

Assignment title: Present a series of portfolio tasks and professional reflection on the progress made in the development of personal language for speaking, reading and writing.

The Welsh Government (2010) quoted the future of Welsh development depends on the commitment and encouragement of people in Wales to use and promote Welsh language. With this statement in mind, the writer believed it was her duty as a professional to teach, reflect (Grigg, 2015) and motivate herself and children to use the Welsh language through series of activities (Costa and Kallick, 2000) and daily incidental-classroom Welsh in an active manner (appendix one), for the writer and children to progress in Welsh second-language. The theme chosen to progress the Year One and Two children's Welsh was farm animals. The mid-term theme was predators and the children explored farm animals as a sub-theme for this topic. Also, the children went on an educational school visit to Folly Farm to connect the children's learning about predators, and this naturally linked to farm animals. Therefore, it was clear the writer had to teach a Welsh lesson linked to farm animals to develop the children's Welsh reading, writing and oracy skills.

The writer had planned (appendix two) two differentiated activities, focus one was where the children had to order a Tedi Twt story board (appendix three) using the children's Welsh reading and writing skills and focus two was a question grid (appendix four) about farm animals for the children to practice their Welsh reading and oracy skills. The writer also planned two other tasks, where the children could further develop their Welsh oracy and reading skills in the role-play area with masks of different farm animals and a Welsh colouring sheet of a farm where the children had to read the Welsh colours to colour the picture in appropriately (appendix five). During these tasks, they explored their Welsh-language to their full-potential with positive attitudes (Dweck, 2006), to realise the benefits that Welsh can provide for them in their futures (Donaldson, 2015). The main aims for the tasks set was for the children to learn the names for Welsh farm animals and to develop their understanding about how to ask and respond to Welsh questions appropriately.

To introduce the topic of farm animals, the writer had to see if the children had any previous knowledge about this topic. Therefore, the writer asked Welsh questions to see what vocabulary the children knew. Most of the children had some or little previous subject knowledge which was remembered from Reception. So, the writer knew she had to practise with them for the children to progress from their previous Welsh knowledge. During the introduction for the Welsh lesson, the children were tested on their previous knowledge using the assessment for

learning strategy (AFL), “think, pair, share” and the use of, “lollypop sticks.” It was clear that through the writer repetitively teaching the children the Welsh vocabulary for farm animals previously during breacktimes and registration, that the children had quickly learnt and remembered the Welsh vocabulary for farm animals. This is clearly shown in the video (appendix six). After the children were tested on their previous knowledge, the writer then read the story, “Tedi Twt ar y fferm.”

The writer read the book first, to model how the book should be read. By modelling the Welsh language through articulating different words appropriately, the children would learn how to speak Welsh correctly with the right pronunciations. “Tedi Twt ar y fferm,” was chosen as it was suitable for the different age range in the class and suitable for the children’s Welsh level reading skills. It was also related to the theme of farm animals; therefore, suitable for the topic chosen. The story allowed the children to develop their Welsh knowledge and understanding about Welsh questioning and how to respond correctly, which was also age appropriate. This is evidence that the writer has good subject knowledge about age appropriate Welsh language lessons and resources. Here, the writer developed the QTS standard of S2.1 (appendix seven).

The video (Lofthouse *et al.*, 2010) also shows the writer’s Welsh reading skills, where she read with expression, fluency and confidence to “hook,” the children into the story with added actions, while modelling how Welsh books should be read. The class mentor stated in the writer’s formative assessment report (appendix eight) that there was evidence that the writer had researched the key Welsh phrases suitable to teach Year One and Two, and that the writer had included the right amount of new Welsh phrases without overloading the children. The writer used this to reflect that she had good knowledge and understanding to teach the children this Welsh lesson and it was effective as the children had learnt new Welsh phrases such as, “Dw i’n gweddol.” The writer also thought that she enabled the children to have enough opportunities to practise their Welsh reading skills during the introduction of the lesson.

Estyn (2013) stated that children should listen to Welsh being spoken and should be exposed using a range of patterns through audio-visual material using ICT interactive software, which can be seen in appendix six. The writer reflects upon the Estyn (2013) statement and feels this has been evidenced by allowing the children to listen to the interactive book being read to them on the interactive whiteboard (Hattie, 2012), while listening to the Welsh questions asked to clarify the children’s understanding of the Welsh book and questioning. After the writer had read the story to develop her own and children’s fluency in Welsh reading skills, the writer

then chose random children to read the story independently in front of the class to practise their own Welsh reading. This developed and progressed the children's Welsh reading skill of, "following stories read to them and respond as appropriate," (Welsh Government, 2015). The children were eager to be chosen to read the story and this shows the children have positive attitudes to learn new Welsh skills.

