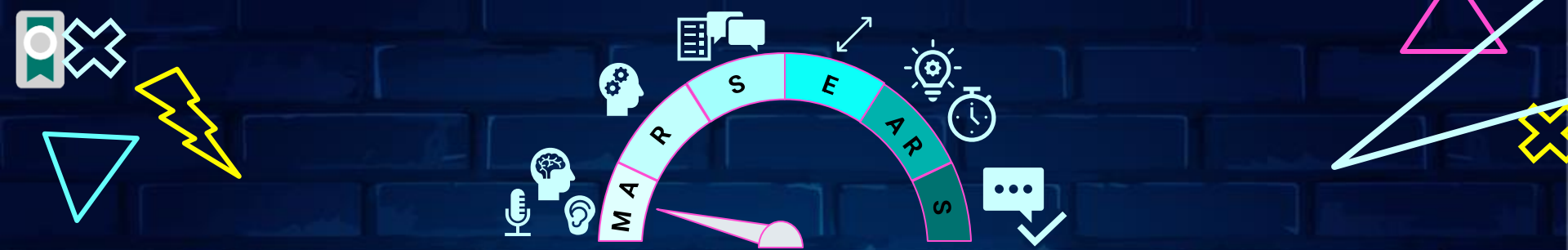


Cynllun gwers / lesson plan

Blwyddyn / Year: 6	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages Literacy and Communication	Amcan y wers / Aims of the lesson: Use sentence builders to play Mind Reader, improving our reading, pronunciation, and fluency in Welsh.
Gwybodaeth flaenorol / Previous knowledge: • Familiarity with Mind Readers. • Knowledge of common Welsh verbs. • Welsh vocabulary related to hobbies, school subjects, and opinions.	Geirfa allweddol / Key vocabulary: • mwynhau – to enjoy • ddim yn hoffi – to not like • meddwl bod – to think that • ei bwnc – favourite • casáu – to hate	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: • Introduce the Mind Reader game and display six Welsh sentences on PowerPoint. • Model pronunciation by reading each sentence aloud, getting students to repeat, and translating. • Model Mind Readers with the class by choosing a sentence builder, having students guess the sentence by reading one from the board. • Pupils work with shoulder partners to play Mind Readers, focusing on pronunciation, fluency, and writing. • Circulate the room, offering advice and support as needed. • Reflect by asking students what they found challenging or fun.
Adnoddau / Resources: • PowerPoint • Whiteboard • Pens • Sentence Builders	Ffocws iaith / Language focus: • Vocabulary (likes/dislikes) • Pronunciation • Fluency • Translation	



