

Cwricwlwm i Gymru a BSL yn y cwricwlwm
Curriculum for Wales and BSL in the curriculum

Nodau'r sesiwn

- Cyflwyno gwybodaeth am BSL
- Cyflwyno canllawiau BSL y Cwricwlwm i Gymru
- Amlygu cyfleoedd a heriau o ran cyflwyno BSL yn y Cwricwlwm
- Cynnig cyfle i rwydweithio ag eraill sy'n addysgu/ ystyried cyflwyno BSL

Aims of the sessions

- Present information about BSL
- Introduce the Curriculum for Wales BSL guidance
- Highlight the opportunities and challenges involved in including BSL in the curriculum
- Offer an opportunity to network with others who teach/ are considering introducing BSL

Cyflwyniad

Introduction

- Llywodraeth Cymru/ Welsh Government – Eleri Goldsmith
- EAS - Elen Roberts & Kath Bevan
- Mid-Wales Partnership -Heidi Lorenz
- CSC - Cath Billington-Richards
- Partneriaeth – Anna Vivian Jones
- GwE - TBC
- NPT - Ceri Long
- Swansea – Misha Goremano & Sarah Svensson
- Cardiff – Sam Green
- Independent BSL teacher – Sarah Smith

Cyflwyniad

- Rôl Athrawon Plant Byddar
- Gwaith y grŵp datblygu'r canllawiau a gwaith ar adnoddau
- Sut y gall ysgolion elwa o weithio gyda'r gymuned Fyddar
- Sesiynau gwybodaeth eraill

Introduction

- The role of Teachers of the Deaf
- The curriculum guidance development group's work and work on resources
- How schools can benefit from working with the Deaf community
- Other information sessions

BSL

- Iaith weledol gyda'i gramadeg a lecsicon ei hun
- Iaith leiafrifol gynhenid ac yn iaith gyntaf i lawer o blant byddar a phobl ifanc fyddar yng Nghymru
- Cafodd ei hadnabod fel iaith annibynnol gan Lywodraeth y Deyrnas Unedig ym mis Mawrth 2003
- Cafodd ei hadnabod yn ffurfiol gan Lywodraeth Cynulliad Cymru ym mis Ionawr 2004
- A visual language with its own grammar and lexicon
- An indigenous minority language and the first language of many deaf children and young people in Wales
- Recognised as a language in its own right by UK government in March 2003
- Formally recognised by Welsh Government in January 2004

Canllawiau BSL Cwricwlwm i Gymru

Curriculum for Wales BSL Guidance

- [BSL designing your curriculum guidance](#)
- [BSL descriptions of learning](#)
- [Links with other Areas](#)
- BSL versions of the [four purposes](#) and [languages literacy and communication statements of what matters](#)
- [Curriculum for Wales BSL information for children, young people and families](#)
- [Canllawiau cynllunio eich Cwricwlwm BSL](#)
- [Disgrifiadau Dysgu BSL](#)
- [Cysylltiadau gyda Meysydd eraill](#)
- Fersiynau BSL o'r [pedwar diben](#) a [datganiadau o'r hyn sy'n bwysig ieithoedd, llythrennedd a chyfathrebu](#)
- [Gwybodaeth BSL y Cwricwlwm i Gymri i blant, pobl ifanc a theuluoedd](#)

Pam cyflwyno BSL?

- cefnogi cynnydd mewn BSL ar gyfer plant sydd â rhieni, brodyr a chwiorydd neu ffrindiau byddar sy'n defnyddio BSL
- helpu plant sy'n clywed i gyfathrebu â phlant byddar yn y dosbarth/ysgol

Yn eich grwpiau – beth ydy cyddestun eich ysgol? Pam dych chi'n addysgu BSL/ yn ytyried addysgu BSL?

Why introduce BSL?

- supporting progression in BSL for children who have deaf parents, siblings and friends who use BSL
- helping children communicate with deaf classmates who use BSL

In your groups – what is your school context? Why do you teach/ are you considering teaching BSL?

Arbenigedd a phrofiad

- *y gymuned Fyddar* yn ogystal â thiwtoriaid BSL ac Athrawon y Byddar
- dealltwriaeth o ymchwil a thystiolaeth addysgol o ansawdd uchel
- gwybodaeth berthnasol am ddysgwyr a'u cymunedau
- dysgu o ymchwiliad proffesiynol
- tystiolaeth ac arbenigedd a rennir drwy rwydweithiau lleol, clwstwr, rhanbarthol a chenedlaethol
- partneriaeth ag addysg bellach ac uwch
- dysgu proffesiynol

Expertise and Experience

- the *Deaf community* as well as BSL tutors and Teachers of the Deaf
- understanding from high-quality educational research and evidence
- relevant information about learners and their communities
- learning from professional inquiry
- evidence and expertise shared through local, cluster, regional and national networks
- partnership with further and higher education
- professional learning

Arbenigedd a phrofiad

Yn eich grwpiau:

- **Pa arbenigedd BSL sydd gennych chi ac eraill yn eich ysgol?**
- **Sut ydych chi am fynd ati i wella eich gwybodaeth a sgiliau?**
- **Pa gysylltiadau sydd gennych chi gyda'r gymuned Fyddar?**
- **Sut ydych chi am feithrin eich perthynas gyda'r gymuned Fyddar?**

Expertise and Experience

In your groups:

What expertise do you and others in your school have in BSL?

