

RHIANNON ARCHER 1903580
WELSH PORTFOLIO





Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	4/5
AoLE or Subject	Welsh	Date:	23.1.20
Lesson Focus:	Littering		
Meaningful links to Curriculum	Welsh KS2 View and listen carefully responding orally, in writing and non-verbally. Use and link a variety of phrases, questions and sentences accurately.		
Meaningful links to: Cross Curricular Responsibilities	Literacy: Explain information and ideas Build on and develop the ideas of others. Write with a clear purpose showing consideration for the reader.		
Personal Targets (Linked to QTS and identified in weekly review)			
1. To improve time management skills during the lesson.			
2. To promote positive learning habits and behaviours by using effective rewards and sanctions that are understood by learners.			

Learning Objectives (focus on Learning- use accessible vocabulary):

By the end of the lesson, pupils will be use “roedd and doedd dim” when talking about litter. They will be able to use “Dw i’n cytuno / Dw i ddim yn cytuno” in response to recycling and littering statements. Pupils will write these words in sentences in their books.

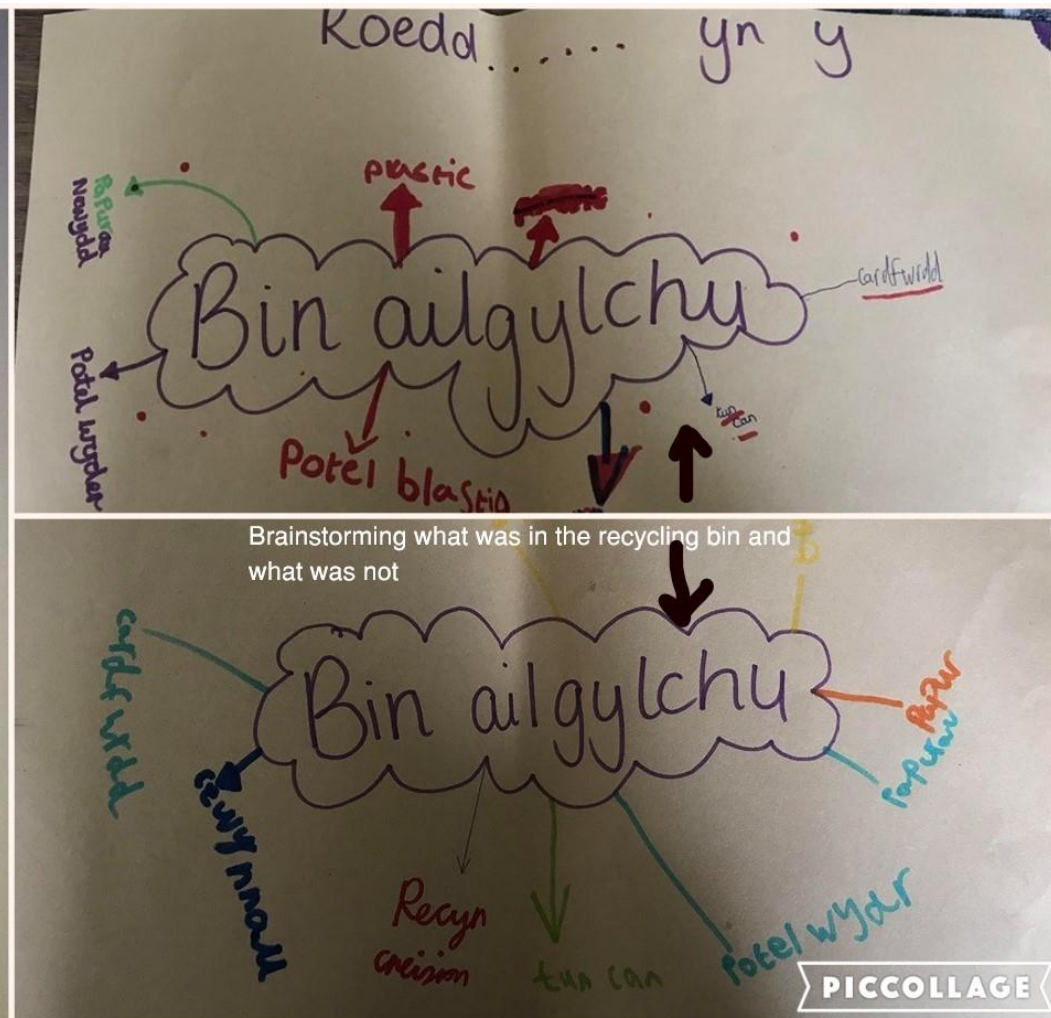
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils’ Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
*I can say key words about littering and recycling in Welsh **I can write key words about littering and recycling in Welsh ***I can use “roedd ..yn y... and doe ddim.. yn y..” in written sentences	Correctly saying bin ailgylchu, bin sbriwel and understanding what they mean. Brainstorming what items belong in the rubbish/ recycling bin in Welsh Writing “roedd and doedd dim” in sentences.