Focus one was a follow-up activity from the story read to them previously, where the children had to use their thinking skills and remember the story sequence from the Welsh book, "Tedi Twt ar y fferm." They had to order which farm animal Tedi Twt met first to last from the story. This was developing the children's Welsh writing skill of, "spell simple words correctly and check their spelling by using vocabularies or ICT." The higher ability (HA) children had to independently use their Welsh writing skills to write on the story board using Welsh sentence patterns, including the Welsh vocabulary for farm animals and feelings. The lower ability (LA) children had to read the correct vocabulary for the farm animals and had to cut around the different vocabulary boxes and glue them onto the story board. All children were provided with the storybook of, "Tedi Twt ar y fferm," to support them, as well as the electronic version of the story on the interactive whiteboard.

To reflect on this activity, the writer understood that she could have challenged the LA children further by allowing them to develop their Welsh writing skills through writing the names of the animals, instead of cutting them out. Although, the writer did not want the LA children to write on the worksheet provided as the task embedded supportive fine motor skill development, as well as Welsh, to develop LA skills such as cutting, as some children find cutting a challenge. The writer was trying to integrate some of the children's next steps into the Welsh activity. Focus one was an enjoyable activity which challenged the children to remember the story and vocabulary. The writer modelled how to write the Welsh sentence structures on the whiteboard such as, "Dw i'n hapus iawn." This reflects upon the writer's ability and development to encourage and motivate learners to practise and progress their Welsh writing skills through understanding Welsh sentence structures.

Focus two was a question-grid where the children had to use their Welsh oracy skills to ask peers from the class, "pwy wyt ti?" and "wyt ti'n hoffi?" This was differentiated by the HA children having to ask six peers in the class and the LA children had to ask three peers. This was an interactive activity where the children needed to use their Welsh oracy skills independently. Therefore, this task allowed the writer to be a facilitator (Dewey, 1910). This

activity stimulated the children to use their Welsh language skills through a play-based activity to build their confidence to use Welsh, without the prompt of an adult. Estyn (2013) also highlighted that Welsh skills should be developed through, “communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children’s previous knowledge and experiences,” which focus two allowed the children to do.

To reflect on focus two, the writer could have asked the teacher assistant to prompt some children to use the Welsh questions and answer in Welsh, as some HA children were not using or speaking Welsh. As the teacher assistant was based with the LA children, she could not prompt some of the HA children to use the Welsh questions. Although, if the writer heard the children using English, she would motivate them to use the Welsh sentence structures. Moreover, this focus task did encourage the children to develop their Welsh oracy skills, “asking and answering questions,” and “expressing feelings, likes, dislikes and needs.” If this activity was to be taught again, the writer would have created an AFL strategy to further encourage the children to use Welsh without being prompted, for example, certificate for the best girl and boy who spoke the best Welsh.

The plenary for the lesson was efficient, as the writer asked random children to take part in a hot seat activity, where they were asked Welsh questions. This allowed the writer to see if the children could effectively respond to Welsh questioning. This was deeply developing the children’s understanding of the Welsh language and progressing the children’s Welsh oracy skills, while reflecting and building upon what they had learned in the lesson (Covey, 2004). The five mixed-ability children who were asked Welsh questions (appendix nine) were confident to respond to the questions asked, with no need to prompt or support them (appendix six). The writer could reflect that the lesson was a successful lesson, and her teaching was effective as all children had learnt something new and developed varied skills from Welsh reading, writing and oracy areas of learning. Therefore, all the children had achieved the success criteria for this lesson.

Welsh Government (2015) explains that Welsh language skills should be progressively build upon in FP through implementation of the Welsh language development area of learning, and the writer believes she has shown good evidence on progressing the children’s overall Welsh second-language skills. This may be due to the writer’s progression of being more confident to use her own Welsh reading, writing and oracy skills as a lead example for the children to follow. The lesson was taught throughout one day, as there are four mixed ability groups in the

registration class. Consequently, some children completed activities in the morning and the other children completed the tasks in the afternoon. The writer felt that the children were better behaved and had higher concentration levels in the morning session, as the children in the afternoon had a lack of concentration. Perhaps the afternoon lesson could have been taught the following morning, instead of the children having a full day of Welsh. On the other hand, the children were immersed in Welsh for a full day (McBer, 2000), hence would have acquired improved Welsh skills through repetition and fluency from the Welsh activities.

