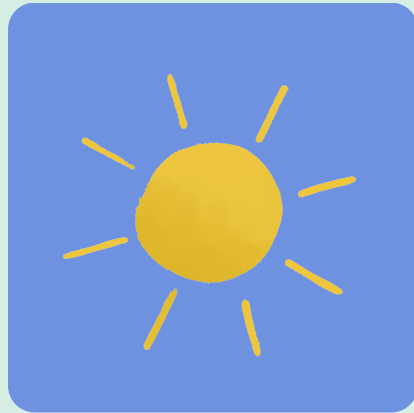
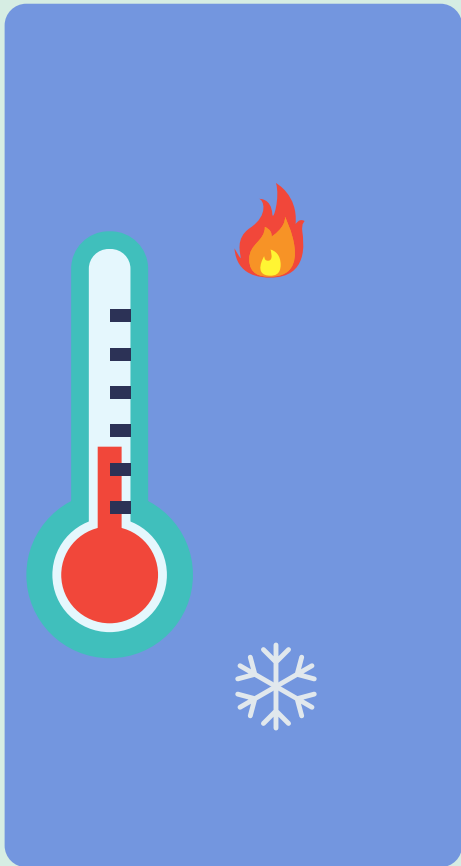


SUT MAE TYWYDD HEDDIW?





