

Cynllun Datblygu'r Ysgol

School Development Plan

2025-2026

Fersiwn wedi'i Ddiweddaru / *Version Updated: 10/12/2025*



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Sail a Diben Ein Datblygiad a Gwelliant / *The Foundation and Aims of Our Development and Improvement*

Sail gref ar gyfer safonau academiaidd a lles
A firm foundation for academic and wellbeing standards

Dysgwyr angerddol
Fired up learners

Lledaenu gorwelion a pharatoi disgyblion ar gyfer bywyd
Expanding horizons and preparing children for life

Darparu profiadau a chyfleoedd cyfoethog
Rich learning experiences and opportunities

Bachu ar gyfleoedd arloesi
Grasping chances for innovation

Ymfalchïo yn ein Cymreictod, iaith, hunaniaeth a threftadaeth
Loving our Welshness, language, identity and heritage

Cynnu tân dwerder, chwilfrydedd a chymhelliant
Lighting the fire of bravery, curiosity and motivation

Cenhedaeth gref sy'n agor drysau
A strong mission that opens doors

Teulu caredig ac uchelgeisiol
Kind and ambitious family



Cefndir yr Ysgol / *The School's Background*

Agorodd Ysgol Panteg ei drysau ym mis Medi 2010 ar y safle wreiddiol ar Stryd Rhydychen yn Griffithstown gyda 36 o blant. Plannodd y plant hyn 36 o fylbiau cennin pedr sy'n cael eu cynrychioli gan y 36 cenhinen bedr ar fathodyn yr ysgol. Wrth i'r ysgol dyfu lleolwyd Ysgol Panteg ar ddau safle yn Griffithstown a Kemys Fawr, Sebastopol. Ers mis Chwefror 2017, rydym wedi ein lleoli ar ein safle bresennol ar Heol yr Orsaf. Ar hyn o bryd mae gennym dros 400 o ddisgyblion yn hannu o ardal Pont-y-Pŵl, Griffithstown, New Inn a Sebastopol. Mae'r disgyblion yn mwynhau ac yn profi addysg gyfrwng Cymraeg a chyfoeth o brofiadau cyffrous. Ein amcanion yw:

- Creu amgylchedd croesawgar a diogel lle mae plant, staff a'r rhieni'n hyderus ac yn llawn cymhelliant;
- Sicrhau bod pob plentyn yn teimlo ei fod yn cael ei gynnwys, ei werthfawrogi a'i barchu waeth beth fo'u gallu, rhyw, anabledd, ethnigrwydd, crefydd, cefndir teuluol, diwylliant neu iaith y cartref;
- Annog plant i wneud eu gorau glas, gan sicrhau bod y heriau addysgu'n gwella sgiliau a hunan-hyder plant;
- Rhoi amser i blant siarad am eu dysgu ag oedolion ac i blant eraill;
- Darparu profiadau dysgu sy'n meithrin creadigrwydd, brwdfrydedd a chwilfrydedd plant;
- Darparu profiadau dysgu sy'n meithrin hunan-barch a helpu plant i ddatblygu perthnasoedd cadarnhaol ag eraill yn yr ysgol ac yn y gymuned ehangach;
- Helpu plant i ddatblygu i fod yn ddinasyddion dibynadwy, annibynnol a chadarnhaol;
- Ein nod yw sicrhau bod pob plentyn yn ein gadael yn unigolion hyderus yn credu ynddo'i hun ond yn dangos parch at eraill a ffurfio a chynnal perthnasoedd ag eraill plant ac oedolion.

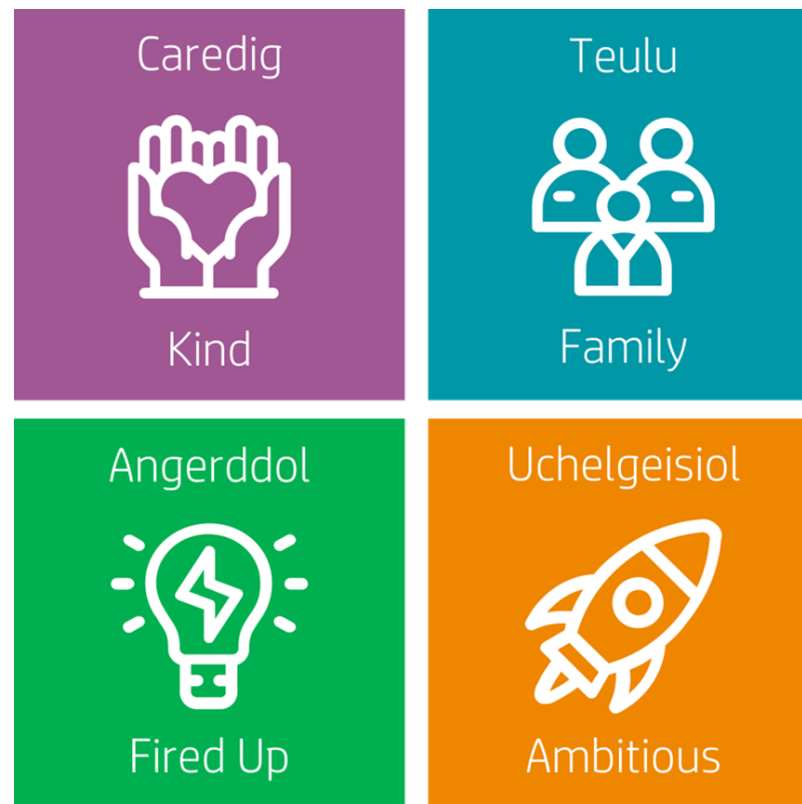
Ysgol Panteg opened its doors in September 2010 on the original site on Oxford Street in Griffithstown with 36 children. These children planted 36 daffodil bulbs which are represented by the 36 daffodils on the school badge. As the school grew Ysgol Panteg was then situated on two sites in Griffithstown and Kemys Fawr, Sebastopol. Since February 2017, we have been located on our fantastic site on Station Road. At present we have over 400 pupils coming from the Pontypool, Griffithstown, New Inn and Sebastopol area all enjoying and experiencing Welsh medium education and a wealth of exciting experiences. Our aims are:

- To create a welcoming and secure environment where children, staff and parents are confident and motivated;
- To ensure that all children feel included, valued and respected regardless of their ability, gender, disability, ethnicity, religion, family background, culture or home language;
- To encourage children to do their 'very best', ensuring that the teaching challenges each and every child to enhance their skills and self-confidence;
- To give children time to talk about their learning to adults and other children;
- To provide learning experiences which foster children's creativity, enthusiasm and curiosity;
- To provide learning experiences which foster self-esteem and help children to develop positive relationships with others both within the school and in the wider community;
- To help children develop into reliable, independent and positive citizens;
- Our aim is to ensure that every child leaves us as a confident individual, believing in themselves and showing respect and concern for others.

Pedwar Panteg / *The Panteg Four*

Yn sail i bwrpas ein hysgol, fel yr amlinellir yn ein arwyddair ('Meithrin Meddyliau Craff'), mae pedwar bloc adeiladu – dyma ein gwerthoedd. Fel ysgol, rydym am fyw ac anadlu'r pedwar gwerth craidd hyn a dal ein hunain atynt fel ein nodau a'n dyheadau. Gyda'n gilydd mae'n rhaid i ni ymrwymo i fod yn **garedig** wrth ein gilydd ac yn **deulu** cyd-gefnogol. Rhaid inni ymrwymo i fod yn **angerddol** gyda chymhelliant i ddysgu a sicrhau lles pob aelod o'n cymuned. Rhaid i ni fod yn **uchelgeisiol** a mynnu ar disgwyliadau uchel ar gyfer y gymuned hon, yr ysgol hon a phob unigolyn.

Underpinning our school's purpose, as outlined in our motto ('Meithrin Meddyliau Craff' – 'Nurturing Sharp Minds'), there are four building blocks – these are our values. As a school, we want to live and breathe these four core values and hold ourselves to them as our aims and aspirations. Together we must commit to being **kind** to one another and a co-supportive **family**. We must commit to being fired up with motivation for learning, the Welsh language and ensuring the wellbeing of all members of our community. We must be **ambitious** and hold high expectations for this community, this school and each and every individual.



Caredig



Kind

Yn Ysgol Panteg, rydyn ni'n garedig sy'n meddwl:

- rydyn ni'n gefnogol;
- rydyn ni'n dangos parch tuag at bawb a phopeth sydd o'n cwmpas;
- rydyn ni'n gwrtais;
- rydyn ni'n feddylgar;
- rydyn ni'n empathetig;
- rydyn ni'n gwrandio ar ein gilydd;
- rydyn ni'n trin pawb yn deg;
- rydyn ni'n dangos ymrwymiad at bobl eraill a'u cynnwys;
- rydyn ni'n deall bod pawb yn werthfawr;
- rydyn ni'n gofalu am ein hunain ac eraill;
- rydyn ni'n dathlu ein gwahaniaethau, ein cryfderau a'n unigolrwydd.

At Ysgol Panteg, we are kind which means:

- we are supportive;
- we show respect for everyone and everything around us;
- we are polite;
- we are thoughtful;
- we are empathetic;
- we listen to each other;
- we treat everyone fairly;
- we show commitment to others and include them;
- we understand that everyone is valuable;
- we look after ourselves and others; we celebrate our differences, strengths and individuality.

Teulu



Family

Yn Ysgol Panteg, rydyn ni'n deuluol sy'n meddwl:

- rydyn ni'n ofalgar o eraill a'n hunain;
- rydyn ni'n gynnes tuag at ein gilydd;
- rydyn ni'n ymfalchïo yn ein Cymreictod a'n hiaith;
- rydyn ni'n cyfrannu at y gymuned ehangach;
- rydyn ni'n deall bod gan pob person llais a'r hawl i gael i'w clywed;
- rydyn ni'n cydweithio ac yn deall gyda'n gilydd gallwn gorchfygu unrhyw her;
- rydyn ni'n magu hyder trwy rhwyngweithio;
- rydyn ni'n cymuned cyd-ddibynnol hapus ac angerddol;
- rydyn ni'n gyfeillgar a chroesawgar.

At Ysgol Panteg, we are a family which means that:

- we are caring of others and ourselves;
- we are warm towards each other;
- we take pride in our Welshness and our language;
- we contribute to the wider community;
- we understand that every person has a voice and they have the right to be listened to;
- we work together and understand together we can overcome almost any challenge;
- we build confidence through interacting and working together;
- we are a happy and 'fired up' interdependent community;
- we are friendly and welcoming.

Angerddol



Fired Up

Yn Ysgol Panteg, rydyn ni'n angerddol sy'n meddwl:

- rydyn ni'n meddu ar tân yn ein boliau dros ein hiaith, ein haddysg a theulu Panteg;
- rydyn ni'n parchu bod pawb yn wahanol ac yn unigryw;
- rydyn ni'n benderfynol fe fydd tegwch i bawb ar bob achlysur;
- rydyn ni'n herio stereoteipiau;
- rydyn ni'n benderfynol bydd pawb yn llwyddiannus;
- rydyn ni'n frwd ac yn awyddus i cyd-lwyddo ym mhob maes ag ymdrechwn;
- rydyn ni'n mwynhau dysgu ac yn dysgwyr gydol oes.

At Ysgol Panteg, we are 'fired up' because:

- we have a fire in our hearts for our language, our education and the family of Panteg family;
- we respect everyone as different and unique;
- we are determined that there will always be fairness for all;
- we challenge stereotypes;
- we are determined that everyone will be successful;
- we are passionate and keen to achieve success in all areas we strive for;
- we enjoy learning and are lifelong learners.

Uchelgeisiol



Ambitious

Yn Ysgol Panteg, rydyn yn uchelgeisiol sy'n meddwl:

- rydyn ni'n herio'n hunain i wella;
- rydyn ni'n dangos gwydnwch wrth ddelio gyda sefyllfaoedd anghyffredin neu anodd;
- rydyn ni'n cymryd balchder yn ein gwaith;
- rydyn ni'n mentro yn ein dysgu ac yn trio pethau newydd, arloesol;
- rydyn ni'n benderfynol i ddyfalbarhau gyda ein gwaith nes ein bod ni'n llwyddo;
- rydyn ni'n gweithio'n annibynnol gan feddwl dros ein hunain;
- rydyn ni'n gweithio fel rhan o dimoedd a theulu ehangach Panteg;
- rydyn ni'n ymwybodol o'n targedau ac yn gweithio arnyn nhw yn rheolaidd.

At Ysgol Panteg, we are ambitious which means:

- *we challenge ourselves to improve;*
- *we show resilience in dealing with unfamiliar or difficult situations;*
- *we take pride in our work;*
- *we take sensible risks in our learning and try new, innovative things;*
- *we are determined to persevere with our work until we succeed;*
- *we work independently and think for ourselves;*
- *we work as part of a team and wider Panteg family;*
- *we are aware of our targets and consistently work on them.*

Trosolwg o Ddadansoddiad Cynllun Datblygu'r Ysgol 2024-2025 / Overview of the School Development Plan Analysis 2024-2025

Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
1. Datblygu Annibyniaeth Plant Ymhellach / Further Develop Children's Independence	1.1. Gwella'r Defnydd o'n Fframwaith Pwrpasol/ Enhancing the Use of Our Bespoke Framework	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	1.2. Datblygu Darpariaeth Meysydd Dysgu / Developing Provision Learning Areas	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	1.3. Darparu Mwy o Gyfleoedd Dysgu Creadigol / Providing Increased Creative Learning Opportunities	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
Nod y targed hwn oedd gwella annibyniaeth plant drwy fireinio a gwreiddio ein fframwaith annibyniaeth pwrpasol, ochr yn ochr â datblygiadau mewn meysydd dysgu darpariaeth a chynyddu cyfleoedd dysgu creadigol. O'r cychwyn cyntaf, adolygodd a mireiniodd y Tasglu Annibyniaeth iaith y fframwaith, gan sicrhau bod yr eirfa a'r enghreifftiau a ddefnyddir yn briodol i oedran ac yn cyd-fynd yn agos â gwerthoedd ein hysgol. Mae'r deunyddiau fframwaith wedi'u diweddarau—yn amrywio o bosteri ystafell ddosbarth i fersiynau symlach ar gyfer plant—bellach wedi'u lledaenu ymhlith staff addysgu a chymorth, gyda dolenni adborth strwythuredig wedi'u hymgorffori mewn arsylwadau gwersi arferol a sesiynau datblygiad proffesiynol. Mae tystiolaeth a gasglwyd o grwpiau ffocws disgyblion, gwerthusiadau asesu sylfaenol, ac arsylwadau ystafell ddosbarth yn dangos yn gyson bod plant bellach yn defnyddio geirfa'r fframwaith yn eu gwaith, gan ddangos sgiliau hunanwerthuso gwell a mwy o wydnwch yn eu prosesau dysgu. Er enghraifft, mae athrawon yn adrodd bod disgyblion yng Ngham Cynnydd 1 yn cyfeirio at y fframwaith i osod amcanion dysgu clir, tra bod disgyblion hŷn yng Nghamau Cynnydd 2 a 3 wedi esblygu i gymhwyso strategaethau hunanasesu. Mae'r integreiddio cydlynol hwn nid yn unig wedi rhoi hwb i hyder disgyblion ond hefyd wedi annog diwylliant lle mae annibyniaeth yn cael ei dathlu fel canlyniad dysgu ac arfer o ddydd i ddydd. Mae partneriaethau â chyrrff allanol fel y Gwasanaeth Cyflawni Addysg wedi atgyfnerthu llwyddiant y targed hwn ymhellach. Mae sesiynau hyfforddi a gweithdai cydweithredol wedi ein galluogi i rannu ein harferion ag ysgolion eraill, ac mae'r adborth a gafwyd wedi tanlinellu effaith gadarnhaol y fframwaith. Yn ogystal, mae'r defnydd o strategaethau ymarferol—megis "3 o'm blaen i" neu'r model graddol "Dw i'n gwneud, rydyn ni'n gwneud, ti'n gwneud"—wedi cynorthwyo staff i fodelu annibyniaeth wrth ganiatáu i ddisgyblion arbrofi gyda gwneud penderfyniadau mewn amgylchedd cefnogol. Mae monitro parhaus wedi dangos gwelliant amlwg mewn ymgysylltiad disgyblion, ac mae'r fframwaith annibyniaeth bellach yn bwynt cyfeirio hanfodol wrth gynllunio gwersi a chyflwyno'r cwricwlwm. Ar ben hynny, mae'r defnydd o offer myfyriol fel llyfrau lloffion a phortffolios digidol yn dal eiliadau dilys pan fydd plant yn cymryd cyfrifoldeb am eu dysgu, gan gadarnhau cynnydd ymhellach. Yn ei hanfod, mae cymhwysiad ymarferol y fframwaith yn amlwg mewn ystafelloedd dosbarth, gydag athrawon yn ei integreiddio i weithgareddau thematig a phrosiectau creadigol sy'n meithrin profiad dysgu cyflawn, hunanreoleiddiedig.		

Ar y cyfan, mae'r cynnydd tuag at Darged 1 yn dda iawn. Nid newidiadau arwynebol yn unig yw'r gwelliannau, ond symudiad tuag at feithrin dysgwyr annibynnol a gwydn. Mae tystiolaeth gyson o arsylwadau gwersi, adborth athrawon ac asesiadau disgyblion yn cadarnhau bod ein ffocws strategol yn dechrau cynhyrchu'r canlyniadau dymunol. Mae'r targed hwn wedi'i gyrraedd yn llawn, gyda monitro parhaus yn sicrhau y bydd y fframwaith yn cael ei fireinio'n addasol i ddiwallu anghenion y dyfodol wrth gynnal ei lwyddiannau presennol.

This target aimed to enhance children's independence through the refinement and embedding of our bespoke independence framework, alongside developments in provision learning areas and increased creative learning opportunities. From the outset, the Independence Task Force reviewed and refined the framework's language, ensuring that the vocabulary and examples used are age-appropriate and closely aligned with our school values. The updated framework materials—ranging from classroom posters to simplified versions for children—have now been disseminated among teaching and support staff, with structured feedback loops incorporated into routine lesson observations and professional development sessions.

Evidence gathered from pupil focus groups, baseline assessment evaluations, and classroom observations consistently indicates that children now use the framework's vocabulary in their work, demonstrating enhanced self-evaluation skills and increased resilience in their learning processes. For example, teachers report that pupils in Progress Step 1 reference the framework to set clear learning objectives, while older pupils in Progress Steps 2 and 3 have evolved to apply self-assessment strategies. This coherent integration has not only boosted pupil confidence but also encouraged a culture where independence is celebrated as both a learning outcome and a day-to-day practice.

Partnerships with external bodies such as the EAS have further reinforced this target's success. Training sessions and collaborative workshops have allowed us to share our practices with other schools, and the feedback obtained has underlined the framework's positive impact. Additionally, the use of practical strategies—such as "3 before me" or the gradual "I do, we do, you do" model—has aided staff to model independence while allowing pupils to experiment with decision-making in a supportive environment. Continuous monitoring has shown a marked improvement in pupil engagement, and the independence framework is now a staple reference point in lesson planning and curriculum delivery.

Moreover, the use of reflective tools like scrapbooks and digital portfolios captures authentic moments when children take responsibility for their learning, further substantiating progress. In essence, the framework's practical application is evident in classrooms, with teachers integrating it into thematic activities and creative projects that foster a well-rounded, self-regulated learning experience.

Overall, the progress towards Target 1 is very good. The improvements are not merely surface-level changes, but a shift towards nurturing independent, resilient learners. Consistent evidence from lesson observations, teacher feedback, and pupil assessments confirms that our strategic focus is beginning to yield the desired outcomes. This target is fully met, with ongoing monitoring ensuring that the framework will be adaptively refined to meet future needs while sustaining its current successes.

Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
2. Ffocws ar Wella Uwch Sgiliau mewn Llythrennedd / Focus on Improving Higher Order Skills in Literacy	2.1. Ddarparu Cyfleoedd Llafaredd Cyfoethog ac Ystyrlon / Providing Rich and Meaningful Oracy Opportunities	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	2.2 Dadansoddi Testunau Darllen / Analysis of Reading Texts	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	2.3. Gweithio tuag at Wobr Aur Athroniaeth i Blant / Working towards the Gold Philosophy for Children Award	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
Canolbwyntiodd ein hail darged ar wella sgiliau llythrennedd uwch plant drwy ddarparu profiadau llafaredd cyfoethog ac ystyrlon, dadansoddi testun dwfn, a thrwy weithio tuag at ein Gwobr Athroniaeth Aur i Blant. Yn ganolog i'r targed hwn oedd cyflwyno gwefan ddarllen Darllen & Co ar draws Blynnyddoedd 2 ac uwch. Cafodd yr heriau cychwynnol yn ystod y cyflwyniad eu goresgyn yn fuan gan sesiynau hyfforddi pwrpasol ar gyfer disgyblion ac athrawon, ac yna gweithrediad strwythuredig lle'r oedd dysgwyr yn cyrchu'r platfform yn ystod amseroedd darllen dynodedig a gweithgareddau grŵp. Yng Ngham Cynnydd 3 yn arbennig, mae'r integreiddio wedi gweld disgyblion yn mewngofnodi'n hyderus, yn creu proffiliau personol, ac yn dewis llyfrau sy'n cyd-fynd â'u diddordebau—a hynny i gyd wrth ddefnyddio'r platfform fel man cychwyn ar gyfer trafodaeth a dadansoddiad beirniadol. Mae data meintiol yn dangos enillion cadarn mewn canlyniadau llythrennedd. Er enghraifft, cofnodwyd gwelliannau ym Mlynnyddyn 6, lle gwnaeth 72% o ddisgyblion gynnydd o leiaf chwe phwynt o brofion blaenorol; adlewyrchwyd sifftiau cadarnhaol tebyg ym Mlynnyddoedd 5 a 4. Mae'r ffigurau hyn wedi'u hategu gan adborth ansoddol, gydag athrawon yn nodi bod grwpiau darllen a thrafodaethau wedi'u curadu wedi arwain at ddealltwriaeth well a dadansoddiadau mwy manwl o destunau. Mae defnyddio offer digidol nid yn unig yn hwyluso darllen annibynnol ond hefyd yn annog archwilio cydweithredol trwy drafodaethau grŵp strwythuredig a gweithgareddau seiliedig ar brosiectau. Y tu hwnt i'r platfform ar-lein, mae'r targed hwn hefyd wedi manteisio ar ystod o fentrau creadigol. Mae clybiau celfyddydau mynegiannol—gan gynnwys theatr gerdd, drama, a chystadlaethau celf—wedi darparu cyd-destunau ychwanegol lle gall disgyblion fynegi eu dealltwriaeth o destunau ac ymgysylltu mewn ail-ddehongli creadigol. Mae'r gweithgareddau allgyrsiol hyn wedi bod yn hanfodol wrth hyrwyddo profiad llythrennedd cyflawn. Ar ben hynny, mae ymgorffori digwyddiadau ymgysylltu â rhieni (megis noson lansiô'r wefan a sesiynau gwybodaeth) wedi bod yn gefnogaeth i llythrennedd gartref, gan atgyfnerthu mentrau yn yr ysgol. Mae'r targed hwn wedi'i gyflawni'n llawn, gyda'r sylfaen wedi'i gosod i ehangu ac addasu'r dulliau hyn ymhellach ar gyfer rhagoriaeth barhaus. <i>Our second target focused on enhancing children's higher order literacy skills by providing rich, meaningful oracy experiences, deep text analysis, and by working towards our Gold Philosophy for Children Award. Central to this target was the introduction of the Darllen & Co reading website across Years 2 and above. Initial challenges during the rollout were soon overcome by dedicated training sessions for both pupils and teachers, followed by a structured implementation where learners accessed the platform during designated reading times and group activities. In Progress Step 3 especially, the integration has seen pupils confidently log in, create personal profiles, and select books that match their interests—all while using the platform as a springboard for discussion and critical analysis.</i>		

Quantitative data demonstrates robust gains in literacy outcomes. For instance, improvements were recorded in Year 6, where 72% of pupils made progress by at least six points from previous tests; similar positive shifts were mirrored in Years 5 and 4. These figures are underpinned by qualitative feedback, with teachers noting that reading groups and curated discussions have led to enhanced comprehension and more nuanced analyses of texts. The use of digital tools not only facilitates independent reading but also encourages collaborative exploration through structured group discussions and project-based activities.

Beyond the online platform, this target also capitalised on a range of creative initiatives. Expressive arts clubs—including musical theatre, drama, and art competitions—have provided additional contexts in which pupils can articulate their understanding of texts and engage in creative reinterpretation. These extracurricular activities have been crucial in promoting a well-rounded literacy experience. Furthermore, the incorporation of parent engagement events (such as the launch evening for the website and information sessions) has been a support for literacy at home, reinforcing school-based initiatives.

This target is fully met, with the groundwork laid to further scale up and adapt these approaches for continued excellence.

Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
3. Datblygu Cymhwysedd Digidol Ymhellach / <i>Develop Digital Competency Further</i>	3.1. Cynyddu Cyfleoedd Tasgau Digidol Annibynnol a Chydweithredol / <i>Increasing Digital Independent and Collaborative Task Opportunities</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>
	3.2. Archwilio'r Defnydd o Ddeallusrwydd Artiffisial (AI) / <i>Exploring the Use of Artificial Intelligence (AI)</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>
	3.3. Cynllunio Effeithiol / <i>Effective Planning</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>

Mae ein trydydd targed wedi canolbwyntio ar y nod uchelgeisiol o hyrwyddo cymhwysedd digidol ein hysgol drwy gynyddu cyfleoedd ar gyfer tasgau digidol annibynnol a chydweithredol, integreiddio technolegau sy'n dod i'r amlwg fel Deallusrwydd Artiffisial (AI), a mireinio ein defnydd o lwyfannau digidol fel Google Classroom a Seesaw. Dechreuodd y daith drwy sefydlu partneriaeth gref â Phrifysgol De Cymru; drwy gyfres o weithdai digidol a gyflwynwyd o fewn dosbarthiadau Cam Cynnydd 3, mae athrawon a disgyblion fel ei gilydd wedi cael profiad ymarferol o offer digidol arloesol. Mae'r sesiynau hyn wedi tanlinellu pwysigrwydd meddwl yn feirniadol, datrys problemau, a chydweithio creadigol mewn amgylchedd dysgu sy'n cael ei wella gan dechnoleg.

Mae ein dull rhagweithiol o ddatblygu proffesiynol wedi bod yn hanfodol. Nid yn unig y mae athrawon wedi cymryd rhan mewn sesiynau hyfforddi arbenigol—gan gynnwys hyfforddiant Adobe AI ar draws gwahanol feysydd pwnc—ond maent hefyd wedi rhannu arfer gorau drwy gefnogaeth 1:1 gydweithredol gan gymheiriaid. Mae mabwysiadu portffolios digidol, ysgrifennu blogiau mewn gwersi cydweithredol, a'r defnydd cynyddol o apiau addysgol wedi meithrin diwylliant digidol lle mae myfyrwyr a staff yn gymwys, yn hyderus, ac yn ymwybodol yn feirniadol o pryd a sut y dylid integreiddio offer digidol i ddysgu. Er enghraifft, mae sesiynau cynllunio rheolaidd wedi dangos disgyblion yn creu animeiddiadau, yn cymryd rhan mewn tasgau codio gyda Beebots a Lego Education, a hyd yn oed yn recordio podlediadau. Mae gweithgareddau o'r fath wedi cyfoethogi ymgysylltiad yn yr ystafell ddosbarth yn radical ac wedi rhoi sgiliau hanfodol i ddysgwyr ar gyfer yr oes ddigidol.

Ar ben hynny, mae ein pwyslais ar lythrennedd AI wedi bod yn gytbwys ac yn feddylgar. Mae sesiynau hyfforddi staff wedi canolbwyntio ar ddefnydd moesegol AI, gan gwmpasu pynciau hanfodol fel tegwch, tryloywder, a therfynau technoleg. Mae trafodaethau dosbarth ynghylch manteision posibl AI a risgiau gorddibyniaeth wedi sicrhau bod disgyblion yn gwerthfawrogi'r angen am farn ddynol hyd yn oed wrth ddefnyddio offer digidol uwch. Mae tystiolaeth glir hefyd o arsylwadau gwersi bod tasgau digidol bellach wedi'u plethu'n ddi-dor i'r cwricwlwm. Mae disgyblion yng Ngham Cynnydd 3 wedi dangos cymhwysedd wrth ddefnyddio llwyfannau digidol i gynnal ymchwil, creu cyflwyniadau amlgyfrwng, a chydweithio ar brosiectau grŵp—a hynny i gyd wrth ddatblygu persbectif beirniadol ar rôl AI yn ein bywydau bob dydd.

Nid yw cymhwysedd digidol wedi'i ynysu i wersi TGCh yn unig ond mae wedi'i ymgorffori'n drawsgwricwlaidd. Mae athrawon yn integreiddio offer digidol i bob Maes Dysgu a Phrofiad, gan sicrhau bod y sgiliau hyn yn cael eu gweld fel rhai sy'n berthnasol yn gyffredinol. Mae'r defnydd o lwyfannau fel Google Classroom a Seesaw wedi bod yn gyson ar draws yr ysgol, gyda disgyblion yn eu defnyddio i uwchlwytho gwaith yn annibynnol, derbyn adborth amserol, a chydweithio ar brosiectau. Mae'r integreiddio eang hwn wedi arwain at enillion mesuradwy mewn llythrennedd digidol, creadigrwydd, a datrys problemau cydweithredol ar draws pob maes dysgu.

Ar y cyfan, mae Targed 3 wedi'i gyflawni'n llawn.

Our third target has centred on the ambitious goal of advancing our school's digital competency by increasing opportunities for independent and collaborative digital tasks, integrating emerging technologies such as Artificial Intelligence (AI), and refining our use of digital platforms like Google Classroom and Seesaw. The journey began with establishing a strong partnership with the University of South Wales; through a series of digital workshops delivered within Progress Step 3 classes, teachers and pupils alike have gained hands-on exposure to innovative digital tools. These sessions have underscored the importance of critical thinking, problem-solving, and creative collaboration in a technology-enhanced learning environment.

Our proactive approach to professional development has been critical. Teachers have not only engaged in specialised training sessions—including Adobe AI training across various subject areas—but have also shared best practice through collaborative peer 1:1 support. The adoption of digital portfolios, blog writing in collaborative lessons, and the increased use of educational apps have fostered a digital culture where both students and staff are competent, confident, and critically aware of when and how digital tools should be integrated into learning. For instance, regular planning sessions have showcased pupils creating animations, engaging in coding tasks with Beebots and Lego Education, and even recording podcasts. Such activities have radically enriched classroom engagement and provided learners with vital skills for the digital age.

Furthermore, our emphasis on AI literacy has been balanced and thoughtful. Staff training sessions have focused on the ethical use of AI, covering essential topics such as fairness, transparency, and the limits of technology. Class discussions around AI's potential benefits and the risks of overdependence have ensured that pupils appreciate the need for human judgement even when using advanced digital tools. There is also clear evidence from lesson observations that digital tasks are now seamlessly interwoven into the curriculum. Pupils in Progress Step 3 have demonstrated competence in using digital platforms to conduct research, create multimedia presentations, and collaborate on group projects—all while developing a critical perspective on AI's role in our everyday lives.

Digital competency is not isolated to ICT lessons alone but is embedded cross-curricularly. Teachers are integrating digital tools into all Areas of Learning and Experience, ensuring that these skills are seen as universally applicable. The use of platforms such as Google Classroom and Seesaw has been consistent across the school, with pupils using them to independently upload work, receive timely feedback, and collaborate on projects. This wide-ranging integration has led to measurable gains in digital literacy, creativity, and collaborative problem-solving across all learning areas.

Overall, Target 3 is fully achieved.

Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
4. Gwella Ein Darpariaeth Anghenion Dysgu Ychwanegol a Lles / Enhance Our Additional Learning Needs and Wellbeing Provision	4.1. Ddarparu Hyfforddiant Wedi'i Anelir Yn Benodol at Ddysgwyr Cymhleth a Chymhleth iawn / Provision of Training Specifically Aimed at Complex and Highly Complex Learners	Wedi'i Gyflawni'n Rhannol: Cynnydd Boddhaol Cyffredinol / Partially Met: Overall Satisfactory Progress Datblygu Darpariaeth: Cynnydd Effeithiol / Provision Development: Effective Progress Datblygu Gofod Ffisegol: Cynnydd Cyfyngedig / Physical Space Development: Limited Progress
	4.2. Mireinio Gweithdrefnau Ymyrraeth / Refining Intervention Procedures	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	4.3. Chysoni Ein Hethos ag Arferion Ysgol Gwybodus o Drawma / Aligning Our Ethos with Trauma Informed School Practices	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
Ein pedwerydd blaenoriaeth oedd gwella ein darpariaeth anghenion dysgu ychwanegol (ADY) a lles drwy hyfforddiant staff wedi'i dargedu, mireinio gweithdrefnau ymyrraeth, ac, yn bwysicach fyth, sefydlu gofod ADY pwrpasol—"Yr Academi." Mae'r cynnydd yn y maes hwn wedi bod yn amlochrog ac yn llwyddiannus i raddau helaeth o ran datblygu prosesau cadarn a gwella gallu staff i gefnogi disgyblion cymhleth a chymhleth iawn. Mae mentrau hyfforddi cynhwysfawr wedi'u rhoi ar waith, gyda staff yn derbyn cyfarwyddyd arbenigol ar brosesu iaith Gestalt, strategaethau Hanen Teaching Talking, a dulliau amgen fel POPAT, gan sicrhau cysondeb rhwng darpariaeth arbenigol ac arfer ystafell ddosbarth prif ffrwd. Mae'r hyfforddiant hwn wedi cryfhau hyder athrawon wrth nodi, cynllunio ar gyfer, a chyflwyno cyfarwyddyd gwahaniaethol sy'n diwallu anghenion unigryw disgyblion ADY. Mae ein cydweithrediad ag asiantaethau arbenigol allanol, fel Ysgol Arbennig Crownbridge a Phen y Garn, wedi bod yn allweddol. Mae'r partneriaethau hyn wedi cyfoethogi ein dealltwriaeth o feini prawf mynediad ar gyfer darpariaeth dosbarth bach ac wedi arwain at lunio systemau atgyfeirio cadarn, sy'n seiliedig ar dystiolaeth. Mae'r gwelliant yn ansawdd Proffiliau Un Dudalen, Cynlluniau Datblygu Unigol (CDUau) gyda thargedau SMART, a thrafodaethau proffesiynol rheolaidd gyda theuluoedd ac asiantaethau allanol wedi ymgorffori ymateb clir, graddol i anghenion ADY ymhellach. Mae adroddiad staff a thystiolaeth yn dangos bod y prosesau hyn wedi arwain at welliannau amlwg yng nghynnydd disgyblion ac ymgysylltiad cyffredinol. Pan fydd disgyblion yn mynychu "Yr Academi," hyd yn oed yn ei lle dros dro, mae eu cynnydd yn erbyn targedau craidd—gan gynnwys llythrennedd, rhifedd, a datblygiad cymdeithasol-emosiynol—yn amlwg iawn. Fodd bynnag, roedd her sylweddol yn parhau ar ddiwedd 2024-2025: sefydlu lle ffisegol pwrpasol ar gyfer "Yr Academi." Er gwaethaf cynllunio manwl, sawl cam o archebu adnoddau, ac ymgysylltu â chontractwyr, mae oedi yn y gwaith adeiladu wedi rhwystro gwireddu'r targed hwn yn llawn. Mae cymhlethdodau ariannu, problemau caniatâd cynllunio, ac oedi wrth ddechrau trawsnewid yr ardal storio ddynodedig wedi golygu, er bod arferion addysgu a systemau cymorth gwell ar waith, nad yw'r amgylchedd addysgu delfrydol ar gael eto. Mae ateb dros dro yn 'stryd' yr ysgol wedi darparu cefnogaeth dros dro, ond nid yw hyn yn optimaidd ar gyfer cynnydd cynaliadwy hirdymor. Mae hyn yn golygu ein bod wedi bod yn gweithio hyd eithaf ein galluoedd gyda'r 'Academi' ond nad ydym wedi gallu gweithio ar ein gallu llawn a darparu'r lefel iawn o gefnogaeth yr ydym yn dymuno ei darparu i'n disgyblion. I gloi, mae Targed 4 wedi'i gyflawni'n rhannol. Mae'r dimensiynau strategol, addysgeg a chydweithredol wedi'u hen sefydlu, gan arwain at ganlyniadau cadarnhaol o ran cynnydd disgyblion a lles cyffredinol. Ac eto, mae'r oedi wrth ddechrau gwaith adeiladu ar gyfer lle ADY pwrpasol yn parhau i fod yn rhwystr sylweddol. Mae'r atebion dros dro presennol yn effeithiol i ryw raddau, ond mae mynd i'r afael â'r her seilwaith yn hanfodol ar gyfer llwyddiant a chynaliadwyedd hirdymor ein darpariaeth anghenion dysgu ychwanegol a lles.		

Our fourth priority was designed to improve our additional learning needs (ALN) and wellbeing provision through targeted staff training, refining intervention procedures, and, importantly, the establishment of a dedicated ALN space—"Yr Academi." The progress in this area has been multifaceted and largely successful in terms of developing robust processes and enhancing staff capacity to support complex and highly complex pupils. Comprehensive training initiatives have been implemented, with staff receiving specialised instruction on Gestalt language processing, Hanen Teaching Talking strategies, and alternative approaches like POPAT, ensuring consistency between specialised provision and mainstream classroom practice. This training has bolstered teacher confidence in identifying, planning for, and delivering differentiated instruction that meets the unique needs of ALN pupils.

Our collaboration with external specialist agencies, such as Crownbridge Special School and Pen y Garn, has been instrumental. These partnerships have enriched our understanding of entry criteria for small class provision and have led to the formulation of robust, evidence-based referral systems. The improvement in quality of One Page Profiles, Individual Development Plans (IDPs) with SMART targets, and regular professional discussions with families and external agencies have further embedded a clear, graduated response to ALN needs. Staff report and evidence shows that these processes have led to noticeable improvements in pupil progress and overall engagement. When pupils attend "Yr Academi," even in its temporary space, their progress against core targets—including literacy, numeracy, and social-emotional development—is distinctly evident.

However, a significant challenge remained at the end of 2024-2025: the establishment of a dedicated physical space for "Yr Academi." Despite detailed planning, multiple stages of resource ordering, and contractor engagement, delays in building work have hindered the full realisation of this target. Funding complexities, planning permission issues, and delays in starting the transformation of the designated storage area have meant that while improved teaching practices and support systems are in place, the ideal teaching environment is not yet available. A temporary solution in the school's 'street' have provided interim support, but this is not optimal for long-term sustained progress. This means that we have been working to the best of our abilities with the 'Yr Academi' but have not been able to work at full capacity and provide the full level of support we wish to provide for our pupils.

In conclusion, Target 4 is partially met. The strategic, pedagogical, and collaborative dimensions are well established, yielding positive outcomes in pupil progress and overall wellbeing. Yet, the delay in commencing building work for a dedicated ALN space remains a significant barrier. The current interim solutions are effective to a degree, but addressing the infrastructure challenge is essential for the long-term success and sustainability of our additional learning needs and wellbeing provision.

Blaenoriaethau Datblygu'r Ysgol, 2025-2026 / School Development Priorities, 2024-2025

Blaenoriaeth Ddatblygiad 1 / Development Priority 1

Datblygu Rhuglder Ysgrifennu

drwy Ymgorffori Strategaeth Taith Ysgrifennu Ysgol, Gwellu Cynllunio Gwaith Genre a Gwellu Cymhwysedd Sillafu

Develop Writing Fluency

by Embedding a School Writing Journey Strategy, Improving Genre Work Planning and Improving Spelling Competence

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Aled Afal yn bl 1 pontio
- Sicrhau bod gwersi thema yn bwydo i'r iaith
- Genre dros 3 wythnos - mwy o gyfle i adeiladu a pwyslais ar sgiliau sylfaenol a chystawen brawddegau
- Fwy o Sesiynau Ganu - ac o fewn gwasanaethau
- Mwy o staff ar y tim cynllunio iaith i sicrhau gwahaniaethu pwrpasol i bob blwyddyn
- Datblygu defnydd cyson o Pie Corbett
- Sicrhau bod cyfleoedd gwneud marciau/ysgrifennu yn yr ardaloedd a bod rhain o ansawdd da
- Sesiynau ymateb i ddarllen yn deillio o'r testun.
- Angen lleihau ar y defnydd o Saenseg sydd yn cael eu siarad ymysg y plant,
- Sicrhau bod cyfle i ni defnyddio cyfarfodydd i drafod a chynllunio o amgylch y genre yn lle bod gwersi cynllun porffor stand alone.
- Canolbwyntio ar y sgiliau sylfaenol cyn dechrau ar ysgrifennu testun. Ydy'r iaith gan y dysgwyr?
- Mwy o deithiau i'r plant gyda darn dwyn i gof arol i ddefnyddio fel sbardun. Cyfle i ddrilio sgiliau sylfaenol e.e. berfau ais, ansoddeiriau.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Angen mwy o adnoddau
- Mwy o gemau sillafu yn lle dysgu ac ail ysgrifennu
- Angen y sillafu i gydfynd gyda'r genre yn lle gwneud sillafu dreigiau ble dydy ni byth yn defnyddio'r geiriau nac yn gwybod yr ystyr - mae angen i'r athrawon i esbonio'r geiriau.
- Angen ymarfer / gwersi llawysgrifen clwm.
- Gwobrwyo plant sy'n cael marciau llawn mewn profion.
- Angen mwy o bobl i ddod mewn ee roedd Marc Griffiths wedi esbonio beth oedd angen mewn script radio ac roedd hynny wedi helpu.

Blaenoriaeth Ddatblygiad 2 / Development Priority 2

Datblygu Meddwl Beirniadol a Myfyrio Ymhellach i Gefnogi Dysgu Annibynnol

drwy Gyfleoedd ar gyfer Metawybyddiaeth, Ymchwiliadau Datrys Problemau Heriol, a Hyfforddiant Pellach i Staff

*Further Develop Critical Thinking and Reflection to Support Independent Learning
through Opportunities for Metacognition, Challenging Problem-Solving Inquiries, and Further Training of Staff*

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Prosiectau ysgol gyfan er mwyn i disgyblion CC1 elwa o sesiynau gyda phlant hyn
- Prosiectau yn defnyddio busnesau lleol a chysylltiadau teuluol fel sbardun
- Tasg/ neu prosiect ar bwydlen gwaith cartref
- Defnyddio arbenigedd plant i arwain dysgu eu cyfoedion e.e clybiau/gwaith prosiect ar draws camau cynnydd
- Datblygu ardaloedd a darpariaeth gyda thasgau sydd ar lefel a dealltwriaeth y disgyblion - hyfforddiant staff. Datblygu cynllun penodol i arddangos ardaloedd a thasgau yn yr ardaloedd.
- Cyfleoedd
- Sicrhau bod patrymau a chystawennau iaith yn weledol yn yr ardaloedd allanol. Ydy'r plant yn gwybod sut i chwarae gemau yn Gymraeg?
- Modelu cryf o'r ddarpariaeth yn CC1 a 2 i sicrhau annibyniaeth yn yr ardaloedd

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Angen mwy o bassport i bobman
- Angen mwy o bobl mewn i'r ysgol fel 'guest speakers' i esbonio pethau
- I flwyddyn 5 - angen mwy o wersi fel mae Gwynllyw yn gwneud ond ar ein lefel ni.
- Angen mwy o wersi actio/ drama fel sydd gyda CC2 - sef ardal chwarae rol.

Datblygu Sgiliau Artistig

drwy Gryfhau Meistrolaeth Dechnegol, Codi Proffil Celf ar draws yr Ysgol a Dysgu am Waith Artistiaid Enwog

Develop Artistic Skills

by Strengthening Technical Mastery, Raising the Profile of Art across the School and Learning about the Work of Famous Artists

Syniadau Cychwynnol ar gyfer Datblygiad / *Initial Ideas for Development*

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Oriel tymhorol o waith y disgyblion i rieni dod i weld
- Cynllunio cyfleoedd i ddatblygu sgiliau celf e.e. braslunio, ffotograffiaeth ayb
- Clybiau penodol i ddatblygu sgiliau celf e.e printio, modeli, crochenwaith
- Ymweliadau gyda arbennigwyr.
- Prosiect celf ysgol gyfan
- Arddangosfeydd i ddathlu gwaith y plant
- Cystadlaethau celf yr Eisteddfod
- Arlunwyr Lleol ar gyfer diwrnod sbardun

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Mwy o fraslunio a defnyddio adnoddau gwahanol.
- Mwy o glybiau celf
- Artistiaid i ddod mewn i ddangos eu gwaith a sut i wneud y gwaith
- Un prynhawn bob wythnos jyst ar wersi celf / un wythnos bob Hanner Tymor
- Cystadlaethau celf rhwng gwahanol ysgolion

Gwella Cyfrifoldeb Amgylcheddol

drwy Wella Llythrennedd Eco, Cryfhau Cynaliadwyedd Ysgol Gyfan a Datblygu Bioamrywiaeth yr Amgylchedd Ffisegol

Improve Environmental Responsibility

by Enhancing Eco-Literacy, Strengthening Whole-School Sustainability and Develop the Bio-Diversity of the Physical Environment

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Datblygu ardaloedd allanol gyda deunyddiau naturiol/planhigion.
- Clwb garddio - gyda chymorth arbenigwyr
- Datblygu ardal tu allan i flwyddyn 5 - planhigion
- Sesiynau ardaloedd allanol - mwy o gyfleoedd mas
- cyd-weithio gyda asiantaethau allanol i weithio ar ailgylchu a'r ardal allanol.
- Un dosbarth i fod yn gyfrifol pob mis am ardal allannol e.e sicrhau mae'r ardaloedd naturiol / planhigion yn cael ei gynnal. Neilltio amser ar y gynllun porffor.
- potiau a phlanhigion yn yr ardaloedd tu allan i'r derbyn/bl1/2
- plannu tatws mewn bwcedi mawr
- tyfu llysiau mewn allotment - dechrau hwn yn gynnar er mwyn tyfu pethau yn y tymor cywir
- datblygu ardal wetlands gan ddefnyddio arian o'r grant Cyngor Pontypwl (?????)
- CPD ar "bio diversity" gan gerddi botaneg Cymru
- coed gan y woodland trust

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- un dosbarth bob wythnos i gasglu sbwriel
- Angen mwy o bins - angen un wrth Caban y Coed
- Sioe ffasiwn - ailgylchu/ Creu cysau T (tie dye) i werthu
- Codi arian trwy godi sbwriel o gwmpas Griffithstown
- Datblygu'r ardd
- Tyfu llysiau
- Cadw gwastraff bwyd - compost
- Angen mwy o gysgod ar yr ysgol.

Gweithio Ochr yn Ochr a Charreg Lam i Feithrin Partneriaethau Addysgol Rhyngwladol

er mwyn Gwella Strategaethau Addysgu Trochi, Ehangu Datblygiad Proffesiynol ar gyfer Addysgwyr Trochi a Lledaenu Canfyddiadau Ymhellach

Work Alongside Carreg Lam in Fostering International Educational Partnerships

in order to Enhance Immersion Teaching Strategies, Expand Professional Development for Immersion Educators and Further Disseminate Findings

Yn gysylltiedig â Chynllun Sirol Torfaen drwy:

Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol

Lined to the Torfaen County Plan through:

Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives

Blaenoriaethau Datblygu'r Ysgol, 2025-2026 / *School Development Priorities, 2025-2026*

Blaenoriaeth Datblygiad 6 / <i>Development Priority 6</i>	Blaenoriaeth Datblygiad 7 / <i>Development Priority 7</i>	Blaenoriaeth Datblygiad 8 / <i>Development Priority 8</i>	Blaenoriaeth Datblygiad 9 / <i>Development Priority 9</i>
Mewnoli Ymhellach a Gwellu Dysgu Rhesymu Mathemategol trwy'r Ysgol <i>Further Embed and Improve Mathematical Reasoning Learning throughout the School</i>	Meithrin ysgrifennu rhyngddisgyblaethol drwy ddarparu cyfleoedd mynegiant academiaidd a chreadigol pellach ar draws y cwricwlwm. / <i>Cultivating interdisciplinary writing by providing further academic and creative expression opportunities across the curriculum.</i>	Parhau i Ddatblygu Gweithdrefnau Asesu Crynodol a Ffurfiannol Effeithiol ar draws yr Ysgol <i>To Continue to Develop Effective Summative and Formative Assessment Procedures across the School</i>	I Ddatblygu Agweddau a Gwytnwch Disgyblion Ymhellach <i>To Further Develop Pupils' Attitudes and Resilience to Learning</i>

Blaenoriaethau Datblygu'r Ysgol, 2026 Ymlaen / *School Development Priorities, 2026 Onwards*

Blaenoriaeth Datblygiad 10 / <i>Development Priority 10</i>	Blaenoriaeth Datblygiad 11 / <i>Development Priority 11</i>	Blaenoriaeth Datblygiad 12 / <i>Development Priority 12</i>	Blaenoriaeth Datblygiad 13 / <i>Development Priority 13</i>
Plant yn Datblygu ac yn Mynd ati i Ddangos Dealltwriaeth Eithriadol o beth yw eu Rôl yn y Gymuned Leol, Genedlaethol a Rhyngwladol <i>Children Develop and Actively Demonstrate an Outstanding Understanding of what their Role is in the Local, National and International Community</i>	Datblygu Dysgu Proffesiynol Ymhellach yn yr Ysgol a dod yn Ganolbwynt Hyfforddi ar gyfer Gwellu Addysg <i>To Further Develop Professional Learning within the School and to become a Training Hub for Improving Education</i>	Datblygu strategaethau dysgu hunangyfeiriedig, gan rymuso arferion astudio annibynnol yn ein dysgwyr hŷn. / <i>Developing self-directed learning strategies, empowering independent study habits in our older learners.</i>	Cyflwyno rhaglenni entrepreneuriaeth strwythuredig, gan feithrin sgiliau busnes ac arloesi. / <i>Introduce structured entrepreneurship programmes, fostering business and innovation skills.</i>

Argymhellion Estyn, 2023 Ymlaen / *Estyn Recommendations, 2023 Onwards*



Argymhelliad 1 (Medi 2023) / Recommendation 1 (September 2023)	Darparu cyfleoedd cyson i ddisgyblion gymryd mwy o gyfrifoldeb am eu dysgu a datblygu i fod yn ddysgwyr annibynnol.	Ensure regular opportunities for pupils to take more responsibility for their learning and develop to become independent learners.
Argymhelliad 2 (Medi 2023) / Recommendation 2 (September 2023)	Sicrhau lefel briodol o her i gefnogi'r disgyblion i ymestyn eu medrau hyd eithaf eu gallu.	Ensure an appropriate level of challenge to support pupils to expand their skills to the best of their ability.

Cynllun Strategaeth Addysg Gymraeg (WESP) / *Welsh Education Strategic Plan for Torfaen (WESP)*

Canlyniad 1: Mwy o blant meithrin/plant tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 2: Mwy o blant dosbarth derbyn/plant pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 3: Mwy o blant yn parhau i wella eu sgiliau iaith Gymraeg wrth bontio o un cyfnod o'u haddysg statudol i gyfnod arall

Canlyniad 4: Mwy o ddysgwyr yn astudio ar gyfer arholiadau yn Gymraeg

Canlyniad 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau

Canlyniad 6: Cynnydd yn narpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY)

Canlyniad 7: Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh

Outcome 2: More reception class children/five-year-olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for exams in Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh



Torfaen y Dyfodol: Cynllun Sirol, 2022-2027 / *Future Torfaen: A County Plan, 2022-2027*



Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol

Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu

Amcan Llesiant 3 - Byddwn yn mynd i'r afael ag anghydraddoldeb trwy ganolbwyntio ar weithgareddau adnabod ac atal sy'n cefnogi pobl i fyw bywydau annibynnol a boddhaus

Amcan Llesiant 4 - Byddwn yn gwneud Torfaen yn fwy cynaliadwy trwy gysylltu pobl a chymunedau, yn gymdeithasol, yn ddigidol ac yn ffisegol

Amcan Llesiant 5 - Byddwn yn ymateb i'r argyfyngau hinsawdd a natur, yn ailgylchu mwy ac yn gwneud gwelliannau i'r amgylchedd lleol

Amcan Llesiant 6 - Byddwn yn gwneud Torfaen yn lle gwych i fod mewn busnes trwy weithio gyda chyflogwyr lleol, annog busnesau newydd a gweithgareddau entrepreneuriaidd

Amcan Llesiant 7 - Byddwn yn hybu bywydau mwy iach yn Nhorfaen er mwyn gwella lles meddyliol a chorfforol

Amcan Llesiant 8 - Byddwn yn cefnogi ein diwylliant a'n treftadaeth leol ac yn gwneud Torfaen yn lle ffyniannus, diogel a deniadol i fyw ac i ymweld ag e.

Amcan Llesiant 9 - Byddwn yn darparu gwasanaethau effeithlon sy'n canolbwyntio ar y cwsmer ac sy'n adlewyrchu'r ffordd mae pobl yn byw eu bywydau ac yn dymuno cael gwasanaethau

Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives

Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive

Well-being Objective 3 - We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives

Well-being Objective 4 - We will make Torfaen more sustainable by connecting people and communities, socially, digitally and physically

Well-being Objective 5 - We will address our climate and nature emergencies, recycle more and make improvements to the local environment

Well-being Objective 6 - We will make Torfaen a great place to do business by working with local employers, encouraging new business start-ups and entrepreneurial activities

Well-being Objective 7 - We will promote healthier lifestyles in Torfaen to improve mental and physical well-being

Well-being Objective 8 - We will support our local culture and heritage and make Torfaen a thriving, safe and attractive place to live and visit

Well-being Objective 9 - We will provide efficient customer focused services that reflect the way people live their lives and wish to access services

Cynllun Gwella Addysg Torfaen / Education Improvement Plan



Mae Cynllun Gwella Addysg yn cyflwyno cynllun gweithredu er mwyn cyflawni cyfres o amcanion blynyddol. Datblygwyd Cynllun Gwella Addysg 2025/26 mewn cydweithrediad ag aelodau etholedig, swyddogion, penaeithiaid a llywodraethwyr. Mae'n nodi sut y bydd amcanion eleni yn cael eu cyflawni:

- Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig
- Amcan 2 – Sicrhau darpariaeth arbenigol a darpariaeth wedi'i thargedu sy'n effeithiol, ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol
- Amcan 3 – Hyrwyddo llesiant dysgwyr a hwyluso ymgysylltiad â'r gymuned
- Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes
- Amcan 5 – Hyrwyddo llesiant staff
- Amcan 6 – Datblygu'r amgylchedd ffisegol a digidol ar gyfer dysgu

An Education Improvement Plan (EIP) sets out an action plan to achieve a series of annual objectives. The EIP 2025/26 has been developed in collaboration with elected members, officers, headteachers and governors. It sets out how this year's objectives will be met:

- *Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners*
- *Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs*
- *Objective 3 – Promote learner wellbeing and facilitate community engagement*
- *Objective 4 – Develop learner progression pathways to encourage lifelong learning*
- *Objective 5 – Promote staff wellbeing*
- *Objective 6 – Develop the physical and digital environment for learning*

Cenhedaeth Ein Cenedl - Llywodraeth Cymru / Our National Mission - Welsh Government

Amcan 1:

Dysgu am oes fel bod pawb yng Nghymru yn dysgu, ac yn parhau i ddysgu, gan ddatblygu eu gwybodaeth a'u sgiliau, a chymryd rhan mewn profiadau sy'n berthnasol i'w bywydau heddiw ac yn y dyfodol.

