

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

### **Task one**

For the purpose of this Welsh assignment, the pupils in both reception and nursery were working towards writing 'through a range of planned activities and those that are child initiated' and meeting the skill 'communicate by using symbols, pictures, words, phrases and short sentences' (Welsh Government, 2015, p. 39) (See appendix one).

Therefore, to meet these requirements, a group of 13 children, including 7 reception and 6 nursery, were introduced to the topic of 'teulu', which was chosen as the suitable topic for their learning by the trainee teacher. The rationale for choosing 'teulu' as the appropriate topic for the children's Welsh lesson was based on their attainment levels and the children's own personal experiences. Firstly, the children in this reception and nursery class are starting school with quite low outcomes in their baseline assessments, often in a wide variety of areas (Welsh Government, 2017). This has had an impact on the opportunities that the children receive to learn Welsh as a second language, as their main areas of learning are literacy, numeracy and also interventions to help with furthering their development. Therefore, it was crucial that the chosen topic for their lesson, which is evident within the theme of 'teulu', had a low level of difficulty, would link to their interests and would allow them to share and talk about their personal experiences.

Moreover, the main aims for this Welsh lesson in relation to the curriculum have been highlighted previously within this assignment. However, the children were also provided with their own aims for the lesson within their success criteria, which included; writing a small list in Welsh, being able to write about their family and being able to read out and explain what they have written or drawn using their new Welsh vocabulary (see appendix two).

Furthermore, it was vitally important that the lesson also provided opportunities for the teacher to develop their own Welsh language as it is crucial that the language is accessible to all (ACCAC, 2003). As a result, this Welsh lesson provided the practitioner with the opportunity to teach the children about different language patterns and to teach them new Welsh vocabulary that they could use in their everyday lives, alongside 'using incidental Welsh in the life of the school' (ACCAC, 2003, p. 5).

## **Task two**

Please see appendix three.

## **Task three**

Within this Welsh lesson, the practitioner was able to ‘examine people’s ability in two or more languages in their listening (understanding), speaking, reading and writing skills’ (Baker, 2014, p. xviii). This ensured that the practitioner was able to understand that children develop rapidly in all aspects of their learning during the early years and that creating an environment in which children can take part in activities set by an adult and then use this knowledge to explore the world, can greatly support the children in further developing their knowledge and understanding in all aspects of learning a language (Grigg, 2015). This is supported by Lev Vygotsky who portrays that language plays a vital role in the development process and highly encourages social interaction between a child and their peers (Pound, 2010).

Therefore, as shown in the video, the practitioner focused on developing the children’s oracy, reading and writing throughout the lesson as it has been suggested that if these area’s are not developed at a young age, it can become more difficult to learn a new language as you get older (Doherty and Hughes, 2009). However, for the introduction to the lesson, the practitioner focused on developing both the pupils and their own Welsh oracy, listening and understanding by using subject specific Welsh and incidental Welsh. The reason being that Estyn (2013) portrayed that teacher’s need to develop their own Welsh language skills in order to create opportunities for pupils to reinforce their skills in both speaking and listening, to encourage Welsh as a means of communication and to improve the accuracy of the learner’s spoken Welsh.

Overall, the practitioner developed a clear approach to extending their own use of incidental Welsh by counting, asking the children if they are ready, saying thank you and praising children in the Welsh language. Furthermore, it is evident that the children were encouraged to begin using their knowledge and understanding of the Welsh language to join in and respond to what the teacher has said. For example, the children showcased their ability to join in with the teacher by counting the number of children present in Welsh and also showcased their understanding of asking and answering questions by responding with ‘barod’ when asked if they are ready to learn (Welsh Government, 2015).

However, there is little progress made in the practitioner's use of spoken Welsh compared to previous years as the children had a very limited understanding of the Welsh language and would find it difficult to understand commands or questions that were asked in Welsh, such as; dangoswch, sefyll and eisteddych. This was evident for some children within the lesson, more so the nursery children, as their first response to 'pwy sy'n barod' was to repeat the question rather than answer with 'barod'. Moreover, this does demonstrate the practitioner's ability to adapt their teaching and use of language to the age and ability of the children they are teaching, as evident in appendix four. Alongside this, it is apparent that a conscious effort has been made to model the language for the learners, by firstly saying the word to the children and then asking them to repeat it several times, getting louder each time they say it and also, by writing the word on the wall and asking the children to sound out the letters and say the words using their knowledge of phonics and sounds, and their ability to use and read visual aids.

This leads onto the development made by both the practitioner and the pupils in their ability to read in Welsh. As the children in this class are only between the ages of three and five, they were focusing on pre-reading skills such as learning to understand visual information and making sense of different sounds and words (Smith, Cowie and Blades, 2003).

Therefore, in the build up to this lesson, an enhanced provision area with three differentiated tasks was set up in the classroom to encourage the children to read and write in Welsh (appendix five). For the most difficult task which was established for the group of nursery and reception children that were taught for the Welsh lesson, this included finding a card with a word such as 'mam' on it and then writing the missing letter from the word in the gap on the whiteboard. This is supported by Evans (2013) who states that 'The FP is a learn-through-play initiative considered one of the jewels of the Welsh education system'.

