

A Critical Analysis of the Relationship Between Teacher Subject Knowledge and Effective Learning and Teaching in the Primary School

In this essay I will provide a critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the Primary school. In the first section I will explore the literature and identify those authors that agree and those authors that disagree regarding the topic of teacher subject knowledge and the key points relating to this topic. To do this I will need to consider different perspectives on the relationship between teacher subject knowledge and children's learning. In the second section of this essay, I will analyse and evaluate my own subject knowledge for primary teaching. To achieve this I will draw on my experiences from Professional Teaching Experience (hereafter known as PTE) part 1 and the changing curriculum in Wales. I will include evidence to support points made in the second section in the Appendix. It should be stated that I undertook PTE part 1 in a small Community Primary School in West Wales in a Year 3 and 4 class with 32 children in total. Seven of the children in this class had Individual Education Plans (IEP's) and there were a range of abilities within the class. Throughout the majority of PTE part 1 there were always two extra adults to assist in classroom activities when I was teaching although one of these was assigned as a 1:1 with a specific pupil with additional learning needs. For the purposes of this essay, due to reasons of respect and safeguarding, I have changed all of the names of the pupils and adults involved in the incidents mentioned in section 2.

Section 1 – Lit Review

Wales' Changing Curriculum

The Curriculum in Wales is changing. The Welsh Government recognised how important it was that all children and young people should benefit from the Curriculum in Wales and instructed Professor Graham Donaldson to make some recommendations about the current Curriculum. Donaldson (2015) stated that the new Curriculum should be organised into Areas of Learning and Experience establishing the breadth of the Curriculum. Furthermore, it should have 6 Areas of Learning and Experience: expressive arts, health and wellbeing, humanities, language, literacy and communication, maths and numeracy and science and technology. Donaldson (2015) also suggested that the school Curriculum should be designed to help children develop in relation to a stated purpose. He stated that the Curriculum in Wales should enable children and young people develop as ambitious, capable learners, enterprising, creative contributors, ethical, informed citizens and healthy, confident individuals. It is declared that achievement outcomes should contribute clearly to the 4 purposes.

Coe et al. (2014) stated that there have been numerous studies that have found a relationship between the teachers' knowledge of the content they are teaching and the gains and achievements of their students. Additionally, Ball (1988) declared that teachers are unable to teach things to children that they do not understand themselves. In agreement, Smithers and Robinson (2005) stated that they believed it is evident that "when there is a lack of subject knowledge, the quality of teaching is at risk".

The National College for Teaching and Leadership declared that subject knowledge is a key factor when teaching in Primary schools. It is stated that "high quality teaching relates to the teachers' understanding of the topic and using their own knowledge to guide their learners' into different ways of thinking and knowing".

The Knowledge Quartet

The Knowledge Quartet (Rowland et al. 2000) is a “theoretical framework for the development of mathematical teaching”. However, this theory can also be applied to other areas of the Curriculum.