Yr hyn a wnawn:

Sicrhau bod yr holl ddysgu'n cael ei arwain gan bedwar diben y cwricwlwm, drwy gydweithio ar draws darparwyr a chyda diwydiannau a chyflogwyr.

Amcan 2:

Chwalu rhwystrau er mwyn sicrhau bod cyfleoedd a deilliannau addysg rhagorol yn gallu cael eu cyflawni gan bob dysgwr, o bob oed, mewn ystafelloedd dosbarth, ar-lein, ac yn y gwaith.

Yr hyn a wnawn:

Drwy adnabod yn gynnar, drwy gymorth a thrwy gamau gweithredu wedi'u targedu, sicrhau bod pob dysgwr yn cael yr wybodaeth, y sgiliau a'r profiadau i fod yn ddinesydd gweithredol, gan gynnwys sgiliau trawsgwricwlaidd llythrennedd, rhifedd a chymhwysedd digidol.

Amcan 3:

Profiad addysg cadarnhaol i bawb, gyda dysgwyr a staff yn cael cefnogaeth gyda'u lles a'u gwydnwch, sy'n hanfodol ar gyfer gwella deilliannau addysg a chyfleoedd bywyd.

Yr hyn a wnawn:

Sicrhau bod dysgwyr yn cael eu cefnogi i fod yn unigolion iach a hyderus, yn barod i fyw bywydau llawn fel aelodau gwerthfawr o gymdeithas, mewn mannau dysgu sy'n gefnogol, sy'n ddiogel, sy'n gynhwysol ac sy'n rhydd o wahaniaethu a bwlio.

Amcan 4:

Addysgu ac arweinyddiaeth o ansawdd uchel, lle mae pawb yn cael budd o'r dysgu proffesiynol gorau fel y gallant gefnogi llwyddiant pob dysgwr, yn enwedig y rhai sydd dan anfantais yn economaidd-gymdeithasol.

Yr hyn a wnawn:

Dysgu a chymorth proffesiynol gwarantedig i'r holl staff gydol eu gyrfa, o'r hyfforddiant cychwynnol hyd at lefel arweinyddiaeth, sy'n canolbwyntio ar wireddu pedwar diben y cwricwlwm, a chapasiti a galluogrwydd i gefnogi llwyddiant pob dysgwr.

Amcan 5:

Dysgu yn y gymuned, gyda sefydliadau cryf yn ymgysylltu, yn integreiddio ac yn cael eu grymuso gan eu cymunedau.

Yr hyn a wnawn:

Grymuso pob dysgwr, teulu a chymuned i feithrin cydberthynas a phartneriaeth cryf â darparwyr addysg, er mwyn sicrhau ein bod yn mynd i'r afael ag anfantais ac yn darparu addysg o'r radd flaenaf yn lleol ac yn genedlaethol.

Amcan 6:

Mae'r Gymraeg yn perthyn i ni i gyd, gan roi'r cyfle i bob dysgwr gael mynediad cyfartal i'r iaith a'r cyfle i wireddu ei botensial.

Yr hyn a wnawn:

Annog pobl i ddefnyddio'r Gymraeg ar draws y system addysg, fel rhan annatod o Gwricwlwm i Gymru, ein huchelgeisiau Cymraeg 2050 ac ehangu'r ddarpariaeth sydd ar gael ôl-16 i astudio drwy'r Gymraeg a chyfleoedd i ddysgu'r iaith fel dinasyddion gweithredol a gweithgar.

Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future. What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.	Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.	Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances. What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.	Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.	Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities. What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.	Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential. What we will do: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.
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Cynllun Gweithredu Blaenoriaeth Ddatblygu 1 / Development Action Plan for Priority 1

Datblygu Rhuglder Ysgrifennu

drwy Ymgorffori Strategaeth Taith Ysgrifennu Ysgol, Gwella Cynllunio Gwaith Genre a Gwella Cymhwysedd Sillafu

Develop Writing Fluency

by Embedding a School Writing Journey Strategy, Improving Genre Work Planning and Improving Spelling Competence

2025-2026

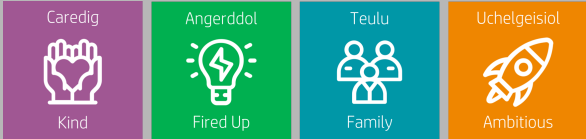
Cyfrifoldeb Arweinyddiaeth Penodedig / Assigned Leadership Responsibility: **Ms. Nerys Phillips** gyda chymorth / with support from Mrs. Kaysha Wulder, Mrs.

Catrin Wallis-Evans & Miss Tanwen Davies



Cysylltiad i Arolwg Estyn, 2023 / Links to Estyn's Inspection, 2023	Cynllun Sirol Torfaen / Torfaen County Plan	Cynllun Gwella Addysg Torfaen / Torfaen Education Improvement Plan
Yn gysylltiedig ag Argymhelliad 2 yn Adroddiad Arolwg Estyn (Medi 2023) <i>Linked to Recommendation 2 in Our Estyn Inspection Report (September 2023)</i>	Yn gysylltiedig â Chynllun Sirol Torfaen drwy: Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu <i>Linked to the Torfaen County Plan through:</i> <i>Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i> <i>Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive</i>	Yn gysylltiedig â Chynllun Addysg Torfaen drwy: Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig Amcan 2 – Sicrhau darpariaeth arbenigol a darpariaeth wedi'i thargedu sy'n effeithiol, ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes <i>Linked to the Torfaen Education Improvement Plan through:</i> <i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i> <i>Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs</i> <i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i>

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Mae Ysgol Panteg wedi ymrwymo i sicrhau bod disgyblion yn datblygu rhuglder ysgrifennu cryf trwy ymgorffori Strategaeth Taith Ysgrifennu Ysgol, gwella cynllunio gwaith genre, a mireinio cymhwysedd sillafu. Mae'r flaenoriaeth hon yn mynd i'r afael yn uniongyrchol ag **Argymhelliad 2 o'n Hadroddiad Arolygu Estyn** (Medi 2023), sy'n tynnu sylw at yr angen i ddarparu lefel briodol o her i gefnogi disgyblion i ehangu eu sgiliau hyd eithaf eu gallu. Trwy weithredu Strategaeth Taith Ysgrifennu Ysgol strwythuredig, bydd disgyblion yn ennill llwybr dilyniant clir, gan sicrhau eu bod yn datblygu hyder a rhuglder mewn ysgrifennu ar draws pob cyfnod allweddol. Bydd cryfhau cynllunio gwaith genre yn rhoi'r offer i ddysgwyr addasu eu harddull ysgrifennu yn effeithiol, gan feithrin creadigrwydd, cywirdeb a manylder. Trwy ddull cyson, wedi'i sgaffaldio'n ofalus, bydd disgyblion yn dysgu sut i lunio ymatebion datblygedig ar draws amrywiaeth o ffurfiau ysgrifennu, gan wella eu gallu i fynegi syniadau cymhleth yn glir. Yn ogystal, bydd gwella cymhwysedd sillafu yn sicrhau bod disgyblion yn datblygu sgiliau llythrennedd sylfaenol cryf, gan eu galluogi i ysgrifennu'n gywir ac yn hyderus. Bydd ffocws mwy miniog ar batrymau sillafu ac etymoleg yn cefnogi disgyblion i adnabod strwythurau ieithyddol a'u cymhwysu'n effeithiol ar draws genres. Drwy ymgorffori'r strategaethau hyn yn ein fframwaith addysgu, rydym yn rhoi'r offer angenrheidiol i ddisgyblion i fireinio eu hysgrifennu, gan sicrhau ei fod yn soffistigedig ac yn bwrpasol. Mae'r fenter hon yn cyd-fynd ag ymrwymiad Ysgol Panteg i ddysgu **uchelgeisiol**, gan sicrhau bod disgyblion yn cael eu herio'n briodol a'u cefnogi i gyrraedd eu potensial llawn. Drwy fireinio rhuglder ysgrifennu, rydym yn grymuso dysgwyr i ddod yn gyfathrebwyr clir, mynegiannol a hyderus, gan eu paratoi ar gyfer llwyddiant academiaidd a llythrennedd gydol oes.

*Ysgol Panteg is committed to ensuring pupils develop strong writing fluency by embedding a School Writing Journey Strategy, improving genre work planning, and refining spelling competence. This priority directly addresses **Recommendation 2 from our Estyn Inspection Report** (September 2023), which highlights the need to provide an appropriate level of challenge to support pupils in expanding their skills to the best of their ability. By implementing a structured School Writing Journey Strategy, pupils will gain a clear progression pathway, ensuring they develop confidence and fluency in writing across all key stages. Strengthening genre work planning will equip learners with the tools to adapt their writing style effectively, fostering creativity, accuracy, and precision. Through a consistent, carefully-scaffolded approach, pupils will learn how to craft well-developed responses across a variety of writing forms, enhancing their ability to express complex ideas with clarity. Additionally, improving spelling competence will ensure pupils develop strong foundational literacy skills, enabling them to write with accuracy and confidence. A sharper focus on spelling patterns and etymology will support pupils in recognising linguistic structures and applying them effectively across genres. By embedding these strategies within our teaching framework, we provide pupils with the necessary tools to refine their writing, ensuring it is sophisticated and purposeful. This initiative aligns with Ysgol Panteg's commitment to **ambitious** learning, ensuring pupils are challenged appropriately and supported in reaching their full potential. By refining writing fluency, we empower learners to become articulate, expressive, and confident communicators, preparing them for academic success and lifelong literacy.*

Is-Darged / <i>Sub-Target</i>	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
1. Establish and embed a whole-school writing journey strategy that defines clear expectations for learners and staff, success criteria, and assessment checkpoints for each stage of the writing process, ensuring consistency and progression across all year groups. Pupils will benefit from a progressive model that builds fluency, stamina, and sophistication in writing, ensuring they are equipped to express themselves effectively across the curriculum.	1.1. We will moderate work, use evidence of good practice and devise typical expectations for developmental milestones as a continuum which will support staff to have high expectations and a clear understanding of the prerequisites to consolidate and elements to stretch children's skills.	1.1. We will have a clear set of milestones for planning and assessing writing. This will be co-constructed with staff. We will have invited other cluster schools to take part in this. This continuum will be a more detailed criteria for assessment based on the Literacy Framework and Curriculum for Wales documentation. The Common European Framework of Reference for Language (CEFR) will be embedded throughout. This will have created a shared understanding of what each step in the writing journey entails, provide measurable and observable outcomes for assessment and promote continuity and progression from one milestone to the next.	1.1. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	1.1. 2x days planning time for the team. Staff training day (01/09/2025).	1.1. The school has made strong progress in establishing and embedding a whole-school writing journey strategy. Through systematic moderation of pupil work and the use of evidence from good practice, staff have co-constructed a continuum of developmental milestones that clearly define expectations at each stage of the writing process. This has provided teachers with a shared framework that balances consolidation with stretch, ensuring that learners build fluency, stamina, and sophistication in their writing. The success criteria have been met and is in the initial phase of implementation and now requires embedding: a detailed set of milestones now underpins planning and assessment, aligned both to the Literacy	1.1.	1.1.

					Framework and Curriculum for Wales and embedded within the CEFR. We have invited other schools to take part, however, no cluster school wishes to join with us on this part of our journey. We have created a portfolio of work which exemplifies achievement at the different milestones outlined. This has been completed in Welsh and English. As a result, staff share a common understanding of progression, with measurable outcomes that support continuity from one milestone to the next. This is creating a coherent writing journey that equips pupils to express themselves effectively across the curriculum.		
	1.2. Design and deliver a programme of professional learning to embed our shared understanding of the whole-school writing journey strategy to support staff in implementing this within	1.2. Staff will have contributed to the co-construction of developmental writing milestones and assessment checkpoints. Staff can clearly articulate each stage of the Writing Journey	1.2. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	1.2. Staff training day (01/09/2025) + 2x follow up staff meetings.	1.2. The programme of professional learning has been pivotal in embedding a shared understanding of the whole-school writing journey strategy. Staff engaged actively in	1.2.	1.2.

	their own classes.	Strategy. Staff demonstrate increased confidence in planning, modelling, and assessing writing using the agreed milestones. Planning documents reflect the use of shared success criteria and developmental milestones.			co-constructing a literacy journey roadmap, Through workshops, collaborative moderation, and assessment support sessions, teachers are developing a more secure ability to clearly articulate each stage of the Literacy Journey Strategy, demonstrating a secure grasp of expectations and progression. Evidence from planning documents shows that success criteria and milestones are now consistently referenced, providing coherence across classes and year groups. Anecdotally, staff confidence has grown in planning, modelling, and assessing writing, with many reporting that the agreed milestones have clarified their approach and strengthened their ability to support pupils in building fluency and sophistication. Deep Dive Scrutinies into Departments have shown that there is a much clearer track for literacy		
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					lessons and units and that this is being implemented. The professional learning programme has focused on writing in Autumn Half Term 1 and then on reading in Autumn Half Term 2. This is now the limits of what we are going to introduce this year meaning that 'Speaking and Listening Milestones' (although already written and staff are touching on their use to help with planning) will form the basis of a focus for next year's School Development Planning and be shaped by some of the findings from the Project Tokyo research project.		
	1.3. Ensure consistent implementation of the whole-school writing journey strategy across all classes, embedding shared expectations, developmental milestones, and assessment practices into daily teaching and planning.	1.3. Senior leaders and School Development Planning Priority Leads will have supported staff to integrate each stage of the writing Journey into their classroom practice by using co-constructed planning tools, success criteria, and assessment checkpoints to inform teaching, monitor progress, and stretch learners' writing skills.	1.3. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans All Staff	1.3. 3x Half Day monitoring for Senior Leadership Team + Subsequent follow up activities as required.	1.3. Consistent implementation of the whole-school writing journey strategy is in the process of being achieved through collaborative planning. Senior leaders have worked closely with staff to embed shared expectations, developmental milestones, and assessment practices	1.3.	1.3.

					into daily teaching. The co-constructed planning tools, assessment criterias ('Cerrig Milltir'), structured approach to varying the lengths of literacy units (Mastery Units - 3 weeks, Skills Building Units - 2 weeks & Revision Units - 1 week) are providing clarity and structure, enabling teachers to integrate each stage of the writing journey into their classroom practice with confidence. Planning documentation has been adapted to reflect a four block approach to lessons taking on board research from Jane Considine. Evidence from planning documents and lesson observations shows that staff are beginning to apply the agreed milestones consistently, ensuring greater continuity across year groups and promoting progression in fluency, stamina, and sophistication.		
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	1.4. Use the co-constructed writing journey milestones and success criteria to assess learners' writing with consistency and clarity, enabling staff to identify progress, address gaps, and plan next steps in line with the Curriculum for Wales.	1.4. Staff use the agreed Writing Journey milestones and success criteria when assessing writing across all year groups. Assessment outcomes inform planning and differentiation, ensuring targeted support and challenge. Teachers can clearly identify next steps for individuals and groups based on milestone progression. Assessment evidence shows progression across the developmental milestones over time.	1.4. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	1.4. 2x staff meetings.	1.4. The use of co-constructed writing journey milestones and success criteria is bring greater consistency and clarity to assessment across the school. Staff are now applying the writing and reading criteria. The next steps are to monitor that the assessment outcomes are actively informing planning, with teachers differentiating tasks to provide both targeted support and appropriate challenge. Evidence from pupil work demonstrates that staff can clearly identify next steps for individuals and groups, using milestone progression to guide intervention and extension. Although, some in Progress Step 3 have been harsh in their assessment. This is an active conversation and is likely to take some time for staff to be able to judge where criterion is seen evidenced in 'pupils' work 'regularly, mostly, nearly all the time, and	1.4.	1.4.
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					rarely'.		
	1.5. Evaluate the impact of the writing journey strategy through ongoing monitoring, learner outcomes, and staff feedback, using evidence to refine milestones, success criteria, and implementation approaches to ensure continued relevance, clarity, and effectiveness.	1.5. Regular monitoring activities (e.g. book looks, learning walks, planning scrutiny) are conducted across phases. Assessment data and writing samples are collected and analysed to track learner progress against milestones. Milestones and success criteria are reviewed and refined based on evidence from practice and feedback.	1.5. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	1.5. 2x Half Day monitoring.	1.5. Senior leaders have conducted book looks, learning walks, and planning scrutiny across phases, ensuring that implementation is consistent and visible in classroom practice. This has been completed as part of our Deep Dive Processes. Staff feedback has been integral to this process, with professional discussions highlighting both strengths and areas for improvement. Early findings from the implementation of the whole-school writing journey strategy indicate encouraging progress in both staff practice and pupil outcomes. Moderation activities and professional learning sessions have established a shared language around developmental milestones, with staff increasingly confident in articulating each stage of the journey.	1.5.	1.5.

2. Refine and sequence genre-based planning across the school to ensure progression in purpose, audience, structure, and language features, enabling learners to embed key writing conventions and apply them with increasing independence and creativity.	2.1. Develop genre-specific planning templates which will include a genre overview, text structure guide, language features writer's tools and planning prompts. Learners' success criteria are included to help staff plan extended writing appropriately then in turn learners self-assess and edit their work in alignment with the taught features.	2.1. A genre overview will define the purpose of the genre such as to persuade, inform, or entertain and identify the intended audience. A text structure guide outlines the conventional layout, such as orientation, complication, and resolution in narratives. Language features provide examples of sentence types, tone, verb forms, and devices such as figurative language. From our writer's tools and prompts, staff and learners are offered optional sentence starters, model phrases, and rich vocabulary banks to enhance expression. This will be seen in drilling sessions. Sample success criteria are included to help teachers plan and learners self-assess and edit their work in alignment with the taught features. This in turn will result in learners being empowered to plan and structure their writing independently and creatively.	2.1. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	2.1. 2x Full Day Release	2.1. The Literacy Unit Map attached demonstrates how drilling sessions, shared reading, and modelling are sequenced to introduce genre features progressively, ensuring that pupils encounter purpose, audience, structure, and language conventions in a coherent order. Pack of resources shared with staff which includes text structure guides, language feature work, writer's tools and prompts and sample success criteria.	2.1.	2.1.
	2.2. Lesson sequences	2.2. Learners explore	2.2. Nerys Phillips,	2.2. 3x Half Day	2.2. The Literacy Unit	2.2.	2.2.

	towards extended writing will have a clear structure that follows this pattern: (1) Immersion in the Context and exploration of purpose, (2) practice of key genre-specific features and elements (3) oracy and idea generation, (4) planning, (5) drafting, (6) reflection and revising, (7) publishing and sharing. Differentiation will reflect the milestones created in 1.1.	high-quality model texts and understand the purpose, audience and features of the genre. They can make connections for prior knowledge of writing. Learners engage in talk-rich activities to explore ideas, vocabulary, and structure. Learners plan their writing using appropriate scaffolds (e.g. story maps, boxed-up plans, mind maps). Learners write initial versions of their work, focusing on content, structure, and fluency. Learners reflect on and improve their writing for clarity, impact, and accuracy. Monitoring of purple planning will ensure that this clear structure is reflected on a fortnightly basis with each new genre. Thus, lesson sequences will have consistency which will aid learners to write independently and accurately.	Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	monitoring for Senior Leadership Team + Subsequent follow up activities as required.	Map for Progress Steps 2 and 3 sets out a carefully sequenced approach to teaching writing, reading, and oracy through mastery, skills-building, and review units. Each unit is structured into lessons with four blocks that combine drilling language features, shared reading, modelling, practice, and reflection. A full mastery unit follows the process outlined below: ● Lesson 1 – Inspire and Anchor: Pupils explore exemplar texts, identify key features, and co-construct success criteria. ● Lesson 2 – Reading and Comprehension: Shared reading, questioning, and comprehension tasks deepen understanding of genre and purpose. ● Lesson 3 – Philosophy for Children and Oracy: Vocabulary expansion, structured discussions, and		
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					metacognitive evaluation build confidence in communication. • Lesson 4 – Practising Characteristics and Style (1): Introduction and modelling of the first genre-specific feature, followed by practice and refinement. • Lesson 5 – Practising Characteristics and Style (2): Focus on a second genre feature, with drilling, modelling, exercises, and self-assessment. • Lesson 6 – Practising Characteristics and Style (3): A third genre feature is introduced, practised, and refined through correction and self-assessment. • Lesson 7 – Deepening and Developing Understanding: Critical assessment of texts, comprehension activities, and improvement of writing through analysis. • Lesson 8 – Planning and Drafting: Pupils		
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					generate ideas, consider purpose and audience, plan with organisers, and draft openings. ● Lesson 9 – Extended Writing (Double Lesson): Pupils write with clarity and purpose, revisiting success criteria and self-assessing their work. ● Lesson 10 – Responding to Marking and Peer Assessment: Proofreading, rewriting, creative editing, and reflection embed metacognitive awareness. ● Lesson 11 – Skills Consolidation: Focused practice on applying genre features across shorter tasks to reinforce learning. ● Lesson 12 – Revision and Review: Revisiting earlier units, addressing misconceptions, and strengthening mastery of conventions. ● Lesson 13 – Reframing and Presenting: Pupils		
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					reframe their writing into new formats (e.g. speeches, blogs, podcasts) and reflect on audience impact. Planning scrutiny and lesson observations shows that this is being implemented. The co-constructed planning tools, assessment criterias ('Cerrig Milltir'), structured approach to varying the lengths of literacy units (Mastery Units - 3 weeks, Skills Building Units - 2 weeks & Revision Units - 1 week) are providing clarity and structure, enabling teachers to integrate each stage of the writing journey into their classroom practice with more confidence.		
3. We will improve spelling competence of our learners. A sharper focus on spelling patterns, morphology, and etymology will strengthen foundational literacy. Pupils will be supported in recognising linguistic structures and applying them confidently, leading to	3.1. Learners will be encouraged to regularly use a range of strategies (such as dictionaries and thesauruses) which will foster independent learning and deepen their understanding of word structure, meaning, and usage.	3.1. By integrating these tools into daily literacy activities, learners become more confident in checking spellings , exploring synonyms, and expanding their vocabulary. This habit not only improves spelling accuracy but also enhances writing quality by promoting word	3.1. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	3.1. Purchase more dictionaries and thesauruses.	3.1. Word banks have been further developed and differentiated for Progress Step 2. These are now in place. Lesson observations show that there is a better use of independence strategies for spelling and writing and that drilling is more consistent to tackle vocabulary learning. The	3.1.	3.1.

greater accuracy and fluency in their writing. We believe this will be a 2-3 year process.		variety and precision. Teachers can model effective use during lessons and create opportunities for pupils to apply these skills in context, such as editing their own work or engaging in vocabulary challenges.			next steps is to work on an adaptive learning menu to ensure that we further develop the universal provisions within class.		
	3.2. Spelling lists will be refined and adapted to provide a structured approach to mastering commonly misspelled or curriculum-relevant words.	3.2. Spelling lists will be tailored to pupils' needs and linked to phonics and morphology . These lists will become powerful tools for reinforcing patterns and rules. Weekly spelling lists can be introduced through engaging activities like word hunts, sentence creation, and peer quizzes. Regular assessment and review help track progress and identify areas for support. Importantly, spelling lists will be dynamic and updated to reflect pupil interests, cross-curricular themes, and evolving literacy goals.	3.2. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	3.2	3.2. Word banks have been further developed and differentiated for Progress Step 2. These are now in place. Lesson observations show that there is a better use of independence strategies for spelling and writing and that drilling is more consistent to tackle vocabulary learning.	3.2.	3.2.
	3.3. Staff will produce short, engaging videos that demonstrate the pronunciation of Welsh and English words. The	3.3. Producing videos will significantly support auditory learners and those struggling with phonetic decoding. These	3.3. Nerys Phillips, Kaysha Wulder, Tanwen Davies & Catrin Wallis Evans	3.3.	3.3. Spelling videos are in progress. There are 266 (38 weeks times 7 spelling levels). We are now beginning the	3.3.	3.3.

	use of spelling games will also inject fun and competition into literacy learning making spelling practice more engaging and effective.	videos can feature teachers and pupils modeling correct pronunciation, breaking down syllables, and highlighting tricky sounds. Embedding these videos into classroom routines or homework tasks will help make pronunciation practice more interactive and memorable.			process of utilising these videos to support parents each week with spelling practice. A special place on the website has been created for spelling words which contains a page with all of the videos and spelling lists for each level.		
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
Appendix 9 shows the critical thinking behind the development of the 'Cerrig Milltir'. Appendix 10 to 15 shows the assessment criteria for these milestones and an overview of each strand of literacy learning (speaking and listening, reading and writing). Please also see Project Tokyo reports which are currently being analysed in the light of this target to see which elements we can adapt for a Welsh context to enhance literacy learning: • Principal Research Report • Case Study 1 – Enhancing Language Acquisition through Gesture • Case Study 2 – Unlocking Language Learning Through Translanguaging • Case Study 3 – Language through Culture • Case Study 4 – Kanji Symbolism • Case Study 5 – Kintsugi as Pedagogical Philosophy • Case Study 6 – Integration of Language Acquisition Models • Immersion Methods for the Initial Teacher Training System (Full Report) • Immersion Education Policy and Governance in Japan and Wales (Full Report) • Japanese and Welsh Evaluation Culture in Dialogue (Full Report) • Immersion Methods for the Initial Teacher Training System (Academic Journal Article) • Immersion Education Policy and Governance in Japan and Wales (Academic Journal Article) • Japanese and Welsh Evaluation Culture in Dialogue (Academic Journal Article)		

Cynllun Gweithredu Blaenoriaeth Ddatblygu 2 / *Development Action Plan for Priority 2*

Datblygu Meddwl Beirniadol a Myfyrio Ymhellach i Gefnogi Dysgu Annibynnol

drwy Gyfleoedd ar gyfer Metawybyddiaeth, Ymchwiliadau Datrys Problemau Heriol, a Hyfforddiant Pellach i Staff

Further Develop Critical Thinking and Reflection to Support Independent Learning

through Opportunities for Metacognition, Challenging Problem-Solving Inquiries, and Further Training of Staff

2025-2026

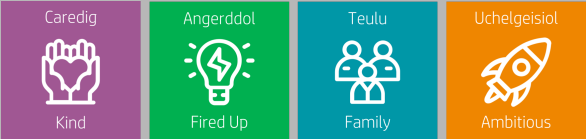
Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: **Miss Tanwen Davies** gyda chymorth / *with support from* Dr. Matthew

Williamson-Dicken, Mr. Simon Alexander, Mrs. Bethany Exall & Miss Alana Parry



Cysylltiad i Arolwg Estyn, 2023 / <i>Links to Estyn's Inspection, 2023</i>	Cynllun Sirol Torfaen / <i>Torfaen County Plan</i>	Cynllun Gwella Addysg Torfaen / <i>Torfaen Education Improvement Plan</i>
Yn gysylltiedig ag Argymhelliad 1 & 2 yn Adroddiad Arolwg Estyn (Medi 2023) <i>Linked to Recommendation 1 & 2 in Our Estyn Inspection Report (September 2023)</i>	Yn gysylltiedig â Chynllun Sirol Torfaen drwy: Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu Amcan Llesiant 7 - Byddwn yn hybu bywydau mwy iach yn Nhorfaen er mwyn gwella lles meddyliol a chorfforol <i>Linked to the Torfaen County Plan through:</i> <i>Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i> <i>Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive</i> <i>Well-being Objective 7 - We will promote healthier lifestyles in Torfaen to improve mental and physical well-being</i>	Yn gysylltiedig â Chynllun Addysg Torfaen drwy: Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig Amcan 2 – Sicrhau darpariaeth arbenigol a darpariaeth wedi'i thargedu sy'n effeithiol, ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes <i>Linked to the Torfaen Education Improvement Plan through:</i> <i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i> <i>Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs</i> <i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i>

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Mae Ysgol Panteg wedi ymrwymo i feithrin dysgu annibynnol trwy ddatblygu meddwl beirniadol a myfyrio ymhellach drwy gyfleoedd strwythuredig ar gyfer metawybyddiaeth, ymholiadau datrys problemau heriol, a hyfforddiant staff. Mae'r flaenoriaeth hon yn mynd i'r afael yn uniongyrchol ag **Argymhelliad 1 ac Argymhelliad 2 o'n Hadroddiad Arolygu Estyn** (Medi 2023), **gan sicrhau bod disgyblion yn cymryd mwy o gyfrifoldeb am eu dysgu wrth dderbyn y lefel briodol o her i ehangu eu sgiliau**. Drwy ymgorffori strategaethau metawybyddol, bydd disgyblion yn datblygu ymwybyddiaeth ddyfnach o'u prosesau dysgu eu hunain, gan eu galluogi i werthuso, mireinio a chymhwyso eu meddwl ar draws pynciau. Bydd annog ymholiadau datrys problemau heriol yn meithrin gwydnwch, creadigrwydd a rhesymu dadansoddol, gan roi'r gallu i ddysgwyr fynd i'r afael â thasgau cymhleth yn annibynnol. Mae hyn yn cyd-fynd â'n hymrwymiad i fod yn **angerddol**—gan sicrhau bod disgyblion yn mynd ati i ddysgu gyda brwdfrydedd, chwilfrydedd ac awydd i wthio eu meddwl ymhellach. Yn ogystal, bydd hyfforddiant pellach i staff yn sicrhau cysondeb wrth gyflwyno addysgu o ansawdd uchel sy'n **meithrin dysgu annibynnol**. Bydd addysgwyr yn cael eu cyfarparu â strategaethau i hwyluso meddwl myfyriol, gan arwain disgyblion i fynegi eu rhesymu, asesu eu cynnydd a gosod nodau dysgu ystyrlon. Mae'r fenter hon yn cefnogi Amcanion Llesiant Torfaen drwy godi cyrhaeddiad addysgol, gan helpu disgyblion i ennill y sgiliau sydd eu hangen i fyw bywydau cadarnhaol. Mae hefyd yn annog ac yn hyrwyddo plant, pobl ifanc a theuluoedd drwy feithrin diwylliant o ddysgu hunangyfeiriedig a thŵf deallusol. Ar ben hynny, drwy hyrwyddo meddwl beirniadol a gwydnwch, rydym yn cyfrannu at ffyrdd o fyw iachach, gan sicrhau bod disgyblion yn datblygu hyder, lles emosiynol, a'r gallu i lywio heriau'n effeithiol.

*Ysgol Panteg is committed to fostering independent learning by further developing critical thinking and reflection through structured opportunities for metacognition, challenging problem-solving inquiries, and enhanced staff training. This priority directly addresses **Recommendation 1 and Recommendation 2 from our Estyn Inspection Report** (September 2023), **ensuring pupils take greater responsibility for their learning while receiving the appropriate level of challenge to expand their skills**. By embedding metacognitive strategies, pupils will develop a deeper awareness of their own learning processes, enabling them to evaluate, refine, and apply their thinking across subjects. Encouraging challenging problem-solving inquiries will cultivate resilience, creativity, and analytical reasoning, equipping learners with the ability to tackle complex tasks independently. This aligns with our commitment to being **fired-up**—ensuring pupils approach learning with enthusiasm, curiosity, and a drive to push their thinking further. Additionally, further training for staff will ensure consistency in delivering high-quality instruction that **nurtures independent learning**. Educators will be equipped with strategies to facilitate reflective thinking, guiding pupils to articulate their reasoning, assess their progress, and set meaningful learning goals. This initiative supports Torfaen's Well-being Objectives by raising educational attainment, helping pupils gain the skills needed to lead positive lives. It also encourages and champions children, young people, and families by fostering a culture of self-directed learning and intellectual growth. Furthermore, by promoting critical thinking and resilience, we contribute to healthier lifestyles, ensuring pupils develop confidence, emotional well-being, and the ability to navigate challenges effectively.*

Is-Darged / <i>Sub-Target</i>	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
1. Further Embed Consistent Metacognitive Language and Routines across the Curriculum	1.1. Develop a shared bank of metacognitive prompts (e.g., What strategy did I use? What challenged me? What will I try next time?) to be used across subjects and phases. These will be linked to our Independence Framework initially devised in 2023-2024 and further developed in 2024-2025.	1.1. By the end of the year, pupils will confidently use shared metacognitive prompts across subjects, linking their reflections to the Independence Framework. Staff will consistently model and embed this language in teaching, planning, and feedback. Learning experiences will include regular opportunities for reflection, with clear progression visible in pupil voice, work, and self-assessment. Monitoring activities such as learning walks and book looks will show consistent implementation, and staff will report increased confidence in supporting independent learning through structured metacognitive routines.	1.1. Tanwen Davies, Alana Parry, Simon Alexander	1.1. Progress Step Meetings x2	1.1. A series of prompt questions and matching slides have been created and distributed. Staff are trialling their use at present. The prompt questions encourage pupils to reflect on how they respond to challenges, how they collaborate with others, and how they stay curious by asking and exploring new ideas. They invite learners to think about the tools, strategies, and planning they use to be resourceful, and to consider the effort and motivation they bring to tasks. The questions also guide children to notice their strengths, areas for improvement, and the impact of their choices on themselves and others.	1.1.	1.1.
	1.2. Use the Independence Framework's progression to help pupils set personal	1.2. Pupils will have regularly set personal learning goals using the	1.2. Tanwen Davies, Alana Parry, Simon Alexander	1.2. Progress Step Meetings x2	1.2. Children utilise the Independence Framework and	1.2.	1.2.

	learning goals (e.g., “I want to move from ‘X’ to ‘Y’ in managing distractions through ‘Z’).” Include weekly reflection tasks where pupils identify which independence traits they used and how they could improve.	language and progression of the Independence Framework. Weekly reflection tasks will show pupils identifying traits they’ve used and areas for growth. Staff will guide goal-setting conversations and embed reflection into classroom routines. Evidence from pupil journals, voice, and work samples will demonstrate increasing self-awareness and ownership of learning. Monitoring will show consistent use of the framework to support progression in independence across phases and subjects.			Self-Assessment against the Framework as a method of progressing in their metacognitive skills as well as independence. This has been happening more than weekly and children, in some classes, have begun looking at the ‘Cerrig Milltir’ approach and linking which was not expected at this stage. This was reinforced by the visit report of the School Improvement Partner and Principal School Improvement Partner. One member of staff receiving additional support.		
	1.3. In Upper Progress Step 3, facilitate peer coaching using the independence framework. Use structured peer reflection routines like “I wonder..., I imagine..., I notice... I admire...” linked to the independence characteristics. It is also linked in part to our W.I.N.E. (Wonder, Imagine, Notice, Empathy; Trauma Informed School) approach.	1.3. Pupils will engage in structured peer coaching using the Independence Framework and W.I.N.E. reflection stems. Learners will use language such as “I wonder... I admire...” to give meaningful, empathetic feedback linked to independence behaviours. Pupil dialogue and written reflections will show increased emotional literacy, self-awareness, and mutual respect. Monitoring will evidence	1.3. Tanwen Davies, Alana Parry, Simon Alexander	1.3. Release for ½ day for set up and ½ day for monitoring (x2)	1.3. We have begun this process by children taking part in Deep Dive Monitoring through evaluating the independence of their classes and year groups.	1.3.	1.3.

		consistent use of peer routines, with staff facilitating and modelling feedback that supports independent learning and wellbeing.					
2. Design and implement greater rich, open-ended learning experiences that promote critical thinking, creativity, and independence through Philosophy for Children (P4C), and Reasoning.	2.1. Build on the feedback from our Gold Award accreditation to deepen Philosophy for Children practice across Areas of Learning and Experience. Co-develop a bilingual glossary of key P4C terms and sentence stems. Launch 'Arweinwyr Athroniaeth' programme: Progress Step 3 learners to lead micro P4C sessions for younger pupils. Build an induction module with key P4C principles for new arriving staff and pair new staff with P4C Champions for classroom co-delivery. Host Family P4C workshops which include activities that families can adapt at home. Develop half-termly "Cwestiwn/Ffocws Athroniaeth" prompts these will include parent guidance notes and	2.1. Success will be evidenced by learners confidently initiating and leading open-ended philosophical enquiries across Areas of Learning and Experience, with increased use of bilingual vocabulary and sentence stems drawn from the co-developed glossary. Progress Step 3 pupils will demonstrate leadership by independently facilitating micro-sessions with younger learners, showing progression in questioning, reasoning, and collaborative thinking. New staff will apply core P4C principles through co-delivery with trained P4C Champions, contributing to a shared culture of inquiry and reflective dialogue. Families will engage in philosophical thinking at home, supported by bilingual resources and workshop experiences, leading to a sustained culture of curiosity and communication beyond the	2.1. Bethany Exall, Dr. Matthew Williamson-Dicken	2.1. 1x Training Day, ½ day preparation.	2.1. Building on the feedback from our Gold Award accreditation, we have taken part in the Thoughtful International P4C Conference. We have been further raising the profile with parents too with a dedicated story and set of questions every month. This is prepared for the rest of the academic year. The Arweinwyr Athroniaeth programme has been launched. The next step is for Progress Step 3 learners confidently leading micro P4C sessions for younger pupils. New staff have received initial training and observations of practice to support their development of P4C.	2.1.	2.1.

	family-friendly reasoning activities.	classroom. Half-termly prompts will spark meaningful conversations, with parent feedback indicating increased confidence in using reasoning strategies and philosophical questioning with their children.			The next step is to host Family P4C workshops which include activities that families can adapt at home.		
	2.2. We will embed greater access to purposeful reasoning and problem-solving tasks, experiments, and enquiries across AoLEs to provide learners with consistent opportunities to investigate , hypothesise, and apply critical thinking strategies. These experiences will be planned to encourage both independent and collaborative exploration, fostering resourcefulness, resilience, and intellectual curiosity in every learner.	2.2. Lesson plans will include opportunities for learners to define problems, generate solutions, and reflect on outcomes . Observations and pupil work will show evidence of learners applying problem-solving strategies independently and collaboratively. Staff reflections will highlight increased confidence in scaffolding problem-solving tasks and adapting approaches to suit diverse learner profiles.	2.2. Progress Step Leaders, Bethany Exall, Dr. Matthew Williamson-Dicken	2.2. Training session (Staff Development Meeting)	2.2. Work analysis shows more examples of reasoning and problem solving through an enquiry based approach. The Continuum Meddwl Arlunio approach has been very successful and has linked Science with Maths and Literacy well across Progress Step 2 and 3.	2.2.	2.2.
3. We will provide further professional learning will focus on equipping our staff with tools to facilitate reflective dialogue, scaffold independent learning, and model metacognitive strategies. This will ensure a consistent, whole-school approach to developing critical thinkers.	3.1. All new staff will receive a foundational training briefing which shares our independence framework in context including its evolution over two years, key milestones, and whole-school impact. We will provide new staff with a glossary of key terms and principles to establish	3.1. Success will be evident when all new staff clearly understand and use our bespoke independence framework. Their use of the glossary will be consistent and accurate, fostering a shared language that supports collaborative planning and professional dialogue. During orientation	3.1. Dr. Matthew Williamson-Dicken	3.1. Training Day allocated	3.1. Nearly all new staff now demonstrate a clear understanding and confident application of the bespoke independence framework. Their use of the glossary is consistent and accurate, establishing a shared professional	3.1.	3.1.

	common language. We will then facilitate orientation workshops led by experienced practitioners to unpack how independence is fostered across AoLEs and across Progress Steps.	workshops, new staff will demonstrate their understanding of how independence is embedded within AoLEs and across Progress Steps by identifying relevant teaching strategies, applying the framework confidently in lesson design, and contributing meaningfully to discussions about pupil agency and autonomy. Feedback from staff will reflect a sense of clarity, confidence, and commitment to nurturing independence throughout the curriculum.			language that strengthens collaborative planning and enriches dialogue across the school. During orientation workshops, staff have shown how independence is embedded within Areas of Learning and Experience and across Progress Steps by identifying relevant teaching strategies, applying the framework effectively in lesson design, and contributing thoughtfully to discussions on pupil agency and autonomy. Feedback from staff reflects a strong sense of clarity, confidence, and commitment to nurturing independence throughout the curriculum. This was reinforced by the visit report of the School Improvement Partner and Principal School Improvement Partner. One member of staff receiving additional support.		
	3.2. Hold a staff-led	3.2. We will have held two	3.2. Dr. Matthew	3.2. 2x Staff	3.2. This is scheduled	3.2.	3.2.

	training sessions highlighting practical implementation of the Independence Framework. Individual facets of the Independence Framework case study style presentations from year groups will be held to support. This programme will be a SWOT (Strengths, Weaknesses & Opportunities and Threats) based approach to presenting and will show successes and areas for improvement.	staff-led training sessions with active participation and clear examples of practical implementation of the Independence Framework in classroom contexts. Year group case studies will demonstrate individual facets in action, offering insight into how independence is embedded across phases and AoLEs. Staff will present their experiences using the SWOT model, articulating key strengths, identifying areas for improvement, and exploring opportunities to deepen pupil independence. The programme will foster open dialogue, reflective practice, and shared ownership, with staff able to recognise transferable strategies and contribute to a whole-school understanding of implementation challenges and solutions.	Williamson-Dicken & Nerys Phillips	Development Meetings	for 5th of January, 2025.		
	3.3. We will establish a staff working group to lead a Neurodiversity and Independence training. We will deliver a training session exploring how neurodiverse profiles influence the development of independence. This will be a practical workshop	3.3. We will have delivered training on neurodiversity and independence.. The training session will result in staff understanding how to support different neurodiverse and Additional Learning Needs profiles in developing independence. Staff will	3.3. Dr. Matthew Williamson-Dicken & Caitlin O'Sullivan	3.3. 1x Staff Development Meetings, ½ preparation.	3.3. We have established a staff working group to lead the Neurodiversity and Independence training, ensuring shared ownership and expertise in its delivery. The training session has been successfully	3.3.	3.3.

	focused on scaffolding strategies that empower all learners, using real-life scenarios and planning tools. We will engage in peer observations and coaching cycles to refine practice collaboratively.	demonstrate practical use of scaffolding strategies in lesson design and classroom practice, informed by real-life scenarios explored during the workshop. Peer observations will show evolving practice, with staff confidently adapting approaches and reflecting on outcomes..			delivered, enabling staff to explore how neurodiverse profiles influence the development of independence. The workshop was highly practical, with staff engaging in scaffolding strategies that empower all learners, supported by real-life scenarios and planning tools. Lesson design and classroom practice observations show application of scaffolding strategies, with approaches informed by the scenarios explored during training.		
	3.4. We will deliver staff training that strengthens understanding and application of problem-solving processes across AoLEs , equipping staff with the tools to foster resilience, critical thinking, and pupil-led inquiry within varied classroom contexts.	3.4. Staff will demonstrate a deeper understanding of problem-solving principles and be able to identify how they intersect with domains of independence such as resourcefulness, curiosity, and effort. Lesson plans will include opportunities for learners to define problems, generate solutions, and reflect on outcomes. Observations and pupil work will show evidence of learners applying problem-solving strategies independently and	3.4. Dr. Matthew Williamson-Dicken, Nerys Phillips, Thea Simons	3.4. 2x Staff Development Meetings	3.4. This is scheduled for 14th of January, 2025.	3.4.	3.4.

		collaboratively. Staff reflections will highlight increased confidence in scaffolding problem-solving tasks and adapting approaches to suit diverse learner profiles.					
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
Examples of Prompt Questions for Independence: <i>Resilience</i> What was one challenge you faced today and how did you respond? What strategy did you try first when the task felt hard? When you felt stuck, who or what helped you move forward? What did you learn from a mistake you made today? How did you keep going when something didn't work the first time? What would you try differently next time to get a better result? Which small success can you celebrate from today's work? How do you know when it's time to ask for help and when to keep trying? <i>Working Together</i> How did you contribute to the group today and why was it helpful? What did you do to make sure everyone's ideas were heard? Describe a moment when you disagreed with someone. How did you handle it? What role do you usually take in a team and how does that help the group? How did you show respect for others' ideas during the activity? What could the group do differently next time to work better together? Who supported you in the group and how did that support help you learn? <i>Curiosity</i> What question came to your mind while you were learning today? What did you notice that made you want to find out more? How did you test or explore an idea today? What would you like to investigate next and why? Which discovery surprised you and how did it change your thinking? How do your questions help you make choices in your learning? <i>Resourceful</i> What tools or resources did you try when solving a problem? Which resource helped you most and why? How did you plan the steps to complete your task? What evidence did you use to decide what to do next?		

When something didn't work, how did you adapt your plan? What new resource would you like to learn to use and why? <i>Effort</i> What part of the task did you work hardest on today? How did you stay focused when the task was difficult? What motivated you to keep going when it was challenging? How did you show commitment to the team or task? What would you do to improve your effort next time? How do you balance speed and quality in your work? <i>Self-Awareness</i> What are two strengths you used today and one area to improve? How did your choices affect others during the activity? What did you learn about how you learn best? How did you respond to feedback and what did you change because of it? What goal will you set for yourself this week and how will you check progress? How did your feelings influence your decisions today?		
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Cynllun Gweithredu Blaenoriaeth Ddatblygu 3 / Development Action Plan for Priority 3

Datblygu Sgiliau Artistig

drwy Gryfhau Meistrolaeth Dechnegol, Codi Proffil Celf ar draws yr Ysgol a Dysgu am Waith Artistiaid Enwog

Develop Artistic Skills

by Strengthening Technical Mastery, Raising the Profile of Art across the School and Learning about the Work of Famous Artists

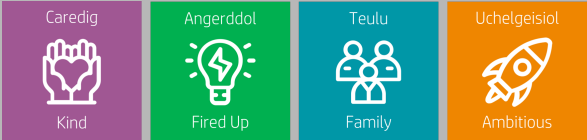
2025-2026

Cyfrifoldeb Arweinyddiaeth Penodedig / Assigned Leadership Responsibility: **Mrs. Kaysha Wulder** gyda chymorth Arweinydd Canol Thea Simons & Arweinydd Canol Nadine Williams



Cysylltiad i Arolwg Estyn, 2023 / Links to Estyn's Inspection, 2023	Cynllun Sirol Torfaen / Torfaen County Plan	Cynllun Gwella Addysg Torfaen / Torfaen Education Improvement Plan
Yn gysylltiedig ag Argymhelliad 2 yn Adroddiad Arolwg Estyn (Medi 2023) <i>Linked to Recommendation 2 in Our Estyn Inspection Report (September 2023)</i>	Yn gysylltiedig â Chynllun Sirol Torfaen drwy: Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu <i>Linked to the Torfaen County Plan through:</i> <i>Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i> <i>Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive</i>	Yn gysylltiedig â Chynllun Addysg Torfaen drwy: Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig Amcan 3 – Hyrwyddo Llesiant dysgwyr a hwyluso ymgysylltiad â'r gymuned Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes <i>Linked to the Torfaen Education Improvement Plan through:</i> <i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i> <i>Objective 3 – Promote learner wellbeing and facilitate community engagement</i> <i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i>

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Mae mynegiant artistig yn rhan hanfodol o ymrwymiad Ysgol Panteg i feithrin creadigrwydd, hyder a rhagoriaeth academiaidd. Mae ein hunanwerthusiadau yn dangos ein bod yn gwneud yn arbennig o dda gyda chyfleoedd ar gyfer perfformio a drama. Fodd bynnag, mae sgiliau celf yn faes yr ydym am ganolbwyntio arno y flwyddyn nesaf i wella ansawdd ein haddysgu a'n dysgu. Er mwyn datblygu sgiliau artistig disgyblion ymhellach, rydym yn cryfhau meistrolaeth dechnegol, yn codi proffil celf ar draws yr ysgol, ac yn dyfnhau dealltwriaeth o artistiaid enwog. Mae'r flaenoriaeth hon yn cyd-fynd ag **Argymhelliad 2 o'n Hadroddiad Arolygu Estyn** (Medi 2023), gan sicrhau bod disgyblion yn derbyn lefel briodol o her i ehangu eu sgiliau hyd eithaf eu gallu. Trwy adeiladu sgiliau wedi'i ffocysu, bydd disgyblion yn mireinio eu technegau artistig, gan ennill hyder wrth ddefnyddio gwahanol ddeunyddiau a dulliau. Bydd dull strwythuredig yn cefnogi dysgwyr i arbrofi gydag arddulliau, gwella cywirdeb, a datblygu eu llais artistig unigryw. Bydd codi proffil celf ar draws yr ysgol yn ymgorffori creadigrwydd mewn dysgu bob dydd, gan sicrhau bod mynegiant artistig yn cael ei werthfawrogi, ei ddathlu, a'i integreiddio'n llawn i fywyd yr ysgol. Bydd arddangosfeydd, prosiectau cydweithredol, a chysylltiadau trawsgwricwlaidd yn caniatáu i ddisgyblion weld celf fel ffurf sylfaenol o gyfathrebu ac archwilio. Drwy astudio gwaith artistiaid enwog, gan gynnwys ffocws ar artistiaid lleol a Chymreig, bydd disgyblion yn cael cipolwg ar symudiadau artistig a'u harwyddocâd diwylliannol. Bydd dod i gysylltiad ag amrywiaeth o ddulliau creadigol yn ysbrydoli dysgwyr i werthfawrogi'r cysylltiadau rhwng hanes, hunaniaeth ac arloesedd artistig. Mae'r fenter hon yn adlewyrchu ymrwymiad Ysgol Panteg i ddysgu **uchelgeisiol**, gan sicrhau bod disgyblion yn datblygu creadigrwydd, meddwl beirniadol a hunanfynegiant. Drwy feithrin sgiliau artistig, rydym yn grymuso dysgwyr i ddod yn **grewyr myfyriol a hyderus** sy'n cofleidio'r celfyddydau fel rhan hanfodol o'u taith academiaidd a'u twf personol.