To further support the children's development in their reading, the practitioner led a focused task for these children in which they were required to play a game of snap in Welsh but instead of shouting out snap, they had to use their knowledge of sounding out letters and looking at pictures to shout out the word that was on the card. By combining the enhanced and focused provision with the Welsh lesson itself, it was clear that the children were preparing to become ambitious, capable learners who were also thriving to become 'citizens of Wales and the world' (Donaldson, 2015, p. 31).

Moving forward, the chosen topic of 'teulu' focused on the reading of words and simple sentences as opposed to a story or piece of text as this was better suited to the linguistic

attainment of the children being taught. However, this did not provide an opportunity for the practitioner to develop their own language development within reading because a demonstration of understanding the meaning behind a piece of Welsh text was not shown and therefore, a lack of questioning to show case both the practitioner's and the children's understanding was not shown to its best potential. Nevertheless, the practitioner was able to demonstrate the ability to improve the reading skills and pronunciation of their learners as evident throughout the video, but mainly in the last few minutes when the child pronounces 'dw I'n byw gyda mamgu'. Perseverance and modelling were two very important and obvious skills that the practitioner was able to use in order to improve the child's pronunciation of a short Welsh sentence and throughout the lesson, these skills were showcased when getting the children to pronounce the words for different family members.

Lastly, the practitioner set to overcome the evidence that teachers are one of the weakest aspects of provision due to their tendency to tick boxes rather than teach for engagement and creativity (BBC, 2017). Therefore, for the writing element of this lesson the children were provided with two different opportunities. The first opportunity was to complete a differentiated five-minute challenge task (see appendices 6,7 and 8) which acted as a support for their main piece of writing. By introducing the task as a challenge, the children were naturally more engaged and eager to complete the work and worked together to share their own methods of problem solving with the other children to complete the task in the allocated time (Rowley and Cooper, 2009). The second opportunity the children were given was to complete a piece of writing that would be used to create the classroom's family tree (see appendices 9, 10 and 11). This acted as an incentive for the children's learning as it demonstrated that the learning that was taking place was meaningful and would be used for a purpose (Barnes, 2011).

It is evident that the practitioner has planned and carried out a Welsh lesson that fully develops the children's writing abilities by capturing their interests and experiences and placing them at the forefront of the lesson. However, it is vital that the practitioner has also used and developed their own written language throughout their professional teaching practise and within this lesson, by demonstrating the ability to place equal emphasis on both the English and Welsh language (Estyn, 2017). It is clear that accurate models of written Welsh have been used from the introduction and throughout, starting with using chalk to clearly write the Welsh words for different members of the family. But more importantly, the practitioner has demonstrated their progress throughout the lesson by moving from spelling and accurately writing words to accurately writing sentences to support the children in the writing. By using the wall outside,

the whiteboard and A3 paper, it is clear that the practitioner has developed a good standard of written Welsh by modelling how to spell words correctly and where to put punctuation in the right places.

In conclusion, it is clear that the practitioner is working towards encouraging young learners to embrace and use the Welsh language in lessons, in the classroom and in their everyday lives (2012). Similarly, it is evident that the practitioner is and has taken a 'sharper focus on the needs of individual learners, including helping them in 'learning how to learn' by creating three different differentiated activities for both the lesson and the enhanced provision area that support the needs of all pupils within the class (Furlong, 2015, p. 6). Alongside supporting the development made by the learners, the practitioner has developed and progressed in their own use of the Welsh language through speaking, reading and writing as they have been able to adapt their own linguistic abilities in these areas to meet the linguistic attainment levels that the children are currently working towards. The practitioner has displayed their ability to use simple forms of incidental Welsh which still allow opportunities for the children to respond to what has been said either in English or in Welsh but most importantly, it is clear that the practitioner can teach a Welsh language lesson which results in good progress and outcomes from all of the children that have been taught (see appendix 12).

## Bibliography

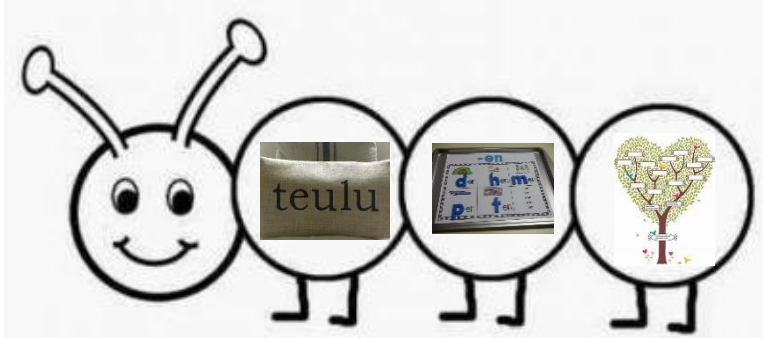
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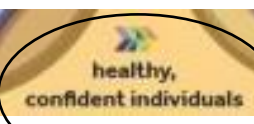
## Appendices