The writer can also express that she needed to add an ICT independent activity that could have allowed the children to incorporate their Welsh development with other areas of learning, such as DCF skills. The writer feels that she differentiated the work well to challenge the HA and the LA children. Also, all children were aware of what they had to learn and achieve in the lesson. The writer expresses that she gave the children enough time and encouragement to practise their Welsh skills. Moreover, perhaps there could have been a follow-up lesson relating to another theme such as pets, for the children's Welsh skills to be progressed further in their Welsh knowledge and understanding in different subject topics.

To conclude, the writer has progressed immensely over the past three years as a student teacher through reviewing plans and reflecting upon them. This developed the writer's self-assurance (Seligman, 2006) to plan Welsh lessons independently with differentiation and to speak more incidental-classroom Welsh daily, through more knowledge, fluency and experience of the Welsh language. The writer is pleased with her overall Welsh performance, especially reading, and shows commitment to continually develop professionally. Overall, the writer is content with her reflection (appendix ten) on her ability to teach a successful and engaging (Welsh Government, 2014) Welsh lesson, especially with a class that has English as additional language children present. The writer feels she has accomplished to teach a Welsh lesson where all children are included and enjoy the activities set and has developed her own and children's Welsh language skills to the best of their ability, through seeing the vast progress that has been made.

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Appendices

Appendix One: Welsh daily planning sheet to develop on the writer's use of incidental classroom Welsh, as well as promoting and planning the children to use the Welsh phrases to progress the fluency of their Welsh language skills. This allows the writer to reflect on her fluency of speaking and using Welsh daily.

Promoting Welsh Planning Sheet

Week 5: 13-17 05 19.

Date / Dyddiad	Welsh that I will use:	Achieved (✓ or x)	Welsh that pupils will use:	Achieved (✓ or x)
13 th	- Eisteddwr yn ddaer! - Pwy sy'n barod? - Wyt ti'n cytuno?	✓ ✓ -	- Diochen - Barod - Dw i'n cytuno.	✓ ✓ ✓
14 th	- Wn i ddim - Athoswch twnud - Dim problem.	✓ ✓ ✓	- Bar dda - Pynhau dda - Ga i...?	✓ ✓ ✓
15 th	- Athb da iawn - Wyt ti wedi gorffen?	✓ -	- os gwelwch yn dda? - Dw i'n hoffi...	✓ ✓
16 th	- Wyt ti wedi gorffen? - Wyt ti'n cytuno?	✓ ✓	- Cinio - brechdanau? - Ble mae...?	✓ ✓ ✓
17 th	- Gwyb - Caewch y drws.	✓ -	Ga i fynd i'ch bach os gwelwch yn dda	✓ ✓

Appendix Two: The lesson plan for this Welsh lesson including differentiation.

