

Llythrennedd – Darllen ar draws y cwricwlwm Y Cyfnod Sylfaen

		Dosbarth derbyn	Blwyddyn 1	Blwyddyn 2
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Canfod, dethol a defnyddio gwybodaeth	Strategaethau darllen	<ul style="list-style-type: none"> dewis deunyddiau darllen gan gynnwys llyfrau adnabod bod geiriau'n cael eu ffurfio o ffonemau (seiniau) a bod ffonemau'n cael eu cynrychioli gan graffemau (llythrennau ysgrifenedig): <ul style="list-style-type: none"> cyfuno cyfuniadau o lythrennau segmentu cyfuniadau o lythrennau darllen geiriau syml megis geiriau cytsain-llafariad-cytsain darllen penawdau a thestunau syml gan adnabod geiriau aml eu defnydd dangos ymwybyddiaeth o'r atalnod llawn wrth ddarllen dangos ymwybyddiaeth o'r gwahaniaeth rhwng storiâu a thestunau gwybodaeth deall ystyr nodweddion gweledol y testun, e.e. <i>darluniau, ffotograffau, diagramau a siartiau</i> adnabod geiriau a lluniau ar sgrin a deall eu hystyr 	<ul style="list-style-type: none"> dewis deunyddiau darllen ac esbonio ystyr testun a pham maent yn ei hoffi defnyddio'r strategaethau darllen a ganlyn yn fwyfwy annibynnol: <ul style="list-style-type: none"> strategaethau ffonig i ddatgodi geiriau adnabod geiriau aml eu defnydd cliwiau'r cyd-destun, e.e. <i>gwybodaeth flaenorol</i> cliwiau graffig a chystrawennol hunan-gywiro gan gynnwys ailddarllen a darllen ymlaen darllen testunau addas yn gywir ac yn rhugl darllen ar goedd gan roi sylw i'r atalnod llawn a'r gofynnod darllen ar goedd â mynegiant, gan ddangos ymwybyddiaeth o'r ebychnod a dyfynodau adnabod nodweddion testun syml megis teitlau a lluniau er mwyn esbonio'r testun chwilio am gliwiau yn y testun er mwyn deall gwybodaeth deall ystyr nodweddion gweledol a'u cysylltiad â'r testun ysgrifenedig, e.e. <i>darluniau, ffotograffau, diagramau a siartiau</i> adnabod geiriau a lluniau ar sgrin sy'n gysylltiedig â phwnc 	<ul style="list-style-type: none"> dewis deunyddiau darllen yn annibynnol gan roi rhesymau dros eu dewisiadau defnyddio'r strategaethau darllen a ganlyn yn fwyfwy annibynnol ar gyfer ystod ehangach o destunau cyfarwydd ac anghyfarwydd: <ul style="list-style-type: none"> strategaethau ffonig adnabod geiriau aml eu defnydd cliwiau'r cyd-destun, e.e. <i>gwybodaeth flaenorol</i> cliwiau graffig a syntactig hunan-gywiro, gan gynnwys ailddarllen a darllen ymlaen darllen ystod ehangach o destunau addas yn fwyfwy cywir a rhugl darllen ar goedd gan roi sylw i'r atalnodi, gan gynnwys atalnod llawn, gofynnod, ebychnod a dyfynodau, gan amrywio goslef, llais a chyflymder adnabod a defnyddio nodweddion testun, e.e. <i>teitlau, penawdau a lluniau</i>, i ganfod a deall gwybodaeth benodol chwilio am eiriau allweddol i ganfod am beth mae'r testun yn sôn defnyddio holl nodweddion gwahanol y testunau i ddeall eu hystyr, e.e. <i>lluniau, siartiau a'r cynllun</i> adnabod geiriau allweddol er mwyn chwilio am wybodaeth ar sgrin, a newid y geiriau chwilio yn ôl yr angen
	Ymateb i'r hyn a ddarllenwyd	Darllen a deall	<ul style="list-style-type: none"> ail-ddweud storiâu cyfarwydd mewn ffordd syml adnabod gwybodaeth o destun gan ddefnyddio nodweddion gweledol a geiriau perthnasu gwybodaeth a syniadau o destun gyda phrofiad personol 	<ul style="list-style-type: none"> ail-ddweud digwyddiadau o ddarn o naratif yn y drefn gywir codi gwybodaeth sy'n gysylltiedig â gwrthrych testun dwyn i gof fanylion o destunau gwybodaeth defnyddio profiad personol er mwyn gallu deall testunau'n well
	Ymateb a dadansoddi	<ul style="list-style-type: none"> dangos diddordeb mewn llyfrau a deunyddiau darllen eraill ac ymateb i'w cynnwys dilyn testunau sy'n cael eu darllen iddynt gan ymateb yn briodol. 	<ul style="list-style-type: none"> mynegi barn am wybodaeth yn y testun archwilio iaith, gwybodaeth a digwyddiadau mewn testunau gwneud cysylltiadau rhwng testunau a ddarllenwyd a gwybodaeth arall am y pwnc. 	<ul style="list-style-type: none"> mynegi barn am wybodaeth gan ddefnyddio manylion o'r testun dangos dealltwriaeth a mynegi barn am iaith, gwybodaeth a digwyddiadau mewn testunau gwneud cysylltiadau rhwng testunau a ddarllenwyd a gwybodaeth newydd am y pwnc.

Llythrennedd – Darllen ar

draws y cwricwlwm

Cyfnod Allweddol 2

		Blwyddyn 3	Blwyddyn 4	Blwyddyn 5	Blwyddyn 6
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Canfod, dethol a defnyddio gwybodaeth	Strategaethau darllen	<ul style="list-style-type: none"> defnyddio ystod o strategaethau i ddeall ystyr geiriau a brawddegau, gan gynnwys gwybodaeth am ffoneg, gwreiddiau geiriau, teuluoedd geiriau, cystrawen, trefn testun a gwybodaeth flaenorol am y cyd-destun darllen testunau gwybodaeth byr yn annibynnol gan ganolbwyntio darllen ar goedd gan ddefnyddio atalnodi i helpu'r mynegiant cip ddarllen (sgimio) i gael trosolwg ar destun, e.e. <i>pwnc, pwrpas</i> chwilio am wybodaeth benodol mewn testunau gan ddefnyddio cynnwys, mynegeion, geirfâu, geiriaduron defnyddio cliwiau gweledol, e.e. <i>darluniau, ffotograffau, diagramau a siartiau</i>, er mwyn gwella dealltwriaeth adnabod dibenion gwahanol testunau, e.e. <i>rhoi gwybodaeth, cyfarwyddo, esbonio</i> adnabod sut mae testunau'n cael eu trefnu, e.e. <i>rhestr, pwyntiau â rhifau, diagramau â saethau, tablau a phwyntiau bwled</i> dod o hyd i wybodaeth ar dudalennau gwe gan ddefnyddio nodweddion sgrin, e.e. <i>barrau offer, barrau ochr, penawdau, saethau</i> 	<ul style="list-style-type: none"> defnyddio ystod o strategaethau i ddeall ystyr geiriau a brawddegau, gan gynnwys gwybodaeth am ffoneg, gwreiddiau geiriau, teuluoedd geiriau, cystrawen, trefn testun a gwybodaeth flaenorol am y cyd-destun darllen testunau, gan gynnwys testunau heb fawr o gliwiau gweledol, yn annibynnol, gan ganolbwyntio defnyddio dealltwriaeth o gystrawen y frawddeg ac atalnodi i ddeall ystyr cip ddarllen (sgimio) i gael prif neges testun neu'r prif syniad mewn pennod llithr ddarllen (sganio) am wybodaeth benodol gan ddefnyddio amryw o nodweddion mewn testunau, e.e. <i>teitlau, darluniau, geiriau allweddol</i> adnabod sut mae testunau'n gwahaniaethu yn ôl eu pwrpas, eu strwythur a'u cynllun dod o hyd i wybodaeth a syniadau ar dudalennau gwe, gan ddefnyddio gwahanol ffyrdd o chwilio ac asesu pa ffyrdd yw'r rhai mwyaf effeithlon 	<ul style="list-style-type: none"> defnyddio ystod o strategaethau i ddeall ystyr geiriau a brawddegau, gan gynnwys gwybodaeth am ffoneg, gwreiddiau geiriau, teuluoedd geiriau, cystrawen, trefn testun a gwybodaeth flaenorol am y cyd-destun darllen testunau estynedig yn annibynnol am gyfnodau cyson adnabod sut mae atalnodi'n perthyn i gystrawen brawddeg a sut mae ystyr yn cael ei lunio mewn brawddegau cymhleth defnyddio ystod o strategaethau i gip ddarllen (sgimio), e.e. <i>dod o hyd i'r geiriau neu'r ymadroddion allweddol, y byrdwn, y prif syniadau, themâu</i> llithr ddarllen (sganio) i ddod o hyd i fanylion penodol gan ddefnyddio trefnyddion graffig a thestunol, e.e. <i>is-benawdau, diagramau</i> adnabod nodweddion testunau, e.e. <i>cyflwyniad i bwnc, dilyniant, darluniau, i ba raddau y mae'n ffurfiol</i> defnyddio gwybodaeth o ffynonellau yr ymddiriedir ynddynt ar sgrin ac ar bapur, gan dethol a llawrlwytho yn ôl yr angen 	<ul style="list-style-type: none"> defnyddio ystod o strategaethau i ddeall ystyr geiriau a brawddegau, gan gynnwys gwybodaeth am ffoneg, gwreiddiau geiriau, teuluoedd geiriau, cystrawen, trefn testun a gwybodaeth flaenorol am y cyd-destun darllen testunau cymhleth yn annibynnol am gyfnodau cyson deall sut gall atalnodi amrywio, gan effeithio ar gystrawen ac ystyr y frawddeg, e.e. <i>Ces i gacen(,) siocled a chaws i de</i> defnyddio ystod o strategaethau i ddod o hyd i wybodaeth, e.e. <i>cip ddarllen (sgimio) am gynnwys bras, llithr ddarllen (sganio) am fanylion</i> darllen yn fanwl, gan wneud nodiadau at ddibenion penodol chwilio ar y rhyngwrwd yn ofalus gan benderfynu pa ffynonellau i'w darllen a'u credu
	Ymateb i'r hyn a ddarllenwyd	Darllen a deall	<ul style="list-style-type: none"> nodi'n gywir bwnc a phrif syniadau testun, e.e. <i>drwy uwcholeuo, gan ddefnyddio geiriau allweddol y testun</i> dod i gasgliad ynglŷn â syniadau a gwybodaeth drwy gysylltu gosodiadau pendant, e.e. <i>achos ac effaith</i> cymryd diddordeb mewn gwybodaeth y tu hwnt i'w profiad personol 	<ul style="list-style-type: none"> nodi'n gywir y prif syniadau a'r wybodaeth ategol mewn testunau dod i gasgliad ynglŷn â'r cysylltiadau rhwng gwybodaeth, e.e. <i>dilyniant, pwysigrwydd</i> archwilio gwybodaeth a syniadau'r tu hwnt i'w profiad personol 	<ul style="list-style-type: none"> dangos dealltwriaeth o'r prif bwyntiau a'r manylion arwyddocaol mewn testunau, e.e. <i>map meddwl gan osod syniadau yn nhrefn pwysigrwydd, siart lif sy'n nodi proses</i> dehongli ystyr nad yw wedi'i ddatgan yn bendant, e.e. <i>beth sy'n digwydd nesaf?, pam gwnaeth hifef hynny?</i> adnabod ac archwilio syniadau a gwybodaeth sydd o ddiddordeb iddynt
	Ymateb a dadansoddi	<ul style="list-style-type: none"> defnyddio gwybodaeth o destun wrth drafod neu wrth ysgrifennu gwneud cysylltiadau rhwng yr hyn y maent yn ei ddarllen a'r hyn y maent eisoes yn ei wybod a'i gredu am y pwnc. 	<ul style="list-style-type: none"> dewis a defnyddio gwybodaeth a syniadau o destunau deall sut y gall rhywbeth gael ei gynrychioli ar ffurfiau gwahanol, e.e. <i>delwedd symudol, aml-foddol a phrint</i>. 	<ul style="list-style-type: none"> cydgasglu a threfnu gwybodaeth a syniadau o ffynonellau gwahanol dehongli'r hyn y mae awdur yn ei feddwl am y pwnc, e.e. <i>edmygu person hanesyddol, diddordeb yn unig mewn ffeithiau</i> pwysu a mesur a yw'r cynnwys yn ddibynadwy, e.e. <i>ydy ffotograffau'n fwy dibynadwy na lluniau?</i> 	<ul style="list-style-type: none"> cydgasglu a gwneud cysylltiadau, e.e. <i>blaenoriaethu, categorieiddio</i>, rhwng gwybodaeth a syniadau o ffynonellau gwahanol gwahaniaethu rhwng ffeithiau, damcaniaethau a barn ystyried safbwyntiau awduron gwahanol ar yr un pwnc, e.e. <i>mae llygod mawr yn ddiddorol neu'n broblem</i> ystyried a yw testun yn effeithiol i gyfleu gwybodaeth a syniadau.

Llythrennedd – Darllen ar draws y cwricwlwm Cyfnod Allweddol 3

		Blwyddyn 7	Blwyddyn 8	Blwyddyn 9
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Canfod, dethol a defnyddio gwybodaeth	Strategaethau darllen	<ul style="list-style-type: none"> defnyddio’u gwybodaeth am y canlynol: <ul style="list-style-type: none"> – tarddiadau a theuluoedd geiriau – cystrawen, strwythur y frawddeg a strwythur testun cyfan – cynnwys a chyd-destun i wneud synnwyr o eiriau, brawddegau a thestunau cyfan defnyddio ystod o strategaethau, e.e. <i>darllen cyflym, darllen agos, anodi, rhagfynegi</i>, i gip ddarllen (sgimio) testunau i gael y neges, y syniadau a’r themâu allweddol, a’u llithr ddarllen (sganio) am wybodaeth fanwl asesu ansawdd a dibynadwyedd gwybodaeth ar dudalennau’r rhyngwrwyd gan ystyried o ble mae’n dod a gwirio pa mor gywir yw hi 	<ul style="list-style-type: none"> defnyddio’u gwybodaeth am y canlynol: <ul style="list-style-type: none"> – tarddiadau a theuluoedd geiriau – cystrawen, strwythur y frawddeg a strwythur testun cyfan – cynnwys a chyd-destun i wneud synnwyr o eiriau, brawddegau a thestunau cyfan defnyddio ystod o strategaethau, e.e. <i>darllen cyflym, darllen agos, anodi, rhagfynegi</i>, i gip ddarllen (sgimio) testunau i gael y neges, y syniadau a’r themâu allweddol, a’u llithr ddarllen (sganio) am wybodaeth fanwl dewis a dethol pa ffynonellau ar y rhyngwrwyd i’w llawrlwytho neu i’w dyfynnu, yn ôl eu dibynadwyedd a’u perthnasedd 	<ul style="list-style-type: none"> defnyddio’u gwybodaeth am y canlynol: <ul style="list-style-type: none"> – tarddiadau a theuluoedd geiriau – cystrawen, strwythur y frawddeg a strwythur testun cyfan – cynnwys a chyd-destun i wneud synnwyr o eiriau, brawddegau a thestunau cyfan defnyddio ystod o strategaethau, e.e. <i>darllen cyflym, darllen agos, anodi, rhagfynegi</i>, i gip ddarllen (sgimio) testunau i gael y neges, y syniadau a’r themâu allweddol, a’u llithr ddarllen (sganio) am wybodaeth fanwl defnyddio’r rhyngwrwyd yn llawn gan dethol yn ofalus er mwyn diweddarau, ehangu a dyfnhau dealltwriaeth o wybodaeth, syniadau a materion
	Ymateb i’r hyn a ddarllenwyd	Darllen a deall	<ul style="list-style-type: none"> canolbwyntio wrth ddarllen testunau, ar sgrin ac ar bapur, sydd yn newydd iddynt gan ddeall yr wybodaeth sydd ynddynt dewis y prif bwyntiau mewn testunau ac adnabod sut mae gwybodaeth a thystiolaeth yn cael eu defnyddio i’w hategu darllen rhwng y llinellau gan ddehongli a dod i gasgliad adnabod sut trefnir testun, e.e. <i>yn rhesymegol neu’n thematig</i>, er mwyn gwneud i’r cynnwys fod yn eglur ac yn llawn gwybodaeth dilyn syniadau cychwynnol sydd o ddiddordeb iddynt drwy wneud rhagor o ymchwil ymchwilio 	<ul style="list-style-type: none"> canolbwyntio wrth ddarllen testunau, ar sgrin ac ar bapur, sydd yn newydd iddynt gan ddeall yr wybodaeth sydd ynddynt dod o hyd i wybodaeth a thystiolaeth ychwanegol o ffynonellau gwahanol a’u defnyddio’n ddethol defnyddio, casglu a dehongli i ddeall haenau o ystyr gwneud cysylltiadau rhwng testunau, eu themâu a’u cynnwys ffeithiol ac adnabod unrhyw bwyntiau sy’n cytuno â’i gilydd neu sy’n gwrth-ddweud ei gilydd darllen o amgylch pwnc sydd o ddiddordeb iddynt a datblygu dealltwriaeth ehangach drwy ymchwilio
	Ymateb a dadansoddi	<ul style="list-style-type: none"> cydgasglu a chrynhoi gwybodaeth berthnasol, e.e. <i>dwyn ynghyd a chrynhoi ffeithiau a syniadau am bwnc</i>, o destunau gwahanol gwahaniaethu rhwng ffeithiau, damcaniaethau a barn gan ddefnyddio tystiolaeth i ddangos y gwahaniaethau cymharu safbwyntiau ar yr un pwnc a phwyso a mesur p’un yw’r mwyaf dilys gwerthuso cynnwys, cyflwyniad ac apêl testun. 	<ul style="list-style-type: none"> crynhoi a chyfuno gwybodaeth, e.e. <i>cyfrif cryno o bwnc eang</i>, gan ddefnyddio ffynonellau gwahanol gwahaniaethu rhwng rhagfarn a barn wrthrychol gan esbonio sut maent yn wahanol adnabod gwahanol safbwyntiau ar bwnc ac unrhyw feysydd lle ceir cytuno a gwrth-ddweud gwerthuso testunau yn ôl eu hansawdd a’u lefel diddordeb. 	<ul style="list-style-type: none"> cyfuno a dadansoddi gwybodaeth er mwyn hybu dealltwriaeth ddofn, e.e. <i>o achosion, canlyniadau, patrymau</i>, gan ddefnyddio ffynonellau gwahanol gwahaniaethu rhwng ffeithiau/tystiolaeth a rhagfarn/dadl adnabod gwahanol ddehongliadau ar ffeithiau a gwybodaeth a’u cloriannu gwerthuso pa mor ddefnyddiol a dibynadwy yw testunau.