### Appendix one – Welsh lesson plan

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| <p>Canolfan Addysg Athrawon<br/>De-Orllewin Cymru</p>  <p>The South West Wales<br/>Centre of Teacher Education</p> | f1B |
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| Foundation Phase Session Plan |                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------|
| <b>Name of trainee:</b>       | Megan Thorne-Williams                                                              |
| <b>Class:</b>                 | Class one (Reception)                                                              |
| <b>Age:</b>                   | 4-5                                                                                |
| <b>Date:</b>                  | 20/05/19                                                                           |
| <b>Numbers of learners:</b>   | 12/13                                                                              |
| <b>Session Reference:</b>     | Welsh 1                                                                            |
| <b>Personal target:</b>       | -To set activities with clear differentiation that meet the needs of all learners. |

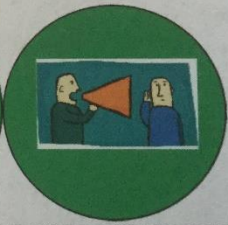
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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objective(s):</b>                                                                                                                                                                 | <p><b>SMART</b></p> <p>-By the end of the lesson, you should be able to make part of the family tree (Coeden teulu).</p>                                                                                                                                                                                                                                                                                                         |
| <b>Success Criteria:</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              |
| <b>Meeting learners needs:</b>                                                                                                                                                                | <p>-The children are split into their attainment groups to ensure they are provided with the right amount of support. For this session, the groups are as follows:</p> <p><b>Grwp Glas – Higher attainment</b></p> <p><b>Grwp Coch – Middle attainment</b></p> <p><b>Grwp Melyn – Lower attainment</b></p> <p>-The children work through the 20/20/20 approach to encourage teacher led, child led and independent learning.</p> |
| <p><b>Curriculum coverage:</b></p> <p><b>Welsh Language Development</b></p> <p><b>Range:</b></p> <p><b>-(oracy)</b> experience activities in the indoor and outdoor learning environments</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p>-(<b>oracy</b>) participate as individuals, pairs and in differently sized groups</p> <p>-(<b>writing</b>) write through a range of planned activities and those that are child initiated</p> <p>-(<b>writing</b>) write for different audiences, including peers, adults, members of their family and themselves.</p> <p><b>Skills:</b></p> <p>-(<b>oracy</b>) show that they understand basic instructions</p> <p>-(<b>writing</b>) communicate by using symbols, pictures, words, phrases and short sentences</p> <p>-(<b>writing</b>) communicate by: – experimenting with mark making, using a variety of media – producing emergent writing</p>                                                                    |  |  |  |
| <p><b>Literacy (LNF):</b></p> <p><b>Speaking:</b></p> <p>-<b>Nursery:</b> express some enjoyment or interest</p> <p>-<b>Nursery:</b> Imitate real-life and make believe experiences with role play</p> <p>-<b>Reception:</b> talk about things from their experience and share information</p> <p>-<b>Reception:</b> use words, phrases and simple sentences</p> <p><b>Writing:</b></p> <p>-<b>Nursery:</b> experiment with a range of mark-making instruments and materials across a range of contexts</p> <p>-<b>Nursery:</b> communicate by using symbols and pictures</p> <p>-<b>Reception:</b> convey meaning through pictures and mark making</p> <p>-<b>Reception:</b> copy and write letters, words and phrases</p> |  |  |  |
| <p><b>Numeracy (LNF):</b></p> <p><b>Developing numerical reasoning: Nursery and Reception</b></p> <p>-Transfer mathematical skills to play and classroom activities.</p> <p>-Identify steps to complete the task or reach a solution.</p> <p>-Select appropriate equipment and resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
| <p><b>Successful futures – Four purposes</b> (circle)</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>                                                                                                                                                                                                                        |  |  |  |

