



LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Jade Bissmire	Student ID number:	1706761
Programme:	BA(Ed) QTS		
Module:	Yr Iaith ar Daith 3		
Module code:	ECAD6006C	Contribution to Overall Module Assessment (%):	60%
Lecturers:	Rhagoriaith	Internal Verifier:	
Assignment Title:	Portfolio – Revised	Word count (or equivalent):	Equivalent – 60%
Submission deadline:	15 th May, 2020; 23.59	Return date of provisional marks & written feedback:	8 th June, 2020
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to <u>one week</u> late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Portfolio – Revised

Task 1

It has been stated by the Welsh Government (2013) that the standard of Welsh in schools is declining annually, with pupils typically attaining levels lower than in any other subject. To avoid this dip in attainment, schools are encouraged to improve the standard of teaching in Welsh across the curriculum (Estyn, 2013). Estyn report that attending training builds staff confidence and encourages a consistent approach across the school, resulting in improved learning experiences for pupils, thus identifying a correlation between staff confidence and pupil attainment.

Furthermore, Welsh Government (2019) professional standards depict that it is the role of the practitioner to emphasise the validity of the Welsh language across all areas of learning. However, it has been suggested that encouraging bilingualism may be damaging to children as changing between language codes is likely to cause confusion (Thompson, 1952; Streets, 1976). This theory suggests that introducing a second language across the curriculum is likely to hinder development in those other areas of learning, rather than improving the standard of Welsh to match pupils' attainment in these areas.

Despite this, more recent studies have highlighted the benefits of bilingualism. Diaz (1985) explains that having access to multiple languages is an intellectual asset to children, with Bialystok, *et al.* (2004) implying that those who are bilingual are less likely to develop Alzheimer's disease in later life. Further supporting bilingualism, Baker (2001) says that second language learning is beneficial for a child's cognitive development whilst also being academically valuable for the individual.

The video submitted as part of 'Yr Iaith ar Daith 2' evidences the use of the sandwiching technique. This technique involves saying the phrase in Welsh, then in English, then in Welsh again, promoting pupils' listening skills. However, it was stated that in order to broaden pupils' vocabulary, actions and gestures may have been more beneficial (Corbett, 2011). Corbett's 'Talk for Writing' approach involves using actions for connectives in a story, creating a more interactive, memorable experience for learners. Elements of this approach

have been implemented in the attached lesson plans, where different actions have been paired with new vocabulary to help pupils to remember the new syntax.

There are many areas in which I aim to improve in the future with regard to teaching Welsh as a second language. In the Foundation Phase classroom, it has been identified that children's speaking and listening skills are well developed (Estyn, 2013). However, Estyn also state that pupils' reading and writing skills in Welsh are often underdeveloped at this stage of education. During Professional Teaching Experience, songs were used to develop pupils' speaking and listening skills whilst expanding their vocabulary. Pound (1977) states that often, children are able to sing words that they are not yet able to say, emphasising the importance of songs in expanding vocabulary. Pound also theorises that using songs when introducing children to new vocabulary encourages them to use the correct pronunciations. The Welsh Government (2018) support this, stating that oracy skills often allow pupils to make progress in their reading and writing skills. For this reason, it has been key to develop personal oracy skills in order to improve my own reading and writing abilities in Welsh.

Another area I aim to improve is my questioning skills. Wragg (2002) states that conceptual questions encourage children to illicit ideas, for example, producing explanations to support their answers. Wragg explains that these questions allow for the assessment of pupils' knowledge and understanding in a given subject. Using questioning as a means of language learning is also supported by Ausubel, Novak and Hanesian (1978) who explain that in order to effectively teach a learner, it must first be ascertained what they already know, thus establishing a starting point for learning.

In order for pupils to be able to fully access the Welsh Language, it is vital that pupils are provided with a selection of opportunities to use Welsh in deferent contexts (Welsh Government, 2015). The Welsh Government further states that learners should be provided with opportunities to develop their reading, writing, listening and oral skills. Piaget (1952) suggests that the child is a 'lone scientist' and as such, would benefit from physically interacting with the environment rather than purely discussing it. Whilst I have developed my implementation of Welsh across the curriculum, it is an area that is able to be progressively developed as I gain experience as a practitioner. Developing learners' use of the Welsh language in an integrated way is supported by Donaldson (2015) who suggested that one of the key principles of curriculum design is that it is authentic. Here Donaldson is

recommending that a successful curriculum in Wales should be rooted in Welsh culture, with Welsh values being regarded throughout.

