Welsh Language Competency Framework:

Jo Diana Price - 1900492 Portfolio

Lesson Plans:

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Lesson A:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 5
AoLE or Subject	Welsh	Date:	22/11/19
Lesson Focus:	To write a personal profile on a rugby player		
Meaningful links to Curriculum	Use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate.		
Meaningful links to: Cross Curricular Responsibilities	**Literacy and Numeracy Framework:** • use subject-specific vocabulary independently • organise writing into logical sequences or sections by beginning to use paragraphs		
Personal Targets (Linked to QTS and identifed in weekly review) To use a range of AFL strategies			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate.

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 use a chromebook to find out information a rugby player. • I can write in the first person using the welsh langauge. • I can write in full sentences in welsh.	• Fist of five for understanding • I will be model writing some sentences on the whiteboard. • I will be practicing some question and answering in welsh as a whole class. • I will be reading pupils work and providing support and feedback.

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)	• I will be practicing some questions and answers in Welsh as a warm up activity. • I will allow a time slot for pupils to practice the welsh phrases with a talk partner. • I will model write a few sentences on the whiteboard to demonstrate how to write a 'Dyma Fi'. • I will then ask the pupils if they understand the task and check that all pupils are confident when using the welsh langauge.	• To participate in a question an answering session. • To practice welsh langauge skills with a talk partner. • To ask questions on anything they may be unsure of in regards to the welsh langauge.	• Electronic whiteboard • Computor

Teaching & Core Learning	• To provide the pupils with a challenge sheet that will set the information expected in the work. • Pupils will be working in welsh books to write the text on the rugby player. • Pupils will research their chosen rugby player using the chromebooks to find out the required information. • I will be checking pupils work throughout the session and providing immediate feedback to the individual.	• Pupils will research their chosen rugby player on the chromebooks. • To use the challenge sheet as a support to find the relevant information. • To write their findings and facts on the rugby player into their welsh books. • Mini-plenary pupils are to share some of their findings with the rest of the class. Pupils can share some advice on how to find the relevant information.	• Chromebooks • Welsh books • Pens
Plenary	• To listen to pupils paragraphs on rugby players. • To gather information on the pupils current level of understanding of the welsh langauge.	• Some pupils will be asked to read out some of the sentences they have written on their rugby player. • Peers will be encouraged to provide feedback and advice to the pupils who are reading.	• Welsh books.

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))	The lesson as a whole was successful. I was able to identify this by monitoring the pupils understanding and attitude to learning. I differeniated the task by providing pupils with a challenge sheet (success criteria). Pupils had access to a support sheet online that gave them sentence starters and key phrases that they may use within their text. However, I found that some pupils were copying the support sheet rather than coming up with their own sentences. Many of the pupils felt a lack of confidence when writing or talking in the welsh language, this meant that some pupils felt like they needed continous guidance throughout the lesson.
Next Steps for Progress	To support the pupils when using the welsh language I will starting having drillio sessions a few times a week to help build their confidence when communicating in welsh.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	As the class has a wide range of antainment levels, I decided that this activity needed to be differentiated into 3 different ways. This ensured that all members of the class were able to participate in the activey and enjoy communicating through the welsh language. Each pupil was provided with a challenge sheet (1 star, 2 star or 3 star), the higher level challenge encouraged pupils to use complex sentence patterns and extend their writing. Pupils were given a choice over which level challenge they felt was appropriate for them based on own knowledge and confidence when using the welsh language. The differentiation of an activity links to the Pedagogy – Differentiation QTS standard as I demonstrated the understanding of providing an appropriate level challenge for all pupils based on the individuals needs. The pupils were asked to write a 'Dyma Fi' on a rugby players as the theme for this term has been the Rugby World Cup, this activity was chosen as I belive it was a nice way to introduce the welsh language through a topic that they are very knowledgeable on. This links to the Pedagogy - Progression in Learning QTS standard as I was using a thematic approach to learning.
Areas for my Development Personal Targets for Progress	I use incidental welsh on a regular basis within the classroom, however they are often short phrases that are easily used within the classroom. As the pupils are not confident when using welsh I plan to starting using the language more within the classroom environment. One way that I am going to do this is through implementing a drillio session a few times a week. This will encourage the pupils to use the welsh language more frequently within the classroom and create an environment were the pupils feel safe to try and pronounce new phrases. This links to the Professional Learning - Welsh Language Skills QTS standard.

