

READ ON GET ON

Reading is the key to unlocking every child's full potential and opens up a world of possibilities. A good education is of course about much more than just reading. But being able to read well is the foundation on which so much else depends: children first 'learn to read' and then they 'read to learn'.

Gwaith Ymchwil ar y cyd rhwng nifer o asiantaethau gan gynnwys:

Save the Children, Booktrust, The Reading Agency, NAHT. 2014

Gwaith Ymchwil

Research

- Mae gwaith ymchwil newydd ar gyfer yr Adroddiad yma yn dangos sut mae plentyn, os nad yw'n dysgu darllen yn dda pan yn ifanc, yn troi oddi wrth addysg wrth fynd yn hyn, yn ennill llai o gymhwysterau ac yn ei chael yn anodd ym myd gwaith.

- Yn Lloegr, mae anhawster gyda darllen yn cael ei gysylltu yn agosach gyda chyflog isel a'r siawns o fod yn ddi-waith nag ydyw mewn unrhyw wlad ddatblygiedig arall, gan gynnwys yr UDA.

- Mae cyswllt amlwg rhwng mwynhau darllen a bod yn ddarllenwr da. Mae ymchwil ar gyfer yr adroddiad yma yn dangos fod plant sydd ddim yn mwynhau darllen ddeg gwaith yn fwy tebygol o fod tu ôl i'w cyfoedion yn yr ysgol erbyn 11 oed.

- New research for this report shows how, if a child does not learn to read well when young, they can turn away from education as they get older, get poor qualifications and struggle in the world of work.
- In England, struggling to read is more closely linked to low pay and the risk of being unemployed than in any other developed country, including the USA.
- There is a virtuous circle between enjoying reading and being a good reader. Research for this report demonstrates that children who do not enjoy reading are ten times more likely to have fallen behind at school by 11.

Rôl Rhieni The Role of Parents

- What happens beyond the school gates and in homes is critical. New work for this report shows that reading to and with children matters for both mothers and fathers, but the impact of fathers reading – to children after they have started school – appears even greater. Children whose fathers read with them less than once a week at the age of five had, by the time they are seven, a reading level half a year behind those who had been read to daily. The Read On. Get On. campaign has reviewed the expert literature on what mothers and fathers can do to support their children's reading. This work found that parents have an incredible ability to have a positive impact on children's ability to read. This need not be an onerous activity – just ten minutes a day can make a big difference.



Reading to or with children matters for all children under 11. But the earlier parents start, the more profound the results and the longer-lasting the effects.

Dyma sydd gan yr Adroddiad i'w ddweud am ddylanwad rhieni ar ddarllen eu plant.

Of all subjects, reading has been found to be the most sensitive to parental influences. Booktrust commissioned research which found that the home and family are crucial in the development of reading and writing, particularly in terms of reading for pleasure

Beth ydi 'darllen yn dda'?

What is 'Reading Well'?

Mae 'Darllen yn dda' erbyn 11 oed yn golygu y dylai plant nid yn unig allu darllen y geiriau sydd wedi eu hysgrifennu, ond dylent hefyd allu deall yr ystyr ehangach sydd y tu ôl i storïau a gwybodaeth, a hefyd i allu siarad amdanynt. Yn ogystal a gallu darllen a deall llyfrau fel Harry Potter, dylent hefyd allu darllen amrediad o wahanol ddeunyddiau gan gynnwys cylchgronau a phapurau newydd, safleoedd gwe perthnasol, llythyrau a geiriaduron.

- “‘Reading well’ by the age of 11 means that children should not only be able to read the words that are written down, but they should also have a wider understanding of the meaning behind stories and information and be able to talk about them and comment on them. As well as being able to read and understand books such as Treasure Island or Harry Potter, they should also be able to read a range of different materials, including magazines and newspapers, relevant websites, letters and dictionaries.”

Lefel 4b

Bechgyn a Merched!

Boys and Girls!

- Boys, as a group, continue to read less well than girls. In 2013, 78% of girls were reading well by the age of 11 compared with 72% of boys. These trends in attainment in reading are repeated when looking at attitudes and behaviour. In general, girls enjoy reading more than boys, read more often, hold more positive attitudes towards reading and are more likely to seek out opportunities to read – for example, by visiting the library. Previous research published by Booktrust has attempted to explain this difference in reading attitudes. It suggests that boys' reading interests are not fully valued by the curriculum, which may 'fail' boys by not recognising the value of their home reading choices. While boys have a tendency to prefer information-based books and digital formats, debates about reading for pleasure often privilege the kind of reading associated with print fiction to the exclusion of other genres and formats.

Yn 2013 roedd 78% o ferched yn 'darllen yn dda' o'i gymharu a 72% o fechgyn.

Agwedd ac Ymddygiad: Ar y cyfan mae gan ferched agweddau mwy positif tuag at ddarllen ac maent yn fwy tebygol o chwilio am gyfleoedd i ddarllen.

Yn gyffredinol mae'n well gan fechgyn lyfrau gwybodaeth a fformatiau digidol.

Mae dwy waith cymaint o fechgyn yn dweud nad ydynt yn darllen dim y tu allan i'r dosbarth. 17% o fechgyn o'i gymharu a 8% o ferched

Ydyn ni'n gwneud popeth allwn ni annog bechgyn i ddarllen?