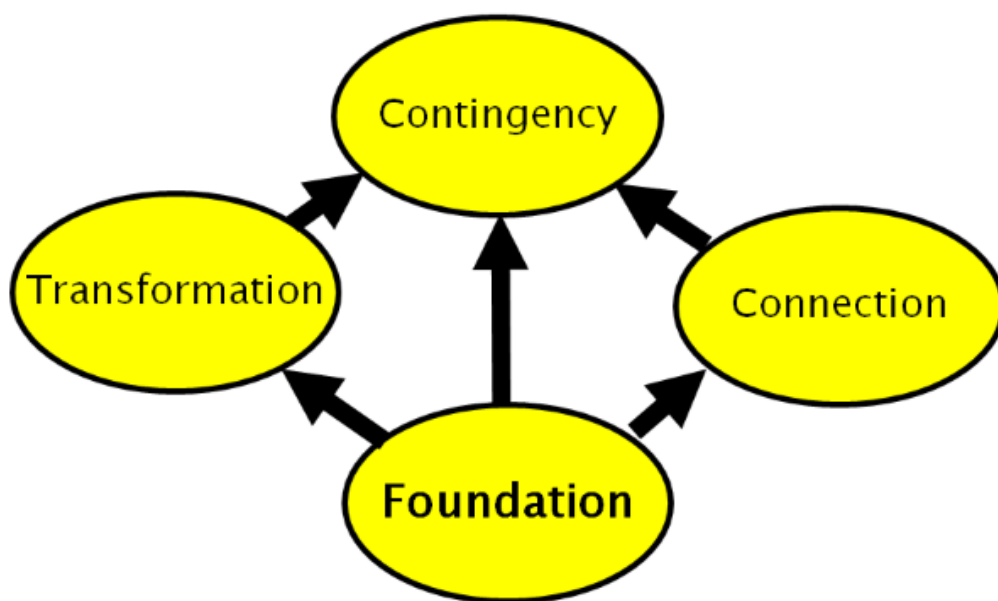


Figure 1. The Knowledge Quartet - <http://www.knowledgequartet.org/>

The Foundation element of the Knowledge Quartet refers to understanding the content of what is being taught. However, it can also refer to the understanding of how children learn and how they can be taught, also known as the understanding of pedagogy. Furthermore, Subject Matter Knowledge (SMK) was described by Schulman (1986:9) as “the knowledge of the content of the discipline consisting of both substantive knowledge and syntactic knowledge”. Furthermore, Ma (1999) wrote that there is evidence that suggests “substantive and syntactic knowledge should not be taken for granted”.

The Transformation element refers to being able to model, demonstrate and explain so that learners can understand what is being taught. This can be done in many various ways and it is important that the teacher is aware of this. In addition, Shulman (1987:15) suggested that the knowledge base for teaching is described as “the capacity of a teacher to transform the content knowledge they possess into forms that are pedagogically powerful”. Additionally, Rosenshine (2012) found that among other factors, effective teachers were able to provide detailed explanations of the topics they were teaching. Therefore, the greater and deeper the subject knowledge, the more effective learning and teaching in the Primary school.

The third element of the Knowledge Quartet is connection. As a teacher it is important that connections are made between different learning concepts and ideas. Furthermore, prior learning must be built on enabling the children to make new connections between prior knowledge and future learning.

Contingency is the fourth and final element of the Knowledge Quartet. As a teacher it is of the utmost importance to respond to the children’s ideas, questions and difficulties. A teacher must be extremely flexible and be able to invest time to ensure effective learning. In addition, being able to offer alternative explanations, examples and tasks is required. In doing so, all children in the class will experience effective learning. In agreement with this, Willingham (2009) stated that “pupils learn best when they are provided with a wide variety of examples to illustrate an abstract concept”.

Schulman (1987) stated that “richly developed portrayals of expertise in teaching are rare”. They claim that many characterisations of effective teachers

that exist are often based on the management of the classroom including behaviour. Advocates of professional reform claim that there is a “knowledge base for teaching” consisting of knowledge, skill, understanding and technology of ethics. They also argue that they represent and communicate this in a variety of ways. This is in agreement to the contingency strand of the Knowledge Quartet. Schulman (1987) agrees with The Holmes Group and the Carnegie Task Force in Wiggins (1986) as they also concur that there is a knowledge base for teachers but that this base continues to expand and develop. Schulman (1987) later stated that the knowledge base for teaching is not fixed or final in any way as teachers will always have to switch between being the learner and the teacher. This is especially evident with regards to the new Curriculum in Wales as all teachers will have to adapt their teaching methods, styles and previous beliefs. Bisset Turner (2001) declares that all teachers are expected to have a broad professional knowledge of teaching, learning, assessment, behaviour management strategies and an excellent understanding of the curriculum. In agreement Grigg (2015) explains that teachers throughout the United Kingdom are expected to “possess strong subject knowledge and a good knowledge and understanding of the curriculum”.

Furthermore, Fenstermacher (1986) stated that a “teacher is one that knows something that is not understood by others”. The teacher can then transform understanding and performance through ways of “talking, enacting and representing ideas” so learners come to know. This relates to the transformation element of the Knowledge Quartet.

