

Task 1

The purpose of this assignment is to reflect and evaluate the filmed activity that was completed as part of last years 'Yr Iaith ar Daith 2' task and outline how my personal Welsh has improved since this point and in what ways I will continue to improve my Welsh Language. The film-based evidence from last year's task was set in a Reception class setting with children of mixed ability and attainment. I chose to use the book 'Tedi Twt' as this was something the children were familiar with and the class also had their own 'Tedi Twt' bear, the familiarity with the subject provided a gateway to access the Welsh language for both myself and the children (Souto-Manning, 2013). As mentioned in last year's task, in order to ensure that I could present this lesson to the children successfully I had to develop my own subject knowledge of the Welsh language relevant to this book, which is vital for successful teaching and learning (The National College for Teaching and Leadership, n.d and Steiner, 1919). To achieve this, I wrote down the language I wanted to use and used the 'drilling' technique the night before in order to familiarize myself with the patterns and questions, (ESLBase, 2018) the use of drilling is common practice in many schools and was used daily by this particular school in the form of 'slot drillio' every afternoon (Cadle Primary School, 2020). In relation to Welsh language lessons, it has become evident that I require more preparation time in order to feel comfortable to deliver the lesson (Ofiesh and Meierhenry, 2004) in comparison to preparing for other subject areas and as I am limited with knowledge this may prevent me from extending pupils vocabulary in older year groups (Bourne and Pollard, 2001). This limitation may also prevent me from conversing and answering additional questions that may arise within a lesson and it is unrealistic to be able to plan for every possible question that may be presented in relation to the Welsh Language however it is evident that this fear negatively impacts my teaching quality (EBSCO, 2015). In relation to the areas of improvement of the video, nerves are visible due to the content of the lesson; in order to improve this, I need to work on feeling confident when delivering anything in Welsh, as Swanson (2014) outlines that confidence is key to teaching a second language. This can be achieved by engaging and using the Welsh language as much as possible in order to overcome any of my personal fears of using the language incorrectly and in turn I will then begin to model to the children the desired increased use of the Welsh language day to day (Estyn, 2018).

In order to address the success or failure of the targets I set myself last year, it would be beneficial to assess my current skills against the 'Welsh Language competency framework for education practitioners' (Welsh Government, 2019) as this will highlight the areas for development. I have evaluated myself as 'foundation' for the listening strand of the framework as I feel confident when listening to short pieces of dialogue relating to school and can respond to direct questions and can identify key ideas and themes however I would find it more difficult to respond to what was said in Welsh if questions are not direct and would therefore identify oral abilities as at an entry level. I feel comfortable saying basic sentences or words such as colours, days of the week and weather however constructing fully formed coherent sentences is an area I struggle with as I am unsure of the connectives to use and how they are affected by treiglads. My reading skills I evaluate as foundation level as I am confident in understanding what is written in basic texts and are comfortable to read aloud. Alike the oral strand, my written ability is also at an entry level as alike my oral ability, if I am unable to say the connectives or full sentences I am also unable to write them; Moorghen (2018) and Loxley (n.d.) highlight that oral and writing abilities are likely to be reflected in one another.

