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Ysgogi plant i ddarllen  
Getting children reading

**O fabanod i blant yn eu blynyddoedd cynnar a'r holl ffordd drwodd i'r ardegau cynnar, mae darllen yn cynnig manteision dwys ac eang a all gael effaith gadarnhaol ar fywydau plant gydol eu hoes.**

Mae'r adnodd rhyngweithiol hwn yn crynhoi'r dystiolaeth o sut mae darllen o fudd i blant. Gallwch glicio drwodd i weld y prif ganfyddiadau neu ddadansoddiad a thystiolaeth manylach.

# Manteision darllen





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# Plant sy'n darllen

Yn fwy tebygol o  
oresgyn anfantais  
sy'n cael ei  
hachosi gan  
anghydraddoldebau



Yn fwy tebygol o  
fod yn hapusach  
ac iachach a phrofi  
gwell lles meddyliol  
a hunan-barch



Yn fwy tebygol  
o wneud yn well  
yn yr ysgol a  
gwneud mwy o  
gynnydd ar draws  
y cwricwlwm



Yn fwy tebygol o  
ddatblygu empathi  
a chreadigrwydd





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# Plant sy'n darllen

**Yn fwy tebygol o  
oresgyn anfantais  
sy'n cael ei  
hachosi gan  
anghydraddoldebau**



Byddan nhw'n profi gwell symudedd  
addysgol a symudedd cymdeithasol



Mae'r rhai sy'n cael eu magu mewn tlodi yn  
llai tebygol o aros mewn tlodi fel oedolion



Maen nhw'n fwy tebygol o oresgyn y  
rhwystrau y mae anfantais yn eu cyflwyno  
drwy gydol yr ysgol



**Tystiolaeth o astudiaethau  
dethol ar y pwnc yma**

**Darllen mwy**





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## Mae plant sy'n darllen yn fwy tebygol o oresgyn anfantais sy'n cael ei hachosi gan anghydraddoldebau

### Byddan nhw'n profi gwell symudedd addysgol a symudedd cymdeithasol

- ✦ Mae gan ddarllen er pleser y pŵer i helpu i liniaru anghydraddoldebau economaidd-gymdeithasol<sup>1</sup> fel incwm teuluol isel a chefnidir addysgol.

### Mae'r rhai sy'n cael eu magu mewn tlodi yn llai tebygol o aros mewn tlodi fel oedolion

- ✦ Mae gan blentyn sy'n tyfu i fyny mewn tlodi ac sydd â rhywun yn darllen iddyn nhw yn bump oed obaith sylweddol uwch o lwyddiant economaidd yn eu 30au na'u cyfoedion sydd heb rywun yn darllen iddyn nhw.<sup>2</sup>



Deunydd Cyfeirio >



## Mae plant sy'n darllen yn fwy tebygol o oresgyn anfantais sy'n cael ei hachosi gan anghydraddoldebau

### Maen nhw'n fwy tebygol o oresgyn y rhwystrau y mae anfantais yn eu cyflwyno drwy gydol yr ysgol

- Mae darllen ar y cyd yn cael effaith unigryw a thrawsnewidiol ar gyrhaeddiad ysgol.<sup>3</sup> Mae darllen ar y cyd gartref yn cael mwy o ddylanwad ar berfformiad academaidd plant na goruchwyliaeth rhieni, rheolaeth dros waith cartref neu bresenoldeb mewn gweithgareddau ysgol.<sup>4</sup>
- Mae plant dan anfantais sy'n cyflawni ar lefel uchel ar ddiwedd yr ysgol gynradd ddwywaith yn fwy tebygol o fod wedi bod â rhywun yn darllen iddyn nhw gartref yn eu blynyddoedd cynnar o gymharu â'u cyfoedion.<sup>5</sup>

➤ Mae plentyn sy'n ddarllenwr brwd yn rhoi cyfleoedd dysgu hunan-gynhyrchiol i'w hun a all fod yn gyfwerth â sawl blwyddyn o addysg.<sup>6</sup>

➤ Mae effaith darllen er pleser bedair gwaith yn fwy pwerus o ran cynnydd mewn geirfa, mathemateg a sillafu yn 16 oed, nag addysg rhieni neu statws economaidd-gymdeithasol rhieni.<sup>7</sup>

➤ Mae plant difreintiedig 11-14 oed sy'n darllen yn eu hamser eu hunain ac yn cymryd rhan mewn gweithgareddau cyfoethogi gartref yn fwy tebygol o gyflawni tri chymhwyster Safon Uwch neu fwy, o gymharu â'r rhai nad ydyn nhw'n ymwneud â'r gweithgareddau hyn.<sup>8</sup>