How are you going to go about improving your knowledge and skills?

What links do you have with the Deaf community?

How will you develop your relationship with the Deaf community?

Cynnydd

- Cyflwynir y disgrifiadau dysgu ar gyfer BSL fel continwwm.
- Cam Cynnydd 1 fydd y man cychwyn wrth gynllunio dysgu ac addysgu ar gyfer defnyddwyr BSL byddar 3-5 oed a hefyd ar gyfer dysgwyr hŷn sy'n dechrau dysgu BSL
- Mae disgrifiadau dysgu Cam Cynnydd 5 yn cynnig yr un lefel o her â Chymraeg a Saesneg i ddysgwyr BSL byddar 16 oed.

Progression

- The descriptions of learning for BSL are presented as a continuum.
- Progression Step 1 will be the starting point when planning learning and teaching will be for Deaf BSL users aged 3-5 and also for older learners starting to learn BSL
- Progression Step 5 descriptions of learnings offer the same level of challenge as Welsh and English for deaf BSL learners at age 16.

Disgwyliadau ar gyfer BSL fel iaith ryngwladol

Expectations for BSL as an international language

- Fel gydag ieithoedd modern eraill, y disgwyliad yw bod plant hyd at 8 oed yn cael cyfleoedd i brofi a defnyddio'r iaith.
- Erbyn diwedd yr ysgol gynradd y disgwyl yw i blant wneud cynnydd mewn Cymraeg, Saesneg ac o leiaf un iaith ryngwladol arall
- As with other modern languages, the expectation is that children up to age 8 have opportunities to experience and use the language.
- By the end of primary school the expectation is for children to make progress in Welsh, English and at least one other international language

Progression Step 1

Languages connects us

Descriptions of learning for Languages connect us are common to all learners in all schools regardless of which languages they use and learn.

For BSL:

- Identities includes identity as a deaf person and BSL user in Wales and in the wider world
- Belonging includes belonging to the *Deaf community* (local and wider) aCulture, includes *Deaf culture* mediation, communicating meaning from one person to another, which can include within BSL or from one language to another
- Etymology and language evolution includes the origin of individual signs, changes over time and the history and status of BSL
- Language variation includes regional variation in BSL – like accents and dialects in Welsh and English, different BSL signs are used in different parts of Wales and the UK.

Progression Step 1

Understanding languages is key to understanding the world around us.

- I am beginning to distinguish between phonologically similar signs.
- I am beginning to recognise some BSL *lip patterns* and *mouthings*.
- I can understand a range of signs across different contexts.
- I can experiment with vocabulary.
- I can recognise differences in signs and differences in non-manual features that show affirmation, negation and questions.
- I can recognise non-manual features in emotion signs.
- I am beginning to recognise fingerspelled words, particularly for familiar names.
- I can recognise and follow multi-step instructions about familiar topics and routines.
- can engage with BSL users with growing attention, making good use of eye contact.
- I can follow storytelling and descriptions of past events.

Progression Step 1

Expressing ourselves through languages is key to communication.

- I am beginning to form signs correctly.
- I can describe objects and events, building and extending my vocabulary.
- I am beginning to use the non-manual features of individual signs consistently.
- I am beginning to use signs to indicate time.
- I am beginning to use fingerspelled signs, for example for familiar names.
- I can combine signs to form sentences.
- I can ask questions, using manual and non-manual features.
- I am beginning to show negation and affirmation using manual and non-manual features.
- I am beginning to modify *spatial verbs* to show movement or manner.
- I can use directional verb agreement.
- I can use a range of *handling classifiers*.
- I am beginning to use size and shape specifiers.
- I can use classifier repetition or numbers to show plurals.
- I am beginning to take turns in conversation, following the topic and following appropriate Deaf cultural norms (for example for gaining attention and giving feedback).
- I am beginning to ask and answer questions.
- I can share ideas and feelings, and express what I like and dislike.

Progression Step 1

Literature fires imagination and inspires creativity.

- I can tell short, simple stories in BSL.
- I can respond creatively to a range of *BSL literature*.
- I can use familiar signs and phrases and experiment with newly learned vocabulary.
- I am beginning to represent different characters in my narratives.
- I am beginning to modify my signing to enhance my narratives.
- I can understand and recognise roles and characters in narratives that use *constructed action*.
- I can respond to *BSL literature* and can express simple opinions on it.
- I am beginning to ask and answer questions to clarify my understanding of BSL literature.

Cyfleoedd a heriau

Yn eich grwpiau:

- **Pa gyfleoedd ydych chi'n meddwl y gall cyflwyno BSL eu cynnig i ddysgwyr yn eich ysgol a'r gymuned ehangach?**
- **Pa heriau ydych chi'n eu gweld wrth gyflwyno BSL yn eich ysgol?**

Opportunities and challenges

In your groups:

- **What opportunities do you think introducing BSL can offer learners at your school and the wider community?**
- **What challenges do you see in introducing BSL in your school?**

Ar y gweill

- Adnoddau ymwybyddiaeth BSL
- Adnoddau BSL addas ar gyfer Cam Cynnydd 1

Work in progress

- BSL awareness resources
- BSL resources suitable for PS1

Mwy o wybodaeth

- [Rhestr chwarae BSL Addysg Cymru](#)

Further information

- [Education Wales BSL Playlist](#)