

Policy:	Bilingual
Responsibility:	Full GB
Headteacher's recommendation to the Governing Body:	<i>This policy is based on the expectations given to schools from IOACC in relation to bilingual communications and developing bilingualism in schools. The headteacher recommends that it is adopted.</i>
Adopted:	17/08/17
Review:	Every three years, as dated below:

DWYIEITHRWYDD

ETHOS GYMREIG YR YSGOL

Yr ydym yn ysgol ddwyieithog. Adlewyrchir hyn yn ein **gweinyddiaeth / gohebiaeth / cyfathrebu dyddiol / gwasanaethau**.

Mae dwyieithrwydd yr ysgol yn gyfrifoldeb i bob aelod o staff.

Mae ethos yn cael ei greu trwy i bob aelod o staff gyfathrebu ar lefel ieithyddol briodol yn Gymraeg gyda'r disgyblion.

Trwy i bob gohebiaeth ysgol fod yn ddwyieithog.

Trwy i staff gefnogi yn ymarferol y gweithgareddau hynny sy'n hybu Cymreictod ymhlith pob haen ieithyddol.

Nod

1. Datblygu dwyieithrwydd pob disgybl hyd eithaf ei hyfedredd ieithyddol ac yn ddibynnol ar y pwynt ieithyddol y mae'r disgybl yn cychwyn ohono.
2. Nod y polisi hwn yw rhoi lle teilwng i'r iaith Gymraeg a'r iaith Saesneg.
3. Pwysleisir yr angen i alluogi disgyblion i drin materion llenyddol diwylliannol yn ogystal ag agweddau gwyddonol a thechnolegol yn y ddwyiaith gan dderbyn y bydd maint yr hyfedredd dwyieithog yn dibynnu ar gefndir ieithyddol y disgybl.
4. Y nod yw creu Cymry dwyieithog am y rhesymau a ganlyn:
 - a. Y Gymraeg yw un o ieithoedd byw hynaf Ewrop. Mae iddi etifeddiaeth a oroesodd llawer o ddylanwadau ar hyd y canrifoedd. Mae cyfrifoldeb i drosglwyddo'r etifeddiaeth honno i holl ddisgyblion yr ysgol.
 - b. Mae'n angenrheidiol bod yn ddwyieithog yn yr ardal hon er mwyn gallu llawn gyfranogi at fywyd y gymdeithas.
 - c. Mae dwyieithrwydd yn ehangu dewis cymdeithasol a diwylliannol a galwedigaethol.
 - ch. Mae dwyieithrwydd bellach yn norm yn Ewrop.
 - d. Mae dwyieithrwydd yn sail gadarn ar gyfer dysgu ieithoedd modern.
 - dd. Mae ymchwil yn dangos bod canlyniadau 'Saesneg' disgyblion a addysgir yn ddwyieithog cystal os nad yn well na disgyblion a ddysgir yn unieithog.

e. Mae tystiolaeth yn dangos bod cyflogwyr yn cydnabod manteision cyflogi staff dwyieithog

AMCANION PENODOL

Addysg Feithrin

Sicrhau, trwy ddarpariaeth a threfniadaeth feithrin bwrpasol a sensitif, y rhoddir i bob plentyn sylfaen gadarn yn y Gymraeg er mwyn ei alluogi i gyrraedd y nod o ddwyieithrwydd llawn maes o law yn unol a pholisi iaith y sir.

CS

Adeiladu ar y sylfeini a osodwyd i'r Gymraeg drwy addysg feithrin, atgyfnerthu a datblygu y iaith Gymraeg ymhellach er mwyn cyrraedd y nod o ddwyieithrwydd maes o law yn unol a pholisi iaith y sir. Gweithredu profion statudol ac asesiadau trwy'r Gymraeg.