Elfennau	Agweddau	Mae dysgwyr yn gallu gwneud y canlynol.
Canfod, dethol a defnyddio gwybodaeth	Strategaethau darllen	Mae'r dysgwyr yn adeiladu ar eu sgiliau a'u profiadau drwy ddarllen ar draws y cwricwlwm i ymdrin â thestunau print, testunau ar sgrin a thestunau aml-foddol yn rhwydd. Mae ganddynt strategaethau i ymchwilio i ddadleuon ac ymdrin â phynciau anghyfarwydd, gan gydnabod eu ffynonellau. Maent yn defnyddio technegau (cip ddarllen (sgimio), llithr ddarllen (sganio), anodi, rhagfynegi) i gywain ystyr o destunau heriol. Maent yn deall pwyntiau amlwg a hefyd arlliwiau ystyr ac maent yn ymwybodol fod modd dehongli dadleuon a syniadau mewn ffyrdd gwahanol.
Ymateb i'r hyn a ddarllenwyd	Darllen a deall	Maent yn gallu esbonio sut mae testunau'n defnyddio geiriau, dyluniadau, diagramau a delweddau i gyfleu ystyr a dylanwadu ar y darlennydd/gwylwr a gallant werthuso pa mor effeithiol yw'r technegau hyn. Maent yn defnyddio'r we'n ddeallus, gan ymchwilio'n ddewisol ac asesu dilysrwydd ac arwyddocâd eu canfyddiadau. Maent yn dangos eu dealltwriaeth drwy ddadansoddi, cyfuno a herio'r hyn a ddarllenant.
	Ymateb a dadansoddi	

**Llythrennedd – Llafaredd
ar draws y cwricwlwm
Y Cyfnod Sylfaen**

Elfennau		Dosbarth derbyn	Blwyddyn 1	Blwyddyn 2
Datblygu a chyflwyno gwybodaeth a syniadau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
	Siarad	<ul style="list-style-type: none"> • siarad am bethau o’u profiad a rhannu gwybodaeth • defnyddio geiriau, cymalau a brawddegau syml • mynegi beth yw eu hoff bethau a’u cas bethau • siarad yn glywadwy • cyfrannu i weithgareddau chwarae rôl gan ddefnyddio iaith berthnasol • dangos ymwybyddiaeth bod rhai synau yn newid ar ddechrau geiriau, e.e. <i>dau gi, y gath</i> 	<ul style="list-style-type: none"> • mynegi barn ar bynciau cyfarwydd • siarad am bethau y maent wedi’u llunio neu wedi’u gwneud, gan esbonio’r broses • cynnwys rhai manylion a rhywfaint o eirfa berthnasol i ymhelaethu ar eu syniadau neu eu hadroddiadau • siarad yn glywadwy, gan gyfleu ystyr i wrandawyr sydd y tu hwnt i’w grŵp cyfeillion • mabwysiadu rôl gan ddefnyddio iaith briodol • dangos ymwybyddiaeth bod rhai synau’n newid ar ddechrau geiriau, e.e. <i>y ferch</i> 	<ul style="list-style-type: none"> • mynegi barn, gan roi rhesymau a chynnig atebion priodol i gwestiynau • ymestyn eu syniadau neu eu hadroddiadau gan drefnu’r hyn y maent yn ei ddweud a chynnwys manylion perthnasol • siarad yn eglur ag ystod o gynulleidfaoedd • mabwysiadu rôl benodol, gan ddefnyddio iaith sy’n briodol mewn sefyllfaoedd strwythuredig • <i>defnyddio ambell dreigl y maent wedi ei ymarfer ar lafar, e.e. y bêl, fy mag, i’r dref</i>
	Gwrando	<ul style="list-style-type: none"> • dangos eu bod wedi gwrando ar eraill, e.e. <i>wrth dynnu llun</i> • ymuno wrth adrodd/canu hwiangerddi, rhigymau a chaneuon, eu hailadrodd neu eu dysgu ar y cof, gyda pheth cymorth • gofyn cwestiynau am rywbeth a ddywedwyd 	<ul style="list-style-type: none"> • gwrando ar eraill, â sylw cynyddol, gan ymateb yn briodol fel arfer, e.e. <i>dilyn cyfarwyddiadau’n gywir</i> • ymuno wrth adrodd/canu amrywiaeth o rigymau a chaneuon, eu hailadrodd neu eu dysgu ar y cof • ailadrodd naratifau neu wybodaeth y maent wedi eu clywed • dangos eu bod yn deall yr hyn y maent wedi ei glywed drwy holi cwestiynau i ddod o hyd i ragor o wybodaeth • ateb cwestiynau gan ddefnyddio ffurfiau cywir fel arfer, e.e. <i>Oes? Oes/Nac oes</i> 	<ul style="list-style-type: none"> • gwrando ar eraill gan ganolbwyntio, deall y prif bwyntiau a gofyn am eglurhad os oes ei angen • ailadrodd naratifau neu wybodaeth y maent wedi eu clywed, gan osod y digwyddiadau yn eu trefn gywir • dangos eu bod yn deall yr hyn y maent wedi ei glywed drwy holi cwestiynau perthnasol i ddod o hyd i wybodaeth benodol • ateb cwestiynau gan ddefnyddio ffurfiau cywir, e.e. <i>Ydy? Ydy/Nac ydy</i>
Cydweithio a thrafod	<ul style="list-style-type: none"> • cyfnewid syniadau wrth drafod yn unigol ac mewn grwpiau bach, e.e. <i>gyda ffrindiau</i> • cymryd rhan mewn gweithgareddau gydag eraill, gyda pheth rhyngweithio. 	<ul style="list-style-type: none"> • cyfrannu i sgysiau ac ymateb i eraill, gan gymryd eu tro o’u hysgogi • cymryd rhan mewn gweithgareddau gydag eraill a siarad am yr hyn y maent yn ei wneud. 	<ul style="list-style-type: none"> • cyfrannu i drafodaeth, parhau i ganolbwyntio ar y pwnc a chymryd eu tro i siarad • rhannu gweithgareddau a gwybodaeth i gwblhau tasg. 	

**Llythrennedd – Llafaredd
ar draws y cwricwlwm
Cyfnod Allweddol 2**

		Blwyddyn 3	Blwyddyn 4	Blwyddyn 5	Blwyddyn 6
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Datblygu a chyflwyno gwybodaeth a syniadau	Siarad	<ul style="list-style-type: none"> esbonio gwybodaeth a syniadau gan ddefnyddio geirfa briodol trefnu'r hyn y maent yn ei ddweud fel bod y gwrandawyr yn gallu dilyn, e.e. <i>pwysleisio pwyntiau allweddol, rhoi esboniad yn ei drefn</i> siarad yn eglur, gan amrywio'r mynegiant i helpu'r gwrandawyr defnyddio iaith sy'n berthnasol i sefyllfaoedd mwy ffurfiol, e.e. <i>yn ystod y gwasanaeth, siarad ag ymwelydd (gan ddechrau defnyddio tilchi)</i> cadw mewn rôl a chynorthwyo eraill wrth chwarae rôl defnyddio'r treigladau mwyaf cyffredin yn gywir fel arfer, e.e. <i>y gadair, ar ben</i> 	<ul style="list-style-type: none"> esbonio gwybodaeth a syniadau gan ddefnyddio adnoddau cynorthwyol, e.e. <i>deunyddiau ar sgrin ac ar y we</i> trefnu sgwrs er mwyn i gynulleidfaoedd gwahanol ddilyn yr hyn sy'n cael ei ddweud, e.e. <i>rhoi gwybodaeth gefndir, rhoi crynodeb byr o'r prif bwyntiau</i> addasu sgwrs gan ddangos eu bod yn deall y gwahaniaethau rhwng sgwrs anffurfiol ymhlith ffrindiau a sgwrs fwy estynedig â grŵp ehangach, e.e. <i>defnyddio tilchi</i> archwilio sefyllfaoedd gwahanol drwy chwarae rôl defnyddio'r treigladau mwyaf cyffredin yn gywir, e.e. <i>fy nghalon</i> 	<ul style="list-style-type: none"> esbonio gwybodaeth a syniadau, archwilio a defnyddio ffyrdd o argyhoeddi, e.e. <i>defnydd o eirfa, ystum, cynorthwyon gweledol</i> siarad yn eglur, gan ddefnyddio iaith ffurfiol a thafllu'r llais yn effeithiol i gynulleidfa fawr, e.e. <i>digwyddiad i rieni/gofalwyr, cyflwyniad i ymwelwyr</i> archwilio dadleuon a themâu drwy chwarae rôl treiglo'n gywir fel rheol ar ôl y rhan fwyaf o'r arddodiaid a'r rhagenwau, e.e. am funud, dy fam 	<ul style="list-style-type: none"> mynegi materion a syniadau'n eglur, gan ddefnyddio geirfa arbenigol ac enghreifftiau siarad yn eglur gan ddefnyddio iaith ffurfiol ac amrywio mynegiant, tŵn a chryfder y llais, i gadw diddordeb y gwrandawyr archwilio materion heriol neu ddadleuol drwy barhau i gynnal y rôl y maent yn ei chwarae treiglo'n gywir ar ôl arddodiaid a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythyren yn dilyn y drefn arferol, e.e. <i>y llinell</i>
	Gwrando	<ul style="list-style-type: none"> gwrando'n ofalus a gwneud cysylltiadau rhwng yr hyn y maent yn ei ddysgu a'r hyn y maent eisoes yn ei wybod gwirio eu bod yn deall drwy ofyn cwestiynau perthnasol neu gynnig sylwadau perthnasol 	<ul style="list-style-type: none"> gwrando'n ofalus ar gyflwyniadau gan ddangos dealltwriaeth o'r prif bwyntiau ar ôl gwrando, ymateb gan fynegi barn am yr hyn y mae'r siaradwr wedi'i ddweud 	<ul style="list-style-type: none"> gwrando'n astud ar gyflwyniadau gan ddefnyddio technegau i gofio'r prif bwyntiau, e.e. <i>gwneud nodiadau, crynhoi</i> gwrando ar eraill, gofyn cwestiynau ac ymateb i'r cynnwys a safbwyntiau'r siaradwr 	<ul style="list-style-type: none"> gwrando'n ofalus ar gyflwyniadau gan ddangos dealltwriaeth o gasgliadau neu farn y siaradwr ymateb i eraill gyda chwestiynau a sylwadau sy'n canolbwyntio ar resymau, goblygiadau a chmau nesaf
	Cydweithio a thrafod	<ul style="list-style-type: none"> cyfrannu i drafodaeth grŵp, gan rannu syniadau a gwybodaeth siarad yn bwrpasol er mwyn cyflawni tasg mewn grŵp. 	<ul style="list-style-type: none"> cyfrannu i drafodaeth grŵp, gan helpu pawb i gymryd rhan helpu grŵp i ddod i gytundeb, e.e. <i>ystyried rhesymau neu ganlyniadau, cadw ffocws ar y pwnc/peidio â dilyn ysgyfarlogod wrth drafod pwnc.</i> 	<ul style="list-style-type: none"> cyfrannu i drafodaeth grŵp, gan gymryd rhywfaint o gyfrifoldeb dros gyflawni'r dasg yn dda, e.e. <i>cyflwyno syniadau perthnasol, crynhoi</i> ychwanegu at a datblygu syniadau dysgwyr eraill mewn trafodaethau grŵp, e.e. <i>drwy holi cwestiynau i archwilio ymhellach, cynnig syniadau ychwanegol.</i> 	<ul style="list-style-type: none"> cyfrannu'n bwrpasol i drafodaeth grŵp er mwyn dod i'r canlyniadau y cytunwyd arnynt codi pwyntiau o drafodaeth grŵp, gan gytuno neu anghytuno a rhoi rhesymau.

Llythrennedd – Llafaredd
ar draws y cwricwlwm
Cyfnod Allweddol 3

Elfennau		Blwyddyn 7	Blwyddyn 8	Blwyddyn 9
Datblygu a chyflwyno gwybodaeth a syniadau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
	Siarad	<ul style="list-style-type: none"> cyflwyno pynciau a syniadau'n eglur gan ddefnyddio iaith ffurfiol ac amrywio'r hyn y maent yn ei ddweud a sut maent yn ei ddweud er mwyn ennyn diddordeb y gwrandawyr, e.e. <i>mynegiant, tôn y llais, cryfder y sain</i> ymateb i gwestiynau a sylwadau'r gwrandawyr yn adeiladol ac yn fanwl dadlau'n llawn argyhoeddiad gan ddefnyddio gwybodaeth am y pwnc yn effeithiol, e.e. <i>wrth chwarae rôl neu mewn dadl</i> defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun 	<ul style="list-style-type: none"> cyflwyno pynciau a syniadau'n gydlynus, gan ddefnyddio technegau'n effeithiol, e.e. <i>strwythur clir, hanesyn i gyflwyno enghraifft, casgliadau credadwy</i> ymateb i farn eraill yn gadarnhaol a phriodol o gael eu herio amddiffyn dadl gyda gwybodaeth a rhesymau, e.e. <i>wrth chwarae rôl neu mewn dadl</i> defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun 	<ul style="list-style-type: none"> cyflwyno syniadau a materion yn llawn argyhoeddiad gan ddefnyddio amryw o dechnegau i greu effaith, e.e. <i>cwestiynau rhethregol, apelio at y gwrandawyr, ystumiau</i> ymateb i adwaith y gwrandawyr gan addasu'r hyn y maent yn ei ddweud a sut maent yn ei ddweud cynnal dadl argyhoeddedig, rhagweld safbwyntiau eraill ac ymateb iddynt, e.e. <i>wrth chwarae rôl neu mewn dadl</i> defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun
	Gwrando	<ul style="list-style-type: none"> ymateb yn bwylllog i syniadau eraill, gan ofyn cwestiynau cymwys gwrando ar esboniadau o brosesau, dilyniant neu safbwyntiau a nodi'r prif bwyntiau yn eu trefn 	<ul style="list-style-type: none"> ymateb yn gadarnhaol ac ystyrlon i syniadau newydd a safbwyntiau gwahanol gwrando ar wybodaeth a syniadau (ar sgrin neu'n fyw) a nodi sut mae tystiolaeth yn cael ei ddefnyddio, e.e. <i>i amddiffyn barn, neu ei chamddefnyddio, e.e. i gamarwain drwy orliwio</i> 	<ul style="list-style-type: none"> ystyried perthnasedd ac arwyddocâd gwybodaeth a syniadau a gyflwynwyd iddynt gwrando ar wybodaeth a syniadau ac adnabod sut maent yn cael eu cyflwyno i hybu safbwynt penodol, e.e. <i>defnyddio iaith sy'n darbwyllo/perswadio, anwybyddu ffeithiau anghyfleus, dod i gasgliad afresymegol</i>
Cydweithio a thrafod	<ul style="list-style-type: none"> gwneud amrywiaeth o gyfraniadau i drafodaethau, e.e. <i>arwain, annog a chefnogi eraill</i> cyrraedd consensws a chytuno ar gamau gweithredu mewn grwpiau, e.e. <i>cytuno ar gynllun, pwysu a mesur rhesymau a thystiolaeth.</i> 	<ul style="list-style-type: none"> cymryd amrywiaeth o rolau, e.e. <i>trefnu, rhoi camau gweithredu ar waith, mewn cyd-destunau grŵp mwy ffurfiol, e.e. wrth weithio gydag oedolion a chyfoedion anghyfarwydd</i> trafod safbwyntiau cyferbyniol, a thrafod y camau nesaf. 	<ul style="list-style-type: none"> ymgyrdd ag amrywiaeth o rolau mewn trafodaeth grŵp gan gymryd mwy o gyfrifoldeb dros eu barn, gan gynnwys mewn sefyllfaoedd mwy ffurfiol, e.e. <i>cadeirydd, ysgrifennydd</i> nodi bod amrywiaeth o ddevisiadau o ran camau gweithredu a dod i gytundeb er mwyn cyflawni amcanion y grŵp. 	