IT WAS



IT IS





IT WILL BE

YESTERDAY - DDOE

TODAY - HEDDIW

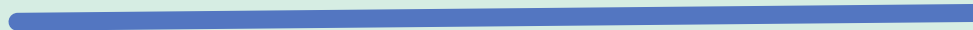
TOMORROW- YFORY



TODAY, IT IS _____

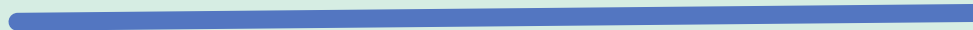


TOMORROW, IT WILL BE





YESTERDAY, IT WAS



YN Y BORE- IN THE MORNING

**YN Y PRYNHAWN - IN THE
AFTERNOON**

HENO - TONIGHT

BLWYDDYN / YEAR: YEAR 5/6	MAES DYSGU A PHROFIAD / AREA OF LEARNING AND EXPERIENCE: LANGUAGES, LITERACY AND COMMUNICATION	FFOCWS IAITH / LANGUAGE FOCUS: DESCRIBING THE WEATHER USING FULL SENTENCES
GWEITHGAREDDAU ADDYSGU A DYSGU / TEACHING AND LEARNING ACTIVITIES: STARTER ACTIVITY: RECAPPING OVER WEATHERS AND ASKING THE CHILDREN IF THEY REMEMBER THE TRANSLATION TO WELSH. THEN BEGIN DRILLING THE WEATHERS IN WELSH, FOCUSING ON CORRECT PRONOUNCIATION USE FULL SENTENCES TO DESCRIBE THE WEATHER. ACTIVATING PRIOR KNOWLEDGE OF WHAT THE WEATHER IS TODAY, TOMORROW AND YESTERDAY LEARN HOW TO SAY TODAY, TOMORROW AND YESTERDAY IN WELSH AND ADD THEM INTO SENTENCES CORRECTLY PLENARY: BEGIN DRILLING THE PATTERNS FOR IN THE MORNING, IN THE AFTERNOON AND TONIGHT. THE PATTERNS WILL THEN BE THE FOCUS FOR THE NEXT DRILLING SESSION.	GWYBODAETH FLAENOROL / PREVIOUS KNOWLEDGE: LEARNERS HAVE BEEN ALTERNATING THE FOCUS OF DRILLING SESSION WEEKLY. THIS WEEK FOCUS IS WEATHER PATTERNS GOOD PREVIOUS KNOWLEDGE OF SPECIFIC WEATHERS KNOWLEDGE OF WEATHER SENTENCE PATTERNS IN WELSH, INCLUDING THE WEATHER OF TODAY, TOMORROW AND YESTERDAY.	AMCAN Y WERS / AIMS OF THE LESSON: TO DEVELOP THE KNOWLEDGE OF WEATHER IN WELSH TO DEVELOP THE USE OF SENTENCES PATTERNS RELATING TO WEATHER TO USE CORRECT PRONOUNCIATION OF WEATHERS IN WELSH
	GEIRFA ALLWEDDOL / KEY VOCABULARY: YN GYMRAEG (REMIND THE CHILDREN TO USE THEIR WORDS IN WELSH) YN Y BORE, YN Y PRYNHAWN, HENO WEATHERS IN WELSH	ADNODDAU / RESOURCES: POWERPOINT PRESENTATION DISPLAYS ON THE WALL TO AID WHEN STUCK

EVALUATION

THIS EVALUATION AIMS TO REFLECT ON A WELSH LANGUAGE LESSON DELIVERED TO A YEAR 5/6 MIXED CLASS. THE LESSON CONSISTED OF A SMALL SLOT-DRILLIO SESSION THAT THE PUPILS COMPLETE DAILY. THE LESSON WAS FOCUSED ON RECALLING PREVIOUSLY LEARNED WEATHERS IN WELSH, USING DRILLING TO EXTRACT THEIR EXISTING KNOWLEDGE. MOREOVER, THE LESSON ALSO CONSISTED OF THE CHILDREN REPEATING AND FINISHING SENTENCE PATTERNS OF THE WEATHER IN WELSH, INCLUDING WHAT THE WEATHER IS NOW, WHAT THE WEATHER WILL BE AND WHAT THE WEATHER WAS. THE CHILDREN WERE ENCOURAGED TO USE RECENTLY TAUGHT TERMS WITHIN THEIR SENTENCES, SUCH AS YESTERDAY, TODAY AND TOMORROW. TO FINISH THE LESSON, THE CHILDREN WERE INTRODUCED TO PATTERNS FOR THEIR NEXT SLOT-DRILLIO SESSION. THESE PATTERNS WERE 'IN THE MORNING, IN THE AFTERNOON AND TONIGHT'. THE MICRO-LESSON CONDUCTED USED DRILLING TECHNIQUES. KEY PHRASES WERE NEEDED TO BE REINFORCED THROUGHOUT THE LESSON SUCH AS 'YN GYMRAEG' TO ENSURE THE CHILDREN WERE USING WELSH FOR THEIR ANSWERS. THE RESOURCES AROUND THE CLASSROOM, SUCH AS DISPLAYS OF THE WELSH WEATHER WERE BENEFICIAL DURING THE LESSON AS THE CHILDREN CONSISTENTLY REFERRED TO THEM FOR GUIDANCE AND HELP IF NECESSARY.

