Portfolio

Task One:

This portfolio aims to demonstrate current and further measurements undertaken in order to develop my Welsh linguistic and teaching skills following last year. Language transition remains a key aspect of the Welsh Government (2017) with a vision to reach one million Welsh speakers by the year 2050. In order to reach this, practitioners within the English-medium sector have the responsibility to ensure that learners acquire sufficient skills of the Welsh language prior to secondary education (ibid.; Furlong, 2015; Donaldson, 2015). This suggests that education is a key component to obtain a million speakers, therefore, self-proficiency in the language is necessary in order to support learners of all abilities within a primary sector (Estyn, 2013). Department for Education (2016) illustrates that practitioners are required to enhance their teaching by undertaking appropriate professional development. This is further demonstrated within the professional standards for teachers as it outlines that highly effective practitioners "actively seek opportunities to apply and extend their understanding and skills in the use of the Welsh language" (WG, 2019b, p.51). However, the Welsh Government (2017) recognises that education alone cannot assure the fluency and the use of the Welsh language.

Whilst reflecting upon a Welsh lesson conducted during my second Professional Teaching Experience (PTE), it has been identified that further improvements are required in order to develop my Welsh linguistic skills. This lesson aimed to develop the learners' Welsh language by introducing new sentence patterns with particular focus on hobbies. Although it was identified that the learners made progress during this lesson, feedback demonstrates that I am required to respond to pupils in order to extend their learning further (see appendix one). Despite the use of suitable methodologies to enhance language learning, I believe that further use of an audiolingual approach will support the learners' understanding of unfamiliar Welsh vocabulary. Extensive drilling and repetition through this approach are believed by behaviourists to be an effective approach to teaching as this develops the learners' understanding and enhances their linguistic performance (Baker, 2011; Bygate, 2018; Lightbown and Spada, 2013). As a consequence of repeating key vocabulary, Ahmadian and Tavakoli (2012) affirm that learners are likely to access and reformulate words with efficiency and accuracy. Nonetheless, Cook (2016) and Richards and Rodgers (2014) underline that repetition is only effective when feedback for their pronunciation is provided. When correct responses are reinforced by the practitioner, this increases the chances of the behaviour being learnt as Skinner (1975) remarks that learners imitate the language produced by individuals around them. As identified during last year's experience, as a result of not listening to the learners individually, a number of learners continued to pronounce words incorrectly. This suggests that the accuracy of the language that I model is fundamental in order to have a positive effect on the learners' linguistic skills (Curtis, 2017).

Modelling the Welsh language, in particular the use of mutations, has been identified as one of my weaknesses, thus, I have developed my understanding of the rules through songs (see appendix two). As highlighted by Estyn (2013), introducing songs helps individuals to develop their learning memory which is an essential tool of language learning. A grammatical approach to language learning is agreed by Chomsky (1966) who believes that linguistic behaviours are in accordance with rules. With this knowledge, I am now competent to use my listening skills to recognise some errors made by the learners and will be able to correct their errors with confidence. For this reason, whilst reflecting upon the Welsh Language Competency Framework, I categorise my oral skills at 'intermediate' with some areas of 'higher' Welsh language skills (WG, 2019c). In order to further develop my oracy skills in accordance to the framework, I am required to discuss unfamiliar and specialistic subjects (ibid.). In consequence, I will continue to develop my ability of using the Welsh language frequently with family and friends in order to broaden my knowledge to ensure learners' progression. I will continue to record new words in my 'Welsh language notebook' that can later be used for my 'promoting Welsh planning sheet' (see appendix three and four). This will ensure that I as a practitioner provide a balance of challenge and support at an appropriate level to meet the learners' needs, alongside modelling my writing skills with accuracy. By attaining appropriate challenges, Dweck (2012) claims that this will promote the learners' growth mindset.