Elfennau	Agweddau	Mae dysgwyr yn gallu gwneud y canlynol.
Datblygu a chyflwyno gwybodaeth a syniadau	Siarad	Mae'r dysgwyr yn parhau i ddatblygu eu sgiliau siarad a gwrando, a'u sgiliau i gyfrannu i grwpiau a gweithio gydag eraill. Mewn cyflwyniadau ffurfiol maent yn rhugl, yn ynganu'n eglur ac yn defnyddio ystod o dechnegau, gan gynnwys dewis o eirfa, mynegiant, ystum a chyswilt llygad, i gyfleu eu syniadau. Maent yn llunio eu cyflwyniad fel bod gwrandawyr yn gallu dilyn ac maent yn addasu eu defnydd o iaith i amcanion gwahanol yn effeithiol. Mewn cyd-destunau anffurfiol maent yn addasu i natur a maint y grŵp gan ddefnyddio iaith gydweithredol, fel awgrymiadau a chynigion petrus, i ddod i gasgliadau ar y cyd.
	Gwrando	Maent yn gwrando'n ofalus ar siaradwyr unigol a thrafodaethau grŵp, gan ddilyn trywydd syniadau a dadleuon a cheisio deall safbwyntiau eraill. Dangosir eu gwrandawriad sensitif wrth iddynt ddilyn syniadau eraill, gan eu profi drwy eu defnyddio mewn cyd-destunau gwahanol, dadansoddi casgliadau ac arfarnu'n adeiladol. Mewn gwaith grŵp maent yn effro i'r hyn a fyddai'n galluogi'r grŵp i ddatblygu ac yn addasu eu cyfraniadau'n bwrpasol, gan gynnwys trefnu gweithgareddau, denu eraill a thrafod er mwyn dod i gasgliadau.
	Cydweithio a thrafod	

Llythrennedd – Ysgrifennu

ar draws y cwricwlwm

Y Cyfnod Sylfaen

Llythrennedd – Ysgrifennu ar draws y cwricwlwm Y Cyfnod Sylfaen		Dosbarth derbyn	Blwyddyn 1	Blwyddyn 2
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Trefnu syniadau a gwybodaeth	Ystyr, dibenion, darllenwyr	<ul style="list-style-type: none"> creu ac arddweud brawddeg sy'n disgrifio digwyddiadau, profiadau a lluniau i gyfleu ystyr cyfleu ystyr drwy luniau a thrwy wneud marciau deall natur wyddorol ysgrifennu a bod gan symbolau ysgrifenedig ystyron copio ac ysgrifennu llythrennau, geiriau ac ymadroddion defnyddio lluniau a symbolau i greu ysgrifennu ar sgrin 	<ul style="list-style-type: none"> cyfathrebu'n bwrpasol wrth ysgrifennu, e.e. <i>efallai gyda chymorth lluniad</i> defnyddio lluniau, symbolau, dilyniant o lythrennau a geiriau cyfarwydd i gyfleu ystyr sgwrsio am yr hyn y maent yn mynd i'w ysgrifennu ysgrifennu geiriau, ymadroddion a brawddegau syml gan ddarllen eu hymdrechion dewis llythrennau, geiriau a lluniau i greu ysgrifennu ar sgrin 	<ul style="list-style-type: none"> ysgrifennu at ddibenion gwahanol ysgrifennu testun sy'n gwneud synnwyr i ddarllen arall – gall y testun gynnwys manylion a lluniau defnyddio sgwrs i gynllunio ysgrifennu aiddarllen eu gwaith ysgrifennu a'i wella i sicrhau ei fod yn gwneud synnwyr arbrofi â ffurfiau a chynlluniau gwahanol ar sgrin, gan symud testun a lluniau o gwmpas yn hwylus
	Strwythur a threfn	<ul style="list-style-type: none"> dechrau gosod geiriau, arwyddion neu symbolau mewn dilyniant priodol cyfrannu i ffurf sydd wedi'i modelu gan yr athro/athrawes, e.e. <i>drwy ysgrifennu ar y cyd</i> dangos dealltwriaeth o wahanol ffurfiau, e.e. <i>cardiau, rhestri, gwahoddiadau</i> 	<ul style="list-style-type: none"> trefnu cynnwys mewn dilyniant cywir, e.e. <i>cyfarwyddiadau, ryseitiau</i> dilyn ffurf sydd wedi'i modelu gan yr athro/athrawes deall gwahanol fathau o ysgrifennu, e.e. <i>cofnod o ddigwyddiadau, disgrifiadau, naratif</i> 	<ul style="list-style-type: none"> dilyn strwythur yn eu gwaith ysgrifennu gyda chymorth, e.e. <i>adroddiadau, rhestri</i> dilyn a datblygu ar ffurf sydd wedi'i modelu gan yr athro/athrawes trefnu darn o ysgrifennu gyda dechrau, canol a diwedd defnyddio gwahanol fathau o ysgrifennu sy'n briodol i'r pwrpas a'r darllynydd
Ysgrifennu'n gywir	Iaith		<ul style="list-style-type: none"> defnyddio geiriau penodol sy'n ymwneud â phwnc eu hysgrifennu 	<ul style="list-style-type: none"> deall a defnyddio iaith sy'n briodol ar gyfer ysgrifennu defnyddio geiriau syml sy'n perthyn i'r pwnc mewn modd priodol
	Llawysgrifen Cystrawen Atalnodi Sillafu	<ul style="list-style-type: none"> dal offer ysgrifennu mewn modd priodol ysgrifennu o'r chwith i'r dde gwahaniaethu rhwng llythrennau gwahaniaethu rhwng priflythrennau a llythrennau bach dangos ymwybyddiaeth bod rhai synau'n newid ar ddechrau geiriau, e.e. <i>dau gi, y gath</i> defnyddio'r gytsain gychwynol gywir drwy ddechrau defnyddio gwybodaeth ffonig defnyddio geiriau cyfarwydd ac aml eu defnydd wrth ysgrifennu. 	<ul style="list-style-type: none"> creu priflythrennau a llythrennau bach sydd fel arfer yn eglur eu siâp ac yn wynebu'r ffordd gywir defnyddio priflythyren ac atalnod llawn yn weddol gyson dechrau defnyddio cysyllteiriau er mwyn ymhelaethu ar bwynt dangos ymwybyddiaeth bod rhai synau'n newid ar ddechrau geiriau, e.e. <i>y ferch</i> sillafu rhai geiriau mewn modd confensiynol gan gynnwys geiriau cytsain-llafariad-cytsain, a llythrennau dwbl, e.e. <i>rh, ff</i> defnyddio strategaethau sillafu megis sain-symbol sy'n cyfuno a segmentu sillafu geiriau aml eu defnydd yn gywir. 	<ul style="list-style-type: none"> ffurfio priflythrennau a llythrennau bach yn gywir ac yn gyson o ran eu maint defnyddio priflythyren, atalnod llawn a gofynnod yn gywir, a defnyddio ebychnod weithiau defnyddio cysyllteiriau i ysgrifennu brawddegau cyfansawdd defnyddio geiriau trefnu, e.e. <i>yn gyntaf, yna, wedyn, i gloi</i> defnyddio ffurfiau safonol berfau, e.e. <i>gweld/gwelais, mynd/aeth</i>, a chytundeb berf a goddrych, e.e. <i>roeddwn i/roedden ni</i> defnyddio ambell dreigl y maent wedi ei ymarfer ar lafar, e.e. <i>fy mag, i'r dref</i> defnyddio strategaethau sillafu fel rhannu'n sillafau, gwreiddiau syml ac ôl-ddodiaid, e.e. <i>-wr, -ydd, -og</i> sillafu rhai geiriau yn cynnwys <i>ŷ/u/i</i>, e.e. <i>tŷ, llun</i>, a llafariad clwm, e.e. <i>coed</i> sillafu geiriau aml eu defnydd yn gywir

Llythrennedd – Ysgrifennu

ar draws y cwricwlwm

Cyfnod Allweddol 2

		Blwyddyn 3	Blwyddyn 4	Blwyddyn 5	Blwyddyn 6
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Trefnu syniadau a gwybodaeth	Ystyr, dibenion, darllenwyr	<ul style="list-style-type: none"> ysgrifennu at ddibenion a darllenwyr gwahanol gan ddewis geiriau er mwyn creu amrywiaeth a diddordeb cynnwys manylion, gwybodaeth neu sylwadau perthnasol yn eu gwaith ysgrifennu nodi syniadau i'w defnyddio wrth ysgrifennu defnyddio nodweddion ar sgrin, e.e. <i>ffont, lliw, torri, gludo, newid maint</i>, i gyflwyno'u gwaith mewn ffyrdd sy'n ennyn diddordeb y darlennydd ac yn gwella'r ystyr adolygu a gwella darnau o'u gwaith 	<ul style="list-style-type: none"> addasu'r hyn y maent yn ei ysgrifennu yn ôl y diben a'r darlennydd, gan ddewis geiriau'n addas, e.e. <i>iaith ddisgrifiadol a pherswâd</i> esbonio'r prif syniad(au) gyda manylion ategol gan gynnwys sylwadau ac esboniadau lle bo'n berthnasol casglu syniadau i gynllunio ysgrifennu archwilio a gwneud defnydd addas o wahanol fathau o ysgrifennu ar sgrin i ryngweithio ag eraill, e.e. <i>gwefannau, negeseuon e-bost, blogiau</i> gwella'u gwaith ysgrifennu, ei wirio o ran eglurder a threfn 	<ul style="list-style-type: none"> ysgrifennu gyda'r diben yn amlwg gan ddangos ystyriaeth i'r darlennydd, e.e. <i>drwy ddefnyddio geirfa addas a dyfeisiau cyflwyno</i> ymhelaethu ar y prif syniad(au) drwy roi rhesymau, gwybodaeth ac enghreifftiau ategol defnyddio technegau wrth gynllunio gwaith ysgrifennu, e.e. <i>map meddwl, dilyniannu, gweithgareddau mat bwrdd</i> archwilio cynllun tudalennau'r we i greu deunyddiau gan ddefnyddio'r offer sydd ar gael diwygio a gwella'u gwaith ysgrifennu, gan esbonio pam maent wedi gwneud newidiadau 	<ul style="list-style-type: none"> addasu arddull ysgrifennu i'r darlennydd a'r diben, e.e. <i>arddull ffurfiol ar gyfer darlennydd anhysbys, arddull syml ar gyfer darllenwyr iau</i> ysgrifennu adroddiad cynhwysfawr o bwnc neu thema defnyddio amrywiaeth o strategaethau i gynllunio ysgrifennu, e.e. <i>nodiadau, diagramau, siartiau llif</i> archwilio gwahanol ffyrdd o gyflwyno gwaith yn briodol, e.e. <i>delwedd symudol, sleidiau, trosleisio</i> ystyried, golygu ac aildrafftio i wella'u gwaith ysgrifennu
	Strwythur a threfn	<ul style="list-style-type: none"> defnyddio strwythur elfennol ar gyfer ysgrifennu ysgrifennu gan ddefnyddio cyflwyniad i'r pwnc a diweddglö cyflwyno prosesau, digwyddiad neu adroddiadau mewn dilyniant clir defnyddio gwybodaeth weledol os yw'n berthnasol, e.e. <i>diagramau wedi'u labelu</i> 	<ul style="list-style-type: none"> defnyddio strwythur penodol wrth ysgrifennu, e.e. <i>tablau, holiaduron</i> ysgrifennu cyflwyniad, datblygu cyfres o syniadau a diweddglö trefnu'r gwaith ysgrifennu mewn dilyniant neu adrannau rhesymegol, drwy ddechrau defnyddio paragraffau defnyddio gwybodaeth weledol, e.e. <i>darluniau, diagramau a graffiau</i>, sy'n glir ac yn berthnasol i'r testun ysgrifenedig 	<ul style="list-style-type: none"> defnyddio nodweddion sy'n dangos strwythur yr ysgrifennu, e.e. <i>is-benawdau, penawdau</i> ysgrifennu cyflwyniad sy'n gosod cyd-destun, cyfres o bwyntiau mewn trefn briodol a diweddglö addas defnyddio paragraffau sydd â phrif syniad a manylion perthnasol defnyddio delweddau, graffiau a darluniau sy'n glir, yn berthnasol ac yn briodol 	<ul style="list-style-type: none"> addasu strwythurau wrth ysgrifennu i gyd-destunau gwahanol, e.e. <i>adrodd am ddigwyddiad, ymchwiliad neu arbrawf</i> ysgrifennu cyflwyniad effeithiol sy'n gosod cyd-destun a diben, cydbwysedd addas rhwng ffeithiau a safbwyntiau, diweddglö cryno defnyddio paragraffau gan wneud cysylltiadau rhyngddynt defnyddio nodweddion a diwyg sydd wedi'u llunio er mwyn cyflwyno data a syniadau'n glir
Ysgrifennu'n gywir	laith	<ul style="list-style-type: none"> defnyddio iaith sy'n briodol ar gyfer ysgrifennu, gan gynnwys Cymraeg safonol defnyddio geirfa sy'n gysylltiedig â'r pwnc neu â chyd-destun y pwnc 	<ul style="list-style-type: none"> defnyddio iaith sy'n briodol ar gyfer ysgrifennu, gan gynnwys Cymraeg safonol defnyddio geirfa bwnc benodol yn annibynnol 	<ul style="list-style-type: none"> defnyddio iaith sy'n briodol ar gyfer ysgrifennu, gan gynnwys Cymraeg safonol defnyddio geirfa briodol, gan gynnwys geiriau ac ymadroddion pwnc benodol 	<ul style="list-style-type: none"> defnyddio iaith sy'n briodol ar gyfer ysgrifennu, gan gynnwys Cymraeg safonol defnyddio geirfa amrywiol a phriodol, gan gynnwys geiriau ac ymadroddion pwnc benodol
	Cystrawen Atalnodi Sillafu Llawysgrifen	<ul style="list-style-type: none"> cychwyn brawddegau mewn amrywiaeth o ffyrdd defnyddio ansoddeiriau ac adferfau i ehangu brawddegau ac ymadroddion syml defnyddio amrywiaeth o gysyllteiriau sy'n cyfleu achos a chanlyniad, e.e. <i>oherwydd, ar ôl</i> defnyddio ffurfiau safonol berfau'n berthnasol i gyd-destun defnyddio ffurfiau gorffennol y ferf yn gyson, e.e. <i>cytsain yn dyblu (e.e. gofyn – gofynnodd)</i> defnyddio'r treigladau mwyaf cyffredin fel arfer yn gywir, e.e. <i>ar ben</i> defnyddio atalnod llawn, gofynnod, ebychnod ac atalnod ar gyfer rhestri defnyddio strategaethau gan gynnwys gwybodaeth am deuluoedd geiriau, gwreiddiau, morffoleg a gwybodaeth graffig i sillafu geiriau, e.e. <i>y geiriau amsillafog mwyaf cyffredin</i> sillafu ffurfiau lluosog yn gywir mewn cyd-destun, e.e. <i>-au, -ion</i> sillafu pob gair aml ei ddefnydd yn gywir cynhyrchu llawysgrifen ddarllenadwy a chyflwyno'u gwaith mewn modd priodol gan gyfuno llythrennau mewn ambell air. 	<ul style="list-style-type: none"> amrywio trefn geiriau, ymadroddion a chymalau mewn brawddegau defnyddio ansoddeiriau ac adferfau i ychwanegu diddordeb ac er mwyn ysgrifennu'n fanwl gywir defnyddio cysyllteiriau i ddangos cysylltiadau o fewn brawddegau defnyddio ffurf safonol amrywiaeth o ferfau, e.e. <i>ffurfiau presennol, gorffennol, negyddol</i> defnyddio'r treigladau mwyaf cyffredin yn gywir, e.e. <i>fy nghalon</i> defnyddio atalnodi i ddynodi brawddegau, a dechrau defnyddio dyfynodau, atalnod i farcio cymalau ac ymadroddion a chollnodau i hepgor llythrennau, e.e. <i>hoffi'r ysgol (i + yr)</i> defnyddio strategaethau gan gynnwys gwybodaeth am deuluoedd geiriau, gwreiddiau, morffoleg a gwybodaeth graffig i sillafu geiriau, e.e. <i>geiriau â phatrymau mwy cymhleth</i> sillafu mwy o eiriau lluosog yn gywir mewn cyd-destun, e.e. <i>-iau, -i</i> cynhyrchu llawysgrifen sy'n glir ac yn ddarllenadwy ac a all fod yn glwm. 	<ul style="list-style-type: none"> defnyddio strwythurau brawddeg gwahanol, gan gynnwys brawddegau cymhleth sy'n dangos perthynas amser neu achos, e.e. <i>cyn cychwyn ... , o wneud hyn, yna...</i> defnyddio'r amodol i gyfleu damcaniaeth neu bosibilrwydd, e.e., <i>pe bai, gallai</i> defnyddio ffurf safonol amrywiaeth o ferfau, e.e. <i>ffurfiau presennol, gorffennol, negyddol</i> treiglo'n gywir yn arbennig ar ôl y rhan fwyaf o'r arddodiaid a'r rhagenwau, e.e. <i>am funud, dy fam</i> defnyddio'r ystod lawn o atalnodi er mwyn tywys y darlennydd mewn brawddegau cymhleth, e.e. <i>atalnod, pwyntiau bwled, dyfynodau a chollnod i ddynodi perchnogaeth (e.e. llyfrau'r bechgyn)</i> defnyddio amrywiaeth o strategaethau i sillafu geiriau a phatrymau cymhleth rheolaidd, e.e. <i>penderfynu, cystadleuaeth</i> sillafu mwy o eiriau lluosog, e.e. <i>-oedd, -od, -ydd</i>, a geiriau sy'n dyblu cytseiniaid, e.e. <i>cynnwys</i>, yn gywir mewn cyd-destun cynhyrchu llawysgrifen ddarllenadwy, glwm sy'n llifo'n naturiol. 	<ul style="list-style-type: none"> defnyddio strwythurau brawddeg amrywiol er mwyn pwysleisio a chreu effaith defnyddio ffurf safonol amrywiaeth o ferfau, e.e. <i>ffurfiau presennol, gorffennol, negyddol</i> treiglo'n gywir ar ôl arddodiaid a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythren yn dilyn y drefn arferol, e.e. <i>y llinell</i> defnyddio'r ystod gyfan o atalnodi'n gywir i wneud i'r ystyr fod yn glir defnyddio strategaethau i sillafu geiriau amsillafog, cymhleth ac afreolaidd yn gywir sillafu geiriau lluosog afreolaidd yn gywir, e.e. <i>car – ceir, plentyn – plant</i> cynhyrchu llawysgrifen sy'n llifo ac sy'n ddarllenadwy.