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| <p><b>DCF:</b></p> <p>Select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.</p> | <p><b>Thinking:</b></p> <p>To children will need to think about initial sounds for Welsh words like 'mam', how to sound out these words and for the higher attainment, think about putting this into a sentence.</p> | <p><b>ESDGC:</b></p> <p>Choices and decisions – Making decisions about who they will draw or write about for the family tree</p> <p>-Identity and culture – Learning about their language</p> | <p><b>YCC:</b></p> <p>Teaching through the medium of Welsh and using incidental Welsh in the life of the school.</p> |
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| <p><b><u>Introduction:</u></b></p> <p>For the introduction, the children will be working outside on the acting stage. To start, the teacher will stand on the stage and write a Welsh word such as 'mam' and the children must firstly sound out the initial letter, and then sound out the word. This must be done for each of the Welsh words for family members in the key vocabulary section of this plan. Once the children have sounded out the word correctly, they must all come and stand on the stage and create an action to help them remember the word. To ensure the children's understanding, the teacher will shout out each of the words and the children must do the actions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Key vocabulary and resources:</b></p> <p><b>Resources;</b></p> <ul style="list-style-type: none"> <li>-Word mats</li> <li>-Initial sound cards</li> <li>-Sentence structure sheets</li> <li>-Leaves and daisies templates</li> </ul> <p><b>Key Vocabulary;</b></p> <ul style="list-style-type: none"> <li>-Coeden Teulu(deulu)</li> <li>-Teulu</li> <li>-Mam</li> <li>-Tad</li> <li>-Mam-gu</li> <li>-Taid</li> <li>-Nani</li> <li>-Dw l'n</li> <li>-Byw</li> </ul> <p><b>Incidental Welsh vocabulary;</b></p> <ul style="list-style-type: none"> <li>-Tri, Dau, Un</li> <li>-Dim siarad</li> <li>-Barod</li> <li>-Gwrandwch</li> <li>-Gloi, Gloi</li> </ul> |
| <p><b><u>Main activities:</u></b></p> <p>(Focused tasks and enhanced provision tasks are provided on a separate planning sheet within this section of the file, alongside the resources given to support staff).</p> <p>For the main activity, the children will be creating their drawing or piece of writing for the family tree.</p> <p><b>Grwp Glas</b> – The children in this group will be making the leaves for the family tree. Firstly, their five-minute challenge will be to match the word to the correct picture. Then, they will be writing the sentence 'dw l'n byw gyda....' Or 'dw l'n caru...' And then making a list of their family members.</p> <p><b>Grwp Coch</b> – The children in this group will be making the flowers for under the family tree. They will firstly have to match the find the initial sound for each word by sounding out their letters (five-minute challenge). Then, they must draw a picture of their family and support it with labelling each of the family members.</p> <p><b>Grwp Melyn</b> – The children in this group will be given a template of an apple for them to draw their family inside. Then, the children will be given word mats with '_am' and '_ad' and be given the letters 'm' and 't' to match the initial sound to the word (five-minute challenge). This will be recorded on hwb and the QR code will be put onto their apple.</p> | <p><b>Assessment for Learning:</b></p> <p><b>-Green for great and pink for think;</b> this will be used by the teacher when marking to show the children what they've done well and what they need to improve. This will also be used by the children to colour in their success criteria to ensure their understanding from the lesson.</p>                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Plenary:</u></b></p> <p>For the plenary, the children will work with a partner to record each other explaining what they have drawn or written for their part of the family tree. This will be added to seesaw by the teacher after the lesson to provide evidence of understanding. The children must then complete their success criteria by colouring in the caterpillar's sections in either green for great or pink for think.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Appendix two – Success criteria

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                           |
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| Adult support: HS MS Ind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Welsh. | Week beginning: 20 <sup>th</sup> May 2019 |
| L.O. By the end of the lesson, you should be able to write a list about your family in Welsh                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                           |
| <p>Success Criteria<br/>I need to remember to:</p> <div></div> <div><p>Write a list</p></div> <div><p>Write about my family</p></div> <div><p>Explain what I have written</p></div> |        |                                           |

Megan Thorne-Williams, 1600322

Appendix three – YouTube link for the video of the lesson

<https://youtu.be/XYnsSeFwzqk>

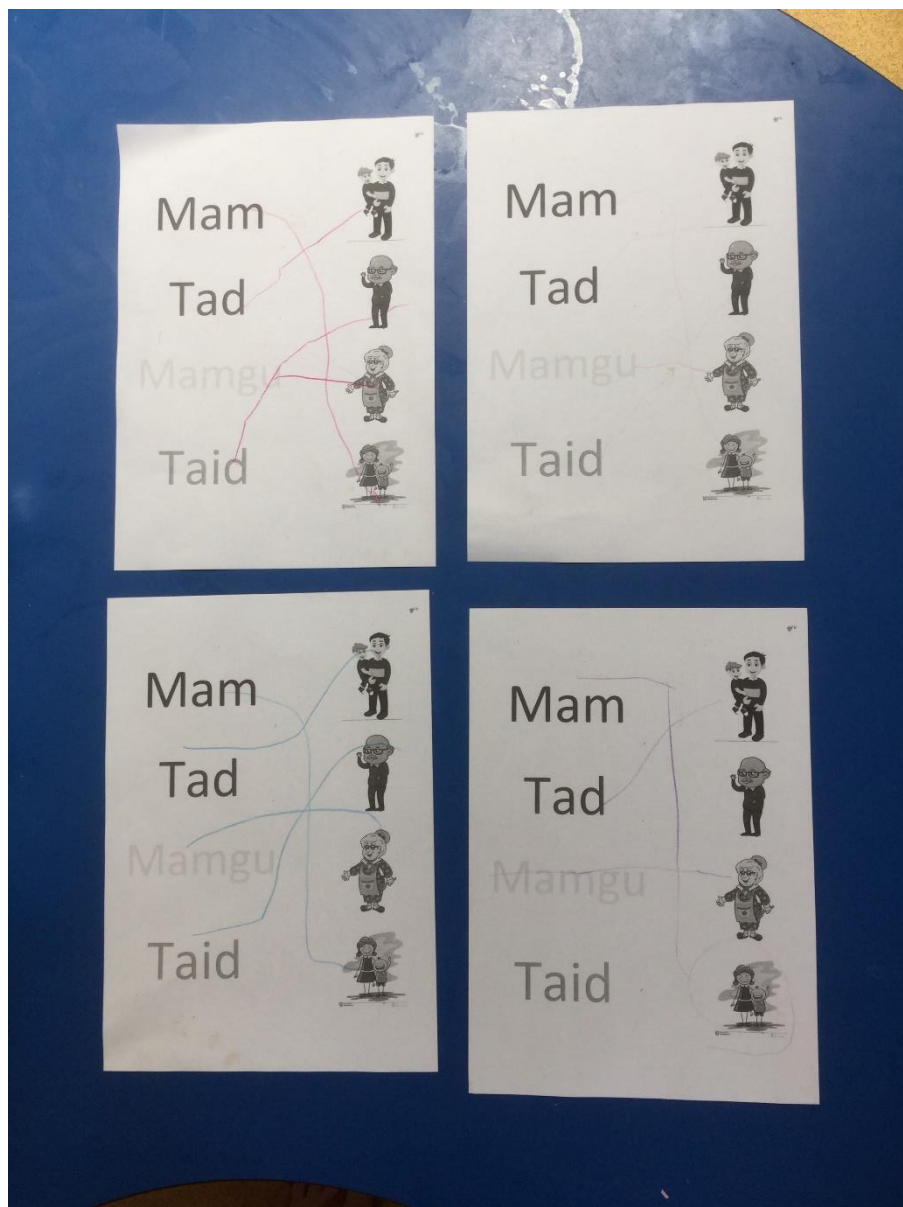
Appendix four – Feedback from PTE tutor about adapting language to meet the pupils needs. Although this is based on English language, it demonstrates the practitioner’s abilities to meet the linguistic needs of the pupils.

