of the classrooms.



The reception area reflects a contemporary vision of Wales.

An element of Welsh at an appropriate level is visible on other classroom subject displays.



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 materials are labelled in Welsh.

Criw Cymraeg contribute to the school's newsletter reporting on the school's progress with the Language Charter.



The majority of areas inside and outside of the school have Welsh / Bilingual signage.

Welsh is prominent on the school website e.g.

- \*Welsh signage on school website
- \*Links to online activities for parents and children.



School holds a competition to design a 'Croeso' poster which will be displayed around the school.



School's progress in Language Charter's Bronze Award is clearly displayed.





Pupils read factual books which focuses on the concept of 'Welshness'.



Each class has a take home Welsh initiative mascot. A short session is dedicated to questioning the mascot on his return following the exemplar scripts.



Pupils to create a display in a communal area within the school that promotes the advantages of learning Welsh.

Parents are invited to be part of Welsh enrichment activities.



Pupils create posters to encourage other people to speak Welsh e.g.  
'Siaradwch Gymraeg gyda ffrindiau.'  
'Mae Cymraeg yn cŵl.'

Staff attend all designated Welsh courses run by the Local Authority.



Pupils are taught the benefits of learning Welsh.

The school establishes a link with a local school so that the pupils can converse in Welsh via email or video link on a familiar topic.



Pupils have an awareness/ learnt the Welsh National Anthem 'Hen Wlad fy Nhadau'.



Cwricwlwm Cymreig is planned for.





Teaching staff use Everyday Welsh to give basic commands throughout the day.



Support staff use Everyday Welsh to give basic commands throughout the day.



Pupils use Everyday Welsh when expressing basic needs e.g. Ga i fynd i'r tŷ bach os gwelwch yn dda?  
Ga i bensil os gwelwch yn dda?

Support staff use basic commands in Welsh when working with groups of children.



Each class has established the 'Helpwr Heddiw' initiative.

Teachers greet each other in Welsh.



The register and dinner order is taken in Welsh.

Pupils understand and respond to basic Welsh questions and commands.



Teachers write a general marking comment in Welsh in pupils workbooks in most subjects.



The date is written in Welsh on the whiteboard and in pupils workbooks in most subjects.





Pupils use Everyday Welsh when expressing basic needs in the dinner hall e.g. Ga i ginio rhos os gwelwch yn dda?

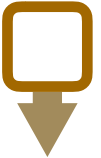


The school holds a themed Welsh afternoon e.g. 'Welsh rugby' for developing the pupils language skills across a range of practical activities e.g. ICT, craft, games etc



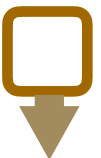
Criw Cymraeg have an interactive display in a communal area to promote the phrase of the week.

Duty staff model Welsh yard games.



Criw Cymraeg to work on one project to promote use of Welsh outside of the classroom e.g. Fruit shop is run in Welsh prepare a 'bocs Cymraeg' for wet play / breakfast club prepare language posters for the dinner hall.

Pupils understand and respond to basic Welsh questions and commands when outside of the classroom.



Teaching staff and support staff use Everyday Welsh to give basic commands outside of the classroom.



Phone calls are answered in Welsh and answerphone message is bilingual.



Pupils greet staff in Welsh.





Criw Cymraeg are responsible for leading a part of the weekly Welsh assembly.



Criw Cymraeg introduce the phrase of the week in the weekly Welsh assembly.



A weekly Welsh assembly is held and all teaching staff attend.

Criw Cymraeg hand out Welsh rewards in the weekly Welsh assembly.



Headteacher and teaching staff use Welsh to greet during every assembly.



A simple prayer is said in Welsh in the weekly Welsh assembly.



Welsh hymns and songs are sung in the weekly Welsh assembly.



Criw Cymraeg greet children and staff as they enter the weekly Welsh assembly.





Pupils make good use of the discussion feature on the Hwb platform to answer simple questions in Welsh.