Schulman (1987) suggested that teacher knowledge can be organised into different category headings. These headings include content knowledge, general pedagogical knowledge (classroom management), curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of

educational contexts and knowledge of educational needs, ends and purposes. It should be stated that pedagogical content knowledge (PCK) is the “blending of content and pedagogy into an understanding of how topics and issues should be organised, represented and adapted for the abilities of learners”. This again relates to the contingency element of the Knowledge Quartet. Coe et al. (2014) included pedagogical content knowledge in their 6 components of great teaching. They claimed that most effective teachers have a deep knowledge of the subjects that they teach. They also claim that when the teachers’ knowledge falls below a certain level, it is detrimental to their students’ learning. Furthermore, it is stated that teachers must also think about the way in which their students think and understand the content being taught, again relating back to the Knowledge Quartet. Morrison (2014) explained that “strong subject knowledge is the most important factor of being a good teacher” and this is what a major education conference was told. Morrison (2014) states further that Sir John Holman declared that “good teaching depends on good subject knowledge and excellent pedagogical skills and that you cannot teach without possession of both”.

In 2013, Estyn Chief Inspector Ann Keane explained that “the quality of teaching is a vital factor in raising standards further”. Relating to this, she also stated that “the best teachers possess very good subject knowledge and understand how to capture and sustain their students’ interests”. This was reported via an article produced by the BBC Wales News (2013). In this article it was also stated that inspectors claim some teachers in primary schools relay information that the teacher often misunderstands. Consequently, the children are then learning the wrong information and facts.

The National College for Teaching and Leadership explained that there are various examples of children being inspired and motivated by their teachers

whose love for a subject was evident. Many claim that teachers with a love for the subject they are teaching often teach in a way considered to be so thrilling, motivational and inspiring that the children often pursue the subject themselves.

However, Heggart (2016) claimed that “there is much less correlation between teacher subject knowledge and effective learning than first thought”.

Furthermore, Hattie (2012) explained that subject knowledge was only a minor consideration in pupil achievement. This is in agreement with Schulman (1987) when he listed the 6 category headings. However, Hattie (2012) identified 138 other factors that he believed influenced student achievement. He stated that the required effect size of a student to make a years worth of progress was 0.4 and according to Hattie, teacher subject knowledge has an effect size of 0.19. This means that teacher subject knowledge was far less effective than other factors like teacher feedback (0.75) and classroom management (0.52). Opposing this Coe et al. (2014) declared that a “teachers’ subject knowledge and their understanding of how their pupils handle this subject has the strongest evidence regarding effective teaching and learning outcomes”.

It could be easy to conclude from the paragraph above that teacher subject knowledge is not as important than first thought, however, in Primary schools, as teachers are required to be generalists, teachers can often afford to be one topic ahead of their students (Heggart, 2016). When revising the topic of subject knowledge, Hattie (2012) stated that expert teachers could use their subject knowledge to organise and use their content knowledge more effectively in the learning environment. He also believed that as expert teachers were more secure in their subject knowledge, they are then more likely to be able to respond to the needs of a particular classroom and recognise those students that may be struggling and also change the way that the information is presented, again relating back to and agreeing with the Knowledge Quartet. Additionally,

Schulman (1987) established that student teachers with specialist subject knowledge taught in a manner that encouraged children to reflect and develop their own knowledge by researching things for themselves. Roche (2018) explained that “despite being considered an expert in your subject knowledge area, one must continue to read”.

Heggart (2016) concluded that teachers need a wide range of different knowledge, skills and attitudes to ensure effective teaching and learning in Primary School. In addition, Brown and Wragg (1993) believe that when the sufficiency of a teachers subject matter knowledge can be questioned, this may in turn induce anxiety for that teacher. However, it should be mentioned that they considered this to be one of the many possible causes of teacher anxiety.

Enser (2018) explained that due to the rise in the importance of subject knowledge, social media has made it easier to develop ones subject knowledge as communities of teachers have come together and are willing to share resources, discuss teaching difficult concepts and help those that are new to the profession.

Section 2 – Relate to PTE

I have chosen 5 incidents during lessons taught by myself and a guest speaker to critically analyse the relationship between teacher subject knowledge and effective teaching and learning in the Primary school classroom.