*Artistic expression is a vital part of Ysgol Panteg's commitment to fostering creativity, confidence, and academic excellence. Our self-evaluations show that we are doing extremely well with opportunities for performance and drama. However, art skills is an area we want to focus on this next year to improve the quality of our teaching and learning. To further develop pupils' artistic skills, we are strengthening technical mastery, raising the profile of art across the school, and deepening understanding of famous artists. This priority aligns with **Recommendation 2 from our Estyn Inspection Report** (September 2023), ensuring that pupils receive an appropriate level of challenge to expand their skills to the best of their ability. Through focused skill-building, pupils will refine their artistic techniques, gaining confidence in using different materials and methods. A structured approach will support learners in experimenting with styles, improving precision, and developing their unique artistic voice. Raising the profile of art across the school will embed creativity into everyday learning, ensuring that artistic expression is valued, celebrated, and fully integrated into school life. Exhibitions, collaborative projects, and cross-curricular links will allow pupils to see art as a fundamental form of communication and exploration. By studying the work of famous artists, including a focus on local and Welsh artists, pupils will gain insight into artistic movements and their cultural significance. Exposure to a variety of creative approaches will inspire learners to appreciate the connections between history, identity, and artistic innovation. This initiative reflects Ysgol Panteg's commitment to **ambitious** learning, ensuring pupils develop creativity, critical thinking, and self-expression. By fostering artistic skills, we empower learners to become **reflective, confident creators** who embrace the arts as a vital part of their academic journey and personal growth.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. We will strengthen technical mastery through ensuring clear opportunities for pupils to refine their use of materials, tools, and techniques in structured skill-building units of work. This will support precision, experimentation, and the development of a personal artistic voice.	1.1. Ensure that there are appropriate resources available to the staff in order to experiment with different techniques and that they are available during specific art projects and for lessons off the purple planning.	1.1. Pupils will have the opportunity to engage with experimentation. Pupils will have the confidence to take creative risks by exploring new materials and new ways to produce art. Evidence of this will be visible in the progression of the artwork produced.	1.1. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	1.1. £500 per Progress Step	1.1. We have conducted our first Art Week whereby all pupils engaged in a planned sequence of lessons whereby their skills were developed purposefully. This succession of activities developed skills that were then used in their final creative piece. All pupils engaged with the art week and used a variety of technical skills and Progress Step 3 pupils also experimented with pencils of varying thickness to fully experiment with sketching techniques.	1.1.	1.1.
	1.2. Identify and outline the key skills needed for the children to be able to experiment and strengthen techniques, such as shading, blending and other artistic skills and then organise and plan units of work that will support the development of these into a final piece of art. Art skills	1.2. Pupils will have the opportunity to consistently apply these targeted techniques which will support the development of their confidence with artistic skills. The artwork will demonstrate an improvement of the precision and control of the skill and its development	1.2. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	1.2. 2 days release	1.2. Skills used by the pupils are promoted to be used within the provision areas of Progress Step 2, including display posters that demonstrate the skills used within the art week. Progress Step 1 have applied the same	1.2.	1.2.

	will be planned out for each year group ensuring that revisiting of the skills occurs in a strategic way across the children's school career.	from Progress Step 1 to Progress Step 3.			skills to other pieces of art as part of a focus task. Progress Step 3 portfolios show good progress utilising the skills ladders.		
	1.3. Ensure that art and the development of artistic skills supports the development of mood and emotional expression. Provide the children the opportunity to showcase their creative work in galleries and to have the opportunity to explain their artwork to observers.	1.3. Pupils will develop and introduce their own personal artistic style . This will provoke thoughtful choices in their artwork so that they can accurately reflect individual style and identities. The opportunity to explain and showcase their artwork will further support their individual style by encouraging pupils to articulate their creative decisions whilst presenting their work.	1.3. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	1.3. N/A	1.3. The whole school held an Art gallery during the Macmillan Coffee morning where each year group had a stand and a display. Each of the year groups had also worked on developing their knowledge of their artist and had an opportunity to showcase this knowledge and information during this time. Pupils in Progress Step 3 were also encouraged to create posters and fact files about their artists which also went on display.	1.3.	1.3.
2. We will raise the profile of art across the school . Through exhibitions, collaborative projects, and cross-curricular integration, we will ensure that art is celebrated and embedded into the fabric of school life. This will promote artistic	2.1. We will launch whole school initiatives through termly art weeks whereby the "genre" of the week will be based on a whole school theme. We will then host exhibitions showcasing the artwork whereby each age group will experiment with	2.1. Learners' artwork will be displayed continually in the display areas and in communal areas, as well as digitally showcased ensuring their individual styles and creativity are celebrated as a whole school. The whole school	2.1. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	2.1. Termly Planning Calendar, resources under 1.1.	2.1. The Art Weeks have been timetabled onto the school monitoring cycle to ensure that they will happen every term. The initial Art Week was very successful for both the students to develop	2.1.	2.1.

creativity as a valued form of communication and exploration.	a specific technique in order to build up their skills in completing a piece of artwork. The school will also share these celebratory pieces of artwork digitally, via Class Dojo and the Head's Bulletin.	initiative will be purposefully planned and integrated into the school calendar so that they can be well-attended by staff and the community.			their art skills but also for the staff to engage their creativity and fully engage and appreciate how individual and creative their pupils are. See class portfolios for examples of progress.		
	2.2. We will empower pupil voice by inviting pupils to lead the exhibitions and the artists themselves to fully explain and elaborate on their pieces of art and the techniques used raising their individual profiles as artists.	2.2. Pupils will have an experience and develop an understanding and value for artistic creativity. Pupils will develop the ability to articulate how their art supports their self-expression . Pupils will be able to discuss their art with increased confidence and enthusiasm for artistic processes.	2.2. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	2.2. N/A	2.2. Pupils were encouraged to imitate the art work of the specified artist but also to create their own artwork based on their artist's style. Students in Progress Step 2 were able to develop and create their own artwork by imitating the skills of the artists and could interpret their choice of colours. Progress Step 3 were able to explain why they had chosen particular colour schemes and could explain what this expressed for them.	2.2.	2.2.
	2.3. Art will be a more prominent part of the purple planning in order to ensure that art is a cross-curricular element of the lessons, e.g. illustrating historical art figures or certain landscapes, highlighting how artistic	2.3. Art will become a more embedded part of the curriculum and purple planning. Pupils will engage with projects that link art with other areas of the curriculum demonstrating cross curricular learning. Learner and staff feedback	2.3. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	2.3. N/A	2.3. Developing art skills has been demonstrated in other parts of the curriculum in Progress Step 2 with pupils being given the opportunity to explore patterns and colours of artwork from across the globe.	2.3.	2.3.

	thinking enhances other areas of learning.	will show an increased appreciation for creativity within different contexts.			Progress Step 1 has concentrated on developing their art skills by layering techniques and colour as a part of a focus task which has been displayed within the classroom. Progress Step 3 skills development is clear on the Purple planning and shows clear links to the skills ladders.		
3. Learners will explore the work of famous artists and will study a diverse range of artists, including local and Welsh figures, to understand artistic movements and their cultural significance. This will inspire learners to connect art with identity, history, and innovation.	3.1. Pupils will explore the work of global and Welsh famous artists , including historic and contemporary figures. This includes artists of different cultural backgrounds to introduce and broaden cultural horizons.	3.1. Pupils will be able to identify and describe key elements and characteristics of a variety of artists from different cultural backgrounds and they have been influenced or have had an influence on other artists' work. These artists will include those of BAME backgrounds. Pupils will develop the importance of some artwork in different cultural and historical contexts.	3.1. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	3.1. N/A	3.1. Pupils in Progress Step 2 have explored artists that celebrate the individuality of people during their inspiration day and have explored artwork and art patterns from across the world. Progress Step 3 pupils have explored the importance and purpose of colours in history in their lessons exploring Egyptian history and the Celts. Progress Step 3 drew on the work of Van Gogh ('A Starry Night') to coincide with their thematic planning.	3.1.	3.1.
	3.2. Art learning will be connected to personal and cultural identities by exploring and completing	3.2. Pupils will be able to discuss and explore how their identity or heritage relates to local art and art	3.2 Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	3.2. N/A	3.2. The allocation of artists to each year group and exploration of skills supported the	3.2.	3.2.

	comparative tasks exploring artists' contexts to their own lives and communities. Art learning will also be connected to Welsh historical events including Welsh social movements or traditions to further explore contemporary and historical art.	from different cultures. Pupils will engage in critical and creative discussions promoting their curiosity and appreciation for different perspectives. Pupils will also develop a connection for art that represents their story and an appreciation for other's artistic creations.			cultural identity aspects of our work. In the Spring Term, we need to add more focus on Welsh identity and culture. We have allocated 'Dreams' which is the Eisteddfod theme for the Urdd Eisteddfod 2026.		
	3.3. Pupil voice will be used in the selection of artists that are explored within the purple planning sessions to facilitate inspiration for art. Links with local artists to be made in order to further empower their inspiration and creativity and to work collaboratively with pupils to deepen pupil connection with art and discovering their own style.	3.3. Pupils will demonstrate an ability to emulate the art work of others, referencing their styles, themes and techniques but also develop their own style and experiment with their own preferred techniques. Pupils will be able to document their inspiration creatively through art with the support of experiencing collaboratively working with local artists.	3.3. Mrs Kaysha Wulder, Mrs Thea Simons, Miss Nadine Williams	3.3. N/A	3.3. During the Art week each year group was allocated a specific artist. Lessons were planned as a succession of exploring their particular techniques and emulating their artwork. All students were then encouraged to develop their own style and preferred techniques while developing their own art work.	3.3.	3.3.

Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>

Cynllun Gweithredu Blaenoriaeth Ddatblygu 4 / *Development Action Plan for Priority 4*

Gwella Cyfrifoldeb Amgylcheddol drwy Wella Llythrennedd Eco, Cryfhau Cynaliadwyedd Ysgol Gyfan a Datblygu

Bioamrywiaeth yr Amgylchedd Ffisegol

Improve Environmental Responsibility by Enhancing Eco-Literacy, Strengthening Whole-School Sustainability and Develop the Bio-Diversity of the Physical Environment

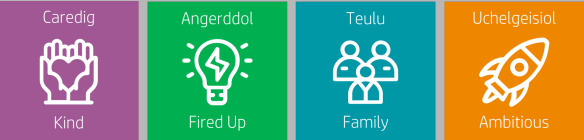
2025-2026

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: **Miss Caitlin O'Sullivan & Ms. Nerys Phillips** gyda chymorth / *with support from* Mrs. Angharad Jones



Cysylltiad i Arolwg Estyn, 2023 / <i>Links to Estyn's Inspection, 2023</i>	Cynllun Sirol Torfaen / <i>Torfaen County Plan</i>	Cynllun Gwella Addysg Torfaen / <i>Torfaen Education Improvement Plan</i>
Er naeth y pwnc hwn ddim godi fel argymhelliad yn Arolwg Estyn 2023, mae'n gysylltiedig â Maes Arolygu 1 a 2. <i>Although this subject did not come up as a recommendation in the 2023 Estyn Inspection, it is linked to Inspection Area 1 and 2.</i>	Yn gysylltiedig â Chynllun Sirol Torfaen drwy: Amcan Llesiant 5 - Byddwn yn ymateb i'r argyfyngau hinsawdd a natur, yn ailgylchu mwy ac yn gwneud gwelliannau i'r amgylchedd lleol <i>Linked to the Torfaen County Plan through:</i> <i>Well-being Objective 5 - We will address our climate and nature emergencies, recycle more and make improvements to the local environment</i>	Yn gysylltiedig â Chynllun Addysg Torfaen drwy: Amcan 3 – Hyrwyddo llesiant dysgwyr a hwyluso ymgysylltiad â'r gymuned Amcan 6 – Datblygu'r amgylchedd ffisegol a digidol ar gyfer dysgu <i>Linked to the Torfaen Education Improvement Plan through:</i> <i>Objective 3 – Promote learner wellbeing and facilitate community engagement</i> <i>Objective 6 – Develop the physical and digital environment for learning</i>

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Yn Ysgol Panteg, rydym am wneud **cyfrifoldeb amgylcheddol yn rhan graidd o'n hymrwymiad i gynaliadwyedd** a lles cymunedol. Drwy wella llythrennedd eco, cryfhau cynaliadwyedd ysgol gyfan, a datblygu bioamrywiaeth ein hamgylchedd ffisegol, rydym yn sicrhau bod disgyblion yn ymgysylltu'n weithredol â'r byd o'u cwmpas ac yn gwneud dewisiadau gwybodus sy'n cefnogi iechyd amgylcheddol hirdymor. Mae llythrennedd eco yn grymuso disgyblion i ddeall cymhlethdodau heriau amgylcheddol, gan eu harfogi â'r wybodaeth i ofalu am y blaned yn effeithiol. Drwy gyfleoedd dysgu strwythuredig, byddant yn archwilio sut mae ecosystemau'n gweithredu, effaith gweithgaredd dynol, a ffyrdd ymarferol o leihau gwastraff, arbed ynni, a diogelu bioamrywiaeth. Mae'r ddealltwriaeth hon yn meithrin ymdeimlad o gyfrifoldeb, gan sicrhau bod cynaliadwyedd yn dod yn rhan naturiol o'u penderfyniadau bob dydd. Mae cryfhau cynaliadwyedd ysgol gyfan yn ymgorffori arferion ymwybodol o'r amgylchedd ar draws y cwricwlwm, gan annog disgyblion i gymryd camau ystyrlon—boed drwy leihau gwastraff, gwella effeithlonrwydd ynni, neu hyrwyddo defnydd cyfrifol o adnoddau. Mae datblygu bioamrywiaeth o fewn tiroedd ein hysgol yn gwella cysylltiad disgyblion â natur, gan greu mannau gwyrdd ffyniannus sy'n cefnogi bywyd gwyllt wrth gynnig profiadau dysgu awyr agored cyfoethog. Mae'r flaenoriaeth hon yn cefnogi'n uniongyrchol Amcan Llesiant 5 o Gynllun Sir Torfaen, sy'n canolbwyntio ar fynd i'r afael ag argyfyngau hinsawdd a natur, cynyddu ymdrechion ailgylchu, a gwella amodau amgylcheddol lleol. Drwy gymryd camau ystyrlon yn ein hysgol, rydym yn cyfrannu at fentrau cymunedol ehangach, gan sicrhau effaith gadarnhaol a pharhaol. Drwy'r gwaith hwn, mae Ysgol Panteg yn atgyfnerthu ei gwerthoedd—annog disgyblion i fod yn **angerddol** am gynaliadwyedd, cefnogi ei gilydd mewn ymdrechion amgylcheddol cyfrifol, a dangos **caedigrwydd** drwy ofalu am y blaned. Drwy ymgorffori'r egwyddorion hyn, rydym yn creu cenhedlaeth o ddysgwyr sydd wedi'u cyfarparu i lunio dyfodol mwy gwyrdd a chynaliadwy.

*At Ysgol Panteg, we want to make **environmental responsibility a core part of our commitment to sustainability** and community well-being. By enhancing eco-literacy, strengthening whole-school sustainability, and developing the biodiversity of our physical environment, we ensure pupils actively engage with the world around them and make informed choices that support long-term environmental health. Eco-literacy empowers pupils to understand the complexities of environmental challenges, equipping them with the knowledge to care for the planet effectively. Through structured learning opportunities, they will explore how ecosystems function, the impact of human activity, and practical ways to reduce waste, conserve energy, and protect biodiversity. This understanding fosters a sense of responsibility, ensuring that sustainability becomes a natural part of their everyday decisions. Strengthening whole-school sustainability embeds eco-conscious habits across the curriculum, encouraging pupils to take meaningful action—whether by reducing waste, improving energy efficiency, or promoting responsible resource use. Developing biodiversity within our school grounds enhances pupils' connection to nature, creating thriving green spaces that support wildlife while offering rich outdoor learning experiences. This priority directly supports Well-being Objective 5 of the Torfaen County Plan, which focuses on tackling climate and nature emergencies, increasing recycling efforts, and improving local environmental conditions. By taking meaningful action within our school, we contribute to wider community initiatives, ensuring a positive and lasting impact. Through this work, Ysgol Panteg reinforces its values—encouraging pupils to be **fired-up** about sustainability, supporting one another in responsible environmental efforts, and demonstrating **kindness** through care for the planet. By embedding these principles, we create a generation of learners equipped to shape a greener, more sustainable future.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. We will enhance eco-literacy . Pupils will gain a deep understanding of environmental systems, human impact, and sustainable practices. Through inquiry-based learning, they will explore ecosystems, climate change, and practical actions such as reducing waste, conserving energy, and protecting habitats. This knowledge will empower them to make informed, responsible choices.	1.1. Ensure that there is appropriate planning in order to develop eco-literacy across the school. These resources will be varied for ages and abilities in order to integrate them into our fortnightly planning.	1.1. We will have completed a whole school audit of the planning. We will have ensured that there is a variety of eco-literacy material available to all ages and abilities within the school. We will have conducted online research about eco-literacy available through the medium of English and Welsh.	1.1. Caitlin O'Sullivan, Nerys Phillips, Angharad Jones	1.1. Teachers' Planning Time (3 x days in total)	1.1. The audit showed that over the last few years, teaching has engaged pupils in a good variety of eco literacy activities, ranging from practical outdoor experiences and creative projects to structured scientific inquiries and global debates. The development to this breadth shows a commitment to incorporating sustainability across the curriculum and ensuring that learners encounter environmental themes in multiple contexts. However, although the range of provision is generally good, the audit highlights the need to be more deliberate in the way these activities are planned, sequenced and evaluated. By moving from a collection of good experiences to a more	1.1.	1.1.

					coherent program the school can ensure that eco literacy develops gradually, is consistent with wider development priorities, and achieves a measurable impact on pupils' knowledge, values and everyday choices.		
	1.2. Work collaboratively as a team to develop a comprehensive overview and roadmap that illustrates the progression of eco-literacy throughout pupils' educational journey, from early years to the end of primary school.	1.2. To successfully develop a whole-school eco-literacy progression plan, staff from all key stages will have work collaboratively to create a shared vision , with dedicated time for cross-phase planning and input. The curriculum will clearly map age-appropriate eco-literacy objectives from early years through to Year 6, ensuring progression in knowledge, skills, and behaviours, and integrating these into subjects. A roadmap will have been produced to represent this journey and shared with staff, pupils, and parents.	1.2. Caitlin O'Sullivan, Nerys Phillips, Angharad Jones All Staff	1.2. Release time for staff (2 x Half Days)	1.2. The audit helped us to categorise five types of activities that we can now focus on to build the roadmap. These themes are: <i>a. Direct Engagement with Natur</i> Such as: practical experiences such as farm visits, outdoor play, seasonal crafts, and habitat building. These activities foster curiosity, sensory awareness, and an emotional connection to the natural world. <i>b. Scientific Inquiry and Environmental Systems</i> Such as: structured experiments and investigations into ecosystems, life cycles, materials, and environmental	1.2.	1.2.

					processes. Pupils learn to ask questions, test hypotheses, and understand the science behind sustainability. <i>c. Human Impact and Sustainable Practices</i> Such as: explore deforestation, recycling, fair trade, food choices, and energy use. This theme draws attention to how human actions affect the environment and encourages responsible, practical behaviours. <i>d. Creative and Cultural Expression</i> Such as: Art, music, storytelling, and philosophical debate related to environmental themes. These activities allow pupils to express eco values through creativity and connect sustainability with identity, culture and citizenship. <i>e. Global Citizenship and Ethical Responsibility</i> Such as: debates on fossil fuels, climate		
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					change, renewable energy, and social justice. Pupils develop critical thinking, ethical reasoning, and a sense of responsibility for global challenges and community action.		
	1.3. Include the school eco-council and wider pupil voice to actively contribute to the development and promotion of eco-literacy across the school, by involving them in planning, leading initiatives, and embedding sustainability into everyday school life.	1.3. By achieving this objective, we will have embedded eco-literacy across the school through active pupil participation and leadership. Pupils from all Progress Steps will have regularly contributed to eco-council meetings, collaboratively identifying environmental priorities and setting achievable goals. Eco-council members will have taken on increased leadership roles in planning and delivering initiatives, leading assemblies, and promoting sustainable practices throughout the school. Their ideas will have been woven into the wider curriculum, enriching learning and raising awareness of environmental issues. Teachers will have used pupil feedback to inform their teaching, creating a more responsive and inclusive approach to	1.3. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn, Angharad Jones	1.3. N/A	1.3. Whole school competition has been led by the school council to drive the use of the recycling bins properly by creating specific posters for each bin. The school have opportunity to work with volunteers who have also contributed towards developing our outdoor learning area. The Eco-council have helped plant some small trees in the outdoor learning area.	1.3.	1.3.

		eco-education. Through regular communication, the eco-council will have engaged the whole school community, ensuring all pupils have had the opportunity to contribute to eco-projects. Finally, the impact of these initiatives will have been evaluated through pupil and staff feedback, shaping future actions and reinforcing a culture of sustainability.					
2. We will further strengthen whole-school sustainability by embedding sustainable habits across the curriculum and school operations.	2.1. Reduce the use of worksheets in pupil books by promoting more active, creative, and independent learning opportunities that enhance engagement and deepen understanding, while also supporting the school's commitment to environmental sustainability by reducing paper waste and fostering eco-conscious practices.	2.1. Success will be demonstrated by a noticeable reduction in the frequency and volume of worksheets used across all year groups , replaced by pupils being more independent to write and record information straight into their books. Teachers will plan and deliver lessons that prioritise pupil work recorded directly in books. Regular monitoring will show a measurable decrease in paper consumption. Staff and pupil feedback will reflect positive attitudes towards these changes and identify ongoing opportunities to embed sustainability into everyday learning.	2.1. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn	2.1. N/A	2.1. During the book look as part of the deep dive it was noted that there are less worksheets being used in most classes. Progress step 3 will be undertaking lessons where children have options to choose how they present their work, this will include building on the use of digital platforms such as Google classroom and Seesaw. Worksheets are still relied upon as a primary differentiation method. However, planned training in January on 'adaptive teaching' will support the variety of differentiation	2.1.	2.1.

					methods.		
	2.2. Implement a system for children to regularly weigh and monitor food waste , using the data to develop and promote strategies that effectively reduce food waste and encourage sustainable habits among pupils and staff.	2.2. Success will be achieved when food waste is regularly measured and recorded . Clear baseline data will be established within the first term, enabling the setting of realistic reduction targets. Staff and pupils will be actively involved in monitoring and identifying key areas where waste can be reduced. Regular reviews will show a measurable decrease in food waste over time. Engagement and understanding of food waste issues will increase among pupils and staff, demonstrated through surveys, pupil-led initiatives, and visible changes in behaviour.	2.2. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn	2.2. N/A	2.2. This initiative is due in HT4.	2.2.	2.2.
3. We will develop biodiversity in our physical environment . By enhancing green spaces, planting native species, and creating habitats for wildlife, we will foster a stronger connection between learners and the natural world supporting cross-curricular learning and wellbeing.	3.1. Enhance and develop the school's outdoor area to create a more engaging, safe, and sustainable learning environment that supports outdoor education, promotes well-being, and fosters pupils' understanding of biodiversity and environmental responsibility.	3.1. Success will be demonstrated by better use of the outdoor space. It will be equipped to support a variety of learning activities including activities related to biodiversity and the environment. Pupils will actively engage projects, and eco-initiatives that deepen their understanding of local wildlife, plant life, and ecosystems.	3.1. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn, Angharad Jones	3.1. Grant Funding Applied for through Keep Wales Tidy and Welsh Government	3.1. Keep tidy Wales have met with Caitlin O'Sullivan and Angharad Jones in order to discuss the grants available through Keep Tidy Wales. They have done an initial scoping of the grounds in order to see what would be appropriate for the space available. The team at Keep Tidy	3.1.	3.1.

					Wales have directed use towards the online applications in order to collect the relevant evidence needed to support the application. The school have opportunity to work with volunteers who have also contributed towards developing our outdoor learning area. The Eco council have helped plant some small trees in the outdoor learning area.		
	3.2. Secure external funding through grants and establish partnerships with local charities and community organisations to support the development and enhancement of the school's outdoor learning area.	3.2. To achieve the target, the school will identify and apply for relevant grants within the academic year, securing funding support to enhance the outdoor learning area. Partnerships will be established with local charities or community organisations that align with outdoor education and environmental initiatives. These collaborations will contribute resources and support, leading to tangible improvements such as new equipment and planting. Staff and pupils will actively participate in partnership activities, fostering community engagement and enriching learning	3.2. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn	3.2. Grant Funding Applied for through Keep Wales Tidy and Welsh Government	3.2. Edina trust Grant has been allocated to buy resources for the outdoor areas to promote wildlife into the school ground. The team has contacted a number of local charities to enquire about working with the school. For example, there is a local bike recycling centre which also works with children in their dedicated allotments and art projects. In addition to this, the team has also contacted a local re-use shop in order to enquire about some	3.2.	3.2.

		experiences.			volunteer work for our pupils in order to develop working with the local community.		
	3.3. Develop our wetlands area within the school grounds and design a range of hands-on activities and learning opportunities that enhance pupils' understanding of wetland ecosystems, biodiversity, and environmental conservation.	3.3. Success will be demonstrated by the successful establishment of our dedicated wetlands area within the school grounds, featuring appropriate natural habitats to support local biodiversity. After leaving fallow for 3 years in order to allow wildlife to take root, this area is now ready for active use. Pupils will actively participate in the care and monitoring of the wetlands, fostering environmental responsibility and practical skills.	3.3. Caitlin O'Sullivan, Nerys Phillips, Jessica Flynn	3.3. Grant Funding Applied for through Keep Wales Tidy and Welsh Government	3.3. Through our scoping session with Keep Tidy Wales, they have recommended ways in which the wetlands could be used more effectively, by giving the children the ability to use the area safely and for purpose. This development of the area will also be a part of the application made to Keep Tidy Wales.	3.3.	3.3.

Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
N/A		

Cynllun Gweithredu Blaenoriaeth Ddatblygu 5 / Development Action Plan for Priority 5

Gweithio Ochr yn Ochr â Charreg Lam i Feithrin Partneriaethau Addysgol Rhyngwladol

er mwyn Gwella Strategaethau Addysgu Trochi, Ehangu Datblygiad Proffesiynol ar gyfer Addysgwyr Trochi a Lledaenu Canfyddiadau Ymhellach

Work Alongside Carreg Lam in Fostering International Educational Partnerships

in order to Enhance Immersion Teaching Strategies, Expand Professional Development for Immersion Educators and Further Disseminate Findings

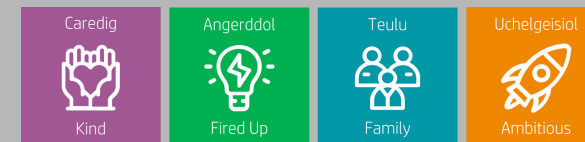
2025-2026

Cyfrifoldeb Arweinyddiaeth Penodedig / Assigned Leadership Responsibility: **Dr. Matthew Williamson-Dicken**, Nerys Phillips & Rebeca Blackmore



Cysylltiad i Arolwg Estyn, 2023 / Links to Estyn's Inspection, 2023	Cynllun Sirol Torfaen / Torfaen County Plan	Cynllun Gwella Addysg Torfaen / Torfaen Education Improvement Plan
Er naeth y pwnc hwn ddim godi fel argymhelliad yn Arolwg Estyn 2023, mae'n gysylltiedig â Maes Arolygu 1 a 3. <i>Although this subject did not come up as a recommendation in the 2023 Estyn Inspection, it is linked to Inspection Area 1 and 3.</i>	Yn gysylltiedig â Chynllun Sirol Torfaen drwy: Amcan Llesiant 1 – Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol <i>Linked to the Torfaen County Plan through:</i> <i>Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i>	Yn gysylltiedig â Chynllun Addysg Torfaen drwy: Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes <i>Linked to the Torfaen Education Improvement Plan through:</i> <i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i> <i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i>

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Mae Ysgol Panteg yn parhau i fod wedi ymrwymo i welliant parhaus, gan sicrhau bod ein darpariaeth yn esblygu i fod yn arfer sy'n arwain y sector. Un o'n blaenoriaethau allweddol ar gyfer blwyddyn academaidd 2025-2026 yw gweithio ochr yn ochr â Charreg Lam i feithrin partneriaethau addysgol rhyngwladol i wella strategaethau addysgu trochi, ehangu datblygiad proffesiynol ar gyfer addysgwyr trochi, a lledaenu canfyddiadau ymhellach. Drwy gydweithio'n rhyngwladol, rydym am sicrhau bod ein haddysgwyr trochi yn elwa o arferion gorau byd-eang sy'n gwella eu gallu i gefnogi dysgwyr amrywiol. Mae ein huchelgais i fod yn **angerddol** ac yn arloesol yn cael ei adlewyrchu yn ein hymgyrch i integreiddio strategaethau trochi arloesol o gyd-destunau rhyngwladol. Bydd Prosiect Tokyo, a ariennir gan Grant Taith Llywodraeth Cymru, yn caniatáu i'n dirprwyaeth gynnal arsylwadau ystafell ddosbarth strwythuredig, cyfweiliadau, a grwpiau ffocws i archwilio methodolegau addysgu trochi yn Japan. Drwy ddysgu o fodelau trochi byd-eang, rydym am rymuso ein haddysgwyr gyda thechnegau newydd sy'n cyfoethogi addysg ddwyieithog ac yn ysbrydoli disgyblion i ymgysylltu'n ddwfn â'u dysgu. Ar ben hynny, mae ein hymrwymiad i fod yn **uchelgeisiol** yn amlwg yn ein hymroddiad i lledaenu canfyddiadau. Bydd y prosiect yn cynhyrchu allbynnau allweddol, gan gynnwys papurau ymchwil, astudiaethau achos, a chyflwyniadau i Lywodraeth Cymru, a fforymau addysg lleol. Bydd y gweithgareddau lledaenu hyn yn sicrhau bod ein hymchwil yn cyfrannu'n ystyrlon at faes ehangach addysg drochi, gan ddylanwadu ar bolisi ac arfer y tu hwnt i'n cymuned ysgol ein hunain. Mae'r fenter hon yn adeiladu ar ein ffocws blaenorol ar ddatblygu annibyniaeth plant, gan atgyfnerthu ein cred y dylai addysg drochi roi'r hyder a'r sgiliau i ddisgyblion ffynnu mewn byd dwyieithog.

*Ysgol Panteg remains committed to continuous improvement, ensuring that our provision evolves into sector-leading practice. One of our key priorities for the 2025-2026 academic year is to work alongside Carreg Lam in fostering international educational partnerships to enhance immersion teaching strategies, expand professional development for immersion educators, and further disseminate findings. By collaborating internationally, we want to ensure that our immersion educators benefit from global best practices that enhance their ability to support diverse learners. Our ambition to be **fired up** and innovative is reflected in our drive to integrate cutting-edge immersion strategies from international contexts. The Tokyo Project, funded by the Welsh Government's Taith Grant, will allow our delegation to conduct structured classroom observations, interviews, and focus groups to explore immersion teaching methodologies in Japan. By learning from global immersion models, we will empower our educators with new techniques that enrich bilingual education and inspire pupils to engage deeply with their learning. Furthermore, our commitment to being **ambitious** is evident in our dedication to disseminating findings. The project will generate key outputs, including research papers, case studies, and presentations to Welsh Government, and local education forums. These dissemination activities will ensure that our research contributes meaningfully to the broader field of immersion education, influencing policy and practice beyond our own school community. This initiative builds on our previous focus on developing children's independence, reinforcing our belief that immersion education should equip pupils with the confidence and skills to thrive in a bilingual world.*

Is-Darged / <i>Sub-Target</i>	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Methodoleg Ymchwil / <i>Research Methodology</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>	
						Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>
1. Delegation from Ysgol Panteg and Carreg Lam to conduct research visit to Japan utilising Welsh Government Taith funding to research into language immersion pedagogical strategies. Findings then to be transformed into project outputs and disseminated.	1.1. Pedagogy and Curriculum Team to Research Key Question 1: How do Tokyo's primary immersion teaching practices compare to Welsh immersion education? This question will be broken down into 10 key questions: I. What are the core teaching strategies employed in Tokyo's primary immersion schools? II. How does the linguistic environment in Tokyo classrooms differ from Welsh immersion classrooms? III. What methods are used to integrate subject-based learning with language teaching in Tokyo schools? IV. How does teacher-learner interaction reinforce immersion in Tokyo's primary education? V. What measures are in place to assess the	1.1., 1.2 & 1.3. In order to answer Key Questions 1, 2 and 3, the Pedagogy and Curriculum Team will utilise these research methods: Classroom Observations: To capture the dynamics of teaching strategies, linguistic environments, cultural integration, and instructional methods, structured observations will be invaluable. Focus on oral and written repetition, environment, teacher-learner interactions, subject-language integration, and how cultural elements like stories, songs, or traditions are infused into lessons. Interviews: Conduct semi-structured interviews with teachers, leaders, and parents. Teachers and leaders can share insights on instructional strategies,	1.1., 1.2., 1.3., 1.4., 1.5. & 1.6. We will have gathered the knowledge to answer key questions, processed this information into specific outputs and conducted dissemination activities. Outputs: -Final Project Report -Case Study (1500 words max.) focused on comparison of teaching practices in comparison to immersion centres in Wales (Carreg Lam) and main-stream provision (Ysgol Panteg) answering key question 1 and subquestions. -Case study (1500 words max.) analysing the impact of 3 most effective language acquisition techniques and strategies observed answering key question 2 and subquestions. -Case study (1500 words max.) highlighting good practice of integrating cultural elements and	1.1. Pedagogy and Curriculum Team: Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken	1.1., 1.2., 1.3., 1.4., 1.5. & 1.6. Project Budget Summary given below. This budget is provided specifically for this project by the Welsh Government's Taith Grant. For clarity, the budget for the Tokyo Project does not come from the budget of Ysgol Panteg or Carreg Lam. Staff Mobilities (Travel and Top Up) = £12,869.74 Staff Mobilities (Subsistence and Top Up) = £6,220.08	1.1., 1.2., 1.3., 1.4., 1.5. & 1.6. The project has successfully completed the first three stages of its success criteria: gathering the knowledge to answer key questions, processing this information into the specific outputs (reports and case studies), and preparing the material for dissemination activities. Each stage has been carefully designed to ensure that the insights gained from the Tokyo research visit are translated into practical recommendations for Welsh-medium education and shared effectively with stakeholders across schools, training providers and policy bodies. The first stage, gathering knowledge, was achieved through an intensive eight-day research visit to Tokyo in October 2025. A cross-sectional delegation from Torfaen County Borough Council, Ysgol Panteg, Carreg Lam	1.1., 1.2., 1.3., 1.4., 1.5. & 1.6.

	effectiveness of Tokyo's immersion teaching practices? VI. How does parental involvement influence immersion education outcomes in Tokyo? VII. How is cultural identity reinforced within Tokyo's immersion teaching practices? VIII. How do Tokyo educators differentiate instruction to meet the diverse needs of learners? IX. What are the linguistic outcomes for learners in Tokyo compared to those in Welsh immersion programmes? X. What pedagogical innovations in Tokyo can inform Welsh immersion practices?	differentiation for diverse learners, and methods for balancing creative and repetitive learning. Parents can offer perspectives on their involvement and its impact on educational outcomes. Focus Groups: Facilitate group discussions with educators to explore common themes like cultural immersion strategies, pedagogical innovations, and the balance between traditional and modern teaching practices. This method encourages collective insights and contrasting viewpoints.	traditions into language acquisition and the classroom answering key question 3 and subquestions. -Research paper (2000 words max.) on language immersion strategies for the initial training of primary teachers answering key question 4 and subquestions. -Research paper (2000 words max.) on language immersion policy and governance answering key question 5 and subquestions. -Research paper (2000 words max.) on inspection processes in Japan in comparison to Wales answering key question 6 and subquestions.		Staff Mobilities = £155.18 Staff Costs = £10,200.00 Food Costs (£45 per day for 7 people, 8 activity days and 2 travel days) = £3,150.00 Local Transportation = £500.00 Airport Transfer (NP4 to London Heathrow) = £500.00 Translation of all final reports into Welsh and Japanese. = £500.00 Conference room hire at hotel for team meetings = £500.00 Japanese Cultural Workshops = £1,000.00	immersion specialists and governors undertook classroom observations, interviews and focus groups, and engaged with governmental departments and university researchers. This evidence base was strengthened by comparative reflection on immersion practice in Wales, documentary analysis of policy and training frameworks, and detailed study of lesson sequences, microteaching cycles, multimodal scaffolds and cultural units. Together, these activities provided robust answers to the project's key questions and ensured that the knowledge gathered was both comprehensive and relevant to the Welsh context. The second stage involved processing this knowledge into specific outputs: • Principal Research Report • Case Study 1 – Enhancing Language Acquisition through Gesture • Case Study 2 – Unlocking Language Learning Through Translanguaging • Case Study 3 –	
	1.2. Pedagogy and Curriculum Team to Research Key Question 2: What are the most effective language acquisition techniques utilised in Tokyo's primary education system? This will be broken down into 10 key questions: I. What are the various approaches to oral repetition and practice in		Dissemination Activities: -Sharing of final report paper and case studies with local authority and Welsh government. Invite representatives for a presentation on findings. -Sharing of final report paper and case studies with Estyn. Invite representatives for a presentation on findings. -Sharing of final report paper and case studies with Torfaen's Welsh	1.2. Pedagogy and Curriculum Team: Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken			

	Tokyo's classrooms? II. How is written repetition incorporated into language acquisition practices? III. What multimedia, digital or technological tools are used to enhance language drilling effectiveness? IV. How do Tokyo educators balance drilling techniques with creative and interactive learning? V. In what ways do language drills in Tokyo support long-term retention of language skills? VI. What role does phonetics play in Tokyo's language drilling methods? VII. How are drilling techniques adapted for learners with different levels of language proficiency? VIII. What feedback mechanisms are used to improve the outcomes of language drilling? IX. How are cultural elements integrated into language drilling exercises in Tokyo? X. What implications do Tokyo's drilling techniques have for developing similar methods in Welsh		Education Forum. Present at virtual meeting. Offer to share findings with neighbouring authorities' -Welsh Education Forum meetings. -Present at Immersion Education Conference run by Welsh Government. -Present at Torfaen Heads' meeting. -Write summary paper for the journal 'Reaching into Research' published by the Association for the Study of Primary Education's journal. -Hold a Welsh language practitioner presentation and workshop inviting neighbouring immersion centres and regional schools. -Hold an English language practitioner presentation and workshop inviting regional schools. -Arrange a meeting with a delegation of Torfaen County Borough Council Members to present findings. -Meet with Minister for Education (MS) to discuss findings. -Meet with Director for Education at Welsh Government to share findings. -Meet with Member of		Meeting Venue Hire = £200.00 Cultural Immersion: Sessions with Cardiff University = £200.00 Airport Transfer (Hareda Airport to Hotel) = £100.00 Airport Transfer (Hotel to Hareda Airport) £250.00 Translator for visit to Tokyo Metropolitan Board of Education = £250.00 Documentation Printing Costs (inc. video recording dissemination) = £100.00	Language through Culture • Case Study 4 – Kanji Symbolism • Case Study 5 – Kintsugi as Pedagogical Philosophy • Case Study 6 – Integration of Language Acquisition Models • Immersion Methods for the Initial Teacher Training System (Full Report & Academic Journal Article) • Immersion Education Policy and Governance in Japan and Wales (Full Report & Academic Journal Article) • Japanese and Welsh Evaluation Culture in Dialogue (Full Report & Academic Journal Article) The case studies examine comparative teaching practices between immersion centres and mainstream provision, analyse the three most effective language acquisition techniques observed, and highlight good practice in integrating cultural elements into	
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	immersion education?		Parliament (MP) to discuss findings.			language learning. The research papers focus on immersion strategies for initial teacher training, policy and governance of immersion education, and inspection processes in Japan compared with Wales. Alongside these, a final project report synthesises the findings into a coherent narrative, providing a comprehensive account of the project's methodology, evidence and recommendations. Each output has been carefully structured to answer the relevant key research questions and sub-questions, and to provide actionable insights for practitioners and policymakers.	
	1.3. Pedagogy and Curriculum Team to Research Key Question 3: How does cultural integration influence language acquisition in Tokyo's primary schools? This will be broken down into 5 key questions: I. How are traditional Japanese customs integrated into the language immersion process? II. What methods are used to teach language through cultural stories, songs, or traditions? III. How do cultural immersion strategies enhance learners' connection to their language? IV. Can these strategies be adapted to promote Welsh cultural identity alongside language learning? V. How are teachers trained to incorporate cultural elements into lessons effectively?			1.3. Pedagogy and Curriculum Team: Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken		The report style outputs are significantly more detailed than anticipated at the beginning of this project since the information discovered was far richer. Therefore, each has an executive summary and each has an academic journal article as more manageable dissemination material. The third stage is underway: we are now finalising the	

	1.4. Policies and Curriculum Team to Research Key Question 4: What are the training and professional development practices for Tokyo's primary immersion educators? This will be broken down into 5 key questions: I. What methodologies are prioritised in Japanese initial teacher education for schools? II. How is ongoing professional development structured for primary immersion teachers in Tokyo? III. What mentoring systems exist for teachers to refine their language immersion practices? IV. Are there collaborative opportunities between Tokyo educators that enhance immersion pedagogy? V. How can Welsh immersion educators incorporate insights from Tokyo's training models?	1.4. 1.5 & 1.6. In order to answer Key Questions 4, 5 and 6, the Policies and Systems Team will utilise these research methods: Interviews: Conduct semi-structured interviews with policymakers, school leaders, teacher educators, and inspectors. These conversations will provide insights into methodologies prioritised in initial teacher education for immersion schools, the structure of ongoing professional development, mentoring systems, collaborative opportunities, and how Tokyo's training models can inform Welsh immersion practices. For policy-related questions, interview policymakers to explore regulatory frameworks, national policies, evaluation criteria, and how these are adapted to address challenges in immersion education. Document Analysis: Review legislative documents, teacher education curricula, professional development		1.4. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education – Torfaen)		planning and preparation materials for a comprehensive programme of dissemination to ensure that the findings of Project Tokyo reach all relevant audiences and have practical impact. The final report and accompanying case studies will be shared with both the local authority and the Welsh Government, with invitations extended to representatives to attend a presentation on the key findings. In parallel, Estyn will receive the same materials, and their representatives will also be invited to a dedicated presentation so that inspection and evaluation processes can be informed by the evidence gathered. At the local level, the report and case studies will be presented to Torfaen's Welsh Education Forum during a virtual meeting, with an offer to share the findings more widely at neighbouring authorities' forum meetings. National dissemination will take place through a presentation at the Immersion Education Conference run by the Welsh Government, while regional dissemination will be	
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	1.5. Policies and Curriculum Team to Research Key Question 5: What are the broader policy frameworks that govern primary language immersion in Tokyo? This will be broken down into 8 key questions: I. What regulatory and legal frameworks support language immersion in Japanese schools? II. How do national education policies in Japan support primary language immersion initiatives? III. What are the key objectives of Tokyo's language immersion policy frameworks? IV. How do policymakers evaluate the success of immersion programmes in achieving language fluency? V. What role do stakeholders (teachers, parents, and communities) play in shaping and supporting Tokyo's language immersion policies? VI. How are policies adapted to address challenges or gaps in language immersion programmes? VII. What measures exist	plans, policy guidelines, quality assurance reports, and mentoring frameworks. This will help identify initial teacher education priorities, the structure and objectives of professional development, regulatory frameworks, policy goals, accountability mechanisms, and evaluation criteria. Include an analysis of inspection frameworks to understand how they balance standardisation with accommodating unique immersion education needs. Focus Groups: Facilitate discussions with teachers, teacher educators, parents, and community members. For teacher-focused groups, explore perspectives on collaboration opportunities, professional development, mentoring systems, and evaluation practices. With parents and community members, focus on understanding their roles in shaping and supporting policies, and their perspectives on equity, accessibility, and		1.5. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education – Torfaen)		supported by a presentation at the Torfaen Heads' meeting. To reach an academic audience, the journal articles have been shared and accepted for publication in Reaching into Research, a journal of the Association for the Study of Primary Education (ASPE). The official publication date is expected in June 2026. Practitioner engagement is a central priority. A Welsh-language practitioner presentation and workshop is being organised, inviting neighbouring immersion centres and regional schools to participate. Alongside this, an English-language practitioner presentation and workshop will be held for regional schools, ensuring that the strategies and insights are accessible to a broad range of educators. These events will provide opportunities for dialogue, collaborative reflection, and practical application of the project's findings. Finally, dissemination will extend to political and civic leadership. A meeting is	
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	to ensure equity and accessibility in Tokyo's language immersion education? VIII. What mechanisms are in place to ensure accountability in the implementation of language immersion policies?	accountability. Questionnaires: Distribute structured questionnaires to teacher educators and students in initial teacher training programmes. Include closed-ended questions to quantify key themes such as training methodologies, mentoring systems, and policy impact. Use open-ended questions to capture detailed perspectives on professional preparation for immersion education, the alignment of training with policy goals, and how these concepts are introduced and reinforced.				being arranged with a delegation of Torfaen County Borough Council Members to present the findings directly. At national level, meetings are planned with the Minister for Education, the Director for Education at the Welsh Government, and a Member of Parliament to ensure that the project's recommendations are considered within wider policy discussions. We have taken part in the Welsh Government's Conference in December 2025 to launch the CEFR (Common European Framework of Reference) as a national framework for supporting teaching, assessment and evaluation of Welsh language fluency, proficiency and skills. Through this multi-layered programme of dissemination, Project Tokyo will ensure that its outputs are not only published but actively used to strengthen immersion practice, inform governance, and contribute to the long-term ambition of Cymraeg 2050. In conclusion, Project Tokyo has made significant progress towards its	
	1.6. Policies and Curriculum Team to Research Key Question 6: How are teaching and learning evaluation and inspection frameworks applied in Tokyo's primary language immersion schools? This will be broken down into 5 key questions: I. What criteria are used in Tokyo to assess the quality and effectiveness of language immersion teaching? II. How are learner outcomes, particularly language proficiency and cultural integration, evaluated in immersion programmes? III. What methods are employed to provide feedback and improve teaching practices in Tokyo immersion schools?			1.6. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education - Torfaen)			

	IV. How do Tokyo's inspection frameworks balance standardisation with accommodating the unique needs of immersion education? V. Can Welsh immersion education integrate these evaluation frameworks to enhance its own quality assurance processes?					success criteria. Knowledge has been gathered through rigorous research, processed into high-quality outputs, and is being prepared for dissemination through accessible and engaging formats.	
2. Clear Delegation Roles Established for the Tokyo Project.	2.1. Establish the role of Project Manager to oversee the delegation's itinerary and coordination.	2.1. The Project Manager will have responsibility to oversee all key questions.	2.1. The Project Manager will have: - Acted as the main point of contact for both the Tokyo hosts and the delegation. - Ensured logistics (e.g., visits to schools, meetings with officials, accommodations) ran smoothly. - Co-ordinated and scheduled meetings, site visits, and discussions with relevant education authorities. - Collected and documented findings from each member for post-visit reporting. - Co-authored the final report. - Observed how immersion schools met national education standards and aligned with inspection criteria. - Authored a paper on	2.1. Dr. Matthew Williamson-Dicken	2.1. Staff Release Time from Taith Grant c.£1450.	2.1., 2.2, 2.3., 2.4, 2.5., 2.6., 2.7. A clear delegation structure was established for the Tokyo Project, ensuring that responsibilities were distributed across pedagogy, curriculum, policy, and governance strands. This clarity of role definition was a major strength of the project, as it allowed each member to contribute their expertise while maintaining accountability for specific outputs. Dr. Matthew Williamson-Dicken acted as Project Manager. His role encompassed oversight of the itinerary, coordination with Tokyo hosts, and the integration of findings into the final report. By linking his responsibilities to all six research questions, he ensured coherence across	2.1., 2.2, 2.3., 2.4, 2.5., 2.6., 2.7. See Autumn Term Evaluation.

			immersion education inspection.			the project and provided leadership in both operational logistics and academic outputs. His dual authorship of inspection and teacher training papers demonstrates how managerial oversight was combined with substantive scholarly contribution.	
	2.2. Establish the role of Deputy Project Manager to support with overseeing the delegation's itinerary and coordination and focus on immersion teaching strategies and their effectiveness. This individual will also serve as the treasurer to the project.	2.2. The Deputy Project Manager will focus on Key Questions 1, 2 and 3.	2.2. The Deputy Project Manager will have: - Observed and analysed classroom immersion techniques and methods in Tokyo schools. - Engaged with Japanese immersion teachers to understand specific challenges and best practices. - Gathered insights into curriculum design and its alignment with language acquisition goals. - Reported on pedagogical approaches and their potential application back home. - Ensured wise use of budget and took accountability for finance. - Co-authored the final report.	2.2. Carys Soper	2.2. Staff Release Time from Taith Grant c.£1450.	Supporting this leadership was Carys Soper, Deputy Project Manager and Treasurer. Her focus on immersion teaching strategies and curriculum design provided depth to the pedagogical analysis, while her financial accountability safeguarded the project's sustainability. By co-authoring case studies on teaching practice and cultural integration, she ensured that immersion expertise was embedded in the outputs and that budgetary discipline did not compromise academic quality. The Pedagogy and Curriculum Team was led by Nerys Phillips, whose emphasis on leadership and management at the school level strengthened the comparative analysis between Japanese and	

						Welsh immersion practices. Her contributions to the teacher training paper and case studies on acquisition techniques and cultural integration demonstrate how leadership perspectives were translated into practical recommendations for Welsh schools. Alongside her, Megan Stokes and Rebeca Blackmore provided classroom-level insights. Megan Stokes focused on the role of teaching assistants and differentiated learning, ensuring that support staff were recognised as critical to immersion success. Rebeca Blackmore examined the integration of immersion with mainstream teaching, contributing to the teacher training paper and case study on acquisition techniques. Together, these delegates grounded the project in classroom realities, balancing leadership perspectives with learner-centred observations.	
	2.3. Establish the team role of Pedagogy and Curriculum Team Leader to focus on leadership, management, and implementation of immersion strategies at the school level.	2.3. Pedagogy and Curriculum Team Leader will focus on Key Questions 1, 2 and 3.	2.3. The Pedagogy and Curriculum Team Leader will have: - Engaged with school leaders in Japan to understand how immersion programmes were implemented and managed. - Studied the integration of immersion education within the wider school systems (including mainstream learners). - Examined professional development opportunities for staff involved in immersion programmes. - Reported on how immersion programmes were evaluated for success and what leadership strategies could be adopted in mainstream schools. - Co-authored a paper on primary language immersion strategies for initial teacher training.	2.3. Nerys Phillips	2.3. Staff Release Time from Taith Grant c.£1450.	The Policies and Systems Team was comprised of Dr. Andrew Powles, Director of Education for Torfaen, and David Childs, Governor of Ysgol Panteg and Carreg	

						Lam. Together they ensured that the project addressed the wider systemic dimensions of immersion education. Dr. Andrew Powles engaged directly with Japanese policymakers and analysed governance frameworks, enabling the delegation to consider questions of sustainability, regulation and alignment with inspection criteria. David Childs brought the perspective of governance and accountability, focusing on funding models, community involvement and stakeholder management. The delegation roles were clearly defined and effectively executed. The structure balanced leadership, classroom practice, immersion expertise, and governance, ensuring that each research question was addressed from multiple perspectives.	
	2.4. Establish the role of Specialist Teaching Assistant to focus on classroom dynamics, learner interaction, and supporting immersion.	2.4. The Specialist Teaching Assistant will focus on Key Questions 1, 2 and 3.	2.4. The Specialist Teaching Assistant will have: - Observed how teaching assistants supported language acquisition in immersion environments. - Engaged with local teaching assistants to understand their role in facilitating language learning. - Took note of differentiated learning techniques used to support diverse learner needs. - Reported on the importance of support staff in achieving language fluency in immersion programmes.	2.4. Megan Stokes	2.4. Staff Release Time from Taith Grant c.£1450.		

	2.5. Establish a Teacher Delegate Role to examine how immersion education is integrated with main-stream teaching methodologies.	2.5. The Teacher Delegate will focus on Key Questions 1, 2 and 3.	2.5. The Teacher Delegate will have: - Observed lessons in immersion schools and compared teaching strategies with mainstream schools. - Engaged with local mainstream primary teachers to understand how immersion learners transitioned into mainstream subjects. - Focused on classroom management, lesson differentiation, and learner progress in bilingual settings. - Gathered insights on how to adapt immersion techniques for mainstream classrooms and how both could co-exist. - Co-authored a paper on primary language immersion methods for the initial teacher training system.	2.5. Rebeca Blackmore	2.5. Staff Release Time from Taith Grant c.£1450.		

	2.6. Establish a Policies and System Team Leader role to examine the policy frameworks that support language immersion education. Focus on the impact of teacher training and professional learning.	2.6. The Policies and System Team Leader will focus on Key Questions 4, 5 and 6.	2.6. The Policies and System Team Leader will have: - Met with Japanese educational policymakers to understand the legal and regulatory frameworks surrounding immersion education. - Analysed how national and local policies fostered or hindered successful immersion programmes. - Studied financial, logistical, and administrative support for primary immersion programmes and their sustainability. - Provided insights on how policy changes could enhance language acquisition programmes. - Co-authored a paper on primary language immersion policy and governance. - Observed how immersion schools met national education standards and aligned with inspection criteria.	2.6. Dr. Andrew Powles	2.6. Staff Release Time from Taith Grant c.£1450.		

	2.7. Establish a Governor Delegate role to focus on governance, accountability, and long-term planning for immersion programmes.	2.7. The Governor Delegate will focus on Key Questions 4, 5 and 6.	2.7. The Governor Delegate will have: - Understood the role of school boards or equivalent governing bodies in overseeing immersion programmes. - Engaged with Japanese school governors or trustees to learn about governance structures supporting immersion education. - Analysed the funding models, community involvement, and stakeholder management in immersion programmes. - Provided recommendations on how to strengthen governance and oversight for immersion programmes in educational institutions. - Co-authored a paper on primary educational immersion education policy and governance. - Observed how immersion schools met national education standards and aligned with inspection criteria.	2.7. David Childs, Chair of Governors	2.7. Staff Release Time from Taith Grant c.£1450.		
3. Plan for Application of	3.1. Phase A -	3.1. This phase is about	3.1. A clear strategic plan	3.1. Dr. Matthew	3.1.	3.1. Not Due to Start until	3.1.