Name of Trainee: <u>Lauren Collins</u> Session ref: <u>Topic - Welsh</u> Date: <u>08.05.2019</u> Class: <u>1/2</u> Year: <u>1/2</u>					Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol <u>S1.2: sound engagement with pupils' learning – demonstrated clearly through professionally articulated dialogue.</u> <u>S2.1: ability to use own subject knowledge in an appropriate way to motivate learners</u>					
Number of learners: <u>24</u> Age: <u>5-7</u>					
Learning objectives/intentions:	To learn and understand the names of farm animals in Welsh.	Success Criteria	- I can name five farm animals in Welsh. - I can sequence the <u>Tedi Twt</u> story with independence. - I can answer and respond to Welsh questions when asked.	Meeting learners' needs:	To meet learners needs, children's worksheets will be differentiated: HA and LA. HA Groups: 1 and 2. LA Groups: 3 and 4. The teacher or teacher assistant/ LSA, may be needed to help the LA children such as Glen, who sometimes needs 1 to 1 support.
Introduction/plenary tasks	Main activities			Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction To start the lesson, the children will be sitting on the carpet. The children will be shown five farm animals, the children will be asked if they know what the five animals are called in Welsh (to see if the children know any Welsh animals.) They will be asked to think, pair and share before answering. After the answers have been discussed, start reading the <u>Tedi Twt</u> at y <u>Fferm</u> story on <u>powerpoint</u> . Link to story below: https://swansea-edunet.gov.uk/en/schools/bircharoveprimary/Pages/Welsh_resources.aspx	<u>Trainee focused task (purpose, outline of trainee's role and children's learning):</u> The story is only short therefore, will be repeated. Some children will be chosen to read a page from the story. If any child needs support during reading, the teacher may help the child to read any difficult Welsh vocabulary. After this, the focus task will be explained. The children must sequence which animals <u>Tedi Twt</u> met in the story. They will need to cut out images of the animals provided and stick them on the story board in the correct order. The children may use the story on the interactive whiteboard if needed to check the order. LA (Group 3 and 4): the children will cut out the pictures of animals and the names of each animal and stick this in order on the storyboard. HA (Group 1 and 2): the children will be sticking the pictures of animals in the correct order from the story, but the children must write the names of the animals in Welsh as well as how they are feeling from the story independently. Word-map will be provided to help with any spellings. Focus Task two: The children can ask their friends questions provided as a tally chart format if they like the different farm animals, they must ask and answer in Welsh. They must ask three friends if they like the different animals as well as asking them questions such as <u>pwyt ti?</u> Etc. HA: 6 friends need to be asked the Welsh questions. LA: 3 friends need to be asked. <u>Additional adult tasks (purpose, outline of additional adults' role and children's learning):</u> During the introduction of my lesson, the TA can support children on the carpet if needed. The LSA/TA will be helping any children during the main focus task, that may need support if necessary.			- Ceffyl - Dafad - Mochyn - Buwch - Iâr - Fferm - Tedi Twt - Pwy wyt ti? - Sut wyt ti? - Beth wyt ti'n hoffi fwyta/yfed? - Ble wyt ti'n byw? <u>Resources</u> Tedi Twt storyboard. Colouring by colours in Welsh. Tedi Twt Story. 5 laminated pictures of farm animals. Picture sheet Welsh word map.	Think, pair and share. Pompom jar for behaviour. Hot seating. Lollypop sticks.

Plenary Some children will be asked to sit on a chair at the front of the class and will be given a random animal picture. The child will be asked key questions (see planning resources for questions). The child must answer them in Welsh using the key vocabulary they learnt from this lesson. This is a game like hot seat.	<u>Independent learning opportunities:</u> Children can colour the Welsh farm animal colouring sheet which has to be coloured using the COLOUR KEY which is in Welsh. The children will need to read the Welsh colours in order to colour the picture. Link for picture: http://content.twinkl.co.uk/resource/96/bc/wl-l-259-taflen-lliwio-wrth-rifo-y-ffferm.pdf?token=exp=1557255295~acl=%2Fresource%2F96%2Fbc%2Fwl-l-259-taflen-lliwio-wrth-rifo-y-ffferm.pdf%2A~hmac=d8eea0705e3f57150198c52fa0e91270b6a7c7652700e13d00f4f4d0d7b6bc50 Role play masks – to promote Welsh.		
Curriculum coverage (range and skills) Welsh ~~Oracy~~ Range: - asking and answering questions. - expressing feelings, likes, dislikes and needs. - be involved in spontaneous and active learning activities, including dialogue and role-playing activities. Welsh Reading: skills: - follow stories read to them and respond as appropriate. Welsh Writing: skill: - spell simple words correctly and check their spelling by using vocabularies or ICT.			
Literacy (LNF) ~~Oracy~~ - listening: Year 1: retell narratives or information that they have heard. Year 2: retell narratives or information that they have heard, sequencing events correctly. Reading: Year 1: retell events from a narrative in the right order Year 2: recall and retell narratives and information from texts with some details	Thinking: Children need to use their thinking skills to answer the Welsh questions and also to remember the names of farm animals in Welsh. Hot-seating will allow children to use their thinking skills also.	Numeracy (LNF) Children ~~colouring~~ pictures by number relating to Welsh ~~colours~~. Developing numerical reasoning: identify processes and connections: Year 1 and 2: transfer mathematical skills to play and classroom activities.	
DCF Use of ICT for the children to read and reflect using the interactive version of TEDI TWT on interactive whiteboard.		ESD&C Natural environment: learning about farm animal are called in Wales.	YCC Incidental classroom Welsh spoke throughout. Children also speaking Welsh and practicing their Welsh reading skill and writing skills.

