

Cynllun Gwers Lesson Plan

Blwyddyn: <i>Year: 1/2</i>	Maes Dysgu a Phrofiad: <i>Area of Learning and Experience:</i> Language, literacy and communication: ● Develops Welsh language skills by speaking, listening and writing Expressive arts: ● Using drawing to show the pupils ideas and real life experiences. Health and well being: ● Developing social interactions during circle time.	Amcan y wers: <i>Aims of the lesson:</i> ● To introduce and practice the question 'Ble est ti?' ● To develop speaking, listening and writing skills in Welsh. ● To encourage pupils to use past tense. ● To recall and use previously learnt vocabulary.
Gwybodaeth flaenorol: <i>Previous knowledge:</i> <u>Names of places:</u> Parc- Park Sinema- Cinema Traeth- Beach Siop- Shop Ty- House <u>Names of people:</u> Mam- Mum Tad- Dad Brawd- Brother Chwaer- Sister Ffrindiau- Friends	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> Ble est ti? Where did you go? Gyda... With....	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> Intro: Powerpoint presentation introducing the new sentence pattern 'ble est ti?'. Recap on names of places and people, model how to answer 'es i i....' Main activity: Circle time, the pupils will pass around a talking toy. I will ask the children 'ble est ti?' and encourage them to use the correct response 'es i i....'. Follow up activity: The pupils wil write a sentence in Welsh and draw a picture of where they went on the weekend. Differentiation: LA- the sentence starter 'es i i.. ' will be provided on the sheet. HA- will be encouraged to extend their sentences using 'gyda'. Plenary: Pupils can share their work with the class, reading their sentences.
Adnoddau: <i>Resources:</i> ● Powerpoint presentation ● Word mats ● Sentence starter strips ● Talking toy ● Worksheets		

Welsh lesson evaluation

Introduction and objective

I introduced the lesson by using a PowerPoint presentation to introduce the new Welsh pattern 'Ble est ti?' I explained to the pupils that this meant 'Where did you go?' This was to ensure that all the pupils were fully engaged, and I had the opportunity to model the correct pronunciation. According to the Bell Foundation (2025) "Providing language models is a form of scaffolding learning, the importance of which has been highlighted by research, notably the work of Bruner." I used the strategy *my turn, your turn* which was helpful as it gave the children the opportunity to be involved in the lesson and help me to assess if the pupils were able to repeat the question back to me correctly.

I taught the pupils how to answer the question in Welsh using the phrase 'Es i i...'. To support the pupils' learning, I activated the children's prior knowledge by providing slides with Welsh words they had been taught previously. These included names of places and people, as this would assist them in completing the task that had been planned for them during the lesson.

Speaking activity and engagement

After introducing the new Welsh pattern, I asked the pupils to get into a circle. I explained to the children that I was going to ask them the question 'Ble est ti?' and I would like them to share with the class where they had been on the weekend using the Welsh phrase 'Es i i...'. I also reminded the children they could tell us who they went with by using the word 'gyda'.

I provided the children with a talking toy and explained that it would be their turn to talk when they are holding the toy. This was to ensure the pupils were aware of the expectations before the lesson. Gennari, Melonio and Rizvi (2019) suggest that "Past research indicates that interactive tangible objects (briefly, tangibles) might help primary school classes master turn taking and positively affect their conversation behaviours." I found that by using the talking toy it limits the number of disruptions, as this is a strategy the pupils are used to using within the classroom.

I felt that the pupils were engaged throughout the lesson and respectful to their friends by listening to them. However, towards the end of the lesson, some pupils started to talk over

their friends. I stopped the lesson to remind them they need to be listening to their friends. I did find that some pupils did not feel comfortable joining in and sharing where they had been with their class, so I reassured them and asked them to pass the toy to the person next to them.

Throughout the lesson I kept reminding the pupils how to answer the question by modelling 'Es i i.....'. I tried to encourage some pupils to use the Welsh phrase, however, I know some pupils are not so confident, so I repeated their sentence back to them in Welsh to reinforce the new sentence.