Lesson Plan B:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 1/2
AoLE or Subject	English	Date:	23/01/20 – 25/01/20
Lesson Focus:	Writing task on favourite colour		
Meaningful links to Curriculum	LLC - Year 1 - begin to use connectives to expand a point. Year 2 - use connectives to write compound sentences		
Meaningful links to: Cross Curricular Responsibilities	LLC: Year 1 - • write words, phrases and simple sentences and read back own attempts. • use spelling strategies such as sound–symbol correspondence and segmenting Year 2 - • re-read and improve their writing to ensure that it makes sense • use knowledge of syllables to spell polysyllabic words		
Personal Targets (Linked to QTS and identified in weekly review): To adjust to the Foundation Phase timetable.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Write about their favourite colour.

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)
• To contribute to class discussions.	• To discuss their favourite colour. • To use capital letters and full stops when writing

• To be able to write in a full sentence using the correct punctuation • To begin expanding writing by giving examples.	

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)	• Carpet time activity to discuss colours and their favourite colours. • Pupils to explain why they have chosen the colour and state items of the colour.	• To contribute to whole class discussions • To understand that they will have differing opinions and preferences to others.	• N/A
Teaching & Core Learning	• Pupils to work in a focus group to write about their favourite colour. • Pupils will be encouraged to use the correct punctuation and RWI techniques. • Work will be differentiated into 3 different levels to ensure all pupils are able to achieve.	• To contribute to class discussions. • To write about their favourite colour in their topic books.	• Pencils • Whiteboard • Whiteboard pen • Topic books

Plenary	• Pupils to self-mark work using a Mr Men sticker to display confidence in the task. I will discuss the work with the pupils to support their decision.	• To self-mark work using a Me Men sticker	• Topic books • Mr Men stickers

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))	All pupils were able to engage with the activity and enjoyed discussing their favourite colour. During the writing session pupils were provided with support and guidance on the activity. After the pupils had finished their work, I went through the writing with them to mark. The pupils were positive about the feedback and were able to identify own errors during the discussion.
Next Steps for Progress	To improve work by responding to the feedback.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	During the lesson I provided pupils with feedback on work both in their book and verbally. I also used a records sheet to record the pupils progress and achievements within the task. The class teacher and I were then able to discuss the feedback record and transfer it to the schools Building Blocks account. This links to the Pedagogy - Recording and Reporting QTS Standard.
Areas for my Development Personal Targets for Progress	To become more confident when providing immediate feedback to the pupils.

Lesson Plan C:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 1/2
AoLE or Subject	Expressive Arts	Date:	21/01/20
Lesson Focus:	To learn Welsh songs		
Meaningful links to Curriculum	Successful Futures – Expressive Arts: I can explore how the Expressive Arts are used to represent, document, share and celebrate the personal, social and cultural identities found in my community, in Wales and in the wider world.		
Meaningful links to: Cross Curricular Responsibilities	Successful Futures: • I can ask questions to discover how and why creative works are made and can use my knowledge to develop original ideas. • I can explore how the ideas, feelings, moods and opinions of others are communicated and shared through the Expressive Arts. • The Expressive Arts offer a powerful medium for learners to explore not only their own cultural heritage but also that of different people, places and times		
Personal Targets (Linked to QTS and identifed in weekly review) To adjust to the Foundation Phase timetable.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Sing welsh songs

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)
• To contribute to class discussions. • To be able to listen to the group leader. • To be able to control voice and pronounce the lyrics.	• To discuss the songs with peers. • To listen to the group leader and copy the lyrics and pitch of voice. • To practice voice control.

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)	• To introduce the songs to the pupils. • To display the correct posture and attitude for performing.	• To contribute to whole class discussions about the lyrics in the songs. • To discuss why we are learning the songs (for the eisteddfod).	• Music • CD player
Teaching & Core Learning	• Pupils to practice the songs for the eisteddfod. • Group leader will dictate the lyrics to the pupils for them to copy.	• To contribute to group discussions. • To be able to take turns and confidently participate in the singing.	• Music • CD player

Plenary	• Pupils to be praised with praise and an opportunity to share their opinions.	• Pupils can discuss songs with friends and receive feedback on performance.	N/A

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))	The pupils were learning new songs ready for the school eisteddfod. During the lesson pupils were discussing the songs and welsh terms used within the songs. This provided an opportunity for pupils to extend their Welsh vocabulary.
Next Steps for Progress	To become more confident in the pronunciation of the lyrics.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Some of the songs being sung for the eisteddfod I was unaware of. I have been learning the songs alongside the pupils, this allowed me to further develop my own Welsh language skills within the classroom. This links to the Professional learning - Welsh Language Skills QTS Standard.
Areas for my Development Personal Targets for Progress	To research more Welsh songs that could be used within the classroom.