As part of the targets for further improvement that I set myself as part of last year's task, I aimed to look at attending a Welsh Language learning course in order to further develop my oracy skills as well as improve my confidence. I achieved this target and attended a Welsh language course in the University of Wales Trinity St David's Lampeter Campus in July last year; the course was beneficial and outlined what I actually knew and activated my prior knowledge, a method that is vital in the primary classroom when learning a second language (Ferlazzo and Hull - Synniski, 2018). Although the course was valuable, it was aimed at the general public and was not specific to teaching, so many of the things covered may not be used in the classroom. Therefore, a further personal target would be to attend a Welsh Language learning course aimed teachers in order to advance the language appropriate to the classroom (Welsh Government, 2017). I also set myself the target of including questions that have not been explicitly taught in the lesson but used and taught previously, by always building on previous knowledge through repetition it will secure what has been previously learnt with the aim being that information becomes part of the learners long term memory (Richards, 2008). Although I have not been able to act on last year's targets in the classroom this year, it is still vital to ensure that I set personal targets in order to progress and develop throughout my newly qualified teaching (NQT) year as this is a personal development plan (PDP) requirement (Welsh Government, 2020). Therefore, to further develop my Welsh language skills I aim to engage with online resources such as Duolingo and Hwb to ensure my current skills set does not diminish any further prior to going into another school, I have also signed up to a supply teaching agency who also provide extra support with the Welsh language, which I am also key to engage with; Maidment (2019) and Millard (2000) agree that upskilling teachers is vital to ensuring teaching methods are relevant and promotes lifelong learning to pupils, which is a vision promoted by Claxton (2015) and Donaldson (2015) within the 'Successful Futures' document. In order to support my personal Welsh in the classroom I aim to challenge the class to 'beat' me and create a competitive aspect to learning Welsh; this method would entice the boys within the class as they are more likely to engage with tasks that revolve around competition (Educational Psychology, n.d). I would create a leader board between myself and class as a whole, incidental Welsh would be visible in the class for simple, commonly used commands and if I were to say these commands in English and someone from the class were to correct me in Welsh the class would get a point, however, if I were to say one of these phrases in Welsh, I would get a point. Dojo points are commonly used throughout most schools and individual points can be awarded also; Fletcher-Wood (2019) outlines that reward can motivate learners to improve their performance, while Patrick (2019) argues that a reward system could be detrimental to pupils however, I personally feel that a reward system should be the foundations of developing pupils to be self-motivated. If I evaluate that I am using these phrases in Welsh more often than not then I would add more phrases and include things learnt as part of Welsh lessons in order to use what has been explicitly taught. Incorporating Welsh into all aspects of the curriculum will truly immerse learners in the language. My personal target in relation to the development of my Welsh language ability is to be able to deliver 20% - 50% of each of my lessons through Welsh, through the use of commands and expanding my own Welsh vocabulary for more subject specific lessons and moving between English and Welsh naturally which is a language learning method that is supported by both Estyn (2012) and the Welsh Government (2020) as part of the new curriculum.

To conclude, it is apparent that my personal skills are the biggest barrier to ensuring the development of Welsh language skills for the children I will go on to teach; it is therefore paramount that I actively develop these skills. As part of the revised curriculum for Wales (Welsh Government) as well as the document that started the changed of the curriculum (Donaldson, 2015) the Welsh language has come to the forefront of the curriculum reform and is further supported by the Y Curriculum Cymreig (Welsh Assembly Government, 2003) which requires learners to understand the importance of not only Welsh culture but the language also. Finally, in order to ensure learners feel comfortable enough to

take risks and make mistakes while language learning within my classroom I will promote a 'flearning' environment (O'Connor, 2015) which is supported by a 'growth mindset' (Dweck, 2012).

Task 2

Lesson plan 1 - 'Guess who' third person focus

 Yr Athrofa Institute of Education Addysg i Gymru Education for Wales			1B
Session Plan – Key Stage 2			
Name of trainee: Katy Byrne		Session ref:	
Personal target(s) in relation to QTS: Professional Learning - Welsh Language Development. Personal aim - ask all questions relating to the work in Welsh			
Year group: 4	No. of learners: 29	ALN: 1 child with autism and 1 child with ADHD	
Additional Adults:	Teaching assistant with primary focus for the child with autism		
Learning objective(s): By the end of this lesson learners should have completed their partner 'guess who' profile and communicated orally with at least 2 other pupils to guess their 'guess who' profile		Success criteria: Learners should engage with the introduction game of 'guess who', complete their 'guess who' profile on their partner and ask and answer questions based on their 'guess who' profile	
Links to previous learning: Learners will have previous knowledge on: colours, body parts, likes/dislikes and clothes.			
Curriculum coverage (range, skills) New curriculum/ Language literacy and communication/ Expressing ourselves through languages is key to communication/ progression step 2/ I can communicate using an increasingly varied and precise vocabulary & I can use single and multi-clause sentences & I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing & can explain where and why I have made any changes or corrections.			
Literacy(LNF): use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text.		Numeracy (LNF)	
DCF	Thinking Blooms taxonomy - translating	ESDGC Identity and culture - Welsh language	YCC Welsh language
Key vocabulary(English/Welsh): (See key questions)			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
15 minutes	Introduction All children will sit on carpet, talking in the third person will be the skill that is explicitly taught during this lesson. this will be explained first, repeated and drilled with the class. Using lollipop sticks to ask 4/5 members of the class to assess this before moving on. This will be supported with the text on the board. Then one child is asked to be a guesser (done through self nomination). The child is asked to stand outside while I	AFL Lollipop sticks Self nomination WAGOL Think-pair-share Use of an LO Key Questions and vocabulary ai bachgen neu ferch ydyn nhw?