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# Plant sy'n darllen

**Yn fwy tebygol o  
fod yn hapusach  
ac iachach a phrofi  
gwell lles meddyliol  
a hunan-barch**



Maen nhw'n teimlo'n fwy diogel ac yn datblygu cysylltiadau dwfn â rhieni a gofalwyr



Maen nhw'n cael gwell cwsg ac yn byw bywydau iachach



Mae ganddyn nhw sylfaen well ar gyfer datblygiad cymdeithasol-emosiynol iach



Mae ganddyn nhw well lles meddyliol a hunan-barch

**Tystiolaeth o astudiaethau  
dethol ar y pwnc yma**

**Darllen mwy >**





## Mae plant sy'n darllen yn fwy tebygol o fod yn hapusach ac iachach a phrofi gwell lles meddyliol a hunan-barch

### Maen nhw'n teimlo'n fwy diogel ac yn datblygu cysylltiadau dwfn â rhieni a gofalwyr

- Mae darllen ar y cyd yn eu blynyddoedd cynnar yn helpu plentyn i ddatblygu ymlyniad (pa mor ddiogel ac ymddiriedus y maen nhw'n teimlo yng nghwmni eu rhiant neu ofalwr). Mae ymlyniad yn hanfodol i hapusrwydd plentyn, eu cymhwysedd cymdeithasol, a'u gallu i ffurfio cysylltiadau ystyrlon yn y dyfodol.<sup>9</sup>
- Mae darllen ar y cyd yn creu cyfleoedd ar gyfer sylw ar y cyd ac agosatrwydd emosiynol rhwng plentyn a'u rhiant neu ofalwr. Mae bod y rhiant neu ofalwr ar gael<sup>10</sup> yn ystod amser darllen ar y cyd yn cyfrannu at eu hymdeimlad o ddiogelwch.<sup>11</sup>

➤ Mae plant sydd ag ymlyniadau cadarn yn fwy tebygol o ddangos brwdfrydedd a sylw wrth ddarllen ar y cyd, sy'n cymhell eu rhiant/gofalwr i ddarllen gyda nhw'n amlach ac yn atgyfnerthu eu cyfle i deimlo'n ddiogel a'u bod yn cael eu hamddiffyn.<sup>12</sup>

➤ Yr agweddau emosiynol ar ddarllen ar y cyd (cwtsio, gwenu, canu, a chwerthin) sy'n rhoi hwb i weithgareddau ymennydd plentyn sydd eu hangen i feithrin ymlyniad cadarn, nid sgiliau darllen y rhiant neu ofalwr.<sup>13</sup>





## Mae plant sy'n darllen yn fwy tebygol o fod yn hapusach ac iachach a phrofi gwell lles meddyliol a hunan-barch

### Maen nhw'n cael gwell cwsg ac yn byw bywydau iachach

- Mae plant 3-5 oed sydd â rhywun yn darllen iddyn nhw amser gwely yn cysgu'n hirach.<sup>14</sup> Mae cwsg yn chwarae rhan hanfodol yn natblygiad plant, gan effeithio ar eu twf<sup>15</sup>, sgiliau echddygol<sup>16</sup>, sylw, rheolaeth ymddygiad, cof, hwyliau, a gwytnwch.<sup>17</sup>
- Mae gan blant 11-14 oed sy'n darllen er pleser ffyrdd iachach o fyw. Maen nhw'n llai tebygol o roi cynnig ar sigarêts neu alcohol ac maen nhw'n bwyta mwy o ffrwythau, waeth beth fo'u cefndir teuluol.<sup>18</sup>

### Mae ganddyn nhw sylfaen well ar gyfer datblygiad cymdeithasol-emosiynol iach

- Mae darllen yn arwain at wella sgiliau cymdeithasol a sylw plant, a llai o ymddygiadau negyddol.<sup>19</sup>

- Mae darllen ar y cyd yn cynyddu cynhesrwydd rhieni ac yn lleihau straen ar rieni<sup>20</sup>, gan eu galluogi i gynnig y rhyngweithio sensitif a meithringar sydd eu hangen ar eu babanod i ffynnu.<sup>21, 22</sup>