Numeracy – Time

‘Time’ was the first topic I was asked to teach in Numeracy. When I was informed of this I knew that I had the subject knowledge to teach this topic to a

high standard as I obviously use time every day in life and was taught ‘time’ both in school and by my parents when I was of Primary school age. When referring to the Knowledge Quartet (Rowland et al, 2000), I knew that I was able to provide the foundation element as I understood the content of what I was teaching and also had a good understanding of pedagogy after completing the first module, ‘Principles of Pedagogy’, at University. With reference to Schulman (1987) I was aware that when teaching this topic, I had the first two categories of the knowledge base. Furthermore, in agreement with Schulman (1987), I had a good understanding of what Coe et al. (2014) described as pedagogical content knowledge. Despite all of above, it must be considered that Ball (1988) believed that there is a difference in knowing something for ones self and knowing something in order to teach it to others. However, it was evident that after the first lesson (see lesson plan in Appendix A) that my good understanding of the content may also be a disadvantage.

I thought that my good subject knowledge would enable me to explain the topic to a high level, however, I would later learn that I took my subject knowledge for granted. With reference to the transformation and contingency elements of the Knowledge Quartet (Rowland et al, 2000) due to some pupils in the class having difficulties understanding the concept of telling the time and establishing o’clock and half past the hour on an analogue clock, I then had to explain this concept in 2 other different ways as I believed that this would make a difference as I knew that all children did not learn in the same way. I referred to this using the Assisted Reflective Conclusions (ARC) model and this can be seen in Appendix B. Using the Connection element of the Knowledge Quartet (Rowland et al, 2000), I was able to make connections between different concepts. For example, I questioned the children as to what time they woke up and went to bed, what time was lunch and what time was. In doing so, I was able to understand when I could then introduce new elements of time to the

children, therefore reflecting the Connection element of the Knowledge Quartet (Rowland et al, 2000). I was able to understand and respond to the difficulties of some learners in the class I was teaching and ensure effective learning. I believe the depth of my subject knowledge enabled me to do this.

Numeracy – Financial Maths

Much like teaching ‘time’, when teaching financial maths, I believed that I had a very good understanding of this topic and large subject knowledge and I believed that I would be able to use this to my advantage. However, as the class teacher wanted me to use a method of addition and subtraction that I had not used before, I had to learn how to do this in an attempt to overcome issues in the class when teaching that may relate to my subject knowledge.

It was evident that when undertaking the main activity in this lesson (see Appendix C) some children struggled more than others. This was a time when I had taken my subject knowledge for granted, doing what Ma (1999) stated a teacher should not do. When referring back to the Knowledge Quartet (Rowland et al. 2000), this again links to the contingency element as I had to explain the concept of financial maths using a different method.

The Victorians – Brainstorm

From a young age I had always loved learning about some periods of history more than others. I can vividly remember being fascinated when being taught about the Victorians when I was of Primary School age so when I became aware that the class teacher wished for me to teach all lessons regarding this topic, I was more than happy. Although being quite knowledgeable about this subject,

after completing this activity it was evident that I would have to research some facts.

After explaining what the class topic would be for the half term, I asked the children to complete a 'brainstorm'. The children in my class completed the 'brainstorm' as I wished to see whether my subject knowledge would be broad enough. Furthermore, in doing so, it would enable me to understand what the children wanted to learn while studying this topic.

After completing this activity, it was evident that my initial assumption was incorrect and that my subject knowledge was not enough to ensure both effective learning and teaching in the Primary school. Using the brainstorm activity, I was then able to research some of the more unusual questions and topics within the Victorian era that the children in my class wished to know and understand. This would then refer to what Schulman (1987) described as pedagogical subject knowledge representing the blending of content and pedagogy into an understanding of how this topic of the Victorians could be adapted to the specific interests of the learners in my class, ensuring effective teaching.

When using questioning in the classroom, having excellent subject knowledge helps. Upon referring to Blooms taxonomy (1956), when pupils are asking me higher order level questions, having a good understanding and excellent subject knowledge will enable me to provide effective teaching which will then in turn lead to effective learning.

Additionally, in completing this activity, it was evident that some children in the class, who, for the purposes of this essay I will call Pupil Y and Pupil Z, found it difficult to place the Victorian period of history in time. When referring

to the Contingency element, the fourth strand of the Knowledge Quartet (Rowland et al, 2000) I was aware that I needed to respond to the difficulties of Pupil Y and Pupil Z and I did this in the next lesson when addressing the class with the use of a timeline which placed significant events throughout history that I knew the children would be aware of in chronological order.