New Knowledge Gleaned from the Tokyo Project and Pilot Key Learning Features within Ysgol Panteg and Carreg Lam.	Knowledge Consolidation & Strategic Mapping: In order to begin applying new learning from the Tokyo Project, we will have to develop a strategic piloting plan based on the findings and outputs of the project.	ideation and planning following the discovery phase of the project.	for learning from the knowledge gleaned from the Tokyo Project is in place. This will ensure that all insights from Tokyo-based immersion strategies are clearly categorised into thematic areas (e.g. linguistic drilling, cultural integration, technology-enhanced learning). It will ensure that identified strategies are critically assessed for adaptability within the Welsh education sector. It will also ensure that a detailed piloting timeline is created, mapping out specific interventions in Ysgol Panteg and Carreg Lam after training.	Williamson-Dicken, Nerys Phillips, Carys Soper, Megan Stokes, Rebeca Blackmore	Preparation time for dissemination and time for training is built into the budgeting for the grant.	Spring Term	
	3.2. Phase B - Piloting Implementation: We will begin piloting the findings	3.2. This phase is about prototyping, trialling and piloting following the	3.2. Staff successfully begin to implement Tokyo-based methods	3.2. Dr. Matthew Williamson-Dicken, Nerys Phillips, Carys Soper,	3.2. Release time to support	3.2. Not Due to Start until Spring Term	3.2.

	of the Tokyo Project within Ysgol Panteg and Carreg Lam by following the strategic piloting plan. This will include: - -Targeted Lesson Trials – We will integrate Tokyo-inspired strategies into select classes, focusing on language repetition methods and cultural storytelling in order to trial effectiveness. -In-House Professional Development Workshops – We will train staff in implementing new approaches, ensuring consistency and best practices. –Integrate ideas into Priority 1 and 2 of the Ysgol Panteg School Development Plan. –Integrate ideas Priority 1 of the Carreg Lam Centre Development Plan.	ideation and planning phase of the project.	showing consistency in lesson delivery. Positive feedback from staff regarding ease of integration and observed student progress. Clear alignment of Tokyo techniques with Priority 1 & 2 objectives in Ysgol Panteg’s School Development Plan. Successful embedding of immersion strategies within Carreg Lam’s Priority 1 objective, ensuring longevity. Over the next 3 years, we will then see measurable improvement in fluency, pronunciation accuracy, and vocabulary expansion.	Megan Stokes, Rebeca Blackmore	piloting. 2 x ½ day per half term.		
	3.3. Phase C - Evaluation & Refinement: In order to see the impact of the pilot implementation of	3.3. This phase is about scrutinising the effect on learners from the project’s piloting phase	3.3. Learners will demonstrate stronger Welsh language recall in spontaneous interactions	3.3. Dr. Matthew Williamson-Dicken, Nerys Phillips, Carys Soper, Megan Stokes, Rebeca	3.3. Release time to support piloting. 2 x ½	3.3. Not Due to Start until Spring Term	3.3.

	findings, we will evaluate and adjust as we trial. This will include: -Data Collection and Teacher Feedback - We will gather insights from staff on the effectiveness and feasibility of strategies. -Iterative Adjustments - We will identify what is working, refine where necessary, and plan for the expansion of the implementation scope for September 2027.	and planning for further implementation where appropriate.	leading to increased fluency over time and language retention. Learners actively seek opportunities to use Welsh outside of structured lessons and demonstrate higher engagement and participation. Over time, learners show improved ability to switch between languages with minimal hesitation. Learners will demonstrate deepened cultural immersion with a richer understanding of Welsh identity through story-driven learning.	Blackmore	day per half term.		
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
See the following additional documents which outline the projects findings in full: • Principal Research Report • Case Study 1 – Enhancing Language Acquisition through Gesture • Case Study 2 – Unlocking Language Learning Through Translanguaging • Case Study 3 – Language through Culture • Case Study 4 – Kanji Symbolism • Case Study 5 – Kintsugi as Pedagogical Philosophy • Case Study 6 – Integration of Language Acquisition Models • Immersion Methods for the Initial Teacher Training System (Full Report) • Immersion Education Policy and Governance in Japan and Wales (Full Report) • Japanese and Welsh Evaluation Culture in Dialogue (Full Report) • Immersion Methods for the Initial Teacher Training System (Full Report & Academic Journal Article) • Immersion Education Policy and Governance in Japan and Wales (Academic Journal Article) • Japanese and Welsh Evaluation Culture in Dialogue (Academic Journal Article) The third sub-target will truly begin in the Spring term and will plan for the application of new knowledge gleaned from the Tokyo Project and to pilot key learning features within Ysgol Panteg and Carreg Lam. This stage represents the transition from research and reporting into practical implementation, ensuring that the insights gathered abroad are embedded into local practice and tested for impact. The planning phase will involve identifying which elements of the Tokyo Project findings are most relevant and transferable to the Welsh context. These include multimodal scaffolds such as gesture-based learning and visual sentence frames, structured rehearsal cycles that build		

automaticity, and cultural integration units that link language acquisition to traditions and community practices. Each of these features will be mapped against existing curriculum structures and professional development frameworks to ensure alignment with national priorities and the Cymraeg 2050 strategy. Obviously, we have begun this process already with the creation of case studies and full reports. Piloting will take place in both Ysgol Panteg and Carreg Lam, allowing for comparison between mainstream provision and immersion centre practice. Teachers and support staff will be trained to implement selected strategies, such as coached microteaching cycles, lesson study routines, and pragmatic formative assessment probes aligned with CEFR descriptors. Classroom observations and learner feedback will be used to evaluate effectiveness, with particular attention paid to oral fluency, learner confidence, and the integration of cultural elements into language lessons. The pilot phase will also serve as a professional learning opportunity. Staff will be encouraged to reflect on the challenges and successes of implementation, share adaptations that suit their contexts, and contribute to a growing resource bank of exemplar lesson segments and multimodal tools. This collaborative approach will ensure that the knowledge gained from Tokyo is not only applied but refined through practice, creating a sustainable model for wider dissemination.		
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Allwedd Graddio Cyrhaeddiad / Progress Judgement Key

	Mynd i'r afael â'r Argymhelliad / Addressing the Recommendation	Agweddau sydd Dal i fod Angen Sylw / Aspects Still Requiring Attention	Effaith ar Safonau ac Ansawdd y Ddarpariaeth / Impact on Standards and Quality of Provision	Gwaith sy'n Ofynnol ar yr Ymweliad Monitro Nesaf / Work Required on the Next Monitoring Visit
Cynnydd Cyfyngedig / Limited Progress	Nid yw'n bodloni'r argymhelliad / Does not meet the recommendation	Mae pob agwedd bwysig neu lawer yn dal i aros am sylw / All or many important aspects still awaiting attention	Dim effaith ar safonau nac ansawdd y ddarpariaeth (e.e. mae safonau wedi gostwng ers yr arolygiad craidd i ddangosyddion allweddol) / No impact on standards or quality of provision (e.g. standards have declined since core inspection in key indicators)	Llawer o waith i'w wneud o hyd a llawer o agweddau i'w hystyried o hyd / Much work still to do and many aspects still to consider
Cynnydd Dibynnol / Satisfactory Progress	Mynd i'r afael â'r argymhelliad mewn llawer o ffyrdd / Addresses the recommendation in many respects	Mae angen rhoi cryn sylw o hyd i rai agweddau pwysig / A few important aspects still require significant attention	Effaith gyfyngedig ar safonau ac ansawdd y ddarpariaeth / Limited impact on standards and quality of provision	Mae llawer o agweddau wedi ei delio â hwy ond mae dal gwaith sylweddol i'w wneud mewn meysydd pwysig / Many aspects addressed but still significant work to do in important areas
Cynnydd Effeithiol / Effective Progress	Mynd i'r afael â'r argymhelliad yn y rhan fwyaf o ffyrdd / Addresses the recommendation in most respects	Dim ond mân agweddau sydd angen sylw / Only minor aspects still require attention	Effaith gadarnhaol ar safonau ac ansawdd y ddarpariaeth / Positive impact on standards and quality of provision	Mae'r rhan fwyaf o agweddau a drafodir eisoes heb fawr o waith ar ôl i'w wneud / Most aspects covered already with little significant work left to do
Cynnydd Effeithiol Iawn / Very Effective Progress	Mynd i'r afael â'r argymhelliad yn effeithiol / Addresses the recommendation effectively	Nid oes angen rhoi sylw pellach i unrhyw agwedd / No aspects require further attention	Effaith dda iawn ar ansawdd y ddarpariaeth / Very good impact on quality of provision	Ysgol i gynnal ac adeiladu ar arfer gwell / School to maintain and build on improved practice

Prif-Bwyntiau Monitro ac Arfarnu'r Flwyddyn / Main Monitoring and Evaluation Points of the Year

A. Tasgau Monitro (Trefn Thematig)

Tasg Monitro	Fath o Fonitro	Terfyn Ddyddiad
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Hydref)	Dysgu Proffesiynol	18/12/2025
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor y Gwanwyn)	Dysgu Proffesiynol	26/03/2026
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Haf 1)	Dysgu Proffesiynol	25/06/2026
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Haf 2)	Dysgu Proffesiynol	16/07/2026
Diwrnod Hyfforddiant Mewn Swydd (1)	Dysgu Proffesiynol	01/09/2025
Diwrnod Hyfforddiant Mewn Swydd (2)	Dysgu Proffesiynol	02/09/2025
Diwrnod Hyfforddiant Mewn Swydd (3A, Hwyrnos)	Dysgu Proffesiynol	19/11/2025
Diwrnod Hyfforddiant Mewn Swydd (3B, Hwyrnos)	Dysgu Proffesiynol	11/03/2026
Diwrnod Hyfforddiant Mewn Swydd (4)	Dysgu Proffesiynol	05/01/2026
Diwrnod Hyfforddiant Mewn Swydd (5)	Dysgu Proffesiynol	23/02/2026
Cynhadledd Flynyddol: Y Dyfodol	Dysgu Proffesiynol	13/04/2026
Adroddiadau Interim ar Gynnydd Dysgwyr (Tymor yr Hydref)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	03/12/2025
Adroddiadau Interim ar Gynnydd Dysgwyr (Tymor yr Haf)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	02/07/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 1 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 2 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 3 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor yr Hydref)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	15/10/2025
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	28/01/2026
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor yr Haf, Opsiynol)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	17/06/2026
Archwiliad Presenoldeb Mis Medi	Archwiliadau Presenoldeb	19/09/2025
Archwiliad Presenoldeb Mis Hydref	Archwiliadau Presenoldeb	20/10/2025
Archwiliad Presenoldeb Mis Tachwedd	Archwiliadau Presenoldeb	24/11/2025
Archwiliad Presenoldeb Mis Rhagfyr	Archwiliadau Presenoldeb	18/12/2025
Archwiliad Presenoldeb Mis Ionawr	Archwiliadau Presenoldeb	30/01/2026
Archwiliad Presenoldeb Mis Chwefror	Archwiliadau Presenoldeb	27/02/2026
Archwiliad Presenoldeb Mis Mawrth	Archwiliadau Presenoldeb	26/03/2026
Archwiliad Presenoldeb Mis Ebrill	Archwiliadau Presenoldeb	30/04/2026
Archwiliad Presenoldeb Mis Mai	Archwiliadau Presenoldeb	21/05/2026
Archwiliad Presenoldeb Mis Mehefin	Archwiliadau Presenoldeb	25/06/2026
Archwiliad Presenoldeb Mis Gorffennaf	Archwiliadau Presenoldeb	13/07/2026
Archwiliad Darpariaeth (Tymor yr Hydref 1)	Archwiliadau Darpariaeth	18/09/2025

Ailymweld gydag Archwiliad Darpariaeth (Tymor yr Hydref 2)	Archwiliadau Darpariaeth	10/11/2025
Archwiliad Darpariaeth (Tymor y Gwanwyn 1)	Archwiliadau Darpariaeth	13/01/2026
Ailymweld gydag Archwiliad Darpariaeth (Tymor y Gwanwyn 2)	Archwiliadau Darpariaeth	05/02/2026
Archwiliad Darpariaeth (Tymor yr Haf 1)	Archwiliadau Darpariaeth	21/04/2026
Ailymweld gydag Archwiliad Darpariaeth (Tymor yr Haf 2)	Archwiliadau Darpariaeth	15/05/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Hydref 1)	Gwirio, Diweddaru ac Adolygu Polisiâu	11/09/2025
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Hydref 2)	Gwirio, Diweddaru ac Adolygu Polisiâu	27/11/2025
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor y Gwanwyn 1)	Gwirio, Diweddaru ac Adolygu Polisiâu	06/02/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor y Gwanwyn 2)	Gwirio, Diweddaru ac Adolygu Polisiâu	26/03/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Haf 1)	Gwirio, Diweddaru ac Adolygu Polisiâu	21/05/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Haf 2)	Gwirio, Diweddaru ac Adolygu Polisiâu	09/07/2026
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Hydref 1)	Hunan-Arfarnu	16/10/2025
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Hydref 2)	Hunan-Arfarnu	02/12/2025
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor y Gwanwyn 1)	Hunan-Arfarnu	06/02/2025
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor y Gwanwyn 2)	Hunan-Arfarnu	26/03/2026
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Haf)	Hunan-Arfarnu	09/06/2026
Penodi Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	16/06/2025
Ymgynghori gyda Staff a Phlant ar Flaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	20/06/2025
Ysgrifennu Rhesymeg Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	16/06/2025
Creu Cynlluniau Gweithredu Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	18/07/2025
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor yr Hydref)	Cynllun Datblygu'r Ysgol	01/12/2025
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor yr Hydref)	Cynllun Datblygu'r Ysgol	01/12/2025
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor y Gwanwyn)	Cynllun Datblygu'r Ysgol	19/03/2026
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor y Gwanwyn)	Cynllun Datblygu'r Ysgol	19/03/2026
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor yr Haf)	Cynllun Datblygu'r Ysgol	12/06/2026
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor yr Haf)	Cynllun Datblygu'r Ysgol	12/06/2026
Penodi Blaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	16/06/2026
Ymgynghori gyda Staff ar Flaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	24/06/2026
Ysgrifennu Rhesymeg Blaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	16/06/2026
Trafodaeth Broffesiynol Cynllun Datblygu'r Ysgol gyda'r Awdurdod Lleol	Cynllun Datblygu'r Ysgol	13/11/2025
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	08/09/2025
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	09/01/2026
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	17/04/2026
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	30/09/2025
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	28/01/2026
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	12/05/2026
Asesiadau CAT4A gyda Blwyddyn 4	Asesu a Dadansoddi Cynnydd Dysgwyr	30/04/2026
Asesiadau CAT4C gyda Blwyddyn 6	Asesu a Dadansoddi Cynnydd Dysgwyr	30/04/2026
Asesiadau Personol Darllen Cymraeg gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	28/11/2025

Asesiadau Personol Darllen Saesneg gyda Blwyddyn 3-6	Asesu a Dadansoddi Cynnydd Dysgwyr	11/02/2026
Asesiadau Personol Gwaelodlin (Meithrin a Derbyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	03/09/2025
Asesiadau Personol Rhifedd Gweithdrefnol gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	28/11/2025
Asesiadau Personol Rhifedd Rhesymu gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	30/01/2026
Asesiadau Sillafu Cymraeg gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	24/04/2026
Asesiadau Sillafu Saesneg gyda Blwyddyn 3-6	Asesu a Dadansoddi Cynnydd Dysgwyr	17/03/2026
Asesiadau WellComm (Meithrin a Derbyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	17/10/2025
Sgrinio Dyslecsia gyda Phlant Blwyddyn 4 (Asesiad RAPID)	Asesu a Dadansoddi Cynnydd Dysgwyr	23/09/2025
Profion Dilyn i Fyny Dyslecsia gyda Phlant Blwyddyn 4 (Asesiad LASS)	Asesu a Dadansoddi Cynnydd Dysgwyr	03/10/2025
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	04/12/2025
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	23/03/2026
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	11/06/2026
Cyfarfodydd Datblygiad Proffesiynol Staff (Gosod Targedau, Tymor yr Hydref)	Cyfarfodydd Datblygiad Proffesiynol	26/09/2025
Cyfarfodydd Datblygiad Proffesiynol Staff (Dadansoddiad Interim, Tymor y Gwanwyn)	Cyfarfodydd Datblygiad Proffesiynol	06/02/2026
Cyfarfodydd Datblygiad Proffesiynol Staff (Dadansoddiad Terfynol, Tymor yr Haf)	Cyfarfodydd Datblygiad Proffesiynol	09/06/2026
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 3 (Cynllun Porffor, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 3 Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 3 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 3 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 3 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfri Pob Eiliad (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	25/11/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 3 (Cynllun Porffor, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 3 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 3 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 3 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfri Pob Eiliad (Tymor yr Gwanwyn)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	09/02/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfri Pob Eiliad (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	04/06/2026
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 2 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 2 (Cynllun Porffor, Tymor y Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 2 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 2 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025

Arsylwadau Gwersi Cydweithredol Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	04/12/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 2 (Cynllun Porffor, Tymor y Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 2 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 2 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 2 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	07/05/2026
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 1 (Cynllun Porffor, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 1 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 1 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 1 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	23/10/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 1 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 1 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 1 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	19/05/2026
Etholiadau Pwyllgorau Llais y Dysgwyr	Llais y Dysgwyr	16/09/2025
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor yr Hydref)	Llais y Dysgwyr	15/12/2025
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor y Gwanwyn)	Llais y Dysgwyr	13/03/2026
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor yr Haf)	Llais y Dysgwyr	03/06/2026
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor yr Hydref)	Llwybrau Llythrennedd	05/12/2025
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor y Gwanwyn)	Llwybrau Llythrennedd	23/03/2026
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor yr Haf)	Llwybrau Llythrennedd	06/07/2026

B. Monitoring Tasks (Thematic Order)

Monitoring Task	Type of Monitoring	Deadline Date
Update Professional Learning Report (Autumn Term)	Professional Learning	18/12/2025
Update Professional Learning Report (Spring Term)	Professional Learning	26/03/2026
Update Professional Learning Report (Summer Term 1)	Professional Learning	25/06/2026
Update Professional Learning Report (Summer Term 2)	Professional Learning	16/07/2026
Staff Training Day (1)	Professional Learning	01/09/2025
Staff Training Day (2)	Professional Learning	02/09/2025
Staff Training Day (3A, Twilight)	Professional Learning	19/11/2025
Staff Training Day (3B, Twilight)	Professional Learning	11/03/2026
Staff Training Day (4)	Professional Learning	05/01/2026
Staff Training Day (5)	Professional Learning	23/02/2026
Annual Conference: DyfodolFuture	Professional Learning	13/04/2026
Interim Reports on Learner Progress (Autumn Term)	Reporting to Families on Learner Progress	03/12/2025
Interim Reports on Learner Progress (Summer Term)	Reporting to Families on Learner Progress	02/07/2026
Full Reports on the Progress of Progress Step 1 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Full Reports on the Progress of Progress Step 2 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Full Reports on the Progress of Progress Step 3 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Pupil Progress and Wellbeing Meetings for Families (Autumn Term)	Reporting to Families on Learner Progress	15/10/2025
Pupil Progress and Wellbeing Meetings for Families (Spring Term)	Reporting to Families on Learner Progress	28/01/2026
Pupil Progress and Wellbeing Meetings for Families (Summer Term, Optional)	Reporting to Families on Learner Progress	17/06/2026
September Attendance Audit	Attendance Audits	19/09/2025
October Attendance Audit	Attendance Audits	20/10/2025
November Attendance Audit	Attendance Audits	24/11/2025
December Attendance Audit	Attendance Audits	18/12/2025
January Attendance Audit	Attendance Audits	30/01/2026
February Attendance Audit	Attendance Audits	27/02/2026
March Attendance Audit	Attendance Audits	26/03/2026
April Attendance Audit	Attendance Audits	30/04/2026
May Attendance Audit	Attendance Audits	21/05/2026
June Attendance Audit	Attendance Audits	25/06/2026
July Attendance Audit	Attendance Audits	13/07/2026
Provision Audit (Autumn Term 1)	Provision Audits	18/09/2025
Revisit with Provision Audit (Autumn Term 2)	Provision Audits	10/11/2025
Provision Audit (Spring Term 1)	Provision Audits	13/01/2026
Revisit with Provision Audit (Spring Term 2)	Provision Audits	05/02/2026
Provision Audit (Summer Term 1)	Provision Audits	21/04/2026
Revisit with Provision Audit (Summer Term 2)	Provision Audits	15/05/2026

Check, Update and Review Policies (Autumn Term 1)	Check, Update and Review Policies	11/09/2025
Check, Update and Review Policies (Autumn Term 2)	Check, Update and Review Policies	27/11/2025
Check, Update and Review Policies (Spring Term 1)	Check, Update and Review Policies	06/02/2026
Check, Update and Review Policies (Spring Term 2)	Check, Update and Review Policies	26/03/2026
Check, Update and Review Policies (Summer Term 1)	Check, Update and Review Policies	21/05/2026
Check, Update and Review Policies (Summer Term 2)	Check, Update and Review Policies	09/07/2026
Update the School's Self-Evaluation Documentation (Autumn Term 1)	Whole-School Self-Evaluation	16/10/2025
Update the School's Self-Evaluation Documentation (Autumn Term 2)	Whole-School Self-Evaluation	02/12/2025
Update the School Self-Evaluation Documentation (Spring Term 1)	Whole-School Self-Evaluation	06/02/2025
Update the School's Self-Evaluation Documentation (Spring Term 2)	Whole-School Self-Evaluation	26/03/2026
Update the School's Self-Evaluation Documentation (Summer Term)	Whole-School Self-Evaluation	09/06/2026
Setting the Priorities of the School Development Plan, 2025-2026	School Development Planning	16/06/2025
Consultation with Staff and Children on the Priorities of the School Development Plan, 2025-2026	School Development Planning	20/06/2025
Writing the Rationales for the Priorities of the School Development Plan, 2025-2026	School Development Planning	16/06/2025
Create Action Plans for the Priorities of the School Development Plan, 2025-2026	School Development Planning	18/07/2025
Evaluating Progress against School Development Plan Action Plans (Autumn Term)	School Development Planning	01/12/2025
Executive Summary of Progress towards School Development Plan (Autumn Term)	School Development Planning	01/12/2025
Evaluating Progress against School Development Plan Action Plans (Spring Term)	School Development Planning	19/03/2026
Executive Summary of Progress towards School Development Plan (Spring Term)	School Development Planning	19/03/2026
Evaluating Progress against School Development Plan Action Plans (Summer Term)	School Development Planning	12/06/2026
Executive Summary of Progress towards School Development Plan (Summer Term)	School Development Planning	12/06/2026
Setting the Priorities of the School Development Plan, 2026-2027	School Development Planning	16/06/2026
Consultation with Staff on the Priorities of the School Development Plan, 2026-2027	School Development Planning	24/06/2026
Writing the Rationales of the Priorities of the School Development Plan, 2026-2027	School Development Planning	16/06/2026
Professional Discussion of the School Development Plan with the Local Authority	School Development Planning	13/11/2025
Welsh Phonics Assessments, Tric and Clic (Autumn Term)	Assessing and Analysing Learner Progress	08/09/2025
Welsh Phonics Assessments, Tric and Clic (Spring Term)	Assessing and Analysing Learner Progress	09/01/2026
Welsh Phonics Assessments, Tric and Clic (Summer Term)	Assessing and Analysing Learner Progress	17/04/2026
English Phonics Assessments, Read Write Inc. (Autumn Term)	Assessing and Analysing Learner Progress	30/09/2025
English Phonics Assessments, Read Write Inc. (Spring Term)	Assessing and Analysing Learner Progress	28/01/2026
English Phonics Assessments, Read Write Inc. (Summer Term)	Assessing and Analysing Learner Progress	12/05/2026
CAT4A assessments with Year 4	Assessing and Analysing Learner Progress	30/04/2026
CAT4C assessments with Year 6	Assessing and Analysing Learner Progress	30/04/2026
Welsh Reading Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	28/11/2025
English Reading Personal Assessments with Years 3-6	Assessing and Analysing Learner Progress	11/02/2026
Baseline Assessments (Nursery and Reception)	Assessing and Analysing Learner Progress	03/09/2025
Numeracy Procedural Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	28/11/2025
Numeracy Reasoning Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	30/01/2026
Welsh Spelling Assessments with Years 2-6	Assessing and Analysing Learner Progress	24/04/2026

English Spelling Assessments with Years 3-6	Assessing and Analysing Learner Progress	17/03/2026
WellComm Assessments (Nursery and Reception)	Assessing and Analysing Learner Progress	17/10/2025
Dyslexia Screening with Year 4 Children (RAPID Assessment)	Assessing and Analysing Learner Progress	23/09/2025
Dyslexia Follow-Up Testing with Year 4 Children (LASS Assessment)	Assessing and Analysing Learner Progress	03/10/2025
Tracking the Progress of Learners and Groups of Learners (Autumn Term)	Assessing and Analysing Learner Progress	04/12/2025
Tracking the Progress of Learners and Groups of Learners (Spring Term)	Assessing and Analysing Learner Progress	23/03/2026
Tracking the Progress of Learners and Groups of Learners (Summer Term)	Assessing and Analysing Learner Progress	11/06/2026
Staff Professional Development Meetings (Target Setting, Autumn Term)	Professional Development Meetings	26/09/2025
Staff Professional Development Meetings (Interim Analysis, Spring Term)	Professional Development Meetings	06/02/2026
Staff Professional Development Meetings (Final Analysis, Summer Term)	Professional Development Meetings	09/06/2026
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 3 (Purple Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring the Impact of the Independence Framework in Progress Step 3 Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 3 (Green Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 3 (Grey Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 3 (Gold Scheme, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Progress Step 3 Collaborative Lesson Observations (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 3 (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Revisit Progress Step 3 Deep Diving Activity Targets (Autumn Term)	Progress Step 3 Deep Dive Activities	25/11/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 3 (Purple Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring the Impact of the Independence Framework in Progress Step 3 (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring Standards of 'Mapping National Frameworks' Progress Step 3 (Green Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 3 (Grey Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 3 (Gold Scheme, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Spring Term)	Progress Step 3 Deep Dive Activities	09/02/2026
Progress Step 3 Collaborative Lesson Observations (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 3 (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Revisit Progress Step 3 Deep Diving Activity Targets (Summer Term)	Progress Step 3 Deep Dive Activities	04/06/2026
Monitoring Standards of 'Mapping National Frameworks' Progress Step 2 (Green Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring the Impact of the Independence Framework in Progress Step 2 (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 2 (Purple Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 2 (Grey Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 2 (Gold Scheme, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Progress Step 2 Collaborative Lesson Observations (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 2 (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Revisit Progress Step 2 Deep Diving Activity Targets (Autumn Term)	Progress Step 2 Deep Dive Activities	04/12/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 2 (Purple Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring the Impact of the Independence Framework in Progress Step 2 (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026

Monitoring Standards of 'Mapping National Frameworks' Progress Step 2 (Green Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 2 (Grey Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 2 (Gold Scheme, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Progress Step 2 Collaborative Lesson Observations (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 2 (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Revisit Progress Step 2 Deep Diving Activity Targets (Summer Term)	Progress Step 2 Deep Dive Activities	07/05/2026
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 1 (Purple Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 1 (Green Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring the Impact of the Independence Framework in Progress Step 1 (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 1 (Grey Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 1 (Gold Scheme, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Progress Step 1 Collaborative Lesson Observations (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 1 (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Revisit Progress Step 1 Deep Diving Activity Targets (Autumn Term)	Progress Step 1 Deep Dive Activities	23/10/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 1 (Green Planning, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring the Impact of the Independence Framework in Progress Step 1 (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 1 (Grey Planning, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 1 (Gold Scheme, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Progress Step 1 Collaborative Lesson Observations (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 1 (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Revisit Progress Step 1 Deep Diving Activity Targets (Summer Term)	Progress Step 1 Deep Dive Activities	19/05/2026
Learner Voice Committee Elections	Learner Voice	16/09/2025
Monitoring the Impact of Learner Voice Committees (Autumn Term)	Learner Voice	15/12/2025
Monitoring the Impact of Learner Voice Committees (Spring Term)	Learner Voice	13/03/2026
Monitoring the Impact of Learner Voice Committees (Summer Term)	Learner Voice	03/06/2026
Update Learner Literacy Pathway Record (Autumn Term)	Literacy Pathway	05/12/2025
Update Learner Literacy Pathways Record (Spring Term)	Literacy Pathway	23/03/2026
Update Learner Literacy Pathways Record (Summer Term)	Literacy Pathway	06/07/2026

C. Tasgau Monitro (Trefn Dyddiad)

Tasg Monitro	Fath o Fonitro	Terfyn Ddyddiad
Penodi Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	16/06/2025
Ysgrifennu Rhesymeg Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	16/06/2025
Ymgynghori gyda Staff a Phlant ar Flaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	20/06/2025
Creu Cynlluniau Gweithredu Blaenoriaethau'r Cynllun Datblygu Ysgol, 2025-2026	Cynllun Datblygu'r Ysgol	18/07/2025
Diwrnod Hyfforddiant Mewn Swydd (1)	Dysgu Proffesiynol	01/09/2025
Diwrnod Hyfforddiant Mewn Swydd (2)	Dysgu Proffesiynol	02/09/2025
Asesiadau Personol Gwaelodlin (Meithrin a Derbyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	03/09/2025
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	08/09/2025
Gwirio, Diweddarau ac Adolygu Polisiâu (Tymor yr Hydref 1)	Gwirio, Diweddarau ac Adolygu Polisiâu	11/09/2025
Etholiadau Pwyllgorau Llais y Dysgwyr	Llais y Dysgwyr	16/09/2025
Archwiliad Darpariaeth (Tymor yr Hydref 1)	Archwiliadau Darpariaeth	18/09/2025
Archwiliad Presenoldeb Mis Medi	Archwiliadau Presenoldeb	19/09/2025
Sgrinio Dyslecsia gyda Phlant Blwyddyn 4 (Asesiad RAPID)	Asesu a Dadansoddi Cynnydd Dysgwyr	23/09/2025
Cyfarfodydd Datblygiad Proffesiynol Staff (Gosod Targedau, Tymor yr Hydref)	Cyfarfodydd Datblygiad Proffesiynol	26/09/2025
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	30/09/2025
Profion Dilyn i Fyny Dyslecsia gyda Phlant Blwyddyn 4 (Asesiad LASS)	Asesu a Dadansoddi Cynnydd Dysgwyr	03/10/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 1 (Cynllun Porffor, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 1 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 1 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 1 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	10/10/2025
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor yr Hydref)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	15/10/2025
Diweddarau Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Hydref 1)	Hunan-Arfarnu	16/10/2025
Asesiadau WellComm (Meithrin a Derbyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	17/10/2025
Archwiliad Presenoldeb Mis Hydref	Archwiliadau Presenoldeb	20/10/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 1 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	23/10/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 3 (Cynllun Porffor, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 3 Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 3 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 3 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 3 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfri Pob Eiliad (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	07/11/2025

Ailymweld gydag Archwiliad Darpariaeth (Tymor yr Hydref 2)	Archwiliadau Darpariaeth	10/11/2025
Trafodaeth Broffesiynol Cynllun Datblygu'r Ysgol gyda'r Awdurdod Lleol	Cynllun Datblygu'r Ysgol	13/11/2025
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 2 (Cynllun Gwyrdd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 2 (Cynllun Porffor, Tymor y Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 2 (Cynllun Llwyd, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 2 (Cynllun Aur, Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	18/11/2025
Diwrnod Hyfforddiant Mewn Swydd (3A, Hwyrnos)	Dysgu Proffesiynol	19/11/2025
Archwiliad Presenoldeb Mis Tachwedd	Archwiliadau Presenoldeb	24/11/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 3 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	25/11/2025
Gwiro, Diweddaru ac Adolygu Polisiâu (Tymor yr Hydref 2)	Gwiro, Diweddaru ac Adolygu Polisiâu	27/11/2025
Asesiadau Personol Darllen Cymraeg gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	28/11/2025
Asesiadau Personol Rhifedd Gweithdrefnol gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	28/11/2025
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor yr Hydref)	Cynllun Datblygu'r Ysgol	01/12/2025
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor yr Hydref)	Cynllun Datblygu'r Ysgol	01/12/2025
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Hydref 2)	Hunan-Arfarnu	02/12/2025
Adroddiadau Interim ar Gynnydd Dysgwyr (Tymor yr Hydref)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	03/12/2025
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor yr Hydref)	Asesu a Dadansoddi Cynnydd Dysgwyr	04/12/2025
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 2 (Tymor yr Hydref)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	04/12/2025
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor yr Hydref)	Llwybrau Llythrennedd	05/12/2025
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor yr Hydref)	Llais y Dysgwyr	15/12/2025
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Hydref)	Dysgu Proffesiynol	18/12/2025
Archwiliad Presenoldeb Mis Rhagfyr	Archwiliadau Presenoldeb	18/12/2025
Diwrnod Hyfforddiant Mewn Swydd (4)	Dysgu Proffesiynol	05/01/2026
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	09/01/2026
Archwiliad Darpariaeth (Tymor y Gwanwyn 1)	Archwiliadau Darpariaeth	13/01/2026
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	28/01/2026
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	28/01/2026
Archwiliad Presenoldeb Mis Ionawr	Archwiliadau Presenoldeb	30/01/2026
Asesiadau Personol Rhifedd Rhesymu gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	30/01/2026
Ailymweld gydag Archwiliad Darpariaeth (Tymor y Gwanwyn 2)	Archwiliadau Darpariaeth	05/02/2026
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor y Gwanwyn 1)	Hunan-Arfarnu	06/02/2026
Gwiro, Diweddaru ac Adolygu Polisiâu (Tymor y Gwanwyn 1)	Gwiro, Diweddaru ac Adolygu Polisiâu	06/02/2026
Cyfarfodydd Datblygiad Proffesiynol Staff (Dadansoddiad Interim, Tymor y Gwanwyn)	Cyfarfodydd Datblygiad Proffesiynol	06/02/2026
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfiri Pob Eiliad (Tymor y Gwanwyn)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	09/02/2026
Asesiadau Personol Darllen Saesneg gyda Blwyddyn 3-6	Asesu a Dadansoddi Cynnydd Dysgwyr	11/02/2026
Diwrnod Hyfforddiant Mewn Swydd (5)	Dysgu Proffesiynol	23/02/2026

Archwiliad Presenoldeb Mis Chwefror	Archwiliadau Presenoldeb	27/02/2026
Diwrnod Hyfforddiant Mewn Swydd (3B, Hwyrnos)	Dysgu Proffesiynol	11/03/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 1 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 2 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Adroddiadau Llawn ar Gynnydd Dysgwyr Cam Cynnydd 3 (Tymor y Gwanwyn)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	12/03/2026
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor y Gwanwyn)	Llais y Dysgwyr	13/03/2026
Asesiadau Sillafu Saesneg gyda Blwyddyn 3-6	Asesu a Dadansoddi Cynnydd Dysgwyr	17/03/2026
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor y Gwanwyn)	Cynllun Datblygu'r Ysgol	19/03/2026
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor y Gwanwyn)	Cynllun Datblygu'r Ysgol	19/03/2026
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor y Gwanwyn)	Asesu a Dadansoddi Cynnydd Dysgwyr	23/03/2026
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor y Gwanwyn)	Llwybrau Llythrennedd	23/03/2026
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor y Gwanwyn)	Dysgu Proffesiynol	26/03/2026
Archwiliad Presenoldeb Mis Mawrth	Archwiliadau Presenoldeb	26/03/2026
Gwario, Diweddaru ac Adolygu Polisiâu (Tymor y Gwanwyn 2)	Gwario, Diweddaru ac Adolygu Polisiâu	26/03/2026
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor y Gwanwyn 2)	Hunan-Arfarnu	26/03/2026
Cynhadledd Flynyddol: Y Dyfodol	Dysgu Proffesiynol	13/04/2026
Cyflawni Asesiadau Ffoneg Cymraeg, Tric a Chlic (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	17/04/2026
Archwiliad Darpariaeth (Tymor yr Haf 1)	Archwiliadau Darpariaeth	21/04/2026
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 2 (Cynllun Porffor, Tymor y Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 2 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 2 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 2 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	21/04/2026
Asesiadau Sillafu Cymraeg gyda Blwyddyn 2-6	Asesu a Dadansoddi Cynnydd Dysgwyr	24/04/2026
Archwiliad Presenoldeb Mis Ebrill	Archwiliadau Presenoldeb	30/04/2026
Asesiadau CAT4A gyda Blwyddyn 4	Asesu a Dadansoddi Cynnydd Dysgwyr	30/04/2026
Asesiadau CAT4C gyda Blwyddyn 6	Asesu a Dadansoddi Cynnydd Dysgwyr	30/04/2026
Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 1 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 1 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 1 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	05/05/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 2 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 2	07/05/2026
Cyflawni Asesiadau Ffoneg Saesneg, Read Write Inc. (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	12/05/2026
Monitro Safon 'Cynllun Thema Integredig' Cam Cynnydd 3 (Cynllun Porffor, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Effaith y Fframwaith Annibyniaeth yng Ngham Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026

Monitro Safon 'Mapio Fframweithiau Cenedlaethol' Cam Cynnydd 3 (Cynllun Gwyrdd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Safon 'Gwerthusiadau Dyddiol Pwrpasol' Cam Cynnydd 3 (Cynllun Llwyd, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Monitro Safon 'Trosolwg Themâu a Chwricwlwm Eang, Cytbwys yr Ysgol' Cam Cynnydd 3 (Cynllun Aur, Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Arsylwadau Gwersi Cydweithredol Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Archwiliad Gweithgareddau Gramadegol Boreol, Cyfri Pob Eiliad (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Craffu ar Waith a Thystiolaeth Digidol Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	13/05/2026
Ailymweld gydag Archwiliad Darpariaeth (Tymor yr Haf 2)	Archwiliadau Darpariaeth	15/05/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 1 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 1	19/05/2026
Archwiliad Presenoldeb Mis Mai	Archwiliadau Presenoldeb	21/05/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Haf 1)	Gwirio, Diweddaru ac Adolygu Polisiâu	21/05/2026
Monitro Effaith Pwyllgorau Llais y Dysgwyr (Tymor yr Haf)	Llais y Dysgwyr	03/06/2026
Ailymweld gyda Thargedau Gweithgareddau Plymio Dwfn Cam Cynnydd 3 (Tymor yr Haf)	Gweithgareddau Plymio Dwfn Cam Cynnydd 3	04/06/2026
Diweddaru Dogfennaeth Hunan-Arfarnu'r Ysgol (Tymor yr Haf)	Hunan-Arfarnu	09/06/2026
Cyfarfodydd Datblygiad Proffesiynol Staff (Dadansoddiad Terfynol, Tymor yr Haf)	Cyfarfodydd Datblygiad Proffesiynol	09/06/2026
Tracio Cynnydd Dysgwyr a Grwpiau o Ddysgwyr (Tymor yr Haf)	Asesu a Dadansoddi Cynnydd Dysgwyr	11/06/2026
Gwerthuso Cynnydd yn erbyn Cynlluniau Gweithredu'r Cynllun Datblygu Ysgol (Tymor yr Haf)	Cynllun Datblygu'r Ysgol	12/06/2026
Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu Ysgol (Tymor yr Haf)	Cynllun Datblygu'r Ysgol	12/06/2026
Penodi Blaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	16/06/2026
Ysgrifennu Rhesymeg Blaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	16/06/2026
Cyfarfodydd Cynnydd a Lles Disgyblion a Theuluoedd (Tymor yr Haf, Opsiynol)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	17/06/2026
Ymgynghori gyda Staff ar Flaenoriaethau'r Cynllun Datblygu Ysgol, 2026-2027	Cynllun Datblygu'r Ysgol	24/06/2026
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Haf 1)	Dysgu Proffesiynol	25/06/2026
Archwiliad Presenoldeb Mis Mehefin	Archwiliadau Presenoldeb	25/06/2026
Adroddiadau Interim ar Gynnydd Dysgwyr (Tymor yr Haf)	Adrodd i Deuluoedd ar Gynnydd Dysgwyr	02/07/2026
Diweddaru Llwybrau Llythrennedd Dysgwyr (Tymor yr Haf)	Llwybrau Llythrennedd	06/07/2026
Gwirio, Diweddaru ac Adolygu Polisiâu (Tymor yr Haf 2)	Gwirio, Diweddaru ac Adolygu Polisiâu	09/07/2026
Archwiliad Presenoldeb Mis Gorffennaf	Archwiliadau Presenoldeb	13/07/2026
Diweddaru Adroddiad Dysgu Proffesiynol (Tymor yr Haf 2)	Dysgu Proffesiynol	16/07/2026

D. Monitoring Tasks (Date Order)

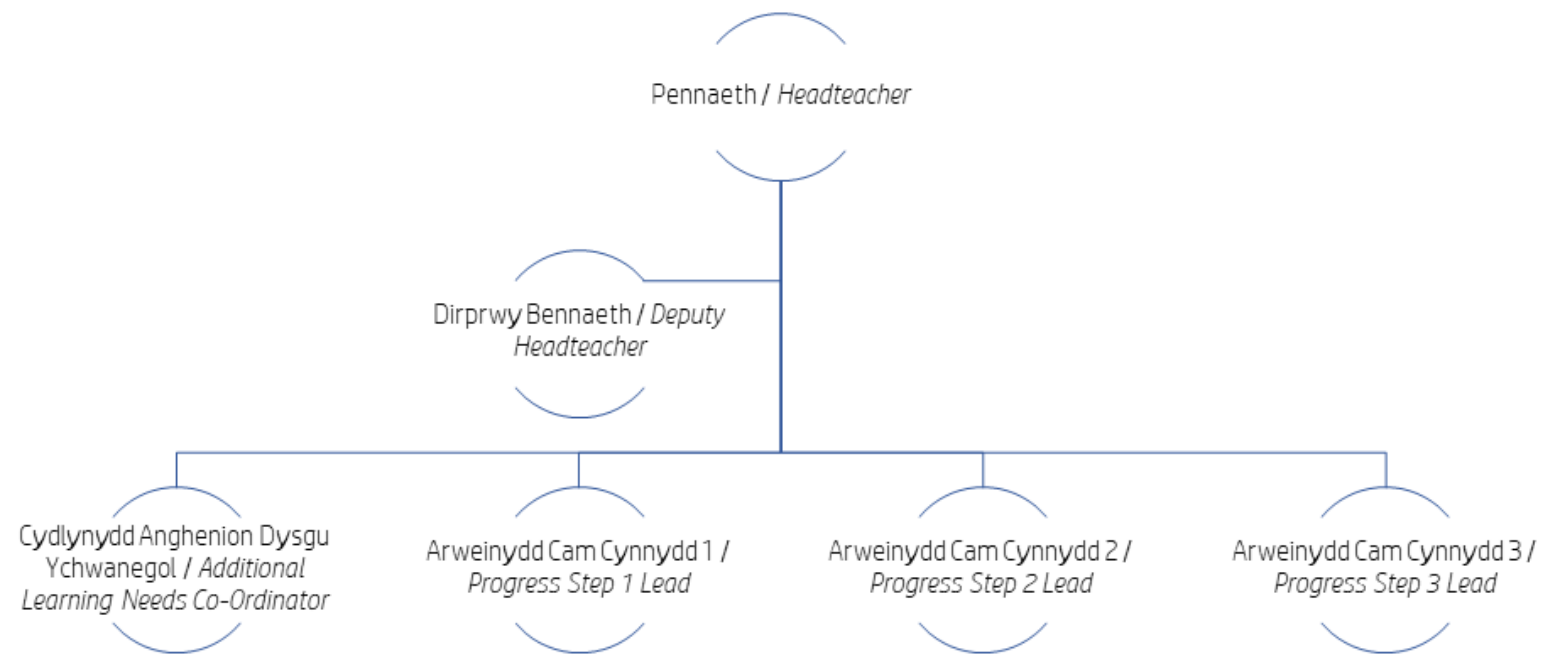
Monitoring Task	Type of Monitoring	Deadline Date
Setting the Priorities of the School Development Plan, 2025-2026	School Development Planning	16/06/2025
Writing the Rationales for the Priorities of the School Development Plan, 2025-2026	School Development Planning	16/06/2025
Consultation with Staff and Children on the Priorities of the School Development Plan, 2025-2026	School Development Planning	20/06/2025
Create Action Plans for the Priorities of the School Development Plan, 2025-2026	School Development Planning	18/07/2025
Staff Training Day (1)	Professional Learning	01/09/2025
Staff Training Day (2)	Professional Learning	02/09/2025
Baseline Assessments (Nursery and Reception)	Assessing and Analysing Learner Progress	03/09/2025
Welsh Phonics Assessments, Tric and Clic (Autumn Term)	Assessing and Analysing Learner Progress	08/09/2025
Check, Update and Review Policies (Autumn Term 1)	Check, Update and Review Policies	11/09/2025
Learner Voice Committee Elections	Learner Voice	16/09/2025
Provision Audit (Autumn Term 1)	Provision Audits	18/09/2025
September Attendance Audit	Attendance Audits	19/09/2025
Dyslexia Screening with Year 4 Children (RAPID Assessment)	Assessing and Analysing Learner Progress	23/09/2025
Staff Professional Development Meetings (Target Setting, Autumn Term)	Professional Development Meetings	26/09/2025
English Phonics Assessments, Read Write Inc. (Autumn Term)	Assessing and Analysing Learner Progress	30/09/2025
Dyslexia Follow-Up Testing with Year 4 Children (LASS Assessment)	Assessing and Analysing Learner Progress	03/10/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 1 (Purple Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 1 (Green Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring the Impact of the Independence Framework in Progress Step 1 (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 1 (Grey Planning, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 1 (Gold Scheme, Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Progress Step 1 Collaborative Lesson Observations (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 1 (Autumn Term)	Progress Step 1 Deep Dive Activities	10/10/2025
Pupil Progress and Wellbeing Meetings for Families (Autumn Term)	Reporting to Families on Learner Progress	15/10/2025
Update the School's Self-Evaluation Documentation (Autumn Term 1)	Whole-School Self-Evaluation	16/10/2025
WellComm Assessments (Nursery and Reception)	Assessing and Analysing Learner Progress	17/10/2025
October Attendance Audit	Attendance Audits	20/10/2025
Revisit Progress Step 1 Deep Diving Activity Targets (Autumn Term)	Progress Step 1 Deep Dive Activities	23/10/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 3 (Purple Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring the Impact of the Independence Framework in Progress Step 3 Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 3 (Green Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 3 (Grey Planning, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 3 (Gold Scheme, Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Progress Step 3 Collaborative Lesson Observations (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 3 (Autumn Term)	Progress Step 3 Deep Dive Activities	07/11/2025

Revisit with Provision Audit (Autumn Term 2)	Provision Audits	10/11/2025
Professional Discussion of the School Development Plan with the Local Authority	School Development Planning	13/11/2025
Monitoring Standards of 'Mapping National Frameworks' Progress Step 2 (Green Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring the Impact of the Independence Framework in Progress Step 2 (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 2 (Purple Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 2 (Grey Planning, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 2 (Gold Scheme, Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Progress Step 2 Collaborative Lesson Observations (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Scrutiny of Learner Work and Digital Evidence - Progress Step 2 (Autumn Term)	Progress Step 2 Deep Dive Activities	18/11/2025
Staff Training Day (3A, Twilight)	Professional Learning	19/11/2025
November Attendance Audit	Attendance Audits	24/11/2025
Revisit Progress Step 3 Deep Diving Activity Targets (Autumn Term)	Progress Step 3 Deep Dive Activities	25/11/2025
Check, Update and Review Policies (Autumn Term 2)	Check, Update and Review Policies	27/11/2025
Welsh Reading Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	28/11/2025
Numeracy Procedural Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	28/11/2025
Evaluating Progress against School Development Plan Action Plans (Autumn Term)	School Development Planning	01/12/2025
Executive Summary of Progress towards School Development Plan (Autumn Term)	School Development Planning	01/12/2025
Update the School's Self-Evaluation Documentation (Autumn Term 2)	Whole-School Self-Evaluation	02/12/2025
Interim Reports on Learner Progress (Autumn Term)	Reporting to Families on Learner Progress	03/12/2025
Tracking the Progress of Learners and Groups of Learners (Autumn Term)	Assessing and Analysing Learner Progress	04/12/2025
Revisit Progress Step 2 Deep Diving Activity Targets (Autumn Term)	Progress Step 2 Deep Dive Activities	04/12/2025
Update Learner Literacy Pathway Record (Autumn Term)	Literacy Pathway	05/12/2025
Monitoring the Impact of Learner Voice Committees (Autumn Term)	Learner Voice	15/12/2025
Update Professional Learning Report (Autumn Term)	Professional Learning	18/12/2025
December Attendance Audit	Attendance Audits	18/12/2025
Staff Training Day (4)	Professional Learning	05/01/2026
Welsh Phonics Assessments, Tric and Clic (Spring Term)	Assessing and Analysing Learner Progress	09/01/2026
Provision Audit (Spring Term 1)	Provision Audits	13/01/2026
Pupil Progress and Wellbeing Meetings for Families (Spring Term)	Reporting to Families on Learner Progress	28/01/2026
English Phonics Assessments, Read Write Inc. (Spring Term)	Assessing and Analysing Learner Progress	28/01/2026
January Attendance Audit	Attendance Audits	30/01/2026
Numeracy Reasoning Personal Assessments with Years 2-6	Assessing and Analysing Learner Progress	30/01/2026
Revisit with Provision Audit (Spring Term 2)	Provision Audits	05/02/2026
Update the School Self-Evaluation Documentation (Spring Term 1)	Whole-School Self-Evaluation	06/02/2026
Check, Update and Review Policies (Spring Term 1)	Check, Update and Review Policies	06/02/2026
Staff Professional Development Meetings (Interim Analysis, Spring Term)	Professional Development Meetings	06/02/2026
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Spring Term)	Progress Step 3 Deep Dive Activities	09/02/2026
English Reading Personal Assessments with Years 3-6	Assessing and Analysing Learner Progress	11/02/2026
Staff Training Day (5)	Professional Learning	23/02/2026

February Attendance Audit	Attendance Audits	27/02/2026
Staff Training Day (3B, Twilight)	Professional Learning	11/03/2026
Full Reports on the Progress of Progress Step 1 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Full Reports on the Progress of Progress Step 2 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Full Reports on the Progress of Progress Step 3 Learners (Spring Term)	Reporting to Families on Learner Progress	12/03/2026
Monitoring the Impact of Learner Voice Committees (Spring Term)	Learner Voice	13/03/2026
English Spelling Assessments with Years 3-6	Assessing and Analysing Learner Progress	17/03/2026
Evaluating Progress against School Development Plan Action Plans (Spring Term)	School Development Planning	19/03/2026
Executive Summary of Progress towards School Development Plan (Spring Term)	School Development Planning	19/03/2026
Tracking the Progress of Learners and Groups of Learners (Spring Term)	Assessing and Analysing Learner Progress	23/03/2026
Update Learner Literacy Pathways Record (Spring Term)	Literacy Pathway	23/03/2026
Update Professional Learning Report (Spring Term)	Professional Learning	26/03/2026
March Attendance Audit	Attendance Audits	26/03/2026
Check, Update and Review Policies (Spring Term 2)	Check, Update and Review Policies	26/03/2026
Update the School's Self-Evaluation Documentation (Spring Term 2)	Whole-School Self-Evaluation	26/03/2026
Annual Conference: DyfodolFuture	Professional Learning	13/04/2026
Welsh Phonics Assessments, Tric and Clic (Summer Term)	Assessing and Analysing Learner Progress	17/04/2026
Provision Audit (Summer Term 1)	Provision Audits	21/04/2026
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 2 (Purple Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring the Impact of the Independence Framework in Progress Step 2 (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring Standards of 'Mapping National Frameworks' Progress Step 2 (Green Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 2 (Grey Planning, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 2 (Gold Scheme, Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Progress Step 2 Collaborative Lesson Observations (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 2 (Summer Term)	Progress Step 2 Deep Dive Activities	21/04/2026
Welsh Spelling Assessments with Years 2-6	Assessing and Analysing Learner Progress	24/04/2026
April Attendance Audit	Attendance Audits	30/04/2026
CAT4A assessments with Year 4	Assessing and Analysing Learner Progress	30/04/2026
CAT4C assessments with Year 6	Assessing and Analysing Learner Progress	30/04/2026
Monitoring Standards of 'Mapping National Frameworks' Progress Step 1 (Green Planning, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring the Impact of the Independence Framework in Progress Step 1 (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 1 (Grey Planning, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 1 (Gold Scheme, Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Progress Step 1 Collaborative Lesson Observations (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 1 (Summer Term)	Progress Step 1 Deep Dive Activities	05/05/2026
Revisit Progress Step 2 Deep Diving Activity Targets (Summer Term)	Progress Step 2 Deep Dive Activities	07/05/2026
English Phonics Assessments, Read Write Inc. (Summer Term)	Assessing and Analysing Learner Progress	12/05/2026
Monitoring Standards of 'Integrated Thematic Planning' Progress Step 3 (Purple Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring the Impact of the Independence Framework in Progress Step 3 (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026

Monitoring Standards of 'Mapping National Frameworks' Progress Step 3 (Green Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring Standards of 'Purposeful, Daily Evaluations' Progress Step 3 (Grey Planning, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Monitoring Standards of 'Overview of Themes and Broad, Balanced School Curriculum' Progress Step 3 (Gold Scheme, Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Progress Step 3 Collaborative Lesson Observations (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Morning Grammar Activities Audit, Cyfri Pob Eiliad (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Scrutiny of Learner Work and Digital Evidence - Progress Step 3 (Summer Term)	Progress Step 3 Deep Dive Activities	13/05/2026
Revisit with Provision Audit (Summer Term 2)	Provision Audits	15/05/2026
Revisit Progress Step 1 Deep Diving Activity Targets (Summer Term)	Progress Step 1 Deep Dive Activities	19/05/2026
May Attendance Audit	Attendance Audits	21/05/2026
Check, Update and Review Policies (Summer Term 1)	Check, Update and Review Policies	21/05/2026
Monitoring the Impact of Learner Voice Committees (Summer Term)	Learner Voice	03/06/2026
Revisit Progress Step 3 Deep Diving Activity Targets (Summer Term)	Progress Step 3 Deep Dive Activities	04/06/2026
Update the School's Self-Evaluation Documentation (Summer Term)	Whole-School Self-Evaluation	09/06/2026
Staff Professional Development Meetings (Final Analysis, Summer Term)	Professional Development Meetings	09/06/2026
Tracking the Progress of Learners and Groups of Learners (Summer Term)	Assessing and Analysing Learner Progress	11/06/2026
Evaluating Progress against School Development Plan Action Plans (Summer Term)	School Development Planning	12/06/2026
Executive Summary of Progress towards School Development Plan (Summer Term)	School Development Planning	12/06/2026
Setting the Priorities of the School Development Plan, 2026-2027	School Development Planning	16/06/2026
Writing the Rationales of the Priorities of the School Development Plan, 2026-2027	School Development Planning	16/06/2026
Pupil Progress and Wellbeing Meetings for Families (Summer Term, Optional)	Reporting to Families on Learner Progress	17/06/2026
Consultation with Staff on the Priorities of the School Development Plan, 2026-2027	School Development Planning	24/06/2026
Update Professional Learning Report (Summer Term 1)	Professional Learning	25/06/2026
June Attendance Audit	Attendance Audits	25/06/2026
Interim Reports on Learner Progress (Summer Term)	Reporting to Families on Learner Progress	02/07/2026
Update Learner Literacy Pathways Record (Summer Term)	Literacy Pathway	06/07/2026
Check, Update and Review Policies (Summer Term 2)	Check, Update and Review Policies	09/07/2026
July Attendance Audit	Attendance Audits	13/07/2026
Update Professional Learning Report (Summer Term 2)	Professional Learning	16/07/2026

Strwythur Arweinyddiaeth yr Ysgol / School Leadership Staffing Structure



Strwythur Staffio'r Ysgol/ *School Staffing Structure*

Uwch Dîm Arweinyddiaeth / Senior Leadership Team				
Dr. Matthew Williamson-Dicken - Pennaeth / Headteacher Nerys Phillips - Dirprwy Bennaeth / Deputy Headteacher Elin Johnson - Arweinydd Cam Cynnydd 1 (Mamolaeth) / Leader of Progress Step 1 (Maternity Leave) Thea Simons - Arweinydd Cam Cynnydd 1 (Cyfro Cyfnod Mamolaeth) / Leader of Progress Step 1 (Maternity Cover) Kaysha Wulder - Arweinydd Cam Cynnydd 2 / Leader of Progress Step 2, Arweinydd Cam Cynnydd 3 (0.4) / Leader of Progress Step 3 (0.4) Tanwen Davies - Arweinydd Cam Cynnydd 3 (0.6) / Leader of Progress Step 3 (0.6) Caitlin O'Sullivan - Cydlynnydd Anghenion Dysgu Ychwanegol / Additional Learning Needs Co-Ordinator				
Arweinwyr Dysgu Cam Cynnydd 1 / Progress Step 1 Leaders of Learning	Arweinwyr Dysgu Cam Cynnydd 2 / Progress Step 2 Leaders of Learning	Arweinwyr Dysgu Cam Cynnydd 3 / Progress Step 3 Leaders of Learning	Yr Academi ac Ymyrraeth / Yr Academi and Interventions	Staff Swyddfa a Safle / Office and Site Staff
- Thea Simons - Athrawes Feithrin / Nursery Teacher - Mwynwen James - Cynorthwydd Dysgu / Teaching Assistant - Taylor-Marie Rogers - Cynorthwydd Dysgu / Teaching Assistant - Rebeca Blackmore - Athrawes Dderbyn Tŷ Coch / Tŷ Coch Reception Teacher - Katie Bowen - Cynorthwydd Dysgu Lefel Uwch / Higher Level Teaching Assistant - Vienna Robinson - Athrawes	- Jake Anderton-Pearson (ANG/NQT) - Athro Blwyddyn 1 Maes Gwyn / Year 1 Maes Gwyn Teacher - Rebekka Vickers - Cynorthwydd Dysgu / Teaching Assistant - Catrin Wallis-Evans (0.6) - Athrawes Flwyddyn 1 Tŷ Cadno / Year 1 Tŷ Cadno Teacher - Angharad Jones (0.6) - Athrawes Flwyddyn 1 Tŷ Cadno / Year 1 Tŷ Cadno Teacher - Heledd Williams - Athrawes Gyfnod Mamolaeth Blwyddyn 2	- Bethany Exall - Athrawes Flwyddyn 4 Pen y Llan / Year 4 Pen y Llan Teacher - Nadine Williams - Athrawes Flwyddyn 4 Coed y Canddo / Year 4 Coed y Canddo Teacher - Natasha Sawday (0.4) - Cynorthwydd Dysgu / Teaching Assistant - Caitlin O'Sullivan - Athrawes Flwyddyn 5 Cwm Bwrwch / Year 5 Cwm Bwrwch Teacher - Tanwen Davies (0.6) - Athrawes Flwyddyn 5 Cwm Bwrwch / Year 5 Cwm Bwrwch Teacher	- Jamie-Leigh Sibthorpe - Cynorthwydd Dysgu Lefel Uwch / Higher Level Teaching Assistant - Lauren Sweet - Cynorthwydd Dysgu / Teaching Assistant	- Siân Redwood - Rheolydd y Swyddfa / Office Manager - Shelley Hyde - Swyddog Presenoldeb / Attendance Officer (0.5) - Helen Jones - Swyddog Gweinyddol / Office Support - Mark Sellick - Rheolydd y Safle / Site Manager