The Welsh Government (2019) have published a Welsh Language Competency Framework for education practitioners that separates the language skills into the four key areas; listening, oral, reading and writing. Within the listening area, I would place myself at Foundation Level (W3). I am able to understand and respond to simple sentences within the school context. I am able to comprehend different verbs tenses and use them confidently. In order to progress to Intermediary Level (W4), I would need to expand my vocabulary with regard to every-day subjects, allowing me to participate in conversations outside of the classroom.

Within the Oral area of the framework, I would place myself at Foundation Level (W3). I am able to contribute to discussions using simple sentences within the school context using everyday topics. During a Professional Teaching Experience (PTE) formative assessment, it was noted that my use of Welsh in lessons was appropriate and supported the pupils' learning. It was identified that I used a range of phrases well in the classroom, an identifying factor of W3 level. I was able to achieve this by using a word bank including the words and phrases that I aimed to use in the classroom. In addition, all lesson-specific words were noted on my lesson plans to ensure that they were used appropriately throughout the lesson. These words are introduced to pupils at the beginning of each lesson using the 'drilling' technique to ensure that their pronunciation is correct. This technique involves the practitioner and pupils taking turns to repeat a word or phrase until learners are confident in how to say it. I have developed this technique since the last academic year as I believe that it may have been beneficial to use it in the video uploaded as part of 'Yr Iaith ar Daith 2'.

W3 is a best-fit placement as I am also able to use more complex sentences, describe experiences simply, and provide basic explanations when giving opinions, these are Intermediary (W4) skills. In order to progress to this level, support will be required to allow for the discussion of hopes, as well as to develop error-spotting capabilities. Once this sentence pattern is learned, I will begin to develop my usage of a range of syntax to begin to progress toward Higher (W5) level. Cetin (2017) states that structuring meaningful syntax is a vital element of oracy in second language learning. Of all of the components of language learning, oracy is identified as the most important in order to communicate with others (Demirel, 2016; Gocer, 2015; Isisag and Demirel, 2010).

When considering the Reading area of the framework, the best-fit for my current skill set is the Intermediary (W4) level. I am able to understand a range of texts aimed at a second-language audience using mostly correct pronunciation. In the interest of progression, Higher level (W5) could be achieved by practicing the synthesis of materials intended for fluent Welsh speakers. I am currently able to read aloud quite confidently with the correct pronunciation; this element would also be supported by being exposed to a range of materials to practice these skills with. The framework recommends the use of a dictionary when decoding materials created for fluent speakers, this incorporates Piaget's (1952) theory of learners progressing more rapidly when encouraged to engage with the environment by being a 'lone scientist' and de-coding information for one's self.

The final area of the framework is Writing. I am currently at Intermediary (W4) level as I am able to confidently compose paragraphs discussing everyday topics and identify some errors that occur. However, as my vocabulary develops, it could be argued that I will naturally progress to Higher (W5) level as I will have the ability to discuss unfamiliar topics and extend my paragraphs when writing. The framework recommends editorial assistance for this progression as the errors that must be identified are less common than those identified at Intermediary level.

In conclusion, the importance of the Welsh language is increasing both inside and outside of the classroom. This makes it vital that practitioners are able to support pupils in developing a standard of Welsh that will be beneficial to them when communicating. As Estyn (2013) state, the confidence of the practitioner has a direct impact on the confidence of the learner, for this reason, it is vital that I to continue to develop my use of the Welsh language throughout my career. Additionally, as a practitioner, it is my role to emphasise the importance of Welsh across the curriculum by providing learners with a range of real-life experiences in which to use the language (Welsh Government, 2019). I look forward to developing my use of the Welsh language in the classroom and promoting its value to learners as citizens of Wales and the rest of the world (Donaldson, 2015).

Task 2

Lesson Plan Phase 2**Lesson Plan – Step 2 Cynllun Gwers – Cam 2**

Student-teacher	Jade Bissmire	Class:	Year 4
AoLE/Subject	Languages, Literacy and Communication – Welsh	Date:	4/05/2020
Lesson Focus:	Changing tenses.		
Relevant/meaningful links to: Curriculum & Cross-curricular responsibilities	Languages, Literacy and Communication – Languages Connect Us – Progression Step 3 - I can receive information in one language and adapt it for various purposes in another language. Languages, Literacy and Communication – Understanding Languages is Key to Understanding the World Around Us – Progression Step 3 - I can listen to and understand information about a variety of topics, summarising the main points.		
Personal Targets (Linked to QTS and identified in weekly review)	Professional Learning - Welsh Language Skills		

