Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Medrau llythrennedd a rhifedd am oes: cefnogi prentisiaid

Literacy and numeracy skills for life: supporting apprentices

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Trafodaeth o gwmpas y bwrdd / Table discussion

Sut beth yw cymorth effeithiol ar gyfer datblygu medrau llythrennedd a rhifedd dysgwyr?

What does effective support for developing learners' literacy and numeracy skills look like?

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Trafodaeth o gwmpas y bwrdd / Table discussion

Beth yw’r heriau mwyaf o ran datblygu medrau llythrennedd a rhifedd dysgwyr?

What are the biggest challenges in developing learners' literacy and numeracy skills?

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Llythrennedd a Rhifedd ym manyleb y rhaglen

Asesiad Cychwynnol / Offer Diagnostig

Cymorth ac Ymyrraeth

Cydnabod Dysgu Blaenorol

Cynlluniau Dysgu Unigol (CDUau)

Addasiadau ar gyfer Dysgwyr ag ADY

Asesu Parhaus

Cymwysterau Sgiliau Hanfodol (CSHau) …

Literacy & Numeracy in the programme specification

Initial Assessment / Diagnostic Tools

Support and Intervention

Recognition of Prior Learning (RPL)

Individual Learning Plans (ILPs)

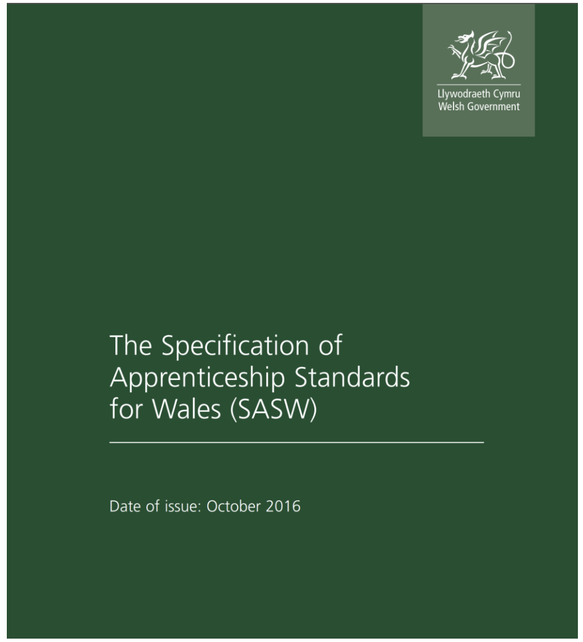
Adjustments for Learners with ALN

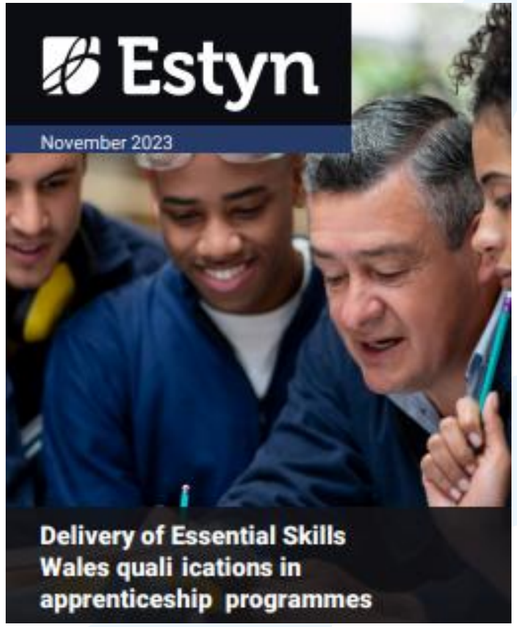
Ongoing Assessment

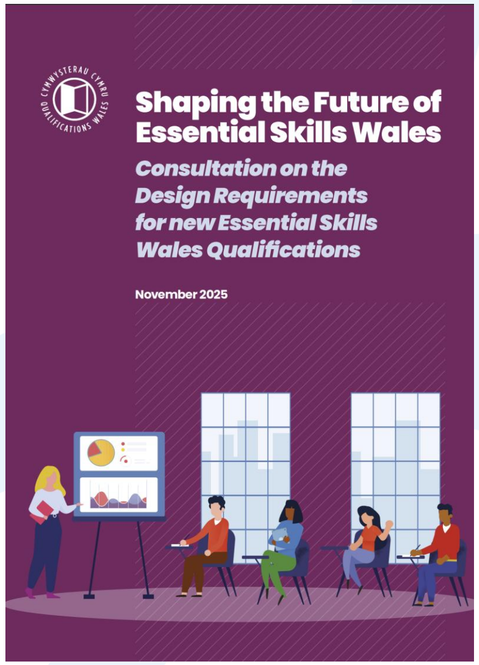
Essential Skills Qualifications (ESQ) …

Sgiliau Hanfodol Cymru

Essential Skills Wales







To help shape the future of inclusive apprenticeships, visit our consultation at

medr.cymru

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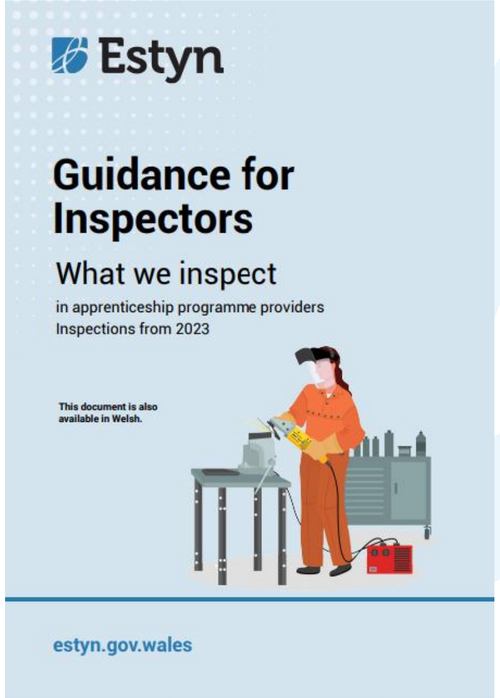
Beth mae Estyn yn ei arolygu

- gwerthuso'r graddau y mae'r dysgwyr yn caffael y medrau angenrheidiol mewn llythrennedd (Cymraeg / Saesneg), cyfathrebu, rhifedd a medrau digidol i gefnogi eu gwaith