CA 2

Atgyfnerthu a datblygu Cymraeg a Saesneg pob plentyn yn eu holl agweddau goddefol a gweithredol, er mwyn sicrhau ei fod yn gallu siarad, darllen ac ysgrifennu'n rhywydd ac yn hyderus yn y ddwy iaith pan fo'n trosglwyddo i'r ysgol uwchradd. Gweithredu profion statudol y Cwricwlwm Cenedlaethol mewn Cymraeg, Saesneg, Mathemateg a Gwyddoniaeth. Credwn fod gan holl plant yr ysgol hon hawl i dyfu yn ddinasyddion dwyieithog. Parchwn famiaith pob disgybl a cheisiwn eu hannog i ddatblygu eu hyfedredd yn eu hail iaith, boed honno'r Gymraeg neu'r Saesneg.

METHODOLEG YR YSGOL

Dosbarthiadau Meithrin a Derbyn

Trochi'r plant yn y Gymraeg er mwyn iddynt dod I adnabod geirfa allweddol, a dim ond atgyfnerthu yn defnyddio Saesneg pan mae gwir angen, ac I ddatblygi sgiliau ysgrifennu cynnar yn y Gymraeg.

Plant Blwyddyn 1

Erbyn hyn, bydd trefn a phatrwm ieithyddol y dosbarth wedi'i sefydlu'n gadarn gan yr athrawes, ond bydd yn angenrheidiol iddi annog ac atgoffa'r plant yn rheolaidd i holi ac ymateb yn Gymraeg.

Y nod fydd ehangu defnydd y plant o'r Gymraeg drwy weithgareddau arferol dosbarth babanod yn y cyfnod hwn.

Cyflwynir profiadau darllen ac ysgrifennu perthnasol a phwrpasol yn Gymraeg yn y cyfnod hwn hefyd.

Plant Blwyddyn 2

O fod wedi ennill hyder a chanmoliaeth yn y cyfnod hwn, bydd y plant yn barod ac yn awyddus i ddefnyddio'r Gymraeg gyda'r plant eraill yn y dosbarth, gyda'r athrawes yn ogystal â chydag oedolion eraill.

Cyn symud i Gyfnod Allweddol 2, y nod fydd sicrhau bod plant yn gallu cyfathrebu'n effeithiol yn Gymraeg.

Plant CA2

Yn y dosbarthiadau hyn hefyd, y Gymraeg fydd prif gyfrwng cyfathrebu athro/athrawes a phlentyn gan y bydd gan bob plentyn a fu am dair blynedd yn nosbarthiadau CS afael ddigonol ar yr iaith.

Y nod yma fydd datblygu gallu ieithyddol y plentyn yn y ddwy iaith drwy gynnig iddo brofiadau amrywiol a diddorol a fydd yn ysgogi ac yn meithrin sgiliau ieithyddol.

Llafaredd

Rhoddir pwyslais ar gynnig i'r plant brofiadau sy'n ymestynnol (o ran eu natur a'r iaith y mae ei hangen i ymwneud â hwy) ac fe ddefnyddir y profiadau hynny i'w hannog i fynegi eu hunain. Fe drefnir yn gyson i'r plant gael gweithredu mewn amrywiaeth o sefyllfaoedd gan ymwneud ag ystod eang o brofiadau. Trwy'r amser fe ystyrir yr angen am iddynt gael mynegi eu hunain yn llafar mewn amrywiaeth o gyweiriau.

Yn ystod y cyfnod hwn bydd y plant yn datblygu yn eu gallu i weithredu mewn gwahanol fathau o sefyllfaoedd, lle mae modd iddynt gael profiad o weithio.

mewn perthynas ag un plentyn (neu oedolyn) arall
mewn perthynas â grŵp bychan
mewn perthynas â'r dosbarth cyfan

Ystyrir yn gyson sut maent yn tyfu yn eu gallu i:

gydymffurfio â chonfensiynau trafod
gynnal safbwynt a fabwysiedir ganddynt
addasu eu safbwynt yn wyneb safbwyntiau eraill
gadw at drywydd penodol wrth drafod
newid eu trywydd wrth siarad.

