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'Every child, every chance, every day'
'Pob plentyn, pob cyfle, pob dydd'

Welsh Language Development and Bilingualism

| Policy Number | Date Reviewed | Date of Next Review |
|---------------|---------------|---------------------|
| YBGP7 | January 2018 | January 2021 |

The policy of the school is to teach Welsh (Second Language) as a foundation subject following the guidelines specified within the National Curriculum and to promote Welsh Language Development/Bilingualism through Active Learning.

AIM

The aim is to enable pupils to understand and use the Welsh language as fluently as possible in different situations and for different purposes.

BACKGROUND

All the pupils attending the school are of an English medium background. Therefore, it is essential that Welsh is offered as a second language.

JUSTIFYING THE TEACHING OF WELSH

Our philosophy is that pupils' knowledge of the language of Wales enriches their personality and ability to contribute to the life of their community. In a bilingual country it is considered that this contributes to the pupils' whole education. Bilingualism is a common phenomenon in many countries. A positive attitude towards learning Welsh as a second language develops an awareness of the advantages of bilingualism or multi-lingualism.

As stated in the statutory guidance to the National Curriculum we believe that bilingualism:

- opens the door to new social and cultural experiences;
- provides a firm basis for learning other languages;
- opens avenues of employment which require a knowledge of Welsh;
- develops an initial interest in variations of sounds, spellings, etc.;
- promotes an awareness of the literary and cultural heritage and the contemporary culture of Wales.

CREATING A WELSH ETHOS

- The pupils are made aware that Wales has its own language and culture.
- Efforts are made to establish Welsh as a second functional language in the life of the school.
- The support and cooperation of parents in respect of teaching Welsh is sought.
- Welsh is given as prominent a role as possible in all school activities.
- Welsh is given as prominent a visual role as possible throughout the school.

Incidental Welsh is used in:

- Bilingual signs.
- School name in Welsh.
- Use of Welsh within the classroom to give information, instructions and to gain information from pupils, e.g. registration, *Helpwr Heddiw*, *Helpwr yr Dydd*, assembly, use of Welsh during intervals etc.
- Use of Welsh as a communicative language between members of staff where possible, staff and pupils thus enabling pupils to hear the living language in daily use, thus promoting an awareness of the Welsh language.
- Use of Welsh in school plays, concerts, projects etc.
- Use of Welsh in social and extra curricular activities - *Urdd*, *Eisteddfodau*, *Glan Llyn*, etc.

Thus:

- The importance of using the language naturally in the everyday life of the school is encouraged at all times.
- It is aimed to use Welsh in such a way as to ensure that the children hear the language as a natural part of class life.
- Positive response is achieved by activity in the early stages and then the children are encouraged to try to respond orally.
- Non-Welsh speaking teachers attend courses and they are supported in their use of Welsh in the school.

1. Context for Learning.

- Bilingual skills are developed through communicating in a range of enjoyable, practical planned activities that build on and increase children's previous knowledge and experiences in safe and stimulating indoor and outdoor learning environments.
- Children should be encouraged to speak Welsh and use words and patterns with their peers and adults as they play and undertake activities across the different areas of learning.
- Good role models promote the development of Welsh through appropriate and purposeful planning of provision and facilitating activities.
- Written material, including books, signs and labels in Welsh should be an integral part of the children's learning environment.
- Language skills learnt in one language should support the development of knowledge and skills in another.

2. Knowledge and Understanding.

Planned experiences should provide children with opportunities to develop their Welsh in the following contexts:

(i) Oracy

- Children's talking and listening skills should be fostered and promoted through what they see, hear and experience.

- Children's initial experiences of Welsh should involve opportunities to listen to and respond to a wide range of stories, poems and songs that are read and sung to them and with support, they learn songs, rhymes and repeat such sequences and patterns.
- Through appropriate and careful questioning, structured language programmes and intervention in the children's play, adults should assist the children in their thinking and help develop their skills and confidence in Welsh, so that they show understanding and respond appropriately to simple instructions in familiar circumstances.
- Gradually, children should speak with clear pronunciation and appropriate intonation using words and sentences, increasing to more complex phrases, and should listen with growing attention and concentration.

(ii) Reading

- Initially a love of books and reading should be promoted through providing children with many opportunities to browse and listen to a range of Welsh stories, rhymes and poems, including work for learners.
- Books should be shared with adults and other children in small and large groups, in a supportive reading environment.
- Children should be encouraged to listen to stories, read in Welsh and follow the print.
- They should experience interactive books through using ICT and audio tapes, including some prepared for learners.
- Children should begin to recognise and become familiar with Welsh names of letters and their shapes and sounds.
- Through appropriate planned experiences and teaching, children should begin to read on their own, with others and to adults.
- Fluency and accuracy should become more apparent as children build on skills.

(iii) Writing

- Children's initial experiences of writing should be experimental across all areas of learning.
- They should have opportunities to use a range of writing materials.
- They should begin to understand the purposes of writing and should be able to distinguish between picture and print in Welsh books.
- They should begin to communicate by using symbols, pictures and Welsh words and through planned activities, should develop their writing skills by writing from left to right and from top to bottom of the page.
- They should start and finish letters correctly and have control over spacing, size and shape.
- Gradually they should spell commonly occurring words correctly, writing phrases and sentences,
- recognise the need for punctuation and become consistent in using capital letters, full stops and question marks.

TEACHING RESOURCES

- A suitable scheme is prepared for the children and efforts are made to ensure that a range of support material is available.
- The scheme will incorporate special material for teachers not wholly conversant with Welsh.
- Use will be made of Digital devices to reinforce learning
- The School will have a range of reading materials, including Y Geiriadur Lliwgar, story books and poetry suitable for the age group, reference books and miscellaneous magazines. Regular use will be made of the County Library.
- The word processor will be used to enhance written work.

USE OF TIME AND METHODOLOGY

- A specific time will be allocated daily for the teaching of Welsh as a second language, particularly at Key Stage 2.
- Welsh will be used incidentally in the teaching of other subjects, e.g. Physical Education.
- Flintshire teaching materials will be used to promote the use of language work in pairs, groups and a class situation.
- Regular courses are provided for teachers to familiarise themselves with the latest teaching styles.

STAFF RESOURCES

- The aim is that every teacher should provide opportunities for bilingual activities/experiences in his/her own class.
- Welsh in-service training is provided for non-Welsh speakers and methodology courses are provided by the County for Welsh speakers.
- The Welsh language coordinator will help to coordinate Welsh throughout the school.
- Support/Leadership is expected from advisory teachers/athrawon bro.

LINKS WITH PARENTS AND THE COMMUNITY

- Parents are informed of the school's Welsh language policy through School Prospectus.
- Parents who wish to learn Welsh are informed of Welsh language classes.
- Efforts are made to invite bilingual persons to the school whenever possible.
- Efforts are made to direct childrens attention to the use of Welsh in society, e.g. bilingual signs, the media, etc.
- Efforts are made to develop links with Welsh institutions in the community, e.g. The Urdd.
- Parents are informed of childrens progress in Parent evenings and through a written report.

Skills across the curriculum

Ysgol Brynffordd School is committed to raising the standards of literacy and numeracy of all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of education, employment and adult life. This policy has been developed with reference to the Literacy and Numeracy Framework, produced by the Welsh Government which lays out specific, progressive and measureable numeracy statements.

Monitoring

The Policy will be monitored by the Headteacher in accordance with the planning review cycle.

Presented to staff _____

Date _____

Signed _____

Presented to Governors _____

Signed _____

Next Review _____