- ystyried pa mor dda y mae'r darparwr wedi ystyried datblygiad medrau llythrennedd a rhifedd dysgwyr wrth gynllunio profiadau dysgwyr o ran medrau galwedigaethol, technegol neu fedrau ehangach

- gwerthuso i ba raddau y mae dysgwyr yn datblygu'r medrau llythrennedd a rhifedd sydd eu hangen i gwblhau eu fframwaith cymwysterau

- canolbwyntio ar b'un a oes gan ddysgwyr y medrau llythrennedd a rhifedd angenrheidiol sy'n briodol i'w rhaglen



What Estyn inspects

- evaluate the extent to which the learners acquire the necessary skills in literacy (Welsh/English), communication, numeracy and digital skills to support their work

- consider how well the provider has taken account of the development of learners' literacy & numeracy skills in the planning of learners' vocational, technical or wider skills experiences

- evaluate to what extent learners develop the literacy & numeracy skills required to complete their qualification framework

- focus on whether learners have the required literacy & numeracy skills appropriate to their programme

Beth sy'n gweithio'n dda

Defnydd effeithiol o asesu cychwynnol a diagnostig

Mae canlyniadau'n nodi mannau cychwyn dysgwyr mewn llythrennedd a rhifedd, ac yn llywio:

- cynlluniau cymorth teilwredig
- llwybrau medrau hanfodol priodol
- cymorth ADY targedig ac addasiadau rhesymol

Datblygiad llythrennedd trwy gyd-destunau galwedigaethol

Yn aml, caiff medrau llythrennedd eu datblygu'n naturiol trwy:

- ddisgrifiadau myfyriol
- adroddiadau gweithle, cardiau swydd a nodiadau achos
- trafodaethau ac adolygiadau proffesiynol

Yn y ddarpariaeth gryfaf, mae aseswyr yn darparu adborth adeiladol yn ysgrifenedig ac ar lafar sy'n helpu dysgwyr i wella'u medrau llythrennedd dros gyfnod

Cyfrifoldeb ar y cyd am ddatblygiad medrau / DPP effeithiol

Cymorth ar gyfer dysgwyr ag anghenion cymorth ychwanegol

What works well

Effective use of initial and diagnostic assessment

Results identify learners' starting points in literacy and numeracy and inform:

- tailored support plans
- appropriate essential skills pathways
- targeted ALN support and reasonable adjustments

Literacy development through vocational contexts

Literacy skills are often developed naturally through:

- reflective accounts
- workplace reports, job cards and case notes
- professional discussions and reviews

In the strongest provision, assessors provide constructive written and verbal feedback that helps learners improve their literacy skills over time

Shared responsibility for skills development / effective CPD

Support for learners with additional support needs

Beth sydd angen ei wella

Integreiddio llythrennedd a rhifedd yn anghyson

Yn rhy aml, mae datblygiad llythrennedd a rhifedd:

- wedi'i gyfyngu i gyflenwi medrau hanfodol
- yn cael ei drin fel gofyniad ar wahân yn hytrach na'i ymgorffori mewn dysgu galwedigaethol

Ffocws amrywiol ar rifedd

Mae dysgwyr yn aneglur ynglŷn â sut i wella'u medrau

Ar draws pob darparwr, mae dysgwyr yn cwblhau asesiadau cychwynnol. Fodd bynnag:

- nid ydynt yn gwybod beth yw eu **camau penodol** i wella llythrennedd a rhifedd y tu hwnt i Gymwysterau Sgiliau Hanfodol
- nid yw targedau ar gyfer gwella bob amser yn eglur neu'n gysylltiedig â thasgau gweithle.

What needs to improve

Inconsistent integration of literacy and numeracy

Too often, literacy and numeracy development is:

- confined to essential skills delivery
- treated as a separate requirement rather than embedded in vocational learning

Variable focus on numeracy

Learners unclear about how to improve their skills

Across nearly all providers, learners complete initial assessments, however

- they don't know their **specific steps** to improve literacy and numeracy beyond ESQs
- targets for improvement are not always explicit or linked to workplace tasks.

Argymhellion

Llythrennedd a rhifedd
3 o 10 arolygiad

Sicrhau bod pob un o'r dysgwyr yn datblygu eu medrau llythrennedd a rhifedd trwy eu cyd-destun galwedigaethol

Sicrhau bod pob tiwtor ac asesydd yn datblygu medrau llythrennedd a rhifedd dysgwyr yn gyson ym mhob maes dysgu

Sicrhau bod addysgu, dysgu ac asesu ar gael yn gyson, yn cael eu cynllunio a'u cyflwyno'n dda i gefnogi cynnydd dysgwyr unigol, yn cynnwys yn eu medrau llythrennedd a rhifedd

Recommendations

Literacy & numeracy
3 of 10 inspections

Ensure that all learners develop their literacy and numeracy skills through their vocational context

Ensure that all tutors and assessors consistently develop learners' literacy and numeracy skills in all learning areas

Ensure that teaching, learning and assessment are consistently available, planned and delivered well to support individual learners' progress, including in their literacy and numeracy skills