Erbyn diwedd y cyfnod bydd disgwyl i'r plant fedru siarad yn glir, yn ddealladwy ac yn hyderus yn y ddwy iaith. Byddant yn debygol o gyrraedd y nod hwn os byddant wedi cael cyfle :

fynegi profiad/ymateb i brofiad	ddisgrifio'n ddychmygus
rhesymu	ddiddanu
fynegi barn	gyflwyno adroddiad
ddamcaniaethu	gymryd rhan mewn gwaith
holi am wybodaeth	dialog /drama
gyfarwyddo eraill	

Ysgrifennu

Bydd gallu plentyn i gyfathrebu trwy gyfrwng y gair ysgrifenedig yn tyfu ar sawl lefel wahanol yn ystod y cyfnod hwn. Bydd yr adnoddau ieithyddol sydd ganddo yn dyfnhau a'i ddealltwriaeth o'r gwahanol bwrpasau sydd i ysgrifennu yn cynyddu.

Wrth ystyried ei ddatblygiad bydd angen ystyried:

- i ba raddau y mae'n gallu dewis testunau
- i ysgrifennu amdanynt (h.y. yn tyfu mewn annibyniaeth)
- i ba raddau y mae'n dod i weld ysgrifennu fel cyfrwng sy'n ei help i roi ei feddyliau a'i ddychymyg mewn trefn.
- i ba raddau y mae'n ymwybodol o anghenion gwahanol gynulleidfaoedd
- i ba raddau y mae'n medru dewis mathau priodol o ysgrifennu ar gyfer wahanol ddibenion ar draws y cwricwlwm.
- i ba raddau y mae'n dod yn fwy ymwybodol o'i gyfrifoldeb am gywirdeb (sillafu, atalnodi a.y.y.b.)

Erbyn diwedd y cyfnod bydd disgwyl i'r plant fedru ysgrifennu yn fywiog ac yn drefnus yn y ddwy iaith ac amrywio natur eu mynegiant yn ôl y gofyn. Byddant yn debygol o gyrraedd y nod hwn os byddant wedi cael cyfle i ddarllen yn eang (er mwyn cael profiad o fodelau priodol) a chyfleoedd niferus i ysgrifennu i:

- ddibenion personol
- ymdrin â ffeithiau
- fynegi eu dychymyg
- gynnig cyfarwyddiadau
- gyfleu achos/dadl
- greu storïau o wahanol fathau.

Darllen

Disgwylir i'r plant ddatblygu yn eu gallu i ddarllen y ddwy iaith yn gyfnod hwn ac fe gedwir golwg ar natur y datblygiad hwnnw trwy ystyried:

- i ba raddau y mae'r plentyn yn cynyddu yn ei allu i fwynhau darllen
- i ba raddau y mae'r plentyn yn medru defnyddio darllen i gywain gwybodaeth.
- i ba raddau y mae'n tyfu yn ei allu i ddarllen yn annibynnol am gyfnodau estynedig
- i ba raddau y mae'n gallu gwrandao ar eraill yn darllen iddo
- i ba raddau y mae ei ddarllen yn ystyr lawn ar draws y cwricwlwm.
- i ba raddau y mae'n gallu mynegi ei ymateb (ar lafar neu'n ysgrifenedig) i'r hyn a ddarllenir ganddo.

DATBLYGU DWYIEITHRWYDD DISGYBLION MAMIAITH

1. Beth mae polisi Awdurdod Ynys Mon yn ei ddweud?
Y dylai disgyblion feddu ar ddwyieithrwydd cytbwys oed berthnasol er mwyn eu galluogi i fod yn aelodau cyflawn o'r gymdeithas ddwyieithog y maen yn rhan ohoni.
2. Beth yw ystyr hyn yn ymarferol?
Y gobaith yw y bydd disgyblion yn gallu trin pob maes trwy gyfrwng y Gymraeg a'r Saesneg erbyn diwedd eu cyfnod ysgol.
3. Oni fydd fy mhlentyn i o dan anfantais wrth fynd ymlaen i addysg uwch pan fydd yn rhaid iddo/iddi ddilyn y pwnc yn Saesneg o bosibl?
Fel y dangoswyd, nod y polisi yw creu disgyblion dwyieithog a all ymdrin â phob pwnc trwy gyfrwng y ddwyiaith. Mae hanes yn profi nad yw disgyblion sydd wedi dilyn llwybr hwn wedi cael unrhyw anhawster i ddilyn pynciau ar lefel coleg a phrifysgol trwy gyfrwng y naill iaith na'r llall.
4. Onid yw'r adnoddau sydd ar gael yn Saesneg yn llawer gwell na'r adnoddau Cymraeg?
Efallai i hyn fod yn wir yn y gorffennol ond fel mae mwy a mwy o rieni wedi dymuno addysg ddwyieithog i'w plant mae maint ac ansawdd yr adnoddau wedi gwella'n fawr. Ceir arian gan y llywodraeth yn flynyddol tuag at gynhyrchu deunyddiau ac mae pob Sir yng Nghymru hefyd yn paratoi deunyddiau yn gyson yn ogystal â'r Cychwylgor addysg.