Install relevant apps on school iPads and pupils can confidently use the apps to check spelling and meaning.



Some main oracy activities completed by pupils are showcased in pupils workbooks using QR codes.

Pupils use cameras / iPads to record oracy activities.



Teachers use Welsh iBooks on an iPad connected to a whiteboard to enhance learning.

Pupils to prepare posters to be displayed around the school that promote Welsh apps.



Pupils have access to and make good use of Welsh apps e.g. Magi Ann, Arthur yr Arth, hAPus, Campau Cosmig.



Pupils use word processing programs to complete written tasks during their Welsh lessons.



A list of suitable Welsh websites is readily available in each class.





The school annually takes part in the Urdd Eisteddfod stage and / or literary competitions for Welsh learners.



The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc.



The school organises Welsh visits e.g. Glan-llyn, Caerdydd to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Christmas cards, calendars, decorated cakes, decorations.



The school annually takes part in the Jambori, Urdd sport activities.

The school runs a lunchtime or after school Welsh club with a variety of activities.



The school occasionally invites Welsh speakers into the school.



The school organises an annual school Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.



Some FPh/KS2 pupils are members of the Urdd.



☐ Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g Cynllun Colegau Cymru Language Mat.



☐ Pupils have regular guided reading sessions and are encouraged to discuss content. Records of these sessions are kept.



☐ The majority of pupils have a secure grasp of the Welsh alphabet/ letter sounds.

☐ 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.



☐ Teachers use Welsh iBooks on an iPad connected to a whiteboard to enhance learning.

☐ FPh pupils read simple stories. KS2 pupils read simple stories to the pupils in the FPh.



☐ Reading material at the appropriate level is available in each classroom.

☐ Pupils are able to answer simple questions about books and express their opinion simply



☐ The school is beginning to create a rich Welsh reading environment e.g.  
\*phrases to discuss books are displayed.

☐ The school has recently undertaken an audit of current resources and has invested in a good range of current and suitable reading books and magazines.





FPh teachers make use of factual books.

KS2 teachers make use of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi...?', 'Patagonia', 'Botswana' etc.



Pupils evaluate their work at an appropriate level, in Welsh, in Areas of Learning/subjects e.g. Art, Design and Technology, Music etc. by using simple patterns e.g. Dw i'n hoffi / Dw i ddim yn hoffi...



Teachers sometimes use cross curricular books and DVD clips as a tool for learning aspects of their topic work in Welsh.

There is evidence of Welsh cross curricular work undertaken in pupils topic and subject workbooks.



Teachers use Welsh across the curriculum keyring cards, posters and language mats to aid pupils to use Welsh across the curriculum.

Pupils have a good grasp of topic terminology in Welsh in a few subjects across the curriculum.



Bilingual opportunities are included in the majority of lesson plans.

Aspects of one Area of Learning /subject e.g. PE or Art is taught through the medium of Welsh in all classes.



An element of Welsh at appropriate level is visible on other classroom thematic /subject displays.





Pupils play a variety of games through the medium of Welsh e.g.

- \* classroom language games
- \* yard games
- \* warm up games during PE lessons
- \* interactive games.



Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- \* Welsh DVD's
- \* Welsh TV programmes
- \* Jamboree.



The school has a termly evolving interactive wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.



The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.

*siaradwr yr wythnos*  
*dosbarth yr wythnos.*



The school uses a variety of ways to reward children and staff for speaking Welsh e.g.

- \* win a place on the Welsh table in the dinner hall
- \* tocyn iaith
- \* team points
- \* certificates.



The school has set up a Criw Cymraeg which leads on developing Welsh in the school.



Welsh stickers or stampers used to reward good work.

Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- \* buying items
- \* ordering food.



Questionnaire shows that the majority of pupils enjoy learning Welsh.