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| <b>Number of half day sessions absent from this placement to date</b>                                                                       |
| 0.0                                                                                                                                         |
| <b>Quality of trainee’s oral and written English language as appropriate. Please comment</b>                                                |
| Effective role model today. You have taken great care to adapt your language to better suit the linguistic needs of your pupils. Excellent. |
| <b>Are there any specific areas that need intervention to ensure further progress?</b>                                                      |
| No                                                                                                                                          |

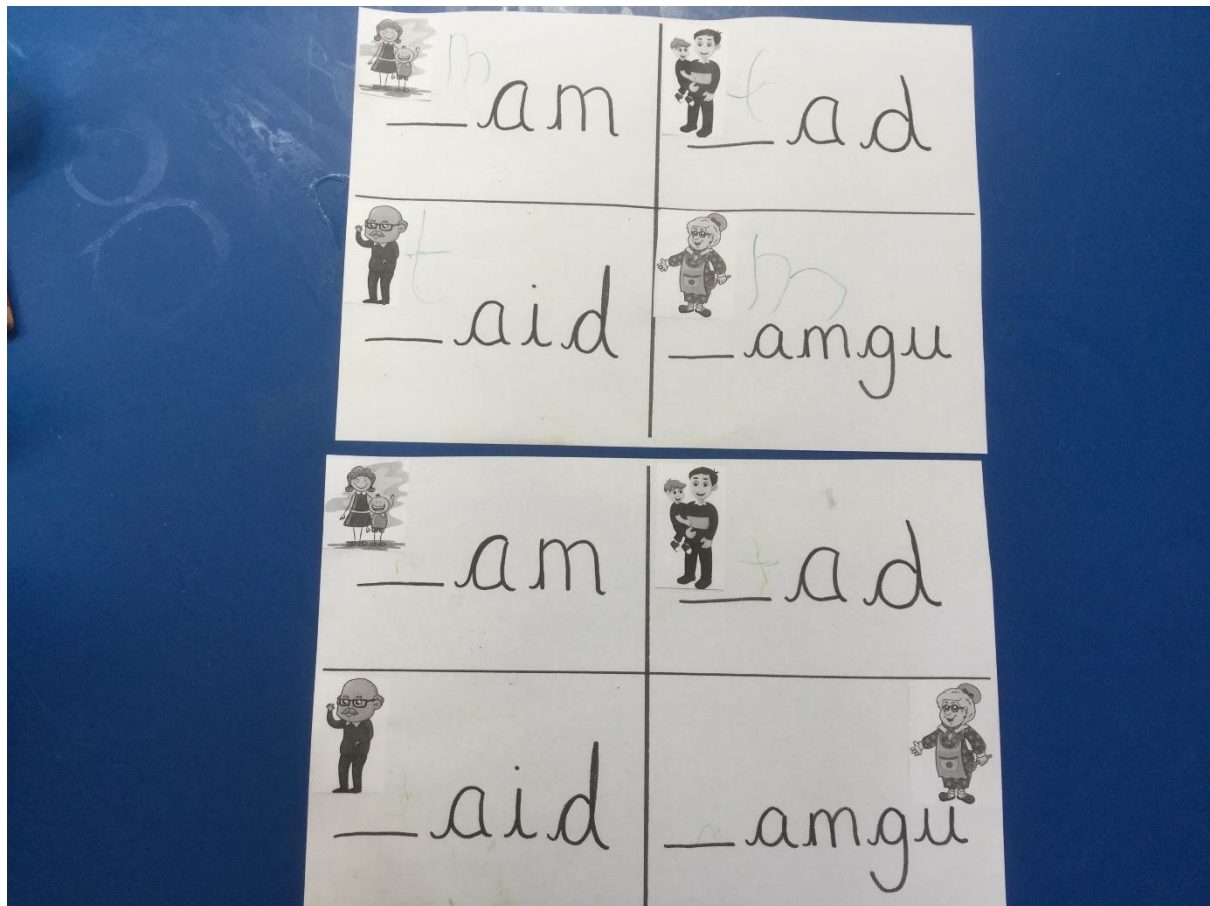
## Appendix five – Welsh enhanced provision area



