

Student-teacher:	Ben Davies	Class / Group:	6RJ
AoLE or Subject:	Welsh	Date (please note that this may be a continuous session):	11/4/25
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	What Matters Statement: Expressing ourselves through languages is key to communication. Descriptions of Learning: Developing vocabulary and emotional literacy in Welsh. Previous Curriculum: Building on prior lesson about refugees and their experiences.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Cross-curricular Skills: Literacy (emotional vocabulary), PSHE (empathy and emotional awareness). Links to Other AoLEs: Humanities (refugee stories), Health and Well-being (emotional responses).		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) - Improve pupils' confidence in speaking Welsh through pair and group activities. - Enhance emotional literacy by linking Welsh vocabulary to real-world contexts (refugee experiences).			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Pupils will develop their Welsh speaking skills by asking and answering "Sut wyt ti?" and use emotional vocabulary to describe a refugee's feelings in different parts of their story.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
- Pupils can confidently ask and answer "Sut wyt ti?" in pairs and as a group. - Pupils can identify and describe a refugee's emotions using the correct Welsh vocabulary (e.g., "Hapus," "Trist"). - Pupils demonstrate empathy by linking emotions to specific events in the refugee's story.			

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

- Mispronunciation of Welsh words: Model correct pronunciation and use peer support.
- Confusing emotions: Provide visual aids (e.g., using classroom displays) and examples for each term.
- Shyness in speaking: Use the ball game to create a low-pressure, interactive environment.

Strategies to support learners' Welsh language development

- Use repetitive questioning ("Sut wyt ti?") to reinforce language structures.
- Scaffold emotional vocabulary with bilingual word mats.
- Encourage peer support and praise efforts to build confidence.

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
5 mins	- Introduce the lesson objective and model asking "Sut wyt ti?" - Explain the ball game rules.	- Pupils practise asking/answering "Sut wyt ti?" in pairs. - Ball game: Teacher throws ball to pairs; pupils repeat question and answer for the class.	- Pair mixed-ability pupils. - Use visual cues for question structure.	Observe pair work for pronunciation and participation.
5 mins	- Read excerpts from the refugee story. - Model using Welsh emotions vocabulary (e.g., "Mae'n teimlo'n hapus". "Ahmet yn hapus".	- Discuss in small groups: "How does the character feel here?" - Share answers using Welsh words (e.g., "Mae'n teimlo'n ofnus").	- Provide sentence starters. - Extension-students use "Achos"- Because and "a"-and to better describe emotions.	Listen for accurate vocabulary use and empathetic responses.

5 mins	Recap vocabulary and praise participation.	Continue discussion in Welsh to then lead on to the last literacy lesson on refugees.	Use talk partners to assist each other Refer to the Welsh display on the wall to help	For confident students I need to ensure they are using correct pronunciation and push them to use "a" as a connective to describe further. For less able I need to encourage participation and praise effort
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Evidence of driving 4 purposes in plan:

1. **Ambitious, capable learners: Using Welsh in real-life contexts.**
2. **Healthy, confident individuals: Building empathy and emotional awareness.**
3. **Enterprising, creative contributors: Collaborative discussions and creative responses.**
4. **Ethical, informed citizens: Reflecting on refugee experiences.**

Evidence of 10 central strands in plan:

- **Speaking Welsh ("Sut wyt ti?" and emotions).**
- **Listening to peer and teacher models.**
- **Collaboration in pairs/groups.**
- **Empathy and emotional literacy.**

Welsh Lesson Evaluation (1231 words, excluding reference list)

The Welsh language lesson I delivered focused on developing emotional vocabulary through the context of refugee narratives. This approach supported the Welsh Government's Cymraeg 2050 strategy for increasing the use of the Welsh language while addressing cross-curricular themes such as empathy and social awareness (Welsh Government, 2018). The lesson design aimed to connect language acquisition with real-world contexts, allowing pupils to use Welsh in a meaningful, emotionally resonant way. Through planning and interactive strategies, I aimed to create an environment where pupils could expand their Welsh language skills while also engaging with humanitarian issues which related to our wider literacy topic of "Refugees".