# TARGEDAU Y WOBR ARIAN

SILVER AWARD TARGETS



**1** Welsh is prominent on some displays and signage around the school

**2** Many of the pupils have an understanding and respect for the culture and language of Wales

**3** Pupils are able to speak Welsh in a range of situations within their classrooms

**4** Pupils are able to speak Welsh in a range of situations outside their classrooms

**5** The Criw Cymraeg lead the majority of a weekly Welsh assembly

**6** Pupils make good use of Apps and websites to enhance their learning and enjoyment of Welsh

**7** The school organises a range of enrichment activities to develop pupils use and enjoyment of Welsh

**8** Welsh guided reading groups are held weekly

**9** Aspects of one subject is taught through the medium of Welsh

**10** Many of the pupils have a positive attitude towards learning Welsh



Welsh display in classroom linked to current topic.



Welsh displays outside classrooms.



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

Welsh is clearly visible at an appropriate level on many displays.



Welsh is prominently displayed around the classroom e.g.  
 \* welcome poster on the door  
 \* most of areas named in Welsh  
 \* most of materials labelled in Welsh.

Criw Cymraeg contribute to the school's newsletter reporting on Welsh activities and the school's progress with the Language Charter.



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

Welsh is prominent on the school website e.g.

- \* Welsh signage on school website
- \* Links to online activities for parents and children.
- \* Examples of Welsh activities undertaken in classrooms.
- \* Photos and videos of Welsh celebrations and activities.



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



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





Pupils to watch online resources to raise an awareness of their Welsh identity.



Each class has a take home Welsh initiative mascot whose news is recorded at the appropriate level in his/her diary.



Pupils to create an iBook that includes text, photos and short videos to promote the advantages of learning Welsh.

Parents are invited to view teachers introducing Welsh activities.



Pupils create a poster about the advantages of learning Welsh.

The school is taking advantage of sabbatical courses for teachers and support staff to further their Welsh language skills.



Pupils can confidently converse about the benefits of learning Welsh.

The school establishes a link with a Welsh medium school / Welsh stream within a school so that the pupils can for example take part in an art lessons via video link.



Pupils can confidently sing the Welsh National Anthem and some traditional Welsh songs.



Cwricwlwm Cymreig is clearly planned for in the Areas of Learning / subjects.





Teaching staff take advantage of every opportunity to use Everyday Welsh.



Support staff take advantage of every opportunity to use Everyday Welsh.



Pupils use more challenging Welsh phrases when expressing need e.g.  
Ga i fenthyg...  
Ga i nôl...  
Ga i ddefnyddio...

Support staff take advantage of every opportunity to use Everyday Welsh when working with groups of children.



Each class uses the 'Helpwr Heddiw' initiative during registration.

Teachers greet and ask each other basic questions in Welsh.



Teachers and pupils follow a script for example to discuss the weather, days of the week etc.

Pupils understand and respond to more complex Welsh questions and commands.



Teachers write a general marking comment in Welsh in pupils workbooks in the majority of subjects.



The date is written in Welsh on the whiteboard and in pupils workbooks in the majority of subjects.





Dinner staff use basic Welsh when serving children e.g.

Beth wyt ti eisiau?

Wyt ti eisiau...?



The school holds a termly themed Welsh afternoon for developing the pupils language skills across a range of practical activities e.g. ICT, craft, games etc.



Criw Cymraeg to establish a hotspot e.g. Pod Siarad / Cornel Clebran, during break times where pupils are rewarded for holding a simple conversation in Welsh with a Criw Cymraeg member.

Criw Cymraeg and staff to model Welsh yard games.



Criw Cymraeg to work on two projects to promote use of Welsh outside of the classroom e.g. Fruit shop is run in Welsh prepare a 'bocs Cymraeg' for wet play / breakfast club prepare language posters for the dinner hall.

Pupils understand and respond to more complex Welsh questions and commands when outside of the classroom.



Teaching staff and support staff take advantage of every opportunity to use Everyday Welsh outside of the classroom.



Phone calls are answered in Welsh and answerphone message is bilingual.



Staff and pupils welcome visitors in Welsh.





Criw Cymraeg are responsible for leading the majority of the weekly Welsh assembly.