Pam fod darllen yn bwysig...

Why reading matters...

Research conducted by the National Literacy Trust for the Read On Get On campaign has demonstrated how low literacy affects individuals' health and employment prospects, as well as being a risk factor associated with criminal activity. This section sets out how hundreds of thousands of children's horizons are narrowed when they fail to learn to read well. And it shows how it affects not just these children but us all: the economic cost of this wasted talent means lower prosperity for the whole country.

Swyddi: Mae pobl sydd â lefel îs na'r 'darllen yn dda yn 11 oed' yn ennill 16% yn llai o gyflog.

Employment: Adults with less than the 'functional literacy' of 'reading well at 11' earn 16% less on average.

Iechyd: Mae'r cyswllt rhwng rhai mesuriadau o iechyd a llythrennedd y gryf.

A recent study by psychologists from the University of Edinburgh and King's College London, which followed 1,900 identical twins over nine years, found that early reading among children could make children more intelligent, more creative and also healthier in later life.

Darllen i fwynhau...

Reading for enjoyment...

- When children are young, a love of reading for
- pleasure can run parallel with an eagerness to learn
- to read better and confidence in their ability to do
- so. Moreover, reading habits 'rub off' in the home
- and are passed on through the generations. A recent
- 'reading habits' survey, carried out by Booktrust,
- found that children who are encouraged to read and
- who enjoy reading at school go on to read more as
- adults – and also read more to their own children.
- Previous research has found that regularly reading for
- pleasure can be linked to better progress in maths,
- vocabulary and spelling between the ages of ten
- And 16. The same research found that reading for
- pleasure is more important for children's cognitive
- development between ages ten and 16 than their
- parents' level of education.

Children who don't enjoy reading at all are ten times more likely to have fallen behind and be reading below the expected level for their age than children who enjoy reading.

Mae plant sydd ddim yn mwynhau darllen ddeg gwaith yn fwy tebygol o fod o dan y lefel disgwyledig o'i hoedran

Mae gwaith ymchwil wedi dangos fod darllen er mwyn pleser yn gysylltiedig â gwell cynnydd mewn mathemateg, geirfa a sillafu.

Pan mae plant yn ifanc, mae darllen er mwyn pleser yn rhedeg ochr yn ochr gyda brwdfrydedd ac awydd i ddysgu.

Darllen mewn Oes Ddigidol...

Reading in a Digital Age...

Technology has changed the nature of and access to reading. For example, the internet has replaced the need for reference books in the home.

New research from the National Literacy Trust shows that by 2013, while books remain popular, the most commonly read reading material was text messages.

While books – whether fiction or non-fiction – remain prominent, they show modest falls. In contrast reading e-books, text messages and online has increased significantly. In just three years, the use of e-books by 8–11-year-olds almost doubled. This trend looks set to continue and will have important implications for efforts to promote reading.

Mae gan 95% o blant 8 i 11 oed gyfrifiadadur yn y cartref, gyda 65% ohonynt yn berchen cyfrifiadur eu hunain. Mae gan 73% o blant fynediad i dabled neu ffôn hefyd.

Erbyn 2013 negeseuon testun oedd y deunydd darllen mwyaf cyffredin.

Mae'r defnydd o e-lyfrau gan blant o 8 i 11 oed wedi dyblu mewn tair blynedd. Mae'r tuedd yma yn edrych yn debygol o barhau ac felly yn mynd i olygu oblygiadau i'n ymdrechion i hybu darllen.

Mae'r Wê wedi golygu nad oes angen llyfrau cyfeiriol mewn cartrefi bellach.

Sut ydym ni'n mynd i ymateb i hyn?

4 ffactor allweddol sy'n dylanwadu ar 'ddarllen yn dda'

1. Dathlu cariad at ddarllen yn ein cymunedau.
2. Cefnogi plant ifanc cyn iddynt gychwyn yn yr ysgol.
3. Cefnogaeth Ysgolion.
4. Cefnogaeth Rhieni

4 key drivers of reading well:

1. Celebrating the enjoyment of reading in all our communities.
2. Support for young children before they start school.
3. Support for schools.
4. Support for parents.

Beth allwn ni fel rhieni ac fel ysgol ei wneud i hybu cariad at darllen?

What can we as parents and as a school do to promote a love of reading?

- **Cydweithio!**
- **Work-together!**

Llyfrgelloedd – Defnyddiwch nhw!

Libraries – Use them!

• **Bechgyn:** Parchu eu dewisiadau darllen – testunau ffeithiol, cylchgronau, comics, deunydd digidol.

• **Boys:** Respect their reading choices – non-fiction material, magazines, comics, digital material.

Dangos Esiamp! Lead by example!

Amser – buddsoddi mewn amser yn yr ysgol ac adre ar gyfer darllen.

Time – Invest in time for reading, both at home and at school.

• **Technoleg:** Annog y defnydd o e-lyfrau, rhoi statws i ddarllen deunydd ‘ar-lein’.

• **Technology:** Encourage the use of e-books, value ‘on-line’ reading.

Dewis: Darparu dewis diddorol a chyfredol o lyfrau a deunyddiau darllen i’n plant.

Choice: Provide an interesting and relevant choice of books and reading materials for our children.