Llythrennedd – Ysgrifennu ar draws y cwricwlwm Cyfnod Allweddol 3

		Blwyddyn 7	Blwyddyn 8	Blwyddyn 9
Elfennau	Agweddau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Trefnu syniadau a gwybodaeth	Ystyr, dibenion, darllenwyr	<ul style="list-style-type: none"> ysgrifennu adroddiad cynhwysfawr am bwnc gan gyflwyno gwybodaeth, prosesau a syniadau'n glir ac yn addas at y diben esbonio syniadau'n gyflawn gan ddangos goblygiadau a chanlyniadau cynllunio gwaith ysgrifennu gan wneud penderfyniadau ynglŷn â'r ffyrdd gorau o gyflwyno cynnwys i greu effaith, e.e. <i>paratoi achos ar gyfer rhywbeth, dewis manylion sy'n helpu'r darlennydd i ddeall</i> defnyddio offer a chonfensiynau TGCh i gyflwyno gwybodaeth a data ac i strwythuro ysgrifennu nodi meysydd i'w gwella yn eu gwaith ysgrifennu, golygu ac ailddrafftio 	<ul style="list-style-type: none"> addasu cyflwyniad y deunyddiau yn ôl bwriad yr ystyr a'r effaith, e.e. <i>dewis faint o fanylion sy'n angenrheidiol i argyhoeddi</i> gwneud cysylltiadau a/neu ymhelaethu er mwyn sicrhau eu bod yn ymdrin yn llawn â'r pwnc wrth gynllunio gwaith ysgrifennu, gwneud dewisiadau ynglŷn â'r cynnwys, strwythur, iaith, cyflwyniad sy'n addas at y diben ystyried y ffyrdd gorau o gyflwyno ysgrifennu gan ddefnyddio TGCh er mwyn cyfathrebu'n glir ac effeithiol, e.e. <i>rhyddiaith ddi-dor ar gyfer dadl fanwl, tudalennau â hyperddolenni ar gyfer gwybodaeth wahanol am y pwnc, graffeg sy'n symud i ddangos prosesau</i> defnyddio meini prawf i adnabod ffyrdd o wella ac yna ailddrafftio 	<ul style="list-style-type: none"> crynoi, trafod materion ac esbonio'n fanwl fel y bo'n briodol at y diben pwysu a mesur tystiolaeth, ffynonellau, esboniadau a rhesymeg wrth ymdrin â phwnc cynllunio mewn modd priodol i ddatblygu ysgrifennu at ddibenion a chynulleidfaoedd gwahanol gwneud dewisiadau dychmygus ynghylch cynnwys a chyflwyniad gwaith ysgrifennu, gan ddefnyddio TGCh drwy wahaniaethu gwella'u gwaith ysgrifennu drwy ei adolygu'n annibynnol a'i ailddrafftio
	Strwythur a threfn	<ul style="list-style-type: none"> addasu strwythurau wrth ysgrifennu ar gyfer cyd-destunau gwahanol, e.e. <i>disgrifio canlyniad, amlinellu proses neu drafod dadl</i> dewis a threfnu syniadau a gwybodaeth er mwyn rhoi adroddiad clir a chyflawn defnyddio paragraffau i drefnu darnau ysgrifennu hirach yn adrannau 	<ul style="list-style-type: none"> defnyddio strwythur testun cyfan i fod yn gymorth i gyfleu a chyfathrebu'r ystyr, e.e. <i>gosod crynodeb ar y cychwyn neu'r diwedd, data mewn adroddiad neu atodiad, defnydd o dudalennau cynnwys, penodau</i> dewis, dadansoddi a chyflwyno syniadau a gwybodaeth yn argyhoeddiadol neu'n wrthrychol trefnu darnau ysgrifennu hirach gan wneud cysylltiadau o fewn a rhwng paragraffau 	<ul style="list-style-type: none"> dewis a dethol strwythurau testun cyfan er mwyn bod yn gymorth i gyfleu a chyfathrebu'r ystyr, e.e. <i>beth yw'r strwythurau gorau i ddisgrifio, esbonio a pherswadio'n llwyddiannus?</i> dewis strwythurau i drefnu gwaith ysgrifennu, gan ddefnyddio nodweddion priodol yn effeithiol dewis, dadansoddi a gwerthuso syniadau a gwybodaeth yn argyhoeddiadol neu'n wrthrychol defnyddio paragraffau ac adrannau fel bod darnau ysgrifennu hirach wedi'u trefnu'n rhesymegol
Ysgrifennu'n gywir	iaith	<ul style="list-style-type: none"> defnyddio iaith amheronol i gyfleu syniadau a gwybodaeth, e.e. <i>mae'r llog yn cael ei gyfrifo gan ... , mae siswrn miniog yn angenrheidiol i ...</i> defnyddio geirfa amrywiol a phwrpasol yn gywir gan gynnwys geiriau ac ymadroddion pwnc benodol 	<ul style="list-style-type: none"> defnyddio'r trydydd person i gyfleu syniadau a gwybodaeth, e.e. <i>yn ôl arbenigwyr ... , dywed ffynonellau fod ...</i> defnyddio termau technegol, iaith a mynegiant yn gyson â chynnwys y pwnc 	<ul style="list-style-type: none"> defnyddio iaith er mwyn bod yn wrthrychol a diduedd, e.e. <i>mae sawl agwedd wahanol ar y pwnc hwn ...</i> defnyddio ystod eang o dermau technegol, iaith a mynegiant yn gyson â chynnwys y pwnc
	Cystrawen Atalnodi Sillafu Llawysgrifen	<ul style="list-style-type: none"> defnyddio ystod eang o strwythurau brawddeg gan ddewis cysyllteiriau i wneud i'r ystyr fod yn glir ysgrifennu brawddegau gan sicrhau bod amser a pherson y ferf fel arfer yn gywir yn ei gyd-destun defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun defnyddio'r ystod lawn o atalnodi'n gywir er mwyn gwneud i'r ystyr fod yn glir, e.e. <i>dynodi brawddegau (atalnodau llawn) a chymalau (atalnod), a defnyddio collnodau'n gywir</i> defnyddio amryw o strategaethau ac adnoddau i sillafu geirfa gyfarwydd ac anghyfarwydd a geiriau pwnc benodol yn gywir cynhyrchu llawysgrifen sy'n llifo ac sy'n ddarllenadwy. 	<ul style="list-style-type: none"> ysgrifennu'n ramadegol gywir, gan amrywio hyd a strwythur brawddegau i wneud i'r ystyr fod yn glir ysgrifennu'n ramadegol gywir gan sicrhau bod amser a pherson y ferf yn gywir fel arfer yn ei gyd-destun defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun defnyddio'r ystod lawn o atalnodi er mwyn gwneud i'r ystyr fod yn glir, e.e. <i>yr hanner colon, y colon a dyfynodau</i> defnyddio amryw o strategaethau ac adnoddau i sillafu geirfa gyfarwydd ac anghyfarwydd a geiriau pwnc benodol yn gywir cynhyrchu llawysgrifen sy'n llifo ac sy'n ddarllenadwy. 	<ul style="list-style-type: none"> ysgrifennu brawddegau syml, cyfansawdd a chymhleth yn ramadegol gywir ysgrifennu'n ramadegol gywir gan sicrhau bod amser a pherson y ferf yn gywir yn ei gyd-destun defnyddio ystod o dreigladau'n gywir (treigladau meddal, trwynol a llaes) yn eu cyd-destun defnyddio'r ystod lawn o atalnodi er mwyn gwneud i'r ystyr fod yn glir, e.e. <i>yr hanner colon, y colon a chromfachau</i> defnyddio amryw o strategaethau ac adnoddau i sillafu geirfa gyfarwydd ac anghyfarwydd a geiriau pwnc benodol yn gywir cynhyrchu llawysgrifen sy'n llifo ac sy'n ddarllenadwy.

Elfennau	Agweddau	Mae dysgwyr yn gallu gwneud y canlynol.
Trefnu syniadau a gwybodaeth	Ystyr, dibenion, darllenwyr	<p>Mae'r dysgwyr yn cadarnhau ac yn datblygu eu sgiliau i gyfleu syniadau, gwybodaeth a safbwyntiau yn effeithiol. Maent yn creu esboniadau a thrafodaethau gan ddefnyddio graffeg, dyluniadau gweledol a dyfeisiadau cyflwyno eraill sy'n berthnasol i'r testun ac sy'n addas i'r darlennydd. Maent yn dangos eu bod yn ymwybodol o ddarllenwyr gwahanol drwy ddewis o'u rhestr o arddulliau a strwythurau'n briodol ac addasu eu defnydd o eirfa. Maent yn gallu ysgrifennu darnau estynedig, sy'n cynnwys tystiolaeth a gwybodaeth fanwl, ynghyd â darnau byrrach sy'n crynhoi.</p> <p>Maent yn llunio brawddegau sy'n cysylltu syniadau â'i gilydd ac yn dangos prif bwyntiau a phwyntiau eraill yn glir. Maent yn defnyddio atalnodi'n gywir i gyfleu ystyr yn glir, ac yn sillafu termau technegol a geiriau cymhleth yn gywir, gan osgoi gwallau cyffredin. Maent yn cyflwyno eu gwaith yn effeithiol, mewn llawysgrifen neu ar sgrin, gan ddewis ffurf, delweddau a graffeg i ychwanegu at yr ystyr.</p>
	Strwythur a threfn	
Ysgrifennu'n gywir	Iaith	
	Cystrawen Atalnodi Sillafu Llawysgrifen	

Rhifedd Y Cyfnod Sylfaen		Dosbarth derbyn	Blwyddyn 1	Blwyddyn 2
Llinynnau	Elfennau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Datblygu ymresymu rhifyddol	Adnabod prosesau a chysylltiadau	<ul style="list-style-type: none"> trosglwyddo sgiliau mathemategol i weithgareddau chwarae a'r ystafell ddosbarth adnabod camau i gwblhau'r dasg neu gyrraedd datrysiad dewis mathemateg a thechnegau priodol i'w defnyddio dewis a defnyddio ffeithiau rhif a strategaethau meddwl perthnasol dewis cyfarpar ac adnoddau priodol defnyddio gwybodaeth a phrofiad ymarferol yn sail wrth amcangyfrif 		
	Cynrychioli a chyfathrebu	<ul style="list-style-type: none"> defnyddio ieithwedd arferol ac ieithwedd fathemategol i siarad am eu syniadau a'u dewisiadau eu hunain cyflwyno'u gwaith ar lafar, ar ffurf llun ac yn ysgrifenedig, a defnyddio amrywiaeth o ffyrdd i gyflwyno data a gasglwyd dylunio a mireinio dulliau anffurfiol, personol o gofnodi, gan symud tuag at ddefnyddio geiriau a symbolau mewn brawddegau rhif 		
	Adolygu	<ul style="list-style-type: none"> defnyddio strategaethau gwirio i benderfynu a yw atebion yn rhesymol dehongli atebion yng nghyd-destun y broblem ac ystyried a yw atebion yn synhwyrol dehongli gwybodaeth a gyflwynir ar ffurf siartiau a diagramau a dod i gasgliadau priodol 		
Defnyddio sgiliau rhif	Defnyddio ffeithiau rhif a'r berthynas rhwng rhifau	<ul style="list-style-type: none"> cyfrif hyd at 10 o wrthrychau'n ddibynadwy darllen ac ysgrifennu rhifau hyd at 10 o leiaf cymharu a rhoi rhifau yn eu trefn hyd at 10 o leiaf 	<ul style="list-style-type: none"> cyfrif hyd at 20 o wrthrychau'n ddibynadwy darllen ac ysgrifennu rhifau hyd at 20 o leiaf cymharu a rhoi rhifau yn eu trefn hyd at 20 o leiaf defnyddio ffeithiau rhif o fewn 10, h.y.: <ul style="list-style-type: none"> – dyblu a haneru, e.e. $4 + 4$ – bondiau o 10, e.e. $6 + 4$ 	<ul style="list-style-type: none"> cyfrif setiau o wrthrychau drwy eu rhoi mewn grwpiau o 2, 5 neu 10 darllen ac ysgrifennu rhifau hyd at 100 cymharu a rhoi rhifau 2 ddegid mewn trefn galw i gof ffeithiau rhif hyd at 10, er mwyn deillio ffeithiau eraill, h.y.: <ul style="list-style-type: none"> – dyblu a haneru, e.e. <i>cyfrifo 40 + 40 drwy wybod 4 + 4</i> – bondiau o 10, e.e. <i>cyfrifo 60 + 40 drwy wybod 6 + 4</i> galw i gof dablau lluosu 2, 5 a 10 a'u defnyddio
	Ffracsïynau, degolion, canrannau a chymhareb		<ul style="list-style-type: none"> canfod haneri mewn sefyllfaoedd ymarferol 	<ul style="list-style-type: none"> canfod haneri a chwarteri mewn sefyllfaoedd ymarferol
	Cyfrifo gan ddefnyddio dulliau meddwl ac ysgrifenedig	<ul style="list-style-type: none"> cyfuno dau grŵp o wrthrychau er mwyn canfod 'faint sydd yna yn gyfan gwbl?' tynnu gwrthrychau i ffwrdd er mwyn canfod 'faint sydd ar ôl?' 	<ul style="list-style-type: none"> adio a thynnu rhifau sy'n cynnwys hyd at 10 gwrthrych defnyddio strategaethau 'cyfrif ymlaen' i adio 2 gasgliad, gan ddechrau gyda'r rhif mwyaf, e.e. $8 + 5$ 	<ul style="list-style-type: none"> canfod gwahaniaethau bach o fewn 20 drwy ddefnyddio strategaethau 'cyfrif ymlaen' galw i gof ffeithiau rhif hyd at 10 a gwerth lle i adio a thynnu rhifau mwy, e.e. $24 + 4$, $30 + 5$, $34 + 10$
	Amcangyfrif a gwirio		<ul style="list-style-type: none"> cynnig amcangyfrif synhwyrol ar gyfer nifer o wrthrychau y gellir eu gwirio drwy gyfrif 	<ul style="list-style-type: none"> defnyddio strategaethau gwirio: <ul style="list-style-type: none"> – adio eto mewn trefn wahanol – defnyddio haneru a dyblu o fewn 20
	Rheoli arian	<ul style="list-style-type: none"> defnyddio darnau arian 1c, 2c, 5c a 10c i dalu am eitemau 	<ul style="list-style-type: none"> defnyddio gwahanol gyfuniadau o arian i dalu am eitemau hyd at 20c canfod beth yw'r cyfanswm a rhoi newid o 10c 	<ul style="list-style-type: none"> defnyddio gwahanol gyfuniadau o arian i dalu am eitemau hyd at £1 canfod beth yw'r cyfanswm a rhoi newid o luosrifau 10c
	Defnyddio sgiliau mesur	Hyd, pwysau/màs, cynhwysedd	<ul style="list-style-type: none"> defnyddio'r cymariaethau canlynol yn uniongyrchol: <ul style="list-style-type: none"> – hyd, uchder a phellter, e.e. <i>hirach/byrrach na</i> – pwysau/màs, e.e. <i>trymach/ysgafnach na</i> – cynhwysedd, e.e. <i>yn dal mwy/llai na</i> 	<ul style="list-style-type: none"> defnyddio unedau ansafonol i fesur: <ul style="list-style-type: none"> – hyd, uchder a phellter – pwysau/màs – cynhwysedd
Amser		<ul style="list-style-type: none"> dangos dealltwriaeth cynyddol o ba mor hir y mae tasgau a gweithgareddau beunyddiol yn eu cymryd defnyddio'r cysyniad o amser mewn perthynas â'u gweithgareddau bob dydd 	<ul style="list-style-type: none"> defnyddio unedau amser safonol i ddarllen faint o'r gloch yw hi ar glochiau analog a chlociau digidol 12 awr defnyddio'r cysyniad o amser mewn perthynas a'u gweithgareddau beunyddiol ac wythnosol a thymhorau'r flwyddyn 	<ul style="list-style-type: none"> adnabod 'hanner awr wedi' 'chwarter wedi' a 'chwarter i' ar gloc analog darllen oriau a munudau ar gloc digidol 12 awr
Tymheredd		<ul style="list-style-type: none"> defnyddio cymariaethau uniongyrchol wrth ddisgrifio'r tymheredd, e.e. <i>poeth/oe</i> 	<ul style="list-style-type: none"> defnyddio geiriau disgrifio ar gyfer ystod o dymheredd, e.e. <i>oerach/poethach</i> 	<ul style="list-style-type: none"> cymharu'r tymheredd dyddiol drwy ddefnyddio thermometr (°C)
Arwynebedd a chyfaint Ongl a safle		<ul style="list-style-type: none"> symud i gyfeiriadau penodol 	<ul style="list-style-type: none"> gwneud troeon cyflawn a hanner tro 	<ul style="list-style-type: none"> adnabod hanner a chwarter tro yn glocwedd a gwrthglocwedd adnabod bod chwarter tro yn gyfystyr ag ongl sgwâr
Defnyddio sgiliau data		Casglu a chofnodi data Cyflwyno a dadansoddi data Dehongli canlyniadau	<ul style="list-style-type: none"> didoli a dosbarthu gwrthrychau drwy ddefnyddio un maen prawf cofnodi casgliadau drwy ddefnyddio marciau, rhifau neu luniau. 	<ul style="list-style-type: none"> didoli a dosbarthu gwrthrychau drwy ddefnyddio mwy nag un maen prawf casglu gwybodaeth drwy bleidleisio neu didoli a chyflwyno ar ffurf lluniau, gwrthrychau neu luniadau llunio rhestrau a thablau yn seiliedig ar y data a gasglwyd.