	pick another child to be the subject of guess who - all other children know who this is. With scaffolding from myself and a vocabulary sheet the guesser will ask questions in Welsh to identify who the subject is, the whole class will respond in Welsh as they know who the subject is. Questions could be: Are they a girl or a boy? Do they have ____ coloured hair? Do they have ____ coloured eyes? Do they wear glasses? Do they have a sister/dog/etc? This activity will be repeated as a class and the guesser will be chosen via lollipop stick.	oes ganddyn nhw wallt ____? oes ganddyn nhw lygaid ____? ydy nhw'n gwisgo sbectol? oes ganddyn nhw ____? (Learners will reply using the yes/no prompt from the start of the sentence - oes/nac oes/ ydy/nac ydy) Mae gwallt brown gyda Sarah Mae llygaid glas gyda Sarah Mae Sarah yn gwisgo sbectol Mae gan Sarah un chwaer Mae Sarah yn hoffi sgldion Mae sarah yn naw oed
30 minut es	Main activities Pupils will work in pairs to create a guess who profile on their partner. Including the descriptors used in the introduction and in Welsh. All learners will be given the profile template sheet to use (this will allow for space to draw their partner)(Appendix 1). Learners are advised to complete the writing part of the task before the illustration of their partner. The profile will be written in 3rd person "Sophie has blue eyes". Differentiation Lower - Teaching assistant will support (The children with autism and ADHD will be in this group and receive extra support from the teaching assistant as they need to be reminded to complete the work). I will check on this group during the lesson and communicate with the teaching assistant. Vocabulary sheets will be available to support learners including colours, body parts and clothes. Learners are expected to write a minimum of 5 sentences for this activity. Middle - There are two tables of learners who are middle attaining. As class teacher I will float between this and the higher group. This group will receive less scaffolding. Learners will be expected to extend their sentences using connectives such as 'but'; learners in this group will be expected to write a minimum of 5 sentences where 3 have been extended with connectives. Higher - There is one table of learners who are higher attaining. I will predominantly float between this group and the middle group. These learners are expected to display the most independence. Learners in this group will be expected to write a minimum of 7 sentences (the extra two can contain anything descriptive about their partner) and extend a minimum of 3 sentences. They will also be challenged to replace at least one of the words they have used with another (which fits) from the dictionary in order to expand their vocabulary further. All learners can progress to the group above if they complete what is expected of them. For the higher attaining group if they were to complete their work I would evaluate their work and provide a personal next step with them. Scaffolding with sentence starters will be available to all learners on the white board as this is a new sentence pattern to them. Welsh dictionaries and iPads with the Welsh online dictionary are available on all desks.	Examples of extended sentences Mae Sarah yn hoffi sgldion ond dydy hi ddim yn hoffi pysgod Mae gwallt brown gyda Sarah ond hoffai gwallt pinc Mae gan Sarah un chwaer ond dydy ddim yn brawd To be used when asking partner for the answers for their profile Beth ydy enw di chwaer? Beth sy da ti . . . ? Beth wyt ti'n moyn? Beth am danat ti? Faint ydy d'oed di? For use within sentences Achos Gyda Ond Cyn Fel Hefyd Neu Agos Ar ol Tua Eto Incidental Welsh to be used by myself when talking to class Beth ydy ... yn Gymraeg/Saesneg? Pwy sy wedi dechrau / gorffen? Pwy sy ddim wedi dechrau? Pwy sy'n gwybod (yr ateb)? Pwy sy'n barod? Wyt ti'n barod? Wyt ti'n gwrandro? Pwy sy'n gallu helpu? Cael pwynt dojo Helpwch dacluso