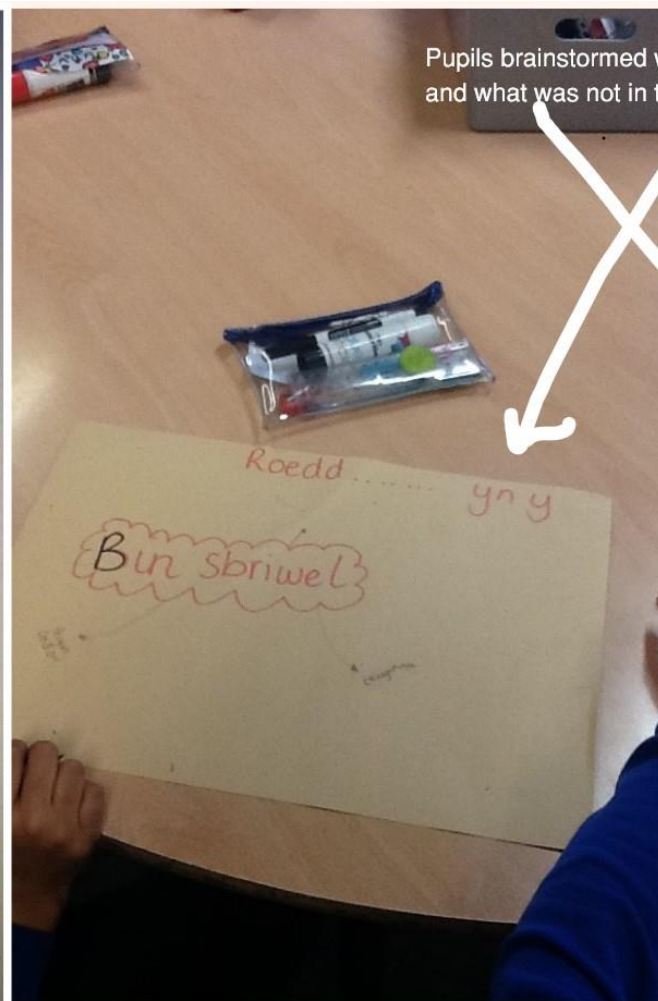
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	What have we been learning about this week in Welsh? Write: bin ailgylchu, bin sbwriel and Ailddefnyddio on the board.	Think pair and share, what do these words mean?	
Teaching & Core Learning	Activity 2 Introduce and drill new language Doedd dim ... yn y tŷ using flashcards Give each group a bin with pictures of different rubbish inside ch to practise saying what they have using Roedd... yn y bin and Doedd dim...yn y bin. Activity 3 Pupils to work in table groups. Each table to be given a picture of a rubbish bin with items inside and a picture of a recycling	When pupils have finished brainstorming, pupils to each have a turn, telling the rest	Pictures of different rubbish inside bins Flash cards A3 sugar paper