Social constructivists acknowledge that social interaction and dialogue with a knowledgeable other is important for the development of a language (Vygotsky, 1978; Piaget, 1939). Through repeated discussions, Rogoff (1990, cited in Richards and Rodgers, 2014, p. 28) and Lightbown and Spada (2013) highlight that an individual may develop new knowledge and skill of a language. By using the language frequently, I will broaden my linguistic expertise and develop conceptual and social understanding that may be lost in the absence of communication (Riley and Reedy, 2003; Coyle, Hood and Marsh, 2010; Baker, 2011). This is fundamental in primary education as Estyn (2018) identifies that a few pupils in primary education do not use the language naturally in social situations. Therefore, developing my understanding is necessary in order to progress the pupils' learning and to support the vision of the Welsh Government (2017) to encourage the use of the Welsh language socially. Nevertheless, despite the requirement to model accurate language whilst applying an audiological approach to teaching, Weiler (2013) underlines that repetition does not necessarily mean that the learners have understood the words that are repeated. Understanding is fundamental for Asher (unknown, cited in Larsen-Freeman, 2000, p.114) who suggests that learners are required to obtain understanding in order to attain the information. Bernardo and Gaerlan (2011) agrees to this whereby they underline that learners will only understand the skills and information provided when it is understood. When teachers teach key terminology and have meaningful conversations with students, Robb (2016) conveys that they can expand the learners' vocabulary.

In order to enhance the learners' understanding, the application of the method Total Physical Response (TPR) alongside drilling in future practices has been considered. Larsen-Freeman and Anderson (2013) define this as a method of language learning by using physical movement to associate with verbal input. These actions produced by the learners are likely to help them remember the words and will inform the practitioner if the learners have understood (ibid; Li, 2015). Gardner and Wanger (2004) further emphasise this concept who state that learners are able to make connections with non-verbal and verbal cues to develop their understanding. Ensuring that the learners develop their spoken language is fundamental as Cook (2016) emphasises that the spoken language is the primary of a language and that reading, and writing is dependent on speech. Yet, providing sufficient practice is necessary in order to result success (Richards and Rodgers, 2014). Estyn (2013) acknowledges that repetition is an element that requires improvement by the majority of practitioners as it has been observed that Welsh words are not repeated sufficiently; an element I have identified as requiring improvement as a result of reading too quickly and not ensuring that the learners understood or heard the words spoken clearly.

In line with the Welsh Competence Framework, I am required to read stories in a meaningful manner in order to develop my Welsh reading skills (WG, 2019c). When practitioners teach key terminology and have meaningful conversations with learners, they can expand upon the learners' vocabulary. This is a key element within the new curriculum as Donaldson (2015) and the Welsh Government (2019a) disclose that learners should be provided opportunities to communicate in different forms through developing a holistic understanding of the language. Although I demonstrate accurate pronunciation, on reflection of completing the task last year, I identified that I required to model expression when reading. In order to improve this, I have developed my confidence in using different voices when characters are speaking when reading Welsh books to my nephew and nieces. Cosslet (2019) identifies confidence as one barrier of language learning which needs to be overcome for effective teaching. By demonstrating expression whilst reading, Rasinski and Griffiths (2011) disclose that this will reflect upon my fluency and comprehension of the text. As a consequence, learners will start to understand the written format of the word (Riley and Reedy, 2003; WG, 2013). As identified by observing the class teacher, highlighting when characters were speaking worked effectively. This is important as Estyn (2013) identifies that learners' reading skills within the Foundation Phase are often underdeveloped in comparison to their speaking and listening. Thus, I will continue to vary my voices when reading.

To conclude, a number of approaches have been undertaken and identified in order to develop my Welsh linguistic and teaching skills from the previous year. Continuous professional development is paramount as Estyn (ibid.). and the Welsh Government (2013) underline that training opportunities for practitioners to develop their linguistic skills are very limited. García (2009) underlines the importance of training with a challenge for practitioners to obtain competence in two languages. In this case, I would be privileged to attend a Welsh Sabbatical course aimed to improve the Welsh language of all

practitioners who attend (Bangor University, 2019). However, research into the effectiveness of methodologies for successful language acquisition would be beneficial, with a number of different approaches conducted within schools (WG, 2013; 2015). Until then, I will continue to evaluate my practice to ensure that I can provide learners the best possible education.

Reference List:

Ahmadian, M. J. and Tavakoli, M. (2011) 'The Effects of Simultaneous Use of Careful Online Planning and Task Repetition on Accuracy, Complexity and Fluency in EFL Learners' Oral Production', *Language Teaching Research,* 15(1), pp. 35-59. DOI: 10.1177/1362168810383329.

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism.* 5th edn. Bristol: Multilingual Matters.

Bangor University (2019) *What is the Sabbatical Scheme?* Available at: http://www.cynllunsabothol.org.uk/cynllun_sabothol.php.en (Accessed:20th April 2020).

