

Welsh Competency Assessment

Jasmin Barry: 0900758

Date: Dydd Mawrth 25ain Chwefror

My aim in this assessment is to provide a Q&A session with my fellow students. I will introduce the lesson by addressing each student and then move on to asking them a variety of questions, I will translate the questions to ensure the students understand what I am asking them. I hope to achieve a succinct five minutes of a variety of questions and answers being exchanged in Welsh in order to showcase my Welsh language skills. I hope that this assessment will enable me to develop my confidence in speaking Welsh as I feel this is an area I need to improve on.

I will ask my students a variety of questions such as:

Eisteddwch – Sit

Gwrandewch – Listen

Dim Siarad – No talking

Bachgen dda – Good boy

Merched da – Good girl

Pwy wy ti? – What's your name?

Sut wyt ti? – How are you? **Dw i'n hapus/ trist/ grac/ gwyh**

Sut mae'r tywydd heddiw? How's the weather today? **Mae hi'n _____ heddiw**

Ydy hi'n bwrw glaw / heulog? Is it raining?/ sunny?

Faint ydy dy oed di? – How old are you? **Dw i'n _____ oed**

Ble wyt ti'n byw? - Where do you live? **Dw i'n byw _____**

Pa lliw ydy hwn? – What colour is this? **Mae'n _____**

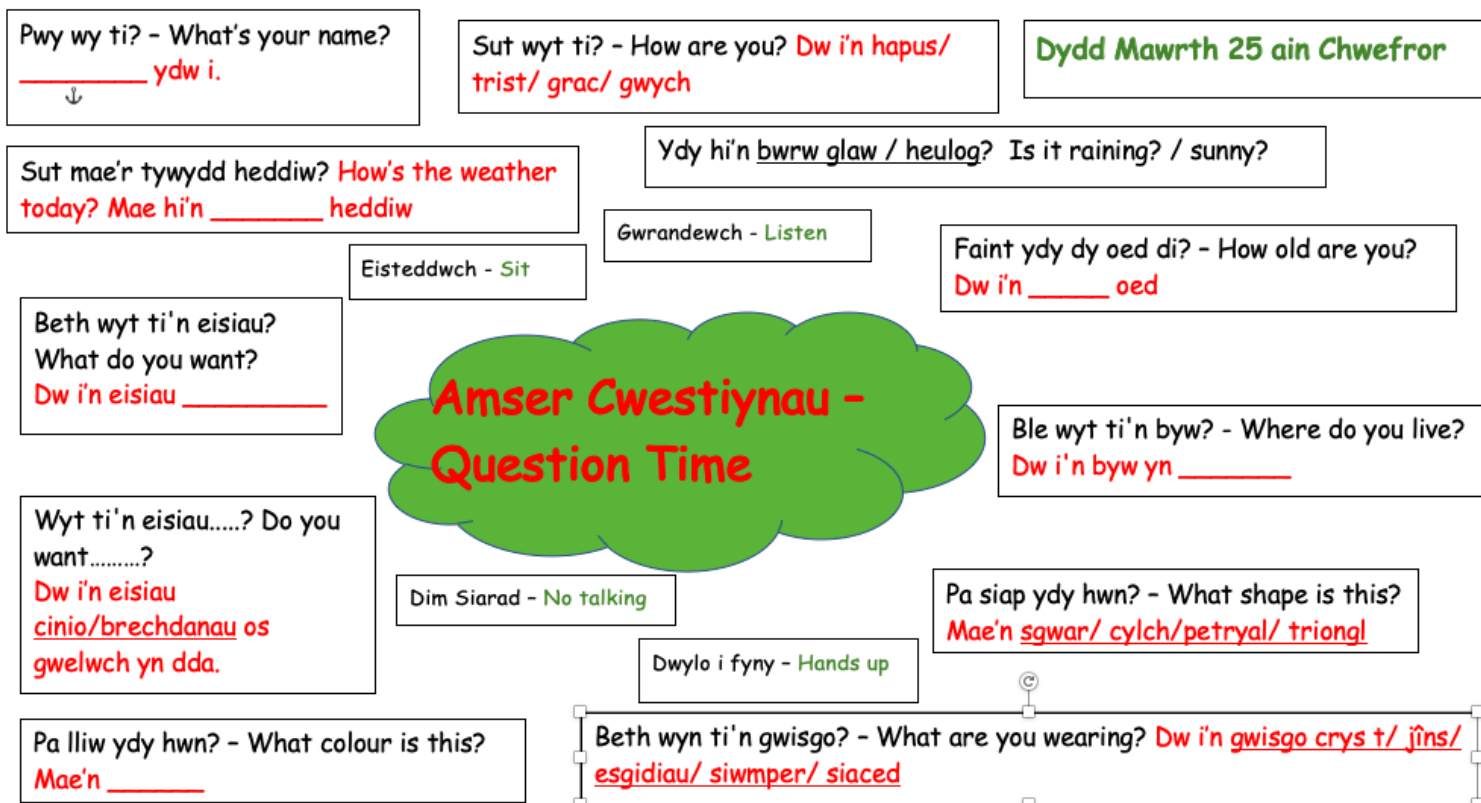
Pa siap ydy hwn? – What shape is this? **Mae'n sgwar/ cylch/petryal/ triongl**