Lesson Plan D:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 1/2
AoLE or Subject	Welsh/ Language, Literacy and Communication.	Date:	27/01/20 – 31/01/20
Lesson Focus:	To discuss a visit or experience in Welsh.		
Meaningful links to Curriculum	Successful Futures - Languages, Literacy and Communication: I can use translanguaging skills in Welsh and English.		
Meaningful links to: Cross Curricular Responsibilities	Successful Futures - Languages, Literacy and Communication: • explore and articulate factors that influence social and cultural values. • I can communicate in different languages including Welsh, English and, where applicable, home/community languages.		
Personal Targets (Linked to QTS and identifed in weekly review) To adjust to the Foundation Phase timetable.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Discuss something they had.

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)
• To contribute to class discussions. • To be able to pronounce the Welsh vocabulary correctly. • To be able to use the correct punctuation when writing a full sentence.	• To discuss their week with the teacher and peers. • To select an appropriate picture to match their sentence. • To practice pronouncing the Welsh vocabulary. • To use a capital letter and full stop.

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)	• To contribute to class discussions. • To practice key words in Welsh as a group.	• To contribute to whole class discussions. • Engage with the Welsh language and become familiar with the pronunciation of key words.	N/A
Teaching & Core Learning	• Pupils to work in a focus group to discuss their week and what they have/had. • Pupils to choose an appropriate picture that links to their sentence. • Some pupils will be encouraged to write the sentences in a Welsh while	• To contribute to group discussions. • To be able to take turns and confidently participate group work. • To write and present their work in their books.	• Books • Pencils • Pictures

	others will focus on the verbal practice.		
Plenary	• Pupils will be asked to present their work to the teacher. The teacher will discuss the work and provide the pupils with feedback.	• Pupils will be provided with an opportunity to discuss their work with the class teacher.	• Books

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))	The pupils enjoyed discussing what they had, both in and out of the school setting. This activity allowed the pupils to further develop their Welsh language vocabulary by introducing items.
Next Steps for Progress	To use both where they went and what they had in the same sentence.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I have not used the phrase 'Ces I' for a long time, therefore I had to refresh my memory on the sentence pattern. When choosing items for the pupils I picked items that they may have previously heard in Welsh to ensure they were familiar with some words. This links to the Professional learning - Welsh Language Skills QTS Standard.
Areas for my Development Personal Targets for Progress	To continue familiarising myself with Welsh sentence patterns and improving my own Welsh skills.

Lesson Plan E:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 1/2
AoLE or Subject	Welsh	Date:	27/01/20 till 30/01/20
Lesson Focus:	Drilio		
Meaningful links to Curriculum	Year 1: I can listen to and join in with songs, rhymes, stories and poems Year 2: I can listen to and join in with songs, rhymes, stories and poems		
Meaningful links to: Cross Curricular Responsibilities	Year 1: • I can make a basic response to and express simple opinions in Welsh on the Welsh literature I hear, view and read. Year 2: • I can make a basic response to and express simple opinions in Welsh on the Welsh literature I hear, view and read.		
Personal Targets (Linked to QTS and identifed in weekly review) To adjust to the Foundation Phase timetable.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Use Welsh phrases

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)
• To contribute to group discussions. • To know the days of the week and some of the months of the year in Welsh.	• Pupils to participate in the songs and dance part of the session. • Pupils to contribute to class discussions using some Welsh phrases.

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)	• Pupils to participate in a Drilio session every morning. The pupils will be practicing key Welsh phrases that can be used within the classroom and out of school environments. • Pupils answer the dinner register in Welsh and count how many pupils are absent.	• To contribute with class discussions.	• N/A
Teaching & Core Learning	• I will practice numbers 1 – 20 with the pupils. The pupils will also participate in singing the days of the week and months of the year in Welsh. The songs have actions to the	• To engage with group discussions and practice singing the Welsh songs.	• N/A

	support the pupils during this session.		
Plenary	• Pupils to discuss their work/week with myself or the class teacher in Welsh.	• Pupils to contribute to class discussions.	• N/A

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))	The pupils enjoy participating in drilio every morning. The pupils are encouraged to answer the register in Welsh and ask questions in Welsh. The pupils engage with songs and rhymes to are used in the Welsh language.
Next Steps for Progress	To continue practicing the Welsh language and introduce new terms.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Every morning during registration the pupils participate in drilio to practice their Welsh language skills. The pupils will recite the days of the week, months of the year and answer some questions throughout the session. This links to the Professional learning - Welsh Language Skills QTS Standard.
Areas for my Development Personal Targets for Progress	To continue familiarising myself with Welsh sentence patterns and improving my own Welsh skills.