Bernardo, A.B.I. and Gaerlan, M.J.M. (2011) Non-Native English Students Learning in English: Reviewing and Reflecting on the Research. In Jaidey, R., Sadorra, M.L.C., Wong, J.O., Lee, M.C. and Lorente, M. C. (eds.) *Global Perspectives, Local Initiatives: Reflections and Practices in ELT.* National University of Singapore, CELC, pp.1-9. Available at: https://pdfs.semanticscholar.org/be07/2fd3776882b502aec343c3f4cbe590e7acb6.pdf (Accessed: 16th April 2020).

Bygate, M. (2018) *Learning Language Through task Repetition.* Amsterdam: John Benjamins Publishing Company.

Chomsky, N. (1966) 'Linguistic Theory', in Allen, J. P. B. and Van Buren, P. (ed.) *Selected Readings.* London: Oxford University Press.

Cook, V. (2016) *Second Language Learning and Language Teaching.* 5th edn. London: Routledge.

Cosslett, R.L. (2019) 'Cymru am Byth! – How Speaking Welsh Became Cool', *The Guardian,* 13th June. Available at: https://www.theguardian.com/uk-news/2019/jun/13/welsh-speaking-bilingual-tv-thrillers-cool (Accessed: 15th April 2020).

Coyle, D., Hood, P. and Marsh, D. (2010) Content and Language Integrated Learning. Cambridge: Cambridge University Press.

Curtis, A. (2017) *Methods and Methodologies for Language Teaching.* London: Palgrave.

Department for Education (2016) *Standards for Teachers' Professional Development: Implementation Guidance for School Leaders, Teachers, and Organisations that Offer Professional Development for Teachers.* London: Crown. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf (Accessed: 8th April 2020).

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.* Cardiff: Welsh Government.

Dweck, C. S. (2012) *Mindset.* London: Robinson.

Estyn (2013) *Welsh Language Development in the Foundation Phase.* Cardiff: Crown. Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Welsh%20Language%20Development%20in%20the%20Foundation%20Phase%20-%20January%202013.pdf (Accessed: 8th April 2020).

Estyn (2018) *Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium or Bilingual Schools.* Available at:

https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Welsh%20in%20key%20stage%202%20and%20key%20stage%203%20in%20Welsh-medium%20or%20bilingual%20schools%20En.pdf (Accessed: 8th April 2020)

Furlong, J. (2015) *Teaching Tomorrow's Teachers: Options for the Future of Initial Teacher Education in Wales.* Oxford: University of Oxford. Available at: https://gov.wales/sites/default/files/publications/2018-03/teaching-tomorrow's-teachers.pdf (Accessed: 8th April 2020).

García, O. (2009) *Bilingual Education in the 21st Century: A Global Perspective.* Chichester: Wiley-Backwell.

Gardner, R. and Wagner, J. (2004) Second Language Conversations. London: Continuum.

Larsen-Freeman, D. (2000) *Techniques and Principles in Language Learning.* 2nd edn. Oxford: Oxford University Press.

Larsen-Freeman, D. and Anderson, M. (2013). *Techniques and Principles in Language Teaching,* 3rd edn. Oxford: Oxford University Press.

Li, N. (2015) *A Book for Every Teacher: Teaching English Language Learners.* North Carolina: Information Age Publishing Inc.

Lightbown, P. M. and Spada, N. (2013) *How languages are Learned*. 4th edn. Oxford: Oxford University Press.

Piaget, J. (1939) *Origins of Intelligence in the child.* London: Routledge and Kegan Paulskin

Rasinski, T. and Griffith, L. (2011) *Fluency Through Practice and Performance.* California: Shell Education.

Richards, J. C. and Rodgers, T. S. (2014) *Approaches and Methods in Language Teaching.* 3rd edn. Cambridge: Cambridge University Press.

Riley, J. and Reedy, D. (2003) 'Communication, Language and Literacy: Learning Through Speaking and Listening, Reading and Writing', in Riley, J. (ed.) *Learning in the Early Years: A Guide for Teachers of Children 3-7.* London: Paul Chapman Publishing Ltd.

Robb, L. (2016) *The Reading Intervention Toolkit.* California: Shell Education.

Skinner, B. F. (1957) *Verbal Behaviour.* New York: Appleton-Century-Crofts.