	Mini Plenary (20 minutes into this part of the lesson) All learners are stopped and a WAGOL (What a good one looks like) is shared with the class via the iPad enlarging the image on the white board. 3 Learners are picked at random to share one line that they have written about their partner. All learners are then encouraged to look at their work and identify what they can do to improve their own work. Learners will be given 1 minute to think-pair-share this and then I will ask 2 learners to tell me what they will do to make their work better. I will also ask a learner from each table to repeat the success criteria for that group to the rest of the learners (which will be on the board and written in learners books).	Atebwch yn Gymraeg Colours Glas Brown Du Coch Melen Oren Gwyrdd Pinc Porffor
15 minutes	Plenary We will go through as a class the questions that can be asked to other class mates i.e do they have blonde hair? These will remain on the board and learners will have the time to get up and ask other learners questions about their partner, asking and responding in Welsh. Learners will then return to their seats and complete a self evaluation at the bottom of their work. Reflecting on what new vocabulary they used, what changes they made during the process of completing their work and what it achieved. This will be given as a template for the lower attaining group while the middle and top will write this out in full using the template on the board.	

Lesson plan 2 - Food rating

 Yr Athrofa Institute of Education Addysg i Gymru Education for Wales		1B
Session Plan – Key Stage 2		
Name of trainee: Katy Byrne		Session ref:
Personal target(s) in relation to QTS: Professional Learning - Welsh Language Development. Personal aim - use as much incidental Welsh as possible (20%+ of lesson delivered in Welsh)		
Year group: 4	No. of learners: 29	ALN: 1 child with autism and 1 child with ADHD
Additional Adults:	Teaching assistant with primary focus for the child with autism	
Learning objective(s): By the end of the lesson all learners should have tasted the Welsh food range and given them a star rating, providing reasons for their rating in Welsh.		Success criteria: All learners should try to taste the food (without causing discomfort) rate the food and write in full sentences why they like/dislike it.
Links to previous learning: Previous knowledge and lessons on food, likes and dislikes.		
Curriculum coverage (range, skills) New curriculum/ Language, literacy and communication/ Language connects us/ Progression step 2/ I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity/ Expressing ourselves through languages is key to communication/ Progression step 2/ can talk to plan writing and write for different purposes and audiences & I can organise my writing into a logical sequence & I can write using an increasingly imaginative, varied and precise vocabulary.		