Lesson Plan F:

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 1/2
AoLE or Subject	Welsh/ Language, Literacy and Communication.	Date:	20/01/20 – 25/01/20
Lesson Focus:	To discuss a visit or experience in Welsh.		
Meaningful links to Curriculum	Successful Futures - Languages, Literacy and Communication: I can use translanguaging skills in Welsh and English.		
Meaningful links to: Cross Curricular Responsibilities	Successful Futures - Languages, Literacy and Communication: • explore and articulate factors that influence social and cultural values. • I can communicate in different languages including Welsh, English and, where applicable, home/community languages.		
Personal Targets (Linked to QTS and identifed in weekly review) To adjust to the Foundation Phase timetable.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Discuss a visit or event.

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)
• To contribute to class discussions. • To be able to pronounce the Welsh vocabulary correctly. • To be able to use the correct punctuation when writing a full sentence.	• To discuss their week with the teacher and peers. • To select an appropriate picture to match their sentence. • To practice pronouncing the Welsh vocabulary. • To use a capital letter and full stop.

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)	• To contribute to class discussions. • To practice key words in Welsh as a group.	• To contribute to whole class discussions. • Engage with the Welsh language and become familiar with the pronunciation of key words.	N/A
Teaching & Core Learning	• Pupils to work in a focus group to discuss their week and what they have done. • Pupils to choose an appropriate picture that links to their event/visit. • Some pupils will be encouraged to write the sentences in a Welsh while	• To contribute to group discussions. • To be able to take turns and confidently participate group work. • To write and present their work in their books.	• Books • Pencils • Pictures

	others will focus on the verbal practice.		
Plenary	• Pupils will be asked to present their work to the teacher. The teacher will discuss the work and provide the pupils with feedback.	• Pupils will be provided with an opportunity to discuss their work with the class teacher.	• Books

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))	The pupils enjoyed discussing the places that they have visited recently. This activity allowed the pupils to further develop their Welsh language vocabulary by introducing terms for places.
Next Steps for Progress	The discuss what they had on their visit.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I have not used the phrase 'es I' for a long time, therefore I had to refresh my memory on the sentence pattern and possible places for the pupils to visit. When choosing places for the pupils to visit I picked places that they may have previously heard in Welsh to ensure they were familiar with some words. This links to the Professional learning - Welsh Language Skills QTS Standard.
Areas for my Development Personal Targets for Progress	To continue familiarising myself with Welsh sentence patterns and improving my own Welsh skills.

Resources:

A: Success criteria for an extended Welsh writing lesson on a rugby player in Year 5.

1st Person Profile Success Criteria	Self	Peer
Have You Written:		
Who you are? *Pwy?*		
Where you live? *Ble?*		
How old you are? *Sut?*		
What you like to eat? *Beth?*		

1st Person Profile Success Criteria **	Self	Peer
Have You Written:		
Who you are? *Pwy?*		
Where you live? *Ble?*		
How old you are? *Sut?*		
What you like to eat? *Beth?*		
What you don't like to eat? *Bwyta?*		
What you like to watch on tv? *Hoffi?*		
What you don't like to watch on tv? *Ddim yn hoffi?*		
What you like to wear? *Gwisg?*		
Your eye colour? *lliw?*		
Your hair colour? *lliw?*		
Have you used Connectives?		
Have you extended your writing?		

1900492

1st Person Profile Success Criteria *	Self	Peer
Have You Written:		
Who you are? *Pwy?*		
Where you live? *Ble?*		
How old you are? *Sut?*		
What you like to eat? *Bwyta?*		
What you don't like to eat? *Ddim yn hoffi bwyta?*		
Your eye colour? *Lliw?*		
Your hair colour? *Lliw?*		
Have you used Connectives?		

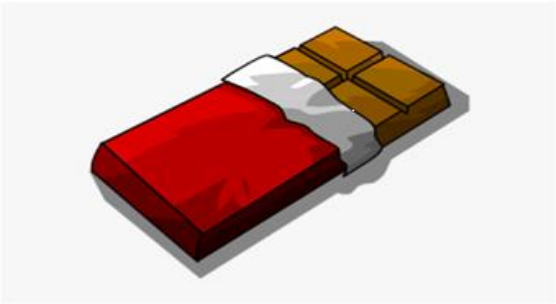
1st Person Profile Success Criteria ***	Self	Peer
Have You Written:		
Who you are? *Pwy?*		
Where you live? *Ble?*		
How old you are? *Sut?*		
What you like to eat? *Bwyta?*		
What you don't like to eat? *Ddim yn hoffi bwyta?*		
What you like to watch on tv? *Hoffi?*		
What you don't like to watch on tv? *Ddim yn hoffi?*		
What you like to wear? *Gwisg?*		
Where you enjoy going? *Ble?*		
Your eye colour? *Lliw?*		
Your hair colour? *Lliw?*		
How you look? *Sut?*		
Have you used Connectives?		
Have you extended your writing?		