The Victorians – Boxing Day Boxes to sell at the Christmas Bazaar

From the beginning of PTE part 1 I knew that I wanted the children to create something in class that they could be extremely proud of and that could be sold on their behalf at the Christmas Bazaar. In doing so I would be ensuring that the children in my class were being enterprising, creative contributors, linking to one of the four purposes Donaldson recommended in Successful Futures (2015). I was adamant that I wanted to pursue teaching about Christmas during the Victorian era in lessons and when researching and attempting to enrich my knowledge about this era, I discovered the history of Boxing Day and the reasoning behind its name. I thought that this would be something that the children would be interested in and I felt that the children would enjoy producing these boxes. Furthermore, in undertaking this activity I knew I could build on what I already knew about the poor in the Victorian era and work that I had planned for the children to do in an activity where they had to compare and contrast the lives of rich and poor children during the Victorian period.

The Victorians – Visit from Mr Davies

It was evident during the lessons undertaken on this topic that despite my enthusiasm and undertaking research, I was still lacking subject knowledge in some areas within the topic of the Victorians. It is for this reason that I asked a gentleman who had previously taught in a Primary School for 40 years, (known

as Mr Davies for the purposes of this essay) to come and talk to the pupils in my class about rubbish and recycling during the Victorian period as he was considered a specialist in the subject.

The children were taught about how Victorians would reuse objects that most people in the modern era would describe as waste. Mr Davies also used the children's previous knowledge that I had taught them about the Victorian era and informed them of the 'Big Stink' and the death of Prince Albert. When watching another person teach my class, I learnt that in future lessons I needed to build on my own subject knowledge and what I had taught the children in previous lessons. This relates back to the findings of Ma (1999:21) as they stated that "intellectual depth and breadth is a matter of making connections" and this is what needed to happen in the classroom to further the learning. This also relates to the connection element of the Knowledge Quartet (Rowland et al. 2000).

Welsh – Fi fy hun

In Successful Futures (2015), Donaldson suggests that it be obligatory that pupils in Wales should be taught Welsh until they are 16 and it is for this reason that I wanted to teach this Welsh lesson during PTE part 1. In addition, due to my subject knowledge I felt I wanted to challenge myself. It was evident that the more often I used the Welsh language in the classroom, the more I grew in confidence. As I became more confident in this subject, the more my subject knowledge grew as I wanted to go and research and practice using the Welsh language. The plan for this lesson can be seen in Appendix D.

I was surprised by the reaction of the pupils throughout this lesson. One pupil in particular, who shall be known as Pupil M, shocked me with their attitude. Pupil

M was considered to a more able and talented (MAT) pupil but did not engage at all with this lesson because they believed that they did not have the subject knowledge to undertake the activity. However, due to my good subject and pedagogical content knowledge and using the resource pack provided (see Appendix E) I was able to ensure the pupil felt confident enough in their ability to use and write in the Welsh language to complete the task.

It should be noted that during this activity I had to explain certain things in various different ways. For example, one pupil in my class has learnt English as an additional language and sometimes has to be told some activities on a 1:1 level or in a different way to ensure effective teaching and learning. This refers to the second strand of the Knowledge Quartet (Rowland et al, 2000), transformation. In spite of this, I was surprised with this pupils success when completing this activity. Upon reflection, this may be because this pupil had the ability to learn another language, something that was familiar to them. It is for this reason that I found myself as the teacher, having to expand on my subject knowledge of the Welsh language during the lesson as the pupil was asking questions that the other pupils did not ask and that I had not expected them to ask. This refers to the fourth strand of the Knowledge Quartet (Rowland et al, 2000) as I was able to respond to the ideas of this learner. It was after this incident that I once again realised the importance of subject knowledge to ensure effective teaching and learning in the Primary School.

Conclusion

This piece of work, in which I have critically analysed the relevant literature and reflected upon my own experiences when undertaking PTE part 1 conclusively demonstrate, I believe, that there is an obvious connection between

teacher subject knowledge and effective teaching and learning in the Primary School.