Beth wyt ti'n eisiau? What do you want? **Dw i'n eisiau _____**

Wyt ti'n eisiau.....? Do you want.....? **os gwelwch yn dda/ dim diolch**

Beth wyn ti'n gwisgo? – What are you wearing? **Dw i'n gwisgo crys t/ jîns/ esgidiau/ siwmpwr/ siaced**

Sawl un sy' eisiau cinio? How many people want dinners? – **un, dau, tri, pedwar, pump, chwech, saith, with**



Reflection

Following my lesson, I am aware that there is still area for improvement when it comes to my Welsh language skills, however, I feel that the lesson went well considering that I have not spoken Welsh for quite some time. I was able to ask the questions I planned to ask, and I tried my best to ensure my pronunciation was correct. I ensured that I translated the questions if my students were unsure of what I was asking them, and I continually encouraged them to refer to the resource sheet I had made to enable them to translate the questions independently. Although I was able to ask my students a variety of questions, I could have included more incidental Welsh, for example when someone answered the question correctly I could have praised them in Welsh, which I had planned to do but I believe my nerves got the better of me. In future practice, I will continue to use incidental Welsh in my classroom, I have already noticed I am more confident using Welsh in the classroom since I started PTE1 and I believe my confidence in my Welsh language skills will continue to increase as my career progresses.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jasmin Barry	Class:	Year 3
AoLE or Subject	Welsh	Date:	06/11/19
Lesson Focus:	“My house – fy nhŷ”		
Meaningful links to Curriculum	Oracy: Pupils to speak with confidence, working as individuals and as members of a group and using a range of vocabulary, phrases, sentences and questions. Reading: Pupils to develop as enthusiastic, independent and reflective readers who are able to read in a variety of situations (independent, with support, in groups, in pairs, aloud) Writing: Pupils to use and link a variety of phrases, questions and sentences accurately.		
Meaningful links to: Cross Curricular Responsibilities	(LNF)Literacy: Writing sentences (welsh) with the correct punctuation, spelling and grammar.*** Digital Competence: Playing online interactive game at end of session.***		
Personal Targets (Linked to QTS and identified in weekly review)			
My mentor and I both agreed that my targets this week would be to gain confidence in my planning and organisational skills as well as gaining confidence during whole class and group activities.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Understand the phrase “Pa ystafell?” (Which room?) 2. Say at least three items in their chosen room in Welsh. 3. Write a sentence saying what item is in what room eg. Mae <u>soffa</u> yn y <u>lolf</u>.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils’ Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Be able to say atleast three items in each room in the house in welsh. • Be able to recognise welsh words for different items in the house.	Put the correct items in the right room (table). Write a sentence stating what will be found in a particular room.