Rhifedd Cyfnod Allweddol 2		Blwyddyn 3	Blwyddyn 4	Blwyddyn 5	Blwyddyn 6
Llinynnau	Elfennau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Datblygu ymresymu rhifyddol	Adnabod prosesau a chysylltiadau	<ul style="list-style-type: none"> trosglwyddo sgiliau mathemategol i amrywiaeth o gyd-destunau a sefyllfaoedd bob dydd adnabod y camau a'r wybodaeth briodol sydd eu hangen er mwyn cwblhau'r dasg neu gyrraedd datrysriad devis mathemateg a thechneg briodol i'w defnyddio devis a defnyddio offer ac unedau mesur addas devis strategaeth feddwl neu ysgrifenedig briodol a gwybod pryd mae'n briodol defnyddio cyfrifiannell amcangyfrif a delweddu maint wrth fesur a defnyddio'r unedau cywir 			
	Cynrychioli a chyfathrebu	<ul style="list-style-type: none"> egluro canlyniadau a gweithdrefnau'n glir drwy ddefnyddio ieithwedd fathemategol mireinio dulliau anffurfiol o gofnodi cyfrifiadau ysgrifenedig, gan symud i ddulliau cyfrifo ffurfiol pan fyddant wedi datblygu digon i wneud hynny defnyddio nodiant, symbolau ac unedau mesur priodol devis a llunio siartiau, diagramau a graffiau priodol a chanddynt raddfeydd addas 			
	Adolygu	<ul style="list-style-type: none"> devis o blith ystod gynyddol o strategaethau gwirio er mwyn penderfynu a yw atebion yn rhesymol dehongli atebion yng nghyd-destun y broblem ac ystyried a yw'r atebion yn synhwyrol, gan gynnwys dangosyddion cyfrifiannell, analog a digidol defnyddio data i ddod i gasgliadau, a chydabod y gall rhai casgliadau fod yn gamarweiniol neu'n ansicr 			
Defnyddio sgiliau rhif	Defnyddio ffeithiau rhif a'r berthynas rhwng rhif	<ul style="list-style-type: none"> darllen ac ysgrifennu rhifau hyd at 1000 cymharu ac amcangyfrif gyda rhifau hyd at 100 defnyddio strategaethau meddwl i alw ffeithiau rhif i gof o fewn 20 galw tablau lluosï 2, 3, 4, 5 a 10 i gof a'u defnyddio i ddatrys problemau lluosï a rhannu lluosï rhifau â 10 	<ul style="list-style-type: none"> darllen ac ysgrifennu rhifau hyd at 10 000 cymharu ac amcangyfrif gyda rhifau hyd at 1000 defnyddio strategaethau meddwl i alw tablau lluosï 2, 3, 4, 5, 6 a 10 i gof a'u defnyddio i ddatrys problemau rhannu lluosï a rhannu rhifau â 10 a 100 	<ul style="list-style-type: none"> darllen ac ysgrifennu rhifau hyd at 100 000 cymharu degolion 1 lle degol a 2 le degol defnyddio strategaethau meddwl i alw tablau lluosï 2, 3, 4, 5, 6, 8 a 10 i gof a'u defnyddio i ddatrys problemau rhannu lluosï a rhannu rhifau a degolion â 10 a 100 	<ul style="list-style-type: none"> darllen ac ysgrifennu rhifau hyd at 1 miliwn a rhifau i 3 lle degol defnyddio strategaethau meddwl i alw tablau lluosï i gof hyd at 10 x 10 a'u defnyddio i ddatrys problemau rhannu lluosï rhifau a degolion â lluosrifau 10, e.e. <i>15 x 30, 1.4cm x 20</i>
	Ffracsiynau, degolion, canrannau a chymhareb	<ul style="list-style-type: none"> defnyddio haneri a chwarteri haneru rhifau 2 ddigid yng nghyd-destun rhif, arian a mesuriadau canfod symiau ffracsiwn yn gysylltiedig â'r ffeithiau sy'n hysbys am luosï, e.e. <i>1/3 o 18, 1/5 o 15</i> 	<ul style="list-style-type: none"> haneru rhifau 3 digid yng nghyd-destun rhif, arian a mesuriadau canfod symiau ffracsiynol drwy ddefnyddio ffeithiau hysbys am dablau, e.e. <i>1/6 o 30cm</i> adnabod mai amryw o rannau sy'n creu rhif cyfan yw ffracsiynau, e.e. <i>2/3, 3/10</i> 	<ul style="list-style-type: none"> defnyddio'r ddealltwriaeth o gywerthedd ffracsiynau a degolion syml wrth fesur a chyfrifo, e.e. <i>1/2 = 0.5, 1/10 = 0.1</i> cyfrifo symiau ffracsiwn, e.e. <i>1/8 o 24 = 3, felly 5/8 o 24 = 15</i> defnyddio strategaethau dyblu a haneru wrth weithio gyda chyfrannau syml 	<ul style="list-style-type: none"> defnyddio'r ddealltwriaeth o gywerthoedd ffracsiynau, degolion a chanrannau syml, e.e. <i>canfod 25% o 60cm a gwybod bod hyn yn gyfwerth â 1/4 o 60cm</i> cyfrifo symiau canrannol yn seiliedig ar 10%, e.e. 20%, 5%, 15% defnyddio cymhareb a chyfrannedd syml
	Cyfrifo gan ddefnyddio dulliau meddwl ac ysgrifenedig	<ul style="list-style-type: none"> canfod gwahaniaethau o fewn 100 defnyddio strategaethau meddwl i adio a thynnu rhifau 2 ddigid dosrannu er mwyn dyblu a haneru rhifau 2 ddigid 	<ul style="list-style-type: none"> canfod gwahaniaethau o fewn 1000 adio rhif 2 ddigid at, neu dynnu rhif 2 ddigid o, rif 3 digid drwy ddefnyddio dull meddwl neu ysgrifenedig priodol defnyddio strategaethau meddwl i luosï a rhannu rhifau 2 ddigid â rhif 1 digid 	<ul style="list-style-type: none"> canfod gwahaniaethau rhwng rhifau ag 1 lle degol adio a thynnu rhifau 3 digid drwy ddefnyddio dull meddwl neu ysgrifenedig priodol lluosï a rhannu rhifau 3 digid â rhif 1 digid 	<ul style="list-style-type: none"> adio a thynnu rhifau drwy ddefnyddio rhifau cyfan a degolion lluosï rhifau 2 a 3 digid â rhif 2 ddigid rhannu rhifau 3 digid â rhif 2 ddigid
	Amcangyfrif a gwirio	<ul style="list-style-type: none"> defnyddio adio i wirio tynnu defnyddio dyblu i wirio haneru adio droeon er mwyn gwirio lluosï 	<ul style="list-style-type: none"> gwirio atebion drwy ddefnyddio gweithrediadau gwrthdro amcangyfrif drwy dalgrynnu i'r 10 neu'r 100 agosaf 	<ul style="list-style-type: none"> gwirio atebion drwy ddefnyddio gweithrediadau gwrthdro amcangyfrif drwy dalgrynnu i'r 10, y 100 neu'r 1000 agosaf 	<ul style="list-style-type: none"> gwirio atebion drwy ddefnyddio gweithrediadau gwrthdro amcangyfrif drwy dalgrynnu i'r 10, y 100, y 1000 neu'r rhif cyfan agosaf
	Rheoli arian	<ul style="list-style-type: none"> defnyddio gwahanol gyfuniadau o arian i dalu am eitemau hyd at £2 a chyfrifo'r newid trefnu a chymharu eitemau hyd at £10 cofnodi arian a wariwyd a chynilion 	<ul style="list-style-type: none"> defnyddio arian i dalu am eitemau hyd at £10 a chyfrifo'r newid rhoi eitemau yn eu trefn a'u cymharu hyd at £100 adio a thynnu cyfansymiau llai na £10 drwy ddefnyddio'r nodiant cywir, e.e. <i>£6.85 – £2.76</i> rheoli arian, cymharu costau rhwng adwerthwyr gwahanol a phenderfynu beth y gellir ei brynu o fewn cyllideb benodedig 	<ul style="list-style-type: none"> cymharu a rhoi eitemau mewn trefn o ran cost, hyd at £1000 adio a thynnu cyfansymiau llai na £100 drwy ddefnyddio'r nodiant cywir, e.e. <i>£28.18 + £33.45</i> cynllunio ac olrhain arian a chynilion drwy gadw cofnodion cywir deall bod cyllidebu yn bwysig 	<ul style="list-style-type: none"> defnyddio'r termau elw a cholled mewn gweithgareddau prynu a gwerthu a gwneud cyfrifiadau syml ar gyfer hyn deall y manteision a'r anfanteision sy'n gysylltiedig â defnyddio cyfrifon banc cymharu prisiau a deall beth sy'n cynnig y gwerth gorau am arian
	Defnyddio sgiliau mesur	Hyd, pwysau/màs, cynhwysedd	<ul style="list-style-type: none"> adnabod mai perimedr yw'r pellter o amgylch siâp defnyddio unedau mesur safonol: <ul style="list-style-type: none"> hyd: mesur ar bren mesur i'r 1/2 cm agosaf pwysau/màs: defnyddio pwysau 5g, 10g a 100g cynhwysedd: defnyddio litrau a hanner litrau; mesur i'r 100ml agosaf 	<ul style="list-style-type: none"> mesur a chyfrifo perimedrau sgwariau a phetryalau defnyddio pren mesur i fesur i'r mm agosaf a chofnodi drwy ddefnyddio cymysgedd o unedau, e.e. <i>1cm 3mm</i> defnyddio cloriannau â rhaniadau i bwysu gwrthrychau i'r 5g, 10g, 25g neu'r 100g agosaf mesur cynhwyseddau i'r 50ml neu'r 100ml agosaf trosi unedau o hyd metrig yn unedau llai, e.e. <i>cm yn mm, m yn cm, km yn m</i> 	<ul style="list-style-type: none"> mesur perimedrau defnyddio offer mesur â rhannau 10 hafal rhwng pob brif uned, a chofnodi drwy ddefnyddio nodiant degol, e.e. <i>4.2cm, 1.3kg</i> defnyddio trawsnewidiadau, e.e. <i>1/4 km = 250m</i>
Amser		<ul style="list-style-type: none"> dweud faint o'r gloch yw hi i'r 5 munud agosaf ar gloc analog a chyfrifo faint o amser sydd yna tan yr awr nesaf darllen oriau a munudau ar gloc digidol 12 awr gan ddefnyddio confensiynau am/pm 	<ul style="list-style-type: none"> dweud faint o'r gloch yw hi i'r funud agosaf ar glochiau analog darllen oriau a munudau ar gloc digidol 24-awr amseru a rhoi digwyddiadau yn eu trefn mewn eiliadau defnyddio calendrau i gynllunio digwyddiadau 	<ul style="list-style-type: none"> darllen a defnyddio clochiau analog a digidol amseru digwyddiadau mewn munudau ac eiliadau, a rhoi'r canlyniadau mewn trefn cyflawni gweithgareddau ymarferol sy'n cynnwys digwyddiadau wedi'u hamseru ac egluro pa uned amser sydd fwyaf priodol 	<ul style="list-style-type: none"> defnyddio a dehongli amserlenni a rhestrau er mwyn cynllunio digwyddiadau a gweithgareddau a chyfrifo fel rhan o'r broses gynllunio amcangyfrif hyd taith o ran amser amseru digwyddiadau mewn munudau ac eiliadau i'r degfed eiliad agosaf
Tymheredd		<ul style="list-style-type: none"> nodi darlenniadau tymheredd drwy ddefnyddio thermomedrau a dehongli darlenniadau uwch ac is na 0°C 		<ul style="list-style-type: none"> mesur a chofnodi'r tymheredd lle ceir darlenniadau positif a negatif cyfrifo'r gwahaniaeth rhwng gwahanol dymhereddau, gan gynnwys rhai lle bydd y tymheredd yn codi ac yn gostwng heibio 0°C 	
Arwynebedd a chyfaint Ongl a safle		<ul style="list-style-type: none"> canfod arwynebedd drwy gyfrif sgwariau defnyddio pedwar pwynt cwmpawd i ddisgrifio cyfeiriad 	<ul style="list-style-type: none"> adnabod cyfaint mewn cyd-destunau ymarferol defnyddio wyth pwynt cwmpawd i ddisgrifio cyfeiriad 	<ul style="list-style-type: none"> cyfrifo, amcangyfrif a chymharu arwynebedd sgwariau a phetryalau drwy ddefnyddio unedau safonol canfod cyfeintiau drwy gyfrif a dulliau ymarferol eraill defnyddio cyfesurynnau i bennu lleoliad 	<ul style="list-style-type: none"> cyfrifo arwynebedd sgwariau a phetryalau defnyddio cyfeirnodau grid i bennu lleoliad
Defnyddio sgiliau data		Casglu a chofnodi data	<ul style="list-style-type: none"> cyflwyno data drwy ddefnyddio: <ul style="list-style-type: none"> rhestrau, siartiau cyfrif, tablau a diagramau siartiau bar a graffiau bar llinell wedi'u labelu fesul 2, 5 a 10 pictogramau lle bydd un symbol yn cynrychioli mwy nag un uned drwy ddefnyddio allwedd diagramau Venn a Carroll echdynnu a dehongli gwybodaeth o siartiau, amserlenni, diagramau a graffiau. 		<ul style="list-style-type: none"> cyflwyno data drwy ddefnyddio: <ul style="list-style-type: none"> rhestrau, siartiau cyfrif, tablau, diagramau a thablau amllder siartiau bar, siartiau data wedi'u rhannu i grwpiau, graffiau llinell a graffiau trawsnewid echdynnu a dehongli gwybodaeth o ystod gynyddol o ddiagramau, amserlenni a graffiau (gan gynnwys siartiau cylch) defnyddio cymedr, canolrif, modd ac amrediad i ddisgrifio set ddata.
	Cyflwyno a dadansoddi data				
	Dehongli canlyniadau				