Criw Cymraeg introduce the phrase of the week in the weekly Welsh assembly and model how it can be used.



Headteacher and teaching staff greet and use basic Welsh commands during every assembly.

Criw Cymraeg hand out Welsh rewards in the weekly Welsh assembly.



Criw Cymraeg introduce and lead the Welsh prayer using basic phrases in the weekly Welsh assembly.

Classes take it in turns to showcase short dramas, role plays, storytelling during the weekly Welsh assembly.



Criw Cymraeg introduce and lead Welsh hymns and songs using basic phrases in the weekly Welsh assembly.



Criw Cymraeg greet children and staff and Welsh music is played whilst children enter and exit the weekly Welsh assembly.



A weekly Welsh assembly is held and all teaching staff attend.





Pupils make good use of the discussion feature on the Hwb platform to express opinion on different subjects in Welsh.



Install relevant apps on school iPads and pupils can confidently use the apps to check spelling and meaning.



Most oracy activities completed by pupils are showcased in pupils workbooks using QR codes.

Pupils use cameras / iPads to record oracy activities and use programs e.g iMovie or Windows Movie Maker to edit clips to create short movies.



Pupils have access to iBooks on school iPads to enhance their learning.

Pupils prepare a pamphlet presenting information on Welsh apps and mainstream apps that can be used in Welsh.



Pupils have access to and make good use of Welsh apps e.g. Alun yr Arth, hAPus, Campau Cosmig. They also use mainstream apps in Welsh e.g puppetpals, sock puppets, to enhance their learning.



Pupils use word processing programs to complete a range of written tasks using different formats during their Welsh lessons.



A list of suitable Welsh websites is readily available in each class.





The school annually takes part in the Urdd Eisteddfod stage and/or literary competitions for Welsh learners.



The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc.



The school organises Welsh visits e.g. Caerdydd, Glan-llyn, etc to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Christmas cards, calendars, decorated cakes, decorations.



The school annually takes part in the Jambori / Urdd sport activities.

The school runs a lunchtime or after school Welsh club with a variety of activities.



The school regularly invites Welsh speakers into the school.



The school organises an annual school Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.



The majority of FPh/KS2 pupils are members of the Urdd.





Pupils have regular guided reading sessions and are encouraged to discuss content. Records of these sessions are kept.



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.



Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g Cynllun Colegau Cymru Language Mat.

Year 2 & 6 pupils conduct guided reading sessions with younger pupils.



Most pupils have a secure grasp of the Welsh alphabet.

Each pupil has an individual Welsh reading book and has a record of books read.



Pupils have access to iBooks on school iPads to enhance their learning.

Pupils are able to ask and answer a range of questions about books and express their opinion.



The school creates a rich Welsh reading environment e.g.  
 \*school library has a Welsh section  
 \*phrases to discuss books are displayed  
 \*Welsh dictionaries are available.



The school has recently undertaken an audit of current resources and has invested in a good range of current and suitable reading books and magazines.





FPh teachers make use of factual books

KS2 teachers regularly make good use of a range of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi...?', 'Patagonia', 'Botswana' etc.



Pupils evaluate their work at an appropriate level, in Welsh, in Areas of Learning/subjects e.g. Art, Design and Technology, Music etc by using familiar patterns e.g. Dw i'n meddwl bod...



Teachers regularly use cross curricular Welsh resources, books and DVD clips as a tool for learning aspects of their topic work in Welsh.

There is evidence of Welsh cross-curricular work undertaken in pupils topic and subject workbooks.



Teachers use Welsh across the curriculum to aid pupils to use Welsh across the curriculum e.g. keyring cards, posters and language mats.

Pupils have a good grasp of subject terminology in Welsh in the majority of subjects across the curriculum.



Bilingual opportunities are included in most lesson plans.

Aspects of one Area of Learning / subject e.g. P.E or Art is taught through the medium of Welsh in all classes.



Welsh is clearly visible at an appropriate level on many displays.