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APPENDIX A

Learning challenges: - Do I know the difference between AM and PM? - Can I identify o'clock of any hour on the clock? - Can I identify half past any hour on the clock?		Success criteria: - To know that midnight to midday is AM and midday to midnight is PM. - To show a variety of 'o'clocks' on the clock. - To show a variety of 'half pasts' on the clock.	
Links to previous learning: Link to measurement			
Curriculum coverage (range, skills) Read hours and minutes on a 12 hour digital clock using am/pm conventions			
Literacy(LNF) Provide appropriate answers to questions		Numeracy (LNF)	
DCF	Thinking	ESDGC	YCC
Key vocabulary(English/Welsh): Time, Minutes, Seconds, Hour, O'clock, Half past, Clock, Earlier, Later, Words for numbers in English and Welsh			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
20 minutes	Introduction (Whole Group) - Ask children some questions about time that they should already know – e.g. What time does school start? What time does school finish? What time is lunch? - Explain that there are 60 seconds in 1 minute, 60 minutes in 1 hour, 24 hours in 1 day – first 12 hours of the day between midnight and midday are called AM and the last 12 hours of the day between midday and midnight are called PM. The only way we know when using the analogue clock is by adding these afterwards (show analogue clock) visual aid - Explain AM/PM on a 12 hour digital clock using the same concept as the analogue clock – AM used for		- Assess understanding in introduction through using open ended questions and answering. - Asking children to create the said time on the post it note clock will allow for assessment and understanding in this activity. - Plenary activity to provide further assessment.

	midnight to midday and PM used midday to midnight • Explain again using the clock that there are 60 minutes in 1 hour and 30 minutes in half an hour. • Ask the children about the 'big hand' and 'small hand' • Ask children to point to where the 'big hand' should be at o'clock and half past.
40 minutes	Main activities • Use post it notes and laminated hands on the clock to create a large clock on the table for the children to use – teacher says o'clock times first and children take it in turns to make this time on the clock – one child then asks another child to do this for an o'clock time – this activity is then repeated using half past instead of o'clock with first the teacher asking specific children to create half past times on the post it note clock and giant hands – then another child asks another child to create half past times on the post it note clock. – ensure all children take part in this activity and all have a turn – repeat during this activity that there are 60 minutes in 1 hour and 30 minutes in half an hour – when doing this activity use 1 hour earlier and 1 hour later, 2 hours earlier and 2 hours later, half an hour earlier and half an hour later. • Children to complete the 'telling the time' worksheet - using a ruler show the times underneath the clock – remind the children that the 'small hand' shows the hour and the 'big hand' shows the minutes – both analogue and digital

APPENDIX B

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 05.11.2018

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Teaching a group of Year 3 children the time (o'clock & half past)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that this experience was positive overall. The children were engaged at all times and participated in all activities. In particular, the children enjoyed the ability of using the interactive whiteboard.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	All children participated in both practical and written activities so I feel this went well. They especially liked being able to use the interactive whiteboard as an aid. Due to my miscommunication, the children struggled to understand one element of the lesson in particular - half past. They understood the minute hand but not the hour hand.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I will ensure the children always know what is expected of them in that lesson. I will also try to use the interactive whiteboard as much as possible in my lesson. I feel that the cause of the most disappointing element was my explanation.

APPENDIX C

Learning challenge(s): • Can I identify coins up to £2? • Can I make amounts of money up to £1? • Can I use the big maths method to add amounts up to £1? • Can I use the big maths method to subtract amounts from £1?		Success criteria: • Learn specific coins and practice using them • Use simple addition to make a specific amount	
Links to previous learning: Using the big maths method for addition and subtraction			
Curriculum coverage (range, skills) Record money spent and saved. Use different combinations of money to pay for items.			
Literacy(LNF) Provide reasons and appropriate answers to questions.		Numeracy (LNF)	
DCF	Thinking Think logically	ESDGC	YCC
Key vocabulary(English/Welsh): money, how much? Pence, Pound, number bonds to 10, 20 and 100			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
30 mins	Introduction • Why do we need money? • How would we manage without money? • Is there anything money can't buy? • Do you have pocket money? – do you spend it or save it? • Explain activities for that lesson.		• Verbal feedback given to those students that need it. • Mystery money grid will help understand pupils' understanding of coins • Check pupil understanding through the 'shop' activity. • Use of the schools marking policy.
50 mins	Main activities • Children to use coins and show them in ascending value on the table – children to work in pairs for this activity		