Derbynnir bod ar ysgolion angen cymorth ychwanegol i ddelio â sefyllfa hwyr ddyfodiaid di-Gymraeg sy'n cyrraedd y Sir yn ystod Cyfnod Allweddol 2 y Cwricwlwm Cenedlaethol. Sefydlwyd Canolfan arbenigol i'r diben hwn ac fe gynigir cwrs carlam dwys yn y Gymraeg i ddisgyblion Bl.3-6 cyn gynted ag y bo modd ar ôl iddynt gyrraedd y Sir. Bwriad y Ganolfan yw cyflwyno'r Gymraeg i'r plant, yng nghyd-destun y cwricwlwm cyfan, a meithrin ymagweddiad iach ynddynt ar yr iaith Gymraeg a'r diwylliant Cymreig, fel y bydd ymgartrefu yn y gymdeithas leol ac yng nghymuned yr ysgol yn broses ddirwystr a diboen iddynt.
5. Ond pa fantais sydd i ddatblygu dwyieithrwydd mewn disgybl onid golygu mwy o waith iddo/iddi y mae hyn. Oni fyddai'n llwyddo'n well o ganolbwytio ei holl sylw ar weithio mewn un iaith?
Mae tystiolaeth gwaith ymchwil ddiweddar yn dangos bod disgybl sydd yn gallu gweithio mewn dwyiaith yn datblygu'r gallu i feddwl yn ystwyth ac yn gallu datrys problemau a deall cysyniadau'n gynt na phobl.

Y Gymraeg yw un o ieithoedd hynaf Ewrop ac mae'n gyfrifoldeb ar addysgwyr heddiw drosglwyddo'r etifeddiaeth honno i holl blant Cymru gan feithrin ynddynt yr ymwybyddiaeth o berthyn i wlad a diwylliant ac iddi draddodiadau cyfoethog mewn byd sy'n newid mor gyflym. Mae gallu defnyddio'r Gymraeg yn allweddol o ran cyfranogi yn llawn yn mywyd Môn yn ei amryfal weddau. Mae dwyieithrwydd yn ehangu dewis cymdeithasol a diwylliannol. Mae sbectrwm y profiadau sy'n agored i berson yn fwy amrywiol a diddorol. Mewn cyfnod o symud cyson o wlad i wlad mae'r gallu i drin nifer o ieithoedd yn mynd i fod yn sgil a chymhwyster gwerthfawr iawn. Y man cychwyn naturiol i'r datblygiad hwn yng Nghymru yw sicrhau bod plant yn dysgu Cymraeg a Saesneg yn effeithiol fel sylfaen ar gyfer meistrolï ieithoedd eraill. Mae gwaith ymchwil yn profi bod meistrolï dwy iaith yn sylfaen ar gyfer meistrolï ieithoedd eraill. Mae gwaith ymchwil yn profi bod meistrolï dwy iaith yn sylfaen gref ar gyfer dysgu iaith arall. Ceir tystiolaeth fod cyflogwyr yn cydnabod manteision cyflogi staff dwyieithog. Mewn amrywiaeth helaeth o swyddi y mae cryn alw am bobl a all weithio trwy gyfrwng y Gymraeg a'r Saesneg.

BILINGUALISM

THE WELSH ETHOS OF THE SCHOOL

We are a bilingual school. **This is reflected in our administration / correspondence / daily communication / services.**

The school's bilingualism is the responsibility of all members of staff.