B: Pictures to go alongside a written activity in Year 1/2. Pupils had been learning the phrase 'Ces I…..'. Pupils were asked to pick one of the pictures to write about in their sentence.

brechdanau

Cinio

Hufen ia



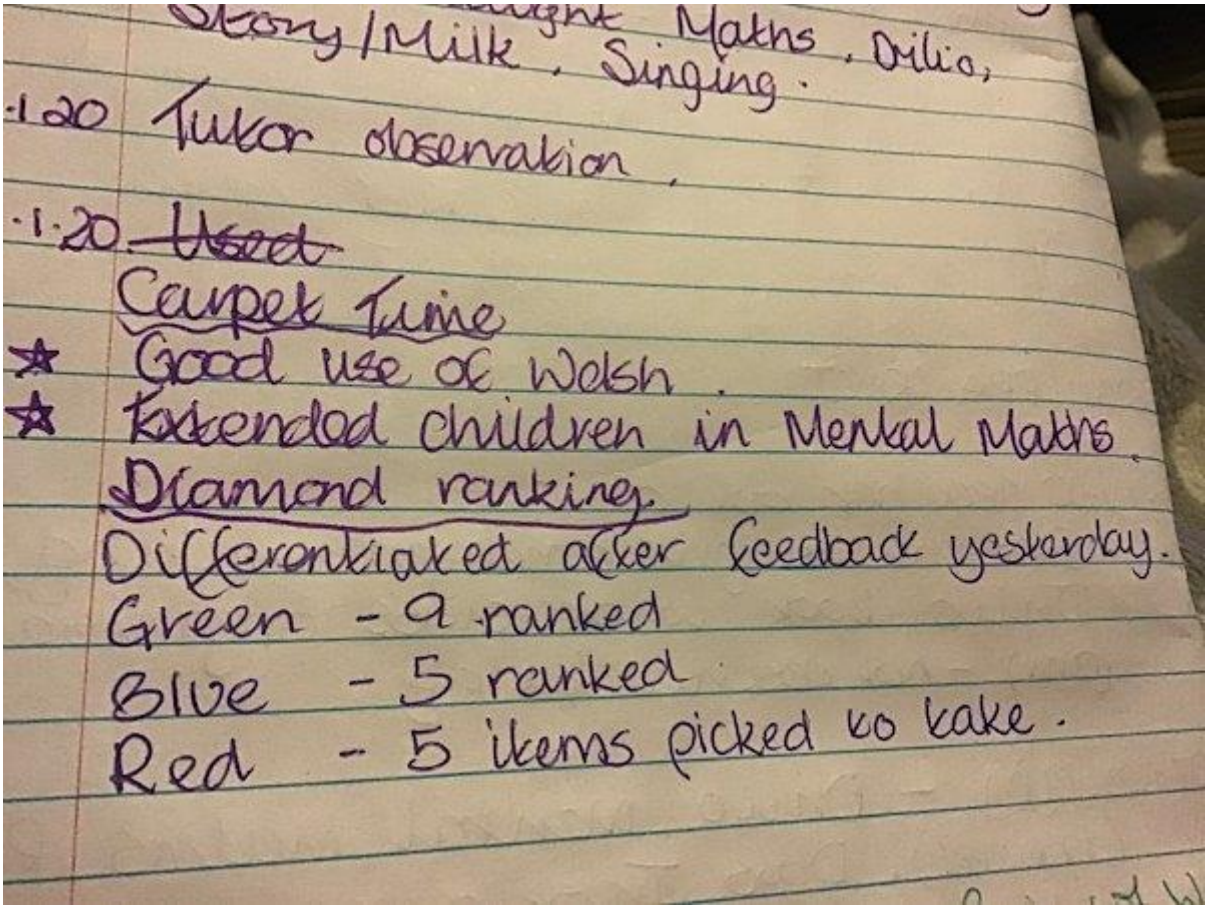
Siocled

Tedi

Llyfr

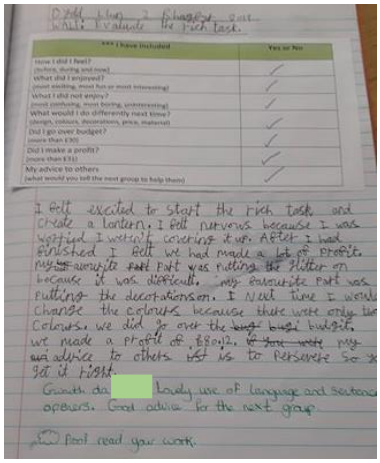
Lesson Observations:

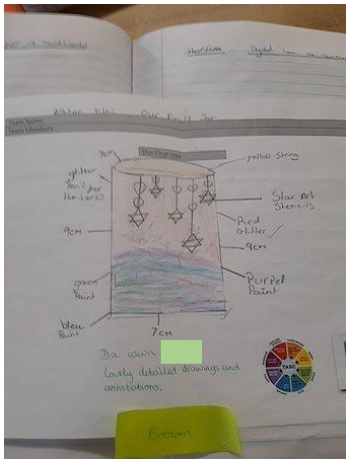
A: Journal entry by class teacher in the Foundation Phase department


Story/Milk, Singing.
1.20 Tutor observation.
1.20 ~~Used~~
Carpet Time
★ Good use of Welsh.
★ Extended children in Mental Maths.
Diamond ranking.
Differentiated after feedback yesterday.
Green - 9 ranked
Blue - 5 ranked
Red - 5 items picked to take.

Marking and Feedback:

During my time on PTE1 I provided pupils with continuous feedback and guidance to support their development. In the junior department I would discuss the pupils work with them and write comments in their books, I would aim to praise the pupils using the Welsh language verbally and written. I would also ask the pupils to further explain their answer or opinion using the Welsh language by using *‘pam’*, *‘sut’*, and *‘pwy’* during lessons. By using these simple terms alongside the English language, it allows the pupils to view Welsh in a natural and authentic manner that they can understand and copy themselves.





However, in the Foundation Phase department the majority of the feedback was verbal to support the pupils progression. I would use similar phrases to the junior depatment but with more support from English, an example would be *‘What, Beth, What’*. Throughout the day I would use Welsh terms and phrases to explain what the pupils would be doing next, for example *‘mae hi’n amser cinio/tacluso/stori/cartref’* or *‘Ga I grwp coch/llyfr/pen’*. I would also praise the pupils using the Welsh language and encourage them to use the same phrases during talk partners and presentations.

Video Presentation and Lesson:

This is a script that I created for my Welsh lesson as a part of the Welsh Language Competency Framework evidence. I decided to write a script to ensure myself and group of peers were aware of the structure of the lesson and their responsibilities. While the script provided the base of the lesson, I further expanded my use of the Welsh language during the lesson.

Fi: Bore da bawb.

C: Bore da Miss Price.

Fi: Heddiw, bwdden ni'n ymarfer lliwiau yn y enfus. Today we will be practicing our colours in the rainbow.

Pa lliw plant? What colour?

Flash cards for colours

C: Respond to colours in Welsh and English.

Fi: Bendigeddeg pawb. Beth fy hoff lliw Kirsty? What is your favourite colour?

C: Porffor

Prompts to say in a full sentence

Fi: Beth fy hoff lliw Hannah?

C:Orange

Fi: Wyt ti'n coffio orange yn cymraeg?

C: Oren

Fi: Da iwan Hannah.

Fi: Lauren, Pa lliw y garddair?

C: Y Garddair yn gwyrdd.