Pupils play a variety of games through the medium of Welsh e.g.

- \* classroom language games
- \* yard games
- \* warm up games during PE lessons
- \* interactive games.



Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- \* Welsh DVD's
- \* Welsh TV programmes
- \* Jamboree
- \* drama workshop
- \* arts project



The school has a half termly evolving interactive wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.



The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.

*siaradwr yr wythnos*  
*dosbarth yr wythnos.*

Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- \* buying items
- \* ordering food.



The school uses a variety of ways to reward children and staff for speaking Welsh e.g.

- \* win a place on the Welsh table in the dinner hall
- \* tocyn iaith
- \* team points
- \* certificates.

Questionnaire shows that most pupils enjoy learning Welsh.



The school has an active Criw Cymraeg which leads on developing Welsh in the school.



Welsh stickers or stampers used to reward good work. Teachers use a bank of simple marking comments in Welsh.





# TARGEDAU Y WOBR AUR

GOLD AWARD TARGETS



**1** There is an extensive use of Welsh in displays and signage around the school

**2** Most of the pupils have an understanding and respect for the culture and language of Wales and are aware of the advantages of learning Welsh

**3** Pupils are able to speak Welsh confidently in a range of situations within their classrooms

**4** Pupils are able to speak Welsh confidently in a range of situations outside their classrooms

**5** The Criw Cymraeg lead nearly all of the weekly Welsh assembly

**6** Pupils make extensive use of Apps and websites to enhance their learning and enjoyment of Welsh

**7** The school continuously organises an increasing range of enrichment activities

**8** Pupils have individual Welsh reading books and continue to have regular guided reading sessions

**9** Aspects of two subjects are taught through the medium of Welsh

**10** Nearly all pupils have a positive attitude towards learning Welsh

☐ Interactive Welsh displays outside classrooms.



Welsh is clearly visible on nearly all other displays using interactive features e.g. recordable buttons and QR codes.



☐ Interactive Welsh display in classroom linked to current topic.

Criw Cymraeg are responsible for creating a termly video message to be displayed in school reception and shared with parents which reports on Welsh activities and the school's progress with the Language Charter.



☐ Communal areas reflect a contemporary vision of Wales.

☐ Welsh is prominently displayed around the classroom e.g.  
 \* welcome poster on the door  
 \* nearly all areas are named in Welsh  
 \* nearly all materials are labelled in Welsh.

Welsh is prominent on the school website e.g.

- \*Welsh signage on school website
- \*Links to online activities for parents and children
- \*Examples of Welsh activities undertaken in classrooms
- \*A list of language patterns relating to current topic studied in each class
- \*News stories including photos and videos of Welsh celebrations and activities
- \*Welsh blog.



☐ Nearly all areas inside and outside of the school have Welsh / Bilingual signage.

☐ Parent information board has the weekly Welsh phrase clearly displayed and aims to teach parents Welsh to use with their children.

☐ School's progress in Language Charter's Gold Award is clearly displayed.





Pupils to create a video about the advantages of learning Welsh.



Each class has a take home Welsh initiative mascot whose diary is completed using the HWB platform.



Pupils to create a display in a community used building e.g. leisure centre, community centre, that promotes the advantages of learning Welsh.

School holds a yearly event where parents are invited to view teachers introducing Welsh activities.



Pupils create a pamphlet about the advantages of learning Welsh to be shared with the wider community.

The school has a support and development plan for each member of staff that has attended a Welsh sabbatical to fully utilise their skills.



Pupils have independently researched the benefits of learning Welsh and can confidently relay the main messages.

The school establishes a link with a Welsh medium school / Welsh stream within a school to participate in some activities through the medium of Welsh.



Pupils can confidently sing the Welsh National Anthem 'Hen Wlad fy Nhadau' and a wide range of traditional Welsh songs.



Cwricwlwm Cymreig is clearly planned for across all subjects and is a strong feature within the school.



☐ Teaching staff confidently and consistently use Welsh throughout the day.