Ethos is created by:

all members of staff communicating on an appropriate language level in Welsh with the pupils.

all school correspondence being bilingual.

all staff practically supporting those activities that promote Welshness amongst every linguistic layer.

Objective

1. To develop each child's bilingualism to the extent of his language proficiency and depending on the linguistic point from which the child starts.
2. This policy's objective is to give a worthy place to both the Welsh and English languages.
3. The need to enable children to deal with cultural literary matters as well as scientific and technological aspects in both languages is emphasised, accepting that the extent of the bilingual proficiency will depend upon the child's linguistic background.
4. The objective is to create bilingual Welsh people for the reasons that follow:
 - a. Welsh is one of Europe's oldest living languages. It has a legacy that survived many influences through the centuries.
There is a responsibility to transfer that legacy to all the school's pupils.
 - b. It is necessary to be bilingual in this area in order to participate fully in the life of the community.
 - c. Bilingualism extends social, cultural and vocational choice.
 - d. Bilingualism is by now the norm in Europe.
 - e. Bilingualism is a firm basis for learning modern languages.
 - f. Research shows that the 'English' results of pupils educated bilingually are as good if not better than those of pupils who are educated as monoglot.
 - g. Evidence shows that employers acknowledge the advantages of employing bilingual staff.

SPECIFIC AIMS

Nursery Education

Ensure, by means of purposeful and sensitive nursery provision and organisation, that all children are given a firm grounding in Welsh so that they achieve the goal of full bilingualism in due course.

FP

To build on the foundations laid in Welsh by nursery education, and to further develop Welsh language skills in accordance with then county Language Policy. Take statutory tests and assessments in Welsh.

KS2

To consolidate and develop each child's Welsh and English in all their passive and active aspects, in order to ensure that the children can speak, read and write fluently and confidently in both languages when they transfer to secondary school. Implement the National Curriculum's statutory tests in Welsh, English, Mathematics and Science. *We believe that all pupils of this school have the right to grow into bilingual citizens. We respect each pupil's mother tongue and we try to encourage them to develop their proficiency in their second language, whether that is English or Welsh.*

THE SCHOOL'S METHODOLOGY

Nursery and Reception

To immerse children in the Welsh language so that they pick up key vocabulary, using English to consolidate only when necessary and to develop early writing skills in Welsh.

Year 1 pupils

By now, the class' language order and pattern will have been firmly established by the teacher, but it will be necessary for her to encourage and remind the children regularly to question and respond in Welsh.

The aim will be to expand the children's use of Welsh through the usual activities in infants' classes at this stage.

Relevant and purposeful reading and writing experiences will also be introduced in Welsh at this stage.

Year 2 pupils

As a result of having gained confidence and given praise at this stage, children will be ready and eager to use Welsh with other children in the class, with their teacher, as well as with other adults.

The aim will be to expand the use of Welsh across the curriculum and develop each child's language skills to his or her full ability.

Before moving to Key Stage 2, the aim will be to ensure that the children can communicate effectively in Welsh.

KS2 pupils

In these classes, too, Welsh will be the main medium of communication between teacher and child since all children who have been in the FP classes for three years will have an adequate grasp of the language.

The aim here will be to develop the children's linguistic ability in both languages by offering them varied and interesting experiences that will stimulate and foster linguistic skills.

Oracy

Emphasis is placed on offering pupils experiences that are extended (in nature and in the language needed to deal with them) and experiences are used to encourage them to express themselves. There are regular arrangements for pupils to be able to act in a variety of situations dealing with a wide range of experiences. All the time the need for them to express themselves orally in a variety of registers is considered.

During this period the children will develop their ability to act in different kinds of situations, where it is possible for them to get an experience of working.

- in connection with one other child (or adult)
- in connection with a small group
- in connection with the whole class

Regular consideration is given to how they grow in their ability to:

- conform with discussion conventions
- maintain a viewpoint they have adopted
- adapt their viewpoint in the fact of other viewpoints
- keep to a specific trail in discussion
- change their trail in talking.