Vygotsky, L. S. (1978) *Mind in Society: The Development of Higher Psychological Process.* Cambridge, MA: Harvard University Press.

Weiler, A. (2013) *Language Learning Unlocked: How to Dramatically Improve your Language learning Ability.* Australia: Freedom by Choice Publishing.

Welsh Government (2013) *One Language for All: Review of Welsh Second Language at Key Stages 3 and 4: Report and Recommendations.* Caerphilly: Crown. Available at: https://dera.ioe.ac.uk/20135/2/130926-review-of-welsh-second-lan-en.pdf (Accessed: 8th April 2020).

Welsh Government (2015) *Evaluating the Foundation Phase: Final Report.* Cardiff: Crown. Available at: https://dera.ioe.ac.uk/23035/3/150514-foundation-phase-final-en_Redacted.pdf (Accessed: 15th April 2020).

Welsh Government (2017) *Cymraeg 2050: A Million Welsh Speakers.* Cardiff: Crown. Available at: https://gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf (Accessed: 8th April 2020).

Welsh Government (2019a) *Area of Learning and Experience: Language, Literacy and Communication.* Available at: https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication (Accessed: 14th April 2020).

Welsh Government (2019b) *Professional Standards for Teaching and Leadership.* Available at: https://hwb.gov.wales/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf (Accessed: 10th April 2020).

Welsh Government (2019c) *Welsh Language Competency Framework for Education Practitioners.* Available at: https://gov.wales/sites/default/files/publications/2019-06/welsh-language-competency-framework-for-education-practitioners.pdf (Accessed: 14th April 2020).

Appendix:

Appendix One: Feedback received after completing last year's activity.

Listening and understanding 12
You interact confidently and purposefully in Welsh, and can understand and differentiate between group and one to one situations. You asked pupils pertinent questions to keep them engaged in the story.

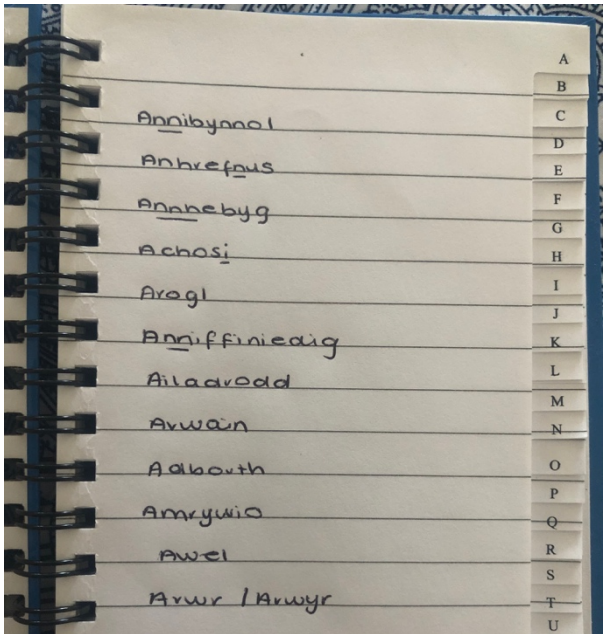
Target:
Continue to respond to pupils to extend their learning further.

Appendix Two: An example of a song learnt to develop my understanding of mutations.



Available at: https://www.youtube.com/watch?v=8fjUdJqa5Hg (Accessed: 20th April 2020)

Appendix Three: My Welsh language notebook. Here I record unfamiliar words that may be used in a classroom setting. This ensures that I model accurate writing skills to the learners.



Appendix Four: Here is an example of a Welsh promoting sheet. Using my Welsh language notebook, I use and adapt this sheet to include key Welsh words that can be used for each lesson.

Promoting Welsh Planning Sheet

Date:	Welsh that I will use:	Welsh that pupils will use:

Task Two:

Lesson Plan – Lesson One

Key:

Important Steps **Questions and AFL** **Personal Development** **Language Teaching Methodologies**
Welsh Phrases **Lower Attaining Learners** **Middle Attaining Learners** **Higher Attaining Learners**

Student-teacher	Cerian Evans	Class:	Year 1
AoLE/Subject	Languages, Literacy and Communication	Date:	01/05/20
Lesson Focus:	Welsh Language Development		
Relevant/meaningful links to: Curriculum Cross-curricular responsibilities	**Languages, Literacy and Communication** - I can use context and pictures to help me understand words - I can communicate meaning through speech and gestures - I can listen to others with growing attention		
Personal Targets (Linked to QTS and identified in weekly review)	**Professional Learning:** There is a commitment to incremental development of personal skills in the use of the Welsh language		

Learning Objectives (Focus on Learning)	The pupils will learn to: - Recognise and classify items of clothing
Success Criteria (process/product)	By the end of the lesson I will be able to: - Identify items of clothing in Welsh - Match items of clothing that are suitable for different weather conditions - Answer the question 'Beth wyt ti'n wisgo?'