Appendix Three: Focus one activity, the Tedi Twt storyboard.



Appendix Four: Question grid for the children to use their Welsh language skills. The top photo shows incomplete work from an ALN child, who needed support from the LSA.

Pwy wyt ti?
Who are you?

Wyt ti'n hoffi...?
Ydw neu Nâg Ydw X

	Ceffyl	Dafad	Machyn	Blaech
Tonia				
L.B.				
Teljus				

Wyt ti'n hoffi...?
Ydw neu Nâg Ydw X

Pwy wyt ti?
Who are you?

	Ceffyl	Dafad	Machyn	Blaech
Duffy				
Mae Frangod				
Esau				
Krug				
Toni				
Gally				

Appendix Five: The Welsh colouring sheet where the children had to colour in the picture using the Welsh colours to guide them how the picture should be coloured in.



Appendix Six: The Youtube Video link for the lesson. The video will show the introduction and plenary. The children were not filmed during their activities as some children are not to be filmed. Therefore, it was safer to only film the introduction and plenary with the children who are able and have given consent to be filmed.

<https://www.youtube.com/watch?v=KZZLdB7gOdQ&list=PLjV5htEtDATKzlYwqyZp4T6c7nRvxQ-Ic&index=2>

Appendix Seven: Developing the QTS standard of S2.1: This can be seen in the lesson plan as a standard to develop professionally as a trainee teacher.

S 2 Knowledge and Understanding	Unsatisfactory	Adequate	Good	Excellent
	gaps in personal subject knowledge or lack of confidence in their own understanding apparent in their planning and delivery	adequate personal subject knowledge apparent in their planning and delivery	ability to use own subject knowledge in an appropriate way to motivate learners	
	a lack of commitment to carrying out personal research during preparation of lessons/lessons	a willingness to carry out personal research during preparation of lessons/lessons	personal research supports planning, teaching and assessment effectively	
	limited awareness of appropriate learning and teaching approaches leading to some variety of approach	awareness of appropriate learning and teaching approaches – possibly mirroring the class teacher's methodology or using a limited range of approaches	demonstrates an understanding of effective learning and teaching approaches that offer breadth and diversity of provision	
	limited understanding of how learners' physical, intellectual, social, cultural and emotional development can affect their learning	some understanding of how learners' physical, intellectual, social, cultural and emotional development can affect their learning	secure understanding of how learners' physical, intellectual, social, cultural and emotional development can affect their learning	
	unsatisfactory use of ICT within the teaching and learning of subjects / areas of learning, or over-reliance on particular equipment or programmes	ability to use ICT within the teaching and learning of subjects / areas of learning, possibly a reliance on particular equipment or programmes	ability to use ICT effectively to enhance the teaching and learning of subjects / areas of learning	

Appendix Eight: The formative assessment report for this lesson as this lesson was one of my observation lessons.

