Fframwaith Cymwyseddau Iaith Gymraeg

Welsh Language Competency Framework

Portfolio

1901603

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Evidence 1: Welsh microteach lesson plan and reflection

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

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannan Forsyth	Class:	Year 7
AoLE or Subject	Science	Date:	25-Feb-2020
Lesson Focus:	Rhannau'r corff		
Meaningful links to Curriculum	Biology – Organ systems		
Meaningful links to: Cross Curricular Responsibilities	Welsh literacy		
Personal Targets (Linked to QTS and identifed in weekly review) Deliver a lesson using incidental Welsh.			

Nod y wers (Learning Objectives) focus on Learning- use accessible vocabulary:
- Byddwn ni'n trafod rhannau'r corff (We will discuss the parts of the body). - Byddwch chi'n dysgu'r geifa ar gyfer wahanol rhannau'r corff (You will learn the vocabulary for the various parts of the body).

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Agor y wers (Opening phase with links to prior learning)	Dewch i mewn. Tynnwch eich cot a'i rhoi o dan y ddesg. Pwy sy'n angen papur neu beiro? Agorwch eich llyfrau a mynd i dudalen newydd. Ysgrifennwch y teitl, y dyddiad a gwaith dosbarth. Rhaid i chi dalinelu y teitl. *Nod y wers.*	Pupils to come in, take of their coats. Pupils to state if the need paper or pen. Get books and open their books. Write the title, date and gwaith dosbarth. Pupils to remember to underline their title. When they are finished pupils to listen to the nod y wers.	Rhannau'r corff ppt.
Y Wers (The lesson)	Introduce the vocabulary: Dwylo i fyny, pwy sy'n gwybod? Hands up if you know. Beth yw 'heart' yn gymraeg? Gwych / bendegedig / pwy sy'n gallu helpu? Felly, dywedwch a fy ôl i: Calon, ysgyfaint, stumog, pancreas, ymennydd, Iau neu Avu, Arennau. Rhaid i chi wneud un dasg. Dw i eisau i chi labeli rhannau'r corff. Rhowch eich dwylo i fyny os oes angen unrhywbeth arnoch.	Pupils to say if they know what heart is in welsh. Repeat after the teacher: heart, lungs, stomach, pancreas, brain, liver and kidneys. Pupils to complete a task where they label the body parts with the welsh vocabulary.	Rhannau'r corff ppt a taflen waith.
Cloi'r wers (Closing the lesson)	Beth ydych chi wedi dysgu heddiw? Yn y wers nesaf, byddwn ni'n trafod rhannau'r corff a sut mae nhw'n gweithio. Caewch eich llyfrau achos mae'n amser tacluso nawr, brysiwch!	Pupils to communicate what they have learnt. Pupils to listen to the lesson objectives to the next lesson. Close their books and tidy up.	Rhannau'r corff ppt.

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))	Pupils were able to understand the Welsh used during the lesson and act on the commands. Pupils learnt the Welsh vocabularly for parts of the body and were able to complete a fill in the blanks task to demonstrate their understanding.
Next Steps for Progress	Pupils to learn what the role of the different parts of the body is.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I was able to use incidental Welsh to support my teaching of the parts of the body. I was able to teach the pupils the parts of the body in both English and Welsh therefore extending their Welsh vocabularly. I was able to use basic commands in Welsh to open the lesson, during the lesson and to close the lesson. These were supported using English commands to ensure understanding of all the pupils.
Areas for my Development Personal Targets for Progress	Use incidental Welsh to enhance pupils' vocabularly more naturally on a frequent basis.

The video for this microteach lesson was recorded at the university and has been uploaded by the appropriate party.

Evidence 2: Powerpoint used during the Welsh microteach

Gwaith Dosbarth Chwefror y 25ain

Rhannau'r corff
Parts of the body

1

Nod y wers (Lesson objectives)

Heddiw:

- Byddwn ni'n trafod rhannau'r corff.
- We are going to discuss parts of the body.
- Byddwch chi'n dysgu geirfa ar gyfer rhannau'r corff
- You are going to learn some of the vocabulary for the parts of the body.

2

Heart



3

Lungs



4

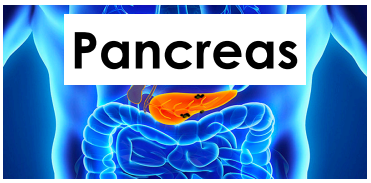
Stomach

Stumog



5

Pancreas



6

Brain

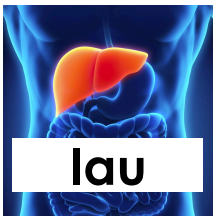


Ymennydd



7

Liver



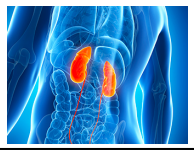
lau

8

Kidneys



Arennau



9

Rhaid i chi wneud un dasg.
You have to do one task.