Dderbyn Glas Coed / Glas Coed Reception Teacher Elenid Marsh - Cynorthwyydd Dysgu / Teaching Assistant	Ysgubor Goed / Year 2 Ysgubor Goed Maternity Cover Teacher - Caitlin Harley - Athrawes Flwyddyn 2 Ysgubor Goed / Year 2 Ysgubor Goed Teacher - Rhian Williams - Cynorthwyydd Dysgu / Teaching Assistant - Kaysha Wulder - Athrawes Flwyddyn 2 Capel Llwyd / Capel Llwyd Year 2 Teacher - Elle Parker - Cynorthwyydd Dysgu / Teaching Assistant - Simon Alexander - Athro Blwyddyn 3 Groes Fach / Groes Fach Year 3 Teacher - Caitlin James - Athrawes Flwyddyn 3 Pont Rhun / Pont Rhun Year 3 Teacher - Robert Vaughan - Athro CPA / PPA Teacher	- Olivia Carroll - Athrawes Flwyddyn 5 Craig y Felin / Year 5 Craig y Felin Teacher - Kate Williams - Cynorthwyydd Dysgu / Teaching Assistant - Jessica Flynn - Athrawes Flwyddyn 6 Gwaun Hywel / Year 6 Gwaun Hywel Teacher - Alana Parry - Athrawes Flwyddyn 6 Cwm Lleucu / Year 6 Cwm Lleucu Teacher - Amy Harper - Cynorthwyydd Dysgu Lefel Uwch / Higher Level Teaching Assistant - Robert Vaughan - Athro CPA / PPA Teacher		
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Cyfrifoldebau Arwain / Leadership Responsibilities

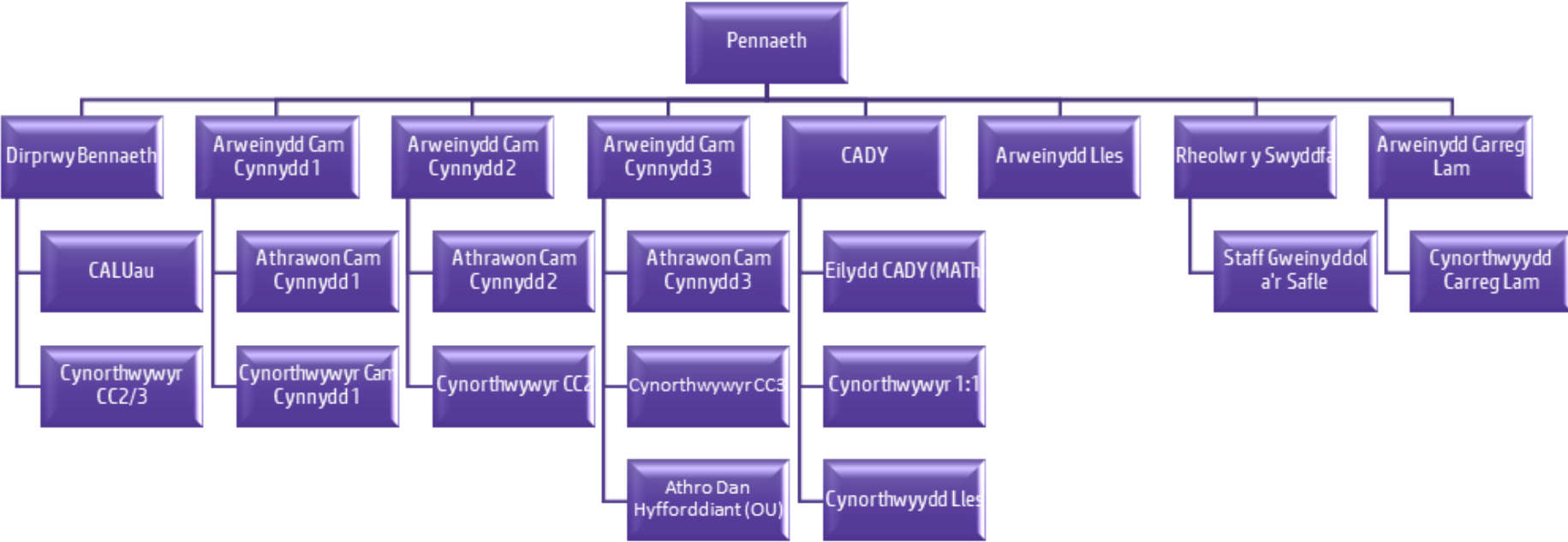
Enw / Name	Cyfrifoldebau	Responsibilities
Alana Parry	Athrawes Fugeiliol Cwm Lleucu (Cam Cynnydd 3, Blwyddyn 6) Arweinydd Lles (Dros gyfnod mamolaeth) Arweinydd Cyngor Lles (Dros gyfnod mamolaeth) Eilydd Arweinydd Lles (Yn dilyn cyfnod mamolaeth) Arweinydd Cyngor Lles	Pastoral teacher for Cwm Lleucu (Progress Step 3, Year 6) Wellbeing Leader (Maternity Cover) Wellbeing Council Leader (Maternity Cover) Deputy Wellbeing Leader (Following Maternity Leave) Wellbeing Council Leader
Amy Harper	Cynorthwydd Lefel Uwch (Cam Cynnydd 3, Blwyddyn 6) Arddangosfeydd y Neuadd Storfa Adnoddau	Senior Assistant Teacher (Progress Step 3, Year 6) Hall Displays Resource Store
Angharad Jones	Athrawes Fugeiliol Tŷ Cadno (0.6) (Cam Cynnydd 2, Blwyddyn 1) Entrepreneuriaeth Eco Bwyllgor	Pastoral teacher for Tŷ Cadno (0.6) (Progress Step 2, Year 1) Entrepreneurship Eco Committee
Bethany Exall	Athrawes Fugeiliol Pen y Llan (Cam Cynnydd 3, Blwyddyn 4) Arweinydd Athroniaeth i Blant Cydlunydd Maes Dysgu a Phrofiad Dyniaethau: Hanes a Daearyddiaeth	Pastoral teacher for Pen y Llan (Progress Step 3, Year 4) Philosophy for Children Leader Humanities AoLE Coordinator: History and Geography
Bethan Roberts	Cynorthwydd Lefel Uwch (Cam Cynnydd 2 Ysgubor Goed) Gweithredu Tric a Chlic Cydlunydd Llyfrgell	
Caitlin Harley	Athrawes Fugeiliol Ysgubor Goed (Cam Cynnydd 2, Blwyddyn 2) Arweinydd Lles Dirprwy Swyddog Diogelu Cydlunydd Maes Dysgu a Phrofiad Iechyd a Lles	Pastoral teacher for Ysgubor Goed (Progress Step 2, Year 2) Wellbeing Leader Deputy Safeguarding Officer Health and Wellbeing AoLE Coordinator
Caitlin James	Athrawes Fugeiliol Pont Rhun (NQT) (Cam Cynnydd 2, Blwyddyn 3)	Pastoral teacher for Pont Rhun (NQT) (Progress Step 2, Year 3)
Caitlin O'Sullivan	Athrawes Fugeiliol Cwm Bwrwch (Cam Cynnydd 3, Blwyddyn 5) Cydlunydd Anghenion Dysgu Ychwanegol Mentor Datblygiad Proffesiynol Staff	Pastoral teacher for Cwm Bwrwch (Progress Step 3, Year 5) Additional Learning Needs Coordinator Staff Professional Development Mentor
Catrin Wallis-Evans	Athrawes Fugeiliol Tŷ Cadno (0.6) (Cam Cynnydd 2, Blwyddyn 1)	Pastoral teacher for Tŷ Cadno (0.6) (Progress Step 2, Year 1)

	Cydlynnydd Maes Dysgu a Phrofiad Gwyddoniaeth a Thechnoleg Cydlynnydd yr Urdd	Science and Technology AoLE Coordinator Urdd Coordinator
Dr. Matthew Williamson-Dicken	Pennaeth Mentor Datblygiad Proffesiynol Staff Swyddog Amddiffyn Plant Amserlenni	Headteacher Staff Professional Development Mentor Child Protection Officer Timetables
Elle Parker	Cynorthwydd Capel Llwyd (Cam Cynnydd 2, Blwyddyn 2) Cydlynnydd Adnoddau Celf Cydlynnydd Dawns	Assistant Teacher Capel Llwyd (Progress Step 2, Blwyddyn 2) Art Resources Coordinator Dance Coordinator
Elenid Marsh	Cynorthwydd Glas Coed (Cam Cynnydd 1, Derbyn) Ystafell Synhwyrdd	Assistant Teacher Glas Coed (Progress Step 1, Reception) Sensory Room
Elin Johnson	Arweinydd Cam Cynnydd 1 Uwch Dim Arwain Cydlynnydd Arddangosfeydd Mentor Datblygiad Proffesiynol Staff Uwch Fentor athrawon dan hyfforddiant.	Progress Step 1 Leader Senior Leadership Team Displays Coordinator Staff Professional Development Mentor Senior Mentor for Trainee Teachers
Helen Jones	Clerc y Swyddfa	Office Clerk
Heledd Williams	Athrawes Fugeiliol Ysgubor Goed (Cyfnod Mamolaeth)	Pastoral teacher for Ysgubor Goed (Maternity Leave)
Jamie-Leigh Sibthorpe	Arweinydd Yr Academi Cynorthwydd Lefel Uwch. Arddangosfeydd y Coridorau Cydlynnydd y Llyfrgell (gyda KB)	Academy Leader Senior Assistant Teacher Corridor Displays Library Coordinator (with KB)
Jake Anderton-Pearson	Athro Bugeiliol Maes Gwyn (NQT) (Cam Cynnydd 2, Blwyddyn 1)	Pastoral teacher for Maes Gwyn (NQT) (Progress Step 2, Year 1)
Jessica Flynn	Athrawes Fugeiliol Gwaun Hywel (Cam Cynnydd 3, Blwyddyn 6) Cyd-arwain Criw Cymraeg a'r Siarter Iaith.	Pastoral teacher for Gwaun Hywel (Progress Step 3, Year 6) Co-leader Welsh Crew and Language Charter
Kaysha Wulder	Arweinydd Cam Cynnydd 2/ Arweinydd Cam Cynnydd 3 (0.4) Mentor Datblygiad Proffesiynol Staff Dirprwy Swyddog Diogelu Uwch Dim Arwain Athrawes Fugeiliol Capel Llwyd (Cam Cynnydd 2, Blwyddyn 2) Mentor Athrawon sy'n Cymhwyso	Progress Step 2/3 Leader (0.4) Staff Professional Development Mentor Deputy Safeguarding Officer Senior Leadership Team Pastoral teacher for for Capel Llwyd (Progress Step 2, Year 2) Mentor for Newly Qualified Teachers

Kate Williams	Cynorthwyydd (Cam Cynnydd 3, Blwyddyn 5) Cynorthwyydd Lles	Assistant Teacher (Progress Step 3, Year 5) Wellbeing Assistant
Katie Bowen	Cynorthwyydd Lefel Uwch Tŷ Coch (Cam Cynnydd 1, Derbyn) Arddangosfeydd y Coridorau Cydlunydd y Llyfrgell (gyda JLS)	Senior Assistant Teacher Tŷ Coch (Progress Step 1, Reception) Corridor Displays Library Coordinator (with JLS)
Lauren Sweet	Cynorthwyydd Yr Academi Cynorthwyydd Lles Swyddog Cymorth Cyntaf	Academy Assistant Wellbeing Assistant First Aid Officer
Mark Sellick	Rheolwr Safle	Site Manager
Mwynwen James	Cynorthwyydd y Meithrin (Cam Cynnydd 1)	Nursery Assistant Teacher (Progress Step 1)
Nadine Williams	Athrawes Fugeiliol Coed Y Canddo (Cam Cynnydd 3, Blwyddyn 4) Arwain RWI Cydlunydd Maes Dysgu a Phrofiad Dyniaethau: Addysg Grefyddol	Pastoral teacher for Coed Y Canddo (Progress Step 3, Year 4) RWI Lead Humanities AoLE Coordinator: Religious Education
Natasha Sawday	Cynorthwyydd Dysgu (0.4) (Cam Cynnydd 3, Blwyddyn 4)	Assistant Teacher (0.4) (Progress Step 3, Year 4)
Nerys Phillips	Dirprwy Bennaeth Uwch Dim Arwain Mentor Datblygiad Proffesiynol Staff Dirprwy Swyddog Diogelu Uwch Fentor Athrawon sy'n Cymhwyso Cydlunydd Asesu Cydlunydd Cynghorau'r Ysgol Cydlunydd Maes Dysgu a Phrofiad Llythrennedd a Chyfathrebu	Deputy Headteacher Senior Leadership Team Staff Professional Development Mentor Deputy Safeguarding Officer Senior Mentor for Newly Qualified Teachers Coordinator Assessment School Councils Coordinator Literacy and Communication AoLE Coordinator
Olivia Carroll	Athrawes Fugeiliol Craig Y Felin (Cam Cynnydd 3, Blwyddyn 5) Cyd-arwain Criw Cymraeg a'r Siarter Iaith.	Pastoral teacher for Craig Y Felin (Progress Step 3, Year 5) Co-leader Welsh Crew and Language Charter
Rebeca Blackmore	Athrawes Fugeiliol Ty Coch (Cam Cynnydd 1, Derbyn) Dirprwy Gydlunydd Anghenion Dysgu Ychwanegol Cydlunydd Heddlu Bach	Pastoral teacher for Ty Cadno (Progress Step 1, Reception) Deputy ALN Coordinator 'Heddlu Bach' Coordinator
Rebekka Vickers	Cynorthwyydd Maes Gwyn (Cam Cynnydd 2, Blwyddyn 1) Swyddog Cymorth Cyntaf	Assistant Teacher Maes Gwyn (Progress Step 2, Year 1) First Aid Officer
Rhian Williams	Cynorthwyydd Ty Cadno (Cam Cynnydd 2, Blwyddyn 1)	Assistant Teacher Ysgubor Goed (Progress Step 2, Year 2)

	Ystafell Athrawon	Staff Room
Robert Vaughan	Athro CPA	PPA Teacher
Shelley Hyde	Swyddog Presenoldeb	Attendance Officer
Siân Redwood	Rheolwr y Swyddfa	Office Manager
Simon Alexander	Cydlynnydd Maes Dysgu a Phrofiad Mathemateg a Rhifedd Hyfrydedd Seiclo Cydlynnydd Clybiau Allgyrsiol Cydlynnydd Preswyl Athro Bugeiliol Groes Fach (Cam Cynnydd 2, Blwyddyn 3) Mentor Athrawon sy'n Cymhwyso	Mathematics and Numeracy AoLE Coordinator Cycling Coordinator Extracurricular Clubs Coordinator Residential Coordinator Pastoral teacher for Groes Fach (Progress Step 2, Year 3) Mentor for Newly Qualified Teachers
Tanwen Davies	Arweinydd Cam Cynnydd 3 (0.6) Athrawes Fugeiliol Cwm Bwrwch (Cam Cynnydd 3, Blwyddyn 5) Uwch Dim Arwain Mentor Datblygiad Proffesiynol Staff	Progress Step 3 Leader (0.6) Pastoral teacher for Cwm Bwrwch (Progress Step 3, Year 5) Senior Leadership Team Staff Professional Development Mentor
Taylor-Marie Rogers	Cynorthwydd Lefel Uwch, Meithrin (Cam Cynnydd 1) Cydlynnydd ELSA Arddangosfeydd y Coridorau	Senior Assistant Teacher Nursery (Progress Step 1) ELSA Coordinator Corridor Displays
Thea Simons	Athrawes Fugeiliol y Meithrin (Cam Cynnydd 1) Arweinydd Cam Cynnydd 1 (Cyfro Cyfnod Mamolaeth) Cydlynnydd Dysgu Awyr Agored	Pastoral teacher for Nursery (Progress Step 1) Progress Step 1 Leader (Maternity Cover) Outdoor Learning Coordinator
Vienna Robinson	Athrawes Fugeiliol Glas Coed (Cam Cynnydd 1, Derbyn) Dirprwy Arweinydd Lles (Cyfro Cyfnod Mamolaeth) Cydlynnydd UNICEF	Pastoral teacher for Glas Coed (Progress Step 1, Reception) Deputy Wellbeing Leader (Maternity Cover) UNICEF Coordinator

Strwythur Mentora Datblygiad Proffesiynol / Professional Development Mentoring Structure



Cynllunio Gwariant Grantiau PDG a EYPDG / Grant Spending Planning PDG a EYPDG

<i>Planned Activity</i>	<i>Success Criteria / Targets</i>	<i>Funding Source</i>	<i>Strand</i>	<i>Spend Type 1</i>	<i>£</i>	<i>Spend Type 2</i>	<i>£</i>
<i>Ensuring equity with educational visits for children in the (early years) that cannot be paid for (including daily trips by Camau Cynnydd)</i>	<i>Pupils with disadvantaged socio-economic backgrounds will receive the same opportunities as other children.</i>	<i>EYPDG</i>	<i>Play-based learning</i>	<i>Resources</i>	<i>1,000</i>		<i>0</i>
<i>Basic Mathematical assessments were completed with all auditable FSM learners in the Early Years. Regular meetings with parents to inform them of their children's progress and advice on support they can provide at home.</i>	<i>All FSM pupils make appropriate progress from a very low base line as it is unlikely that they will have any knowledge of the Welsh language before starting school.</i>	<i>EYPDG</i>	<i>Early numeracy approaches</i>	<i>Release Cover</i>	<i>500</i>		<i>0</i>
<i>Holding 'Welsh for the Family' Sessions for families new to the school.</i>	<i>A foundation for the Welsh language will be taught for Nursery and Reception children. This will be aimed at new FSM children and vulnerable families in the first place.</i>	<i>EYPDG</i>	<i>Early literacy approaches</i>	<i>Release Cover</i>	<i>500</i>		<i>0</i>
<i>Screening of all Nursery and Reception Pupils using the WellComm assessment</i>	<i>We will screen all children in Nursery and Reception using the WellComm assessment. We design a specific intervention arising from the findings of the assessment.</i>	<i>EYPDG</i>	<i>Communication and language approaches</i>	<i>Release Cover</i>	<i>400</i>		<i>0</i>

<i>Target groups for FSM children and vulnerable Children from Reception to Year 2 in order to speed up progress towards targets.</i>	<i>A clear plan of target groups will have been arranged for pupils who are vulnerable and disadvantaged. The children will receive the support of small groups in order to progress their learning through intervention.</i>	<i>EYPDG</i>	<i>Early numeracy approaches</i>	<i>Post Funded Grant</i>	<i>1,500</i>		<i>0</i>
<i>Employing an Attendance Officer (2 and a half hours each day) in order to improve attendance.</i>	<i>Vulnerable pupils' attendance levels will rise, developing a relationship with families.</i>	<i>EYPDG</i>	<i>Parental engagement (EY)</i>	<i>Post Funded Grant</i>	<i>2,000</i>		<i>0</i>
<i>Singing Therapy for Children in the Early Years</i>	<i>Groups and classes will receive musical sessions in order to develop social and emotional skills. FSM pupils will receive a specific focus in order to engage with others through a creative form. Used to develop awareness of vocabulary and feelings.</i>	<i>EYPDG</i>	<i>Early literacy approaches</i>	<i>Consultancy</i>	<i>2,000</i>		<i>0</i>
<i>Basic Linguistic assessments were completed with all FSM learners who are auditable in the Early Years. Regular meetings with parents to inform them of their children's progress and advice on support they can provide at home.</i>	<i>All FSM pupils make appropriate progress from a very low base line as it is unlikely that they will have any knowledge of the Welsh language before starting school.</i>	<i>EYPDG</i>	<i>Early literacy approaches</i>	<i>Release Cover</i>	<i>500</i>		<i>0</i>
<i>Basic Personal and Social Development assessments were completed with all FSM learners who are auditable in the Early Years. Regular meetings with</i>	<i>All FSM pupils make appropriate progress from a very low base line as it is unlikely that they will have any</i>	<i>EYPDG</i>	<i>Social and emotional learning strategies</i>	<i>Release Cover</i>	<i>500</i>		<i>0</i>

<i>parents to inform them of their children's progress and advice on support they can provide at home.</i>	<i>knowledge of the Welsh language before starting school.</i>						
<i>The work of target groups for FSM children and vulnerable Children from Reception to Year 2 in order to speed up progress towards targets.</i>	<i>A clear plan of target groups will have been arranged for pupils who are vulnerable and disadvantaged. A member of staff (Supply) will have been appointed to work with these children and ensure equity and encourage accelerated progress.</i>	<i>EYPDG</i>	<i>Early literacy approaches</i>	<i>Post Funded Grant</i>	<i>750</i>		<i>0</i>
<i>We will fully implement the Writing and Reading Milestones tracking tool across the school reporting on the progress of Vulnerable Pupils in the Early Years. This is the cost of the resource and the time given to staff in order to track.</i>	<i>Establishing Writing and Reading Milestones, we will fully implement a tracking tool across the school to ensure that Curriculum for Wales is now fully incorporated and that we learn from our assessments. This will ensure that every assessment becomes 'assessment for learning' and ensures that we identify pupils who need support and effectively track the progress of vulnerable pupils in the Early Years.</i>	<i>EYPDG</i>	<i>Early literacy approaches</i>	<i>Professional Learning</i>	<i>500</i>	<i>Release Cover</i>	<i>200</i>
<i>Ensuring equity with educational visits for children (years 1-6) that cannot be paid for (including</i>	<i>Pupils with disadvantaged socio-economic backgrounds will receive the same opportunities as other children.</i>	<i>PDG</i>	<i>Outdoor adventure learning</i>	<i>Resources</i>	<i>1,500</i>		<i>0</i>

<i>Llangrannog, Cardiff Bay, and daily trips by Camau Cynnydd)</i>							
<i>Screening Pupils using the WellComm assessment</i>	<i>We will identify pupils in order to carry out the WellComm assessment. We design a specific intervention arising from the findings of the assessment.</i>	<i>PDG</i>	<i>Communication and language approaches</i>	<i>Release Cover</i>	<i>800</i>		<i>0</i>
<i>Screening Year 4 Pupils for Dyslexia using the RAPID assessment (GL Assessment)</i>	<i>We will screen all children in Year 4 using the RAPID assessment. We design a specific intervention arising from the findings of the assessment.</i>	<i>PDG</i>	<i>Reading comprehension strategies</i>	<i>Resources</i>	<i>300</i>	<i>Release Cover</i>	<i>500</i>
<i>Ensure specific support for the FSM and vulnerable learner group.</i>	<i>The progress of the FSM learners will be tracked effectively and learners will make progressive progress from their starting points at the beginning of the year. Welfare groups will use Motional.</i>	<i>PDG</i>	<i>Small group tuition</i>	<i>Post Funded Grant</i>	<i>9,000</i>		<i>0</i>
<i>ELSA sessions are held with individuals (6 children in each cohort)</i>	<i>Groups of vulnerable pupils and FSM have sessions with our ELSA assistant</i>	<i>PDG</i>	<i>Teaching Assistant Interventions</i>	<i>Post Funded Grant</i>	<i>2,000</i>		<i>0</i>
<i>Ensure support and animal therapy for a group of FSM learners with Wellbeing Needs</i>	<i>Groups of vulnerable pupils and FSM have sessions with Caring Canines in order to improve well-being.</i>	<i>PDG</i>	<i>Social and emotional learning</i>	<i>Consultancy</i>	<i>3,780</i>		<i>0</i>
<i>Target group work for FSM children and vulnerable Children in Year 6 in order to speed up</i>	<i>A clear plan of target groups will have been arranged for pupils who are vulnerable and</i>	<i>PDG</i>	<i>Small group tuition</i>	<i>Post Funded Grant</i>	<i>10,000</i>		<i>0</i>

<i>progress towards targets and prepare them for secondary.</i>	<i>disadvantaged. A member of staff (CALU) will have been appointed in order to work with these children and ensure equity and encourage accelerated progress.</i>						
<i>To hold nurture groups in order to support pupils with social and emotional difficulties.</i>	<i>Vulnerable children attend a morning session ('check-in') in order to prepare them for the day and ensure that children are ready to learn. Vulnerable children with difficulties and known FSM children will receive access to a small lunch group in order to engage with an adult and reassure them.</i>	<i>PDG</i>	<i>Teaching Assistant Interventions</i>	<i>Post Funded Grant</i>	<i>1,000</i>		<i>0</i>
<i>Employing an Attendance Officer to improve attendance.</i>	<i>Vulnerable pupils' attendance levels will rise, developing a relationship with families.</i>	<i>PDG</i>	<i>Parental engagement</i>	<i>Post Funded Grant</i>	<i>4,000</i>		<i>0</i>
<i>We will fully implement the Writing and Reading Milestones tracking tool across the school and report on the progress of Vulnerable Pupils. This is the cost of the resource and the time given to staff in order to track.</i>	<i>Establishing Writing and Reading Milestones, we will fully implement a tracking tool across the school to ensure that Curriculum for Wales is now fully incorporated and that we learn from our assessments. This will ensure that every assessment becomes 'assessment for learning' and ensures that we identify pupils who need support and track the</i>	<i>PDG</i>	<i>Individualized instruction</i>	<i>Professional Learning</i>	<i>500</i>	<i>Release Cover</i>	<i>700</i>

	<i>progress of vulnerable pupils effectively.</i>						
<i>All Children Receive the Opportunity to Learn a Musical Instrument from Year 1 to 6 throughout the Year.</i>	<i>We will ensure equity for pupils by holding musical lessons for all children throughout the year in partnership with CerddTorfaenMusic.</i>	<i>PDG</i>	<i>Arts participation</i>	<i>Consultancy</i>	<i>6,000</i>		<i>0</i>
<i>After working as a cluster, the 'Passport to Everywhere' life skills and life experiences program will continue to be in place across the school.</i>	<i>The skills passport will be continued to be taught. It covers a range of key skills and will be developmental from Nursery to Year 9. These skill continua will include: 'Cooking and Kitchen Safety', 'Self-care including Dressing and Home Care', 'Fitness and Keeping Healthy', 'Communication and Social Skills', 'Connecting with our Local Community', 'Caring for Our World', 'Careers', 'First Aid' and 'Funding and Dealing with Money'. A member of staff (0.8) will be assigned to coordinate and run this project. As a result, the school will seriously show that holistic child development is at the heart of our identity and that Marslow's Hierarchy of Needs is understood. Children will be taught and experience essential life skills in</i>	<i>PDG</i>	<i>Social and emotional learning</i>	<i>Resources</i>	<i>1,000</i>		<i>0</i>

	<i>order to have access to life in all its fullness as children and adults of the future.</i>						
<i>Achieving the UNICEF Children's Rights Gold Award to ensure that all children (including FSM pupils in particular) understand their rights.</i>	<i>All vulnerable children and FSM will understand their rights within the context of their ages in order to empower them.</i>	<i>PDG</i>	<i>Social and emotional learning</i>	<i>Release Cover</i>	<i>800</i>		
<i>Developing an Outside Area in order to Develop the Provision of Well-being.</i>	<i>A high-quality early years educational outdoor area is developed. Well-being lessons and outdoor learning to support learners with emotional language and well-being.</i>	<i>PDG</i>	<i>Outdoor adventure learning</i>	<i>Resources</i>	<i>5,000</i>		<i>0</i>
<i>Monitoring the Jigsaw Scheme</i>	<i>Promote the importance of healthy relationships and raise the awareness of children, young people and adults about safety issues.</i>	<i>PDG</i>	<i>Social and emotional learning</i>	<i>Release Cover</i>	<i>800</i>		<i>0</i>
<i>Further internalization and implementation of Read Write Inc systems. Provide intervention sessions for FSM Children.</i>	<i>Staff will have researched and used good practice and trained assistants to a high standard in order to provide a variety of Read Write Inc activities. FSM children will receive further group support with an assistant in order to create a strong foundation for their development and phonics journey. Children with intense needs will receive short 1:1 sessions and small groups.</i>	<i>PDG</i>	<i>Phonics</i>	<i>Post Funded Grant</i>	<i>3,500</i>		<i>0</i>

<i>Conduct BPVS Assessments in order to identify the language development needs of Year 3 learners</i>	<i>BPVS assessments are carried out with pupils to assess language development in vulnerable learning, those who do not read, pupils with expressive language impairments, pupils with autism and other related communication difficulties. Following any of these assessments, intervention support is offered on a case-by-case or group basis.</i>	<i>PDG</i>	<i>Phonics</i>	<i>Release Cover</i>	<i>339</i>		<i>0</i>
<i>Holding a Small Class for vulnerable pupils (Yr Academi).</i>	<i>Learners show measurable progress in literacy, numeracy, or cross-curricular skills, which is tracked through Individual Development Plans and formative assessment. Targeted interventions are based on evidence and are reviewed each term for impact, with adjustments made based on the learner's progress.</i>	<i>PDG</i>	<i>Small group tuition</i>	<i>Post Funded Grant</i>	<i>12,500</i>		<i>0</i>

Trosolwg Grantiau / Overview of Grants

Yn gywir / Correct as of 10/07/2025

EAS Led Grants						Local Authority Led Grants					
	Date	Plan Needed?	Total Grant Available	Planned Expenditure	Balance Remaining		Date	Plan Needed?	Total Grant Available	Planned Expenditure	Balance Remaining
			£	£	£				£	£	£
School Support Networking	9-May-25	No	7,000	7,000	0	WEG	29-Apr-25	Yes	2,427	2,427	0
						PL (Reform)	16-May-25	Yes	9,575	9,575	0
						Standards	16-May-25	Yes	187,408	187,408	0
						ALN Implementation (Reform)	16-May-25	Yes	9,090	9,090	0
						PDG	16-May-25	Yes	64,019	64,019	0
						EYPDG	16-May-25	Yes	10,350	10,350	0

Cerrig Milltir y Llwybr Llythrennedd

Trosolwg o Ddatblygiad

Cyflwyniad

Carreg Filtir y Llwybr Mae offeryn asesu a chynllunio Llythrennedd yn cynnig dilyniant dwyieithog, sy'n seiliedig ar dystiolaeth, ar gyfer ysgrifennu, darllen, a siarad a gwrando, wedi'i alinio'n benodol â'r Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer leithoedd (CEFR) ac â Maes Dysgu a Phrofiad (AoLE) leithoedd, Llythrennedd a Chyfathrebu Cwricwlwm Cymru. Gan gwmpasu wyth carreg filltir (A–H) o Gyn-A1 hyd at B1, mae'n mynegi'r camau datblygiadol y mae eu hangen ar bob plentyn i ddod yn gyfathrebwr effeithiol, yn awdur dychmygus, yn ddarlennydd hyderus, ac yn wrandawr beirniadol. Mae cerrig milltir A–C yn mapio i'r cyfnodau Ymddangos a Datblygol (Cyn-A1-, Cyn-A1, Cyn-A1+), gan bwysleisio archwilio synhwyrdd-modur, ymwybyddiaeth ffonolegol, a ffurfio brawddegau sylfaenol. Mae cerrig milltir D–E (A1-, A1+) yn cyflwyno ysgrifennu paragraffau, strwythurau genre, datgodiad rhuglder, a monitro dealltwriaeth. Mae cerrig milltir F–G (A2-, A2+) yn meithrin cyfansoddi aml-baragraff, dadansoddi beirniadol, a dadleuon parhaus mewn testun a sgwrs. Yn olaf, mae Carreg Filtir H (B1) yn herio dysgwyr mwy abl a thalentog i ddangos soffistigedigrwydd rhethregol, strategaethau darllen rhyngdestunol, ac arweinyddiaeth mewn tasgau llafaredd.

Yn sail i bob llinyn mae ymchwil gadarn a dynnwyrdd o wyddoniaeth wybyddol, ieithyddiaeth, a phedegogiaeth gynhwysol. Mae sgaffaldiau Vygotskian yn tywys y gwaith o adeiladu testunau a darllen deialog ar y cyd, gan dynnu cefnogaeth yn ôl yn raddol wrth i gymhwysedd dyfu. Mae damcaniaeth llwyth gwybyddol Sweller yn llywio dilyniannu tasgau trawsgrifio a datgodiad i awtomeiddio sgiliau is-drefn cyn mynnu meddwl uwch-drefn. Mae ffoneg synthetig systematig yn sicrhau mapio graffeme-ffonem dibynadwy sy'n sail i ddarlennu a sillafu rhugl. Mae addysgeg sy'n seiliedig ar genre, wedi'i gwreiddio mewn ieithyddiaeth Swyddogaethol Systemig, yn darparu modelau penodol o destunau naratif, gwybodaethol a pherswadiol i ddysgwyr. Mae cyfarwyddyd strategaeth metawybyddol gan ddefnyddio trefnwyr graffig, rhestrau gwirio, a rubriciau hunanasesu yn grymuso dysgwyr i gynllunio, monitro ac adolygu eu gwaith.

cyd-fynd â Meysydd Dysgu a Phrofiad leithoedd, Llythrennedd a Chyfathrebu Cwricwlwm Cymru yn ganolog. Mae'n cefnogi Datganiadau allweddol o'r Hyn sy'n Bwysig: y gall pawb gyfathrebu'n effeithiol yn y Gymraeg a'r Saesneg; y dylai dysgwyr ddatblygu cariad at ddarlennu ac ysgrifennu; y dylai eu gwybodaeth am iaith a llenyddiaeth ddyfnhau; a'u bod yn ymgysylltu'n feirniadol â syniadau a gwybodaeth. Mae Llythrennedd trawsgwricwlaidd wedi'i blethu trwy feini prawf llwyddiant clir ac arferion asesu ffurfiannol—rhedeg cofnodion, cynadleddau ysgrifennu, a rhestrau gwirio llafaredd—sy'n tanio cynllunio ymatebol a gwahaniaethu.

Cerrig Milltir Ysgrifennu

Mae'r cerrig milltir ysgrifennu yn tywys dysgwyr o wneud marciau cyn-symbolaidd hyd at gyfansoddi annibynnol, rhethregol soffistigedig. Mae'n mynd i'r afael â phedair parth cydberthynol: rhuglder synhwyrdd-modur a thrawsgrifio; egwyddor yr wyddor ac amgodiad ffonolegol; ymwybyddiaeth o genre a strwythur cyfansoddi; a myfyrio metawybyddol gyda soffistigedigrwydd arddull. Mae gweithgareddau synhwyrdd-modur ac archwilio cyffyrddol yn meithrin rheolaeth echddygol fanwl a ffurfio llythrennau, tra bod cyfarwyddyd ffoneg synthetig yn cysylltu synau â siapiau. Mae addysgu sy'n seiliedig ar genre yn darparu modelau penodol, yn sgaffaldio cynllunio, drafftio ac adolygu, ac yn meithrin ymwybyddiaeth y gynulleidfa. Mae offer metawybyddol, fel trefnwyr graffig, rhestrau gwirio, golygu gan gyfoedion, yn cyfarparu plant i fonitro cydlyniant, cywirdeb geirfa a chywirdeb atalnodi.

- Cyfnodau Cynnar: Cerrig Milltir A–C (CEFR Cyn-A1- i Gyn-A1+)

Yng nghyfnod Cyn-A1- (Carreg Filltir A), mae dysgwyr yn dechrau trwy drin offer, goddef trin dwylo, a chynhyrchu marciau ar hap sy'n ymddygiadau a ddogfennwyd mewn ymchwil llythrennedd sy'n dod i'r amlwg fel rhai sy'n adeiladu llwybrau niwral ar gyfer trawsgrifio yn ddiweddarach. Maent yn gweithio ochr yn ochr ag oedolion neu gyfoedion i gynhyrchu gwneud marciau dan reolaeth, adnabod deunyddiau, a mwynhau ymgysylltiad synhwyraidd, gan osod y sylfaen ar gyfer adnabod siâp llythrennau. Erbyn Cyn-A1 (Carreg Filltir B), mae plant yn ysgrifennu eu henwau eu hunain, yn dilyniannu'r rhan fwyaf o lythrennau'r wyddor, ac yn sillafu geiriau CVC syml gyda datblygiad ymwybyddiaeth ffonolegol a rhuglder echddygol. Mae'r cyfnod hwn yn cyfuno ymarfer ffurfio llythrennau â modelu penodol a thrawsgrifio uniongyrchol o ffonemau. Yng Nghyn-A1+ (Carreg Filltir C), mae dysgwyr yn ffurfio pob llythyren yn glir, yn ysgrifennu capsïynau a labeli, yn ceisio sillafu geiriau anghyfarwydd, ac yn copïo dros neu o dan fodel. Maent yn dangos cyfeiriadedd print ac yn deall bod eu marciau'n cyfleu ystyr.

- Cyfnodau Ffurfiannol: Cerrig Milltir D–E (CEFR A1- i A1+)

Yn A1- (Carreg Filltir D), mae plant yn symud ymlaen i ysgrifennu cysylltiedig: maen nhw'n cyfansoddi paragraffau o frawddegau cysylltiedig, yn rheoli esgynnwyr, disgynnwyr, a chonfensiynau llythrennau mawr a bach, ac yn defnyddio atalnodi sylfaenol (atalnodau llawn, priflythrennau). Mae ymwybyddiaeth o genres yn dyfnhau trwy lunio rhestrau, naratifau syml, llythrennau ac adrodd ar y cyd, gan ddefnyddio leithyddiaeth Swyddogaethol Systemig i egluro cofrestr, strwythur a phwrpas. Mae dysgwyr yn cynllunio gyda threfnwyr graffig, yn drafftio ar ôl modelu'r athro, ac yn adolygu gyda rubriciau meini prawf llwyddiant. Yng Ngharreg Filltir E (A1+), mae ysgrifennwyr yn cynhyrchu gwaith trefnus gydag agoriadau a diweddadau clir, yn addasu ffurfioldeb ar gyfer gwahanol gynulleidfaoedd, ac yn dechrau defnyddio paragraffau yn fwy cyson. Maen nhw'n dewis geirfa gyda chywirdeb cynyddol, yn defnyddio cysyllteiriau, ac yn integreiddio strwythurau wedi'u modelu ar gyfer deialog neu adrodd ffeithiol.

- Camau Uwch: Cerrig Milltir F–G (CEFR A2- i A2+)

Erbyn A2- (Carreg F), mae dysgwyr yn ysgrifennu naratifau aml-baragraff, adroddiadau, a darnau perswadiol yn annibynnol, gan integreiddio geirfa uchelgeisiol a themau penodol i'r pwnc. Maent yn amrywio strwythurau brawddegau er mwyn cael effaith, yn defnyddio atalnodi uwch (comas, apostroffau, ebychnodau), ac yn defnyddio dyfeisiau rhethregol fel ailadrodd neu gwestiynau rhethregol. Mae trefnwyr graffig yn esblygu i dempledi cynllunio ar gyfer esboniadau a dadleuon. Yn A2+ (Carreg Filltir G), mae plant yn syntheseiddio safbwyntiau lluosog, yn crefftio technegau naratif cymhleth (ôl-fflachiadau, lleferydd uniongyrchol), ac yn addasu confensiynau cynllun (gan gynnwys pwyntiau bwled, is-benawdau, cromfachau) mewn cyfryngau digidol a chonfensiynol. Maent yn drafftio ac yn adolygu gan ddefnyddio strategaethau adborth gan gymheiriaid, ac yn gosod nodau ysgrifennu personol.

- Cam Estyniad: Carreg Filltir H (CEFR B1)

Mae Carreg Filltir H yn targedu ysgrifennwyr mwy abl a thalentog sy'n dangos soffistigedigrwydd rhethregol aeddfed. Yn B1, mae dysgwyr yn agor ac yn cau testunau mewn ffyrdd dramatig neu anarferol, yn plethu iaith ffigurol gan gynnwys trosiadau, cymariaethau, cynghreiriau yn ogystal â defnyddio tonau ffurfiol a sgwrsiol yn hyderus. Maent yn strwythuro darnau estynedig gyda thrawsnewidiadau di-dor, yn defnyddio atalnodi uwch (megis colonau, hanner colonau), a gallant ymgorffori delweddau neu siartiau yn briodol.

Cerrig Milltir Darllen

Mae'r cerrig milltir darllen yn cefnogi dysgwyr o ymwybyddiaeth gynnar o brint hyd at ddarllen beirniadol, dan arweiniad ymchwil, gan integreiddio ffoneg systematig, datblygu rhuglder, ehangu geirfa, dealltwriaeth strategol, a llythrennedd beirniadol. Mae confensiynau print a thrin llyfrau yn gosod y sylfeini ar gyfer sensitifrwydd ffonolegol a mapio graffeme-ffonem. Mae addysgu cilyddol a chyfarwyddyd "geiriau WOW" yn adeiladu monitro dealltwriaeth a geirfa academiaidd. Mae ymwybyddiaeth o strwythur testun yn galluogi sgimio a sganio effeithlon, tra bod tasgau llythrennedd digidol yn hyrwyddo sgiliau darllen yn y byd go iawn.

- Cyfnodau Cynnar: Cerrig Milltir A–C (CEFR Cyn-A1- i Gyn-A1+)

Yng Nghyn-A1- (Carreg Filltir A), mae plant yn trin llyfrau'n gywir, yn troi tudalennau, ac yn dangos chwilfrydedd trwy archwilio testunau'n annibynnol. Maent yn dechrau gwahaniaethu rhwng synau mewn geiriau, yn enwedig ffonemau cychwynnol, ac yn adnabod geiriau cyfarwydd (fel enwau a logos) pan gânt eu paru â delweddau. Wrth wrando ar straeon sy'n briodol i'w hoedran, maent yn trafod hoffterau a chasbethau, yn defnyddio darluniau i gael ystyr, ac yn esgus darllen llyfrau cyfarwydd trwy dynnu ar gof a phatrymau iaith. Yng Nghyn-A1 (Carreg Filltir B), cyflwynir ffoneg synthetig systematig: mae dysgwyr yn cyfuno geiriau CVC syml, yn adnabod deugraffau cytsain (ch , th , ng), ac yn ailadrodd straeon hysbys gyda hyder cynyddol. Erbyn Cyn-A1+ (Carreg Filltir C), maent yn darllen testunau y gellir eu dadgodio gydag awtomatigedd cynyddol, yn trefnu prif ddigwyddiadau, yn rhagweld canlyniadau yn seiliedig ar strwythurau stori gyfarwydd, ac yn darllen geiriau eithriad amledd uchel.

- Cyfnodau Ffurfiannol: Cerrig Milltir D–E (CEFR A1- i A1+)

Erbyn A1- (Carreg Filltir D), mae dysgwyr yn datgodi'r rhan fwyaf o destunau amledd uchel yn awtomatig, yn darllen yn uchel gyda mynegiant prosodig, ac yn adnabod atalnodau llawn, marciau cwestiwn, a choma. Maent yn adnabod agoriadau stori, patrymau odl mewn barddoniaeth, a nodweddion cyffredin testunau ffeithiol. Mae sgiliau llywio cynnwys yn dod i'r amlwg wrth i blant ddefnyddio tudalennau cynnwys a mynegai, sganio am hanfodion, a sganio am fanylion penodol. Mae dulliau addysgu cilyddol (megis gofyn i blant ragweld, cwestiynu, egluro, crynhoi) wedi'u modelu'n benodol i ddatblygu dealltwriaeth metawybyddol. Ym Mhennod A (A1+), mae darllenwyr yn crynhoi prif bwyntiau testunau hirach, yn archwilio themâu sylfaenol, ac yn gwneud rhagfynegiadau credadwy yn seiliedig ar wybodaeth destunol a chyd-destunol ehangach. Mae addysgu geirfa yn canolbwyntio ar "eiriau WOW" a dadansoddiad morffolegol o ragddodiaid ac ôl-ddodiaid yn ogystal â dyfnhau gwneud dewisiadau geiriau bwriadol.

- Camau Uwch: Cerrig Milltir F–G (CEFR A2- i A2+)

Yng nghyfnod A2- (Carreg F), mae dysgwyr yn llywio genres amrywiol (naratif, esboniadol, cyfarwyddiadol) gyda strategaethau anodi a marcio testun. Maent yn casglu ystyr o gyd-destun, yn gwahaniaethu ffaith oddi wrth farn, ac yn dyfynnu'n uniongyrchol i gefnogi dehongliadau. Mae llythrennedd digidol wedi'i blethu i mewn wrth i blant werthuso ffynonellau ar-lein, defnyddio hypergysylltiadau, a chreu anodiadau amlgyfrwng. Yn A2+ (Carreg Filltir G), mae darllenwyr yn syntheseiddio gwybodaeth ar draws testunau lluosog, yn dadansoddi dewisiadau iaith awdurol ar gyfer tôn ac effaith, yn cymharu confensiynau genre, ac yn gwerthuso dibynadwyedd a rhagfarn ffynonellau.

- Cam Estyniad: Carreg Filltir H (CEFR B1)

Mae carreg filltir H yn herio darllenwyr mwy abl i ymgysylltu ag ymholiad aeddfed, hunangyfeiriedig. Yn B1, mae plant yn datrys geirfa anhysbys gan ddefnyddio etymoleg, morffoleg, a chyd-destun; yn dehongli testunau cymysg-genre cymhleth; ac yn casglu themâu is-destunol, bwriad awduraidd, ac effaith emosiynol. Maent yn cymharu safbwyntiau lluosog ar draws darnau estynedig, yn cyfiawnhau barn resymol gyda thystiolaeth destunol, ac yn myfyrio ar oblygiadau cymdeithasol neu foesebol ehangach.

Cerrig Milltir Siarad a Gwranddo

Mae'r cerrig milltir siarad a gwranddo yn datblygu dysgwyr o ymadroddion sylfaenol, wedi'u cefnogi gan ystumiau, i lafaredd hyderus a pherswadiol. Mae'n cwmpasu sylfeini pragmatig a ffonolegol, ehangu geirfa a chymhlethdod brawddegau, rheoli a dadlau disgwrs, myfyrio metawybyddol ac adborth gan gymheiriaid, addasu cofrestr ar gyfer cynulleidfaoedd amrywiol, a llafaredd amlfoddol/digidol. Mae cerrig milltir cynnar yn manteisio ar gytganau ac ystumiau rhagweladwy i feithrin ymwybyddiaeth ffonolegol ac arferion sgwrsio. Mae camau ffurfiannol yn cyflwyno holi penagored, cyflwyniadau strwythuredig, a thechnegau adeiladu consensws. Mae camau uwch yn meithrin cadeirio dadleuon, cyflwyniadau amlgyfrwng, a soffistigeiddrwydd rhethregol.

- Cyfnodau Cynnar: Cerrig Milltir A–C (CEFR Cyn-A1- i Gyn-A1+)

Yng Nghyn-A1- (Carreg Filltir A), mae plant yn defnyddio geiriau sengl neu ymadroddion byr iawn i fynegi anghenion uniongyrchol, yn ymateb gydag ystumiau neu eiriau syml i ddangos dealltwriaeth, ac yn ymuno â chytganau ailadroddus mewn caneuon a rhigyau. Maent yn pwyntio at wrthrychau neu'n eu henwi, yn dilyn cyfarwyddiadau cyfarwydd un cam, ac yn dynwared brawddegau syml a fodelwyd gan oedolion. Yng Nghyn-A1 (Carreg Filltir B), mae dysgwyr yn siarad yn glywadwy mewn ymadroddion byr, clir am ddiddordebau cyfarwydd, yn gofyn cwestiynau sylfaenol "pwy/beth/ble", yn ateb mewn brawddegau byr, ac yn ailadrodd digwyddiadau byr mewn tair i bedair brawddeg. Erbyn Cyn-A1+ (Carreg Filltir C), maent yn cymryd rhan mewn sgysiau dwyffordd ar un pwnc, yn defnyddio geiriau cysylltu sylfaenol (a, felly, oherwydd), yn crynhoi prif bwytiau yn eu geiriau eu hunain, ac yn cyflwyno sgysiau un funud gan ddefnyddio awgrymiadau llun. Mae addysgu deialogaidd yn symud i sgaffaldio'r mewnosod graddol o gymryd tro a pragmateg.

- Cyfnodau Ffurfiannol: Cerrig Milltir D–E (CEFR A1- i A1+)

Yn A1- (Carreg Filltir D), mae dysgwyr yn siarad mewn brawddegau cysylltiedig am bynciau cyfarwydd, yn rhoi cyflwyniadau un i ddau funud gydag agoriadau clir a phwyntiau ategol, ac yn defnyddio cysylltiadau uwch (fel 'fodd bynnag' ac 'felly') i drefnu syniadau. Maent yn gwrando ar gyflwyniadau gan gyfoedion i nodi prif bwytiau, yn ail-adrodd eraill i wirio dealltwriaeth, ac yn gofyn cwestiynau 'sut' a 'beth os' penagored i ddyfnhau'r drafodaeth. Yng Ngharreg Filltir E (A1+), mae plant yn egluro syniadau a barn gyda rhesymau ac enghreifftiau clir, yn addasu tôn a geirfa ar gyfer cynulleidfaoedd ffurfiol ac anffurfiol, yn ymgorffori delweddau syml mewn sgysiau, ac yn arwain trafodaethau grŵp tuag at gonsensws trwy bwysu a mesur y manteision a'r anfanteision. Maent yn modelu iaith gwrtais, yn gwahodd cyfoedion tawelach i gyfrannu, ac yn myfyrio ar nodau gwella personol.

- Cyfnodau Uwch: Cerrig Milltir F–G (CEFR A2- i A2+)

Yn ystod cyfnod A2- (Carreg F), mae dysgwyr yn siarad ac yn gwrando'n hyderus mewn amrywiol gyd-destunau ystafell ddosbarth, yn trefnu cyflwyniadau dwy i dair munud heb ddarllen gair am air, ac yn defnyddio Saesneg Safonol mewn sgwrs ffurfiol. Maent yn gwahodd cyfoedion i wirio dealltwriaeth, crynhoi pwynt rhywun arall cyn ychwanegu eu pwynt eu hunain, a datrys camddealltwriaethau bach trwy ail-adrodd. Yn A2+ (Carreg Filltir G), mae plant yn egluro syniadau haniaethol neu anghyfarwydd gyda chymariaethau clir, yn cadeirio dadleuon trwy osod rheolau a rheoli amseru, yn integreiddio geirfa benodol i'r pwnc, ac yn defnyddio cefnogaeth amlfoddol—delweddau, clipiau sain—mewn cyflwyniadau. Maent yn syntheseiddio pwyntiau allweddol o drafodaethau grŵp yn drosolygon cydlynol ac yn gofyn cwestiynau treiddgar sy'n sbarduno dadansoddiad dyfnach. Mae'r sgiliau hyn yn adlewyrchu ymchwil ar lefaredd fel gyrrwr meddwl beirniadol a dysgu trawsgwricwlaidd.

- Cam Estyniad: Carreg Filltir H (CEFR B1)

Mae Carreg Filltir H yn cydnabod sgiliau llafaredd eithriadol. Ar lefel B1, mae dysgwyr yn cyflwyno areithiau strwythuredig pedair i bum munud gyda chyfeiriadau cryf a thrawsnewidiadau di-dor, yn defnyddio strategaethau rhethregol uwch (ymadrodd cyfochrog, eironi, seibiannau mewn lleoliadau da) ac yn newid y gofrestr yn hylifol i gyd-fynd â'r cyd-destun a'r gynulleidfa. Maent yn dadansoddi ac yn syntheseiddio safbwytiau lluosog o drafodaethau panel yn gasgliadau cytbwys. Maent yn cymedroli dadleuon ar-lein neu fideo-gynadledda gyda moesau digidol parchus. Mae arferion myfyriol yn cynnwys gwerthuso sgwrs i fireinio tôn a strwythur, rhoi adborth manwl gan gymheiriaid gydag enghreifftiau, cyd-ddylunio rhestrau gwirio llafaredd, a mentora plant iau.

Cerrig Milltir y Llwybr Llythrennedd

Overview of Development

Introduction

The Carreg Filtir y Llwybr Llythrennedd assessment and planning tool offers a bilingual, evidence-based progression for writing, reading, and speaking & listening, explicitly aligned to the Common European Framework of Reference for Languages (CEFR) and to the Curriculum for Wales' Languages, Literacy and Communication Area of Learning and Experience (AoLE). Spanning eight milestones (A–H) from Pre-A1 through to B1, it articulates the developmental steps that every child requires to become an effective communicator, imaginative writer, confident reader, and critical listener. Milestones A–C map to Emergent and Developing phases (Pre-A1-, Pre-A1, Pre-A1+), emphasising sensorimotor exploration, phonological awareness, and basic sentence formation. Milestones D–E (A1-, A1+) introduce paragraph writing, genre structures, decoding fluency, and comprehension monitoring. Milestones F–G (A2-, A2+) foster multi-paragraph composition, critical analysis, and sustained argumentation both in text and talk. Finally, Milestone H (B1) challenges more able and talented learners to demonstrate rhetorical sophistication, intertextual reading strategies, and leadership in oracy tasks.

Underpinning each strand is robust research drawn from cognitive science, linguistics, and inclusive pedagogy. Vygotskian scaffolding guides the joint construction of texts and dialogic reading, gradually withdrawing support as competence grows. Sweller's cognitive load theory informs the sequencing of transcription and decoding tasks to automate lower-order skills before demanding higher-order thinking. Systematic synthetic phonics ensures reliable grapheme–phoneme mapping that undergirds fluent reading and spelling. Genre-based pedagogy, rooted in Systemic Functional Linguistics, provides learners with explicit models of narrative, informational, and persuasive texts. Metacognitive strategy instruction using graphic organisers, checklists, and self-assessment rubrics empowers learners to plan, monitor, and revise their work.