• Be able to understand and write the sentence: Mae_____ yn y_____. (With the use of visual prompt cards and words on whiteboard).	
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Quick recap on rooms in the house. Ask 'hands down' questions and use online resource where pupils have to answer yes or no. Ask pupils to discuss with their partner what they think. *** Teacher to ask what they will find in their lounge – teledu, sofffa etc Cegin – sinc, cybwrdd rhew etc. Teacher to give some verbal and written examples on the board. Example: Mae <u>sofffa</u> yn y <u>lolffa</u> Ask the pupils what items are found in each room and write them on the board for prompts. Teacher to write example sentences on board: Mae <u>sofffa</u> yn y <u>lolffa</u> Mae <u>tegan</u> yn y <u>ystafell</u> <u>chwarae</u>	Pupils to answer questions and discuss with their partners what they think the right answer would be. Pupils to answer questions on the white board.	Interactive house on white board. https://www.learn-welsh.net/welshlessons?topic=Home%20-%20rooms%20in%20the%20house&level=primary
	Explain the game to pupils: put the right things in the right room. The teacher will have put the words for different rooms such as: "lolffa", "cegin" and "ystafell gweli" on the table. (Only concentrating on these three rooms for this game		Flash cards made by teacher.

Teaching & Core Learning	and may add more rooms if needed) The teacher will then hand out visual flash cards with an item found in different rooms. Teacher to ask the pupils “Pa ystafell?” and “Ble mae <u>?</u>”. *** Teacher to move around the class with the pupils and provide assistance with pronunciation and understanding if necessary. When the children have ran out of flash cards, teacher to go to each table and ask pupils to repeat after her – “Mae <u>gweli</u> yn y <u>ystafell gweli</u>” etc. (I say- you say) hand gestures. The teacher will then ask some pupils to say some sentences using the flashcards on the table. Questions teacher will ask: “Ydy _____ yn y lolfa?” Once the game has finished, the pupils are to sit on the carpet and the teacher will refer back to the sentence she wrote on the board earlier. The teacher will ask some pupils to say what they would find in a particular room. The teacher will then ask the pupils to work in pairs and will give them whiteboards to share between them. The teacher will hold up a flash card (example: gweli) and ask “pa ystafell?” and they will then have to write: “Mae <u>gweli</u> yn y <u>ystafell gweli</u>”. The	Pupils to read flash cards and understand what the word means with the use of the picture next to the word. If pupil is unsure then they should ask the teacher or support staff for assistance. Pupils to repeat sentences after teacher and then to say some sentences independently. Pupils to reply: Ydy, mae _____ yn y lolfa/ Nagydy dydy _____ ddim yn y lolfa. Once pupils have put the correct items in the correct rooms they are to sit on the carpet and get their whiteboards and pens. Pupils to work in partners and to write sentences on the board before the teacher finishes counting down. Pupils to use flash cards and the board for extra support if needed.*****	Whiteboards, pens https://www.learn-welsh.net/welshvocabulary?topic=Living%20room&level=secondary https://www.learn-welsh.net/welshlessons?topic=Kitchen%20Items&level=secondary https://www.learn-welsh.net/welshlessons?topic=Dining%20room&level=secondary https://www.learn-welsh.net/welshlessons?topic=Bedroom&level=secondary https://www.learn-welsh.net/welshlessons?topic=Bathroom&level=secondary https://www.learn-welsh.net/welshlessons?topic=Living%20room&level=secondary
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	teacher will count down and then shout show me, asking the pupils to show their whiteboard. *** The teacher will remind pupils to use capital letters and full stops. Teacher will move around the class providing support/feedback when needed and ensuring pupils are referring to the board or the flash cards on their table from the game, for help with spelling. ***	Extension: If pupils have completed the sentences then ask them to extend their sentence saying what they will find in one room but would not find in the other. Example: Mae <u>wardrob</u> yn y <u>ystafell gweli</u> ond does dim <u>wardrob</u> yn y <u>lolf</u>. ***	
Plenary	Teacher will ask pupils to sit back on the carpet. Certain pupils will be asked to read their sentences. Teacher to play 'collect four' on website with pupils (see resources). ***	Pupils to take part in the online game to collect four by choosing the correct welsh word for each item. ***	https://www.learn-welsh.net/welshgames/four-in-a-row?topic=Living%20room&level=secondary

*** - LNF

*** - DCF

*** - AFL

*** - Pedagogical Principles

Lesson Plan – Phase 1

Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to	Pupils used their oracy skills to communicate what 'things' they would find in each room in welsh when asked the question "ydy _____ yn y _____?". Pupils were able to put the right items in the right rooms.