### Mae ganddyn nhw well lles meddyliol a hunan-barch

- Drwy ddarparu dihangfa a chyfle i ymlacio, gall darllen fod yn ffactor amddiffynnol yn erbyn yr adfyd y mae rhai plant yn ei wynebu.<sup>23</sup>
- Mae gan blant sy'n darllen er pleser yn rheolaidd well hunan-barch a lefelau is o broblemau emosiynol (fel gorfywiogrwydd a diffyg sylw) na'r rhai nad ydyn nhw'n gwneud hynny.<sup>24</sup>
- Mae gan blant sy'n darllen lefelau uwch o les meddyliol a hapusrwydd.<sup>25</sup>







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# Plant sy'n darllen



Mae ganddyn nhw well datblygiad ymennydd, sylw a gallu gwybyddol



Mae ganddyn nhw well datblygiad iaith a sgiliau llythrennedd



Mae ganddyn nhw well gwybodaeth am y byd ac maen nhw'n fwy parod i ddysgu



Maen nhw'n gwneud cynnydd ar draws y cwricwlwm

**Tystiolaeth o astudiaethau  
dethol ar y pwnc yma**

**Darllen mwy >**

**Yn fwy tebygol  
o wneud yn well  
yn yr ysgol a  
gwneud mwy o  
gynnydd ar draws  
y cwricwlwm**



## Mae plant sy'n darllen yn fwy tebygol o wneud yn well yn yr ysgol a gwneud mwy o gynnydd ar draws y cwricwlwm

### Mae ganddyn nhw well datblygiad ymennydd, sylw a gallu gwybyddol

- Mae ymennydd plentyn yn tyfu fwyaf yn eu pum mlynedd gyntaf, pan fydd eu hymennydd yn fwyaf ymatebol i'w hamgylchedd.<sup>26</sup> Mae ysgogiad o ddarllen llyfrau, chwarae, siarad, a chanu gyda rhiant/gofalwr yn cyflawni swyddogaeth niwrolegol bwysig, gan wella twf gwybyddol, corfforol, cymdeithasol ac emosiynol.<sup>27</sup>
- Mae darllen ar y cyd ymhlith plant o gefndiroedd incwm isel yn gwella gweithrediad iach yr ymennydd mewn iaith, sylw, cof, hunanreolaeth ac addasu.<sup>28</sup>
- Mae darllen yn cael effaith gadarnhaol hirdymor ar ddatblygiad yr ymennydd. Gall amgylchedd dysgu cyfoethog yn eu blynyddoedd cynnar gael effaith ar blentyn bedwar degawd yn ddiweddarach.<sup>29</sup>

### Mae ganddyn nhw well gwybodaeth am y byd ac maen nhw'n fwy parod i ddysgu

- Mae gan blant sy'n dechrau darllen yn gynnar ac sy'n parhau i ddarllen drwy gydol eu plentynodod fwy o wybodaeth gyffredinol. Mae darllen yn helpu i hybu a chynnal taith ddysgu barhaus plentyn.<sup>30</sup>
- Mae darllen yn gwella cyrhaeddiad addysgol. Drwy fwydo i mewn i ddatblygiad sgiliau gwybyddol, datblygu ffurfiau o resymu, cysyniadau cymhleth a chyfoeth dychmygus, mae darllen yn cynorthwyo plant i ddatblygu eu sgiliau datrys problemau a'u galluoedd deallusol.<sup>31</sup>





## Mae plant sy'n darllen yn fwy tebygol o wneud yn well yn yr ysgol a gwneud mwy o gynnydd ar draws y cwricwlwm

### Mae ganddyn nhw well datblygiad iaith a sgiliau llythrennedd

- Mae darllen ar y cyd yn rhoi cyfleoedd heb eu hail i blentyn ryngweithio ar lafar gyda'u rhiant neu ofalwr. Ni all hyn gael ei wneud gan weithgareddau eraill fel chwarae gyda theganau, amser bwyd neu gelf a chrefft.<sup>32</sup>
- Mae darllen ar y cyd yn rhoi cyfle i blant ddod i gyswllt â geirfa gyfoethog a newydd mewn cyd-destunau ystyrlon.<sup>33</sup>
- Mae darllen ar y cyd yn helpu plant i ddysgu geiriau. Gan fod y ffocws yn gyfan gwbl ar y stori, nid oes rhaid i'r plant ganfod geiriau newydd o'r ffrwd o weithgareddau parhaus fel y bydden nhw wrth chwarae'n rhydd.<sup>34</sup>
- Mae manteision mawr i ddarllen ar y cyd ar gyfer canlyniadau iaith a llythrennedd plentyn wrth ddechrau yn yr ysgol a thrwy gydol yr ysgol. Mae'r rhain yn cynnwys maint geirfa, sgiliau iaith lafar, ymwybyddiaeth o brint, adnabod geiriau a sgiliau deall. Y canfyddiad yw bod y manteision hyn yn aml yn annibynnol ar gefndir teuluol.<sup>35</sup>