Alignment to the Curriculum for Wales' Languages, Literacy and Communication AoLE is central. It supports key Statements of What Matters: that everyone can communicate effectively in Welsh and English; that learners develop a love of reading and writing; that they deepen their knowledge about language and literature; and that they engage critically with ideas and information. Cross-curricular literacy is woven through clear success criteria and formative assessment practices—running records, writing conferences, and oracy checklists—that fuel responsive planning and differentiation.

Writing Milestones

The writing milestones guide learners from pre-symbolic mark-making through to independent, rhetorically sophisticated composition. It addresses four interrelated domains: sensorimotor and transcription fluency; alphabetic principle and phonological encoding; genre awareness and compositional structure; and metacognitive reflection with stylistic sophistication. Sensorimotor activities and tactile exploration build fine-motor control and letter formation, while synthetic phonics instruction links sounds to shapes. Genre-based teaching provides explicit models, scaffolds planning, drafting, and revising, and fosters audience awareness. Metacognitive tools, such as graphic organisers, checklists, peer-editing, equip children to monitor coherence, vocabulary precision, and punctuation accuracy.

- Early Stages: Milestones A–C (CEFR Pre-A1- to Pre-A1+)

In the Pre-A1- phase (Milestone A), learners begin by handling implements, tolerating hand manipulation, and producing random marks which are behaviours documented in emergent literacy research as building neural pathways for later transcription. They work alongside adults or peers to produce controlled mark-making, recognise materials, and enjoy sensory engagement, laying the groundwork for letter-shape recognition. By Pre-A1 (Milestone B), children write their own names, sequence most alphabet letters, and spell simple CVC words with developing phonological awareness and motor fluency. This phase combines letter formation practice with explicit modelling

and immediate transcription of phonemes. At Pre-A1+ (Milestone C), learners form all letters clearly, write captions and labels, attempt phonic spelling of unfamiliar words, and copy over or under a model. They demonstrate print directionality and understand that their marks convey meaning.

- **Formative Stages: Milestones D–E (CEFR A1- to A1+)**

At A1- (Milestone D), children progress to connected writing: they compose paragraphs of linked sentences, control ascenders, descenders, and upper and lower-case conventions, and apply basic punctuation (full stops, capital letters). Genre awareness deepens through joint construction of lists, simple narratives, letters, and recounts, using Systemic Functional Linguistics to clarify register, structure, and purpose. Learners plan with graphic organisers, draft after teacher modelling, and revise with success criteria rubrics. In Milestone E (A1+), writers produce organised work with clear openings and endings, adapt formality for different audiences, and begin to use paragraphs more consistently. They choose vocabulary with increasing precision, employ connectives, and integrate modelled structures for dialogue or factual reporting.

- **Advanced Stages: Milestones F–G (CEFR A2- to A2+)**

By A2- (Milestone F), learners write multi-paragraph narratives, reports, and persuasive pieces independently, integrating ambitious vocabulary and subject-specific terms. They vary sentence structures for effect, use advanced punctuation (commas, apostrophes, exclamation marks), and employ rhetorical devices such as repetition or rhetorical questions. Graphic organisers evolve into planning templates for expositions and arguments. At A2+ (Milestone G), children synthesise multiple viewpoints, craft complex narrative techniques (flashbacks, direct speech), and adapt layout conventions (including bullet points, sub-headings, parentheses) in both digital and conventional media. They draft and revise using peer-feedback strategies, and set personal writing goals.

- **Extension Stage: Milestone H (CEFR B1)**

Milestone H targets more able and talented writers who demonstrate mature rhetorical sophistication. At B1, learners open and close texts in dramatic or unusual ways, weave figurative language including metaphors, similes, alliteration as well as confidently use formal and conversational tones. They structure extended pieces with seamless transitions, employ advanced punctuation (such as colons, semi-colons), and can incorporate images or charts appropriately.

Reading Milestones

The reading milestones support learners from early print awareness through to critical, research-led reading, integrating systematic phonics, fluency development, vocabulary expansion, strategic comprehension, and critical literacy. Print conventions and book-handling lay the foundations for phonological sensitivity and grapheme–phoneme mapping. Reciprocal teaching and “WOW words” instruction build comprehension monitoring and academic vocabulary. Text structure awareness enables efficient skimming and scanning, while digital literacy tasks promote real-world reading skills.

- **Early Stages: Milestones A–C (CEFR Pre-A1- to Pre-A1+)**

At Pre-A1- (Milestone A), children handle books correctly, turn pages, and show curiosity by independently exploring texts. They begin to distinguish sounds in words, especially initial phonemes, and recognise familiar words (such as names and logos) when paired with images. Listening to age-appropriate stories, they discuss likes and dislikes, use illustrations to gain meaning, and pretend-read familiar books by drawing on memory and language patterns. In Pre-A1 (Milestone B), systematic synthetic phonics is introduced: learners blend simple CVC words, identify consonant digraphs (ch, th, ng), and retell known stories with growing confidence. By Pre-A1+ (Milestone C), they read decodable texts with increasing automaticity, sequence main events, predict outcomes based on familiar story structures, and read high-frequency exception words.

- **Formative Stages: Milestones D–E (CEFR A1- to A1+)**

By A1- (Milestone D), learners decode most high-frequency automatically, read aloud with prosodic expression, and identify full stops, question marks, and commas. They recognise story openings, rhyme patterns in poetry, and common features of non-fiction texts. Content navigation skills emerge as children use contents and index pages, skim for gist, and scan for specific details. Reciprocal teaching methods (such as asking children to predict, question, clarify, summarise) are explicitly modelled to develop metacognitive comprehension. At Milestone E (A1+), readers summarise main points of longer texts, explore underlying themes, and make plausible predictions based on textual and wider contextual knowledge. Vocabulary instruction focuses on “WOW words” and morphological analysis of prefixes and suffixes as well as deepening word intentional choice making.

- Advanced Stages: Milestones F–G (CEFR A2- to A2+)

In the A2- phase (Milestone F), learners navigate diverse genres (narrative, expository, instructional) with annotation and text-marking strategies. They infer meaning from context, differentiate fact from opinion, and quote directly to support interpretations. Digital literacy is woven in as children evaluate online sources, use hyperlinks, and create multimedia annotations. At A2+ (Milestone G), readers synthesise information across multiple texts, analyse authorial language choices for tone and effect, compare genre conventions, and evaluate source reliability and bias.

- Extension Stage: Milestone H (CEFR B1)

Milestone H challenges more able readers to engage in mature, self-directed inquiry. At B1, children work out unknown vocabulary using etymology, morphology, and context; interpret complex mixed-genre texts; and infer subtextual themes, authorial intent, and emotional impact. They compare multiple viewpoints across extended passages, justify reasoned opinions with textual evidence, and reflect on broader social or ethical implications.

Speaking & Listening Milestones

The speaking & listening milestones develop learners from basic, gesture-supported utterances to confident, persuasive oracy. It encompasses pragmatics and phonological foundations, vocabulary expansion and sentence complexity, discourse management and argumentation, metacognitive reflection and peer feedback, register adaptation for varied audiences, and multimodal/digital oracy. Early milestones leverage predictable refrains and gesture to build phonological awareness and conversational routines. Formative stages introduce open-ended questioning, structured presentations, and consensus-building techniques. Advanced stages cultivate debate chairing, multimedia presentations, and rhetorical sophistication.

- Early Phases: Milestones A–C (CEFR Pre-A1- to Pre-A1+)

At Pre-A1- (Milestone A), children use single words or very short phrases to express immediate needs, respond with gestures or simple words to show understanding, and join repeated refrains in songs and rhymes. They point to or name objects, follow one-step familiar instructions, and imitate simple sentences modelled by adults. In Pre-A1 (Milestone B), learners speak audibly in short, clear phrases about familiar interests, ask basic “who/what/where” questions, answer in short sentences, and retell short events in three to four sentences. By Pre-A1+ (Milestone C), they engage in two-way conversations on one topic, use basic linking words (and, so, because), summarise main points in their own words, and deliver one-minute talks using picture prompts. Dialogic teaching moves scaffold the gradual internalisation of turn-taking and pragmatics.

- Formative Phases: Milestones D–E (CEFR A1- to A1+)

At A1- (Milestone D), learners speak in connected sentences about familiar topics, give one- to two-minute presentations with clear openings and supporting points, and use advanced linkers (such as ‘however’ and ‘therefore’) to organise ideas. They listen to peer presentations to identify main points, paraphrase others to check understanding, and ask open-ended ‘how’ and ‘what if’ questions to deepen discussion. In Milestone E (A1+), children explain ideas and opinions with clear reasons and examples, adapt tone and vocabulary for formal and informal audiences, incorporate simple visuals into talks, and lead group discussions towards consensus by

weighing pros and cons. They model polite language, invite quieter peers to contribute, and reflect on personal improvement goals.

- Advanced Phases: Milestones F–G (CEFR A2- to A2+)

During the A2- phase (Milestone F), learners talk and listen confidently in varied classroom contexts, organise two- to three-minute presentations without reading verbatim, and apply Standard English in formal talk. They invite peers to check understanding, summarise another's point before adding their own, and resolve minor misunderstandings through paraphrase. At A2+ (Milestone G), children explain abstract or unfamiliar ideas with clear comparisons, chair debates by setting rules and managing timing, integrate subject-specific vocabulary, and employ multimodal supports—images, audio clips—in presentations. They synthesise key points from group discussions into coherent overviews and pose probing questions that spark deeper analysis. These skills reflect research on oracy as a driver of critical thinking and cross-curricular learning.

- Extension Stage: Milestone H (CEFR B1)

Milestone H recognises exceptional oracy skills. At B1, learners deliver four- to five-minute structured speeches with strong signposting and seamless transitions, employ advanced rhetorical strategies (parallel phrasing, irony, well-placed pauses) and shift register fluidly to suit context and audience. They analyse and synthesise multiple viewpoints from panel discussions into balanced conclusions. They moderate online or video-conference debates with respectful digital etiquette. Reflective practices include evaluating talk to refine tone and structure, giving detailed peer feedback with examples, co-designing oracy checklists, and mentoring younger children.

Cerrig Milltir y Llwybr Llythrennedd: Ysgrifennu / Literacy Journey Milestones: Writing

Carreg Filltir y Llwybr
Llythrennedd:
Ysgrifennu / Literacy
Journey Milestones:
Writing



Wedi Alunio i'r CEFR / Aligned to the CEFR:
Cyn-A1- / Pre-A1-



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Bydd yn goddef trin â llaw.	Will tolerate hand manipulation.		
2	Bydd yn gweithio gydag un arall i ganiatáu gwneud marciau gan ddefnyddio rhannau o'r corff neu offeryn.	Will work with another to allow mark-making using body parts or an implement.		
3	Bydd yn ceisio gwneud marciau'n annibynnol.	Will attempt to mark-make independently.		
4	Yn gallu adnabod deunyddiau sy'n gwneud marciau.	Can recognise mark-making materials.		
5	Yn gallu defnyddio ac yn mwynhau deunyddiau gwneud marciau.	Can use and enjoys mark-making materials.		
6	Gall ddangos rhywfaint o reolaeth wrth wneud marciau.	Can show some control in mark-making.		
7	Yn gallu cynhyrchu rhai llythrennau adnabyddadwy.	Can produce some recognisable letters.		
8	Yn gallu gwahaniaethu rhwng gwahanol lythrennau a symbolau.	Can differentiate between different letters and symbols.		
9	Yn dangos rhywfaint o ymwybyddiaeth o ddilyniant llythrennau.	Shows some awareness of the sequencing of letters.		
10	Yn gallu copïo dros/o dan fodel.	Can copy over/under a model.		
11	Yn gallu dynwared ysgrifennu oedolion ac yn deall pwrpas ysgrifennu.	Can imitate adults' writing and understands the purpose of writing.		
12	Yn gallu enwi tri neu fwy o ddibenion gwahanol ar gyfer ysgrifennu.	Can name three or more different purposes of writing.		
13	Yn gallu priodoli ystyr i'w marciau ei hun ('darllen' yr hyn sydd wedi'i 'ysgrifennu').	Can ascribe meaning to own mark-making ('reads' what has been 'written').		
14	Yn gwybod bod gan brint ystyr a'i fod, yn Gymraeg, yn cael ei ddarllen o'r chwith i'r dde ac o'r top i'r gwaelod.	Knows print has meaning and that, in English, it is read from left to right and top to bottom.		
15	Yn gallu ysgrifennu llythyren gyntaf eu henw eu hunain.	Can write the initial letter of their own name.		
16	Yn gallu ceisio 'ysgrifennu' pethau, gan gynnwys eu henw eu hunain, gan ddefnyddio llythrennau ar hap.	Can attempt to 'write' things, including their own name, using random letters.		
17	Yn gallu ysgrifennu eu henw eu hunain, er y gallai fod gyda ffurfiannau llythrennau anghywir neu gymysgedd o lythrennau bach a phrif lythrennau.	Can write their own name, although it may be with wrong letter formations or mixed lower/upper case.		
18	Yn gallu adnabod eu henw cyntaf eu hunain pan fydd wedi'i ysgrifennu mewn print clir.	Can recognise their own first name when it is written in clear print.		

Sgôr / Score	
0-2	Yn Ymddangos / Emerging
3-8	Yn Datblygu / Developing
9-14	Yn Gadarn / Secure
15-18	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filltir B. / Consider reviewing against Milestone B.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu llunio llythrennau cyffredin o'r wyddor.	Can draw recognisable letters of the alphabet.		
2	Gallu ysgrifennu eu henw eu hunain.	Can write their own name.		
3	Yn gallu 'ysgrifennu' pethau gan ddefnyddio cymysgedd o lythrennau priodol ac ar hap.	Can 'write' things using a mix of appropriate and random letters.		
4	Yn gallu rhoi'r rhan fwyaf o lythrennau'r wyddor mewn trefn.	Can sequence most of the letters of the alphabet.		
5	Yn gallu ysgrifennu eu henw eu hunain gyda'r ffurfiannau llythrennau cywir, er y gall y maint a'r siâp fod ychydig yn anghyson.	Can write their own name with the correct letter formations, although the size and shape may be slightly inconsistent.		
6	Yn gallu enwi pwrpas gwahanol destunau/mathau o ysgrifennu (o leiaf tri).	Can name the purpose of different texts/types of writing (at least three).		
7	Yn gallu 'darllen' yr hyn y mae ef/hi wedi'i 'ysgrifennu'.	Can 'read' what he/she has 'written'.		
8	Yn gallu dal a defnyddio pensil yn effeithiol.	Can hold and use a pencil effectively.		
9	Yn gallu sillafu geiriau CVC (cytsain, llafariad, cytsain) (e.e. eistedd, bag, cath) yn gywir fel arfer.	Can spell CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) usually correctly.		
10	Yn gallu ysgrifennu labeli a chapsiynau syml.	Can write simple labels and captions.		
11	Fel arfer gall adael bwlch rhwng geiriau sy'n dod i'r amlwg.	Can usually leave a space between emerging words.		
12	Gall ddangos rhywfaint o reolaeth dros drefn geiriau, gan gynhyrchu datganiadau rhesymegol byr, gan geisio defnyddio ffoneg sy'n dod i'r amlwg ar gyfer sillafiadau anghyfarwydd.	Can show some control over word order, producing short logical statements, trying to use emergent phonics for spellings not known.		
13	Yn gallu cynhyrchu dau neu fwy o ddatganiadau rhesymegol ar yr un pwnc.	Can produce two or more logical statements on the same subject.		
14	Yn dechrau ceisio ysgrifennu straeon syml cyfarwydd.	Is beginning to attempt to write simple known stories.		
15	Yn gallu dweud yr hyn maen nhw eisiau ei ysgrifennu, gan siarad mewn datganiadau neu fraidddegau wedi'u diffinio'n glir.	Can say what they want to write, speaking in clearly defined statements or sentences.		
16	Yn gallu sillafu llawer o eiriau cyffredin, un sillaf, yn gywir yn ysgrifenedig.	Can spell many common, single syllable words correctly in writing.		
17	Yn gallu ysgrifennu tri neu fwy o ddatganiadau syml ar bwnc penodol y gellir eu darllen heb gymorth y plentyn ac sy'n gwneud synnwyr, er efallai na fydd siapiau a sillafu llythrennau yn hollol gywir.	Can write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.		

Sgôr / Score	
0-2	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir B, adolygwch yn erbyn Carreg Filltir A. / The learner is not ready for Milestone B, review against Milestone A.
3-8	Yn Datblygu / Developing
9-14	Yn Gadarn / Secure
15-17	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filltir C. / Consider reviewing against Milestone C.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu ysgrifennu eu henw cyntaf eu hunain gyda llythrennau mawr a bach priodol (efallai nad yw'n hollol gywir).	Can write their own first name with appropriate upper-case and lower-case letters (may not be totally accurate).		
2	Yn gallu ffurfio pob llythyren yn glir, er y gall y maint a'r siâp fod yn afreolaidd.	Can form all letters clearly, although size and shape may be irregular.		
3	Yn ysgrifennu geiriau rheolaidd syml, rhai wedi'u sillafu'n gywir.	Writes simple regular words, some spelt correctly.		
4	Bron bob amser yn gadael bylchau rhwng geiriau.	Almost always leaves spaces between words.		
5	Yn gwneud ymdrechion ffonig synhwyrol ar eiriau.	Makes sensible phonic attempts at words.		
6	Yn gallu sillafu pob gair CVC (cytsain, llafariad, cytsain) (e.e. eistedd, bag, cath) yn gywir.	Can spell all CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) correctly.		
7	Yn ysgrifennu rhai capsynau a labeli yn hyderus ac yn ceisio ffurfiau syml eraill o ysgrifennu (e.e. rhestrau, straeon, diagram syml, ailadroddiadau ac ati).	Confidently writes some captions and labels and attempts other simple forms of writing (e.g. lists, stories, simple diagram, retellings etc.).		
8	Yn gallu dangos rhywfaint o reolaeth dros faint, siâp a chyfeiriadedd llythrennau wrth ysgrifennu.	Can show some control over letter size, shape and orientation in writing.		
9	Yn gallu dweud yr hyn y mae eu hysgrifennu'n ei ddweud a'i olygu.	Can say what their writing says and means.		
10	Yn gallu ail-adrodd straeon adnabyddus yn ysgrifenedig.	Can retell known stories in writing.		
11	Yn gallu cynhyrchu eu syniadau eu hunain ar gyfer ysgrifennu.	Can produce their own ideas for writing.		
12	Yn gallu dangos rhywfaint o reolaeth dros drefn geiriau, gan gynhyrchu datganiadau rhesymegol.	Can show some control over word order, producing logical statements.		
13	Yn gallu gwneud ymdrechion adnabyddadwy i sillafu geiriau anghyfarwydd (bron pob un yn ddadgodio heb gymorth y plentyn).	Can make recognisable attempts at spelling words not known (almost all decodable without the child's help).		
14	Yn gallu ysgrifennu testunau syml fel rhestrau, straeon, adroddiadau, ailadroddiadau (o baragraff neu fwy).	Can write simple texts such as lists, stories, reports, recounts (of a paragraph or more).		
15	Yn dechrau dangos ymwybyddiaeth o sut mae atalnodau llawn yn cael eu defnyddio wrth ysgrifennu. (Efallai ei fod yn y lleoedd anghywir neu dim ond un atalnod llawn olaf.)	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)		
16	Fel arfer yn gallu rhoi maint, siâp a chyfeiriadedd clir a rheolaidd i llythrennau (mae esgynwyr a disgynwyr a defnyddio llythrennau mawr a bach fel arfer yn gywir).	Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).		
17	Gellir defnyddio 'a' neu 'ac' i ymuno â dau frawddeg syml, meddyliau, syniadau, ac ati.	Can use 'and' to join two simple sentences, thoughts, ideas, etc.		
18	Yn gallu defnyddio geirfa briodol (dylai fod yn gydlynol ac yn synhwyrol) mewn mwy na thri datganiad.	Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.		
19	Yn gallu defnyddio strategaethau ffonig rhesymegol bob amser wrth geisio sillafu geiriau anghyfarwydd mewn mwy na thri datganiad.	Can always use logical phonic strategies when trying to spell unknown words in more than three statements.		
20	Fel arfer yn gallu defnyddio priflythyren ac atalnod llawn, marc cwestiwn (neu ebychnod gyda chymorth) i atalnodi brawddegau.	Can usually use a capital letter and full stop, question mark (or an exclamation mark with support) to punctuate sentences.		
21	Yn gallu cynhyrchu paragraff neu fwy o syniadau datblygedig yn annibynnol y gellir eu darllen heb gymorth y plentyn (gall fod yn debycach i iaith lafar nag iaith ysgrifenedig ond ni ddylai fod yn ailadrodd).	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).		
22	Defnyddio ambell dreigl y maent wedi ei ymarfer ar lafar, e.e. y bêl, fy mag, i'r dref	Using a few Welsh mutations that they have practiced orally, e.g. y bêl, fy mag, i'r dref		

Sgôr / Score	
0-6	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir C, adolygwch yn erbyn Carreg Filtir B. / The learner is not ready for Milestone C, review against Milestone B.
7-12	Yn Datblygu / Developing
13-17	Yn Gadarn / Secure
18-22	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filtir D. / Consider reviewing against Milestone D.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu cyflew syniadau ac ystyr yn hyderus mewn cyfres o frawddegau sydd o leiaf paragraff o hyd. (Efallai nad yw'n gywir, ond yn bennaf mae'n 'lifo' gan ei fod wedi colli'r ffurf 'fel rhestr' sy'n nodweddiadol o rai ysgrifennu cynnar.)	Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length. (May not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing.)		
2	Yn gallu rheoli'r defnydd o lythrennau esgynnol/disgynnol a llythrennau mawr/bach.	Can control use of ascenders/descenders and upper/lower case letters.		
3	Yn gallu ysgrifennu mewn tair neu fwy o ffurfiau testun gyda chywirdeb rhesymol.	Can write in three or more text forms with reasonable accuracy.		
4	Yn gallu darparu digon o fanylion i ddiddori'r darlennydd (e.e. yn dechrau darparu gwybodaeth neu ddisgrifiad ychwanegol y tu hwnt i restr syml).	Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).		
5	Gall amrywio strwythur brawddegau i ddiddori'r darlennydd (e.e. cwestiynau, araith uniongyrchol neu agoriad gyda chymal israddol, ac ati).	Can vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause, etc.).		
6	Gall ddefnyddio geiriau diddorol ac uchelgeisiol weithiau (dylent fod yn eiriau nad ydynt fel arfer yn cael eu defnyddio gan blentyn o'r oedran hwnnw, ac yn air technegol a ddefnyddir mewn cyd-destun a ddysgir yn unig, e.e. 'llosgfynydd' mewn daearyddiaeth neu 'anwedd' mewn gwyddoniaeth).	Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and technical words used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).		
7	Yn gallu paru trefniadaeth â phwrpas (e.e. dangos ymwybyddiaeth o strwythur llythyr, agoriadau a diweddadau, pwysigrwydd y darlennydd, dyfeisiau trefnu, dechrau paragraffu, ac ati).	Can match organisation to purpose (e.g. showing awareness of the structure of a letter, openings and endings, the importance of the reader, organisational devices, beginnings of paragraphing, etc.).		
8	Fel arfer, gall gynnal y defnydd o atalnodi brawddegau sylfaenol (atalnodau llawn ac yna priflythrennau) mewn darn sy'n agos at ochr A4 o hyd. (Efallai y bydd ar ddarn byrrach neu efallai na fydd yn gywir i gyflawni'r categori 'Datblygol'.)	Can usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate to achieve the 'Developing' category.)		
9	Yn gallu sillafu'r rhan fwyaf o eiriau cyffredin yn gywir.	Can spell most common words correctly.		
10	Yn gallu defnyddio strategaethau ffonetig gredadwy i sillafu neu geisio sillafu geiriau amlsillafig anghyfarwydd.	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.		
11	Yn gallu defnyddio cysyllteiriau heblaw am 'a' i ymuno â dau neu fwy o frawddegau, meddyliau, syniadau syml, ac ati (e.e. ond, felly, yna, neu, pan, os, hynny, achos).	Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas, etc. (e.g. but, so, then, or, when, if, that, because).		
12	Yn gallu defnyddio amrywiaeth o atalnodi, yn gywir gan mwyaf, gan gynnwys o leiaf dri o'r canlynol: atalnod llawn a phriflythyren, ebychnod, marc cwestiwn, coma (o leiaf mewn rhestrau), collnod ar gyfer cyfngiad syml (e.e. i'r, i'n).	Can use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least), e.g. 'John's dog.', 'The cat's bowl...'		
13	Gall wneud eu hysgrifennu'n fywiog ac yn ddiddorol (e.e. yn darparu manylion ychwanegol, yn defnyddio hiwmor yn ymwybodol, yn amrywio hyd brawddegau neu'n defnyddio atalnodi i greu effaith, ac ati).	Can make their writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect, etc.).		
14	Yn gallu cysylltu syniadau a digwyddiadau, gan ddefnyddio strategaethau i greu 'llof' (e.e. y tro diwethaf, hefyd, ar ôl, yna, yn fuan, o'r diwedd, a pheth arall...).	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).		
15	Yn gallu defnyddio ansoddeiriau ac ymadroddion disgrifiadol i gael manylion a phwyslais (yn dewis yr ansoddair yn ymwybodol at ddiben, yn hytrach na defnyddio un cyfarwydd).	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one).		
16	Yn strwythuro brawddegau sylfaenol yn gywir, gan gynnwys priflythrennau ac atalnodi llawn mewn darn hirach (mae un gwall yn dderbyniol).	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error is acceptable).		
17	Yn gallu defnyddio llawysgrifen gywir a chyson (mewn print o leiaf, yn gallu dangos defnydd cyson o lythrennau mawr/bach, llythrennau esgynnol/disgynnol, maint a ffurf).	Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).		
18	Yn dechrau dangos tystiolaeth o lawysgrifen clwm.	Begins to show evidence of joined handwriting.		
19	Yn defnyddio amserau'r gorffennol a phresennol yn gywir.	Uses past and present tenses correctly.		

20	Yn gallu cynhyrchu bron i ochr (neu fwy) o bapur A4 sy'n glir a chydlynol gydag un neu fwy o nodweddion cryf.	<i>Can produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features.</i>		
21	Treiglo'n gywir yn arbennig ar ôl rhai o'r arddodiaid a'r rhagenwau, e.e. i Bontypŵl, o Gwmbrân.	<i>Mutate correctly in Welsh especially after some of the prepositions and pronouns, e.g. i Bontypŵl, o Gwmbrân.</i>		

Sgôr / Score	
0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir D, adolygwch yn erbyn Carreg Filtir C. / <i>The learner is not ready for Milestone D, review against Milestone C.</i>
6-9	Yn Datblygu / <i>Developing</i>
10-17	Yn Gadarn / <i>Secure</i>
18-21	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir E. / <i>Consider reviewing against Milestone E.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu cynhyrchu gwaith sy'n drefnus, yn ddychmygus ac yn glir (e.e. agoriad a diwedd glo syml).	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).		
2	Fel arfer yn gallu ymuno â'u llawysgrifen.	Can usually join their handwriting.		
3	Yn gallu defnyddio ystod o ffurfiau dewisol yn briodol ac yn gyson.	Can use a range of chosen forms appropriately and consistently.		
4	Yn gallu addasu eu ffurf ddewisol i'r gynulleidfa (e.e. darparu gwybodaeth am gymeriadau neu leoliad, gwneud cyfres o bwyntiau, defnyddio cromfachau ar gyfer ychwanegiadau, ac ati).	Can adapt their chosen form to the audience (e.g. provide information about characters or setting, make a series of points, use brackets for asides, etc.).		
5	Gall ddefnyddio geiriau diddorol ac uchelgeisiol yn aml (dylent fod yn eiriau nad ydynt fel arfer yn cael eu defnyddio gan blentyn o'r oedran hwnnw, ac nid yn air technegol a ddefnyddir mewn cyd-destun a ddysgir yn unig gyda chymorth, e.e. 'llosgfynydd' mewn daearyddiaeth neu 'anweddu' mewn gwyddoniaeth).	Can use interesting and ambitious words frequently (they should be words not usually used by a child of that age, and not a technical word used in a taught context only with support, e.g. 'volcano' in geography or 'evaporate' in science).		
6	Yn gallu datblygu ac estyn syniadau'n rhesymegol mewn brawddegau wedi'u dilyn (ond gallant fod yn rhy fanwl neu'n rhy fyr)	Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).		
7	Yn gallu ymestyn brawddegau gan ddefnyddio ystod ehangach o gysyllteiriau i egluro'r perthnasoedd rhwng pwyntiau a syniadau (e.e. pan, oherwydd, os, ar ôl, tra, hefyd, yn ogystal).	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).		
8	Fel arfer yn gallu defnyddio strwythurau gramadegol cywir mewn brawddegau (mae enwau a berfau fel arfer yn cytuno).	Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).		
9	Yn gallu defnyddio rhagenwau'n briodol i osgoi ailadrodd enwau'n lletchwith.	Can use pronouns appropriately to avoid the awkward repetition of nouns.		
10	Yn gallu defnyddio'r rhan fwyaf o atalnodi'n gywir, gan gynnwys o leiaf dri o'r canlynol: atalnod llawn a phriflythyren, marc cwestiwn, ebychnod, coma, collnod.	Can use most punctuation accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe.		
11	Yn gallu strwythuro a threfnu gwaith yn glir (e.e. dechrau, canol, diwedd; strwythur llythyren; strwythur deialog).	Can structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure).		
12	Yn dechrau defnyddio paragraffau.	Is beginning to use paragraphs.		
13	Yn gallu addasu ffurf ac arddull at y diben (e.e. mae gwahaniaeth clir rhwng llythyrau ffurfiol ac anffurfiol; defnyddio brawddegau byrrach mewn nodiadau a dyddiaduron, ac ati).	Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries, etc.).		
14	Yn gallu ysgrifennu'n ddaclus, yn ddarllenadwy ac yn gywir, yn bennaf mewn arddull gysylltiedig.	Can write neatly, legibly and accurately, mainly in a joined style.		
15	Yn gallu defnyddio ansoddeiriau ac adferfau i ddisgrifio.	Can use adjectives and adverbs for description.		
16	Yn gallu sillafu geiriau amsyllafig cyffredin rheolaidd neu gyfarwydd yn ffonetig yn gywir (weithiau ar gyfer y categori 'Datblygu').	Can spell phonetically regular or familiar common polysyllabic words accurately (sometimes for the 'Developing' category).		
17	Yn gallu datblygu cymeriadau a disgrifio lleoliadau, teimladau a/neu emosiynau, ac ati.	Can develop characters and describe settings, feelings and/or emotions, etc.		
18	Yn gallu cysylltu a pherthnasu digwyddiadau, gan gynnwys y gorffennol, y presennol a'r dyfodol, yn synhwyrol (wedyn hynny, cyn, hefyd, ar ôl ychydig, yn y pen draw, ac ati)	Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, etc)		
19	Gall geisio mynegi barn, diddordeb neu hiwmor drwy fanylion.	Can attempt to give opinion, interest or humour through detail.		
20	Yn gallu defnyddio geiriau cyffredinol ar gyfer arddull (e.e. weithiau, byth, bob amser, yn aml, yn bennaf, gan mwyaf, yn gyffredinol, ac ati) a/neu ferfau moddol/yr amser amodol (e.e. gallai ei wneud, efallai fyddai'n mynd, gallai fwrw glaw, dylai ennill).	Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally, etc.) and/or modal verbs/ the conditional tense (e.g. might do it, may go, could rain, should win).		
21	Yn dechrau datblygu synnwyr o gyflymder (mae'r ysgrifennu'n fywiog ac yn ddiddorol).	Is beginning to develop a sense of pace (writing is lively and interesting).		
22	Treiglo'n gywir yn arbennig ar ôl y rhan fwyaf o'r arddodiaid a'r rhagenwau, e.e. am funud, dy fam.	Mutates correctly in Welsh especially after most prepositions and pronouns, e.g. am funud, dy fam.		

23	Sillafu geiriau lluosog afreolaidd yn gywir, e.e. car – ceir, plentyn – plant, a geiriau sy'n dyblu cytseiniaid, e.e. pennod, yn gywir mewn cyd-destun.	<i>Spells Welsh irregular plurals correctly, e.g. car – ceir, plentyn – plant, and words that double consonants, e.g. pennod correctly in context.</i>		
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Sgôr / Score	
0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir E, adolygwch yn erbyn Carreg Filtir D. / <i>The learner is not ready for Milestone E, review against Milestone D.</i>
6-9	Yn Datblygu / <i>Developing</i>
10-17	Yn Gadarn / <i>Secure</i>
18-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir F. / <i>Consider reviewing against Milestone F.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu ysgrifennu mewn arddull fywiog a chydlynol.	Can write in a lively and coherent style.		
2	Yn gallu defnyddio ystod o arddulliau a genres yn hyderus ac yn annibynnol.	Can use a range of styles and genres confidently and independently.		
3	Yn gallu ddefnyddio geiriau diddorol ac uchelgeisiol yn hyderus (dylent fod yn eiriau nad ydynt fel arfer yn cael eu defnyddio gan blentyn o'r oedran hwnnw, ac nid yn air technegol a ddefnyddir mewn cyd-destun a ddysgir yn unig, e.e. 'llosgfynydd' mewn daearyddiaeth neu 'anweddu' mewn gwyddoniaeth).	Can confidently use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).		
4	Yn gallu trefnu syniadau'n briodol ar gyfer y pwrpas a'r darlennydd (e.e. capsïynau, penawdau, bwledi, ffontiau, penodau, fformatau llythyrau, paragraffau, digwyddiadau mewn dilyniant rhesymegol, gwybodaeth gyd-destunol a chefnidir ac ati).	Can organise ideas appropriately for both purpose and reader (e.g. captions, headings, bullets, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).		
5	Yn gallu defnyddio ystod eang o atalnodi yn gywir yn bennaf, gan gynnwys o leiaf dri o'r canlynol: atalnod llawn a phriflythyren, marc cwestiwn, ebychnod, collnod a choma.	Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, apostrophe and comma.		
6	Yn gallu ysgrifennu'n dclaus, yn ddarllenadwy ac yn gywir, gan gynnal arddull gydlynol fel arfer.	Can write neatly, legibly and accurately, usually maintaining a joined style.		
7	Gall ddefnyddio cysyllteiriau mwy soffistigedig (e.e. er, fodd bynnag, serch hynny, er gwaethaf, yn groes i, yn ogystal â, ac ati).	Can use more sophisticated connectives (e.g. although, however, nevertheless, despite, contrary to, as well as, etc.).		
8	Gall ddefnyddio dolenni i ddangos amser ac achos.	Can use links to show time and cause.		
9	Yn gallu agor brawddegau mewn ystod eang o ffyrdd er mwyn creu diddordeb ac effaith.	Can open sentences in a wide range of ways for interest and impact.		
10	Gall ddefnyddio paragraffau, er efallai na fyddant bob amser yn gywir.	Can use paragraphs, although they may not always be accurate.		
11	Yn gallu cynhyrchu ysgrifennu meddylgar ac ystyriol (yn defnyddio esboniad, barn, cyfiawnhad a diddwythiad syml).	Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).		
12	Yn gallu defnyddio neu geisio strwythurau gramadegol gymhleth (e.e. ehangu cyn ac ar ôl yr enw: 'Y dyn bach, hen a oedd yn byw ar y bryn...'; '... gan y ddynes a ddysgodd y gitâr i mi...'; is-gymalau: 'Teimlais yn well pan...'; ac ati).	Can use or attempt grammatically complex structures (e.g. expansion before and after the noun: 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar...'; subordinate clauses: 'I felt better when...'; etc.).		
13	Yn gallu sillafu geiriau amlsillafig rheolaidd anghyfarwydd yn gywir.	Can spell unfamiliar regular polysyllabic words accurately.		
14	Yn gallu defnyddio enwau, rhagenwau ac amserau yn gywir ac yn gyson drwyddo draw.	Can use nouns, pronouns and tenses accurately and consistently throughout.		
15	Yn gallu defnyddio collnodau a/neu ddyfynodau, yn gywir gan mwyaf. (Os nad yw lleferydd uniongyrchol yn briodol i'r dasg, gall collnodau yn unig sgorio'r tic).	Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to the task, apostrophes alone can score the tick).		
16	Yn gallu dewis o ystod o eirfa anturus adnabyddus at ddiben, gyda rhai geiriau wedi'u dewis yn arbennig o dda.	Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen.		
17	Yn gallu dewis strategaethau diddorol i symud darn o ysgrifennu ymlaen (e.e. ychwanegiadau, nodweddu, deialog gyda'r gynulleidfa, deialog, ac ati).	Can select interesting strategies to move a piece of writing forward (e.g. asides, characterisation, dialogue with the audience, dialogue, etc.).		
18	Yn gallu cynghori'n gadarnhaol, er nad yn wrthdrawiadol, mewn ysgrifennu ffeithiol (e.e. 'Peth pwysig i feddwl amdano cyn penderfynu...'; 'Mae angen i ni feddwl am... bob amser', ac ati).	Can advise assertively, although not confrontationally, in factual writing (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...'; etc.).		
19	Yn gallu datblygu syniadau mewn ffyrdd creadigol a diddorol.	Can develop ideas in creative and interesting ways.		
20	Treiglo'n gywir ar ôl arddodiaid a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythyren yn dilyn y drefn arferol, e.e. y llinell.	Can mutate correctly after prepositions and pronouns, starting to become aware that not all letters follow the usual order, e.g. y llinell.		

Sgôr / Score

0-5 Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir F, adolygchwch yn erbyn Carreg Filltir E. / The learner is not ready for Milestone F, review against Milestone E.

6-9	Yn Datblygu / <i>Developing</i>
10-15	Yn Gadarn / <i>Secure</i>
16-20	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir G. / <i>Consider reviewing against Milestone G.</i>



Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu cynhyrchu ysgrifennu sydd wedi'i strwythuro'n dda a'i drefnu gan ddefnyddio amrywiaeth o gonfensiynau o ran cynllun.	Can produce well-structured and organised writing using a range of conventions in layout.	
2	Yn gallu defnyddio arddulliau anffurfiol a ffurfiol priodol yn hyderus (e.e. sgysiol, llafar, tafodiaith, Cymraeg Safonol).	Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).	
3	Yn gallu dewis y genre cywir ar gyfer y gynulleidfa a'r pwrpas, a'i ddefnyddio'n gywir.	Can select the correct genre for audience and purpose, and use it accurately.	
4	Yn gallu dewis o ystod eang o eirfa ddychmygus ac uchelgeisiol cyfarwydd (dylent fod yn eiriau nad ydynt fel arfer yn cael eu defnyddio gan blentyn o'r oedran hwnnw) a'u defnyddio'n fanwl gywir. (Mae'r holl sillafu, gan gynnwys sillafu geiriau cymhleth, bron bob amser yn gywir.)	Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.)	
5	Yn gallu defnyddio paragraffau'n gyson ac yn briodol.	Can use paragraphs consistently and appropriately.	
6	Yn gallu grwpio pethau'n briodol cyn neu ar ôl prif ferf (e.e. 'Roedd y llyfrau, y pennau a'r pensiliau i gyd yn barod ar y bwrdd').	Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table').	
7	Yn gallu defnyddio'r holl ramadeg yn gywir ac eithrio wrth ddefnyddio tafodiaith neu iaith lafar yn ymwybodol at ddiben a chynulleidfa.	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.	
8	Yn gallu defnyddio gwahanol dechnegau i agor neu gloi gwaith yn briodol (e.e. barn, crynodeb, cyfiawnhad, sylw, ataliad neu ragfynegiad).	Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction).	
9	Yn gallu defnyddio strwythurau brawddegau cymhleth yn briodol gan gynnwys esiamplau amrywiol o gysyllteiriau.	Can use complex sentence structures appropriately including a variety of different connectives.	
10	Yn gallu defnyddio ystod ehangach o atalnodi, bron bob amser yn gywir, i gynnwys tri neu fwy o'r canlynol (yn ôl yr angen i'r testun): coma, collnod, bwledi, dyfynodau, cysylltnod, cromfachau, colon neu hanner colon.	Can use a wider range of punctuation, almost always accurately, to include three or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.	
11	Yn gallu defnyddio atalnodi'n briodol i greu effaith (e.e. ebychnod, llinell doriad, marc cwestiwn, ellipsis).	Can use punctuation appropriately to create effect (e.g. exclamation mark, dash, question mark, ellipsis).	
12	Yn gallu ysgrifennu'n daclus, yn ddarllenadwy ac yn gywir mewn arddull lifo, gysylltiedig.	Can write neatly, legibly and accurately in a flowing, joined style.	
13	Yn gallu addasu llawysgrifen ar gyfer amrywiaeth o dasgau a dibenion, gan gynnwys er mwyn greu effaith.	Can adapt handwriting for a range of tasks and purposes, including for effect.	
14	Yn gallu sillafu'n gywir ym mhob gair heblaw'r rhai mwyaf cymhleth (e.e. cynddeiriogi, penderfynol, annibynnol ac ati)	Can spell accurately in all but the most complex words (e.g. paraphernalia, quintessential etc.)	
15	Yn gallu defnyddio amrywiaeth o dechnegau naratif yn hyderus, gan blethu elfennau pan fo'n briodol (e.e. gweithredu, deialog, dyfyniad, arddull ffurfiol neu anffurfiol, neilltu, arsylwi, ataliad).	Can use a range of narrative techniques with confidence, interweaving elements when appropriate (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).	
16	Yn gallu amrywio hyd brawddegau a threfn geiriau yn hyderus i gynnal diddordeb (e.e. 'Ar ôl cyflawni eich nodau mor ifanc, beth sy'n eich cymell i barhau? Pam ymladd ymlaen?').	Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').	
17	Yn gallu defnyddio amrywiaeth o ddyfeisiau i addasu ysgrifennu i anghenion y darlennydd (e.e. penawdau, is-benawdau, bwledi, tanlinellu, cromfachau, cyflwyniad sy'n rhoi cyd-destun, troednodyn, cynnwys, llyfryddiaeth).	Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).	
18	Yn gallu defnyddio nodweddion llenyddol i greu effaith (e.e. cyflythrennu, onomatopoeia, iaith ffigurol, tafodiaith, metaffor, cyffelybiaeth ac ati).	Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.).	
19	Yn gallu plethu cysylltiadau ymhlyg ac eglur rhwng adrannau.	Can interweave implicit and explicit links between sections.	
20	Gall ddefnyddio atalnodi i ddangos rhaniad rhwng cymalau, i nodi, i amrywio cyflymder, i greu awyrgylch neu i isrannu (e.e. comas, colonau, hanner colon, llinellau toriad, ellipsau).	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).	
21	Yn defnyddio ystod o dreigladau (treigladau meddal, trwynol a llaes) yn gywir yn eu cyd-destun.	Uses a range of Welsh mutations (soft, nasal and aspirate mutations) correctly in context.	

Sgôr / Score	
0-7	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir G, adolygwch yn erbyn Carreg Filtir F. / <i>The learner is not ready for Milestone G, review against Milestone F.</i>
8-11	Yn Datblygu / <i>Developing</i>
12-17	Yn Gadarn / <i>Secure</i>
18-21	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir H. / <i>Consider reviewing against Milestone H.</i>



Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu sillafu'r holl eirfa'n gywir ar wahân i eiriau technegol prin neu aneglur. (Rhaid bod wedi defnyddio geirfa anarferol, uchelgeisiol sydd wedi'i sillafu'n gywir.)	<i>Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used unusual, ambitious vocabulary that is spelt correctly.)</i>	
2	Yn gallu agor a chloï ysgrifennu mewn ffyrdd diddorol, anarferol neu ddramatig, pan fo'n briodol.	<i>Can open and close writing in interesting, unusual or dramatic ways, when appropriate.</i>	
3	Yn gallu defnyddio'r ystod lawn o atalnodi yn gywir ac yn fanwl gywir, gan gynnwys ar gyfer isrannu, effaith, rhestru, lleferydd uniongyrchol, cromfachau, ac ati.	<i>Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.</i>	
4	Yn gallu ysgrifennu'n daclus, yn ddarllenadwy, yn gywir ac yn rhugl, mewn arddull gysylltiedig.	<i>Can write neatly, legibly, accurately and fluently, in a joined style.</i>	
5	Gellir amrywio'r ffont er mwyn cael effaith neu bwyslais pan fo'n briodol (argraffu, italig neu briflythrennau). Dim ond un enghraifft sydd o bosibl.	<i>Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). There may only be one example.</i>	
6	Yn gallu defnyddio ystod eang o gonfensiynau yn briodol i'r cyd-destun, e.e. paragraffau, is-benawdau a phenawdau ochr, atodiad, troednodyn, cynnwys, ac ati.	<i>Can use a wide range of conventions appropriately to the context, e.g. paragraphs, sub and side headings, addendum, footnote, contents, etc.</i>	
7	Yn gallu defnyddio ystod eang o gysyllteiriau soffistigedig, gan gynnwys cysyllteiriau, adferfau ac arddodiaid, i ddangos amser, achos, dilyniant a modd, gan gynnwys agor brawddegau weithiau.	<i>Can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes.</i>	
8	Yn gallu defnyddio cymalau yn hyderus ac yn briodol ar gyfer y gynulleidfa a'r pwrpas.	<i>Can use clauses confidently and appropriately for audience and purpose.</i>	
9	Yn gallu defnyddio cysylltiadau ymhlyg o fewn testun, e.e. cyfeirio'n ôl at bwynt a wnaed yn gynharach neu ymlaen at ragor o wybodaeth neu fanylion i ddod.	<i>Can use implicit links within a text, e.g. referring back to a point made earlier or forward to more information or detail to come.</i>	
10	Gall ddefnyddio grwpiau cymhleth i greu effaith, cyn neu ar ôl y ferf. (Er enghraifft: 'Rwy'n caru cynhesrwydd awel yr haf, lapio'r tonnau a chwiban meddal y tywod o dan fy sandalau.') Efallai mai dim ond un enghraifft sydd.	<i>Can use complex groupings for effect, before or after the verb. (For example: 'How I love the warmth of the summer breeze, the lapping of the waves and the soft swishing of the sand beneath my sandals.') There may only be one example.</i>	
11	Yn gallu defnyddio amrywiaeth o dechnegau i ryngweithio neu ddangos ymwybyddiaeth o'r gynulleidfa, e.e. gweithred, deialog, dyfyniad, ochr yn ochr, ataliad, tensiwn, sylw.	<i>Can use a range of techniques to interact or show awareness of the audience, e.g. action, dialogue, quotation, aside, suspense, tension, comment.</i>	
12	Yn gallu ysgrifennu gydag aeddfedrwydd, hyder a dychymyg.	<i>Can write with maturity, confidence and imagination.</i>	
13	Yn gallu addasu ysgrifennu ar gyfer yr ystod lawn o ddibenion, gan ddangos ymwybyddiaeth o'r gynulleidfa a'r pwrpas bob amser.	<i>Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.</i>	
14	Yn gallu amrywio lefelau ffurfioldeb yn ymwybodol yn ôl y pwrpas a'r gynulleidfa.	<i>Can consciously vary levels of formality according to purpose and audience.</i>	
15	Yn gallu cynnal safbwynt argyhoeddiadol drwy gydol y darn ysgrifennu, e.e. awdurdodol, arbenigol, portread argyhoeddiadol o gymeriad, barn groes, ac ati.	<i>Can sustain a convincing viewpoint throughout the piece of writing, e.g. authoritative, expert, convincing portrayal of character, opposing opinions, etc.</i>	
16	Yn gallu defnyddio ystod eang o eirfa uchelgeisiol yn gywir ac yn fanwl gywir (dylent fod yn eiriau nad ydynt fel arfer yn cael eu defnyddio gan blentyn o'r oedran hwnnw).	<i>Can use a wide range of ambitious vocabulary accurately and precisely (they should be words that are not usually used by a child of that age).</i>	
17	Gall ddefnyddio dau neu fwy o nodweddion arddull i greu effaith o fewn y testun, e.e. cwestiynau rhethregol, ailadrodd, iaith ffigurol, metaffor, cyffelybiaeth, cyflythrennu, onomatopoeia.	<i>Can use two or more stylistic features to create effect within the text, e.g. rhetorical questions, repetition, figurative language, metaphor, simile, alliteration, onomatopoeia.</i>	
18	Yn gallu defnyddio strwythurau brawddegau creadigol ac amrywiol pan fo'n briodol, gan gymysgu â strwythurau syml i greu effaith.	<i>Can use creative and varied sentence structures when appropriate, intermingling with simple structures for effect.</i>	
19	Gall bob amser lunio brawddegau sy'n gywir yn ramadegol, oni bai eich bod yn defnyddio tafodiaith neu gystrawennau amgen yn ymwybodol i gael effaith.	<i>Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.</i>	
20	Yn gallu defnyddio manylion perthnasol a manwl gywir yn ôl yr angen.	<i>Can use pertinent and precise detail as appropriate.</i>	

21	Yn gallu dangos ystod eang o'r meini prawf yn effeithiol ac mewn ffordd aeddfed sydd wedi'i rheoli'n dda, o fewn un darn o ysgrifennu cwbl annibynnol (o leiaf un ochr a hanner o A4).	<i>Can demonstrate a wide range of the criteria effectively and in a well-managed and mature way, within a single piece of totally independent writing (of at least one and a half sides of A4).</i>		
22	Yn defnyddio ystod o dreigladau (treigladau meddal, trwynol a llaes) yn gywir yn eu cyd-destun yn gyson ac yn hyderus.	<i>Uses a range of Welsh mutations (soft, nasal and aspirate mutations) correctly in context consistently and confidently.</i>		

Sgôr / Score	
0-6	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir H, adolygwch yn erbyn Carreg Filltir G. / <i>The learner is not ready for Milestone H, review against Milestone G.</i>
7-10	Yn Datblygu / <i>Developing</i>
11-17	Yn Gadarn / <i>Secure</i>
18-22	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i>

Cerrig Milltir y Llwybr Llythrennedd: Trosolwg Ysgrifennu / Literacy Journey Milestones: Writing Overview



Meithrin / Derbyn	Derbyn / Blwyddyn 1	Blwyddyn 1 / 2	Blwyddyn 2 / 3	Blwyddyn 3 / 4	Blwyddyn 4 / 5 / 6	Blwyddyn 5 / 6 / 7	Blwyddyn 6 / 7 / 8
CEFR Cyn-A1- / Pre A1-	CEFR Cyn-A1 / Pre A1	CEFR Cyn-A1+ / Pre A1+	CEFR A1-	CEFR A1+	CEFR A2-	CEFR A2+	CEFR B1
Mae'r dysgwr yn dechrau archwilio gwneud marciau ac yn datblygu ymwybyddiaeth gynnar o ysgrifennu fel gweithred bwrpasol.	Mae'r dysgwr yn arbrofi gyda llythrennau a synau, yn ffurfio ei enw ac yn dechrau cyfleu ystyr drwy ysgrifennu sy'n dod i'r amlwg.	Mae'r dysgwr yn ysgrifennu datganiadau syml y gallir eu darllen gan ddefnyddio ffoneg a'r atalnodi sylfaenol, gan ddangos mwy o reolaeth dros ffurfio llythrennau a threfn geiriau.	Mae'r dysgwr yn cynhyrchu testunau byr, rhesymegol gyda strwythur, geirfa ac atalnodi sy'n datblygu, ac yn dechrau defnyddio paragraffau a chysyllteiriau.	Mae'r dysgwr yn ysgrifennu'n fwy rhugl ac yn annibynnol, gan ddefnyddio strwythurau brawddegau amrywiol, iaith ddisgrifiadol ac atalnodi priodol ar draws amrywiaeth o destunau.	Mae'r dysgwr yn dangos rheolaeth hyderus dros ffurf, cynulleidfa a phwrpas, gan ddefnyddio dyfeisiau cydlynol, geirfa uchelgeisiol a gramadeg a sillafu manwl gywir.	Mae'r dysgwr yn ysgrifennu'n aeddfed ac yn greadigol, gan addasu arddull a strwythur i greu effaith ac yn defnyddio ystod eang o dechnegau llenyddol a threfniadol.	Mae'r dysgwr yn cynhyrchu ysgrifennu estynedig, annibynnol sy'n rhugl, manwl gywir ac yn soffistigedig o ran arddull, gan ddangos rheolaeth lawn dros iaith, strwythur ac ymwybyddiaeth o'r gynulleidfa.
<i>The learner begins to explore mark-making and early symbolic understanding, developing awareness of writing as a purposeful act.</i>	<i>The learner experiments with letters and sounds, forming their name and simple words, and begins to convey meaning through emergent writing.</i>	<i>The learner writes simple, readable statements using phonics and basic punctuation, showing growing control over letter formation and word order.</i>	<i>The learner produces short, logical texts with developing structure, vocabulary, and punctuation, and begins to use paragraphs and connectives.</i>	<i>The learner writes with greater fluency and independence, using varied sentence structures, descriptive language, and appropriate punctuation across a range of text types.</i>	<i>The learner demonstrates confident control of form, audience, and purpose, using cohesive devices, ambitious vocabulary, and increasingly accurate grammar and spelling.</i>	<i>The learner writes with maturity and creativity, adapting style and structure for effect, and using a wide range of literary and organisational techniques.</i>	<i>The learner produces extended, independent writing that is fluent, precise, and stylistically sophisticated, demonstrating full control of language, structure, and audience awareness.</i>

Cerrig Milltir y Llwybr Llythrennedd: Darllen / Literacy Journey Milestones: Darllen

Carreg Filtir y Llwybr
Llythrennedd: Darllen /
Literacy Journey
Milestones: Reading



Wedi Alunio i'r CEFR / Aligned to the CEFR:
Cyn-A1- / Pre-A1-



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu dal llyfrau'r ffordd iawn i fyny a throi'r tudalennau.	Can hold books the right way up and turn the pages.		
2	Yn trin llyfrau'n ofalus.	Handles books carefully.		
3	Yn dangos chwilfrydedd am lyfrau ac yn dewis edrych ar lyfrau'n annibynnol.	Shows curiosity about books and chooses to look at books independently.		
4	Yn dechrau gwahaniaethu rhwng synau mewn geiriau, yn enwedig synau llythrennau cychwynnol.	Is beginning to distinguish between sounds in words, particularly initial letter sounds.		
5	Yn gallu adnabod geiriau ac arwyddion cyfarwydd fel eu henw eu hunain, logos hysbysebu, geiriau cyffredin eraill (e.e. 'mam' neu 'dad') pan gyflwynwyd gyda llun neu ffotograff.	Can recognise familiar words and signs such as their own name, advertising logos, other common words (e.g. 'mum' or 'dad') when accompanied with pictures or photographs.		
6	Yn gwrandao'n astud ar straeon a thestunau eraill wrth iddynt gael eu darllen yn uchel (ar lefel diddordeb sy'n briodol i'w hoedran).	Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level).		
7	Yn gallu cael ystyr syml o destunau gan ddefnyddio darluniau, pan nad yw eto'n gallu darllen y testun ei hun.	Can gain simple meaning from texts using illustrations, when not yet able to read the text itself.		
8	Yn dechrau siarad am destunau, e.e. nodi hoff bethau/cas bethau syml.	Is beginning to talk about texts, e.g. stating simple likes/dislikes.		
9	Yn dangos chwilfrydedd am gynnwys testunau, e.e. gall ddechrau trafod cynnwys ac ateb cwestiynau sylfaenol am stori (Sut? Pam?).	Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?).		
10	Yn dechrau adnabod patrymau iaith mewn straeon, cerddi a thestunau eraill, e.e. ymadroddion ailadroddus, odl, cyflythrennu.	Is beginning to recognise language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration.		
11	Yn gallu archwilio ac arbrofi gyda synau a geiriau.	Can explore and experiment with sounds and words.		
12	Yn gallu adnabod synau cychwynnol mewn geiriau.	Can identify initial sounds in words.		
13	Yn gallu adnabod gwrthrychau sy'n dechrau gyda'r un sain, e.e. bwrdd, teigr, tap.	Can identify objects that begin with the same sound, e.g. table, tiger, tap.		
14	Yn dechrau defnyddio gwybodaeth am straeon cyfarwydd/strwythurau stori i wneud rhagfynegiadau am straeon anghyfarwydd, e.e. awgrymu sut y gallai stori ddod i ben neu beth y gallai cymeriad ei wneud nesaf.	Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next.		
15	Yn 'esgus' darllen llyfrau cyfarwydd, gan ddefnyddio'r cof, patrymau iaith a darluniau fel awgrymiadau.	'Pretends' to read familiar books, drawing on memory, language patterns and illustrations as prompts.		
16	Yn gwybod bod testun yn rhedeg o'r chwith i'r dde ac o'r brig i lawr.	Knows that text runs from left to right and top downwards.		
17	Yn dechrau clywed ac adnabod ble mae synau'n ymddangos mewn geiriau.	Is beginning to hear and identify where sounds appear in words.		