	bin with items inside, along with items which are not allowed inside. Pupils to work together in groups write which items are in the rubbish bin and which items are in the recycling bin on a sheet of sugar paper, in Welsh. (Next activity if there is time) Taking words to fluency: Roedd and Doedd dim ... yn y ... to fluency Pupils to create sentences in their books, and read them back to their group eg. Doedd dim potel blastig yn y bin sbwriel/ Roedd potel blastig yn y bin ailgylchu Doedd dim Cewynnau yn y bin ailgylchu/ Roedd pecyn creision yn y bin sbwriel	of the class what was in their bin using “roedd” and “doedd dim” Pupils to be given a resource sheet 1 to support their sentences.	
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Plenary	Choose pupils to read out their sentences using lollipop sticks		Lollipop sticks
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Resources I made for the lesson:







Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	• Evidence of learning will come from individual observation and marking of books. • I will be looking to observe whether can pronounce the Welsh recycling key words, and whether learners understand what they mean. I will be looking to observe whether learners can talk about what they can and cannot recycle in Welsh. • When I mark books, I will be looking to see learners writing about what they can and cannot recycle in Welsh by using “roedd and doedd dim” correctly in their writing. • Evidence I gathered partly supports my judgments. I felt like learners were able to pronounce the key words correctly. However, in their written sentences, I feel as if some learners didn’t fully understand what they were writing, as not all their sentences were correct about what we can and cannot recycle.
Next Steps for Progress	Recapping the words: bin ailgylchu, bin sbwriel and Ailddefnyddio and taking these words to fluency.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	• Creating resource sheets that scaffolded learning effectively. These resource sheets helped learners to create the structure of their sentences, but they were able to choose the individual word to place in.
Areas for my Development Personal Targets for Progress	• During my input, I could have modelled the writing activity more clearly using examples and asking pupils to provide me with examples. I could’ve used more assessment strategies to check that all pupils were clear about what their sentences meant before and throughout the activity.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	4/5
AoLE or Subject	Welsh	Date:	06.02.20
Lesson Focus:	Reading and understanding mynd i'r ysgol		
Meaningful links to Curriculum	KS2 Welsh: To read aloud a book To show understanding of a Welsh book		
Meaningful links to: Cross Curricular Responsibilities	LNF: Reading 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		
Personal Targets (Linked to QTS and identified in weekly review)			
1. Prepare separate resources for new to English pupils and incorporate their language into my lesson.			
2. Keep to the timings of the lesson.			

Learning Objectives (focus on Learning- use accessible vocabulary):

By the end of the lesson, pupils will be able to read Mynd i'r ysgol in groups and independently and complete a differentiated comprehension activity.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
*I can find some information from the book **I can find information from the book and read the book as a group *** I can find information from the book and read in the book as a group, then complete a comprehension activity	- Filling in challenge sheet, finding specific information from the book. - Reading mynd i'r ysgol as a group - Reading mynd i'r ysgol independently - Completing the comprehension activity - Completing a reading record

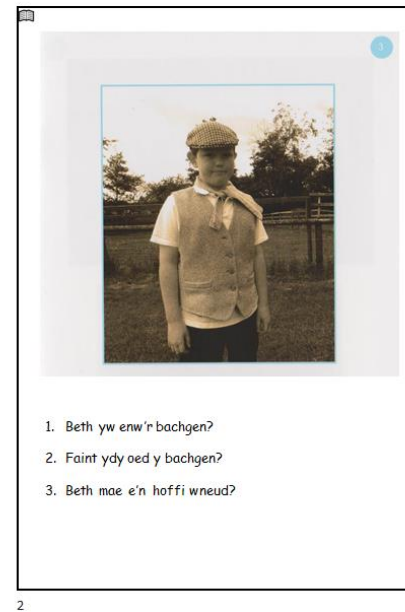
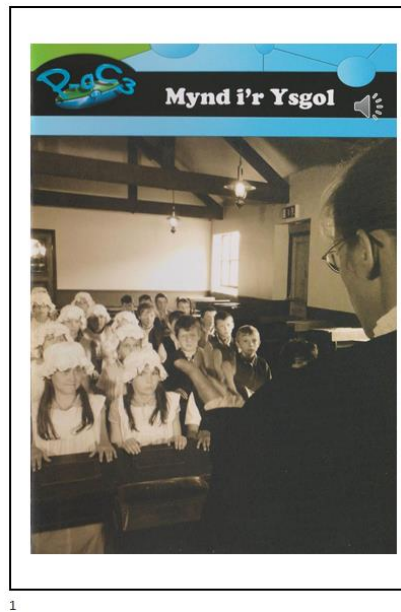
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Recap previous knowledge. Write Ble? Pwy? Pyrd? Pam? Sut? On the board. What do these words mean? 5 minutes	Think pair and share	
Teaching & Core Learning	1. Show the class the book Mynd i'r ysgol and explain they are to be challenged in groups. 15 minutes	1. Each group to have a copy of the book and Challenge sheet prior to reading. Each sheet requires pupils to find specific information from the book e.g. Beth mae'n rhaid gwneud yn yr ysgol? What must pupils do at school? Pupil to try and find answers in the book.	Mynd i'r ysgol book Challenge sheet Reading comprehension activities Reading record