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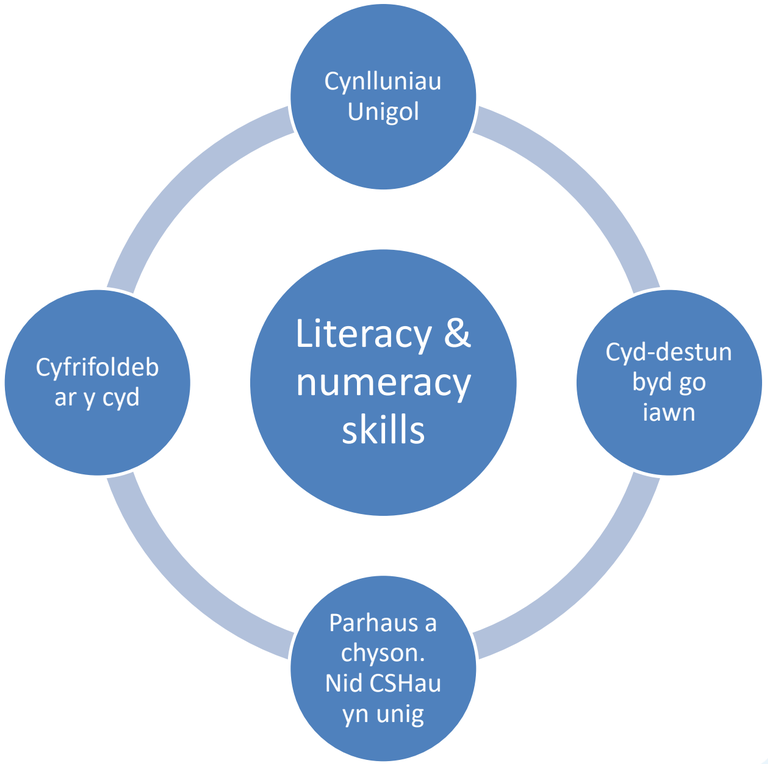
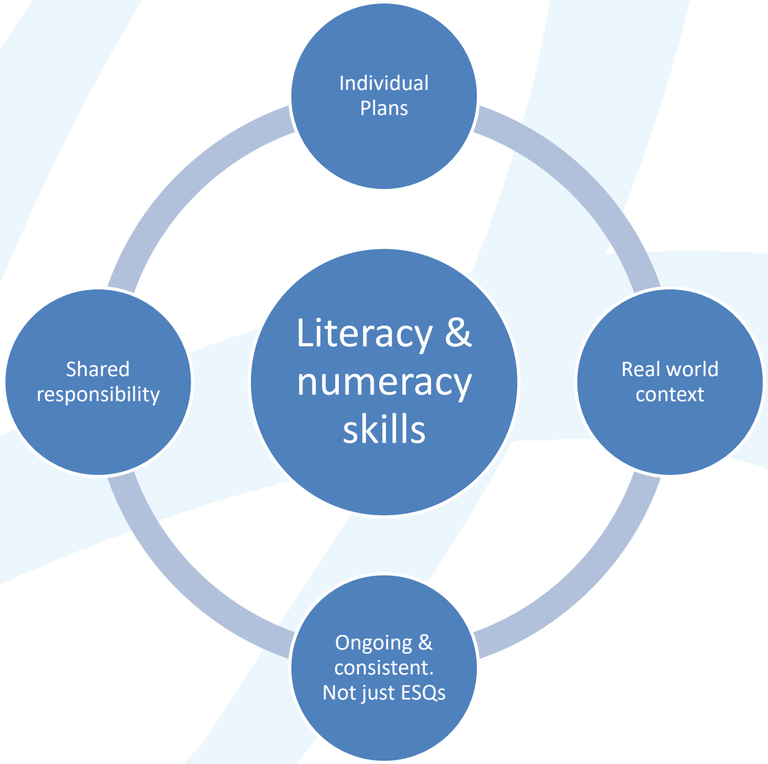
Gweithgareddau presennol



Summary



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Sbarduno gwelliant mewn darllen:

- O fis Medi 2026 ymlaen, bydd gennym ffocws manylach tair blynedd ar ddarllen.
- Yn ystod y flwyddyn gyntaf drwy ein hymweliadau cyswllt, byddwn yn casglu gwybodaeth am ba mor effeithiol y mae darparwyr yn gwneud diagnosis, yn ymgorffori, yn monitro ac yn darparu tystiolaeth o ddarllen, yn benodol o fewn cyflwyno prentisiaethau a datblygu sgiliau llythrennedd.

Driving improvement in reading:

- From September 2026, we will have a three-year enhanced focus on reading.
- In the first year through our link visits, we will gather information on how well providers diagnose, embed, monitor, and evidence reading specifically within apprenticeship delivery and literacy skills development.

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Trafodaeth o gwmpas y bwrdd / Table discussion

Pe bai darllen yn dod yn ffocws arolygu craffach, beth fyddai hynny'n ei olygu i ddarparwr / dysgwr prentisiaeth?

If reading became a sharper inspection focus tomorrow, what would that mean for an apprenticeship provider/learner?

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Y camau nesaf

Hydref 2027	Ail-gychwyn arolygiadau craidd
Haf 2027	Hyfforddiant cychwynnol IAA a hyfforddiant trosi
Haf 26- Gwanwyn 27	Datblygu fframwaith newydd ac ymgynghoriad
Parhaus	Cyswllt gwaith arolygwyr / gwaith thematig / adroddiad blynyddol

Next steps

Autumn 2027	Core inspections re-start
Summer 2027	PI initial training & conversion training
Summer 26– Spring 27	Development of new framework & consultation
Ongoing	Link inspector work / thematic work / annual report

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Diolch / Thank you

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