learning over time))	
Next Steps for Progress	Rethink the size of resources, ensure that children understand their learning objectives. I also need to gain more confidence at the beginning of the lesson as I was quite nervous at the start.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	At the beginning of the session I focused on prior knowledge by discussing what they had learnt in their last welsh lesson. I used hands up and hands down questions to ensure all pupils understood the lesson and that they were engaged throughout the session. I promoted collaboration by asking pupils to help other pupils if they did not know the answer to my question. The pupils seemed to feel less pressure if they did not know the answer and their friend could help them and this seemed to boost their confidence. At the end of the session I asked the pupils how they felt about the focus of the lesson and asked them to give thumbs up if they fully understood it, thumbs to the side if they understood it but wanted to work on the topic a bit more during their next welsh lesson and thumbs down if they did not understand it at all . All pupils either put their thumbs up or to the side which was positive as this was their first time being introduced to items found in the house.
Areas for my Development	In future I ensure the size of my flash cards and resources are a little larger, so they are clearer for the children. I also need to work on my confidence at the beginning of lessons. I also need to consider how and when to share success criteria with the children in an appropriate way for them to understand.
Personal Targets for Progress	To continue to gain my confidence teaching class/groups and to get familiar with following my planning so the lesson runs smoothly and at ease. I will also continue to gain more knowledge and understanding of the planning process.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jasmin Barry	Class:	3GH
AoLE or Subject	Welsh	Date:	04/12/2019
Lesson Focus:	Christmas (What do you like about Christmas? What do you want for Christmas?)		
Meaningful links to Curriculum	• view and listen carefully responding orally, in writing and non-verbally • use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate • respond appropriately and courteously, establishing and developing a relationship when conversing		
Meaningful links to: Cross Curricular Responsibilities	Literacy : • speak clearly varying expression to help listeners • listen carefully and make connections between what they are learning and what they already know • explain information and ideas using relevant vocabulary • organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation • contribute to group discussion, sharing ideas and information • read short information texts independently with concentration • develop their ability to read continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing v • use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning DCF: • use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets. • develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.		
Personal Targets (Linked to OTS and identified in weekly review)			

To introduce more incidental welsh to my lessons.

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

Ask in welsh : "What do you like about Christmas?"

Answer: what they like about Christmas

Ask: "What do you want for Christmas?"

Answer: "I want _____ for Christmas.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I will talk with my partner about what I like for Christmas and what I want for Christmas. I will ask them what they like/want for Christmas and listen to their answer.	Take part in a conversation with their talking partner.
I will write a letter in welsh to Santa asking him for a list of things that I want for Christmas. I will use google translate on my chromebook to translate words I want to put on my list.	Produce a letter to Santa.
I will complete a welsh colour by numbers sheet. I will have to use my welsh skills to understand what colour and number I have to choose.	Complete the work sheet.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	I will ask pupils a variety of questions in Welsh to recap their learning. I will ask the pupils “ydych chi'n hoffi nadolig?” and see what their answer is. If they understand and reply “ydw”, I will then ask them what would they like for Christmas : “Beth ydych chi'n hoffi am nadolig?” I will ask them if they want to have a go at guessing what I just asked them. I will ask pupils what other questions could we ask at Christmas in Welsh. I will ask if anyone wants to have a go at asking “what do you want for Christmas?” I will guide the pupils to produce the correct sentence and write it on the board. I will ask pupils “what is toy in Cymraeg? Etc” and write each item on the board. I will then ask the pupils what their answers would be and whether they know the welsh translation for it. I will write the pupils answers on the board in order for them to refer to for each of their activities.	Pupils to sit on the carpet and discuss with myself what they think the question could be in Welsh and discuss and translate their answers together.	