	2. Teacher to read book and pupils to listen to the book being read. 15 minutes 3. Pupils to read Mynd i'r ysgol aloud in groups and recap problem letter sounds if necessary (referring to Pupil Alphabet Card if necessary) 15 minutes (Lesson 1) 4. Pupils complete differentiated Reading Comprehension based on the book Mynd i'r Ysgol. Teacher to mark work once children have finished, paying attention to literacy errors. 30 minutes (Lesson 2)	2. Class and teacher to go through any unfamiliar phrases. 3. After pupils have read the book, pupils to participate in a Buzz Ping team question & answer quiz based on the book. Tables to vs tables. Pupils to use Welsh dictionary to assist them with the comprehension activity. Once finished pupils to complete independent Reading Opportunity and fill in reading record	
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Plenary	What was the book about? Tell me what happened in the book, sequencing events? (15 minutes)	Think pair and share Ask pupils using lollipop sticks	Lollipop sticks
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Comprehension questions I made:

28/04/2020



8. Beth ydy hwn?



9. Beth ydy 'slate' yn Gymraeg?



5

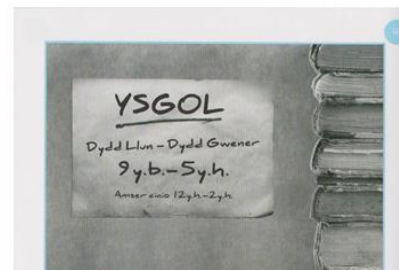
10. Sut mae Dafydd yn teimlo weithiau yn yr ysgol?



11. Mae'r plant yn dysgu am fyd _____?



6



4. Faint o'r gloch mae ysgol yn dechrau?

5. Faint o'r gloch mae ysgol yn gorffen?

6. Faint o'r gloch mae amser cinio?

3



7. Mae'r _____ yn canu am 9.00 y bore

4

12. Beth mae Dafydd yn hoffi wneud yn yr ysgol?

13. Pam?




14. Disgrifiwch yr ystafell ddosbarth.

7



15. Oes sŵn yn yr ystafell ddosbarth?

8

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Lesson Plan – Phase 1

Evaluation of the Learning Experience (include references to QTS)