Rhifedd Cyfnod Allweddol 3		Blwyddyn 7	Blwyddyn 8	Blwyddyn 9
Llinynnau	Elfennau	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:	Mae dysgwyr yn gallu:
Datblygu ymresymu rhifyddol	Adnabod prosesau a chysylltiadau	<ul style="list-style-type: none"> trosglwyddo sgiliau mathemategol ar draws y cwricwlwm mewn amrywiaeth o gyd-destunau a sefyllfaoedd bob dydd dewis, treialu a gwerthuso amrywiaeth o d dulliau posibl, a rhannu problemau cymhleth yn gyfres o dasgau blaenoriaethu a threfnu'r camau perthnasol sydd eu hangen er mwyn cwblhau tasg neu gyrraedd datrysiad dewis strategaeth feddwl neu ysgrifenedig briodol a gwybod pryd mae'n briodol defnyddio cyfrifiannell defnyddio cyfrifiannell gwyddonol i gyfrifo'n effeithiol ac effeithlon drwy ddefnyddio'r ystod o fotymau sydd ar gael nodi, mesur neu gaffael yr wybodaeth sydd ei hangen i gwblhau'r dasg nodi pa wybodaeth bellach y gellid bod ei hangen a dewis pa wybodaeth sydd fwyaf priodol dewis mathemateg a thechnegau priodol i'w defnyddio amcangyfrif a delweddu maint wrth fesur a defnyddio'r unedau cywir 		
	Cynrychioli a chyfathrebu	<ul style="list-style-type: none"> egluro canlyniadau a gweithdrefnau yn gywir gan ddefnyddio ieithwedd fathemategol briodol mireinio'r dulliau o gofnodi gwaith cyfrifo defnyddio nodiant, symbolau ac unedau mesur priodol, gan gynnwys mesuriadau cyfansawdd dewis a llunio siartiau, diagramau a graffiau priodol a chanddynt raddfeydd addas dehongli graffiau sy'n disgrifio sefyllfaoedd bywyd go iawn, gan gynnwys y rheini a ddefnyddir yn y cyfryngau, gan adnabod y gall rhai graffiau fod yn gamarweiniol 		
	Adolygu	<ul style="list-style-type: none"> dewis a chymhwyso strategaethau gwirio priodol dehongli atebion yng nghyd-destun y broblem ac ystyried a yw'r atebion yn synhwyrol, gan gynnwys dangosyddion cyfrifiannell, analog a digidol gwirio a chyfiawnhau canlyniadau neu ddatrysiadau, gan gynnwys trafod risg a siawns lle y bo'n berthnasol dehongli gwybodaeth fathemategol; defnyddio graffiau, diagramau a data i ddod i gasgliadau, gan gynnwys trafod cyfyngiadau data defnyddio data i ddod i gasgliadau, a chydabod y gall rhai casgliadau fod yn gamarweiniol neu'n ansicr 		
Defnyddio sgiliau rhif	Defnyddio ffeithiau rhif a'r berthynas rhwng rhifau	<ul style="list-style-type: none"> darllen ac ysgrifennu rhifau o unrhyw faint a defnyddio'r pedwar gweithrediad a'r cysylltiadau rhyngddynt, e.e. <i>cymhwyso rhannu fel gwrthdro lluos</i> adnabod a chymhwyso ffeithiau a strategaethau meddwl allweddol defnyddio strategaethau priodol ar gyfer lluos a rhannu, gan gynnwys cymhwyso ffeithiau hysbys defnyddio'r termau sgwâr ac ail isradd 	<ul style="list-style-type: none"> adnabod a chymhwyso ffeithiau a strategaethau meddwl allweddol defnyddio ffeithiau hysbys i gyfrifo rhai eraill, e.e. <i>defnyddio 7 x 6 i gyfrifo 0.7 x 6</i> defnyddio'r termau ciwb, trydydd isradd a chilyddol 	<ul style="list-style-type: none"> defnyddio pwerau a deall pwysigrwydd pwerau 10 dangos ymwybyddiaeth o'r angen am ffurf safonol a'i dangos ar gyfrifiannell
	Ffracsiynau, degolion, canrannau a chymhareb	<ul style="list-style-type: none"> defnyddio cywerthedd ffracsiynau, degolion a chanrannau i gymharu cyfrannau adnabod bod rhai ffracsiynau yn ddegolion cylchol, e.e. <i>1/3 yw 0.333</i> cyfrifo canrannau symiau gan ddefnyddio dulliau digyfrifiannell lle y bo'n briodol defnyddio cymareb a chyfrannedd gan gynnwys graddfeydd map 	<ul style="list-style-type: none"> defnyddio cywerthedd ffracsiynau, degolion a chanrannau i ddewis y rhai mwyaf priodol ar gyfer cyfrifiad symleiddio cyfrifiad drwy ddefnyddio ffracsiynau ar eu ffurf symlaf defnyddio cyfrifiannell i gyfrifo canran, ffracsiwn, degolyn o unrhyw swm lle bo'n briodol cyfrifo canlyniad cynnydd neu ostyngiad canrannol penodol defnyddio cymhareb a chyfrannedd i gyfrifo symiau 	<ul style="list-style-type: none"> defnyddio cywerthedd ffracsiynau, degolion a chanrannau i ddewis y rhai mwyaf priodol ar gyfer cyfrifiad defnyddio a dehongli cynrychioliadau gwahanol o ffracsiynau, e.e. <i>rhifau cymysg a ffracsiynau pendrwm</i> mynegi un swm ar ffurf canran swm arall cyfrifo cynnydd neu ostyngiad canrannol defnyddio cymarebau a chyfrannedd i gyfrifo symiau
	Cyfrifo gan ddefnyddio dulliau meddwl ac ysgrifenedig	<ul style="list-style-type: none"> defnyddio dulliau ysgrifenedig effeithlon i adio a thynnu rhifau â hyd at 2 le degol lluosi a rhannu rhifau cyfan 3 digid â rhifau cyfan 2 ddigid, gan ymestyn i luosi a rhannu degolion sy'n cynnwys 1 neu 2 le degol â rhifau cyfan 1 digid lluosi a rhannu rhifau cyfan â 0.5, 0.2, 0.1 defnyddio'r drefn gweithrediadau 	<ul style="list-style-type: none"> defnyddio dulliau ysgrifenedig effeithlon i adio a thynnu rhifau â hyd at 2 le degol defnyddio dulliau effeithlon i luosi a rhannu rhifau a degolion cyfan, gan gynnwys degolion fel 0.6 neu 0.06 defnyddio'r drefn gweithrediadau gan gynnwys cromfachau 	<ul style="list-style-type: none"> defnyddio dulliau ysgrifenedig effeithlon i adio a thynnu rhifau a degolion o unrhyw faint, gan gynnwys cymysgedd o rifau bach a mawr sy'n amrywio o ran nifer y lleoedd degol lluosi a rhannu rhifau cyfan a degolion defnyddio'r drefn gweithrediadau gan gynnwys cromfachau a phwerau
	Amcangyfrif a gwirio	<ul style="list-style-type: none"> defnyddio amrywiaeth o strategaethau i wirio cyfrifiadau gan gynnwys gweithrediadau gwrthdro, cyfrifiadau cyfwerth a rheolau rhanadwyedd talgyrnu er mwyn amcangyfrif atebion cyflwyno atebion hyd at nifer penodedig o leoedd degol 	<ul style="list-style-type: none"> talgyrnu er mwyn amcangyfrif atebion hyd at nifer penodedig o ffigurau arwyddocaol cyflwyno atebion hyd at nifer penodedig o ffigurau arwyddocaol 	<ul style="list-style-type: none"> amcangyfrif a brasamcanu cyfrifiadau, a'u cyfiawnhau dewis y lefel briodol o gywirdeb wrth gyflwyno atebion
	Rheoli arian	<ul style="list-style-type: none"> defnyddio elw a cholled mewn cyfrifiadau prynu a gwerthu deall y manteision a'r anfanteision sy'n gysylltiedig â chyfrifon banc, gan gynnwys cardiau banc gwneud penderfyniadau gwybodus yn ymwneud â gostyngiadau a chynigion arbennig 	<ul style="list-style-type: none"> gwneud cyfrifiadau mewn perthynas â TAW, cynilo a benthyca gwerthfawrogi egwyddorion sylfaenol cyllidebu, cynilo (gan gynnwys deall adlog) a benthyca 	<ul style="list-style-type: none"> cyfrifo gan ddefnyddio arian tramor a graddfeydd cyfnewid deall y risgiau sy'n gysylltiedig â gwahanol ffyrdd o gynilo a buddsoddi disgrifio pam bod yswiriant yn bwysig a deall effaith peidio â threfnu yswiriant
Defnyddio sgiliau mesur	Hyd, pwysau/màs, cynhwysedd	<ul style="list-style-type: none"> canfod perimedrau siapiau ag ochrau syth darllen a dehongli graddfeydd ar amrywiaeth o offer mesur trosi rhwng unedau'r system fetrig a gwneud cyfrifiadau 	<ul style="list-style-type: none"> defnyddio unedau mesur cyffredin, trosi rhwng unedau cysylltiedig yn y system fetrig a gwneud cyfrifiadau defnyddio cywerthoedd metrig bras ar gyfer unedau imperial a ddefnyddir bob dydd 	<ul style="list-style-type: none"> canfod beth yw cylchedd cylchoedd creu cysylltiadau rhwng cyflymder, pellter ac amser
	Amser	<ul style="list-style-type: none"> mesur a chofnodi amser, i'r canfed eiliad agosaf defnyddio parthau amser 	<ul style="list-style-type: none"> dehongli ffracsiynau eiliadau'n briodol defnyddio amserlenni a pharthau amser i gyfrifo amser teithio 	
	Tymheredd	<ul style="list-style-type: none"> cofnodi'r tymheredd mewn graddfeydd tymheredd priodol 	<ul style="list-style-type: none"> trosi'r tymheredd rhwng graddfeydd tymheredd priodol 	<ul style="list-style-type: none"> trosi'r tymheredd rhwng graddfeydd tymheredd priodol
	Arwynebedd a chyfaint Ongl a safle	<ul style="list-style-type: none"> defnyddio fformiwla'u i gyfrifo arwynebedd petryalau a thrioglau mesur a lluniadu onglau 	<ul style="list-style-type: none"> cyfrifo arwynebeddau siapiau cyfansawdd (e.e. <i>gan gynnwys petryalau a thrioglau</i>) a chyfaint solidau syml (e.e. <i>civbiau a chiwboïdau</i>) defnyddio cyfeiriant cwmpawd a chyfeirnodau grid i bennu lleoliadau 	<ul style="list-style-type: none"> canfod beth yw arwynebedd cylchoedd cymhwyso dealltwriaeth o gyfeiriant ac o raddfa i dehongli mapiau a chynlluniau, ac i greu cynlluniau a lluniadau wrth raddfa
Defnyddio sgiliau data	Casglu a chofnodi data Cyflwyno a dadansoddi data Dehongli canlyniadau	<ul style="list-style-type: none"> casglu eu data eu hunain ar gyfer arolwg syml, e.e. <i>drwy lunio holiadur</i> lluosi tablau amllder ar gyfer setiau data, wedi'u rhannu'n grwpiau lle bo'n briodol, mewn cyfyngiadau dosbarth cyfartal (rhoddir y grwpiau i'r dysgwyr) lluosi ystod eang o graffiau a diagramau i gyflwyno'r data ac i adlewyrchu pwysigrwydd graddfa dehongli diagramau a graffiau (gan gynnwys siartiau cylch) defnyddio cymedr, canolrif, modd ac amrediad i gymharu dau ddsoraniad (data arwahanol). 	<ul style="list-style-type: none"> cynllunio sut i gasglu data er mwyn profi rhagdybiaethau lluosi ystod eang o graffiau a diagramau i gynrychioli data arwahanol a di-dor lluosi tablau amllder ar gyfer setiau data mewn cyfnodau dosbarth cyfartal, gan ddewis grwpiau fel y bo'n briodol lluosi graffiau i gyflwyno data, gan gynnwys diagramau gwasgariad er mwyn ymchwilio i gydbertynas dehongli diagramau a graffiau er mwyn cymharu setiau data defnyddio cymedr, canolrif, modd ac amrediad i gymharu dau ddsoraniad (data di-dor). 	<ul style="list-style-type: none"> profi rhagdybiaethau, gan benderfynu ar y ffordd orau o gofnodi a dadansoddi gwybodaeth o setiau data mawr lluosi a dehongli graffiau a diagramau (gan gynnwys siartiau cylch) i gyflwyno data arwahanol neu ddi-dor, gyda'r dysgwr yn dewis graddfa briodol dewis a chyfiawnhau'r ystadegau sydd fwyaf addas ar gyfer y broblem, gan ystyried gwerthoedd eithaf (allanolynnau) archwilio canlyniadau'n feiriadol, dewis ystadegau, a chyfiawnhau'r dewis hwnnw gan adnabod cyfyngiadau unrhyw ragdybiaethau a'u heffaith ar y casgliadau a geir defnyddio offer a dulliau mathemategol priodol i luniadu'n fanwl gywir.

Rhifedd Mwy galluog a thalentog		Ymestyn
Llinynnau	Elfennau	Mae dysgwyr yn gallu:
Datblygu ymresymu rhifyddol	Adnabod prosesau a chysylltiadau	<ul style="list-style-type: none"> trosglwyddo sgiliau mathemategol ar draws y cwricwlwm mewn amrywiaeth o gyd-destunau a sefyllfaoedd bob dydd dewis, treialu a gwerthuso amrywiaeth o d dulliau posibl, a rhannu problemau cymhleth yn gyfres o dasgau blaenoriaethu a threfnu'r camau perthnasol sydd eu hangen er mwyn cwblhau tasg neu gyrraedd datrysiad dewis strategaeth feddwl neu ysgrifenedig briodol a gwybod pryd mae'n briodol defnyddio cyfrifiannell defnyddio cyfrifiannell gwyddonol i gyfrifo'n effeithiol ac effeithlon drwy ddefnyddio'r ystod o fotymau sydd ar gael nodi, mesur neu gaffael yr wybodaeth sydd ei hangen i gwblhau'r dasg nodi pa wybodaeth bellach y gellid bod ei hangen a dewis pa wybodaeth sydd fwyaf priodol dewis mathemateg a thechnegau priodol i'w defnyddio amcangyfrif a delweddu maint wrth fesur a defnyddio'r unedau cywir
	Cynrychioli a chyfathrebu	<ul style="list-style-type: none"> eglwro canlyniadau a gweithdrefnau yn gywir gan ddefnyddio ieithwedd fathemategol briodol mireinio'r dulliau o gofnodi gwaith cyfrifo defnyddio nodiant, symbolau ac unedau mesur priodol, gan gynnwys mesuriadau cyfansawdd dewis a llunio siartiau, diagramau a graffiau priodol a chanddynt raddfeydd addas dehongli graffiau sy'n disgrifio sefyllfaoedd bywyd go iawn, gan gynnwys y rheini a ddefnyddir yn y cyfryngau, gan adnabod y gall rhai graffiau fod yn gamarweiniol
	Adolygu	<ul style="list-style-type: none"> dewis a chymhwyso strategaethau gwirio priodol dehongli atebion yng nghyd-destun y broblem ac ystyried a yw'r atebion yn synhwyrol, gan gynnwys dangosyddion cyfrifiannell, analog a digidol gwirio a chyfiawnhau canlyniadau neu ddatrysiadau, gan gynnwys trafod risg a siawns lle y bo'n berthnasol dehongli gwybodaeth fathemategol; defnyddio graffiau, diagramau a data i ddod i gasgliadau, gan gynnwys trafod cyfyngiadau data defnyddio data i ddod i gasgliadau, a chydabod y gall rhai casgliadau fod yn gamarweiniol neu'n ansicr
Defnyddio sgiliau rhif	Defnyddio ffeithiau rhif a'r berthynas rhwng rhifau	<ul style="list-style-type: none"> defnyddio a dehongli rhifau ar ffurf safonol o fewn cyfrifiad
	Ffracsiynau, degolion, canrannau a chymhareb	<ul style="list-style-type: none"> defnyddio a deall y syniad o ganrannau gwrthdro i ddod o hyd i'r swm gwreiddiol defnyddio lluosrifau fel modd effeithiol wrth weithio gyda chanrannau, e.e. <i>lluosi ag 1.2 i gynyddu swm gan 20%</i> defnyddio a deall cymarebau a chyfrannedd mewn 2 ddimensiwn
	Cyfrifo gan ddefnyddio dulliau meddwl ac ysgrifenedig	
	Amcangyfrif a gwirio	<ul style="list-style-type: none"> adnabod a diffinio cyfyngiadau ar gywirdeb mesuriadau
	Rheoli arian	<ul style="list-style-type: none"> defnyddio a deall dulliau effeithlon o gyfrifo adlog deall a dangos y broses o gyfnewid arian tramor deall a chyfrifo treth incwm
Defnyddio sgiliau mesur	Hyd, pwysau/màs, cynhwysedd	<ul style="list-style-type: none"> deall a defnyddio amrywiaeth o fesurau cyfansawdd
	Amser	
	Tymheredd	
	Arwynebedd a chyfaint Ongl a safle	<ul style="list-style-type: none"> gwneud newidiadau cymesur i gynlluniau 2 ddimensiwn
Defnyddio sgiliau data	Casglu a chofnodi data Cyflwyno a dadansoddi data Dehongli canlyniadau	<ul style="list-style-type: none"> deall goledd a graddiant graffiau a'u cysylltu â mesurau cyfansawdd.

**Literacy – Oracy
across the curriculum
Foundation Phase**

		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> talk about things from their experience and share information use words, phrases and simple sentences express what they like and dislike speak audibly contribute to role-play activities using relevant language Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i> 	<ul style="list-style-type: none"> express an opinion on familiar subjects talk about things they have made or done, explaining the process include some detail and some relevant vocabulary to extend their ideas or accounts speak audibly, conveying meaning to listeners beyond their friendship group adopt a role using appropriate language Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i> 	<ul style="list-style-type: none"> express opinions, giving reasons, and provide appropriate answers to questions extend their ideas or accounts by sequencing what they say and including relevant details speak clearly to a range of audiences adopt a specific role, using appropriate language in structured situations Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>fy mag, i dref</i>
	Listening	<ul style="list-style-type: none"> show that they have listened to others, e.g. <i>by drawing a picture</i> join in, repeat or memorise rhymes, songs and stories with some support ask questions about something that has been said 	<ul style="list-style-type: none"> listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i> join in, repeat or memorise a range of rhymes and songs retell narratives or information that they have heard show understanding of what they have heard by asking questions to find out more information Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes/Nac oes</i> 	<ul style="list-style-type: none"> listen to others with concentration, understanding the main points and asking for clarification if needed retell narratives or information that they have heard, sequencing events correctly show understanding of what they have heard by asking relevant questions to find out specific information Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i>
	Collaboration and discussion	<ul style="list-style-type: none"> exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i> take part in activities alongside others, with some interaction. 	<ul style="list-style-type: none"> contribute to conversations and respond to others, taking turns when prompted take part in activities with others and talk about what they are doing. 	<ul style="list-style-type: none"> contribute to discussion, keeping a focus on the topic and taking turns to speak share activities and information to complete a task.

**Literacy – Oracy
across the curriculum
Key Stage 2**

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> explain information and ideas using relevant vocabulary organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> speak clearly, varying expression to help listeners use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i> keep in role and support others in role play Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i> 	<ul style="list-style-type: none"> explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i> organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i> adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group explore different situations through role play Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i> 	<ul style="list-style-type: none"> explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i> speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i> explore issues and themes through role play Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i> 	<ul style="list-style-type: none"> express issues and ideas clearly, using specialist vocabulary and examples speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested explore challenging or contentious issues through sustained role play Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i>
	Listening	<ul style="list-style-type: none"> listen carefully and make connections between what they are learning and what they already know check understanding by asking relevant questions or making relevant comments 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of main points after listening, respond, giving views on what the speaker has said 	<ul style="list-style-type: none"> listen carefully to presentations using techniques to remember the main points, e.g. <i>making notes, summarising</i> listen to others, asking questions and responding to both the content and the speakers' viewpoints 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of the speakers' conclusions or opinions respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	<ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information use talk purposefully to complete a task in a group. 	<ul style="list-style-type: none"> contribute to group discussion and help everyone take part help a group to reach agreement, e.g. <i>considering reasons or consequences, keeping focus on the topic.</i> 	<ul style="list-style-type: none"> contribute to group discussion, taking some responsibility for completing the task well, e.g. <i>introducing relevant ideas, summing up</i> build on and develop the ideas of others in group discussions, e.g. <i>by asking questions to explore further, offering more ideas.</i> 	<ul style="list-style-type: none"> contribute purposefully to group discussion to achieve agreed outcomes follow up points in group discussions, showing agreement or disagreement giving reasons.

**Literacy – Oracy
across the curriculum
Key Stage 3**

		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i> respond to listeners' questions and comments constructively and in detail argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context 	<ul style="list-style-type: none"> present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i> respond to others' views positively and appropriately when challenged defend a point of view with information and reasons, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context 	<ul style="list-style-type: none"> present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i> respond to how listeners are reacting by adapting what they say and how they say it sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context
	Listening	<ul style="list-style-type: none"> respond thoughtfully to others' ideas, asking pertinent questions listen to explanations of processes, sequences or points of view and identify the main points in order 	<ul style="list-style-type: none"> respond positively and thoughtfully to new ideas and alternative points of view listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i> 	<ul style="list-style-type: none"> consider the relevance and significance of information and ideas presented to them listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>
	Collaboration and discussion	<ul style="list-style-type: none"> make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i> reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i> 	<ul style="list-style-type: none"> take a range of roles, <i>e.g. organising, initiating actions</i>, in more formal group contexts, <i>e.g. when working with unfamiliar peers or adults</i> discuss opposing viewpoints and negotiate ways forward. 	<ul style="list-style-type: none"> take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i> recognise a range of options for action and reach agreement to achieve the aims of the group.

