

# YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

## Welsh Second Language Policy

### Aims

Creigiau Primary school is a bilingual school and as such offers its pupils a variety of opportunities to view the Welsh language positively.

At Creigiau Primary School we aim to encourage enthusiasm and an awareness of the rich cultural background that Wales possesses. By doing so, it is hoped that children will develop a positive attitude towards the Welsh language and a willingness to learn, so that they leave the school with a solid foundation of knowledge, skills and understanding of Welsh on which to build. It is also hoped that children will have gained an understanding of Wales and things Welsh through the 'Curriculum Cymreig'. We aim to provide equal opportunities in Welsh for ALL pupils, regardless of their nationality, gender or academic ability.

### Objectives

1. To create a Welsh ethos within the school through showing importance to the language and encouraging use of incidental Welsh in day to day routines and practices.
2. To develop children's skills knowledge and understanding of Welsh in accordance with Curriculum 2008
  - To develop oral skills in Welsh - in listening to a range of Welsh speakers including; visitors, pupils and in the Welsh section, Athrawon Bro, videos and CD ROMs,
  - To develop understanding of and responding intelligibly to spoken Welsh and using the correct pronunciation and intonation as much as possible.
    - To provide plentiful opportunities for children to develop skills in reading Welsh, understanding and to respond with interest to Welsh being read. Children should be given access to a wide range of reading material as well as being encouraged to use their own work as reading matter.
    - To develop writing skills through being given opportunities to write intelligibly in a variety of ways - in order to show meaning, imagination, information and personal feelings/opinions.
3. To provide opportunities for those children who desire to enhance their Welsh oral skills and understanding. The bilingual nature of Creigiau enhances this as pupils have access to bilingual assemblies, joint playtimes and social activities. This is further enhanced by providing bilingual after school clubs for children from both English and Welsh sections. For example, a Clwb Adran for pupils in year 5 and 6, where games, competitions, artwork etc. are undertaken mainly in Welsh. Pupils

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in the English section are encouraged to enter Urdd Eisteddfod competitions including; second language individual recitations and grŵp llefaru.

4. Participating in such out-of-school activities such as the Urdd sports competitions and Eisteddfod.
5. Creigiau Primary School operates a reward system for pupils who use the Welsh they have learned in the classroom in a meaningful way. In the English section, Year 6 pupils manage a Tocyn Iaith scheme, whereby teachers and year 6 pupils may award children a Tocyn for speaking Welsh. At the end of each week the class with the most tocynnau receive a certificate and look after the dragon mascot for the week. Additionally the Welsh section operates a similar scheme, Cŵl Cymry Creigiau. At the end of each half term, pupils vote for the classmate they believe has contributed the most to the learning of Welsh. This pupil receives a wristband reward.

### Special Education Needs

- Children with special educational needs should also be catered for. Teachers need to be aware of the differences in ability between children and plan work accordingly, whether children are of low or high level of ability. Gifted children are those who already possess a knowledge of Welsh (perhaps having transferred from a Welsh school or the Welsh section at Creigiau) should be stretched. Children of lower ability should be given differentiated work with as much reinforcement work as possible in order to remember vocabulary and develop their skills in Welsh.

### Cross-Curricular links /ICT

- Welsh is a subject that lends itself to cross-curricular links, such as History (in learning about Welsh customs, traditions, people and local places), Music (in learning Welsh songs), English (in reading Welsh Legends, Folk Tales & Poems and in using the Group Reading Books that are set in Wales) and ICT. As mentioned before the Curriculum Cymreig Policy and individual Subject policies cover this in more detail.
- Use should be made of the computer as often as possible in the form of Word-processing, Graph work, Spreadsheets, using the Internet and looking at Welsh CD ROMs etc.
- Many opportunities will also arise to use the television and video, cassette recorders and the Geo Safari machine in order to reinforce the language. The Interactive Whiteboard is also an

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important ICT resource that will hopefully be used more and more for Welsh lessons as time passes and teachers become more familiar in using them. This will then be brought into Medium Term Planning.

### Resources

A number of Second Language resources can be located in the English Infant Library. The nature of Creigiau Primary school means that Welsh speaking staff are an invaluable resource, additionally the sharing of books, Cds etc. across the sections means potentially a doubling of material available.

Classroom and shared area displays should often include Welsh vocabulary or sentences, perhaps writing all Welsh labels in red for reasons of clarity.

-Welsh needs to become a part of the daily class routine e.g. answering both class and dinner registers in Welsh. Children can be instructed to do simple tasks in Welsh and become familiar with asking permission to go places or borrow things in Welsh. A progression of Incidental Welsh Language patterns and phrases is distributed to each teacher to use in class.

### Transition Foundation Phase/ KS1 and KS2

To continue language patterns learned.

KS2 children to visit pupils in Foundation Phase/Key Stage 1 English and Welsh sections to read their work.

### Transition KS2 and KS3

Cluster schools to meet to discuss transition issues - to ascertain the progression of current year 6 pupils and how we can further develop language patterns. Year 6 teacher teaches one transition lesson designed by Radyr Comprehensive Head of Welsh which can be "levelled" by staff from cluster schools.

### **Assessment and Recording**

Use of Assessment for Learning methodology allows for ongoing assessment of Oracy, Reading and Writing. In addition, from the Summer term 2010 it becomes statutory to report a National Curriculum level in Welsh as a Second Language. In order to facilitate this, the curriculum leader, year 6 teacher, Athrawes Bro and LEA advisory staff work together to assess pupils.

**Julie Elliott (03.03.10)**