Key Resources Health & Safety	Dillad Tedi Twt PowerPoint Presentation, items of clothing, weather and clothing flashcards, weather dice, promoting Welsh planning sheet.

Time	Content, Pedagogy & Assessment Opportunities (key teaching points and questions)
Links to Previous Learning	Learners will recognise familiar sentence patterns and key words from prior years e.g. 'Mae hi'n (*tywydd*).' All learners are familiar with answering and asking questions during a drilling session which will assist their language development. Many learners will also recognise and be familiar with items of clothing in Welsh.
Opening Phase	**Introduce the book 'Dillad Tedi Twt.'** **Ask the following questions and use think, pair, share:** - Beth yw teitl y stori? - Pwy sydd ar y clawr? Use **facial expressions**, **hand gestures**, **repeat key words** or/and **use the English term** if necessary, in order to ensure that the learners understand. Using the PowerPoint presentation, **read the book to the learners.** Ensure that the book is **read at a slow pace,** using a pointer to ensure that the learners recognise the word to the sound. **Ensuring that two voices are used** in order to emphasises two different characters within the book. **Examples of questions that can be asked include:**

	- Syt mae'r tywydd heddiw? - Syt mae'r tywydd yn y stori? - Beth mae Tedi Twt yn gwisgo? - Pa liw ydy (*dillad*) Tedi Twt? - **Use lolly pop sticks** to select a learner to answer a question. Use the **drilling technique of repetition and actions,** repeating key terms associated with items of clothing and the weather, **ensuring accurate pronunciation**. For example: **Teacher:** Sbectol haul (proving an action – circular hands to the eyes) **Pupil:** Sbectol haul (proving an action – circular hands to the eyes) **This can be extended by asking the learners:** - Pan mae'n (*tywydd*), wyt ti'n wisgo (*dillad*)? - Pan mae'n (tywydd), beth wyt ti'n wisgo? Pose the question to the learners then provide them an example of how they would respond. Ask a number of learners to contribute, ensuring that their sentence starters and pronunciations are accurate. For example, **Teacher:** Pan mae'n (*tywydd*), wyt ti'n wisgo (*dillad*)? **Teacher:** Ydw/nac ydw, dw i'n/dydw i ddim yn gwisgo (*dillad*) pan mae'n (*tywydd*)? **Teacher:** Wyt ti'n wisgo (*dillad*) pan mae'n (*tywydd*) (*enw plentyn*)? **Pupil:** Ydw/nac ydw, dw i'n/dydw i ddim yn gwisgo (*dillad*) pan mae'n (*tywydd*)? **Teacher:** Wyt ti'n wisgo (*dillad*) pan mae'n (*tywydd*) (*enw plentyn*)? **Learners can be challenged** by **asking them to name another item of clothing and/or describe the item of clothing that is appropriate.** **Recap the Welsh vocabulary** by dressing two learners. One learner will be dressed up in clothes appropriate for hot weather conditions and the other in cold. Ask the learners to show their understanding of key vocabulary in Welsh using **thumbs up, thumbs across and thumbs down.**
Teaching & Core Learning	**Teacher Led Activity:** Children will work individually to **correspond the correct items of clothing with the suitable weather forecast** as an oral task. Each learner will be encouraged to verbally answer the question 'Beth wyt ti'n wisgo?' after each weather condition. The learners should use the sentence started, 'Dwi'n gwisgo…' to answer the question. Support can be provided through the use of **repetition, modelling, through actions** and/or **using the English term**. The task will be differentiated in the following way: **Learners of higher attaining:** The learner **will work in pairs** to complete the task. Learners will be required to **identity the written format** for each picture alongside corresponding the clothes to the suitable weather. Learners can be **challenged by practicing answering and asking the question** by using the correct sentence starters. **Learners of middle attaining:** The learners will **complete this task in pairs**. The learners will require to identify appropriate clothing for each weather condition identified in the book 'Dillad Tedi Twt.' The flashcards provided will contain all the weather symbol/item of clothing alongside the Welsh term. Learners can be **challenged to extend their choices** by describing the clothing and/or completing the activity planned for learners of higher attaining.