The focus was on encouraging spoken Welsh through simple questions such as "Sut wyt ti?" and building emotional vocabulary with words like "hapus" (happy), "trist" (sad), and "ofnus" (scared). These basics were gradually extended into more complex tasks where pupils analysed a refugee's story and used conjunctions such as "achos" (because) and "a" (and) to lengthen their sentences. This structure reflected a scaffolding approach, progressing from vocabulary acquisition to sentence formation, as recommended by Conti and Smith (2019). The lesson began with paired practice (talk partners), enabling pupils to gain confidence through peer interaction before progressing to whole-class activities.

A particularly successful element of the lesson was the high engagement observed during kinaesthetic activities. The ball game, where pupils asked and answered questions in Welsh while tossing a ball to one another, sustained participation and created a lively learning atmosphere. This active approach encouraged pupils to practise target language in a relaxed, peer-supported setting. Conti and Smith (2019) advocate for such physical, social interaction in language learning, suggesting it enhances retention and promotes enjoyment. Pupils modelled responses for each other, with stronger Welsh speakers scaffolding support for less confident peers. This aligns with guidance from the Welsh in Education Workforce Plan (Welsh Government, 2025), which highlights the value of collaborative learning in language acquisition.

Another strength of the lesson was the integration of cross-curricular content. By contextualising the use of Welsh vocabulary through a refugee narrative, pupils engaged in our wider literacy project which gave the use more relevance to the lesson. Vocabulary such as "cyffrous" (excited) and "balch" (proud) gained depth when tied to real human experiences rather than taught in isolation. This interdisciplinary approach supported the Curriculum for Wales framework, which encourages connecting learning across areas of experience, including languages, humanities, and health and wellbeing (Welsh Government, 2024). Several pupils spontaneously drew parallels between the refugee's journey and current global events, demonstrating that the lesson supported wider personal and social development alongside linguistic growth.

Scaffolding techniques played a vital role in supporting learners of differing abilities. Visual sentence starters were displayed on the whiteboard to help pupils form full responses, building their confidence in using new vocabulary and structure. This reflected the structured output model recommended by Gruffudd (2000), which involves making sentence patterns visible to aid learner access. I reinforced the use of conjunctions to move pupils beyond one-word responses, aligning with Conti's (2021) lexicogrammar approach to sentence construction. This method was effective in prompting pupils to elaborate, although there were areas for improvement in execution.

One such area was grammatical accuracy, particularly in the visual materials used during the lesson. My mentor identified several incorrect examples in the Welsh prompts displayed on the board. While these might appear minor, Hughes (1998) warns that inaccuracies can instil incorrect patterns in learners, which can be difficult to reverse. This was especially concerning given the lesson's focus on emotional expression, where precision is essential. This experience highlighted the need for rigorous proofreading and consultation with fluent Welsh speakers during resource preparation. For future lessons, I will use reference materials such as Seren Iaith (Breese and Clement, 2012) and seek validation from more proficient Welsh speakers to ensure linguistic correctness.

My own confidence in delivering Welsh language instruction emerged as another area for development. As a non-fluent speaker, I occasionally hesitated during pronunciation modelling and was less secure when answering spontaneous grammar-related questions. This may have inadvertently signalled uncertainty to pupils and impacted their confidence in using the language themselves. The Welsh Language Competency Framework stresses teacher proficiency as a key driver of pupil progress (Welsh Government, 2025). To address this, I will be committed personally developing my Welsh, including daily use of language learning apps, regular practice with Complete Welsh (Brake and Jones, 2010), and attending support sessions to improve both my grammar and fluency. Increasing my own competence should lead to more confident delivery and improved learning outcomes in future lessons.