Learning Objectives (Focus on Learning)	By the end of the lesson, I will be able to use different tenses to create a weather report in Welsh.
Success Criteria (process/product)	You will know you have been successful if: 1. You are able to change the tense of a sentence 2. You are able to adapt information to fill another purpose

Key Resources Health & Safety	Resources Whiteboard/computer – to show the video Differentiated weather reports Welsh dictionaries Health & Safety In plenary, ensure chairs are tucked under tables and walking only around the room.
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Time	Content, Pedagogy & Assessment Opportunities (key teaching points and questions)
Links to Previous Learning	In the previous lesson, pupils will have been introduced to the different tenses in Welsh. Pupils will also be familiar with the vocabulary associated with the weather.
Opening Phase 10 Minutes	Re-cap the tenses singing the weather song to the tune of ‘She’ll be coming ‘round the mountain’: Mae hi’n heulog heddiw, hip-horray, Mae hi’n heulog heddiw, hip-horray, Mae hi’n heulog heddiw, Heulog heddiw, Heulog heddiw, hip-horray. Roedd hi’n wyntog ddoe, ych-a-fi, Roedd hi’n wyntog ddoe, ych-a-fi, Roedd hi’n wyntog ddoe,

	Wyntog ddoe, Wyntog ddoe, ych a fi. Bydd hi'n bwrw glaw yfori, ych-a-fi, Bydd hi'n bwrw glaw yfori, ych-a-fi, Bydd hi'n bwrw glaw yfori, Bwrw glaw yfori, Bwrw glaw yfori, ych-a-fi. Questions 1. Which is: a) past, b) present c) future tense? 2. Which parts of the sentence tell us what tense it is? 3. What different weathers do we already know? (think-pair-share) Use flashcards to recap the different weather systems to ensure that all are covered.
Teaching & Core Learning 35 Minutes	Show pupils the following weather report video: https://www.youtube.com/watch?v=gzPA-YKJmVk&t=49s Identify the key aspects of a weather report: 1. Greeting and introduction 2. Location 3. Days of the week 4. Different tenses 5. Time of day 6. Weather Leave this list on the board as a reminder for pupils. <u>Lower Ability Group (LA)</u> Working with Mrs Jones (TA) Provide pairs of pupils with a weather report, in English, that includes the following: 1. Greeting 2. Introduction 3. Yesterday the weather was... 4. Today the weather is... 5. Tomorrow the weather will be... This will be a 'fill in the blanks' activity and each pair's report will be different. Pupils will be given a second sheet with the same transcript in Welsh, with key words missing. Pupils will need to identify the missing words in order to complete the sheet. Class teacher to float between MA and HA groups <u>Middle Ability Group (MA)</u> Provide pairs of pupils with a weather report, in English, that includes the following: 1. Location 2. Days of the week (including different tenses) 3. Weather Each pair's report will be different. The task for pupils is to translate the report into Welsh, including their own greeting and introduction. Pupils are able to use Welsh dictionaries if required. <u>Higher Ability Group (HA)</u> Provide pairs of pupils with a visual weather report (timeline), each pair's report will be different. Pupils must write the report themselves, in Welsh, including all of the elements identified earlier. Allow the use of Welsh dictionaries if required.
Plenary 15 Minutes	Ask pupils to stand up and walk around the room with their weather report. The task is for each pupil to perform their weather report to a classmate who they were not paired with. When listening to each-other's performances, pupils will be asked to remember 3 things

	about the report that they have heard. When time is up, pupils will be asked to report back what they have heard.
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Lesson Plan – Phase 2

Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Pupils will have recorded their weather reports in their books to be referred back to in following lessons. Ask TA to record how pupils in LA group manage using RAG rating, including any relevant notes/observations. Class teacher to use RAG rating for MA and HA groups. Use marking policy effectively, e.g. 'S' in the margin when task is completed with support.
Next Steps for Progress	In lessons to follow, pupils will be recording their weather reports in front of a greenscreen. The focus of this lesson will be on pronunciation.

Reflective Analysis of Teaching and Strategies for Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Tasks are suitably differentiated for different ability groups. Increased focus on Oracy in support of Welsh Government's (2019) A Million Welsh Speakers. Advancing Learning – Real life, authentic contexts. Weather forecasts are part of day-to-day life that pupils are likely to have been exposed to. Providing a context such as this when discussing the weather in Welsh improves the value of the skill for pupils.
Areas for my Development	Using ICT Strengthened cross-curricular links
Personal Targets for Progress	For future development, more reading elements should be included.