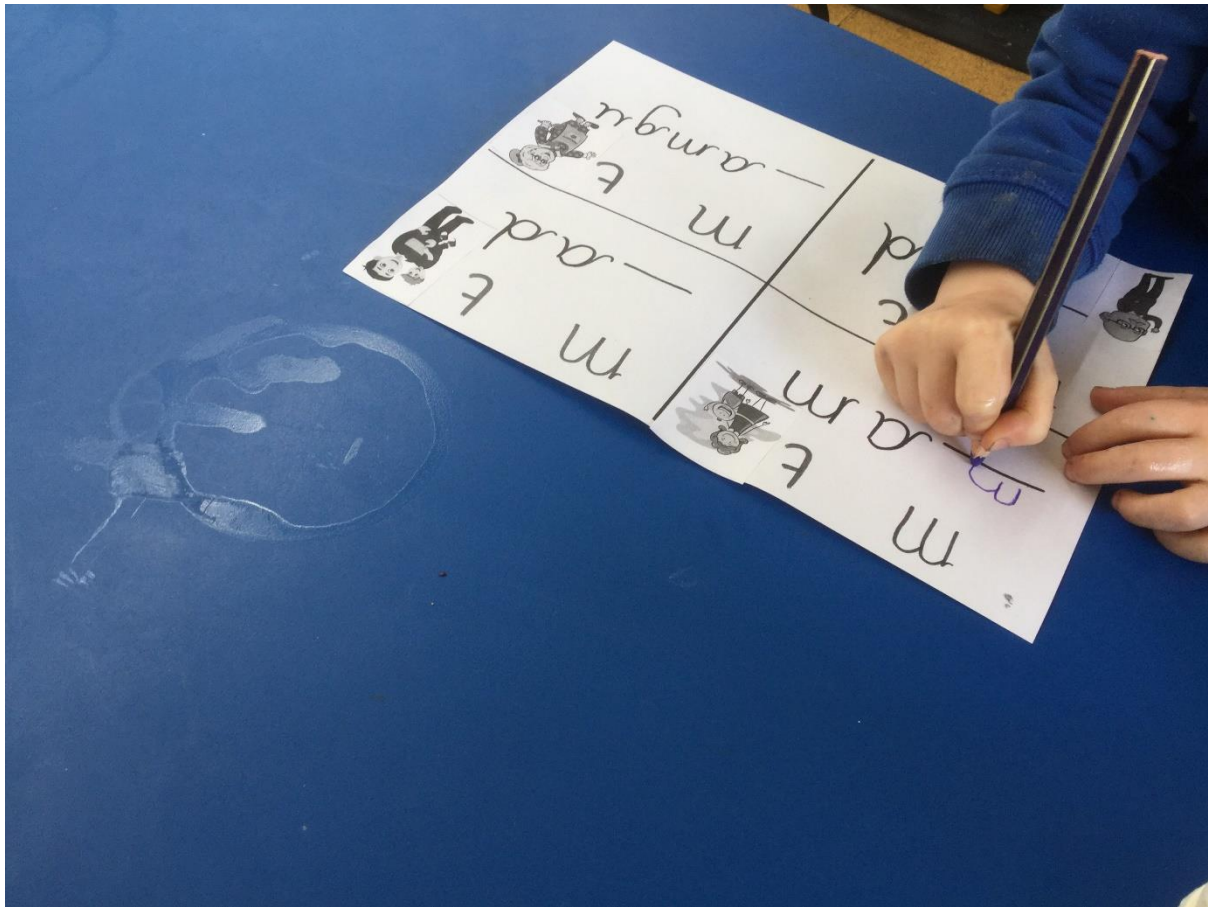
Appendix six – Higher attainment five-minute challenge