	Learners of lower attaining: Using the flashcards, the learners will **work in a group** to **identify appropriate clothing for the following weather**; bwrw glaw, heulog, oer and gwyntog. The flashcards provided will contain the weather symbol/item of clothing alongside the Welsh term. **Model accurate pronunciation** of **key vocabulary with actions**, allowing learners, one by one to repeat the Welsh term. If learners show competence, **challenged the learners** to conduct the planned activity for learners of middle attaining. **Teacher Assistant Activity:** With the TA, the learners will **play a game of bingo**. This game will **re-cap key Welsh vocabulary** that is associated with weather and clothing. This will be differentiated in order to meet the learners' needs, highlighting words and phrases they used for the main teacher led activity. For example: **Teaching Assistant:** Tedi Twt wears this when it is raining to keep him warm and dry. This is yellow. Miss Evans has a black one. **Expected answer:** Cot glaw **Enhance Provision Areas:** Enhanced provision areas have been planned (see 'Planning for Enhanced Provision' document). These activities incorporate the termly theme of 'Holidays.'
Plenary	**Introduce the weather dice to the learners.** This dice will contain a number of different weathers associated with the book 'Dillad Tedi Twt.' In turn, the **learners will be required to roll the dice** and will be required to **state an appropriate item of clothing** that they might wear that is appropriate to that weather. Learners who may find this task difficult can **work with a partner.** **Praise the learners and correct their pronunciation.** Ask learners to place their photos on the **'evaluation tree'** to show where the learners feel they are at in relation to this topic.

Resources for Main Activity (Lesson One):

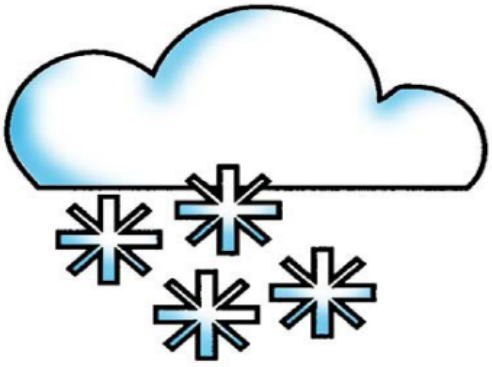
Flashcards – The Weather (Learners of Lower Ability)



Bwrw glaw



Heulog



Bwrw eira



Gwyntog

Flashcards – The Weather (Learners of Middle Ability)



Bwrw glaw



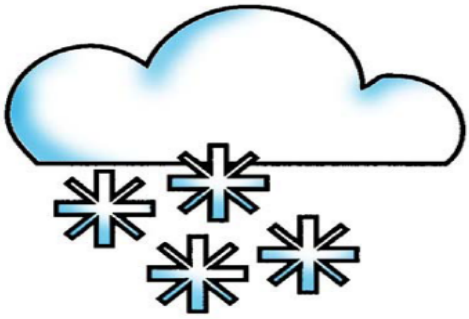
Heulog



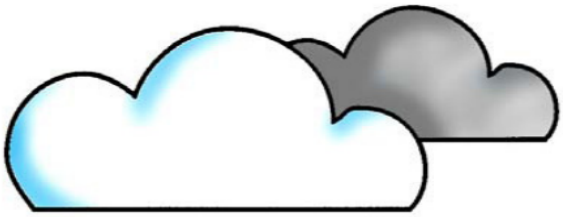
Braf



Gwyntog



Bwrw eira



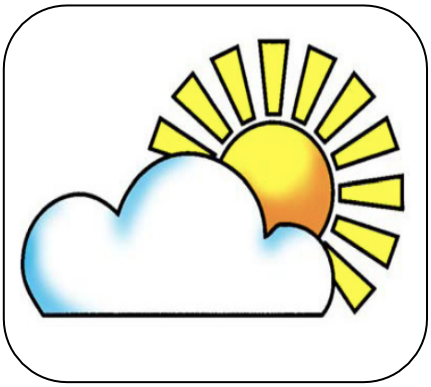
Cymylog

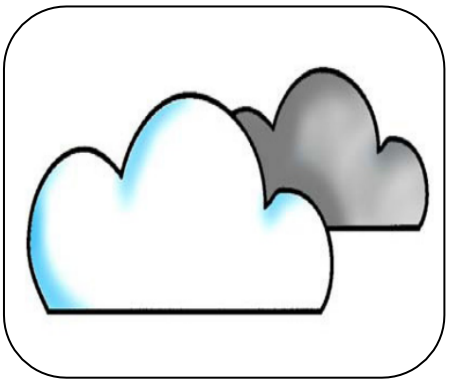
Flashcards – The Weather (Learners of Higher Ability)