By the end of the period children will be expected to speak clearly, intelligibly and confidently in both languages. They will be likely to attain this objective if they have had an opportunity to:

express experience/respond to experience	describe imaginatively
reason	entertain
express opinion	present a report
theorise	take part in work
enquire for information	dialogue/drama
direct others	

Writing

A child's ability to communicate by means of the written word will grow at many different levels during this period. The linguistic resources that he has will deepen and his understanding of the various purposes there are to writing will increase.

In considering his development there is a need to consider:

- to what degree his is able to choose subjects about which to write (i.e. growing in independence.
- to what degree he comes to see writing as a medium that helps him to put his thoughts and imagination in order
- to what degree he is aware of the needs of various audiences
- to what degree his able to choose appropriate kinds of writing for different purposes across the curriculum.
- to what degree he becomes more aware of his responsibility for correctness (spelling, punctuation etc.)

By the end of the period children will be expected to be able to write in a lively and ordered way in both languages and to vary the nature of their expression according to requirement. They will be likely to attain this objective if they will have been given an opportunity to read extensively (to get an experience of appropriate models) and numerous opportunities to write.

- for personal purposes
- to deal with facts
- to express their imagination
- to offer directions
- to convey a cause/debate
- to create stories/debate
- to create stories of various kinds.

Reading

Children are expected to develop in their ability to read both languages in this period and an eye is kept on the nature of that development by considering:

- to what degree the pupil is progressing in his ability to enjoy reading
- to what degree the pupil is able to use reading to gather information
- to what degree he is growing in his ability to read independently for extended periods
- to what degree he is able to listen to others reading to him
- to what degree is his reading meaningful across the curriculum
- to what degree is he able to express his response (orally or in writing) to what he reads.

DEVELOPING THE BILINGUALISM OF FIRST LANGUAGE PUPILS

1. What does the Anglesey Authority's policy say?
That children should possess balanced age-related bilingualism in order to enable them to be complete members of the bilingual society of which they are a part.
2. What is the meaning of this practically?
The hope is that children will be able to deal with every area through the medium of English and Welsh by the end of their school period.
3. Will my child not be under a disadvantage in going on to secondary education when he has to follow the subject in English possibly?
As shown, it is the policy's objective to create bilingual children who are able to deal with all subjects through the medium of both languages. History proves that children who have followed this path have not had any difficulty in following subjects on a college and university level through the medium of either language.
4. Are the resources available in English not far better than the Welsh resources?
Perhaps this was true in the past but as more and more parents have wished for a bilingual education for their children the size and quality of resources have greatly improved. Money from the government is given annually towards producing materials and every County in Wales also prepares materials regularly as well as the Joint Education Committee.

It is accepted that schools need additional assistance to deal with the situation of non-Welsh latecomers who arrive in the County during Key Stage 2 of the National Curriculum. A specialist Centre was established for this purpose and an intensive course is offered in Welsh for Year 3-6 pupils as soon as possible after they arrive in the County. The Centre's intention is to present Welsh to the pupils, in the context of the whole curriculum, and to nurture a healthy attitude in them towards the Welsh language and Welsh culture, so that settling down in the local community and in the school community will be a unhindered and painless process for them.

5. But what advantage is there to developing bilingualism in a pupil? Doesn't this entail more work for him/her? Would he/she not succeed better by concentrating his entire attention on working in one language?
Evidence from recent research work shows that a pupil who can work bilingually develops the ability to think flexibly and can solve problems and understand concepts quicker than people...

Welsh is one of Europe's oldest languages and it is a responsibility for today's educationalists to transfer that legacy to all the children of Wales by nurturing in them the awareness of belonging to a country and culture with rich traditions in a world that changes so quickly. Being able to use Welsh is crucial as far as participating fully in the life of Anglesey in its various aspects is concerned. Bilingualism widens social and cultural choice. The spectrum of experiences that are open to a person is more varied and interesting. In a time of constant movement from one country to another, the ability to deal with a number of languages is going to be a very valuable skill and qualification. The natural starting point for this development in Wales is to ensure that pupils learn both English and Welsh effectively as a basis for mastering other languages. Research work proves that mastering two languages is a strong basis for learning another language. There is evidence that employers acknowledge the advantages of employing bilingual staff. In a great variety of jobs there is much call for people who can work through the medium of both English and Welsh.