Sgôr / Score	
0-2	Yn Ymddangos / Emerging
3-8	Yn Datblygu / Developing
9-12	Yn Gadarn / Secure
13-17	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filtir B. / Consider reviewing against Milestone B.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu gwahaniaethu rhwng gair, llythyren a bwlch.	Can distinguish between a word, a letter and a space.		
2	Yn gallu deall y termau: llyfr, clawr, dechrau, canol, diwedd, tudalen, gair, llythyren, llinell.	Can understand the terms: book, cover, beginning, middle, end, page, word, letter, line.		
3	Pan gaiff ei annog, yn gallu defnyddio darluniau i gefnogi sgwrs am yr hyn sy'n digwydd mewn testun ac i ragweld beth allai ddigwydd nesaf.	When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next.		
4	Yn gallu rhoi rhannau pwysig stori sy'n hysbys i'r darlennydd mewn trefn.	Can sequence the important parts of a story that is known to the reader in order.		
5	Yn gallu defnyddio gwybodaeth sy'n datblygu i seinio a chyfuno geiriau CVC syml.	Can use developing knowledge to sound and blend simple CVC words.		
6	Yn gallu nodi hoffterau/casbethau syml am destunau cyfarwydd.	Can state simple likes/dislikes about familiar texts.		
7	Yn gallu siarad am y prif bwyntiau/digwyddiadau allweddol mewn testun, e.e. lleoliad y brif stori, digwyddiadau, prif gymeriad.	Can talk about the main points/key events in a text, e.g. main story setting, events, principle character.		
8	Yn gwybod y gellir adfer gwybodaeth o wahanol ffynonellau fel llyfrau, poster i a chyfrifiaduron.	Knows that information can be retrieved from different sources such as books, posters and computers.		
9	Yn gwybod ystod ehangach o Gyfatebiaeth Graffem-Ffonem a gall seinio a chyfuno i ddarllen y rhan fwyaf o eiriau CVC.	Knows a wider range of Grapheme-Phoneme Correspondence and can sound and blend to read most CVC words.		
10	Yn gallu pwyntio at atalnod llawn mewn testun.	Can point to a full stop in text.		
11	Yn gallu ailadrodd straeon cyfarwydd gyda hyder cynyddol.	Can retell familiar stories with growing confidence.		
12	Yn dechrau cyfuno cytseiniaid cyfagos mewn geiriau mewn ystod o gyfuniadau: CVCC CCVC.	Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC.		
13	Yn gallu adnabod patrymau iaith mewn straeon, cerddi a thestunau eraill, e.e. ymadroddion ailadroddus, odl, cynlythrennu.	Can recognise language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration.		
14	Yn gallu darllen geiriau â deugraffau cytsain: ch, th, ng, ll, ph, rh, dd, ff.	Can read words with consonant digraphs: ch, sh, th, ng.		
15	Heb annog, yn defnyddio geiriau a darluniau gyda'i gilydd i gael ystyr o destun.	Without prompting, uses words and illustrations together to gain meaning from a text.		
16	Gyda chymorth, yn gallu dod o hyd i wybodaeth i helpu i ateb cwestiynau syml, llythrennol.	With support, can find information to help answer simple, literal questions.		
17	Yn gallu darllen geiriau gyda rhai deugraffau llafariad e.e. ae/ai/au, ei/eu, ou/oi/oe, wy, si	Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/.		
18	Yn gallu siarad am brif bwyntiau neu ddigwyddiadau allweddol mewn testun syml.	Can talk about main points or key events in a simple text.		
19	Yn dechrau gwneud rhagfynegiadau yn seiliedig ar deitlau, testun, blurb a/neu ddarluniau.	Is beginning to make predictions based on titles, text, blurb and/or illustrations.		
20	Yn gwybod swyddogaeth atalnodau llawn wrth ddarllen ac yn dangos hyn yn eu darllen yn uchel.	Knows the function of full stops when reading and shows this in their reading aloud.		
21	Yn gallu darllen y rhan fwyaf o eiriau CVC cyffredin yn awtomatig, heb yr angen i seinio a chymysgu.	Can read most common CVC words automatically, without the need for sounding and blending.		
22	Yn gallu seinio a chyfuno geiriau sy'n cynnwys deugraffau llafariad a chytseiniaid a ddysgwyd a rhai geiriau â chytseiniaid cyfagos yn hyderus.	Can confidently sound and blend words containing taught vowel and consonant digraphs and some words with adjacent consonants.		

Sgôr / Score

0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir B, adolygwch yn erbyn Carreg Filltir A. / The learner is not ready for Milestone B, review against Milestone A.
6-11	Yn Datblygu / Developing
12-18	Yn Gadarn / Secure
19-22	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filltir C. / Consider reviewing against Milestone C.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu darllen yn uchel ac yn dechrau defnyddio mynegiant i ddangos ymwybyddiaeth o atalnodi.	<i>Can read aloud and is beginning to use expression to show awareness of punctuation.</i>		
2	Yn darllen geiriau cyfarwydd gyda awtomatigrwydd cynyddol. Mae hyn yn cynnwys geiriau amledd uchel sy'n hawdd eu datgodi a rhai geiriau eithriad cyffredin.	<i>Reads familiar words with growing automaticity. This includes high frequency words which are easily decodable and some common exception words.</i>		
3	Yn gallu siarad am destunau, gan fynegi barn am bethau maen nhw'n eu hoffi a'u casâu mewn straeon, cerddi a thestunau ffeithiol.	<i>Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts.</i>		
4	Yn gallu cyfuno cytseiniaid cyfagos mewn geiriau, mewn amrywiaeth o gyfuniadau.	<i>Can blend adjacent consonants in words, in a range of combinations.</i>		
5	Yn sylwi ar eiriau anghyfarwydd a diddorol (mae geiriau 'WOW' yn tyfu gydag oedran y plentyn).	<i>Notices unfamiliar and interesting words ('WOW' words grow with the age of the child).</i>		
6	Yn gallu dewis llyfr o ddetholiad ac egluro pam ei ddewis.	<i>Can choose a book from a selection and explain why chosen.</i>		
7	Yn gallu defnyddio gwybodaeth gynyddol o eirfa i sefydlu ystyr wrth ddarllen yn uchel.	<i>Can use growing knowledge of vocabulary to establish meaning when reading aloud.</i>		
8	Yn gallu ailadrodd straeon hysbys, gan gynnwys digwyddiadau arwyddocaol/prif syniadau yn eu trefn.	<i>Can retell known stories, including significant events/main ideas in sequence.</i>		
9	Yn gallu gwneud rhagfynegiadau credadwy am blot stori anhysbys, gan ddefnyddio'r testun a nodweddion eraill y llyfr.	<i>Can make plausible predictions about the plot of an unknown story, using the text and other book features.</i>		
10	Yn gallu gwneud rhagfynegiadau credadwy am gymeriadau, gan ddefnyddio gwybodaeth am y stori a'i brofiadau ei hun.	<i>Can make plausible predictions about characters, using knowledge of the story and own experiences.</i>		
11	Yn gallu adnabod amrywiaeth o batrymau mewn testunau, gan gynnwys straeon, cerddi a ffeithiol, e.e. confensiynau agoriadau a diweddadau stori gyfarwydd, lle mae odl yn digwydd mewn cerddi a nodweddion cyffredin syml testunau ffeithiol.	<i>Can recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.</i>		
12	Gyda chefnogaeth, gall ateb cwestiynau syml/dod o hyd i wybodaeth mewn ymateb i gwestiwn uniongyrchol.	<i>With support, can answer simple questions/find information in response to a direct question.</i>		
13	Gall ddefnyddio strategaethau ffoneg wrth ddarllen geiriau anhysbys, ond efallai y bydd angen cefnogaeth arno ar brydiau.	<i>Can use phonic strategies when reading unknown words, however may need support a times.</i>		
14	Gall fynegi barn am brif ddigwyddiadau a chymeriadau mewn straeon, e.e. cymeriadau da a drwg.	<i>Can express opinions about main events and characters in stories, e.g. good and bad characters.</i>		
15	Yn dechrau adnabod pryd nad yw darllen yn gwneud synnwyr ac yn ceisio cywiro ei hun.	<i>Is beginning to identify when reading does not make sense and attempts to self-correct.</i>		
16	Gall ail-adrodd stori anhysbys (anhysbys cyn ei darllen gyntaf) gan ddefnyddio dechrau, canol a diwedd; efallai mai dim ond mewn termau syml y bydd yr ail-adrodd oherwydd ei fod yn anghyfarwydd ond mae plant wedi deall trywydd cyffredinol y stori a'i dilyniant.	<i>Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence.</i>		
17	Gall ddefnyddio'r clawr blaen a theitl y llyfr yn ogystal â darluniau a'r geiriau y tu mewn i wneud dewisiadau darllen.	<i>Can use the front cover and book title as well as illustrations and the words inside to make reading choices.</i>		
18	Gall ddarllen geiriau gyda cholllnodau (e.e. mae'r) ac mae'n dechrau deall bod yr collnod yn cynrychioli'r llythyren(nau) a hepgorwyd.	<i>Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s).</i>		
19	Gall ddarllen y gwahanol gyfatebiaethau graffem-ffonem ar gyfer ffonemau llafariad hir.	<i>Can read the different grapheme-phoneme correspondences for long vowel phonemes.</i>		
20	Gall ddarllen geiriau dwy a thair sillaf y gellir eu dadgodi'n ffoneg, e.e. ffotograff.	<i>Can read phonically decodable two and three syllable words, e.g. photograph.</i>		
21	Yn gallu dod o hyd i wybodaeth benodol ar dudalen benodol mewn ymateb i gwestiwn.	<i>Can locate specific information on a given page in response to a question.</i>		
22	Yn gallu cysylltu straeon/testunau â'u profiadau eu hunain, gan gynnwys lleoliadau a digwyddiadau stori.	<i>Can relate stories/texts to their own experiences, including story settings and incidents.</i>		
23	Yn gallu gwneud sylwadau ar nodweddion a gweithredoedd amlwg cymeriadau mewn straeon.	<i>Can comment on obvious characteristics and actions of characters in stories.</i>		
24	Yn dechrau gwahaniaethu rhwng ffuglen a ffeithiol.	<i>Is beginning to distinguish between fiction and non-fiction.</i>		
25	Yn defnyddio ffoneg yn gyntaf wrth ddod ar draws geiriau anghyfarwydd.	<i>Uses phonics first when encountering unfamiliar words.</i>		

26	Yn gallu darllen ystod eang o eiriau sy'n cynnwys cyfatebiaethau graffem-ffonem a ddysgwyd yn gywir ac yn awtomatig, heb yr angen i seinio a chymysgu.	<i>Can read a wide range of words containing taught grapheme-phoneme correspondences accurately and automatically, without the need for sounding and blending.</i>		
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Sgôr / Score	
0-6	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir C, adolygwch yn erbyn Carreg Filtir B. / <i>The learner is not ready for Milestone C, review against Milestone B.</i>
7-12	Yn Datblygu / <i>Developing</i>
13-19	Yn Gadarn / <i>Secure</i>
20-26	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir D. / <i>Consider reviewing against Milestone D.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu adnabod pryd nad yw darllen yn gwneud synnwyr ac yn hunangywiro er mwyn i'r testun wneud synnwyr.	Can identify when reading does not make sense and self-corrects in order for the text to make sense.		
2	Yn gallu darllen yn uchel, gan ystyried . ?	Can read aloud, taking into account . ? !		
3	Yn gallu cymhwyso sgiliau a gwybodaeth ffonig i adnabod nifer gynyddol o eiriau cymhleth.	Can apply phonic skills and knowledge to recognise an increasing number of complex words.		
4	Yn gallu darllen y rhan fwyaf o eiriau amledd uchel.	Can read most of high frequency words.		
5	Yn gallu adnabod ystod o batrymau mewn testunau yn hyderus, gan gynnwys straeon, cerddi a llyfrau ffeithiol, e.e. confensiynau agoriadau a diweddadau stori gyfarwydd, lle mae odl yn digwydd mewn cerddi, defnyddio cynlythrennu a nodweddion cyffredin syml testunau ffeithiol.	Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts.		
6	Yn gallu dod o hyd i rywfaint o wybodaeth benodol, e.e. digwyddiadau allweddol, enwau cymeriadau neu wybodaeth allweddol mewn testun ffeithiol.	Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text.		
7	Yn gallu gwneud rhagfynegiadau am destun gan ddefnyddio ystod o gliwiau, e.e. profiad o lyfrau a ysgrifennwyd gan yr un awdur, profiad o lyfrau a ddarllenwyd eisoes ar thema debyg, neu deitl llyfr, clawr a blurb.	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb.		
8	Yn gallu cymharu tebygrwyddau a gwahaniaethau rhwng testunau o ran cymeriadau, lleoliadau a themâu.	Can compare similarities and differences between texts in terms of characters, settings and themes.		
9	Yn gallu rhoi esboniadau syml am ddigwyddiadau neu wybodaeth, e.e. pam y gweithredodd cymeriad mewn ffordd benodol.	Can provide simple explanations about events or information, e.g. why a character acted in a particular way.		
10	Yn dechrau siarad am nodweddion testunau ffeithiol penodol (adroddiad angronolegol, poster gwybodaeth, llythyr).	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter).		
11	Yn dechrau defnyddio tudalennau cynnwys a mynegai i ddod o hyd i wybodaeth mewn testunau ffeithiol.	Is beginning to use contents and index pages to locate information in non-fiction texts.		
12	Yn gallu cymhwyso eu gwybodaeth ffonig yn awtomatig gan alluogi gallu cynyddol i roi sylw i ystyr yn hytrach na datgodi.	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding.		
13	Yn gallu defnyddio sillafau i ddarllen geiriau amlsillafig anhysbys, gan gynnwys gwybodaeth am ragddodiaid ac ôl-ddodiaid cyffredin (e.e. di-bwys, an-hapus-rwydd).	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant).		
14	Yn gallu darllen geiriau gyda chywsgadau (e.e. dw i, byddaf, byddwn ni, mae o) ac yn deall bod yr apostroff yn cynrychioli'r llythyren(nau) a hepgorwyd.	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s).		
15	Yn gallu darllen yn uchel gyda thonyddiaeth, gan ystyried ystod ehangach o atalnodi (. ? ! ,) .	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,) .		
16	Yn gallu darllen yr holl eiriau amledd uchel yn hyderus (yn dangos darllen rhugl ac awtomatig o eiriau a geir yn aml).	Can read all of the high frequency words confidently (demonstrates fluent and automatic reading of frequently encountered words).		
17	Yn gallu egluro ystyr geiriau 'WOW' diddorol mewn cyd-destun (e.e. anobaith, rhyfeddu) gan gynnwys geiriau â rhagddodiaid ac ôl-ddodiaid cyffredin (e.e. heb benderfynu, anghofus).	Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful).		
18	Yn gallu crynhoi stori, gan roi'r prif bwyntiau'n glir yn eu trefn.	Summarise a story, giving the main points clearly in sequence.		
19	Yn gallu gwahaniaethu rhwng ffuglen a ffeithiol.	Can distinguish between fiction and non-fiction.		
20	Ar ôl darllen testun, yn gallu dod o hyd i'r atebion i gwestiynau, yn ysgrifenedig ac ar lafar.	Having read a text, can find the answers to questions, both written and oral.		
21	Yn gallu siarad am sut mae gwahanol eiriau ac ymadroddion yn effeithio ar ystyr, gan gynnwys defnyddio rhywfaint o iaith lenyddol syml (e.e. cyflythrennu).	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (e.g. alliteration).		
22	Yn gallu trafod rhesymau dros ddigwyddiadau mewn straeon trwy ddechrau defnyddio cliwiau yn y stori.	Can discuss reasons for events in stories by beginning to use clues in the story.		
23	Yn dechrau darllen rhwng y llinellau, gan ddefnyddio cliwiau o destun a darluniau, i drafod meddyliau, teimladau a gweithredoedd.	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions.		
24	Yn gallu cysylltu testunau â'u profiadau eu hunain yn hyderus.	Can confidently relate texts to their own experiences.		

25	Yn gallu siarad am nodweddion testunau ffeithiol penodol (adroddiad an-gronolegol, ail-gyfrif, llythyr).	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).		
26	Yn gallu dangos sut i ddefnyddio testunau gwybodaeth, e.e. trwy ddefnyddio cynllun, mynegai, tudalen gynnwys, geirfa.	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary.		

Sgôr / Score	
0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir D, adolygwch yn erbyn Carreg Filtir C. / <i>The learner is not ready for Milestone D, review against Milestone C.</i>
6-12	Yn Datblygu / <i>Developing</i>
13-21	Yn Gadarn / <i>Secure</i>
22-26	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir E. / <i>Consider reviewing against Milestone E.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu darllen testunau syml yn annibynnol gan ddefnyddio amrywiaeth o strategaethau i ddadgodio geiriau anghyfarwydd ac i sefydlu ystyr (e.e. hunan-gywiro, ehangu gwybodaeth am eirfa).	Can read simple texts independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary).		
2	Yn gallu darllen yn uchel gyda mynegiant a thoniad gan ystyried . ? , ! a ' ar gyfer cyfngiadau, yn ogystal â dyfynodau (" ") ar gyfer deialog.	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.		
3	Yn gallu crynhoi'r prif bwyntiau mewn testun.	Can summarise the main points in a text.		
4	Yn gallu archwilio rhai themâu a syniadau sylfaenol syml (y rhai nad ydynt wedi'u nodi'n glir ar lefel llythrennol).	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).		
5	Yn gallu gwneud rhagfynegiadau credadwy yn seiliedig ar wybodaeth o'r testun/o'r testun a chysylltiadau ehangach (e.e. testunau eraill ar yr un thema; testunau eraill gan yr un awdur; cysylltiad personol y mae'r plentyn yn ei wneud; cysylltiad y mae'r plentyn yn ei wneud â phrofiadau ehangach).	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by same author; a personal connection the child makes; a connection the child makes to wider experiences).		
6	Yn gallu esbonio sut a pham mae prif gymeriadau'n gweithredu mewn rhai ffyrdd, gan ddefnyddio tystiolaeth o'r testun.	Can explain how and why main characters act in certain ways, using evidence from the text.		
7	Yn gallu gwneud dewisiadau ynghylch pa destunau i'w darllen yn seiliedig ar brofiad darllen blaenorol a chyfeirio'n ôl atynt, gan fynegi dewisiadau a chymharu testunau.	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.		
8	Yn deall pwrpas paragraff/pennod (h.y. y ffordd y mae awduron yn defnyddio paragraffau a phenodau i grwpio syniadau cysylltiedig gyda'i gilydd).	Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together).		
9	Yn gallu nodi'r iaith y mae'r awdur wedi'i dewis i ddal diddordeb a dychymyg y darlennydd.	Can identify language the author has chosen to use to capture the reader's interest and imagination.		
10	Yn gallu defnyddio gwybodaeth am yr wyddor yn hyderus i ddod o hyd i wybodaeth mewn, er enghraifft, geiriadur neu fynegai.	Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index.		
11	Yn gallu dyfynnu'n uniongyrchol o'r testun i ateb cwestiynau.	Is able to quote directly from the text to answer questions.		
12	Yn dechrau sgimio testunau darllen i gasglu'r argraff gyffredinol o'r hyn sydd wedi'i ysgrifennu. Yn dechrau sganio testunau i ddod o hyd i wybodaeth benodol.	Is beginning to skim read texts to gather the general impression of what has been written.		
13	Yn dechrau sganio testunau i ddod o hyd i wybodaeth benodol.	Is beginning to scan texts to locate specific information.		
14	Yn dechrau defnyddio marcio testun i gefnogi adfer gwybodaeth neu syniadau o destunau, e.e. amlygu, nodiadau yn yr ymyl.	Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.		
15	Yn gallu nodi rhesymau dros gamau gweithredu a digwyddiadau yn seiliedig ar dystiolaeth yn y testun.	Can identify reasons for actions and events based on evidence in the text.		
16	Yn gallu archwilio ystyron posibl geirfa uchelgeisiol a ddarllenir mewn cyd-destun gan ddefnyddio gwybodaeth am etymoleg (tarddiad y gair), morffoleg (ffurf a strwythur gair, h.y. 'gwreiddyn' y gair ynghyd â rhagddodiad a/neu ôl-ddodiad), neu gyd-destun y gair.	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.		
17	Weithiau'n cydymdeimlo â safbwynt gwahanol gymeriadau er mwyn egluro beth mae cymeriadau'n ei feddwl/ei deimlo a'r ffordd maen nhw'n gweithredu.	Sometimes empathises with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.		
18	Yn gallu nodi'r iaith y mae'r awdur wedi'i dewis i greu delweddau ac adeiladu naws a thensiwn.	Can identify language the author has chosen to create images and build mood and tension.		
19	Yn gallu nodi'r gwahaniaethau rhwng ystod ehangach o fathau o destunau ffeithiol (e.e. cyfarwyddiadau, esboniadau).	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).		
20	Pan gaiff ei annog, yn gallu cyfiawnhau ac ymhelaethu ar farn a rhagfynegiadau, gan gyfeirio'n ôl at y testun am dystiolaeth.	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.		
21	Weithiau'n gallu defnyddio cliwiau o gamau gweithredu, disgrifiad a deialog i helpu i sefydlu ystyr.	Can sometimes use clues from action, description and dialogue to help establish meaning.		
22	Yn dechrau darllen rhwng y llinellau i ddehongli ystyr a/neu esbonio beth mae cymeriadau'n ei feddwl neu'n ei deimlo a'r ffordd maen nhw'n ymddwyn.	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act.		

Sgôr / Score	
0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir E, adolygwch yn erbyn Carreg Filtir D. / <i>The learner is not ready for Milestone E, review against Milestone D.</i>
6-9	Yn Datblygu / <i>Developing</i>
10-16	Yn Gadarn / <i>Secure</i>
17-22	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir F. / <i>Consider reviewing against Milestone F.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu darllen yn uchel gyda thoniad a mynegiant, gan ystyried dyfeisiau cyflwyno (e.e. priflythrennau neu italig ar gyfer pwyslais) ac ystod fwy soffistigedig o atalnodi, gan gynnwys ... () – .	<i>Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () – .</i>		
2	Yn gallu darllen yn hyderus ac yn annibynnol gan ddefnyddio ystod o strategaethau'n briodol i sefydlu ystyr, e.e. hunangywiro, ehangu gwybodaeth am eirfa.	<i>Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary.</i>		
3	Yn gallu sgimio testunau i gasglu'r argraff gyffredinol o'r hyn a ysgrifennwyd.	<i>Can skim read texts to gather the general impression of what has been written.</i>		
4	Yn gallu sganio testunau i ddod o hyd i wybodaeth benodol.	<i>Can scan texts to locate specific information.</i>		
5	Yn gallu defnyddio marcio testun i gefnogi adfer gwybodaeth neu syniadau o destunau, e.e. amlygu, nodiadau yn yr ymyl.	<i>Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.</i>		
6	Yn gallu crynhoi ac egluro prif bwyntiau mewn testun.	<i>Can summarise and explain main points in a text.</i>		
7	Yn gallu cyfeirio at y testun i gefnogi barn a rhagfynegiadau.	<i>Can refer to the text to support opinions and predictions.</i>		
8	Yn gallu defnyddio cliwiau o weithred, disgrifiad a deialog i helpu i sefydlu ystyr.	<i>Can use clues from action, description and dialogue to help establish meaning.</i>		
9	Yn gallu defnyddio gwybodaeth am strwythur testun i ddod o hyd i wybodaeth, e.e. defnyddio pennawd ac is-bennawd priodol mewn llyfrau ffeithiol, dod o hyd i baragraff neu bennod berthnasol mewn ffuglen.	<i>Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.</i>		
10	Yn gallu nodi'r ffyrdd y mae paragraffau wedi'u cysylltu, e.e. defnyddio adferfau neu ragenwau cysylltu ar gyfer parhad cymeriadau.	<i>Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.</i>		
11	Yn gallu dyfynnu'n uniongyrchol o'r testun i gefnogi meddyliau a thrafodaethau.	<i>Is able to quote directly from the text to support thoughts and discussions.</i>		
12	Yn gallu datrys ystyrion geiriau a/neu ymadroddion uchelgeisiol mewn cyd-destun.	<i>Can work out the meanings of ambitious words and/or phrases in context.</i>		
13	Yn gallu darllen rhwng y llinellau, gan ddefnyddio cliwiau o weithred, deialog a disgrifiad i ddehongli ystyr a/neu esbonio beth mae cymeriadau'n ei feddwl neu'n ei deimlo a'r ffordd maen nhw'n gweithredu.	<i>Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.</i>		
14	Yn dechrau archwilio dewisiadau amgen posibl a allai fod wedi digwydd mewn testunau (e.e. diwedd glo gwahanol), gan gyfeirio at destun i gyfiawnhau eu syniadau.	<i>Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.</i>		
15	Yn gallu nodi'r safbwynt y mae stori'n cael ei hadrodd ohono.	<i>Can identify the point of view from which a story is told.</i>		
16	Yn gallu nodi effeithiau gwahanol eiriau ac ymadroddion i greu gwahanol ddelweddau ac awyrgylch, e.e. berfau pwerus, ansoddeiriau disgrifiadol ac adferfau.	<i>Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.</i>		
17	Yn gallu nodi dewis iaith yr awdur a'i effaith ar y darlennydd mewn testunau ffeithiol (e.e. 'Taith Trychinebus' mewn adroddiad papur newydd am longdrylliad).	<i>Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'Foul Felon' in a newspaper report about a burglary).</i>		
18	Yn gallu trafod weithiau sut y gall testun effeithio ar y darlennydd a'r iaith y mae'r awdur wedi'i defnyddio i greu'r teimladau hynny.	<i>Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings.</i>		
19	Yn gallu trafod gwaith rhai awduron sefydledig ac yn gwybod beth sy'n arbennig am eu gwaith.	<i>Can discuss the work of some established authors and knows what is special about their work.</i>		
20	Yn dechrau nodi gwahaniaethau rhwng rhai genres ffuglen gwahanol.	<i>Is beginning to identify differences between some different fiction genres.</i>		
21	Yn dechrau adnabod sut mae cymeriad yn cael ei gyflwyno mewn gwahanol ffyrdd ac yn ymateb i hyn gan gyfeirio at y testun.	<i>Is beginning to recognise how a character is presented in different ways and respond to this with reference to the text.</i>		
22	Yn gallu egluro safbwyntiau gwahanol gymeriadau weithiau.	<i>Can sometimes explain different characters' points of view.</i>		
23	Yn gallu cymharu strwythur gwahanol straeon i ddarganfod sut maen nhw'n wahanol o ran cyflymder, adeiladwaith, dilyniant, cymhlethdod a datrysiad.	<i>Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</i>		

0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir F, adolygwch yn erbyn Carreg Filltir E. / <i>The learner is not ready for Milestone F, review against Milestone E.</i>
6-12	Yn Datblygu / <i>Developing</i>
13-19	Yn Gadarn / <i>Secure</i>
20-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir G. / <i>Consider reviewing against Milestone G.</i>



Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu darllen yn uchel gyda chyflymder, rhuglder a mynegiant, gan ystyried ystod eang o ddyfeisiau cyflwyno ac atalnodi.	<i>Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.</i>	
2	Yn gallu egluro ystyr geiriau anhysbys o'r ffordd y cânt eu defnyddio yn eu cyd-destun.	<i>Can clarify the meaning of unknown words from the way they are used in context.</i>	
3	Yn gallu sganio a sganio i nodi syniadau allweddol mewn testun.	<i>Can skim and scan to identify key ideas in a text.</i>	
4	Yn gallu lleoli ac adfer gwybodaeth berthnasol a syniadau allweddol o wahanol bwyntiau mewn testun ac ar draws ystod o destunau, gan ddefnyddio technegau fel marcio testun a defnyddio cynnwys neu fynegai.	<i>Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.</i>	
5	Yn gallu archwilio dewisiadau amgen posibl a allai fod wedi digwydd mewn testunau (e.e. diwedd glo gwahanol), gan gyfeirio at destun i gyfiawnhau eu syniadau.	<i>Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.</i>	
6	Yn gallu crynhoi ac egluro'r prif bwyntiau mewn testun, gan gyfeirio'n ôl at y testun i gefnogi ac egluro crynodebau.	<i>Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.</i>	
7	Yn gallu nodi rhai nodweddion gwahanol genres ffuglen, e.e. ffuglen wyddonol, antur, dirgelwch ac ati.	<i>Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc.</i>	
8	Yn gallu defnyddio sgiliau casglu a didynnu i drafod negeseuon, hwyliau, teimladau ac agweddau gan ddefnyddio'r cliwiau o'r testun.	<i>Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.</i>	
9	Yn gallu nodi'r safbwynt y mae stori'n cael ei hadrodd ohono.	<i>Can identify the point of view from which a story is told.</i>	
10	Yn gallu cymharu a thrafod strwythurau a nodweddion ystod o destunau ffeithiol.	<i>Can compare and discuss the structures and features of a range of non-fiction texts.</i>	
11	Yn gallu trafod sut mae awdur yn adeiladu cymeriad trwy ddeialog, gweithred a disgrifiad.	<i>Can discuss how an author builds a character through dialogue, action and description.</i>	
12	Yn gallu siarad gyda ffrindiau am destunau a gwrando ar farn eraill er mwyn rhannu argymhellion testun ac ehangu dealltwriaeth o'r byd.	<i>Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.</i>	
13	Yn gallu trafod sut y gall testun effeithio ar y darlennydd a chyfeirio'n ôl at y testun i gefnogi safbwynt.	<i>Can discuss how a text may affect the reader and refer back to the text to back up a point of view.</i>	
14	Yn gallu nodi a thrafod ble mae iaith ffigurol yn creu delweddau.	<i>Can identify and discuss where figurative language creates images.</i>	
15	Yn gallu casglu a diddwytho ystyr yn seiliedig ar dystiolaeth a dynnwyd o wahanol bwyntiau yn y testun.	<i>Can infer and deduce meaning based on evidence drawn from different points in the text.</i>	
16	Yn gallu gwahaniaethu rhwng ffaith a barn.	<i>Can distinguish between fact and opinion.</i>	
17	Yn gallu darllen rhwng y llinellau, gan ddefnyddio cliwiau o weithred, deialog a disgrifiad i ddehongli ystyr ac egluro sut a pham mae cymeriadau'n gweithredu, yn meddwl neu'n teimlo.	<i>Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.</i>	
18	Yn gallu cyfiawnhau ac ymhelaethu ar feddyliau, teimladau, barn a rhagfynegiadau, gan gyfeirio'n ôl at y testun am dystiolaeth.	<i>Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence.</i>	
19	Yn gallu cymharu a thrafod gwahanol destunau i ddarganfod sut maen nhw'n debyg a sut maen nhw'n wahanol o ran cymeriad, lleoliad, plot, strwythur a themâu.	<i>Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.</i>	
20	Yn gallu cyfiawnhau dewisiadau o ran arddulliau a themâu awduron.	<i>Can justify preferences in terms of authors' styles and themes.</i>	
21	Yn gallu penderfynu ar ansawdd a defnyddioldeb ystod o destunau ac egluro'n glir i eraill.	<i>Can decide on the quality and usefulness of a range of texts and explain clearly to others.</i>	
22	Yn gallu nodi pam y gallai nofel, cerdd neu ddrama fod wedi cadw ei hapêl barhaol.	<i>Can identify why a novel, poem or play may have retained its lasting appeal.</i>	
23	Yn gallu trafod y gwahaniaeth rhwng iaith lythrennol ac iaith ffigurol a'r effeithiau ar ddelweddau.	<i>Can discuss the difference between literal and figurative language and the effects on imagery.</i>	
24	Weithiau'n gallu adnabod y defnydd o eironi a rhoi sylwadau ar fwriad yr awdur (e.e. sarcasm, diffyg didwylledd, gwatwar).	<i>Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).</i>	
25	Yn gallu adnabod rhai nodweddion testun o fewn rhai testunau cymysg eu genres.	<i>Can recognise some text features within some mixed-genre texts.</i>	

Sgôr / Score	
0-7	Nid yw'r dysgwr yn barod ar gyfer Carreg Filtir G, adolygwch yn erbyn Carreg Filtir F. / <i>The learner is not ready for Milestone G, review against Milestone F.</i>
8-12	Yn Datblygu / <i>Developing</i>
13-20	Yn Gadarn / <i>Secure</i>
21-25	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filtir H. / <i>Consider reviewing against Milestone H.</i>



Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn gallu datrys ystyr geiriau ac ymadroddion anhysbys drwy gysylltu â geirfa hysbys yn ogystal â'r ffordd y cânt eu defnyddio yn eu cyd-destun.	Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context.	
2	Yn gallu darllen yn uchel gyda chyflymder, rhuglder a mynegiant, gan ystyried atalnodi, cyflwyniad a bwriad yr awdur.	Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account.	
3	Yn gallu sganio a sganio testunau ffeithiol yn hyderus i gyflymu ymchwil.	Can confidently skim and scan non-fiction texts to speed up research.	
4	Yn gallu cyfeirio'n ôl at y testun i gefnogi rhagfynegiadau, meddyliau a barn, gan allu manylu er mwyn darparu cyfiawnhadiadau rhesymegol.	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications.	
5	Yn gallu adnabod nodweddion testun o fewn testunau genre cymysg.	Can recognise text features within mixed-genre texts.	
6	Yn gallu nodi a thrafod nodweddion genres ffuglen, e.e. ffuglen wyddonol, antur, dirgelwch ac ati.	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc.	
7	Yn gallu nodi safbwynt rhai testunau a sut mae hyn yn effeithio ar y darlennydd.	Can identify the point of view of some texts and how this impacts on the reader.	
8	Yn gallu crynhoi gwybodaeth o wahanol bwyntiau yn yr un testun neu ar draws ystod o destunau.	Can summarise information from different points in the same text or across a range of texts.	
9	Yn gallu nodi ac adfer pwyntiau perthnasol a syniadau allweddol yn glir o wahanol bwyntiau mewn testun ac ar draws ystod o destunau.	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	
10	Yn gallu defnyddio dyfyniadau a chyfeiriadau testun i gefnogi syniadau a dadleuon.	Can use quotations and text references to support ideas and arguments.	
11	Yn gallu egluro cymhellion cymeriad drwy gydol testun a defnyddio tystiolaeth o'r testun i ategu barn.	Can explain a character's motives throughout a text and use evidence from the text to back up opinions.	
12	Yn gallu casglu a chasglu ystyr yn hyderus yn seiliedig ar dystiolaeth a dynnwyd o wahanol bwyntiau yn y testun a phrofiadau ehangach.	Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences.	
13	Yn gallu adnabod pa gymeriad y mae'r awdur eisiau i'r darlennydd ei hoffi neu ei gasáu.	Can recognise which character the writer wants the reader to like or dislike.	
14	Yn gallu adnabod a thrafod safbwyntiau ymhlwg ac eglur mewn testunau, gan gyfeirio'n ôl at y testun i gefnogi meddyliau a syniadau.	Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas.	
15	Yn gallu gwneud sylwadau ar lwyddiant testun gan ddarparu tystiolaeth sy'n cyfeirio at iaith, thema ac arddull.	Can comment on the success of a text providing evidence that refers to language, theme and style.	
16	Yn gallu adnabod y defnydd o eironi a gwneud sylwadau ar fwriad yr awdur (e.e. sarcasm, diffyg didwylled, gwatwar).	Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	
17	Yn gallu myfyrio ar ganlyniadau neu arwyddocâd ehangach gwybodaeth, syniadau neu ddigwyddiadau yn y testun cyfan (e.e. sut y newidiodd un digwyddiad bach gwrs cyfan y stori).	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story).	
18	Yn gallu ymchwilio i destunau i gadarnhau a chyfiawnhau rhagfynegiadau a barn resymegol.	Can investigate texts to confirm and justify reasoned predictions and opinions.	
19	Yn gallu esbonio sut mae'r dewisiadau strwythurol yn cefnogi thema neu bwriad yr awdur (e.e. mewn ffuglen, penderfyniadau ynghylch strwythur plot, datblygiad cymeriadau neu ôl-fflachiadau/ymlaen-fflachiadau; mewn ffeithiol, edrych ar sut mae awdur yn trefnu gwybodaeth fel y gall y darlennydd gymharu/cyferbynnu syniadau, a dyfeisiau a phenderfyniadau y mae'r awdur wedi'u gwneud mewn testunau aml-genre).	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/flash forwards; in non-fiction, looking at how a writer organises information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts).	
20	Yn gallu gwerthuso perthnasoedd rhwng cymeriadau, (e.e. sut mae cymeriadau'n ymddwyn mewn gwahanol ffyrdd wrth iddynt ryngweithio â gwahanol bobl a/neu wahanol leoliadau ac ystyried pwysigrwydd cymharol yr achosion hyn wrth werthuso gweithredoedd cymeriad) gan gyfeirio'n ôl at y testun i gefnogi meddyliau a barnau.	Can evaluate relationships between characters, (e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements.	

21	Yn gallu esbonio sut mae'r awdur wedi defnyddio gwahanol nodweddion iaith (e.e. iaith ffigurol, dewis geirfa, defnyddio confensiwn gramadegol penodol) ac effaith y rhain ar y darllynydd.	Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader.		
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Sgôr / Score	
0-6	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir H, adolygwch yn erbyn Carreg Filltir G. / <i>The learner is not ready for Milestone H, review against Milestone G.</i>
7-10	Yn Datblygu / <i>Developing</i>
11-17	Yn Gadarn / <i>Secure</i>
18-21	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i>

Cerrig Milltir y Llwybr Llythrennedd: Trosolwg Darllen / Literacy Journey Milestones: Reading Overview



Meithrin / Derbyn	Derbyn / Blwyddyn 1	Blwyddyn 1 / 2	Blwyddyn 2 / 3	Blwyddyn 3 / 4	Blwyddyn 4 / 5 / 6	Blwyddyn 5 / 6 / 7	Blwyddyn 6 / 7 / 8
CEFR Cyn-A1- / Pre A1-	CEFR Cyn-A1 / Pre A1	CEFR Cyn-A1+ / Pre A1+	CEFR A1-	CEFR A1+	CEFR A2-	CEFR A2+	CEFR B1
Mae'r dysgwr yn dechrau archwilio llyfrau gyda chwilfrydedd, gan adnabod geiriau, synau ac arwyddion cyfarwydd, ac yn ymateb i straeon drwy siarad a chwarae.	Mae'r dysgwr yn ymgysylltu â thestunau cyfarwydd, gan ddefnyddio darluniau a phatrymau i ddeall ystyr, ac yn dechrau cyfuno geiriau syml ac ailadrodd straeon hysbys.	Mae'r dysgwr yn darllen testunau syml gyda mwy o annibyniaeth, gan ddefnyddio ffoneg ac awgrymiadau gwledol, ac yn dechrau trafod cymeriadau, digwyddiadau a dewisiadau personol.	Mae'r dysgwr yn darllen gyda mwy o rwyddineb a dealltwriaeth, gan adfer gwybodaeth allweddol, gwneud rhagfynegiadau, ac adnabod nodweddion ffuglen a ffeithiol.	Mae'r dysgwr yn darllen amrywiaeth o destunau gyda mynegiant a dealltwriaeth, gan grynhoi pwyntiau allweddol, archwilio geirfa, ac yn dechrau dehongli ystyr.	Mae'r dysgwr yn darllen yn annibynnol ac yn feirniadol, gan sgimio a sganio am wybodaeth, cyfiawnhau barn gyda thystiolaeth, ac archwilio dewisiadau'r awdur.	Mae'r dysgwr yn dehongli ac yn cymharu testunau yn hyderus, gan ddadansoddi strwythur, iaith a safbwynt, ac yn myfyrio ar ystyr a themâu dyfnach.	Mae'r dysgwr yn darllen gyda soffistigedigrwydd a mewnwelediad, gan werthuso testunau ar draws genres, archwilio iaith ffugiol, ac ymateb yn fanwl a rhesymegol.
<i>The learner begins to explore books with curiosity, recognising familiar words, sounds, and symbols, and responding to stories through talk and play.</i>	<i>The learner engages with familiar texts, using illustrations and patterns to support meaning, and begins to blend simple words and retell known stories.</i>	<i>The learner reads simple texts with growing independence, using phonics and visual cues, and begins to discuss characters, events, and preferences.</i>	<i>The learner reads with increased fluency and understanding, retrieving key information, making predictions, and recognising features of fiction and non-fiction</i>	<i>The learner reads a range of texts with expression and understanding, summarising key points, exploring vocabulary, and beginning to infer meaning.</i>	<i>The learner reads independently and critically, skimming and scanning for information, justifying opinions with evidence, and exploring authorial choices.</i>	<i>The learner interprets and compares texts confidently, analysing structure, language, and viewpoint, and reflecting on deeper meanings and themes.</i>	<i>The learner reads with sophistication and insight, evaluating texts across genres, exploring figurative language, and articulating well-reasoned responses.</i>
Lefel Coeden Rhydychen / Oxford Reading Tree Level: N/A	Lefel Coeden Rhydychen / Oxford Reading Tree Level 1-4	Lefel Coeden Rhydychen / Oxford Reading Tree Level: 4-7	Lefel Coeden Rhydychen / Oxford Reading Tree Level 7-11	Lefel Coeden Rhydychen / Oxford Reading Tree Level 11-14	Lefel Coeden Rhydychen / Oxford Reading Tree Level 14-16	Lefel Coeden Rhydychen / Oxford Reading Tree Level 16-18	Lefel Coeden Rhydychen / Oxford Reading Tree Level 18-20

Cerrig Milltir y Llwybr Llythrennedd: Siarad a Gwranddo / Literacy Journey Milestones: Speaking and Listening

Carreg Filltir y Llwybr
Llythrennedd: Siarad a
Gwranddo / Literacy
Journey Milestones:
Speaking and Listening



Wedi Alunio i'r CEFR / Aligned to the CEFR:
Cyn-A1- / Pre-A1-



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn siarad am anghenion a diddordebau uniongyrchol gan ddefnyddio geiriau sengl neu ymadroddion byr iawn.	Talks about immediate needs and interests using single words or very short phrases.		
2	Yn gwranddo pan fydd rhywun yn siarad ac yn ymateb gyda gair neu ystum syml i ddangos dealltwriaeth.	Listens when someone speaks and responds with a word or simple gesture to show understanding.		
3	Yn cyfleu neges un cam yn glir i oedolyn neu gyfoed cyfarwydd.	Conveys a one-step message clearly to a familiar adult or peer.		
4	Yn ymuno mewn cytganau ailadroddus neu batrymau rhagweladwy mewn caneuon, rhigymau a straeon byrion.	Joins in repeated refrains or predictable patterns in songs, rhymes and short stories.		
5	Yn defnyddio un neu ddau air i ofyn am rywbeth neu i gael sylw.	Uses one or two words to ask for something or to gain attention.		
6	Yn pwyntio at neu'n enwi pobl, gwrthrychau neu luniau pan ofynnir iddo/iddi.	Points to or names people, objects or pictures when prompted.		
7	Yn dilyn un cyfarwyddyd mewn trefn gyfarwydd heb atgoffa ychwanegol.	Follows a single instruction in a familiar routine without extra reminders.		
8	Yn defnyddio ystumiau (pwyntio, nodio, ysgwyd pen) i gefnogi neu ddisodli geiriau.	Uses gestures (pointing, nodding, shaking head) to support or replace words.		
9	Yn dynwared brawddeg neu sain syml a fodelwyd gan oedolyn.	Imitates a simple sentence or sound modelled by an adult.		
10	Yn dechrau ychwanegu un manylyn disgrifiadol, fel lliw neu faint, wrth labelu gwrthrychau.	Begins to add one descriptive detail, such as colour or size, when labelling objects.		
11	Yn dangos dryswch trwy ofyn am help neu ailadrodd gair nad oeddent yn ei ddeall.	Signals confusion by asking for help or repeating a word they did not understand.		
12	Yn aros am dro mewn sgwrs grŵp bach ac yn caniatáu i gyfoedion siarad heb ymyrraeth.	Waits for a turn in a small-group talk and allows peers to speak without interruption.		

Sgôr / Score	
0-3	Yn Ymddangos / Emerging
4-6	Yn Datblygu / Developing
7-9	Yn Gadarn / Secure
10-12	Wedi Gwreiddio'n Llawn / Fully Embedded Meddylwch am adolygu yn erbyn Carreg Filltir B. / Consider reviewing against Milestone B.