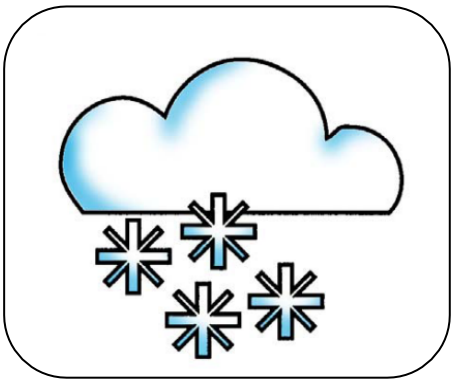








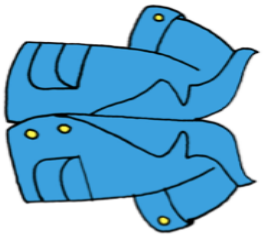




Bwrw glaw	Cymylog
Heulog	Gwyntog
Braf	Bwrw eira

Flashcards – Clothing (Learners of Lower Ability)

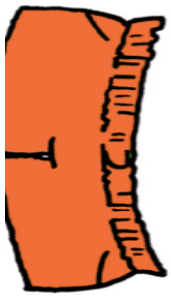
Cot



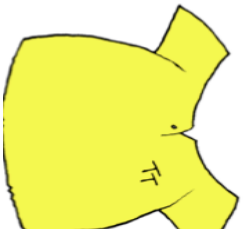
Sbectol haul



Siorts



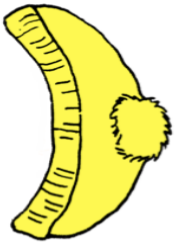
Crys-T



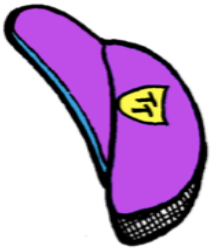
Jins



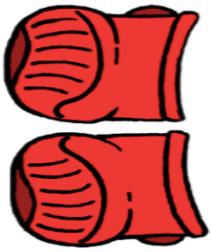
Het



Cap



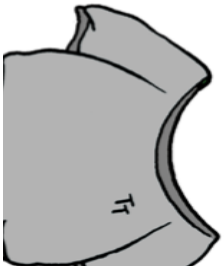
Welis



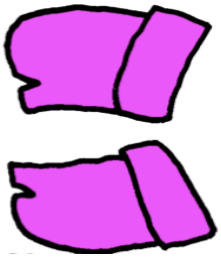
Ffrog



Siwmper



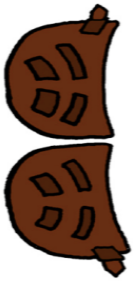
Menig



Esgidiau



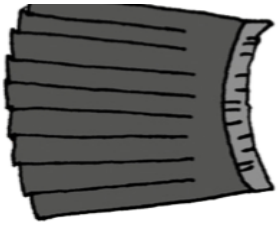
Sandalau



Sgarff