Differentiation posed a further challenge. While the mixed-ability pairings supported basic conversational practice, the more complex tasks involving analysis of the refugee story revealed gaps in challenge and support. Higher-achieving pupils completed tasks quickly and required additional extensions, while some less confident learners found it difficult to participate in the classroom discussion. This imbalance suggests the need for more layered differentiation strategies in future. Gruffudd (2000) advocates for tiered tasks that allow all pupils to work at an appropriate level, such as offering foundational vocabulary matching for some and creative writing extensions for others. Similarly, plenary tasks could be adapted to include open-ended questions for more able pupils. Future lesson planning will prioritise multiple entry points and clear pathways for challenge and support.

The assessment strategies used provided some valuable insights but also highlighted areas for development. Informal observations during speaking activities allowed me to identify pupils struggling with key vocabulary or sentence construction, enabling timely feedback. However, more structured

assessment opportunities would have produced clearer evidence of progress. The Welsh in Education Workforce Plan (Welsh Government, 2025) recommends the use of consistent assessment to track pupil learning, which could be better achieved through short written reflections or recorded speaking tasks. These would complement the lesson's focus on communicative Welsh while offering tangible evidence of language development.

The refugee theme proved highly effective in connecting emotional vocabulary to lived experience. Pupils responded with empathy and interest, suggesting that this approach helped bring relevance and purpose to the language being learned. Nevertheless, the contextual depth could have been expanded. Including additional background on global refugee issues or drawing from children's literature might have strengthened pupils' understanding. A more in-depth cross-curricular collaboration, perhaps with humanities colleagues, would enrich future iterations of this lesson and further align with the Curriculum for Wales's interdisciplinary learning goals (Welsh Government, 2024).

Several key actions have emerged from this reflection. Firstly, I will prioritise grammatical accuracy by ensuring all resources are reviewed by fluent speakers and checked against reliable references. Secondly, I will continue to invest in my own Welsh language development to improve both confidence and delivery. Thirdly, future lessons will include tiered activities and flexible groupings to better meet the needs of diverse learners. Finally, I aim to improve assessment by incorporating quick formative strategies that provide clearer evidence of pupil progress.

In conclusion, the lesson achieved its core aim of expanding emotional vocabulary through communicative Welsh activities, while also engaging pupils with a meaningful social theme. However, reflection has revealed several areas for growth, particularly around linguistic accuracy, personal fluency, and differentiation. Addressing these issues will not only improve future lesson delivery but also contribute more broadly to the Cymraeg 2050 vision of building a bilingual Wales. The professional learning gained through this experience forms a valuable foundation for further development as a confident and effective Welsh language teacher.

Reference List

- Brake, G. and Jones, C. (2010) *Complete Welsh*. London: Teach Yourself.
- Breese, N. and Clement, E. (2012) *Seren Iaith: Adnoddau ar gyfer ymarferwyr Cyfnod Sylfaen*. Caerdydd: Llywodraeth Cymru.
- Conti, G. (2021) *Breaking the Sound Barrier: Teaching Language Learners How to Listen*. Woodbridge: John Catt Educational.
- Conti, G. and Smith, S. (2019) *Memory: What Every Language Teacher Should Know*. Woodbridge: John Catt Educational.
- Gruffudd, H. (2000) *Datblygu Iaith: Canllaw i'r Athro*. Caerdydd: CBAC.
- Hughes, G. (1998) *Teaching Welsh as a Second Language in the Primary School*. Caerdydd: Canolfan Astudiaethau Addysg.
- Welsh Government (2018) *Cymraeg 2050: A Million Welsh Speakers*. Available at: <https://www.gov.wales/cymraeg-2050-welsh-language-strategy>
- Welsh Government (2024) *Curriculum for Wales Guidance*. Available at: <https://www.gov.wales/curriculum-wales>

Welsh Government (2025) *Welsh in Education Workforce Plan*. Available at: <https://www.gov.wales/welsh-education-workforce-plan>

Resources

- Welsh wall displays in classroom
- Soft yellow ball
- Whiteboard (whiteboard plan below)