Writing activity and differentiation

After the circle time, the pupils were called in groups to complete the worksheet. The pupils had to write the sentence 'Es i i...'. I provided differentiated worksheets for the pupils based on their abilities. This was to ensure the task was accessible to all pupils. HMH (2022) suggest "Differentiation is undeniably essential in supporting and challenging students at varying achievement levels." I also provided the pupils with word mats to help them write their sentences. The pupils then drew a picture of where they went.

This activity was inclusive to all pupils, and I noticed that some of the pupils who did not want to join in during circle time were more confident completing this activity. If the name of the place was not on the word mat the pupils would ask me for the word in Welsh. I used my Welsh dictionary to find out the word for the pupil. This helped develop further their Welsh skills as they were learning new words during the activity.

Assessment and reflection

The main aim of the lesson was for the pupils to understand and use the Welsh question 'Ble est ti?' and respond using 'Es i i...'. I feel that this was achieved, as every pupil by the end of the lesson was either able to respond verbally or in writing. I saw evidence of this in both the circle time and the written task provided. The use of vocabulary they had learned previously also helped the pupils answer confidently.

By carrying out circle time, this gave me the opportunity to observe the pupils throughout to see which pupils responded independently and who required further support. During the written task I was able to observe which pupils could form the sentence correctly and which pupils needed visual aids. Some pupils excelled as they were asking for other vocabulary not provided on the word mat which personalised their work.

Throughout the lesson I used incidental Welsh to praise the pupils. This was to help further develop my Welsh skills. To improve any future lessons, I would like to find strategies that may help encourage the pupils who were not confident to join in during circle time.

Conclusion

Overall, I feel that the lesson was successful and achieved the learning objectives. The pupils were fully engaged and had the opportunity to develop their Welsh skills in both speaking and writing. Providing pupils with differentiated worksheets ensured the task was inclusive and could be achieved by all pupils. The lesson gave the pupils confidence in using a past tense sentence structure. I will take forward what I have learnt from teaching this lesson and continue to develop the pupils' enthusiasm and competence in using the Welsh language.

References

- The Bell Foundation (2025) *Modelling*. Available at: <https://www.bell-foundation.org.uk/resources/great-ideas/modelling/> (Accessed: 21 April 2025).
- Gennari, R., Melonio, A. and Rizvi, M. (2019) 'Turn taking with turn-talk in group', *Multimedia Tools and Applications*, 78(9), pp.13461–13487. Available at: <https://doi.org/10.1007/s11042-018-7090-2> (Accessed: 21 April 2025).
- HMH Education (2022) *Benefits of differentiation in the classroom*. Houghton Mifflin Harcourt. Available at: <https://www.hmhco.com/blog/benefits-of-differentiation-in-the-classroom> (Accessed: 21 April 2025).



Ble est ti?
Where did you go?

Es i i.....



Siop



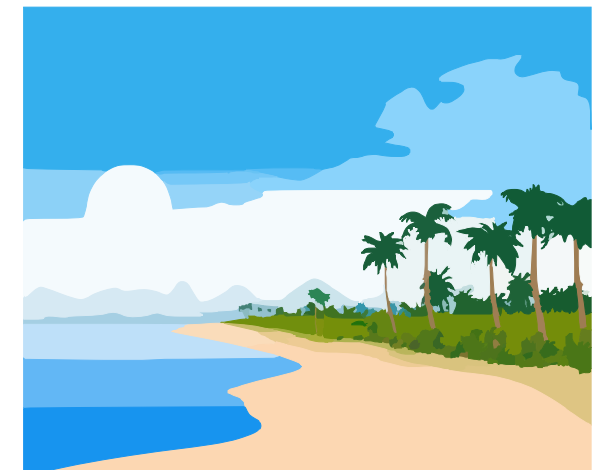
Ty



Parc



Sinema



Traeth

Gyda.....