EVALUATION

DRILLING IS BENEFICIAL FOR ENGAGING CHILDREN IN THE LESSON AND ENSURING CORRECT PRONUNCIATION. THIS WAS EVIDENT DURING THE LESSON WHEN THE CHILDREN USED THE INCORRECT PRONUNCIATION OF 'DDOE'. THIS WAS FIXED BY DRILLING THE WORD. HOWEVER, DRILLING CAN BE LESS USEFUL AS A TECHNIQUE FOR CHILDREN WHO FAVOUR CONTEXTUAL LEARNING. ADDITIONALLY, DRILLING CAN BE REPETITIVE FOR LEARNERS WHICH DISENGAGES THEM. THIS MEANS THAT WHEN USING DRILLING AS A TECHNIQUE IN THE CLASSROOM, ENGAGING TACTICS MUST BE USED SUCH AS DIFFERENT VOICES. DESPITE THIS, THE LESSON WAS EFFECTIVE IN ENGAGING THE PUPILS. HOWEVER, THE LESSON COULD BE MORE ENGAGING IN TERMS OF DELIVERY. FOR EXAMPLE, WHEN THE PUPILS ARE ASKED A QUESTION, A BALL COULD BE CHUCKED TO THEM. THE LESSON COULD ALSO BE MADE MORE ENGAGING BY SELECTING PUPILS TO ANSWER USING THE CLASS DOJO SELECTOR, WHICH RANDOMLY SELECTS PUPILS. THIS ENSURES ALL CHILDREN HAVE THE OPPORTUNITY TO ANSWER, ESPECIALLY THOSE WHO DO NOT REGULARLY VOLUNTEER THEMSELVES. HOWEVER, THIS COULD NEGATIVELY IMPACT THE CONFIDENCE OF PUPILS SELECTED IF THEY CANNOT FINISH THE SENTENCE.

EVALUATION

TO ADD, THE LESSON WAS EFFECTIVE IN DEVELOPING WELSH LANGUAGE SKILLS FOR PUPILS WHICH WAS EVIDENT IN THE SLOT DRILLIO SESSION THE NEXT DAY WHERE THE CHILDREN COULD MOSTLY REMEMBER THE PATTERNS AND COULD RECALL THE NEW PATTERNS LEARNED AT THE END OF THE SESSION. WHEN ASKING LOWER ABILITY PUPILS WITHIN THE CLASS FOR AN ANSWER, VERBAL SCAFFOLDING WAS USED TO HELP THEM FINISH THEIR ANSWER, SUCH AS BEGINNING TO SAY THE WORD 'WYNTOG' TO AID THEM IN FINISHING THE SENTENCE. THIS WAS BENEFICIAL TO ACTIVATE THEIR PRIOR KNOWLEDGE OF WEATHERS IN WELSH. HOWEVER, IT COULD BE MORE BENEFICIAL FOR LOWER ABILITY PUPILS TO HAVE A LANGUAGE MAT WITHIN THE SESSION AS A VISUAL AID WHICH HELPS THEM IN USING THE SENTENCE PATTERNS. THE LESSON COULD BE DEEMED TOO CHALLENGING FOR LOWER ABILITY CHILDREN WITHOUT THE USE OF VISUAL AIDS. HOWEVER, THE LESSON WAS CHALLENGING ENOUGH FOR HIGHER ABILITY CHILDREN. THE LESSON COULD BE ADVANCED THROUGH THE USE OF PAIR WORK AND ASSESSMENT FOR LEARNING STRATEGIES TO ENSURE THE CHILDREN ARE BEING CHALLENGED TO REACH THEIR FULL LEARNING POTENTIAL. A LONGER SESSION FOR SLOT-DRILLIO COULD BE MORE BENEFICIAL FOR LEARNERS TO PROGRESS AS THE 10-MINUTE SESSION WAS NOT ENOUGH TIME TO SOLIDIFY THE PUPIL'S LANGUAGE DEVELOPMENT. HOWEVER, THIS COULD BE A CHALLENGE TO IMPLEMENT EVERYDAY. THE LESSON HELPED TO DEVELOP MY CONFIDENCE IN TEACHING WELSH TO CHILDREN AND AIDED IN PROFESSIONAL DEVELOPMENT. FOR EXAMPLE, I AM NOW MORE CONFIDENT IN USING DRILLING TECHNIQUES WITH CHILDREN AS I HAVE NOT USED THEM BEFORE. HOWEVER, MORE IMPROVEMENT IN THE DELIVERY WOULD BE NECESSARY TO ENSURE THE BEST POSSIBLE LEARNING IS AVAILABLE FOR THE CHILDREN.