DARLLEN DY FEDDWL

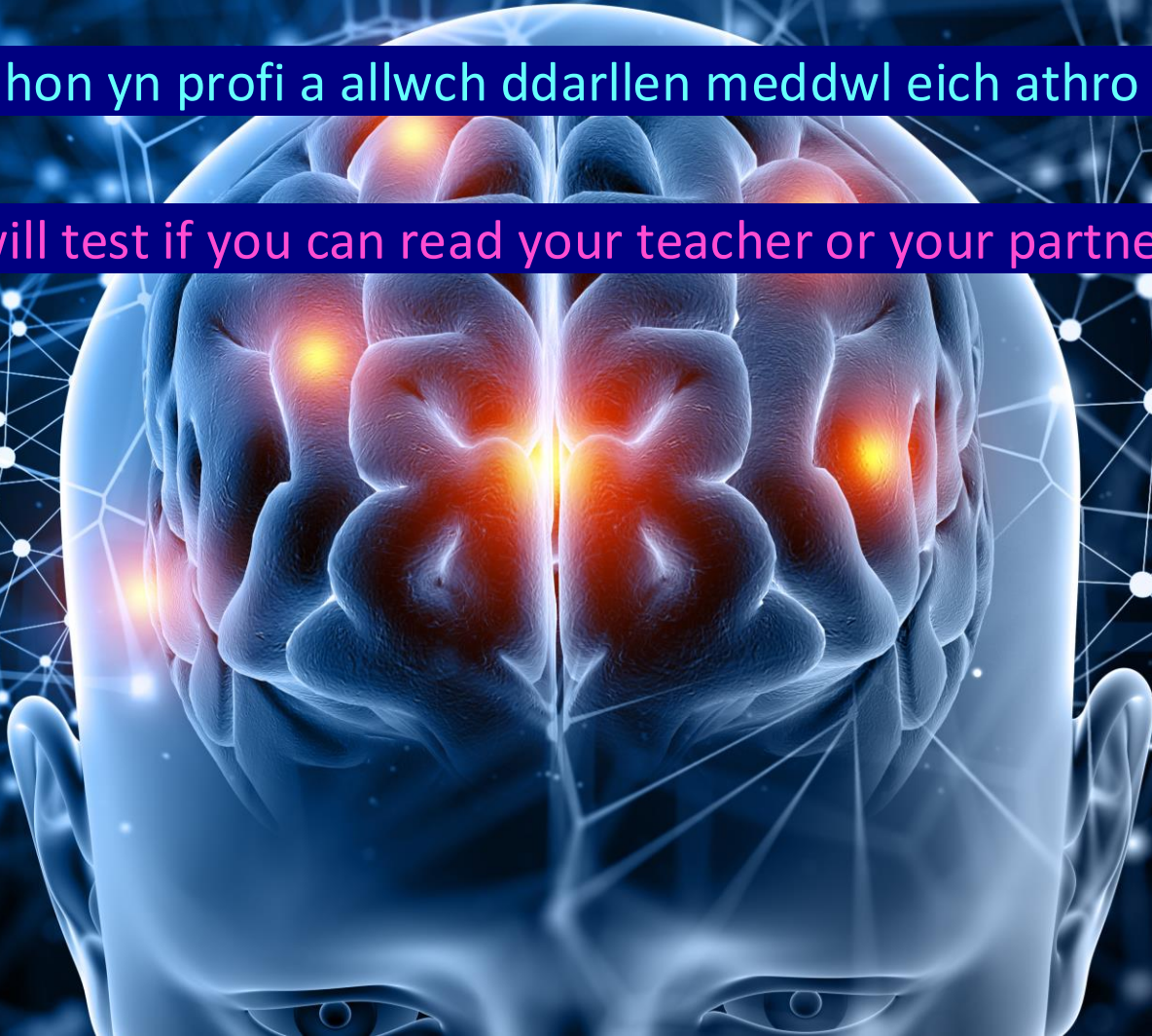
READING YOUR MIND

Modelling and awareness raising



Bydd y gêm hon yn profi a allwch ddarllen meddwl eich athro neu'ch partner.

This game will test if you can read your teacher or your partner's mind.





Cyfarwyddiadau / Instructions



ARHOSWCH!

I will write a sentence from the sentence builder on my mini whiteboard, but I won't show you what I've written.



DYFALWCH!

You will take it in turns guessing the sentence that I've written.



SIARADWCH YN GLIR!

You must make sure that you speak clearly with good pronunciation or I won't accept your guess!





Pwrrpas y dasg / Task purpose

AMCAN

Yn y dasg hon byddwch yn ymarfer
ynganu talpiau iaith gan adeiladwr y
frawddeg.



AIM

In this task you will practice
pronouncing chunks of language
from the sentence builder.



Ambitious, capable learners, ready to learn throughout their lives



- ✓ I can transfer what I have learned about how languages work in one language to other languages.
- ✓ I am curious and enthusiastic about languages.

Ethical, informed citizens of Wales and the world



- ✓ I engage critically with languages and literature to develop a sense of my own identity.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society



- ✓ I can express myself effectively.

Enterprising, creative contributors, ready to play a full part in life and work



- ✓ I am willing to experiment and take risks when I try out new language.
- ✓ I am creative and persevere when I face challenges.
- ✓ I can build my confidence to grasp new opportunities.



Here are the phrases from our sentence builder(s) that we will be practicing today:

1. Roedd e'n mwynhau darllen achos mae'n ffordd dda o ddysgu pethau newydd.
2. Doedd hi ddim yn hoffi mathemateg achos roedd e'n heriol.
3. Roedd hi'n meddwl bod chwaraeon yn bwysig achos mae'n ffordd dda o gadw'n heini.
4. Ei hoff bwnc oedd hanes achos roedd e'n ddiddorol.
5. Roedd e'n casau canu ond roedd e'n mwynhau dawnsio.
6. Roedd hi'n hoffi mynd I ysgol achos roedd e'n ffordd dda o ddysgu pethau newydd.





Adlewyrchu / Reflecting



1. Beth ydw i wedi'i ddysgu?
2. Beth aeth yn dda?
3. Beth alla i wella arno?
4. Pa nod (au) rydw i'n eu gosod ar gyfer y tro nesaf?

1. What have I learned?
2. What went well?
3. What can I improve upon?
4. What goal(s) am I setting for next time?



Lesson Evaluation

The structure of the lesson supported engagement and accessibility. It also supported the broader aims of Cymraeg 2050, which seeks to grow the number of Welsh speakers to one million by 2050 (Welsh Government, 2017). Creating enjoyable, structured opportunities to practise Welsh contributes meaningfully to this national goal.

Pupils responded well to the modelling phase, where I read each sentence aloud, supported translation, and demonstrated pronunciation. This reflects Vygotsky's theory that learners make progress through guided interaction with a more knowledgeable other, within their Zone of Proximal Development, the gap between what they can do independently and what they can achieve with support (Vygotsky, 1978). By breaking down each sentence and guiding pupils step by step, I helped them access language structures they may not yet have mastered on their own. Pair-based speaking during Mind Readers encouraged collaboration and increased oral practice, reflecting the communicative approach promoted by the encouraged by the Welsh in Education Workforce Plan (Welsh Government, 2022), which highlights the importance of inspiring learners to use Welsh confidently in everyday contexts.

One strength of the lesson was the supportive environment created through repetition and peer work, which helped less confident learners feel able to participate. However, I noticed that some pupils were less engaged during translation, possibly due to the hands-up method, which allowed them to avoid participation. To overcome, I could use lollypop sticks to randomly select pupils, encouraging wider participation and promoting active engagement from all.

While most learners were engaged, there was limited differentiation. In future, I would provide an extension tasks for more confident learners, such as creating their own sentences using the structures practised and adding them to the original set. This would challenge them while consolidating sentence construction. This aligns with the Professional Standards for Teaching and Leadership (Welsh Government, 2019), which emphasise extending all learners' skills and competence.

In future lessons, I would enhance this activity by adding a translation element: if pupils guess the correct sentence, they earn an extra point for accurately translating it into English. This would encourage deeper comprehension and reinforce vocabulary in a fun, motivating way.

References

Vygotsky, L.S. (1978) *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.

Welsh Government (2017). *Cymraeg 2050 A million Welsh speakers*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf> (Accessed 7 May 2025).

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