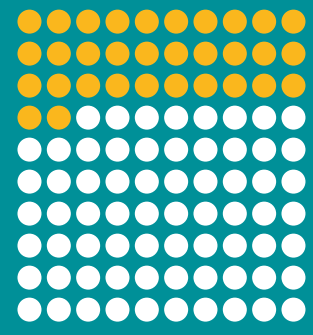
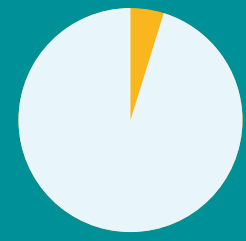


Beth yw'r sefyllfa?



Mae 32% o blant ag **anghenion lleferydd, iaith a chyfathrebu** yn byw mewn ardaloedd o **anfantais gymdeithasol uchel** ¹

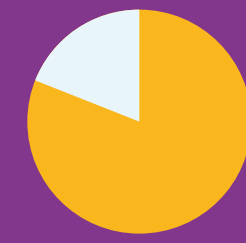


4.8% o blant ysgol yng Nghymru ag **anghenion lleferydd, iaith a chyfathrebu** ²

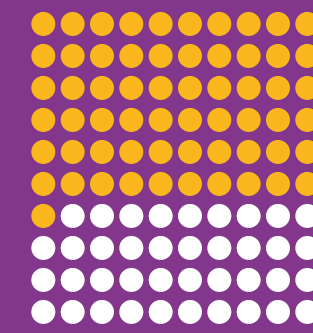
3/10

30% o blant yng Nghymru a chanddynt **Anghenion Dysgu Ychwanegol** ag **anghenion lleferydd, iaith a chyfathrebu**, sef y math mwyaf cyffredin o **Angen Dysgu Ychwanegol** yng Nghymru ³

Pam fod hyn yn bwysig?



81% o blant a chanddynt **anhwylderau emosiynol ac ymddygiadol** ag anghenion cyfathrebu sydd heb eu nodi o'r blaen ⁴



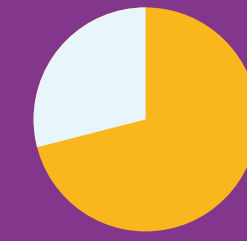
61% o blant ag **anghenion lleferydd, iaith a chyfathrebu** heb gyrraedd y lefelau disgwylidig ar draws y pynciau craidd ar ddiwedd Cyfnod Allweddol ³ ⁵

x2

Plant â sgoriau geirfa is yn 5 oed **ddwywaith** yn fwy tebygol o brofi cyfnodau o ddiweithdra pan yn oedolion ⁶



90% o'r rhai sy'n gadael gofal â gallu ieithyddol is **na'r cyfartaledd**. Nid oedd yr un o'r bobl ifanc hyn wedi cael diagnosis blaenorol o **anghenion lleferydd, iaith a chyfathrebu** ⁷

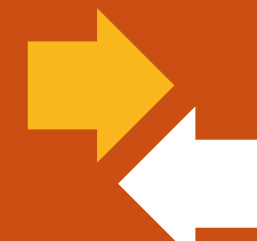


71% o blant a ddedfrydwyd yn y system cyfiawnder ieuentid yng Nghymru a Lloegr (Ebr 19 - Maw 20) ag **anghenion lleferydd, iaith a chyfathrebu** ⁸

Beth allwn ni ei wneud?



Gall cefnogi teuluoedd o unrhyw gefndir i ddarparu **amgylchedd cyfathrebu cadarnhaol** wella datblygiad ieithyddol



Mae **ymateb** i weithredoedd a geiriau plentyn yn allweddol i ddatblygiad eu sgiliau **lleferydd, iaith a chyfathrebu**



Gall **buddsoddi ychydig** mewn hyfforddi ymarferwyr blynyddoedd cynnar gael effaith fawr ar ddeilliannau plant o ran **lleferydd, iaith a chyfathrebu** ¹⁰



Anghenion lleferydd, iaith a chyfathrebu

Pam eu bod yn bwysig a beth allwn ni ei wneud?

1,2,3 Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion (CYBLD), 2023 Anghenion dysgu ychwanegol ac anghenion addysgol arbennig (llyw.cymru) <https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs>

4 Hollo A., Wehby J. & Oliver R. M. (2014). Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children*

5 Canlyniadau cenedlaethol, yn ôl pwnc, blwyddyn a'r math o ADY/AAA (Anghenion dysgu ychwanegol neu anghenion addysgol arbennig) (llyw.cymru) <https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-3-Core-Subjects/nationallevelresults-by-subject-year-sentype>

6 Law, J., Rush, R., Schoon, I., & Parsons, S. (2009). Modeling developmental language difficulties from school entry into adulthood: literacy, mental health, and employment outcomes. *Journal of Speech, Language, and Hearing Research*, 52(6), 1401-1416.

7 Clegg, J., Crawford, E., Spencer, S. and Matthews, D. (2021). Developmental Language Disorder (DLD) in Young People Leaving Care in England: A Study Profiling the Language, Literacy and Communication Abilities of Young People Transitioning from Care to Independence. *Int. J. Environ. Res. Public Health*, 18, 4107. <https://doi.org/10.3390/ijerph18084107>

8 Assessing the needs of sentenced children in the Youth Justice System - GOV.UK (www.gov.uk) <https://www.gov.uk/government/statistics/assessing-the-needs-of-sentenced-children-in-the-youth-justice-system>

9 "The child's communication environment was a more important predictor of language development at two, and school entry 'baseline' scores at 4 than socio-economic background" Roulstone, S; Law, J; Rush, R; Clegg, J and Peters, T, Department for Education (DFE). (2011) Investigating the role of language in children's early educational outcomes

10 <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>