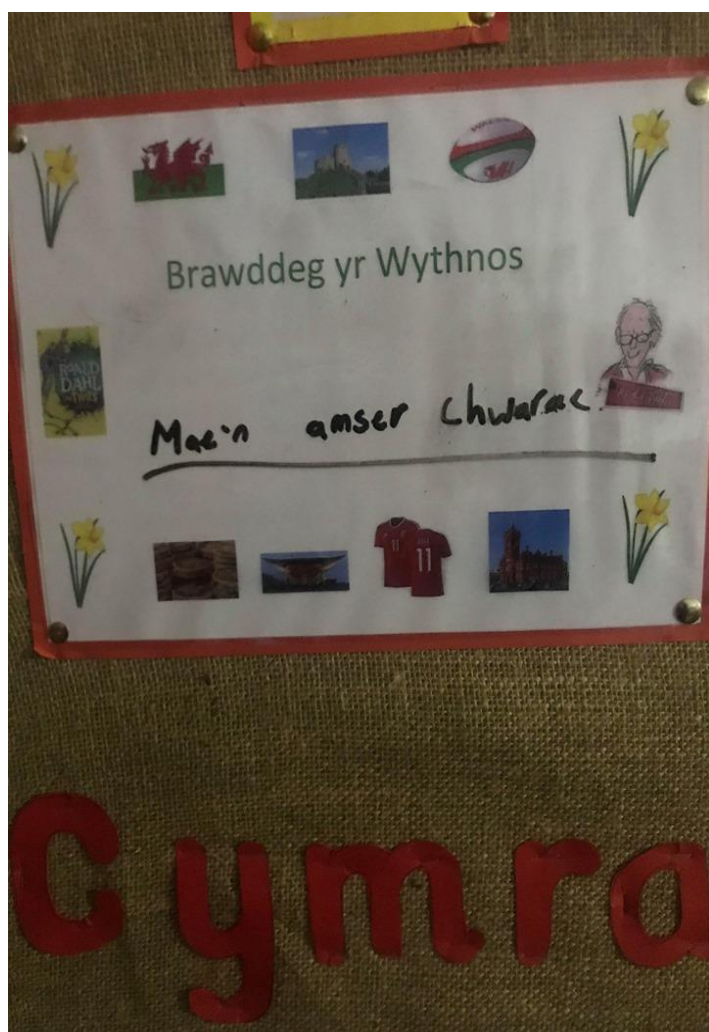
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Evidence of learning will come from observation in lesson one, I will be looking to see whether learners listen to myself reading the book and whether they can read the book in groups and articulate Welsh phrases and words. The attitudes I will be looking for are sustained concentration and engagement. The evidence I gathered supports my judgements as all learners were interested in the story book and did attempt to repeat new Welsh phrases. For lesson two, evidence of learning will come from marking work. I will look looking to see whether learners understand mynd i'r ysgol and can answer questions in Welsh. I will be paying extra attention to pupil's literacy skills. The evidence I gathered partly supports my judgments. When marking the work I could see most children understood the book and had knowledge of key words, however some children struggled grammatically when writing in full sentences and found it challenging to write in the third person and wrote "dw'in" instead of "mae hi'n" or "mae en"
Next Steps for Progress	I would like to focus on developing learner's ability to write in the third person in Welsh, by taking "mae en" and "mae hi'n" to fluency.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	• I introduced new Welsh vocabulary to learners through reading the story book. I ensured learners were on board with the story and went through any unfamiliar phrases and words. Giving learning the opportunity to repeat the unfamiliar words and allowing them to read the story again in groups enabled them to practise their articulation of the new phrases and increased their confidence. They could also model from each other. • The buzz ping competition was an engaging way to deepen learners understanding of the book further. I created blended learning experiences by allowing the pupils to compete against each other in groups. This meant pupils were motivated to remember as many Welsh phrases as possible.
Areas for my Development Personal Targets for Progress	Use flashcards in Welsh lessons to help learners learn new Welsh vocabulary. Create a Welsh display board with basic phrases, which would give pupils extra scaffolding when completing Welsh activities.

Using a Welsh phrase of the week

I wanted to develop children's incidental Welsh skills because although I was using incidental Welsh in my lessons, I felt like children were not using these phrases themselves. So, I decided to implement a "Welsh phrase of the week." Every Monday during registration I would introduce a new Welsh phrase to the class and would model the phrase to the children. At the beginning of my placement I provided learners with relatively simple phrases such as "sut wyt ti?" and "diolch yn fawr" but then as learners became more confident in their Welsh ability as my placement progressed, I included more challenging Welsh phrases such as "dwi'n meddwl bod" and "mae'n amser chwarae." The children would be encouraged to use the phrase during class and around the school and pupils were rewarded with a dojo point every time they used the phrase incidentally. The pupils were also encouraged to use the phrase at home and teach it to their family. I have learnt that providing children with new Welsh phrases to learn each week, is a simple strategy which really develops their bank of Welsh incidental phrases. I have also learnt that rewarding children for using Welsh phrases with dojo points really raised the standards of learner's communication skills in Welsh and their bilingual competence. Encouraging learners to use these phrases at home, seemed to also increase pupil's bilingual competence further as parents could support their children and could advance their own Welsh language skills too.