	• To complete the mystery money grid worksheet using 1p and 2p pieces to help gain understanding of children's grasp of the concept <i>£ how much sheet?</i> • <i>(To complete page 61 and 62 counting the coins and showing how much the item is worth – who has more money? – drawing coins to buy each item - different ways to make £5) – moved to thursday</i> • Shop activity – children to use a budget of 50p or £1 and choose what they wish to buy using this money <i>some children today and some thursday.</i>
Plenary	• Question children on what they have learnt during the lesson – ask for facts

APPENDIX D

Learning objective(s): • Can I write about myself in Welsh? • Can I write about some members of my family in Welsh? • Can I write about animals in Welsh?		Success criteria: • I can write the date in Welsh. • I can use the help sheet and the bocs bendigedig to write in full sentences in Welsh. • I can use a Welsh dictionary if I need help.	
Links to previous learning: Curriculum coverage (range, skills) Listen and view attentively, responding to a wide range of stimuli. Speak clearly in Welsh, using intonation and emphasis appropriately. Speak and listen individually, in pairs, in groups and as members of a class. Read texts that have challenging subject matter, which broadens perspectives and extends thinking. 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. Select and use information and ideas from texts			
Literacy (LNF) Begin to write in paragraphs.		Numeracy (LNF)	
DCF	Thinking	ESDGC	YCC
Key vocabulary (English/Welsh): Welsh, byw, ysgol, Aberllydan, gwallt, llygaid, dw i'n hoffi _____, dw i ddim yn hoffi _____, anifail anwes, hobi			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
	Introduction • I will introduce myself using the same help sheet as they children will be using – the children are then to use their previous Welsh language knowledge to understand what I have said – I will then ask them what they believe I said and write their ideas on the board (poker face) (15 minutes) • Explain the activities for the lesson (5 minutes)		• Pwy wyt ti? • Ble wyt ti'n byw? • Faint ydy dy oed di? • I ba ysgol wyt ti'n mynd? • Pa liw ydy dy wallt/lygaid di? • Beth wyt ti'n hoffi? • Oes teulu gyda ti? • Oes anifail anwes gyda ti? • Oes hobi gyda ti? • Assessment during the main activity

		• Verbal feedback given in Welsh • Final assessment through schools marking policy
	Main activities • Children to write about themselves in Welsh using the help sheet and the bocs bendigedig – children are to write in full sentences – write their name, where they live, how old they are, what school they go to, what colour hair they have, what colour eyes they have, what they like, what they don't like, who their parents are, if they have any animals and their hobbies. (20 minutes) • Children are then to draw a picture of themselves and label it – they are able to use the Welsh dictionaries or teachers to help them (10 minutes)	
	Plenary • Ask the children to tell me one sentence they have written about themselves (5 minutes)	

APPENDIX E

BOCS BENDIGEDIG

helfen i fynd i'r...
h. i'r beth arosodd i'r A fi helpyd.
wellthau yn fawr iawn.
gwelthau'r modd diolch byth!
len a fill Sbarrell!
e / ac / neu / ond

fy hobi i ydy ---
Dw i'n gallu ---
Dw i ddim yn gallu ---

Oes hobi gyda ti?

Oes anifail anwes gyda ti?

Oes teula gyda ti?

pa liw ydy dy wallt / lygaid di?

Beth wyt ti'n hoffi?

Dw i'n hoffi ---
Dw i ddim yn hoffi ---

I ba ysgol wyt ti'n mynd?

Dw i'n mynd i ysgol ---

Mae gwallt --- gyda fi.
Mae llygaid --- gyda fi.

faint ydy dy oed di?

Dw i'n --- oed.

Ble wyt ti'n byw?

Dw i'n byw yn ---

pwyt wyt ti?

--- ydwy i.

Mae --- gyda fi.
Does dim --- gyda fi.