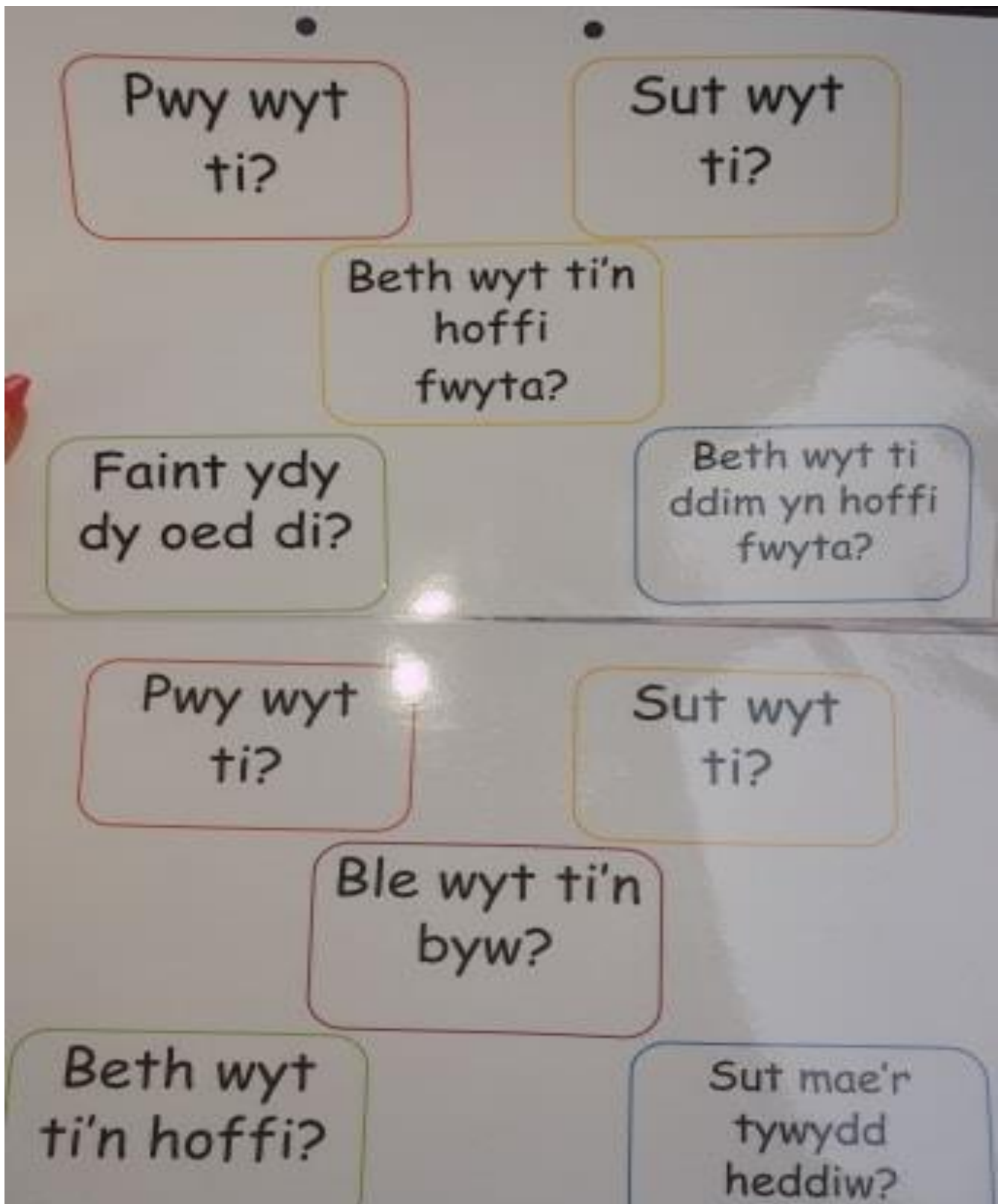
S2: Knowledge and Understanding

Good

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Lauren you demonstrated the ability to use own subject knowledge in an appropriate way to motivate learners. I could see you had researched the key phrases that were expected from Year 1 and 2 and tried to include as many as possible without over loading the children. I really liked the interactive story you used to engage the children. This showed your ability to use ICT effectively to enhance the teaching of the subject. To develop this further you could of

Appendix Nine: The Welsh questions asked to random mixed-ability children, who answered independently with no support. This can be seen in the end of the video in appendix six.



Appendix Ten: The reflective arc for the lesson overall. Kerry (2008) believes that reflections in personal journeys provides real advice on how to progress in a constructive way that develops the writer's own self-confidence and resilience in teaching.

Model Casgliadau Adfyfyriol â Chymorth (ARC)
(Model 'Myfyrio a Newid')
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 08.05.19

Disgwyddiad critigol (Ffocws)/Critical incident (Focus): Welsh farm animals

Profiad/ Experience	
Teimladau/ Feelings "What are your feelings regarding the experience?"	I feel I have achieved the 2 Welsh QTS Targets by using Sound engagement through using Welsh articulate dialogue.
Cofio a Deall/ Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	Also, S2.1, I used my own Subject Knowledge to motivate learners by using Welsh lessons/activities that I know are effective through learning techniques in University. I feel my Welsh Reading Skills has enhanced + progressed vastly as I know can speak/read with fluency + confidence, built upon three years of experience.
Gwerthuso a dadansoddi/ Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important shortcoming element?"	Overall, Welsh lesson went well due to good resources used which were fun + interactive. My planary was also good to see what the children had learnt.
Casgliadau a chymau gweithredu/ Conclusions and actions "What are your possible solutions to the disappointing item identified?" "What will you do next?"	Y profiad newydd / Transformed experience