Literacy – Oracy
across the curriculum
 More able and talented

Extension

Elements	Aspects	Learners are able to do the following.
Developing and presenting information and ideas	Speaking	Learners continue to develop their speaking and listening skills, and their skills in contributing to and working with others in groups. In formal presentations they are fluent, they articulate clearly and use a range of techniques, including choice of vocabulary, expression, gestures and eye contact, to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In informal contexts they adapt to the nature and size of the group and use collaborative language, such as suggestions and tentative proposals, to reach shared conclusions.
	Listening	
	Collaboration and discussion	

**Literacy – Reading
across the curriculum
Foundation Phase**

Literacy – Reading across the curriculum Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> choose reading materials including books recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): <ul style="list-style-type: none"> blend combinations of letters segment combinations of letters read simple words such as consonant-vowel-consonant words read simple captions and texts recognising high-frequency words show an awareness of full stops when reading show an awareness of the difference between stories and information texts make meaning from visual features of the text, <i>e.g. illustrations, photographs, diagrams and charts</i> recognise and make meaning from words and pictures on-screen 	<ul style="list-style-type: none"> choose reading materials and explain what the text is about and why they like it apply the following reading strategies with increasing independence: <ul style="list-style-type: none"> phonic strategies to decode words recognition of high-frequency words context clues, <i>e.g. prior knowledge</i> graphic and syntactic clues self-correction, including re-reading and reading ahead read suitable texts with accuracy and fluency read aloud with attention to full stops and question marks read aloud with expression, showing awareness of exclamation and speech marks identify simple text features such as titles and pictures to indicate what the text is about look for clues in the text to understand information understand the meaning of visual features and link to written text, <i>e.g. illustrations, photographs, diagrams and charts</i> identify words and pictures on-screen which are related to a topic 	<ul style="list-style-type: none"> choose reading materials independently giving reasons for their choices apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: <ul style="list-style-type: none"> phonic strategies recognition of high-frequency words context clues, <i>e.g. prior knowledge</i> graphic and syntactic clues self-correction, including re-reading and reading ahead read a range of suitable texts with increasing accuracy and fluency read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace identify and use text features, <i>e.g. titles, headings and pictures</i>, to locate and understand specific information look for key words to find out what the text is about use the different features of texts to make meaning, <i>e.g. pictures, charts and layout</i> identify key words to search for information on-screen, and modify search words as necessary
	Responding to what has been read	Comprehension	<ul style="list-style-type: none"> retell familiar stories in a simple way identify information from a text using visual features and words relate information and ideas from a text to personal experience 	<ul style="list-style-type: none"> retell events from a narrative in the right order identify information related to the subject of a text recall details from information texts use personal experience to support understanding of texts
	Response and analysis	<ul style="list-style-type: none"> show an interest in books and other reading materials and respond to their content follow texts read to them and respond appropriately. 	<ul style="list-style-type: none"> express a view about the information in a text explore language, information and events in texts make links between texts read and other information about the topic. 	<ul style="list-style-type: none"> express views about information and details in a text show understanding and express opinions about language, information and events in texts make links between texts read and new information about the topic.

**Literacy – Reading
across the curriculum
Key Stage 2**

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read short information texts independently with concentration read aloud using punctuation to aid expression skim to gain an overview of a text, e.g. <i>topic, purpose</i> look for specific information in texts using contents, indexes, glossaries, dictionaries use visual clues, e.g. <i>illustration, photographs, diagrams and charts</i>, to enhance understanding identify different purposes of texts, e.g. <i>to inform, instruct, explain</i> identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> locate information on web pages using screen features, e.g. <i>toolbars, side bars, headings, arrows</i> 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read texts, including those with few visual clues, independently with concentration use understanding of sentence structure and punctuation to make meaning skim to gain the gist of a text or the main idea in a chapter scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i> identify how texts differ in purpose, structure and layout find information and ideas from web pages, using different search methods, considering which are the most efficient methods 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read extended texts independently for sustained periods identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i> scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i> identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read complex texts independently for sustained periods understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i> use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i> read closely, annotating for specific purposes use internet searches carefully, deciding which sources to read and believe
	Responding to what has been read	Comprehension	<ul style="list-style-type: none"> accurately identify the topic and main ideas of a text, e.g. <i>by highlighting, using key words of the text</i> deduce ideas and information by linking explicit statements, e.g. <i>cause and effect</i> take an interest in information beyond their personal experience 	<ul style="list-style-type: none"> accurately identify the main points and supporting information in texts deduce connections between information, e.g. <i>sequence, importance</i> explore information and ideas beyond their personal experience 	<ul style="list-style-type: none"> show understanding of main ideas and significant details in texts, e.g. <i>mindmapping showing hierarchy of ideas, flowchart identifying a process</i> infer meaning which is not explicitly stated, e.g. <i>what happens next?, why did he/she do that?</i> identify and explore ideas and information that interest them
	Response and analysis	<ul style="list-style-type: none"> use information from texts in their discussion or writing make links between what they read and what they already know and believe about the topic. 	<ul style="list-style-type: none"> select and use information and ideas from texts understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print.</i> 	<ul style="list-style-type: none"> gather and organise information and ideas from different sources identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i> consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i> 	<ul style="list-style-type: none"> collate and make connections, e.g. <i>prioritising, categorising</i>, between information and ideas from different sources distinguish between facts, theories and opinions compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i> consider whether a text is effective in conveying information and ideas.

**Literacy – Reading
across the curriculum
Key Stage 3**

		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context to make sense of words, sentences and whole texts use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information assess the quality and reliability of information on web pages, considering its origins and verifying accuracy 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context to make sense of words, sentences and whole texts use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information be selective about which internet sources to download or quote depending on their reliability and relevance 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context to make sense of words, sentences and whole texts use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues
	Responding to what has been read	<p>Comprehension</p> <ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them select the main points from texts and identify how information and evidence are used to support them read between the lines using inference and deduction identify how a text is organised, e.g. <i>logically or thematically</i>, to make the content clear and informative follow up initial ideas that interest them by further research <p>Response and analysis</p> <ul style="list-style-type: none"> collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue</i>, from different texts distinguish between facts, theories and opinions and use evidence to show the differences compare views of the same topic and consider which is most valid evaluate the content, presentation and appeal of a text. 	<ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them locate and selectively use additional information and evidence from different sources use inference and deduction to understand layers of meaning make connections between texts, their themes and factual content, and identify any agreement and contradictions read around a topic that interests them and develop a broader understanding of it through research <ul style="list-style-type: none"> summarise and synthesise information, e.g. <i>concise account of a broad topic</i>, using different sources distinguish between bias and objectivity and explain how they are different identify different views of a topic and any areas of agreement and contradiction evaluate texts in terms of quality and level of interest. 	<ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them follow up and use additional material in texts to extend understanding gain a full understanding of texts using inference, deduction and analysis compare and contrast themes and issues across a range of texts research a wide range of sources to develop a full understanding of a topic or issue <ul style="list-style-type: none"> synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns</i>, using different sources distinguish between facts/evidence and bias/argument identify different interpretations of facts and information and evaluate their relative merits evaluate the usefulness and reliability of texts.

**Literacy – Reading
across the curriculum
More able and talented**

Extension

Elements	Aspects	Learners are able to do the following.
Locating, selecting and using information	Reading strategies	Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.
	Comprehension	They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.
Responding to what has been read	Response and analysis	

**Literacy – Writing
across the curriculum
Foundation Phase**

		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> compose and dictate a sentence describing events, experiences and pictures to communicate meaning convey meaning through pictures and mark making recognise the alphabetic nature of writing and understand that written symbols have meaning copy and write letters, words and phrases use pictures and symbols to compose writing on-screen 	<ul style="list-style-type: none"> communicate purposefully in writing, e.g. <i>may be supported by a drawing</i> use pictures, symbols, letters in sequence and familiar words to communicate meaning talk about what they are going to write write words, phrases and simple sentences and read back own attempts select letters, words and pictures to compose writing on-screen 	<ul style="list-style-type: none"> write for different purposes write text which makes sense to another reader, which may include details and pictures use talk to plan writing re-read and improve their writing to ensure that it makes sense experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
	Structure and organisation	<ul style="list-style-type: none"> begin to sequence words, signs or symbols appropriately contribute to a form modelled by the teacher, e.g. <i>through shared writing</i> show understanding of different formats, e.g. <i>cards, lists, invitations</i> 	<ul style="list-style-type: none"> sequence content correctly, e.g. <i>instructions, recipes</i> follow a form modelled by the teacher understand different types of writing, e.g. <i>records of events, descriptions, narrative</i> 	<ul style="list-style-type: none"> follow a structure in their writing with support, e.g. <i>reports, lists</i> follow and build upon a form modelled by the teacher organise writing with a beginning, middle and end use different types of writing appropriate to purpose and reader
Writing accurately	Language		<ul style="list-style-type: none"> use specific words which relate to the topic of their writing 	<ul style="list-style-type: none"> understand and use language appropriate to writing use simple subject-related words appropriately
	Handwriting Grammar Punctuation Spelling	<ul style="list-style-type: none"> hold writing instruments appropriately write from left to right discriminate between letters distinguish between upper- and lower-case letters use correct initial consonant by beginning to apply phonic knowledge use familiar and high-frequency words in writing Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i>. 	<ul style="list-style-type: none"> form upper- and lower-case letters that are usually clearly shaped and correctly orientated use capital letters and full stops with some degree of consistency begin to use connectives to expand a point spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. <i>th, ck</i> use spelling strategies such as sound-symbol correspondence and segmenting spell high-frequency words correctly Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>. 	<ul style="list-style-type: none"> form upper- and lower-case letters accurately and with consistent size use capital letters, full stops and question marks accurately, and sometimes use exclamation marks use connectives to write compound sentences use ordering words, e.g. <i>first, next, then, lastly</i> use standard forms of verbs, e.g. <i>see/saw, go/went</i>, and subject-verb agreement, e.g. <i>I was/we were</i> use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing, ed</i> spell high-frequency words correctly Welsh-medium statement: use some mutations, that have been practised orally, e.g. <i>fy mag, i dre</i> Welsh-medium statement: spell some words that use <i>ŷ/uí</i>, e.g. <i>tŷ, llun</i>, and diphthongs, e.g. <i>coed</i>.

Literacy – Writing across the curriculum Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> write for different purposes and readers choosing words for variety and interest include relevant details, information or observations in their writing note down ideas to use in writing use on-screen functions, e.g. <i>font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning review and improve sections of their work 	<ul style="list-style-type: none"> adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i> explain main idea(s) with supporting details, including observations and explanations where relevant gather ideas to plan writing explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i> improve writing, checking for clarity and organisation 	<ul style="list-style-type: none"> write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i> expand upon main idea(s) with supporting reasons, information and examples use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i> explore the layout of web pages to create material using available tools revise and improve writing, explaining why they have made changes 	<ul style="list-style-type: none"> adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i> write a comprehensive account of a topic or theme use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i> explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice over</i> reflect on, edit and redraft to improve their writing
	Structure and organisation	<ul style="list-style-type: none"> use a basic structure for writing write using an introduction to the topic and a conclusion present processes, event or reports in a clear sequence use visual information if relevant, e.g. <i>labelled diagrams</i> 	<ul style="list-style-type: none"> use specific structures in writing, e.g. <i>tables, questionnaires</i> write an introduction, develop a series of ideas and a conclusion organise writing into logical sequences or sections by beginning to use paragraphs use visual information, e.g. <i>illustrations, diagrams and graphs</i>, which are clear and relevant to the written text 	<ul style="list-style-type: none"> use features which show the structure of the writing, e.g. <i>sub-headings, captions</i> write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion use paragraphs, which have a main idea and related details use images, graphs and illustrations which are clear, relevant and appropriate 	<ul style="list-style-type: none"> adapt structures in writing for different contexts, e.g. <i>reporting an event, investigation or experiment</i> write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion use paragraphs making links between them use features and layout which are constructed to present data and ideas clearly
Writing accurately	Language	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use subject-specific vocabulary independently 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> start sentences in a variety of ways use adjectives and adverbs to expand simple sentences and phrases use connectives for causation and consequence, e.g. <i>because, after</i> use full stops, question marks, exclamation marks and commas for lists spell plural forms, e.g. <i>-s, -es, -ies</i> use past tense of verbs consistently, e.g. <i>consonant doubling before ed</i> use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i> spell all high-frequency words correctly produce legible handwriting and present work appropriately joining letters in some words Welsh-medium statement: use the standard form of the verb as relevant to the context Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i>. 	<ul style="list-style-type: none"> vary the order of words, phrases and clauses in sentences use adjectival and adverbial phrases to add interest and precision use connectives to show links within sentences use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i> use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i> produce handwriting which is clear and legible and may be cursive Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i> Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-iau, -u</i>. 	<ul style="list-style-type: none"> use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ... , if you do this then ...</i> use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i> use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i> use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i> produce legible, cursive handwriting with increasing fluency Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am funud, dy fam</i> Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd</i>, and words with double consonants, e.g. <i>cynnwys</i>, correctly in context. 	<ul style="list-style-type: none"> use varied sentence structures for emphasis and effect use the full range of punctuation accurately to clarify meaning use strategies to spell correctly polysyllabic, complex and irregular words produce fluent and legible handwriting Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i> Welsh-medium statement: spell irregular plurals, e.g. <i>car – ceir, plentyn – plant</i>, and words with double consonants, e.g. <i>pennod</i>, correctly in context.

Literacy – Writing across the curriculum Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose explain ideas fully, showing implications and consequences plan writing making choices about the best ways to present content for effect, e.g. <i>building a case for something, selecting details that help the reader understand</i> use the tools and conventions of ICT to present information and data and to structure writing identify areas for improvement in their writing, edit and redraft 	<ul style="list-style-type: none"> adapt presentation of material according to intended meaning and effect, e.g. <i>choice of how much detail needed to be convincing</i> make connections and/or elaborate to ensure full coverage of topic in planning writing make choices about content, structure, language, presentation to suit the purpose choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. <i>continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i> use criteria to identify ways to improve and then redraft 	<ul style="list-style-type: none"> use summary, discussion of issues, detailed explanations as appropriate to purpose give due weight to evidence, sources, explanations and logic when covering a topic plan appropriately to develop writing for different purposes and audiences make imaginative choices about content and presentation of writing, using ICT with discrimination improve writing through independent review and redrafting
	Structure and organisation	<ul style="list-style-type: none"> adapt structures in writing for different contexts, e.g. <i>describe outcome, outline process or discuss an issue</i> select and organise ideas and information to give a clear and full account use paragraphs to organise longer pieces of writing into sections 	<ul style="list-style-type: none"> use whole-text structure to support and communicate meaning, e.g. <i>putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i> select, analyse and present ideas and information convincingly or objectively organise longer pieces of writing making links within and between paragraphs 	<ul style="list-style-type: none"> choose and use whole-text structures to support meaning and communication for effect, e.g. <i>what are the best structures to successfully describe, explain, persuade?</i> select structures to organise writing using appropriate features effectively select, interpret and evaluate ideas and information convincingly or objectively use paragraphs and sections to give coherence to longer pieces of writing
Writing accurately	Language	<ul style="list-style-type: none"> use impersonal language to convey ideas and information, e.g. <i>the interest is calculated by ... , sharp scissors are necessary to ...</i> use varied and appropriate vocabulary accurately, including subject-specific words and phrases 	<ul style="list-style-type: none"> use the third person to convey ideas and information, e.g. <i>according to experts ... , sources reveal that ...</i> use technical terms, language and expression consistent with the subject content 	<ul style="list-style-type: none"> use language to convey objectivity and impartiality, e.g. <i>there are several different ways to look at this topic ...</i> use a wide range of technical terms, language and expression consistent with the subject content
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> use a wide range of sentence structures choosing connectives to make meaning clear use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context. 	<ul style="list-style-type: none"> write with grammatical accuracy, varying the length and structure of sentences to make meaning clear use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context. 	<ul style="list-style-type: none"> write simple, compound and complex sentences with grammatical accuracy in their writing use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

**Literacy – Writing
across the curriculum**
More able and talented

		Extension
Strands	Elements	Learners are able to do the following.
Organising ideas and information	Meaning, purposes, readers	Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.
	Structure and organisation	They construct sentences which connect ideas together and show main and subsidiary points clearly. They use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. They present their work effectively, handwritten or on-screen, choosing form, images and graphics to enhance meaning.
Writing accurately	Language	
	Grammar Punctuation Spelling Handwriting	

Numeracy Foundation Phase		Reception	Year 1	Year 2
Strands	Elements	Learners are able to:	Learners are able to:	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> transfer mathematical skills to play and classroom activities identify steps to complete the task or reach a solution select appropriate mathematics and techniques to use select and use relevant number facts and mental strategies select appropriate equipment and resources use knowledge and practical experience to inform estimations 		
	Represent and communicate	<ul style="list-style-type: none"> use everyday and mathematical language to talk about their own ideas and choices present work orally, pictorially and in written form, and use a variety of ways to represent collected data devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences 		
	Review	<ul style="list-style-type: none"> use checking strategies to decide if answers are reasonable interpret answers within the context of the problem and consider whether answers are sensible interpret information presented in charts and diagrams and draw appropriate conclusions 		
Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> count reliably up to 10 objects read and write numbers to at least 10 compare and order numbers to at least 10 	<ul style="list-style-type: none"> count reliably up to 20 objects read and write numbers to at least 20 compare and order numbers to at least 20 use number facts within 10, i.e.: <ul style="list-style-type: none"> doubling and halving, e.g. $4 + 4$ bonds of 10, e.g. $6 + 4$ 	<ul style="list-style-type: none"> count sets of objects by grouping in 2s, 5s or 10s read and write numbers to 100 compare and order 2-digit numbers use mental recall of number facts to 10 to derive other facts, i.e.: <ul style="list-style-type: none"> doubling and halving, e.g. <i>derive $40 + 40$ from knowing $4 + 4$</i> bonds of 10, e.g. <i>derive $60 + 40$ from knowing $6 + 4$</i> recall and use 2, 5 and 10 multiplication tables
	Fractions, decimals, percentages and ratio		<ul style="list-style-type: none"> find halves in practical situations 	<ul style="list-style-type: none"> find halves and quarters in practical situations
	Calculate using mental and written methods	<ul style="list-style-type: none"> combine two groups of objects to find 'how many altogether?' take away objects to find 'how many are left?' 	<ul style="list-style-type: none"> add and subtract numbers involving up to 10 objects use 'counting on' strategies to add 2 collections, starting with the larger number, e.g. $8 + 5$ 	<ul style="list-style-type: none"> find small differences within 20 by using 'counting on' strategies use mental recall of number facts to 10 and place value to add or subtract larger numbers, e.g. $24 + 4$, $30 + 5$, $34 + 10$
	Estimate and check		<ul style="list-style-type: none"> make a sensible estimate of a number of objects that can be checked by counting 	<ul style="list-style-type: none"> use checking strategies: <ul style="list-style-type: none"> repeat addition in a different order use halving and doubling within 20
	Manage money	<ul style="list-style-type: none"> use 1p, 2p, 5p and 10p coins to pay for items 	<ul style="list-style-type: none"> use different combinations of money to pay for items up to 20p find totals and give change from 10p 	<ul style="list-style-type: none"> use different combinations of money to pay for items up to £1 find totals and give change from multiples of 10p
Using measuring skills	Length, weight/mass, capacity	<ul style="list-style-type: none"> use direct comparisons with: <ul style="list-style-type: none"> length, height and distance, e.g. <i>longer/shorter than</i> weight/mass, e.g. <i>heavier/lighter than</i> capacity, e.g. <i>holds more/less than</i> 	<ul style="list-style-type: none"> use non-standard units to measure: <ul style="list-style-type: none"> length, height and distance weight/mass capacity 	<ul style="list-style-type: none"> use standard units to measure: <ul style="list-style-type: none"> length, height and distance: metres, half metres or centimetres weight/mass: kilograms or 10 gram weights capacity: litres
	Time	<ul style="list-style-type: none"> demonstrate a developing sense of how long tasks and everyday events take use the concept of time in terms of their daily activities 	<ul style="list-style-type: none"> use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks use the concept of time in terms of their daily and weekly activities and the seasons of the year 	<ul style="list-style-type: none"> read 'half past', 'quarter past' and 'quarter to' on an analogue clock read hours and minutes on a 12-hour digital clock
	Temperature	<ul style="list-style-type: none"> use direct comparisons when describing temperature, e.g. <i>hot/cold</i> 	<ul style="list-style-type: none"> use descriptive words for a range of temperatures, e.g. <i>cooler/warmer</i> 	<ul style="list-style-type: none"> compare daily temperatures using a thermometer (°C)
	Area and volume Angle and position	<ul style="list-style-type: none"> move in given directions 	<ul style="list-style-type: none"> make whole turns and half turns 	<ul style="list-style-type: none"> recognise half and quarter turns, clockwise and anti-clockwise recognise that a quarter turn is a right angle
Using data skills	Collect and record data Present and analyse data Interpret results	<ul style="list-style-type: none"> sort and classify objects using one criterion record collections using marks, numbers or pictures. 	<ul style="list-style-type: none"> sort and classify objects using more than one criterion collect information by voting or sorting and represent it in pictures, objects or drawings make lists and tables based on data collected. 	<ul style="list-style-type: none"> gather and record data from: <ul style="list-style-type: none"> lists and tables diagrams block graphs pictograms where the symbol represents one unit extract and interpret information from lists, tables, diagrams and graphs.