☐ Support staff confidently use Everyday Welsh throughout the day.



☐ Pupils use Welsh when expressing need using more complex phrases e.g.  
*\*Ga i newid fy llyfr darllen os gwelwch yn dda?*  
*\*Ga i eistedd wrth Sam os gwelwch yn dda?*  
*\*Ga i orffen fy ngwaith Celf os gwelwch yn dda?*

☐ Support staff confidently use Everyday Welsh when working with groups of children.



☐ Each class uses the 'Helpwr Heddiw' initiative in a range of situations throughout the day.

☐ Teachers use Welsh to communicate with other staff when appropriate.



☐ Teachers and pupils use a range of language patterns during registration e.g. Cwestiynau Cofrestr and reasons for absence.

☐ Pupils confidently and consistently use Everyday Welsh without being prompted and respond to a range of complex questions and commands in different situations.



☐ Teachers write a general marking comment in Welsh in pupils workbooks in nearly all subjects.

☐ The date is written in Welsh on the whiteboard and in pupils workbooks in nearly all subjects.





Pupils and dinner staff confidently and consistently use Welsh in the dinner hall.



The school holds a Welsh enrichment week with a variety of Welsh and Curriculum Cymreig activities throughout the week.



Criw Cymraeg have a range of initiatives for pupils to use Welsh independently outside of the classroom.

Pupils play yard games in Welsh independently.



Criw Cymraeg to work on a range of different projects to promote use of Welsh outside of the classroom.

Pupils confidently and consistently use Everyday Welsh without being prompted.



Teaching staff and support staff confidently and consistently use Welsh in a range of situations outside of the classroom throughout the day.



Phone calls are answered in Welsh and answerphone message is bilingual.



Staff and pupils greet, welcome and thank all visitors in Welsh.



☐ Criw Cymraeg are responsible for leading nearly all of the weekly Welsh assembly.



☐ Criw Cymraeg introduce the phrase of the week and model how it can be used in the weekly Welsh assembly. Children are given the opportunity to practise and exemplify its use.



☐ Headteacher and teaching staff greet and use more complex Welsh phrases and questions during every assembly.

☐ Criw Cymraeg hand out Welsh rewards in the weekly Welsh assembly.



☐ Criw Cymraeg introduce and lead the Lord's prayer in Welsh using a range of more complex phrases in the weekly Welsh assembly.

☐ A moral story is introduced in Welsh in the weekly Welsh assembly.



☐ Criw Cymraeg introduce and lead Welsh hymns and songs using more complex phrases in the weekly Welsh assembly.

☐ Classes take it in turns to showcase short dramas, role plays, storytelling during the weekly Welsh assembly.



☐ Criw Cymraeg choose Welsh songs to be played as children enter and exit the weekly Welsh assembly.

☐ A weekly Welsh assembly is held and all staff attend.





Pupils use the HWB platform to complete Welsh homework tasks.



'Ap Geiriaduron' is installed on school iPads and pupils can confidently use the app to check spelling and meaning.



Nearly all main oracy activities completed by pupils are showcased in pupils workbooks using QR codes. QR codes are also used to showcase Welsh work and projects on the school website, newsletter etc.

Pupils create short Welsh video lessons which can be shared with pupils and parents by creating QR codes.



Pupils create iBooks for different audiences.

Pupils to offer short sessions to parents on Welsh apps and mainstream apps that can be used in Welsh.



MKOs (More Knowledgeable others) teach younger pupils to use Welsh apps and mainstream apps in Welsh.



Pupils use ICT programs e.g Office 365, Word, PowerPoint, data programs etc to complete a range of tasks using different formats during their Welsh lessons.



A list of suitable Welsh websites is readily available in each class.





The school annually takes part in the Urdd Eisteddfod stage and/or literary competitions for Welsh learners.



The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc.



The school organises Welsh visits e.g. Caerdydd, Glan-llyn, etc to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Christmas cards, calendars, decorated cakes, decorations



The school annually takes part in the Jambori, Urdd sport activities.