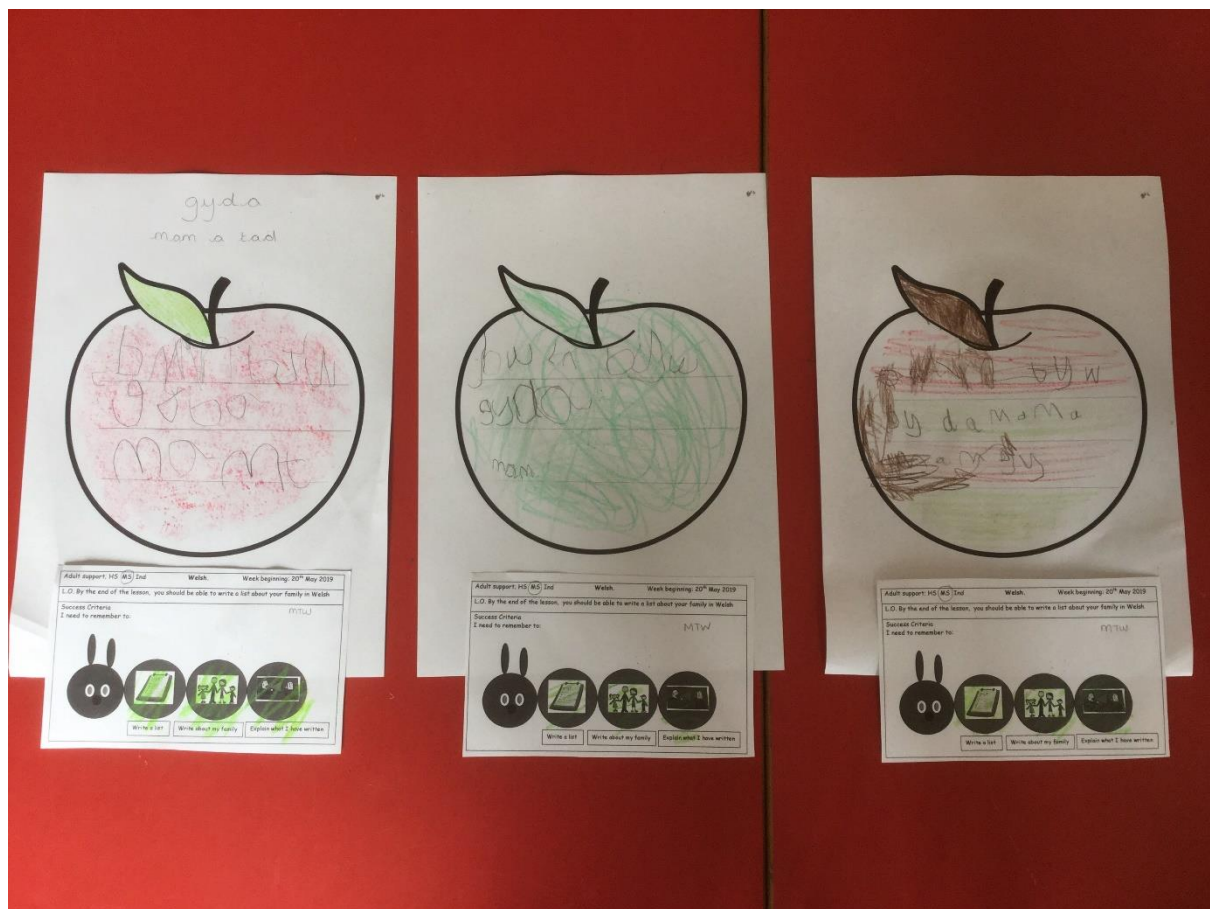
Appendix seven – Middle attainment five-minute challenge



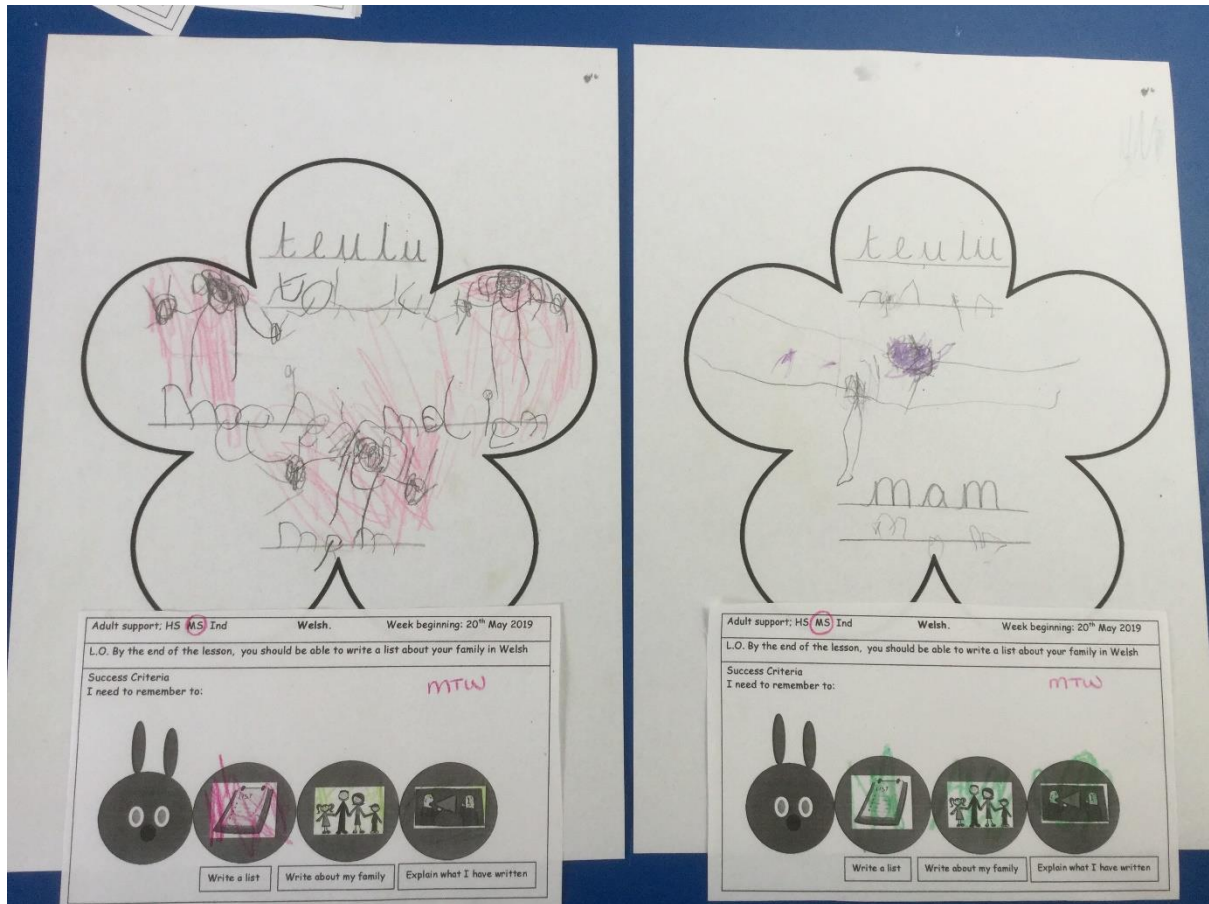
Appendix eight – Lower attainment five-minute challenge