Labelwch rhannau'r corff.
Label the parts of the body.

10

Gwers nesaf

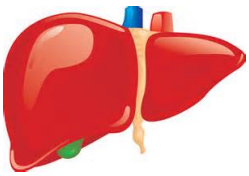
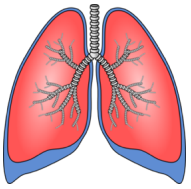
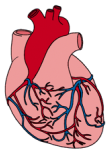
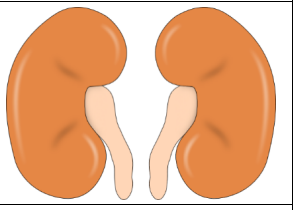
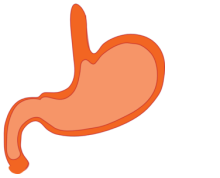
- Yn y wers nesaf, byddwn ni'n trafod rhannau'r corff a sut mae nhw'n gweithio.
- Next lesson, we will discuss the parts of the body and how they work.

11

Evidence 3: Fill in the blanks worksheet used for the Welsh microteach

Labelwch rhannau'r corff

Iau, Ymennydd, Arennau, Calon, Ysgyfaint, Pancreas, Stumog

_ _ _	
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_ _ _ _ _ _ _ _	
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_ _ _ _ _ _ _ _	
_ _ _ _ _ _ _	
_ _ _ _ _ _	

Evidence 4: An example showing the use of Welsh on resources during PTE

Science in the news
Gwyddoniaeth yn y newyddion

Fast suits and Olympic swimming:

In the water, invisible forces slow the swimmer down. This drag force pushes against the swimming motion. Swimmers can try to control the amount of drag they experience by wearing swimsuits and shaving their body hair.

Speedo have developed a swimsuit called the fast suit. This is made to fit the swimmer perfectly and is like giving the swimmer a second skin.

You may not think that this is strange, however, these swimsuits have scales like a shark. These scales help the swimmer to pull themselves through the water whilst also allowing for a smooth passage through the water by reducing drag, allowing them to swim faster.

The swimsuits are now banned from the Olympic Games.

Things to think about

Why did they model the swimsuits on a shark?

How would this help the swimmer?

Why do you think the swimsuits were banned?

Extension: can you think of anything else they could've modelled the swimsuits on?

Evidence 5: A crib sheet of incidental Welsh used in the classroom during PTE.

Incidental Welsh phrases to use within the classroom

Opening the lesson:

Bore da	Prynhawn da
Dewch i mewn	Agorwch eich llyfrau
Ysgrifennwch y teitl, y dyddiad a gwaith dosbarth	Tynnwch eich cot a bag a'i rhoi o dan y ddesg
Ydych chi'n barod?	Pwy sy'n angen papur neu beiro?
Edrychwch ar y bwrdd gwyn	Gwrandewch
Nod y wers	

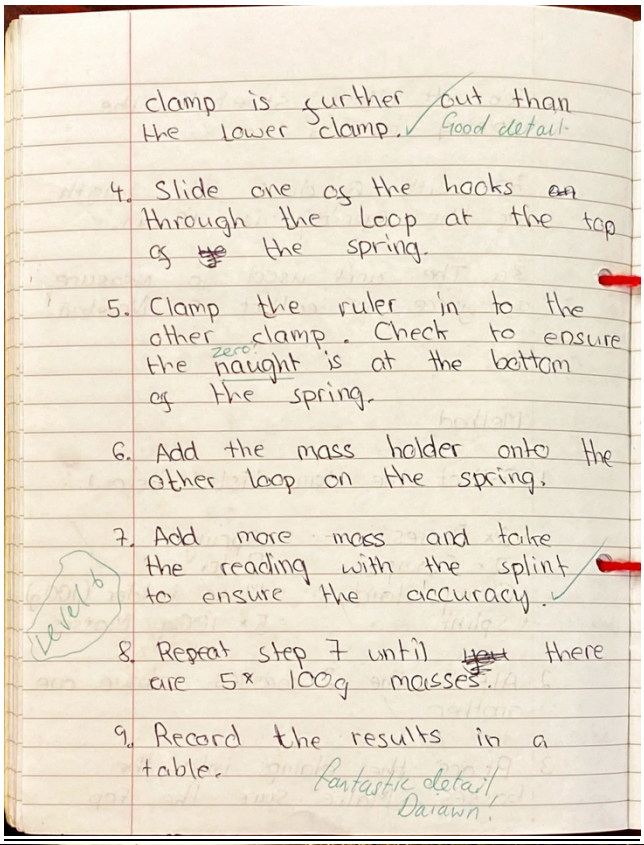
Welsh to use throughout the lesson:

Pwy sy'n cofio?	Wyt ti'n gwybod?
Dwylo i fyny	Dim cweit
Gwych/ bendigedig/ Da iawn	Ceisio eto
Dywedwch ar fy ôl i	Felly
Rhaid i chi wneud un dasg	Gwrandewch
Byddwch yn dawel	Bydda yn ofalus
Ydych chi'n deall?	Wyt ti wedi gorffen?

Closing the lesson:

Caewch eich llyfrau	Mae'n amser tacluso
Bryswch	Sefwch tu ôl i'r ddesg
Ysgrifennwch y gwaith catref	Yn y wers nesaf
Da iawn heddiw	Ewch yn barod i fynd.

Evidence 6: Examples of Welsh used during marking



clamp is further out than the lower clamp. ✓ Good detail.

4. Slide one of the hooks ~~on~~ through the loop at the top of ~~the~~ the spring.

5. Clamp the ruler in to the other clamp. Check to ensure the zero naught is at the bottom of the spring.

6. Add the mass holder onto the other loop on the spring.

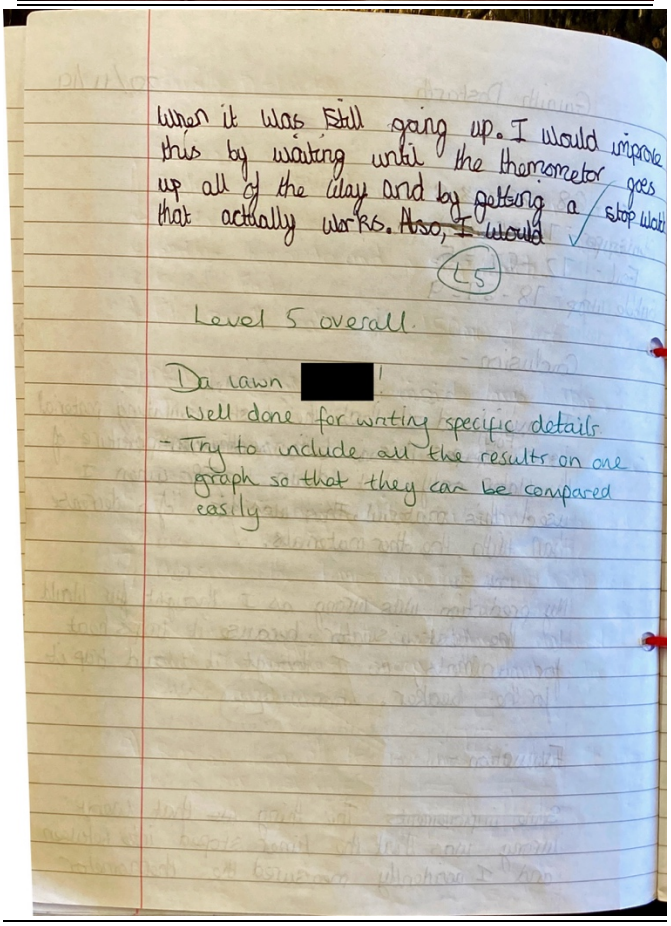
7. Add more mass and take the reading with the splint to ensure the accuracy. ✓

Level 5

8. Repeat step 7 until ~~there~~ ~~are~~ there are 5 × 100g masses.

9. Record the results in a table.

Fantastic detail Darawn!



when it was still going up. I would improve this by waiting until the thermometer goes up all of the way and by getting a ✓ stop watch that actually works. Also, ~~I would~~