The school holds a Welsh enrichment week with a variety of Welsh and Curriculum Cymreig activities throughout the week.



The school regularly invites Welsh speakers into the school.

The schools runs a lunchtime or after school Welsh club with a variety of activities.



The school organises an annual school Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.



Most FPh/KS2 pupils are members of the Urdd.



☐ Pupils lead reciprocal reading sessions to discuss, predict, summarise content read.



☐ 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.



☐ Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g Cynllun Colegau Cymru Language Mat.

☐ Pupils create reading material for a range of audiences using a range of mediums.



☐ Nearly all pupils have a secure grasp of the Welsh alphabet.

☐ Each pupil has an individual Welsh reading book, is able to discuss content and has a record of books read.



☐ Pupils create iBooks for different audiences.

☐ Pupils are able to discuss books confidently in Welsh showing an understanding of the main ideas, events and characters and expressing their opinion.



☐ The school has created a rich Welsh reading environment e.g.  
 \*school library has a Welsh section  
 \*Welsh book reports are displayed around the school  
 \*phrases to discuss books are displayed  
 \*Welsh dictionaries are available.

☐ The school has recently undertaken an audit of current resources and has invested in a good range of current and suitable reading books and magazines.





FPh pupils make use of factual books.

KS2 pupils use a range of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi...?', 'Patagonia', 'Botswana' as reading material for group reading.



Pupils evaluate their work at an appropriate level in Welsh in subjects e.g. Art, Design and Technology, Music etc by using a variety of more complex phrases e.g. Dw i'n meddwl bod..., Yn fy marn i..., Mae'n well gen i... and giving reasons to explain their ideas.



Teachers have mapped out the use of cross curricular Welsh resources across all year groups as a tool for learning aspects of their topic work in Welsh.

Evidence of Welsh cross-curricular work completed is available in pupils topic and subject workbooks.



Teachers use Welsh across the curriculum to aid pupils to use Welsh across the curriculum keyring cards, posters and language mats

Pupils have a good grasp of subject terminology in Welsh in most subjects across the curriculum.



Bilingual opportunities are included in nearly all lesson plans.

Aspects of two subjects e.g. P.E and Art are taught through the medium of Welsh in all classes.



An element of Welsh at appropriate level is displayed on nearly all classroom topic / subject displays.



☐ Pupils play a variety of games through the medium of Welsh e.g.

- \* classroom language games
- \* yard games
- \* warm up games during PE lessons
- \* interactive games.



☐ Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- \* Welsh DVD's
- \* Welsh TV programmes
- \* Jamboree
- \* Theatrical experiences
- \* drama workshop
- \* arts project
- \* activities at an adventure centre.



☐ The school has a constantly evolving interactive wall where pupils respond in Welsh to questions asked by teachers or the Criw Cymraeg.

☐ The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.  
*siaradwr yr wythnos*  
*dosbarth yr wythnos.*

☐ Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- \* buying items
- \* ordering food.



☐ The school uses a variety of ways to reward children and staff for speaking Welsh e.g.  
\* win a place on the Welsh table in the dinner hall  
\* tocyn iaith  
\* team points  
\* certificates.

☐ Questionnaire shows that nearly all pupils enjoy learning Welsh.

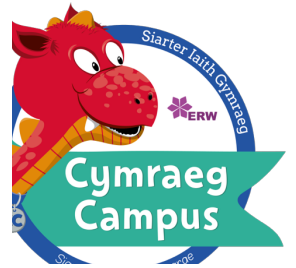


☐ The school has an active Criw Cymraeg which leads on developing Welsh in the school.

☐ Welsh stickers or stampers used to reward good work. Teachers use a bank of simple marking comments in Welsh.



SIARTER IAITH GYMRAEG



If you have any further questions please contact:

Conwy Welsh Advisory Team

or

Denbighshire Welsh Advisory Team

*Thank you to Canolfan Peniarth for designing our mascot and logo.*

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