Lesson Plan Phase 2

Lesson Plan – Step 2 Cynllun Gwers – Cam 2

Student-teacher	Jade Bissmire	Class:	Year 4
AoLE/Subject	Languages, Literacy and Communication – Welsh	Date:	08/05/2020
Lesson Focus:	Giving opinions and providing reasons.		
Relevant/meaningful links to: Curriculum & Cross-curricular responsibilities	Languages, Literacy and Communication – Expressing Ourselves Through Languages is Key to Communication – Progression Step 3 - I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.		
Personal Targets (Linked to QTS and identified in weekly review)	Professional Learning - Welsh Language Skills		

Learning Objectives (Focus on Learning)	By the end of the lesson I will be able to give my opinion on different topics, extending my answers with reasons.
Success Criteria (process/product)	You will know you have been successful if: 1. You are able to say if you like/don't like something. 2. You are able to explain your opinion using adjectives.

Key Words Key Resources Health & Safety	<u>Key Words/Phrases</u> Dw i'n hoffi... Dw i ddim yn hoffi... Dw i'n caru... Mae'n gas da fi... Fy hoff... ydy... Achos mae'n... Grêt Doniol Bendigedig Anhygoel Diddorol Cyffrous Trist Dibwynt Diflas Ofnadwy <u>Resources</u> Computer Whiteboard PowerPoint List of idioms Welsh Dictionaries <u>Health and Safety</u> Remind pupils to be sensible when standing up and sitting down in plenary.
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Time	Content, Pedagogy & Assessment Opportunities (key teaching points and questions)
Links to Previous Learning	In previous lessons, pupils will have been introduced to the topic of sports, where they will have given their opinion of different sports, including their favourite sport using “Fy hoff chwaraeon ydy...”. This lesson will be a development from this point as pupils will be extending their answers by providing reasons. Furthermore, pupils will be discussing a wider range of topics, spanning from sports, to music, to social media. This shows pupils that the syntax that they are learning is transferrable and able to be used in social situations.
Opening Phase 10 Minutes	Using the drilling technique with the whole class, pupils will be re-visiting opinions (link to movements): 1. Dw i’n hoffi... (thumbs up) 2. Dw i ddim yn hoffi... (thumbs down) 3. Dw i’n caru... (hands over heart) 4. Mae’n gas da fi... (make a cross with your arms) The PowerPoint on the board will have a selection of topics on it (pictures and translation into Welsh). Repeat drilling activity using each of the topics as the focus. Introduce ‘achos mae’n’ (because its). Further along in the powerpoint will have different adjectives (in Welsh and supporting images). Introduce pupils to the different adjectives using the ‘my turn, your turn’ technique to encourage the correct pronunciation.
Teaching & Core Learning 40 Minutes	Pupils will be writing reviews for different topics including their opinion and reasons. <u>Lower Ability (LA)</u> Working with Mrs Jones (TA) Each pupil will be expected to write 4 reviews: 1. Dw i’n hoffi... achos mae’n... 2. Dw i ddim yn hoffi... achos mae’n... 3. Dw i’n caru... achos mae’n... 4. Mae’n gas da fi... achos mae’n... Class teacher to float between MA and HA. <u>Middle Ability (MA)</u> Each pupil will be expected to write 5 reviews, one for each of the sentences above, plus one sentence identifying their favourite sport (from last lesson) and providing a reason. <u>Higher Ability (HA)</u> Each pupil will be expected to complete 2 sentences for each syntax mentioned in MA (10 in total). These pupils will also be provided with a list of idioms, each review should include at least 1 idiom.
Plenary 10 Minutes	Use the different topics on the powerpoint. All pupils begin sitting down. If they like the topic, pupils stand up, if they don’t like the topic, they remain seated. The class teacher will then pick some pupils to explain (using a full sentence) why they have this opinion.

Lesson Plan – Phase 2

Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Pupils will have recorded their reviews in their books to be referred back to in following lessons. Ask TA to record how pupils in LA group manage using RAG rating, including any relevant notes/observations. Class teacher to use RAG rating for MA and HA groups. Use marking policy effectively, e.g. 'S' in the margin when task is completed with support.
Next Steps for Progress	In lessons to follow, pupils will be using these reviews to explain the opinions of their peers using the third person.

Reflective Analysis of Teaching and Strategies for Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Differentiation Use of body language
Areas for my Development	Use of ICT More Cross Curricular links required.
Personal Targets for Progress	

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