Welsh phrases of the week

Sut wyt ti?

How are you?

Pwy wyt ti?

Who are you?

Sut mae'r tywydd heddiw?

How is the weather today?

Ga i...?

Can i...?

Diolch yn fawr

Thank you very much

Os gwelwch yn dda

Please

Beth sy yn y bocs?

What is in the box?

A alla i'ch helpu?

Can I help?

Dwi'n meddwl bod...

I think that...

Mae'n amser chwarae.

It's play time.



This shows all the Welsh phrases of the week that I have used so far

Creating a bank of incidental Welsh phrases with colleagues

One of my professional targets was to increase the use of incidental Welsh in my lessons. When I reflected on how I would meet this target, I thought it would be beneficial to seek advice and guidance from colleagues who are known to use a good range of incidental Welsh in their lessons. I decided I would do this by taking responsibility for myself and approaching the Welsh Lead in my Primary School. I asked her for advice and guidance on what Welsh phrases I could use in lessons. We sat down together and created an incidental Welsh phrase bank. This included phrases to use at the start, middle and end of the lesson. I spent time learning the Welsh phrases and practising at home. I then printed the sheet and had it in front of me during lessons, which meant I could refer to the phrases and use the sheet as a prompt. After doing this, I was able to successfully meet my target.

This document models the incidental Welsh phrases broken into chunks for lessons. We have colour coded the phrases to show those that should be familiar (Green), those that may be familiar (Orange) and those that may be new (Blue).

Dechrau'r wers - Start of the lesson

Gwrandewch yn ofalus Yn barod	Listen carefully Ready
Edrychwch arna i	Look at me
Bore da/prynhawn da bawb	Good morning/afternoon everyone
Agorwch eich llyfrau	Open your books
Ysgrifennwch y dyddiad Ysgrifennwch y dyddiad byr Ysgrifennwch y dyddiad hir Ysgrifennwch y dyddiad saesneg Ysgrifennwch y dyddiad gymraeg	Write the date Write the short date Write the long date Write the English date Write the Welsh date
Edrychwch ar y nod Gwrandewch ar y nod Nod y wers ydy	Look at the skill Listen to the skill The skill is
Heddiw, byddan ni'n dysgu am	Today we will be learning about
Beth ydych chi'n gwybod am....?	What do you know about ...?
Meddwlwch...	Think... What do you think about

Beth ydych chi'n feddwl am...?	
Trowch Trowch at eich partner	Turn Turn to your partner
Trafodwch Dywedwch wrth eich partner	Discuss Tell your partner
Ysgrifennwch yn eich llyfrau	Write in your books
Dwylo i fwyny Dwylo i lawr Bodiau i fyny Bodiau i lawr Cywir/ Anghywir	Hands up Hands down Thumbs up Thumbs down These words mean correct and incorrect. You can use these with thumbs up/thumbs down when checking understanding

Yn ystod gwersi - During lessons

These are commands that you could use, based on high frequency verbs:

Ar fy ôl i	After me
Dw i'n dweud, ti'n dweud	I say, you say
Gyda fi	With me
Gyda'n gilydd	Together
Cwestiwn/Cwestiynau	Question/s
Ateb/Atebion	Answer
Gofynnwch cwestiwn	Ask a question
Atebwch y cwestiwn	Answer the question
Beth ydy'r ateb? Pwy sy'n gwybod yr ateb?	What is the answer? Who knows the answer?
Gofynnwch cwestiwn i'ch partner	Ask your partner a question
Dangoswch i fi Dangoswch eich partner	Show me Show your partner
Peidiwch â dangos	Don't show
Cyfrifwch gyda fi	Count with me