<i>Literacy(LNF)</i> use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text.		<i>Numeracy (LNF)</i> Find the average result using the mean average method	
<i>DCF</i>	<i>Thinking</i> <i>Blooms taxonomy - Evaluate</i>	<i>ESDGC</i> <i>Identity and culture</i> <i>Health and wellbeing</i>	<i>YCC</i> <i>Food culture of Wales</i>
<i>Key vocabulary(English/Welsh):</i> (See key questions)			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
10 minutes	Introduction Introduce the concept of the lesson - Welsh food taste test. Explain to learners that they will be tasting 5 Welsh food items (Bara Brith, Welsh Cakes, cockles, laverbread, Welsh cheese), rating them on their look, smell, texture and taste and commenting on them in Welsh. I will give a brief explanation of what relevance they have in Welsh culture and ask if learners have tried any of these before.	AFL Think pair share WAGOL Use of LO and success criteria Peer marking Key Questions and vocabulary Wyt ti'n hoffi . . . ? Pam nad ydych chi'n hoffi . . . ? Sut flas oedd arno? Sut beth oedd yn argoli? Sut olwg oedd arno? Sut diemlad oedd hynny?
40 minutes	Main activities The tasting and ranking of the food will be done together as a class and both myself and the teaching assistant will also complete the class in order to model to the class (As some will be off put by the look and smell of some of the items). Once this is complete learners will be expected to work on their review of the foods they tasted. Learners will be given the star rating sheet to colour in and will write their review in their book. (Appendix 2) Differentiation Lower attaining - Teaching assistant will support (The children with autism and ADHD will be in this group and receive extra support from the teaching assistant as they need to be reminded to complete the work). I will check on this group during the lesson and communicate with the teaching assistant. Vocabulary sheets will be available to support learners including words that describe the food such as tasty, disgusting etc. Learners will be expected to write one sentence for each food they tasted providing reasoning for why they like/dislike the food. Middle attaining - There are two tables of learners who are middle attaining. As class teacher I will float between this and the higher group. This group will receive less scaffolding. They will be expected to do the same as the lower attaining group however will need to extend 3 of the sentences by discussing either the smell, look or texture. Higher attaining - There is one table of learners who are higher attaining. I will predominantly float between this group and the middle group. These learners are expected to display the most independence. Learners in this group will be expected to write an extended sentence about every food they tasted. All learners can progress to the group above if they complete what is expected of them. For the higher attaining group if they were to complete their work I would evaluate their work and provide a personal next step with them.	Mae'n flasus Mae's hyfryd Mae'n braf Mae'n dda i chi Mae'n iachus Mae'n afiach Mae's ffiaiad Mar'n argoli Mae'n teilmo'n dywodlyd Mae'n melys Mae'n blasus pysgodlyd Mae'n teilmo'n arw Dw i'n hoffi . . . achos Dw i ddim yn hoffi . . . achos Ond Dw i'n caru . . . achos Dw i'n casau . . . achos Byddwn i'n bwyta hwn eto Ni fyddwn yn bwuta hwn eto

Star rating for food tasting

Bwyd:



Edrych



Arogli



Teilmo



Blas



Cyfanswm

Reference List

Bourne, J. and Pollard, A. (2001). Teaching and learning in the primary school. 2nd ed. London: Routledge in assoc. with the Open University.

Cadle Primary School, 2020. Criw Cymraeg | Cadle Primary School. [online] Cadleprimaryschool.co.uk. Available at: <<https://www.cadleprimaryschool.co.uk/cryw-cymraeg/>> [Accessed 15 May 2020].

Claxton, G. (2005). Building learning power. Bristol: TLO.

Donaldson, G. (2015) Successful Futures. Crown Copyright. Available at: <http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> [Accessed 13 May. 2020].

Dweck, C. (2012). Mindset. London: Robinson.

EBSCO, 2015. MAC Prague Consulting: Proceedings Of MAC-Etel. Prauge: MAC Prauge Consulting LTD.

Educational Psychology, n.d. Gender Differences In The Classroom. [online] Courses.lumenlearning.com. Available at: <<https://courses.lumenlearning.com/suny-educationalpsychology/chapter/gender-differences-in-the-classroom/>> [Accessed 15 May 2020].

ESL Base, 2018. Teaching Techniques: 6 Steps To Effective Drilling. [online] Eslbase. Available at: <<https://www.eslbase.com/tefl-a-z/drilling>> [Accessed 15 May 2020].

ESTYN (2012). Welsh second language comes first | Estyn. [online] Estyn.gov.wales. Available at: <https://www.estyn.gov.wales/effective-practice/welsh-second-language-comes-first> [Accessed 18 May. 2020].

Estyn, 2018. Developing Welsh Language Skills For Early Years Learning. [online] Estyn.gov.wales. Available at: <https://www.estyn.gov.wales/effective-practice/developing-welsh-language-skills-early-years-learning> [Accessed 15 May 2020].

Ferlazzo, L. and Hull - Sypniewski, K., 2018. Activating Prior Knowledge With English Language Learners. [online] Edutopia. Available at: <https://www.edutopia.org/article/activating-prior-knowledge-english-language-learners> [Accessed 15 May 2020].