Numeracy Key Stage 2		Year 3	Year 4	Year 5	Year 6
Strands	Elements	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement choose an appropriate mental or written strategy and know when it is appropriate to use a calculator estimate and visualise size when measuring and use the correct units 			
	Represent and communicate	<ul style="list-style-type: none"> explain results and procedures clearly using mathematical language refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready use appropriate notation, symbols and units of measurement select and construct appropriate charts, diagrams and graphs with suitable scales 			
	Review	<ul style="list-style-type: none"> select from an increasing range of checking strategies to decide if answers are reasonable interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible draw conclusions from data and recognise that some conclusions may be misleading or uncertain 			
Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> read and write numbers to 1000 compare and estimate with numbers up to 100 use mental strategies to recall number facts within 20 recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems multiply numbers by 10 	<ul style="list-style-type: none"> read and write numbers to 10 000 compare and estimate with numbers up to 1000 use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems multiply and divide numbers by 10 and 100 	<ul style="list-style-type: none"> read and write numbers to 100 000 compare numbers with 1 and 2 decimal places use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and use to solve division problems multiply and divide numbers and decimals by 10 and 100 	<ul style="list-style-type: none"> read and write numbers to 1 million and numbers to 3 decimal places use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems multiply numbers and decimals by a multiple of 10, e.g. 15×30, $1.4\text{cm} \times 20$
	Fractions, decimals, percentages and ratio	<ul style="list-style-type: none"> use halves and quarters halve 2-digit numbers in the context of number, money and measures find fractional quantities linked to known multiplication facts, e.g. $\frac{1}{3}$ of 18, $\frac{1}{5}$ of 15 	<ul style="list-style-type: none"> halve 3-digit numbers in the context of number, money and measures find fractional quantities using known table facts, e.g. $\frac{1}{6}$ of 30cm recognise fractions that are several parts of a whole, e.g. $\frac{2}{3}$, $\frac{3}{10}$ 	<ul style="list-style-type: none"> use understanding of simple fraction and decimal equivalences when measuring and calculating, e.g. $\frac{1}{2} = 0.5$, $\frac{1}{10} = 0.1$ calculate fractional quantities, e.g. $\frac{1}{8}$ of 24 = 3, so $\frac{5}{8}$ of 24 = 15 use doubling and halving strategies when working with simple proportions 	<ul style="list-style-type: none"> use understanding of simple fraction, decimal and percentage equivalences, e.g. find 25% of 60cm and know that this is equivalent to $\frac{1}{4}$ of 60cm calculate percentage quantities based on 10%, e.g. 20%, 5%, 15% use simple ratio and proportion
	Calculate using mental and written methods	<ul style="list-style-type: none"> find differences within 100 use mental strategies to add and subtract 2-digit numbers use partitioning to double and halve 2-digit numbers 	<ul style="list-style-type: none"> find differences within 1000 add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method use mental strategies to multiply and divide 2-digit numbers by a single digit number 	<ul style="list-style-type: none"> find differences between numbers with 1 decimal place add and subtract 3-digit numbers using an appropriate mental or written method multiply and divide 3-digit numbers by a single-digit number 	<ul style="list-style-type: none"> add and subtract numbers using whole numbers and decimals multiply 2- and 3-digit numbers by a 2-digit number divide 3-digit numbers by a 2-digit number
	Estimate and check	<ul style="list-style-type: none"> check subtraction using addition check halving using doubling check multiplication using repeated addition 	<ul style="list-style-type: none"> check answers using inverse operations estimate by rounding to the nearest 10 or 100 	<ul style="list-style-type: none"> check answers using inverse operations estimate by rounding to the nearest 10, 100 or 1000 	<ul style="list-style-type: none"> check answers using inverse operations estimate by rounding to the nearest 10, 100, 1000 or whole number
	Manage money	<ul style="list-style-type: none"> use different combinations of money to pay for items up to £2 and calculate the change order and compare items up to £10 record money spent and saved 	<ul style="list-style-type: none"> use money to pay for items up to £10 and calculate the change order and compare items up to £100 add and subtract totals less than £10 using correct notation, e.g. $\pounds 6.85 - \pounds 2.76$ manage money, compare costs from different retailers and determine what can be bought within a given budget 	<ul style="list-style-type: none"> order and compare the cost of items up to £1000 add and subtract totals less than £100 using correct notation, e.g. $\pounds 28.18 + \pounds 33.45$ plan and track money and savings by keeping accurate records realise that budgeting is important 	<ul style="list-style-type: none"> use the terms profit and loss in buying and selling activities and make calculations for this understand the advantages and disadvantages of using bank accounts make comparisons between prices and understand which is best value for money
	Using measuring skills	Length, weight/mass, capacity	<ul style="list-style-type: none"> recognise that perimeter is the distance around a shape use standard units of measure: <ul style="list-style-type: none"> length: measure on a ruler to the nearest $\frac{1}{2}$ cm weight/mass: use 5g, 10g and 100g weights capacity: use litres and half litres; measure to the nearest 100ml 	<ul style="list-style-type: none"> measure and calculate the perimeter of squares and rectangles measure on a ruler to the nearest mm and record using a mix of units, e.g. $1\text{cm } 3\text{mm}$ use weighing scales with divisions to weigh objects to the nearest 5g, 10g, 25g or 100g measure capacities to the nearest 50ml or 100ml convert metric units of length to smaller units, e.g. cm to mm, m to cm, km to m 	<ul style="list-style-type: none"> measure perimeters use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg make use of conversions, e.g. $\frac{1}{4}$ of a km = 250m
Time		<ul style="list-style-type: none"> tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour read hours and minutes on a 12-hour digital clock using am/pm conventions 	<ul style="list-style-type: none"> tell the time to the nearest minute on analogue clocks read hours and minutes on a 24-hour digital clock time and order events in seconds use calendars to plan events 	<ul style="list-style-type: none"> read and use analogue and digital clocks time events in minutes and seconds, and order the results carry out practical activities involving timed events and explain which unit of time is the most appropriate 	<ul style="list-style-type: none"> use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process estimate how long a journey takes time events in minutes and seconds to the nearest tenth of a second
Temperature		<ul style="list-style-type: none"> take temperature readings using thermometers and interpret readings above and below 0°C 		<ul style="list-style-type: none"> measure and record temperatures involving positive and negative readings calculate temperature differences, including those involving temperature rise and fall across 0°C 	
Area and volume Angle and position		<ul style="list-style-type: none"> find areas by counting squares use the four compass points to describe directions 	<ul style="list-style-type: none"> recognise volume in practical contexts use eight compass points to describe direction 	<ul style="list-style-type: none"> calculate, estimate and compare the area of squares and rectangles using standard units find volumes by counting and other practical methods use coordinates to specify location 	<ul style="list-style-type: none"> calculate the area of squares and rectangles use grid references to specify location
Using data skills	Collect and record data Present and analyse data Interpret results	<ul style="list-style-type: none"> represent data using: <ul style="list-style-type: none"> lists, tally charts, tables and diagrams bar charts and bar line graphs labelled in 2s, 5s and 10s pictograms where one symbol represents more than one unit using a key Venn and Carroll diagrams extract and interpret information from charts, timetables, diagrams and graphs. 		<ul style="list-style-type: none"> represent data using: <ul style="list-style-type: none"> lists, tally charts, tables, diagrams and frequency tables bar charts, grouped data charts, line graphs and conversion graphs extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts) use mean, median, mode and range to describe a data set. 	

Numeracy Key Stage 3		Year 7	Year 8	Year 9
Strands	Elements	Learners are able to:	Learners are able to:	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> transfer mathematical skills across the curriculum in a variety of contexts and everyday situations select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks prioritise and organise the relevant steps needed to complete the task or reach a solution choose an appropriate mental or written strategy and know when it is appropriate to use a calculator use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys identify, measure or obtain required information to complete the task identify what further information might be required and select what information is most appropriate select appropriate mathematics and techniques to use estimate and visualise size when measuring and use the correct units 		
	Represent and communicate	<ul style="list-style-type: none"> explain results and procedures precisely using appropriate mathematical language refine methods of recording calculations use appropriate notation, symbols and units of measurement, including compound measures select and construct appropriate charts, diagrams and graphs with suitable scales interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading 		
	Review	<ul style="list-style-type: none"> select and apply appropriate checking strategies interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible verify and justify results or solutions, including discussion on risk and chance where relevant interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data draw conclusions from data and recognise that some conclusions may be misleading or uncertain 		
Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> read and write numbers of any size and use the four operations and the connections between them, e.g. <i>apply division as the inverse of multiplication</i> recognise and apply key mental facts and strategies use appropriate strategies for multiplication and division, including application of known facts use the terms square and square root 	<ul style="list-style-type: none"> recognise and apply key mental facts and strategies use known facts to derive others, e.g. <i>use 7×6 to derive 0.7×6</i> use the terms cube, cube root and reciprocal 	<ul style="list-style-type: none"> use powers and understand the importance of powers of 10 show awareness of the need for standard form and its representation on a calculator
	Fractions, decimals, percentages and ratio	<ul style="list-style-type: none"> use equivalence of fractions, decimals and percentages to compare proportions recognise that some fractions are recurring decimals, e.g. $\frac{1}{3}$ is $0.33\bar{3}$ calculate percentages of quantities using non-calculator methods where appropriate use ratio and proportion including map scales 	<ul style="list-style-type: none"> use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation simplify a calculation by using fractions in their simplest terms calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate calculate the outcome of a given percentage increase or decrease use ratio and proportion to calculate quantities 	<ul style="list-style-type: none"> use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation use and interpret different representations of fractions, e.g. <i>mixed numbers and improper fractions</i> express one quantity as a percentage of another calculate a percentage increase or decrease use ratio and proportion to calculate quantities
	Calculate using mental and written methods	<ul style="list-style-type: none"> use efficient written methods to add and subtract numbers with up to 2 decimal places multiply and divide 3-digit by 2-digit whole numbers, extending to multiplying and dividing decimals with 1 or 2 places by single-digit whole numbers multiply and divide whole numbers by 0.5, 0.2, 0.1 use the order of operations 	<ul style="list-style-type: none"> use efficient written methods to add and subtract numbers with up to 2 decimal places use efficient methods for multiplication and division of whole numbers and decimals, including decimals such as 0.6 or 0.06 use the order of operations including brackets 	<ul style="list-style-type: none"> use efficient written methods to add and subtract numbers and decimals of any size, including a mixture of large and small numbers with differing numbers of decimal places multiply and divide whole numbers and decimals use the order of operations including brackets and powers
	Estimate and check	<ul style="list-style-type: none"> use a range of strategies to check calculations including the use of inverse operations, equivalent calculations and the rules of divisibility use rounding to estimate answers present answers to a given number of decimal places 	<ul style="list-style-type: none"> use rounding to estimate answers to a given number of significant figures present answers to a given number of significant figures 	<ul style="list-style-type: none"> make and justify estimates and approximations of calculations choose the appropriate degree of accuracy to present answers
	Manage money	<ul style="list-style-type: none"> use profit and loss in buying and selling calculations understand the advantages and disadvantages of using bank accounts, including bank cards make informed decisions relating to discounts and special offers 	<ul style="list-style-type: none"> carry out calculations relating to VAT, saving and borrowing appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing 	<ul style="list-style-type: none"> calculate using foreign money and exchange rates understand the risks involved in different ways of saving and investing describe why insurance is important and understand the impact of not being insured
Using measuring skills	Length, weight/mass, capacity	<ul style="list-style-type: none"> find perimeters of shapes with straight sides read and interpret scales on a range of measuring instruments convert between units of the metric system and carry out calculations 	<ul style="list-style-type: none"> use the common units of measure, convert between related units of the metric system and carry out calculations use rough metric equivalents of imperial units in daily use 	<ul style="list-style-type: none"> find circumferences of circles make links between speed, distance and time
	Time	<ul style="list-style-type: none"> measure and record time in hundredths of a second use time zones 	<ul style="list-style-type: none"> interpret fractions of a second appropriately use timetables and time zones to calculate travel time 	
	Temperature	<ul style="list-style-type: none"> record temperatures in appropriate temperature scales 	<ul style="list-style-type: none"> convert temperatures between appropriate temperature scales 	<ul style="list-style-type: none"> convert temperatures between appropriate temperature scales
	Area and volume Angle and position	<ul style="list-style-type: none"> use formulae for the area of rectangles and triangles measure and draw angles 	<ul style="list-style-type: none"> calculate areas of compound shapes (e.g. <i>consisting of rectangles and triangles</i>) and volumes of simple solids (e.g. <i>cubes and cuboids</i>) use compass bearings and grid references to specify locations 	<ul style="list-style-type: none"> find areas of circles apply understanding of bearings and scale to interpret maps and plans, and to create plans and drawings to scale
Using data skills	Collect and record data Present and analyse data Interpret results	<ul style="list-style-type: none"> collect own data for a survey, e.g. <i>through designing a questionnaire</i> construct frequency tables for sets of data, grouped where appropriate, in equal class intervals (groups given to learners) construct a wide range of graphs and diagrams to represent the data and reflect the importance of scale interpret diagrams and graphs (including pie charts) use mean, median, mode and range to compare two distributions (discrete data). 	<ul style="list-style-type: none"> plan how to collect data to test hypotheses construct a wide range of graphs and diagrams to represent discrete and continuous data construct frequency tables for sets of data in equal class intervals, selecting groups as appropriate construct graphs to represent data including scatter diagrams to investigate correlation interpret diagrams and graphs to compare sets of data use mean, median, mode and range to compare two distributions (continuous data). 	<ul style="list-style-type: none"> test hypotheses, making decisions about how best to record and analyse the information from large data sets construct and interpret graphs and diagrams (including pie charts) to represent discrete or continuous data, with the learner choosing an appropriate scale select and justify statistics most appropriate to the problem considering extreme values (outliers) examine results critically, select and justify choice of statistics recognising the limitations of any assumptions and their effect on the conclusions drawn use appropriate mathematical instruments and methods to construct accurate drawings.

Numeracy More able and talented		Extension
Strands	Elements	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> transfer mathematical skills across the curriculum in a variety of contexts and everyday situations select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks prioritise and organise the relevant steps needed to complete the task or reach a solution choose an appropriate mental or written strategy and know when it is appropriate to use a calculator use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys identify, measure or obtain required information to complete the task identify what further information might be required and select what information is most appropriate select appropriate mathematics and techniques to use estimate and visualise size when measuring and use the correct units
	Represent and communicate	<ul style="list-style-type: none"> explain results and procedures precisely using appropriate mathematical language refine methods of recording calculations use appropriate notation, symbols and units of measurement, including compound measures select and construct appropriate charts, diagrams and graphs with suitable scales interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading
	Review	<ul style="list-style-type: none"> select and apply appropriate checking strategies interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible verify and justify results or solutions, including discussion on risk and chance where relevant interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data draw conclusions from data and recognise that some conclusions may be misleading or uncertain
Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> use and interpret numbers in standard form within calculations
	Fractions, decimals, percentages and ratio	<ul style="list-style-type: none"> use and understand the idea of reverse percentage to find an original quantity use multipliers as an efficient method when working with percentages, e.g. <i>multiply by 1.2 to increase an amount by 20%</i> use and understand ratio and proportion in 2 dimensions
	Calculate using mental and written methods	
	Estimate and check	<ul style="list-style-type: none"> recognise and define limitations on accuracy of measurements
	Manage money	<ul style="list-style-type: none"> use and understand efficient methods of calculating compound interest understand and demonstrate the real-life process of foreign exchange understand and calculate income tax
Using measuring skills	Length, weight/mass, capacity	<ul style="list-style-type: none"> understand and use a variety of compound measures
	Time	
	Temperature	
	Area and volume Angle and position	<ul style="list-style-type: none"> apply proportional change to 2-dimensional designs
Using data skills	Collect and record data Present and analyse data Interpret results	<ul style="list-style-type: none"> understand slopes and gradients of graphs and relate to compound measures.