Cyfrifwch ar fy ôl i Cyfrifwch gyda'n gilydd	Count after me Count together
Darllenwch gyda fi Darllenwch ar fy ôl i Darllenwch gyda'n gilydd	Read with me Read after me Read with me
Codwch eich	Pick up your....
Cymerwch ddalen	Take a sheet
Defnyddiwch	Use
Cynlluniwch eich gwaith	Plan your work
Gwnewch unwaith eto	Do it again
Dewch yma	Come here
Dewch â'ch llyfr	Bring your book
Paid â phoeni	Don't worry

Cwestiynau Mathemateg - Maths questions

Cyfrifwch ymlaen	Count forwards
Cyfrifwch yn ol	Count backwards
Pa rif ydy hwn?	Which number is this?
Pa rif sy nesa?	Which number is next?
Sawl un?	How many?
Sawl un sy yma?	How many are here?

Cwestiyniau Cymraeg - Welsh lessons

Sut ydych chi'n dweud.....yn gymraeg?	How do you say.....yn gymraeg?
Dw i eisiau i chi dweud	I want you to say

Diwedd y wers - End of the lesson

Goffennwch nawr	Finish now
Caewch eich llyfrau	Close your books
Beiros i lawr	Pens down
Casglwch y llyfrau	Collect the books
Gwersi nesa Tro nesa, Tro nesa byddan ni'n dysgu	Next lesson Next time Next time we will be learning

End of placement review

Rhiannon has an informed understanding of the contribution of research, she has completed an action research project on assessment for learning, and has used this in order to develop her practice. Rhiannon has set her own target to increase the use of incidental **welsh** within her teaching, she has made a prompt sheet to use whilst she is teaching in order to facilitate this. She has shown that she has achieved this target through the comments on her previous lesson observation. Rhiannon has taken a keen interest in making the most of any opportunities available to her, through staff training, staying to twilight sessions, in order to maximise her experience and to develop further. As a previous target was

Lesson observation comments

Personal Targets

1. Increase the use of incidental Welsh during the lesson. Achieved

Singing Welsh songs at various points of the day

In my reception placement, I promoted learners incidental Welsh songs by singing a variety of Welsh songs every day. In the morning we sang "bore da, bore da, sut wyt ti? Sut wyt ti? Da iawn diolch, da iawn diolch, bore da!" Before lunch we sang our wash your hands song "golchi golchi dwylo bach, dwylo bach, dwylo bach, golchi golchi dwylo bach, yn y dwr!" At home time, we sang the good bye song, "hwyl fawr ffrindiau, hwyl fawr ffrindiau, ei amser cartref hwyl fawr." I found that learners were able to recognise the Welsh words in the song quite quickly, and understood their meaning. I learnt that using Welsh songs is a great way to develop the children's Welsh knowledge and extend their vocabulary. This is something I will continue to do.

Comments from my end of placement report:

- **Comments and Evidence**

- **Targets for improvement and suggested ways forward**

Comments and evidence- Rhiannon is working hard to embed incidental Welsh in the classroom that is age and stage appropriate. For example she has been observed singing Welsh songs to advocate washing hands and encouraging pupils to say please and thank you in Welsh during snack time. Target- To further develop and deepen her knowledge of Welsh used in KS2. Build a bank of core phrases that can be used throughout the day.

Formative assessments/tasks from Welsh language lessons in University

Misoedd y flwyddyn – months of the year

Ionawr	Chwefror	Mawrth	Ebrill	Mai	Mehefin	Gorffennaf	Awst	Medi	Hydref	Tachwedd
Ionawr	Chwefror	Mawrth	Ebrill	Mai	Mehefin	Gorffennaf	Awst	Medi	Hydref	Tachwedd

Dyddiadau arbennig!