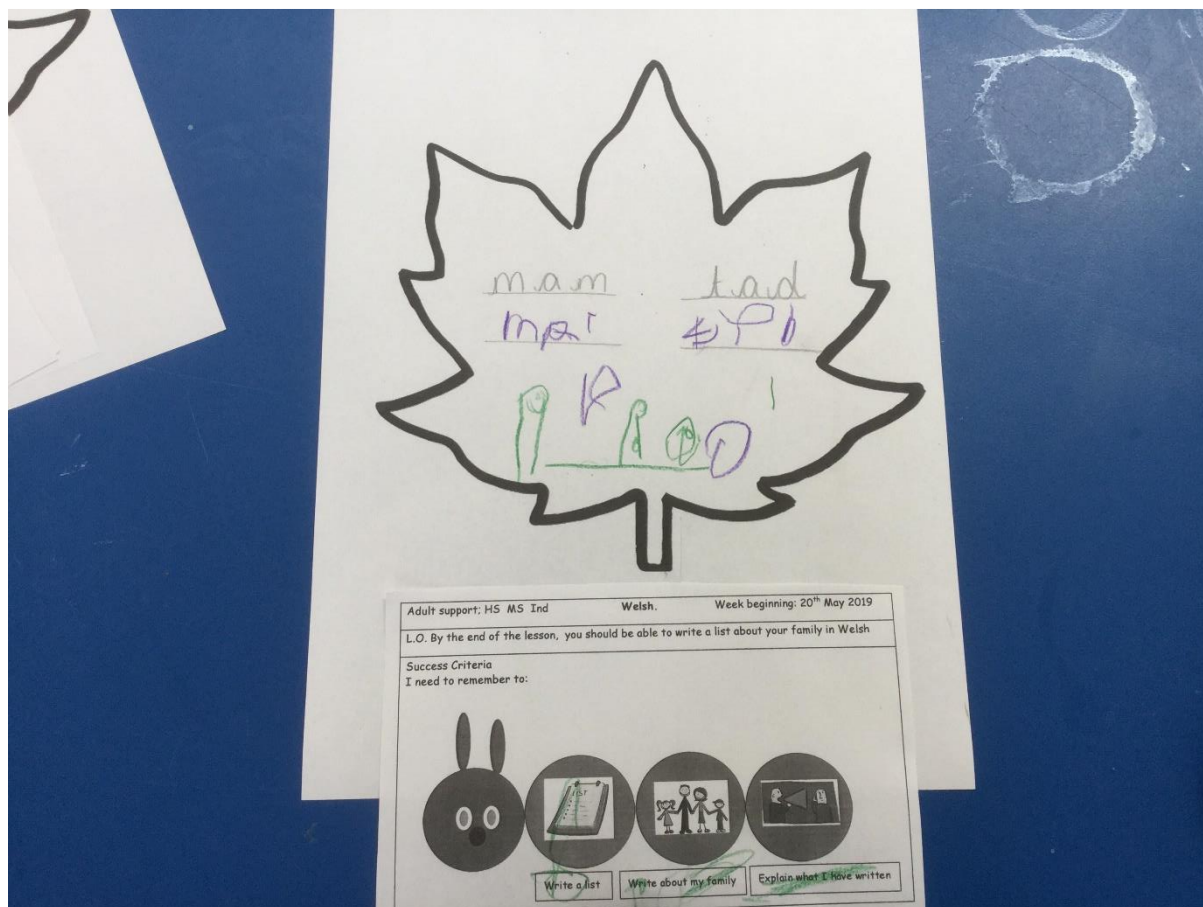
Appendix nine – Higher attainment writing activity (writing a sentence with little support)



Appendix 10 – Middle attainment writing activity (copying 'teulu' but writing members of their family in Welsh independently)



Appendix 11 – Lower attainment writing activity (copying the words for members of the family)



Appendix 12 – The family tree (final display of the children's Welsh work)