L5

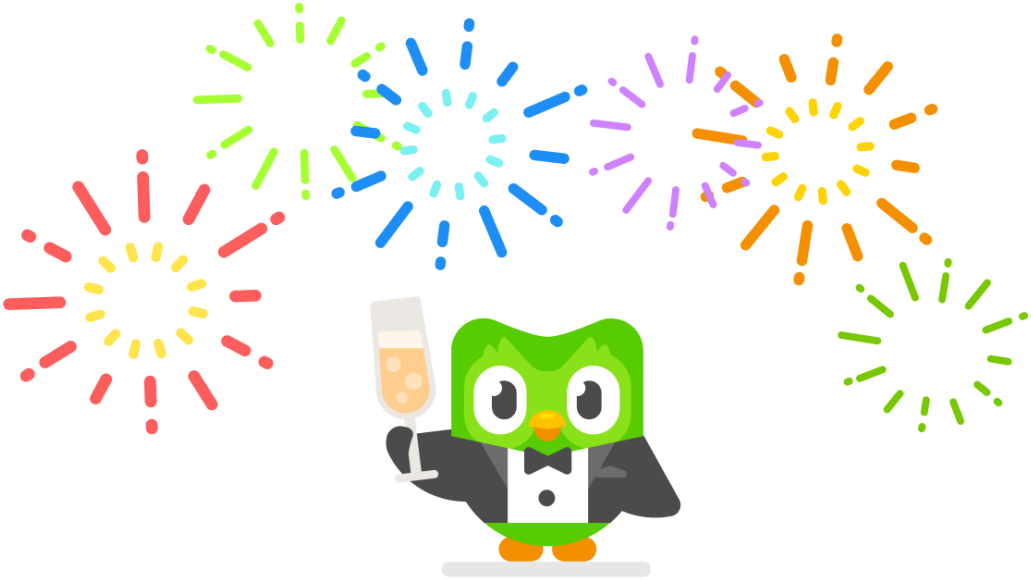
Level 5 overall.

Da rawn [redacted]

Well done for writing specific details - Try to include all the results on one graph so that they can be compared easily.

Evidence 7: Use of Duolingo to improve my Welsh skills.

duolingo



Rhiannan, congrats on an amazing year!

Thanks for learning with us! Before 2020 gets started,
look back at your year of learning!

KEEP LEARNING

---

490 words learned

Outstanding work! Have you practiced
your new vocabulary in conversation yet?





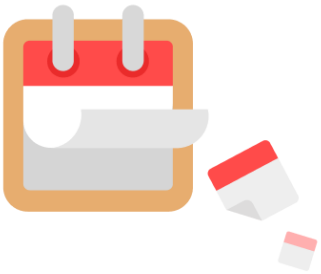
140 lessons completed

You practiced hard this year! Can you beat this number in 2020?

10 hours spent learning

Making time for Duolingo helps you learn new skills and retain what you learned.





20 days using Duolingo

It’s healthy and productive to learn a little bit each day. Way to go!

Evidence 8: A reflection of my use of Welsh whilst on PTE

Throughout my professional practice I have attempted to use incidental Welsh where possible and where appropriate. This was difficult to implement due to the pupils having a very limited understanding of the Welsh language. Due to this, more complicated incidental Welsh was used more frequently within the Year 7 class since they appeared to have a greater understanding of the Welsh language when compared to the other year groups. However, incidental Welsh was also used to open every lesson, during the lesson and to close each lesson as can be seen by the crib sheet provided. Welsh was also used to mark pupils' work, these included remarks such as 'Da iawn' 'Bendigedig' 'Gwych' and many more. Each class consisted of writing the date in Welsh, Gwaith Dosbarth and answering the register in Welsh. I would also greet each pupil at the door using the appropriate greeting for the time of day and would send the pupils to their next lesson using the appropriate vocabulary. Throughout the lessons I would use a combination of Welsh and English commands to ensure understanding by the class and in an attempt to deepen the pupils' understanding of Welsh vocabulary.

Moving forward into the profession I would like to continue to learn and use the Welsh language within my lessons. However, I will attempt to do this more naturally across each year group. I will continue to develop my Welsh language skills using DuoLingo and I will attempt to use a wider range of vocabulary for delivering commands and for marking pupils works. Furthermore, I will attempt to develop a deeper understanding of the language within my pupils.

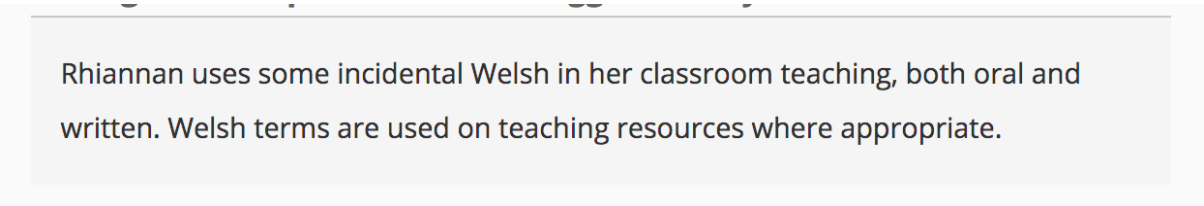


Figure 1: Mentors comments regarding the use of incidental Welsh during the PTE.