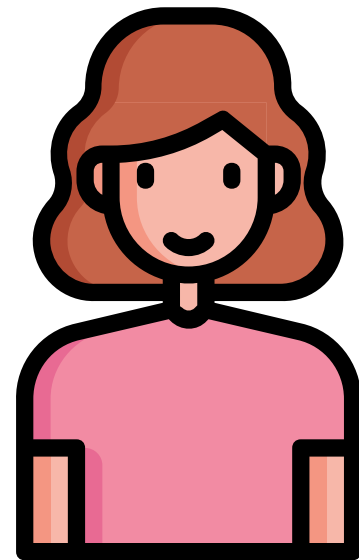
Tad



Brawd



Ffrindiau

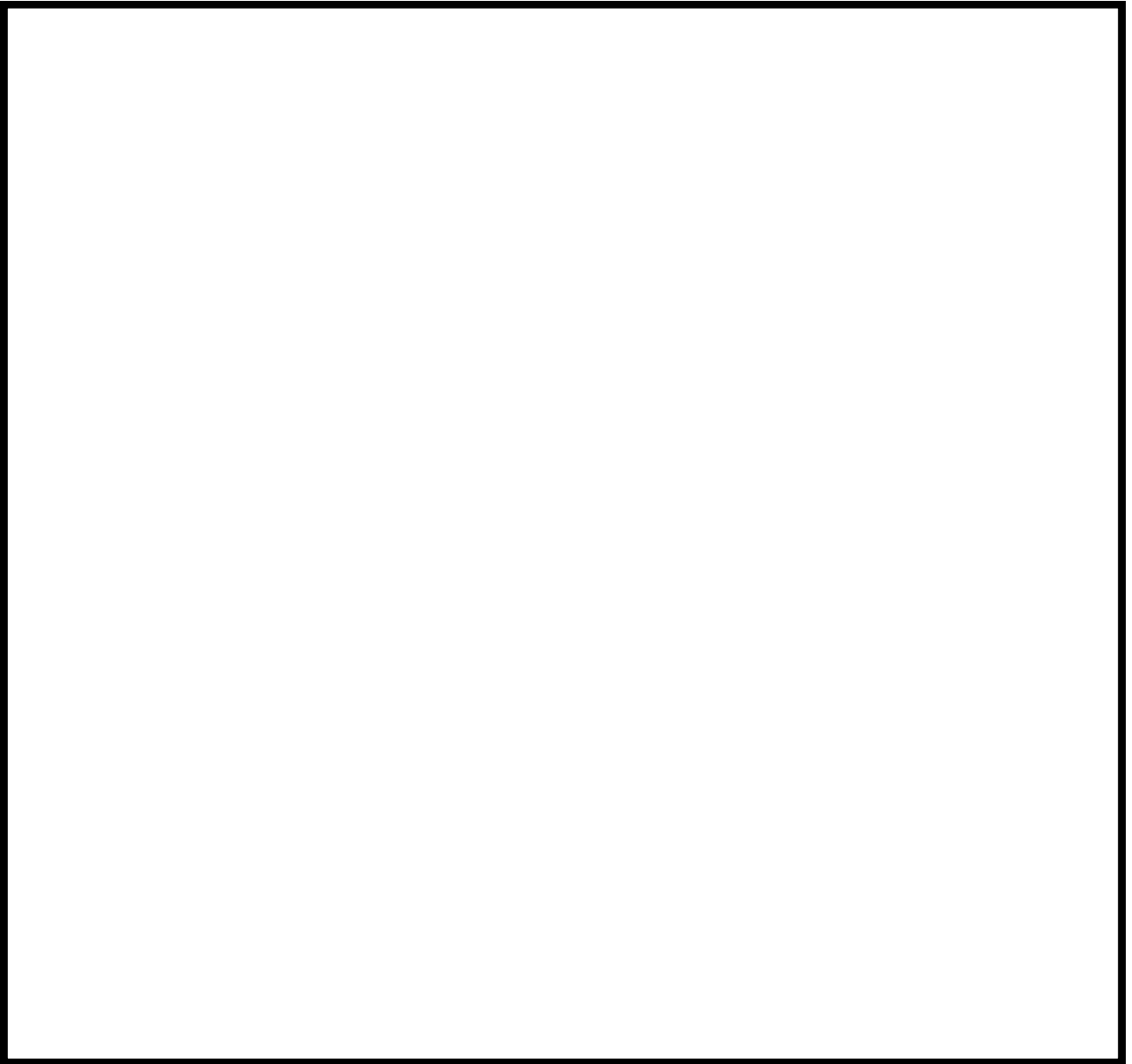


Mam



Chwaer

Ble est ti?



Es i i

Ble est ti?