Dydd Calan – New years day (Ionawr)
Dydd Sant Ffolant – St Valentine's day (Chwefror)
Dydd Mawrth Crempog – Shrove Tuesday (Chwefror)
Dydd Gwyl Dewi – St Davids Day (Mawrth)
Sul y mamau – Mothers day (Mawrth)
Ffwl Ebrill – April Fool's day (Ebrill)
Sul y blodau – palm Sunday (Ebrill)
Dydd Gwener y Groglith – Good Friday (Ebrill)
Sul y Pasg – Easter Sunday (Ebrill)
Calan Mai – May day (Mai)
Sul y Tadau – Fathers day (Mehefin)
Gorffen ysgol – Finish school (Gorffennaf)
Gwyliau'r haf – summer holidays (Awst)
Dechrau'r ysgol – start school (Medi)
Calan Gaeaf – Halloween (Hydref)
Noson Guto Ffowc – Guy fawkes Night (Tachwedd)
Dydd Nadolig – Christmas day (Rhagfyr)

Greening = Soft mutation

CYFARCHIAD	PERSON	ATEB
Helo	Plant	Helo blant
Prynhawn da	Rhieni	rhieni
Bore da	Pennaeth	bennaeth
Noswaith dda	Cyfeillion friends	gyfeillion
Edrychwch (Edrych – to see Edrych+wch – look (wch ending = a group of people!))	Pawb	bawb
Gwenwch (Smile!)	Myfyrwyr	tyfyrwyr
Croeso	Disgyblion	daiggyblion
Gwrandewch Listen	Disgyblion	
Annwyl	Teulu	deulu
Bore da	Ffrindiau	ffrindiau
Croeso	Pennaethiaid headteacher	bennaethiad
Noswaith dda	Athrawon	Athrawon
Barod (Ready)	Pawb	bawb
Prynhawn da	Cynorddwyr dosbarth	Gynorddwyr dosbarth.

Cenedl Enwau

eb
Benywaidd

~~eg~~ eg
Gwrywaidd

~~bwrad.~~
dablet
s i l l t lyfrau
siaced
ddwff
ffon got (memory stick)
gadair
ffon lollipop

bwrad.
glud
bag
rwber
cot
geiriadur
Tyllwr



Geirfa Ddefnyddiol: Adnabod Cenedl Enwau

adroddiad ^m account/report	amserlen ^F timetable	amser time	bord board	arbrawf ^M experiment
wythnos ^F week	cadair ^F stool	bwrdd	tudalen page	brawddeg ^M sentence
camgymeriad ^m mistake	cloch ^F bell	cinio dinner	cofrestr register	clawr ^M cover
ysgol ^F school	cwestiwn ^F question	desg desk	cyfrifiadur computer	dogfen ^F document
tasg task	ffeil file	disgybl ^F pupil	fffenest window	diwrnod
ffilm film	dosbarth class	pâr	gair word	plentyn child
grŵp group	gwrs ^F lesson	taflen leaflet	gwlad country	prawf ^m proof

EG= masculine

Adolygu'r Dyddiad...

Ysgrifennwch y dyddiadau hyn yn llawn ...

e.e Wednesday 02/03 – Dydd Mercher, Mawrth yr ail.

1. Thursday 08/09 Dydd Iau, Medi yr wythfed.
2. Saturday 15/06 Dydd Sadwrn, ^{mechenn} y pymmhegfed
3. Tuesday 31/12 Dydd Mawrth, Rhagfyr y degfed ar hugain
4. Monday 18/08 Dydd ~~tau~~ ^{llun}, Awst y deunawfed
5. Sunday 24/01 Dydd Sul; Ionawr y cyntaf
6. Friday 19/04 Dydd Gwener, Ebrill y pedwerydd ar bymnege
7. Wednesday 10/02 Dydd Mercher, Chwefror y degfed

8. Pryd mae Dydd Gwyl Dewi?

Ar Mawrth y cyntaf

9. Pryd mae Dydd Nadolig?

Ar Rhagfyr y pumed ar hugain

10. Pryd mae Noson Tân Gwylt?

Ar Tachwedd y pumed

11. Pryd mae dy ben-blwydd di?

Ar Tachwedd yr ail.