➤ Mae effaith darllen ar y cyd ar llythrennedd yn unigryw. Ymhlith gweithgareddau dysgu gartref fel cymorth rhieni wrth ddarllen ac ysgrifennu, chwarae cerddoriaeth neu ddysgu'r wyddor, dim ond darllen ar y cyd sy'n cael dylanwad cadarnhaol ar asesiad llythrennedd ar ddiwedd Dosbarth Derbyn.<sup>36</sup>

➤ Mae effaith darllen ar y cyd ar llythrennedd yn hirdymor. Mae plant sydd â rhywun yn darllen iddyn nhw'n aml yn bump oed dros hanner blwyddyn ysgol ar y blaen o ran perfformiad darllen yn 15 oed, o gymharu â rhai sydd â rhywun yn darllen iddyn nhw'n anaml neu rai sydd heb rywun yn darllen iddyn nhw o gwbl.<sup>37</sup>

### Maen nhw'n gwneud cynnydd ar draws y cwricwlwm

- Mae darllen er pleser yn datgloi llwyddiant academaidd ar draws y cwricwlwm. Mae plentyn sydd â rhywun yn darllen iddyn nhw'n 1-2 oed yn sgorio'n uwch mewn sgiliau darllen, sillafu, gramadeg a rhifedd yn 8-11 oed.<sup>38</sup>
- Mae darllen er pleser yn 10 ac 16 oed yn cael effaith sylweddol ar sgorau gwybyddol plentyn mewn geirfa, sillafu, a mathemateg yn 16 oed.<sup>39</sup>





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# Plant sy'n darllen



Mae ganddyn nhw  
fwy o empathy



Maen nhw'n  
fwy creadigol a  
dychmygus



**Tystiolaeth o astudiaethau  
dethol ar y pwnc yma**

**Darllen mwy** >

**Yn fwy tebygol o  
ddatblygu empathy  
a chreadigrwydd**





## Mae plant sy'n darllen yn fwy tebygol o ddatblygu empathi a chreadigrwydd

### Mae ganddyn nhw fwy o empathi

- Mae empathi yn cyfeirio at y gallu i werthfawrogi, teimlo, deall a pharchu profiadau pobl eraill. Gall storiâu gynnog 'drych' realistig a dilys i blant o'u bywydau a'u profiadau eu hunain a 'ffenstr' i weld profiadau pobl eraill.<sup>40</sup>
- Pan fydd plant yn ymwneud yn emosiynol â stori, maen nhw'n teimlo'n gysylltiedig â'r profiad dynol ehangach ac yn gweld eu bywydau'n rhan o'r profiad hwnnw.<sup>41</sup> Gall hyn fod yn drawsnewidiol o ran datblygu eu hempatthi.<sup>42</sup>
- Mae gan blant sy'n darllen llyfrau sy'n cynnig cyfleoedd i uniaethu â'r cymeriadau lefelau uwch o empathi, yn enwedig tuag at grwpiau sydd wedi'u stigmatiddio.<sup>43</sup>

### Maen nhw'n fwy creadigol a dychmygus

- Mae ymwneud â storiâu yn meithrin y meddylfryd a'r sgiliau sy'n sylfaenol i greadigrwydd plentyn drwy gydol eu plentyndod. Mae storiâu sydd ag elfennau dychmygus a hudolus yn galluogi meddyliau plant i godi uwchlaw eu cyd-destun uniongyrchol, gan eu rhyddhau o ffordd sefydlog o feddwl.<sup>44</sup>
- Drwy ffurfio ac ailffurfio eu disgwyliadau o'r hyn a allai ddigwydd mewn stori yn gyson, mae darllenwyr ifanc yn ymarfer hyblygrwydd meddyliol, bod yn agored i sefyllfaoedd a dehongliadau newydd, a datrys problemau.<sup>45</sup>
- Gall stori hefyd ysgogi dramateiddio, gan agor dychymyg plant i roi ffurf neu lais iddi, neu gyfle i'w hactio.<sup>46</sup>
- Mae plant sydd â rhywun yn darllen iddyn nhw'n dair oed yn gwneud mwy o gynnydd mewn datblygiad creadigol ar ddiwedd Dosbarth Derbyn na'r rhai nad oes â rhywun yn darllen iddyn nhw.<sup>47</sup>





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