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn siarad am ddiddordebau cyfarwydd mewn ymadroddion byr, clir.	<i>Talks about familiar interests in short, clear phrases.</i>		
2	Yn gwrandio ac yn ateb gyda gair neu ymadrodd priodol.	<i>Listens and replies with an appropriate word or phrase.</i>		
3	Yn siarad yn glywadwy ac yn glir fel y gall gwrandawyr gwahanol ddeall.	<i>Speaks audibly and clearly so different listeners can understand.</i>		
4	Yn ychwanegu un neu ddau fanylyn wrth ddisgrifio rhywbeth hysbys.	<i>Adds one or two details when describing something known.</i>		
5	Yn gofyn cwestiynau sylfaenol (pw, beth, ble) i gasglu gwybodaeth.	<i>Asks basic questions (who, what, where) to gather information.</i>		
6	Yn ateb y cwestiynau hynny mewn brawddegau byr.	<i>Answers those questions in short sentences.</i>		
7	Yn cysylltu dau syniad gyda geiriau cysylltu fel 'a', 'ond' neu 'achos'.	<i>Joins two ideas with linking words such as 'and', 'but' or 'because'.</i>		
8	Yn cymryd tro mewn sgwrs ac yn signalu pan fydd eu tro yn dod i ben.	<i>Takes turns in conversation and signals when their turn ends.</i>		
9	Yn ailadrodd neu'n ail-ymadrodd pan fydd gwrandawyr yn edrych yn ddryslud.	<i>Repeats or rephrases speech when listeners look confused.</i>		
10	Yn ailadrodd stori fer neu ddigwyddiad yn olynol gan ddefnyddio tair i bedair brawddeg.	<i>Retells a short story or event in sequence using three to four sentences.</i>		
11	Yn defnyddio geiriau cwrtais (os gwelwch yn dda, diolch) yn y cyd-destun priodol.	<i>Uses polite words (please, thank you) in the appropriate context.</i>		
12	Yn ymuno â sgwrs grŵp bach trwy gynnig syniad neu farn syml.	<i>Joins small-group talk by offering a simple idea or opinion.</i>		
13	Yn gofyn am eglurhad pan nad yw'n siŵr.	<i>Asks for clarification when unsure.</i>		
14	Yn disgrifio trefn gyfarwydd gan ddefnyddio 'cyntaf', 'yna' ac 'olaf'.	<i>Describes a familiar routine using 'first', 'then' and 'last'.</i>		

Sgôr / Score	
0-4	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir B, adolygwch yn erbyn Carreg Filltir A. / <i>The learner is not ready for Milestone B, review against Milestone A.</i>
5-8	Yn Datblygu / <i>Developing</i>
9-12	Yn Gadarn / <i>Secure</i>
13-14	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir C. / <i>Consider reviewing against Milestone C.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn disgrifio digwyddiad syml mewn tair i bedair brawddeg glir.	<i>Describes a simple event in three to four clear sentences.</i>		
2	Yn cynnal sgwrs ddwyffordd ar un pwnc.	<i>Maintains a two-way conversation on one topic.</i>		
3	Yn crynhoi prif bwynt stori fer neu esboniad yn eu geiriau eu hunain.	<i>Summarises the main point from a short story or explanation in their own words.</i>		
4	Yn defnyddio geiriau cysylltu (a, felly, oherwydd) i gysylltu syniadau.	<i>Uses linking words (and, so, because) to join ideas.</i>		
5	Yn gofyn ac yn ateb cwestiynau sut a pham i archwilio rhesymau.	<i>Asks and answers how and why questions to explore reasons.</i>		
6	Yn gwirio dealltwriaeth trwy ofyn a yw eraill yn dilyn.	<i>Checks understanding by asking whether others are following.</i>		
7	Yn ailadrodd naratif byr gyda dechrau, canol a diwedd clir.	<i>Retells a short narrative with a clear beginning, middle and end.</i>		
8	Yn rhoi cyfarwyddiadau syml i gyfoedion ac yn gwirio eu bod yn cael eu dilyn.	<i>Gives simple instructions to peers and checks they are followed.</i>		
9	Yn cynllunio ac yn cynnal cyflwyniad (tua munud) gan ddefnyddio llun neu ysgogiad.	<i>Plans and delivers a talk (around one minute) using a picture or prompt.</i>		
10	Yn defnyddio newidiadau mewn tôn neu draw i bwysleisio geiriau pwysig.	<i>Uses changes in tone or pitch to emphasise important words.</i>		
11	Yn defnyddio ffurfiau amser gorffennol, presennol a dyfodol cywir wrth adrodd digwyddiadau.	<i>Uses correct past, present and future tense forms when recounting events.</i>		
12	Yn mynegi barn ac yn ei chefnogi gydag un rheswm.	<i>Expresses an opinion and supports it with one reason.</i>		
13	Yn gwahodd cyfoedion i rannu eu meddyliau a'u barn.	<i>Invites peers to share their thoughts and opinions.</i>		
14	Yn ymateb yn barchus i wahanol safbwyntiau.	<i>Responds respectfully to different viewpoints.</i>		
15	Yn trefnu camau proses gyda yn gyntaf, yna ac yn olaf.	<i>Sequences steps of a process with first, then and finally.</i>		
16	Yn myfyrio ar eu sgwrs eu hunain ac yn nodi un gwelliant syml.	<i>Reflects on their own talk and identifies one simple improvement.</i>		
17	Yn defnyddio cyswllt llygad ac ystumiau i gefnogi ystyr.	<i>Uses eye contact and gestures to support meaning.</i>		
18	Yn adeiladu ar syniad cyfoed gyda sylw neu gwestiwn dilynol.	<i>Builds on a peer's idea with a follow-up comment or question.</i>		
19	Yn annog cyfoedion tawelach i gyfrannu at drafodaeth grŵp.	<i>Encourages quieter peers to contribute to group discussion.</i>		
20	Yn defnyddio iaith ystafell ddosbarth a reolir i reoli cymryd tro a gwrando'n barchus.	<i>Uses shared classroom language to manage turn-taking and respectful listening.</i>		

Sgôr / Score	
0-5	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir C, adolygwch yn erbyn Carreg Filltir B. / <i>The learner is not ready for Milestone C, review against Milestone B.</i>
6-10	Yn Datblygu / <i>Developing</i>
11-14	Yn Gadarn / <i>Secure</i>
15-20	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir D. / <i>Consider reviewing against Milestone D.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn siarad mewn brawddegau cysylltiedig am bynciau cyfarwydd, gan roi rhesymau ac enghreifftiau.	<i>Speaks in connected sentences about familiar topics, giving reasons and examples.</i>		
2	Yn gwrando ar gyflwyniad gan gyfoedion ac yn nodi'r prif bwyntiau.	<i>Listens to a peer presentation and identifies main points.</i>		
3	Yn gallu rhoi cyflwyniad syml (tua un i ddau funud) gydag agoriad clir ac un neu ddau bwynt ategol.	<i>Can give a simple presentation (around one to two minutes) with a clear opening and one or two supporting points.</i>		
4	Yn defnyddio ystod ehangach o eiriau cysylltu (fodd bynnag, felly, yn ogystal) i drefnu syniadau.	<i>Uses a wider range of linking words (however, therefore, in addition) to organise ideas.</i>		
5	Yn gofyn cwestiynau agored (sut, beth os) i ddyfnhau'r drafodaeth.	<i>Asks open-ended questions (how, what if) to deepen discussion.</i>		
6	Yn rhoi ac yn dilyn cyfarwyddiadau dau neu dri cham yn gywir.	<i>Gives and follows two- or three-step instructions accurately.</i>		
7	Yn defnyddio amserau gorffennol, presennol a dyfodol yn gywir fel rheol wrth siarad am ddigwyddiadau.	<i>Uses past, present and future tenses correctly normally when talking about events.</i>		
8	Yn ychwanegu manylion perthnasol pan gaiff ei annog i esbonio ymhellach.	<i>Adds relevant detail when prompted to explain further.</i>		
9	Yn defnyddio tôn, acen a seibiannau yn fwriadol i amlygu gwybodaeth allweddol.	<i>Uses tone, stress and pauses deliberately to highlight key information.</i>		
10	Yn ail-adrodd safbwynt rhywun arall i wirio dealltwriaeth.	<i>Paraphrases another's viewpoint to check understanding.</i>		
11	Yn cynnal cyswllt llygad ac yn defnyddio ystumiau syml i ymgysylltu â gwrandawyr.	<i>Maintains eye contact and uses simple gestures to engage listeners.</i>		
12	Yn arwain gweithgaredd grŵp bach, gan wahodd cyfraniadau a chadw at y pwnc.	<i>Leads a small-group activity, inviting contributions and keeping to the topic.</i>		
13	Yn addasu ffurfioldeb iaith i weddu i wahanol gynulleidfaoedd.	<i>Adapts language formality to suit different audiences.</i>		
14	Yn defnyddio geirfa benodol i'r pwnc mewn cyd-destun yn gywir.	<i>Uses subject-specific vocabulary in context accurately.</i>		
15	Yn ymateb yn glir i gwestiynau annisgwyl neu'n gofyn am eglurhad.	<i>Responds clearly to unexpected questions or asks for clarification.</i>		
16	Yn cynnig un darn o adborth adeiladol i gyfoed.	<i>Offers one piece of constructive feedback to a peer.</i>		
17	Yn myfrio ar eu cyfraniad ac yn gosod un nod ar gyfer y tro nesaf.	<i>Reflects on their contribution and sets one goal for next time.</i>		
18	Yn defnyddio cymhorthion gweledol (poster, siart) i gefnogi cyflwyniad byr.	<i>Uses visual aids (poster, chart) to support a short presentation.</i>		
19	Yn crynhoi syniadau grŵp ac yn eu cysylltu â'r cwestiwn trafod.	<i>Summarises group ideas and links them to the discussion question.</i>		
20	Yn cyflwyno gwahanol safbwyntiau ac yn gofyn i gyfoedion bwyso a mesur y manteision a'r anfanteision.	<i>Presents differing viewpoints and asks peers to weigh pros and cons.</i>		
21	Yn gwahodd rhesymu sy'n seiliedig ar dystiolaeth pan fydd barn yn amrywio.	<i>Invites evidence-based reasoning when opinions vary.</i>		
22	Yn rheoli cymryd tro parchus trwy awgrymiadau trafod a rennir.	<i>Manages respectful turn-taking through shared discussion prompts.</i>		
23	Treiglo'n gywir yn arbennig ar ôl rhai o'r arddodiaid a'r rhagenwau, e.e. i Bontypŵl, o Gwmbrân.	<i>Mutate correctly in Welsh especially after some of the prepositions and pronouns, e.g. i Bontypŵl, o Gwmbrân.</i>		

Sgôr / Score	
0-6	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir D, adolygwch yn erbyn Carreg Filltir C. / <i>The learner is not ready for Milestone D, review against Milestone C.</i>
7-12	Yn Datblygu / <i>Developing</i>
13-16	Yn Gadarn / <i>Secure</i>
17-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir E. / <i>Consider reviewing against Milestone E.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn egluro syniadau a barn gyda rhesymau ac enghreifftiau clir.	<i>Explains ideas and opinions with clear reasons and examples.</i>		
2	Yn gwrando ar drafodaethau hirach ac yn gofyn cwestiynau dilynol er mwyn eglurder.	<i>Listens to longer discussions and asks follow-up questions for clarity.</i>		
3	Yn cyflwyno cyflwyniad (tua dwy funud) gan ddefnyddio nodiadau neu benawdau byr.	<i>Delivers a presentation (around two minutes) using brief notes or headings.</i>		
4	Yn defnyddio ymadroddion cysylltu uwch (ar ben hynny, er gwaethaf, o ganlyniad) i drefnu'r sgwrs yn esmwyth.	<i>Uses advanced linking phrases (moreover, despite, as a result) to organise talk smoothly.</i>		
5	Yn addasu tôn, arddull a geirfa ar gyfer cynulleidfaoedd ffurfiol neu anffurfiol.	<i>Adapts tone, style and vocabulary for formal or informal audiences.</i>		
6	Yn annog cyfoedion i gyfrannu ac yn adeiladu ar feddwl a rennir.	<i>Encourages peers to contribute and builds on shared thinking.</i>		
7	Yn cymharu a chyferbynnu gwahanol safbwyntiau gyda sylwebaeth gytbwys.	<i>Compares and contrasts different viewpoints with balanced commentary.</i>		
8	Yn dewis geirfa fanwl gywir i osgoi ailadrodd.	<i>Chooses precise vocabulary to avoid repetition.</i>		
9	Yn ymgorffori ffeithiau neu ddata i gefnogi dadleuon.	<i>Incorporates facts or data to support arguments.</i>		
10	Yn defnyddio seibiannau a thawelwch amserol i bwysleisio.	<i>Uses well-timed pauses and silence for emphasis.</i>		
11	Yn arwain trafodaeth grŵp tuag at gonsensws neu benderfyniad.	<i>Leads group discussion toward consensus or decision.</i>		
12	Yn nodi targed gwella personol ar gyfer eu sgwrs nesaf.	<i>Identifies a personal improvement goal for their next talk.</i>		
13	Yn adolygu recordiad neu adborth gan gyfoedion i wneud gwelliant wedi'i dargedu.	<i>Reviews a recording or peer feedback to make a targeted improvement.</i>		
14	Yn mabwysiadu techneg effeithiol gan eraill yn eu sgwrs eu hunain.	<i>Adopts an effective technique from others in their own talk.</i>		
15	Yn integreiddio cymhorthion digidol syml (delweddau, sleidiau) i wella eglurder.	<i>Integrates simple digital aids (images, slides) to enhance clarity.</i>		
16	Yn rheoli ac yn adfer o ymyrraeth gyda ffocws.	<i>Manages and recovers from interruptions with focus.</i>		
17	Yn rhoi adborth strwythuredig: dau gryfder ac un awgrym.	<i>Gives structured feedback: two strengths and one suggestion.</i>		
18	Yn symud yn rhugl rhwng amserau gorffennol, presennol a dyfodol.	<i>Moves fluently between past, present and future tenses.</i>		
19	Yn addasu'r cyflwyniad mewn ymateb i ymatebion y gynulleidfa.	<i>Adjusts delivery in response to audience reactions.</i>		
20	Yn mynegi anghytundeb parchus wedi'i ategu gan resymau.	<i>Expresses respectful disagreement supported by reasons.</i>		
21	Yn pwysu a mesur y manteision a'r anfoneision pan fydd gan gyfoedion safbwyntiau gwahanol.	<i>Weights up pros and cons when peers hold different views.</i>		
22	Yn defnyddio enghreifftiau a gwrth-enchreifftiau i ddyfnhau dealltwriaeth y grŵp.	<i>Uses examples and counterexamples to deepen group understanding.</i>		
23	Treiglo'n gywir yn arbennig ar ôl y rhan fwyaf o'r arddodiaid a'r rhagenwau, e.e. am funud, dy fam.	<i>Mutates correctly in Welsh especially after most prepositions and pronouns, e.g. am funud, dy fam.</i>		

Sgôr / Score	
0-7	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir E, adolygwch yn erbyn Carreg Filltir D. / <i>The learner is not ready for Milestone E, review against Milestone D.</i>
8-13	Yn Datblygu / <i>Developing</i>
14-18	Yn Gadarn / <i>Secure</i>
19-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir F. / <i>Consider reviewing against Milestone F.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn siarad ac yn gwrandio'n hyderus mewn amrywiol gyd-destunau ystafell ddosbarth.	<i>Talks and listens confidently in varied classroom contexts.</i>		
2	Yn trefnu syniadau'n rhesymegol, gan nodi dilyniant gyda geiriau fel cyntaf, nesaf ac i gloi.	<i>Organises ideas logically, signalling sequence with words such as first, next and in conclusion.</i>		
3	Yn disgrifio digwyddiadau neu brosesau'n glir, gan ychwanegu manylion perthnasol (pwy, beth, pam).	<i>Describes events or processes clearly, adding relevant detail (who, what, why).</i>		
4	Yn cyfleu barn ac yn eu cefnogi gyda rhesymau neu enghreifftiau.	<i>Conveys opinions and supports them with reasons or examples.</i>		
5	Yn gwrandio'n ofalus ac yn gwneud ymatebion sy'n ymgysylltu â syniadau pobl eraill.	<i>Listens carefully and makes responses that engage with others' ideas.</i>		
6	Yn gofyn cwestiynau treiddgar i ddyfnhau dealltwriaeth.	<i>Asks probing questions to deepen understanding.</i>		
7	Yn awgrymu gwelliannau penodol mewn geirfa neu arddull cyflwyno.	<i>Suggests specific improvements in vocabulary or delivery style.</i>		
8	Yn defnyddio ystod o gysyllteiriau (oherwydd, fodd bynnag, felly) i gysylltu syniadau.	<i>Uses a range of connectives (because, however, therefore) to link ideas.</i>		
9	Yn cymhwyso nodweddion Cymraeg Safonol yn briodol mewn sgwrs ffurfiol.	<i>Applies Standard English features appropriately in formal talk.</i>		
10	Yn cynllunio ac yn darparu cyflwyniad (tua dwy i dair munud) heb ddarllen gair am air.	<i>Plans and delivers a presentation (around two to three minutes) without reading verbatim.</i>		
11	Yn gwahodd cyfoedion i wirio dealltwriaeth ac yn ymateb i adborth.	<i>Invites peers to check understanding and responds to feedback.</i>		
12	Yn crynhoi pwynt siaradwr arall cyn ychwanegu eu pwynt eu hunain.	<i>Summarises another speaker's point before adding their own.</i>		
13	Yn myfyrio ar eu siarad eu hunain ac yn nodi un newid pendant ar gyfer y tro nesaf.	<i>Reflects on their own speaking and identifies one concrete change for next time.</i>		
14	Yn cefnogi pwyntiau gydag enghreifftiau, ffeithiau neu brofiadau perthnasol.	<i>Supports points with relevant examples, facts or experiences.</i>		
15	Yn defnyddio cyswllt llygad, ystum ac ystumiau i gynnal ymgysylltiad.	<i>Uses eye contact, posture and gestures to maintain engagement.</i>		
16	Yn egluro cyfarwyddiadau neu brosesau gyda gwiriadau mewn camau allweddol.	<i>Explains instructions or processes with checks at key stages.</i>		
17	Yn addasu ffurfioldeb iaith pan fydd y cyd-destun yn newid.	<i>Adapts formality of language when context changes.</i>		
18	Yn ymgorffori cymorth gweledol syml i gefnogi cyflwyniadau.	<i>Incorporates a simple visual aid to support presentations.</i>		
19	Yn datrys camddealltwriaethau bach trwy ail-eiriadu neu egluro'n gwrtais.	<i>Resolves minor misunderstandings by rephrasing or clarifying politely.</i>		
20	Yn cydweithio wrth gynllunio tasgau, dosrannu rolau a'r camau nesaf.	<i>Collaborates in planning tasks, negotiating roles and next steps.</i>		
21	Yn canfod ac yn cwestiynu rhagdybiaethau sylfaenol sy'n sail i farn.	<i>Detects and questions basic assumptions underlying a view.</i>		
22	Yn cyflwyno rhagdybiaeth syml ac yn ei phrofi trwy drafodaeth grŵp.	<i>Poses a simple hypothesis and tests it through group discussion.</i>		
23	Treiglo'n gywir ar ôl arddodiaid a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythren yn dilyn y drefn arferol, e.e. y llinell.	<i>Can mutate correctly after prepositions and pronouns, starting to become aware that not all letters follow the usual order, e.g. y llinell.</i>		

Sgôr / Score	
0-7	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir F, adolygwch yn erbyn Carreg Filltir E. / <i>The learner is not ready for Milestone F, review against Milestone E.</i>
8-13	Yn Datblygu / <i>Developing</i>
14-17	Yn Gadarn / <i>Secure</i>
18-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir G. / <i>Consider reviewing against Milestone G.</i>



Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1 Yn egluro syniadau haniaethol neu anghyfarwydd gyda chymariaethau clir.	<i>Explains abstract or unfamiliar ideas with clear comparisons.</i>		
2 Yn arwain trafodaeth gynllunio grŵp, gan wahodd syniadau a chrynhai'r camau nesaf.	<i>Leads a group planning discussion, inviting ideas and summarising next steps.</i>		
3 Yn cyflwyno cyflwyniad perswadiol (tua thair i bedair munud) gydag agoriad a chasgliad cryf.	<i>Delivers a persuasive presentation (around three to four minutes) with strong opening and conclusion.</i>		
4 Yn cadeirio dadl: yn gosod rheolau, yn gwahodd safbwyntiau cytbwys, yn rheoli amseru ac yn crynhai dadleuon.	<i>Chairs a debate: sets rules, invites balanced views, manages timing and summarises arguments.</i>		
5 Yn defnyddio awgrymiadau rhethregol ac ailadrodd er mwyn cael effaith.	<i>Uses rhetorical prompts and repetition for impact.</i>		
6 Yn addasu sgwrs ar gyfer gwahanol gynulleidfaoedd o ran dewis geiriau a thôn.	<i>Adapts talk for different audiences in word choice and tone.</i>		
7 Yn syntheseiddio pwyntiau allweddol gan sawl cyfoed yn un trosolwg cydlynol.	<i>Synthesises key points from several peers into one coherent overview.</i>		
8 Yn ail-adrodd yn gywir i gadarnhau dealltwriaeth.	<i>Paraphrases accurately to confirm understanding.</i>		
9 Yn integreiddio geirfa benodol i'r pwnc mewn adroddiadau llafar.	<i>Integrates subject-specific vocabulary in oral reports.</i>		
10 Yn gwella cyflwyniadau gyda delweddau a sleidiau yn hyderus.	<i>Enhances presentations with visuals and slides confidently.</i>		
11 Yn myfyrio ar eu sgwrs trwy nodi dau gryfder ac un gwelliant y gellir gweithredu arno.	<i>Reflects on their talk by identifying two strengths and one actionable improvement.</i>		
12 Yn rhoi adborth strwythuredig gan gyfoedion: dau beth cadarnhaol ac un awgrym.	<i>Gives structured peer feedback: two positives and one suggestion.</i>		
13 Yn gofyn cwestiynau treiddgar sy'n gwahodd dadansoddiad dyfnach neu safbwyntiau amgen.	<i>Asks probing questions that invite deeper analysis or alternative perspectives.</i>		
14 Yn monitro dealltwriaeth y gwrandawr ac yn addasu'r cyflwyniad pan fo angen.	<i>Monitors listener understanding and adapts delivery when needed.</i>		
15 Yn defnyddio Cymraeg Safonol yn ddibynadwy mewn tasgau siarad ffurfiol.	<i>Uses Standard English reliably in formal speaking tasks.</i>		
16 Yn defnyddio iaith y corff bwrpasol fel cyswllt llygad, ystumiau ac ystum i gefnogi negeseuon.	<i>Employs purposeful body language such as eye contact, gestures and posture to support messages.</i>		
17 Yn ymateb yn feddylgar i wrth-ddadleuon gyda thystiolaeth.	<i>Responds thoughtfully to counter-arguments with evidence.</i>		
18 Yn rheoli gwahanol safbwyntiau drwy ailddatgan pwyntiau allweddol, pwysu a mesur manteision ac anfanteision, ac arwain consensws.	<i>Manages differing opinions by restating key points, weighing pros and cons, and guiding consensus.</i>		
19 Yn ymgorffori data neu fesuriadau i ddangos dadleuon.	<i>Incorporates data or measurements to illustrate arguments.</i>		
20 Yn tynnu casgliadau rhesymegol o drafodaethau grŵp.	<i>Draws logical inferences from group discussions.</i>		
21 Yn cydnabod goblygiadau neu ganlyniadau syniadau ac yn archwilio eu heffaith.	<i>Recognises implications or consequences of ideas and explores their impact.</i>		
22 Yn defnyddio technegau perswadiol, fel apelio at resymeg neu emosiwn, gyda soffistigedigrwydd cynyddol.	<i>Uses persuasive techniques, such as an appeal to logic or emotion, with growing sophistication.</i>		
23 Yn defnyddio ystod o dreigladau (treigladau meddal, trwynol a llaes) yn gywir yn eu cyd-destun.	<i>Uses a range of Welsh mutations (soft, nasal and aspirate mutations) correctly in context.</i>		

Sgôr / Score	
0-8	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir G, adolygwch yn erbyn Carreg Filltir F. / <i>The learner is not ready for Milestone G, review against Milestone F.</i>
9-14	Yn Datblygu / <i>Developing</i>
15-20	Yn Gadarn / <i>Secure</i>
21-23	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i> Meddylwch am adolygu yn erbyn Carreg Filltir H. / <i>Consider reviewing against Milestone H.</i>



	Elfen Asesu	Assessment Element	Cymraeg	Saesneg
1	Yn siarad yn hyderus mewn dadleuon, cyflwyniadau neu chwarae rôl, gan gynnal ymgysylltiad y gynulleidfa.	<i>Speaks confidently in debates, presentations or role-play, sustaining audience engagement.</i>		
2	Yn dewis geirfa fanwl gywir, sy'n benodol i'r pwnc ac yn amrywio tôn, cyflymder a chyfaint yn fwriadol i gyd-fynd â'r pwrpas a'r gynulleidfa.	<i>Chooses precise, subject-specific vocabulary and varies tone, pace and volume deliberately to suit purpose and audience.</i>		
3	Yn strwythuro cyflwyniad neu araith (tua phedair i bum munud) gyda chyfeiriadau clir (cyflwyniad, datblygiad, casgliad) a thrawsnewidiadau di-dor.	<i>Structures a presentation or speech (around four to five minutes) with clear signposts (introduction, development, conclusion) and seamless transitions.</i>		
4	Yn defnyddio strategaethau rhethregol uwch fel ymadrodd cyfochrog, seibiannau mewn lleoliadau da, ac eironi i gael yr effaith fwyaf.	<i>Employs advanced rhetorical strategies such as parallel phrasing, well-placed pauses, and irony for maximum impact.</i>		
5	Yn gallu newid rhwng Cymraeg Safonol ffurfiol ac arddull fwy sgwrsiol, gan baru gyda'r cyd-destun a gwrandawyr.	<i>Shifts register fluidly between formal Standard English and more conversational style, matching context and listeners.</i>		
6	Yn dadansoddi ac yn syntheseiddio safbwyntiau lluosog o ddadleuon dosbarth neu drafodaethau panel yn gasgliadau cytbwys, cydlynol.	<i>Analyses and synthesises multiple viewpoints from class debates or panel discussions into balanced, coherent conclusions.</i>		
7	Yn arwain digwyddiadau dosbarth cyfan (megis bwletinâu newyddion a rhaglenni radio), cynllunio protocol, amseru ac annog cyfranogiad.	<i>Leads whole-class events (such as news bulletins and radio programmes), planning protocol, timing and encouraging participation.</i>		
8	Yn integreiddio elfennau amlgyfrwng fel clipiau fideo, sleidiau, darnau sain yn ddi-dor i gefnogi ac egluro pwyntiau allweddol.	<i>Integrates multimedia elements such as video clips, slides, audio excerpts seamlessly to support and clarify key points.</i>		
9	Yn ymateb i gwestiynau heriol neu annisgwyl gyda aeddfedrwydd, gan gynnig atebion cynnil, yn seiliedig ar dystiolaeth.	<i>Responds to challenging or unexpected questions with maturity, offering nuanced, evidence-based answers.</i>		
10	Yn gofyn cwestiynau agored, yn rheoli deialog barchus ac yn dyfnhau meddwl ar y cyd.	<i>Poses open-ended questions, manages respectful dialogue and deepens collective thinking.</i>		
11	Yn dadansoddi materion cymhleth neu foeseogol drwy archwilio rhagdybiaethau, goblygiadau a safbwyntiau amrywiol o fewn y grŵp.	<i>Analyses complex or ethical issues by examining assumptions, implications and diverse perspectives within the group.</i>		
12	Yn gwerthuso perfformiad llafaredd personol yn fanwl: yn nodi tri chryfder penodol, dau darged manwl ac yn cynllunio cam gwella pendant.	<i>Evaluates personal oracy performance in-depth: identifies three distinct strengths, two precise targets and plans a concrete improvement step.</i>		
13	Yn adolygu recordiadau o sgysiau mawr i fireinio tôn, cyflymder, strwythur a defnydd tystiolaeth, yna'n gweithredu newidiadau mewn cyflwyniadau dilynol.	<i>Reviews recordings of major talks to refine tone, pace, structure and evidence use, then implements changes in subsequent presentations.</i>		
14	Yn darparu adborth manwl, llawn enghreifftiau i gyfoedion, gan ddyfynnu eiliadau union ac argymhell strategaethau wedi'u targedu ar gyfer gwella.	<i>Provides detailed, example-rich feedback to peers, citing exact moments and recommending targeted strategies for enhancement.</i>		
15	Yn cyd-ddylunio restrau gwirio asesu cyfoedion i gefnogi datblygiad llafaredd ar y cyd a hunanfyfrio.	<i>Co-designs checklists to support collective oracy development and self-reflection.</i>		
16	Yn egluro sut mae dewisiadau geirfa penodol, newidiadau tôn neu newidiadau strwythurol yn dylanwadu ar ddealltwriaeth ac ymateb emosiynol y gynulleidfa.	<i>Explains how specific vocabulary choices, tone shifts or structural changes influence audience understanding and emotional response.</i>		
17	Yn cymryd rhan mewn dadleuon dosbarth ffurfiol, gan gyflwyno dadleuon, amddiffyn safbwyntiau a chyflwyno gwrthbrofion rhesymegol yn eu tro.	<i>Participates in formal class debates, presenting arguments, defending positions and posing reasoned rebuttals in turn.</i>		
18	Yn hwyluso trafodaethau manteision ac anfanteision ar bynciau cymhleth, gan bwysu a mesur tystiolaeth, cydbwysu safbwyntiau ac arwain consensws grŵp.	<i>Facilitates pros-and-cons discussions on complex topics, weighing evidence, balancing viewpoints and guiding group consensus.</i>		
19	Yn defnyddio fformatau llafaredd amrywiol (cyfres podlediad, adroddiadau newyddion wedi'u ffilio, adrodd straeon digidol) i rannu syniadau gyda'r ysgol a chynulleidfaoedd ehangach.	<i>Uses a variety of oracy formats (podcast series, filmed news reports, digital storytelling) to share ideas with school and wider audiences.</i>		
20	Yn hyfforddi neu'n fentora disgyblion iau mewn sgiliau llafaredd, gan fodelu arferion gorau a chynnig cefnogaeth.	<i>Coaches or mentors younger pupils in oracy skills, modelling best practices and offering support.</i>		

22	Yn arwain ac yn cymedroli trafodaethau ar-lein neu fideo-gynadledda, gan syntheseiddio cyfraniadau a sicrhau moesau digidol parchus.	<i>Leads and moderates online or video-conference discussions, synthesising contributions and ensuring respectful digital etiquette.</i>		
23	Yn ysgogi myfyrdod tîm ar berfformiad llafaredd grŵp, gan osod targedau gwella a rennir a dathlu cynnydd ar y cyd.	<i>Drives team reflection on group oracy performance, setting shared improvement targets and celebrating collective progress.</i>		
24	Yn defnyddio ystod o dreigladau (treigladau meddal, trwynol a llaes) yn gywir yn eu cyd-destun yn gyson ac yn hyderus.	<i>Uses a range of Welsh mutations (soft, nasal and aspirate mutations) correctly in context consistently and confidently.</i>		

Sgôr / Score	
0-9	Nid yw'r dysgwr yn barod ar gyfer Carreg Filltir H, adolygwch yn erbyn Carreg Filltir G. / <i>The learner is not ready for Milestone H, review against Milestone G.</i>
10-15	Yn Datblygu / <i>Developing</i>
16-20	Yn Gadarn / <i>Secure</i>
21-24	Wedi Gwreiddio'n Llawn / <i>Fully Embedded</i>

Cerrig Milltir y Llwybr Llythrennedd: Trosolwg Siarad a Gwranddo / Literacy Journey Milestones: Speaking and Listening Overview



Meithrin / Derbyn	Derbyn / Blwyddyn 1	Blwyddyn 1 / 2	Blwyddyn 2 / 3	Blwyddyn 3 / 4	Blwyddyn 4 / 5 / 6	Blwyddyn 5 / 6 / 7	Blwyddyn 6 / 7 / 8
CEFR Cyn-A1- / Pre A1-	CEFR Cyn-A1 / Pre A1	CEFR Cyn-A1+ / Pre A1+	CEFR A1-	CEFR A1+	CEFR A2-	CEFR A2+	CEFR B1
Mae'r dysgwr yn dechrau mynegi ac ymateb gan ddefnyddio geiriau sengl, ystumiau a phatrymau rhagweladwy, gan ddangos ymwybyddiaeth sy'n dod i'r amlwg o giwiau cymryd tro a chyfathrebu.	Mae'r dysgwr yn ymuno â sgysiau gydag ymadroddion byr, clir, yn gofyn ac yn ateb cwestiynau syml, ac yn dechrau ailadrodd syniadau ac arferion cyfarwydd.	Mae'r dysgwr yn cymryd rhan mewn deialog fer sy'n seiliedig ar bynciau, yn ailadrodd straeon gyda strwythur sylfaenol, ac yn mynegi barn gan ddefnyddio iaith a thôn gysylltu.	Mae'r dysgwr yn siarad mewn brawddegau cysylltiedig, yn cyflwyno cyflwyniadau syml, ac yn ymateb i gyfoedion gydag eglurder, adborth a gwranddo parchus.	Mae'r dysgwr yn addasu sgwrs i'r gynulleidfa a'r pwrpas, yn cefnogi syniadau gyda rhesymu ac enghreifftiau, ac yn myfyrio ar drafodaeth i feithrin dealltwriaeth a rennir.	Mae'r dysgwr yn cynllunio ac yn arwain trafodaethau strwythuredig, yn archwilio syniadau gyda thystiolaeth a rhesymu, ac yn cyfathrebu'n bwrpasol ar draws cyd-destunau amrywiol.	Mae'r dysgwr yn hwyluso meddwl grŵp trwy ddadl, eglurder rhethregol a synthesis, gan addasu arddull yn hyderus i reoli safbwyntiau amrywiol.	Mae'r dysgwr yn siarad yn rhugl ac yn effeithiol ar draws fformatau, yn mentora cyfoedion, ac yn gwerthuso syniadau haniaethol gan ddefnyddio technegau uwch a myfyrio meddylgar.
<i>The learner begins to express and respond using single words, gestures and predictable patterns, showing emerging awareness of turn-taking and communication cues.</i>	<i>The learner joins conversations with short, clear phrases, asks and answers simple questions, and begins to retell familiar ideas and routines.</i>	<i>The learner engages in short topic-based dialogue, retells stories with basic structure, and expresses opinions using linking language and tone.</i>	<i>The learner speaks in connected sentences, delivers simple presentations, and responds to peers with clarity, feedback and respectful listening.</i>	<i>The learner adapts talk to audience and purpose, supports ideas with reasoning and examples, and reflects on discussion to build shared understanding.</i>	<i>The learner plans and leads structured discussions, explores ideas with evidence and reasoning, and communicates purposefully across varied contexts.</i>	<i>The learner facilitates group thinking through debate, rhetorical clarity and synthesis, confidently adapting style to manage diverse viewpoints.</i>	<i>The learner speaks with fluency and impact across formats, mentors peers, and evaluates abstract ideas using advanced techniques and thoughtful reflection.</i>

Map Unedau Llythrennedd Cam Cynnydd 2 a 3 / *Progress Step 2 and 3 Literacy Units Map*

Sbarduno ac Angori	Inspire and Anchor
Darllen a Deall	Reading and Comprehension
Athroniaeth i Blant a Llafar	Philosophy for Children and Oracy
Ymarfer Nodweddion ac Arddull (1)	Practicing Characteristics and Style (1)
Ymarfer Nodweddion ac Arddull (2)	Practicing Characteristics and Style (2)
Ymarfer Nodweddion ac Arddull (3)	Practicing Characteristics and Style (3)
Dyfnhau a Datblygu Dealltrwriaeth (<i>Gwersi Dwbl</i>)	Deepening and Developing Understanding (<i>Double Lesson</i>)
Cynllunio a Drafftio	Planning and Drafting
Ysgrifennu (<i>Gwers Dwbl</i>)	Writing (<i>Double Lesson</i>)
Ymateb i Farcio ac Asesu Cymheiriaid	Responding to Marking and Peer Assessment
Ail-Fframio a Chyflwyno	Reframing and Presenting



Cerrig Milltir y Llwybr Llythrennedd

Gymnaso Dysgwyr | Ailnïo Addysg | Datlu Twf
Empowering Learners | Aligning Pedagogy | Celebrating Growth

Ffocws a Phwps: Sbarduno ac Angori [Gwers 1]

Bloc 1 - Drilio laith: Mae disgyblion yn cael sesiynau drilio laith pwrpasol ar gyfer datblygu'r iaith a fydd yn cael ei ddefnyddio o fewn yr esiampl 'Dyma Un Da'.

Bloc 2 - Bachyn: Mae disgyblion yn cael eu hysbrydlu trwy sbarduno ar gyfer yr uned o waith.

Bloc 3 - Adnabod Nodweddion: Mae disgyblion yn cael eu cyflwyno i 'Dyma'r Un Da' trwy amser ddarlenn penodol. Mae disgyblion yn dod i adnabod nodweddion pwysig o fewn yr esiampl a deall pryd i'w defnyddio er mwyn effaith.

Bloc 4 - Dadansoddi a Gosod Meini Prawf Llywyddiant: Mae'r disgyblion yn adnabod pwrpas y testun (boed hynny i ddi-ddanu, rhannu gwybodaeth neu perswadio). Mae'r disgyblion yn cael eu harwain i thrafod a gosod meini prawf llwyddiant addas ar gyfer y genre.

Ffocws a Phwps: Athroniaeth i Blant a Llafar [Gwers 3]

Bloc 1 - Cyflwyno a Chydardarllen: Mae disgyblion yn dysgu a chydardarllen geirfa newydd i ehangu iaith, mynegiant a chryfhau dealltwriaeth. Fel dosbarth, ar lefel grwpiau neu'n unigol maent yn creu rhestr o geirfa pwysig i'r genre (gellid ychwanegu at hyn ar draws yr uned o waith).

Bloc 2 - Drilio laith: Mae disgyblion yn derbyn sesiwn byr drilio laith pwrpasol ar gyfer datblygu'r iaith sydd yn cael ei ddefnyddio o fewn yr esiampl 'Dyma Un Da'. Maent hefyd yn ymarfer dechreuadau brawddegau'r 'Cwb Clebran'.

Bloc 3 - Cynnal Trafodaethau: Mae disgyblion yn trafod (Athroniaeth i Blant) ac yn ymarfer geiriau newydd mewn cyd-destunau ystyrlon, gan gryfhau eu dealltwriaeth a'u hyder wrth gylfathrebu.

Bloc 4 - Gwerthuso Eu Trafodaethau: Yn dilyn y trafodaethau, mae disgyblion yn derbyn amser gyda ffocws metacognyddiaeth i werthuso eu trafodaethau a chynllunio ffordd o wella eu trafodaethau.

Ffocws a Phwps: Ymarfer Nodweddion ac Arddull (1) [Gwers 4]

Bloc 1 - Adolygu, Darllo a Chydardarllen: Mae disgyblion yn derbyn sesiwn byr drilio laith pwrpasol ar gyfer datblygu'r iaith sydd yn cael ei ddefnyddio o fewn yr esiampl 'Dyma Un Da'. Maent yn cyd-dardarllen darn(au) o'r 'Dyma Un Da' fel dosbarth neu fesul grwpiau.

Bloc 2 - Cyflwyno a Modelu Nodwedd Penodol i'r Genre: Mae'r wers yn ffocysu ar ymarfer un nodwedd ieithyddol neu ramadegol sy'n deillio o'r meini prawf llwyddiant. Mae'r athro yn cyflwyno i'r nodwedd penodol ieithyddol neu ramadegol ac yn ymarfer neu'n modelu ar lefel dosbarth trwy gemau a chwestiynau.

Bloc 3 - Ymarfer Nodwedd Penodol i'r Genre: Mae'r disgyblion yn derbyn tasgau sy'n helpu nhw i ymarfer defnyddio'r nodwedd penodol yn gywir.

Bloc 4 - Uwchlefelu a Mireinia: Mae'r disgyblion yn cywiro camgymeriadau sillafu, gramadeg ac arddull. Maent yn hunan-asesu eu ymarfer o'r nodwedd genre penodol ac yn uwchlefelu lle bo'n briodol.

Ffocws a Phwps: Ymarfer Nodweddion ac Arddull (3) [Gwers 6]

Bloc 1 - Adolygu, Darllo a Chydardarllen: Yn dilyn y wers blaenorol, mae'r disgyblion yn ymarfer y nodwedd ieithyddol neu ramadegol trwy ddrllo. Maent yn cyd-dardarllen darn(au) o'r 'Dyma Un Da' fel dosbarth neu fesul grwpiau.

Bloc 2 - Cyflwyno a Modelu Trydydd Nodwedd Penodol i'r Genre: Mae'r wers yn ffocysu ar ymarfer trydydd nodwedd ieithyddol neu ramadegol sy'n deillio o'r meini prawf llwyddiant. Mae'r athro yn cyflwyno i'r nodwedd penodol ieithyddol neu ramadegol ac yn ymarfer neu'n modelu ar lefel dosbarth trwy gemau a chwestiynau.

Bloc 3 - Ymarfer Trydydd Nodwedd Penodol i'r Genre: Mae'r disgyblion yn derbyn tasgau sy'n helpu nhw i ymarfer defnyddio'r ail nodwedd penodol yn gywir.

Bloc 4 - Uwchlefelu a Mireinia: Mae'r disgyblion yn cywiro camgymeriadau sillafu, gramadeg ac arddull. Maent yn hunan-asesu eu ymarfer o'r nodwedd genre penodol ac yn uwchlefelu lle bo'n briodol.

Ffocws a Phwps: Cynllunio a Drafftio [Gwers 8]

Bloc 1 - Drilio: Mae'r disgyblion yn ymarfer nodweddion ieithyddol neu ramadegol trwy ddrllo.

Bloc 2 - Cyd-Darlenn: Mae disgyblion yn defnyddio'r 'Dyma Un Da' fel model i arwain y cam cynllunio, gan eu helpu i nodi priif nodweddion.

Bloc 3 - Cynllunio: Mae disgyblion yn cynllunio eu hysgrifennu drwy gynhyrchu syniadau cychwynnol, ystyried y diben a'r gynulleidia. Maent yn defnyddio trefnwr graffig neu fframweithiau cynllunio i drefnu eu meddyliau mewn strwythur clir.

Bloc 4 - Drafftio: Mae disgyblion yn drafftio brawddeg neu baragraff agoriadol.

Ffocws a Phwps: Ysgrifennu [Gwers 9, Gwers Dwb]

Bloc 1 - Gwella: Mae'r disgyblion gwella agoriad eu gwaith o'r wers blaenorol.

Bloc 2 - Ailymweld gyda'r Meini Prawf Llywyddiant: Mae'r disgyblion yn sicrhau eu bod nhw'n glir ar beth sydd angen i fod yn llwyddiannus yn y dasg.

Bloc 3 - Ysgrifennu: Mae disgyblion yn cynnu ar yr holl wybodaeth sydd ganddynt ac yn dechrau llunio eu hysgrifennu gyda phwps, eglurder, a dealltwriaeth o'r hyn sy'n gwneud y genre yn effeithiol. Maent yn defnyddio eu cynllun a'r 'Dyma Un Da' i helpu.

Bloc 4 - Hunan-Asesu yn erbyn y Meini Prawf Llywyddiant: Mae disgyblion yn cael eu harwain i feddlw am y nodweddion maent wedi cynnwys yn eu hysgrifennu.

Ffocws a Phwps: Ail-Fframio a Chyflwyno [Gwers 13]

Bloc 1 - Drilio: Mae'r disgyblion yn ymarfer nodweddion ieithyddol neu ramadegol.

Bloc 2 - Cynllunio i Ail-Fframio'r Cynnwys: Bydd disgyblion yn cynllunio meini prawf ar gyfer ail-framio'r cynnwys er mwyn cyflwyno copi gorfenedig o'u gwaith. (Gweler Bloc 3 am fwy o wybodaeth).

Bloc 3 - Ail-Fframio'r Cynnwys: Bydd disgyblion yn cael cyfle i droi ei hysgrifennu o un ffurff i'r llall. Bydd disgyblion yn creu copi gorfenedig mewn arddull newydd (e.e. fflmio darnau o'u sgript, recordio eifennau o bodlediad, creu fersiwn gorfenedig o'u llythyr creadigol a gwneud iddo edrych yn hen gyda thê, cyflwyno arall, newid esboniad gwyddonol i fod yn blog a.y.b.).

Bloc 4 - Mynegi ac Adfyfrio: Bydd disgyblion yn rhannu'r gwaith terfynol ac yn derbyn adborth gan gymheiriaid neu athro, bydd ffocws ar edrych ar effaith y neges i'r gynulleidia.

Ffocws a Phwps: Dyfnhau a Datblygu Dealltwriaeth [Gwers 7, Gwers Dwb]

Bloc 1 - Adolygu, Darllo a Chydardarllen: Yn dilyn y wers blaenorol, mae'r disgyblion yn ymarfer y nodwedd ieithyddol neu ramadegol trwy ddrllo. Maent yn cyd-dardarllen darn(au) o'r 'Dyma Un Da' fel dosbarth neu fesul grwpiau.

Bloc 2 - Cwestiynu Dealltwriaeth: Mae'r athro yn gofyn cwestiynau pwrpasol er mwyn sicrhau dealltwriaeth y disgyblion o'r testun. Gall hyn ffocysu ar lefel gair, brawddeg, paragraff neu testun lawn.

Bloc 3 - Gweithgaredd Darllen a Deall: Mae'r disgyblion yn derbyn y cyfle i ateb cwestiynau caeedig ac/neu agored am y testun yn dibynnu ar allu.

Bloc 4 - Asesu Critigol: Mae disgyblion yn derbyn copi o destun (nid y 'Dyma Un Da') ac yn derbyn amser fesul dosbarth, grwpiau,artneriaid neu ar lefel unigol i asesu'r testun ac adnabod ble sydd angen gwella. Os oes amser, maent yn ymarfer uwchlefelu eifennau o'r testun.

Ffocws a Phwps: Darllen a Deall [Gwers 2]

Bloc 1 - Drilio a Chydardarllen: Mae disgyblion yn derbyn sesiwn byr drilio laith pwrpasol ar gyfer datblygu'r iaith sydd yn cael ei ddefnyddio o fewn yr esiampl 'Dyma Un Da'. Maent yn cyd-dardarllen darn(au) o'r 'Dyma Un Da' fel dosbarth neu fesul grwpiau.

Bloc 2 - Cwestiynu Dealltwriaeth: Mae'r athro yn gofyn cwestiynau pwrpasol er mwyn sicrhau dealltwriaeth y disgyblion o'r testun. Gall hyn ffocysu ar lefel gair, brawddeg, paragraff neu testun lawn.

Bloc 3 - Gweithgaredd Darllen a Deall: Mae'r disgyblion yn derbyn y cyfle i ateb cwestiynau caeedig ac/neu agored am y testun yn dibynnu ar allu.

Bloc 4 - Meddwl am Gwestiynau Athronyddol: Trwy astudio enghraifft 'Dyma Un Da', ddylai'r addysgu dechrau meddwl am gwestiynau Athroniaeth i Blant am y testun.

Ffocws a Phwps: Ymarfer Nodweddion ac Arddull (2) [Gwers 5]

Bloc 1 - Adolygu, Darllo a Chydardarllen: Yn dilyn y wers blaenorol, mae'r disgyblion yn ymarfer y nodwedd ieithyddol neu ramadegol trwy ddrllo. Maent yn cyd-dardarllen darn(au) o'r 'Dyma Un Da' fel dosbarth neu fesul grwpiau.

Bloc 2 - Cyflwyno a Modelu Ail Nodwedd Penodol i'r Genre: Mae'r wers yn ffocysu ar ymarfer ail nodwedd ieithyddol neu ramadegol sy'n deillio o'r meini prawf llwyddiant. Mae'r athro yn cyflwyno i'r nodwedd penodol ieithyddol neu ramadegol ac yn ymarfer neu'n modelu ar lefel dosbarth trwy gemau a chwestiynau.

Bloc 3 - Ymarfer Ail Nodwedd Penodol i'r Genre: Mae'r disgyblion yn derbyn tasgau sy'n helpu nhw i ymarfer defnyddio'r ail nodwedd penodol yn gywir.

Bloc 4 - Uwchlefelu a Mireinia: Mae'r disgyblion yn cywiro camgymeriadau sillafu, gramadeg ac arddull. Maent yn hunan-asesu eu ymarfer o'r nodwedd genre penodol ac yn uwchlefelu lle bo'n briodol.

Ffocws a Phwps: Ymateb i Farcio ac Asesu Cymheiriaid [Gwers 10]

Bloc 1 - Cywiro: Mae disgyblion yn canolbwyntio ar wirio am wallau arwynebol (TASG: Treigio, A talnodi, Sillafu, Gramadeg). Mae'n brawddarlennid cyntaf i ddiagnosio'r pethau sylfaenol.

Bloc 2 - Ailysgrifennu: Rydyn ni'n annog disgyblion i ail-furfio neu ail-strwythuro brawddegau. Maent yn gwella eglurder, effaith, neu lli. Mae'r cam hwn yn helpu i ddatblygu llais awdurdad mwy hyderus. Mae asesu cymheiriaid wedi gwau mewn i'r cam yma.

Bloc 3 - Aildychmygu: Dyma'r haen twyaf creadigol o olygu. Mae disgyblion yn ychwanegu manylion neu frawddegau newydd i ddyfnhau ystyr. Mae asesu cymheiriaid wedi gwau mewn i'r cam yma.

Bloc 4 - Myfrio a Metacognyddiaeth: Mae disgyblion yn cael eu harwain i adweyrcu am y sglbiau maent wedi datblygu dros yr uned.

Unedau Meistroraeth (13 Gwers)
(2 Gwers Ymateb i Ofynnion Syn Coad)

Unedau Adeiladu Sgiliau (9 Gwers)
(1 Gwers Ymateb i Ofynnion Syn Coad)

Unedau Adolygu ac Ailymweld (5 Gwers)



Map Unedau
Llythrennedd
Cam Cynnydd 2 a 3



Cerrig Milltir y Llwybr Llythrennedd

Gymnaso Dysgwyr | Ailni Addysg | Datnïu Twf
Empowering Learners | Aligning Pedagogy | Celebrating Growth

Focus and Purpose: Inspire and Anchor [Lesson 1]

Block 1 - Language Drilling: Pupils have purposeful language drill sessions for developing the language that will be used within the 'What a Good One Looks Like' example.

Block 2 - Hook: Pupils are inspired through a stimulus for the unit of work.

Block 3 - Identifying Features: Pupils are introduced to 'What a Good One Looks Like' through a specific reading time. Pupils come to recognise important features within the example and understand when to use them for effect.

Block 4 - Analyse and Set Success Criteria: The pupils know the purpose of the text (whether to entertain, share information or persuade). The pupils are guided to discuss and set suitable success criteria for the genre.

Focus and Purpose: Philosophy for Children and Oracy [Lesson 3]

Block 1 - Introducing and Recognising New Vocabulary: Pupils learn and recognise new vocabulary to expand language, expression and strengthen understanding. As a class, at group level or individually they create a list of important vocabulary for the genre (this can be added to across the unit of work).

Block 2 - Language Drilling: Pupils receive a short purposeful language drilling session for developing the language that is used within the 'What a Good One Looks Like' example. They also practice 'Cwbl Clebran' sentences stems.

Block 3 - Conduct Discussions: Pupils discuss (Philosophy for Children) and practice new words in meaningful contexts, strengthening their understanding and confidence in communication.

Block 4 - Evaluating their Discussions: Following the discussions, pupils receive time with a metacognition focus to evaluate their discussions and plan a way to improve their discussions.

Focus and Purpose: Practicing Characteristics and Style (1) [Lesson 4]

Block 1 - Drilling and Shared Reading: Pupils receive a short purposeful language drilling session for developing the language that is used within the 'What a Good One Looks Like' example. They read a passage(s) from the 'What a Good One Looks Like' example together as a class or in groups.

Block 2 - Introducing and Modelling a Genre Specific Characteristic: The lesson focuses on practicing one linguistic or grammatical feature that derives from the success criteria. The teacher introduces the specific linguistic or grammatical feature and models at class level through games and questioning.

Block 3 - Genre Specific Feature Exercise: The pupils receive tasks that help them practice using the specific feature correctly.

Block 4 - Level Up and Refine: The pupils correct spelling, grammar and style mistakes. They self-assess their practice of the specific genre characteristic and uplevel where appropriate.

Focus and Purpose: Practicing Characteristics and Style (3) [Lesson 6]

Block 1 - Drilling and Shared Reading: Pupils receive a short purposeful language drilling session for developing the language that is used within the 'What a Good One Looks Like' example. They read a passage(s) from the 'What a Good One Looks Like' example together as a class or in groups.

Block 2 - Introducing and Modelling a Genre Specific Characteristic: The lesson focuses on practicing a third linguistic or grammatical feature that derives from the success criteria. The teacher introduces the specific linguistic or grammatical feature and models at class level through games and questioning.

Block 3 - Genre Specific Feature Exercise: The pupils receive tasks that help them practice using the specific feature correctly.

Block 4 - Level Up and Refine: The pupils correct spelling, grammar and style mistakes. They self-assess their practice of the specific genre characteristic and uplevel where appropriate.

Focus and Purpose: Planning and Drafting [Lesson 8]

Block 1 - Drilling: The pupils practice linguistic or grammatical features through drilling.

Block 2 - Shared Reading: Pupils use the 'What a Good One Looks Like' as a model to guide the planning stage, helping them to identify main features.

Block 3 - Planning: Pupils plan their writing by generating initial ideas, considering the purpose and audience. They use graphic organisers or planning frameworks to arrange their thoughts in a clear structure.

Block 4 - Drafting: Pupils draft an opening sentence or paragraph.

Focus and Purpose: Writing [Lesson 9, Double Lesson]

Block 1 - Improve: The pupils improve their openings developed in the previous lesson.

Block 2 - Revisiting the Success Criteria: The pupils ensure that they are clear on what is needed to be successful in the task.

Block 3 - Writing: Pupils draw on all the information they have and begin to shape their writing with purpose, clarity, and an understanding of what makes the genre effective. They use their plan and the 'What a Good One Looks Like' to help.

Block 4 - Self-Assessment against the Success Criteria: Pupils are guided to think about the characteristics they have included in their writing.

Focus and Purpose: Reframing and Presenting [Lesson 13]

Block 1 - Drilling: The pupils practice linguistic or grammatical features.

Block 2 - Planning to Reframe the Content: Pupils will plan the success criteria for reframing their content in order to present a finished copy of their work. (See Block 3 for more information).

Block 3 - Reframing the Content: Pupils will have the opportunity to convert their writing from one form to another. Pupils will create finalised copy in a new style (e.g. filming parts of their script, recording elements of a podcast, creating a presentation version of their creative letter and making it look old with tea, presenting a speech, changing a scientific explanation into a blog etc.).

Block 4 - Expression and Reflection: Pupils will share the final work and receive feedback from peers or a teacher. There will be a focus on looking at the impact of the message on the audience.

Focus and Purpose: Deepening and Developing Understanding [Lesson 7, Double Lesson]

Block 1 - Revision, Drilling and Shared Reading: Following the previous lesson, the pupils practice the linguistic or grammatical feature by drilling. They read a passage(s) from the 'What a Good One Looks Like' together as a class or in groups.

Block 2 - Questioning Understanding: The teacher asks purposeful questions in order to ensure the pupils' understanding of the text. This can focus on a word, sentence, paragraph or full text level.

Block 3 - Reading and Comprehension Activity: The pupils receive the opportunity to answer closed and/or open questions about the text depending on ability.

Block 4 - Critical Assessment: Pupils receive a copy of a text (not the 'What a Good One Looks Like') and receive time as a class, groups, partners or on an individual level to assess the text and identify where improvement is needed. If there is time, they practice levelling up elements of the text.

Focus and Purpose: Reading and Comprehension [Lesson 2]

Block 1 - Drilling and Shared Reading: Pupils receive a short purposeful language drill session for developing the language that is used within the 'What a Good One Looks Like' example. They read a passage(s) from the 'What a Good One Looks Like' example together as a class or in groups.

Block 2 - Questioning Understanding: The teacher asks purposeful questions in order to ensure the pupils' understanding of the text. This can focus on a word, sentence, paragraph or full text level.

Block 3 - Reading and Comprehension Task: The pupils receive the opportunity to answer closed and/or open questions about the text depending on ability.

Block 4 - Thinking about Philosophical Questions: By studying the 'What a Good One Looks Like' example, teaching should start thinking about Philosophy for Children questions about the text.

Focus and Purpose: Practicing Characteristics and Style (2) [Lesson 5]

Block 1 - Drilling and Shared Reading: Pupils receive a short purposeful language drilling session for developing the language that is used within the 'What a Good One Looks Like' example. They read a passage(s) from the 'What a Good One Looks Like' example together as a class or in groups.

Block 2 - Introducing and Modelling a Genre Specific Characteristic: The lesson focuses on practicing a second linguistic or grammatical feature that derives from the success criteria. The teacher introduces the specific linguistic or grammatical feature and models at class level through games and questioning.

Block 3 - Genre Specific Feature Exercise: The pupils receive tasks that help them practice using the specific feature correctly.

Block 4 - Level Up and Refine: The pupils correct spelling, grammar and style mistakes. They self-assess their practice of the specific genre characteristic and uplevel where appropriate.

Focus and Purpose: Responding to Marking and Peer Assessment [Lesson 10]

Block 1 - Correcting: Pupils focus on checking for superficial errors (Mutations, Punctuation, Spelling, Grammar). It's a first proofread to tidy up the basics.

Block 2 - Rewriting: We encourage pupils to re-form or re-structure sentences. They improve clarity, impact, or flow. This step helps to develop a more confident authorial voice. Peer assessment is woven into this step.

Block 3 - Reimagining: This is the most creative layer of editing. Pupils add details or new sentences to deepen meaning. Peer assessment is woven into this step.

Block 4 - Reflection and Metacognition: Pupils are guided to reflect on the skills they have developed over the unit.

Mastery Units (13 Lessons)
(2 Lessons for Responding to Needs that Arise)

Skills Building Units (9 Lessons)
(1 Lesson for Responding to Needs that Arise)

Revision and Review Units (5 Lessons)



Literacy Unit Map

Progress Step 2 and 3

Trefn Unedau Llythrennedd, 2025-2026 / Order of Literacy Units, 2025-2026

Wythnos yn Dechrau	Cam Cynnydd 3		Cam Cynnydd 2		
1/9/2025	Wythnos Asesu		Wythnos Asesu		
8/9/2025	Uned Meistrolaeth Llythrennedd Cymraeg		Uned Meistrolaeth Llythrennedd Cymraeg		Tric a Chlic
15/9/2025					
22/9/2025					
29/9/2025	English Skills Building Unit	Read Write Inc.	Read Write Inc.	Uned Adeiladu Sgiliau Llythrennedd Cymraeg	Tric a Chlic
6/10/2025					
13/10/2025	Uned Adolygu ac Ailymweld Llythrennedd Cymraeg		Uned Adolygu ac Ailymweld Llythrennedd Cymraeg		Tric a Chlic
20/10/2025	Wythnos Gelf				
27/10/2025	Hanner Tymor yr Hydref				
3/11/2025	English Mastery Literacy Unit		Read Write Inc.	Uned Meistrolaeth Llythrennedd Cymraeg	Tric a Clic
10/11/2025					
17/11/2025					
24/11/2025	Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Tric a Chlic
1/12/2025					
8/12/2025	English Revision and Review Literacy Unit		Read Write Inc.	Uned Adolygu ac Ailymweld Llythrennedd Cymraeg	Tric a Chlic
15/12/2025	Wythnos Mop Up		Wythnos Mop Up		
22/12/2025	Gwyliau'r Nadolig				
29/12/2025					

5/1/2026	Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Tric a Chlic
12/1/2026					
19/1/2026	Wythnos Gelf				
26/1/2026	English Mastery Literacy Unit		Read Write Inc.	Uned Meistrolaeth Llythrennedd Cymraeg	Tric a Clic
2/2/2026					
9/2/2026					
16/2/2026	Hanner Tymor y Gwanwyn				
23/2/2026	Uned Meistrolaeth Llythrennedd Cymraeg		Uned Meistrolaeth Llythrennedd Cymraeg		Tric a Chlic
2/3/2026					
9/3/2026					
16/3/2026	English Skills Building Unit	Read Write Inc.	Read Write Inc.	Uned Adeiladu Sgiliau Llythrennedd Cymraeg	Tric a Chlic
23/3/2026					
30/3/2026	Gwyliau'r Pasg				
6/4/2026					
13/4/2026	Uned Adolygu ac Ailymweld Llythrennedd Cymraeg		Uned Adolygu ac Ailymweld Llythrennedd Cymraeg		Tric a Chlic
20/4/2026	English Mastery Literacy Unit		Read Write Inc.	Uned Meistrolaeth Llythrennedd Cymraeg	Tric a Clic
27/4/2026					
4/5/2026					
11/5/2026	Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Uned Adeiladu Sgiliau Llythrennedd Cymraeg		Tric a Chlic
18/5/2026					
25/5/2026	Hanner Tymor y Sulgwyn				
1/6/2026	Wythnos Gelf				

8/6/2026	Uned Meistrolaeth Llythrennedd Cymraeg	Uned Meistrolaeth Llythrennedd Cymraeg		Tric a Chlic
15/6/2026				
22/6/2026				
29/6/2026	English Revision and Review Literacy Unit	Read Write Inc.	Uned Adolygu ac Ailymweld Llythrennedd Cymraeg	Tric a Chlic
6/7/2026	Wythnos Mop Up	Wythnos Mop Up		