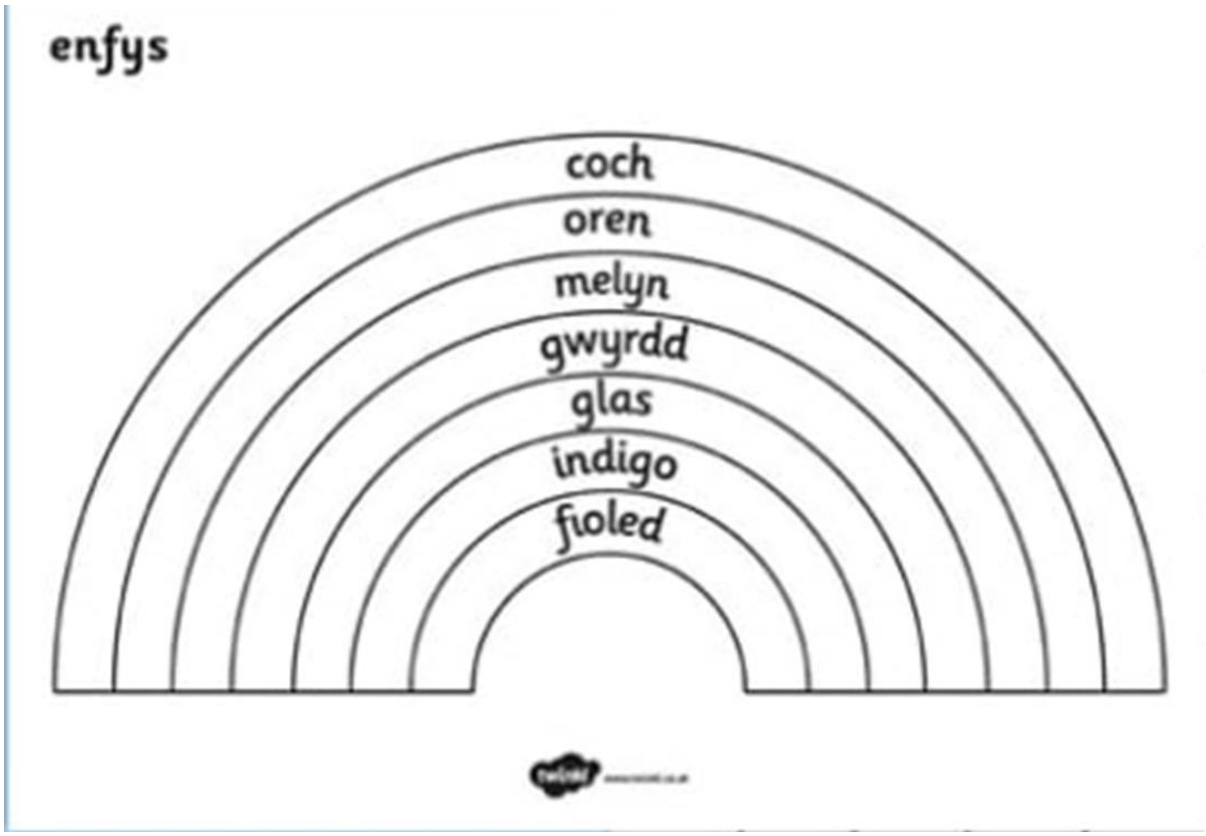
Fi: Ateb da Lauren.

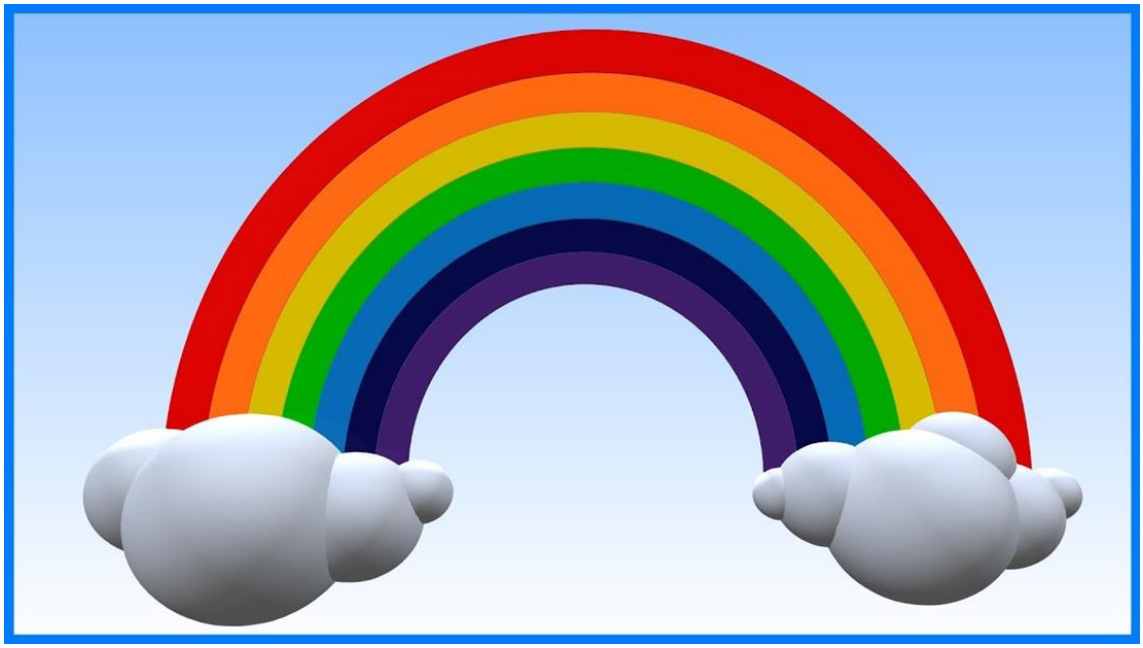
Fi: Ok plant, mae hi'n amser celf nawr. Ga ti, can you colour in the enfys/ rainbow using the colours we have talked about. There is a picture of a rainbow to help you, help i ti.

Wyt ti'n barod, are you ready?

C: Oes

I also created resources to use during the lesson. I choose to make colourful bilingual flashcards as I believe these will be the most effective format to support the pupils understanding of the lesson content. By having the colours written in bilingual it will allow the pupils to recognise the similarities in the languages.