Fletcher-Wood, V., 2019. Rewarding Students: Should We? If So, How?. [online] Improving Teaching. Available at: <https://improvingteaching.co.uk/2019/05/19/rewarding-students-should-we-if-so-how/> [Accessed 15 May 2020].

Loxley, R., n.d. Using 'Writing To Oracy' Strategies To Increase Confidence In Presentational Talk In Y10 GCSE English. [online] Praxis Teacher Research. Available at: <https://praxis-teacher-research.org/writing-to-oracy-strategies-gcse-english/> [Accessed 15 May 2020].

Maidment, H., 2019. Teachers: Why It Is Important To Up-Skill Them? | Educonnect. [online] EduConnect. Available at: <https://educonnect.co.za/why-is-it-important-to-up-skill-teachers/> [Accessed 15 May 2020].

Millard, L. (2000) Teaching the teachers: ways of improving teaching and identifying areas for development; *Annals of the Rheumatic Diseases* 2000;59:760-764. Available at: <https://ard.bmj.com/content/59/10/760> [Accessed 20 May. 2020]

Moorghen, A., 2018. NACE. [online] Nace.co.uk. Available at: <https://www.nace.co.uk/blogpost/1761881/321591/5-reasons-to-teach-oracy-skills-in-your-classroom> [Accessed 15 May 2020].

O'Connor, T., 2015. Flearning When Failure Drives Success. [online] Intheblack.com. Available at: <https://www.intheblack.com/articles/2015/02/02/stop-failing-and-start-flearning> [Accessed 15 May 2020].

Ofiesh, G. and Meierhenry, W., 2004. Trends In Programmed Instruction. Greenwich, Connecticut: IAP.

Patrick, J., 2019. Star Of The Week ... Do Some Primary School Rewards Do More Harm Than Good?. [online] the Guardian. Available at: <https://www.theguardian.com/education/2019/jan/29/star-of-the-week-do-primary-school-rewards-do-more-harm-than-good> [Accessed 15 May 2020].

Richards, R., 2008. Making It Stick: Memorable Strategies To Enhance Learning. [online] Reading Rockets. Available at: <https://www.readingrockets.org/article/making-it-stick-memorable-strategies-enhance-learning> [Accessed 15 May 2020].

Souto-Manning, M., 2013. Multicultural Teaching In The Early Childhood Classroom. New York: Teachers College.

Steiner, R. (1919) Education: An Introductory reader. London: Rudolf Steiner Press.

Swanson, P., 2014. Confidence Is Essential For Language Teachers.. [online] Scholarworks.gsu.edu. Available at: <https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1008&context=mcl_facpub> [Accessed 15 May 2020].

The National College for Teaching & Leadership, n.d. Subject Knowledge: Leading Teaching. [online] The National College for Teaching and Leadership. Available at: <http://www.inspiringleaderstoday.com/ILTMaterials/LEVEL3_LIT-v4.0-2014_08_08-11_54_0/leading-and-improving-teaching/lit-s4/lit-s4-t05.html> [Accessed 15 May 2020].

Welsh Assembly Government, 2003. Developing The Curriculum Cymreig. Cardiff: Qualifications, Curriculum & Assessment Authority for Wales.

Welsh Government, 2017. Welsh In Action: Action Plan 2017-21. [online] Gov.wales. Available at: <<https://gov.wales/sites/default/files/publications/2018-02/welsh-in-education-action-plan-2017%E2%80%9321.pdf>> [Accessed 15 May 2020].

Welsh Government, 2019. Welsh Language Competency Framework For Education Practitioners. [online] Gov.wales. Available at: <<https://gov.wales/sites/default/files/publications/2019-06/welsh-language-competency-framework-for-education-practitioners.pdf>> [Accessed 15 May 2020].

Welsh Government, 2020. Curriculum For Wales - Hwb. [online] Hwb.gov.wales. Available at: <<https://hwb.gov.wales/curriculum-for-wales>> [Accessed 15 May 2020].

Welsh Government, 2020. Professional Standards - Hwb. [online] Hwb.gov.wales. Available at: <<https://hwb.gov.wales/professional-development/professional-standards>> [Accessed 15 May 2020].