	I will also write on the board the questions and sentences I want the pupils to ask/answer in order for them to refer to throughout the lesson. I will explain the different activities to the pupils and tell them that each group will have a turn on each activity.		
Teaching & Core Learning	Group 1: Have a conversation with their talking partner about what they want for Christmas and what they like about Christmas (in welsh). (15 mins) Group 2: Write a letter to Santa listing what they want for Christmas. Use chrome books to translate what they want on google translate. (15 mins) Group 3: Welsh colour by numbers. (15mins)	Pupils to spend 15 minutes on each task before they rotate onto the next activity. Pupils to practice their sentences and answers with their partners. Produce a letter in welsh to Santa. Use their chrome books to translate what they want and add to their list. Complete worksheet.	Chromebooks Christmas letter template by Twinkl Whiteboard Colour by numbers sheet from Twinkl
Plenary	Ask two pupils from each group to perform their questions and answers and read their letter to Santa. Sing some welsh Christmas songs (if we have enough time).		

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))	I was teaching this lesson to the whole class and I was evaluating their learning by the use of questioning, scaffolding, observation and marking their work.
Next Steps for Progress	To spend more time modelling the conversations as they needed extra support (the use of mini whiteboards) to remember their questions/answers (for LA pupils in particular).

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	During the introduction I asked the pupils “dw’in hoffi Nadolig?”, I asked the pupils did they know what I had asked them, and I encouraged them to use the Welsh they already knew to decode what I was saying. I repeated the question again and asked certain pupils to answer. I then wanted the pupils to be able to have a say in their own learning so I asked pupils what questions we could ask that are linked to Christmas. A few peoples said “what do you want for Christmas” and I had to guide the pupils to think of “what do you like about Christmas”, I wrote these questions on the board and then asked the children to work with me to write down the questions in Welsh, again this was focusing on their prior learning as they have been previously learning “dw l’n eisiau/ dw l’n hoffi _____ am Nadolig”. We then discussed what we liked about/ wanted for Christmas. We translated these together and I encouraged pupils to take part in the discussion and informed them that even if they did not know the welsh word for what they wanted to say to still say it and we could translate it together. The pupils were engaged and enjoyed discussing the answer to these questions and I wrote the most popular answers on the board. The pupils knew welsh for certain items such as ball (pel), bike (bicio) etc. For the more complicated words I explained to the children the new words and asked them to repeat after me. All of these words were written on the board for the children to refer to. I then asked the pupils the questions and used the hands down approach to ensure all pupils were engaged and listening, if pupils did not know how to answer I would guide them by pointing to the board or I would ask them to “phone a friend” in order for them to answer. I then explaine the three different activities they would be doing in the lesson and that they would be swapping after 15 minutes in order to start the

	new activity. I observed the group that was taking part in the conversation and ensured pupils were in pairs/threes and encouraged them to refer to the Welsh on the board if they got stuck. I floated around the room to ensure the other groups understood their task and I ensured they understood the template of the Christmas list to Siorn Corn. I asked the group what “ga i _____” meant to ensure they knew what they were writing. I also ensured the pupils remembered their colours in Welsh for the colouring by numbers individual task. The round robin ran smoothly, and I was able to mainly focus on the conversation group as well as providing support and feedback to the other two groups. I gave pupils a 2-minute warning, so they knew when their activity was about to end. The HA and MA were able to refer to the white board to use the correct phrasing in the conversations, however the LA did find this a bit challenging. I overcame this barrier by using mini whiteboards and writing down the questions and answers for them to read but leaving the item e.g opening presents/ bicio in order for them to complete their sentence independently. For the plenary I called the pupils back to the carpet and I asked one pair/three to perform their conversation independently to the class. I asked pupils what they said they wanted for/ liked about Christmas in order to know whether they understand what they had said or not. I was observed by the deputy head this lesson and I received positive feedback especially for my lesson being well planned, the activities were manageable and fitted well in the carousel. She also stated that I used good question strategies at the start of the lesson, and I encouraged them to recap on their prior learning. I also gave pupils time to practice with a partner and then used the pupils to model their conversations.
Areas for my Development	When I am working with a focused group, I do not necessarily need to do a lengthy input. I also need to be more consistent with the use of crosses as I have been giving pupils warnings and not following it through with crosses when pupils have continued to display low level disruption.
Personal Targets for Progress	Due to this lesson being a Welsh lesson I believe I worked towards this target today and used as much incidental Welsh as possible. I do believe that my incidental Welsh will improve the more I teach and the more I gain confidence.