Red
Coch

Yellow
Melyn

Pink
Pinc
© StickerBods Ltd

Blue
Glas

Purple
Porffor

Orange
Oren

Green
Gwyrdd

This is a lesson plan that I created for the lesson presentation for the Welsh Language Competence Framework.

Enw: Jo Diana Price
Teitl y Wers: Lliwiau'r enfys
Blwyddyn: 1

Nod y wers: To introduce the colours of the rainbow in Welsh.

Gwybodaeth Flaenorol.

The current thematic planning topic in 'Electric Rainbow', I believe that now is the right time to introduce the colours of the rainbow to the pupils through Welsh.

Targedau Iaith Personol

- To confidently deliver the lesson using the Welsh language.
- To open and close the lesson in Welsh.

Patrymau

I plan to use a variety of Welsh language patters during the lesson. Some of the patterns I have prepared for the lesson are:

- To open the lesson I will start with 'Heddiw, bwdden ni'n…..'
- I will also use the 'mae hi'n amser' phrase to inform the pupils of what is going to happen next.
- I will also discuss the pupils favorite colours and encourage them to use the 'dwi'n hoffi' sentence pattern.
- Throughout the lesson I will praise the pupils using the Welsh language.

Gweithgareddau

Starter – Carpet time to discuss pupils favorite colours and use the flash cards to introduce new Welsh phrases.

Activity – Pupils to colour in a picture of a rainbow and will be encouraged to use the Welsh language when discussing the different colours.

Geirfa

Enfys – Rainbow

Bwdden ni'n – We will

Ymarfer – Practicing

Coffio – Remember

Barod – Ready

Amser – Time

Ffocws Iaith

The focus of this lesson is to introduce key terms that can be used to support the pupil's knowledge on the current topic. The pupils can then further develop their work by using Welsh alongside English.

Reflection:

Before attending university, I had experience of speaking some Welsh at home with members of my family. However, I was aware that the sentence patterns used at home are not always accurate, therefore I was nervous about using my knowledge of the language in front of peers. Prior to attending the university, I had also achieved an A in my Welsh second language GCSE in comprehensive school.

When attending university, I was informed of the opportunity to attend *'Cymraeg I Bawb'* lectures to further support the development of my Welsh language skills. I found these lessons to be incredibly useful and engaging as it allowed me to revise some of the information I learnt during my GCSE's. Attending the lessons prior to PTE1 made me feel more confident in using the language within the classroom environment. The Welsh lessons provided me with tips and strategies to support the pupil's own development of the Welsh language and how I can encourage the pupils to use their understanding of the language within the classroom. During the lessons I learnt how to praise pupils, open and end a lesson and provide pupils with instructions on activities. The lessons also provided me with an opportunity to interact with peers who had a similar attainment level of the Welsh language, allowing us to progress and improve as a group.

During my time on PTE1 I had the opportunity to practice my Welsh skills within the classroom in both the Foundation Phase and Key Stage 2 departments. I found that there was a vast difference in the usage of Welsh between the phases. In the Key Stage 2 department Welsh was only used when answering the register or praising the pupils work. Apart from specific Welsh lessons I observed little use of the Welsh language within the classroom environment. When I tried introducing the use of Welsh into the classroom it was met with some questions from the pupils. While the majority of pupils embraced the opportunity to speak in Welsh some members of the class did not enjoy the use of incidental Welsh. However, when in the Foundation Phase department, I noticed that there was an increase in the use of the Welsh language. During the morning routine pupils spoke mostly in Welsh by answering the register, reciting the days and months of the week as well as discussing the lessons that would be present that day. The pupils were encouraged to ask for equipment using the 'Ga I' phrase and praised for using incidental Welsh when playing or working. I believe that I was able to further develop my own Welsh language skills in the Foundation Phase as there was a wider range of opportunities and the pupils viewed the bilingual teaching as natural and engaging.

Over the last year I believe that I have made progress in my knowledge of the Welsh language and how I can use this within a primary school classroom. However, I believe that my experiences have had a significant impact on my confidence when using the Welsh language, I now feel far more comfortable to try new language patterns and phrases with the pupils.

One recommendation that I would make to ensure I continue to improve my knowledge of the Welsh language is to revise the Welsh language techniques I have learnt over the last year. It is important that I continuously revise the sentence patterns and phrases I can use in the classroom; this will allow me to gain confidence when repeating the same patterns to the pupils. Another

recommendation would be to research key terms and phrases that can be used relating to a topic. Before implementing the thematic planning, I can create a bilingual key term word bank for myself and the pupils to use during activities. This will allow me to further develop my own Welsh language skills and knowledge of topic related information.