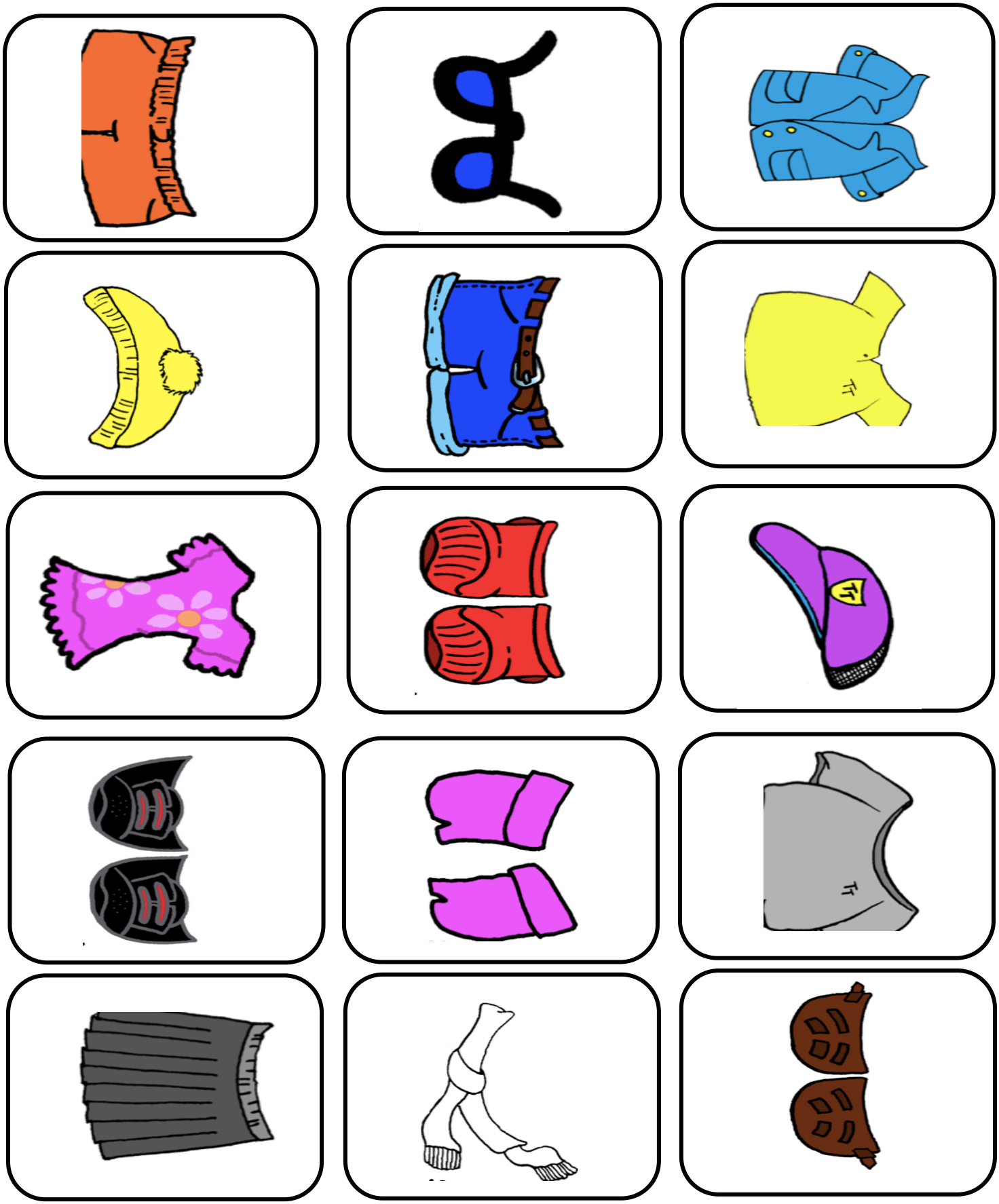
Sgert



Flashcards – Clothing (Learners of Middle and Higher Ability)

Cap	
Cot	Crys-T
Jîns	Siorts
Esgidiau	Sbectol haul
Het	Welis
Ffrog	Sgert
Siwmper	Sandalau
Menig	Sgarff

Flashcards – Clothing (Learners of Middle and Higher Ability)



Resources for Teacher Assistant Activity (Lesson One):

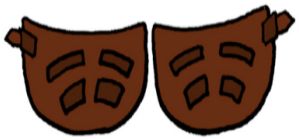
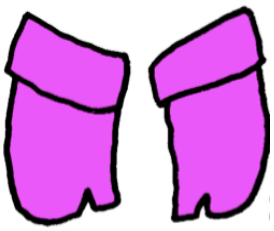
Bingo (Learners of Lower Ability)

	
Cot	Heulog
	
Welis	Gwyntog
	
Ffrog	Bwrw eira

Bingo (Learners of Middle Ability)

		
Cot	Heulog	Cap
		
Welis	Gwyntog	Bwrw Glaw
		
Ffrog	Bwrw eira	Jîns

Bingo (Learners of Higher Ability)

			
Cot	Heulog	Cap	Sandalau
			
Welis	Gwyntog	Bwrw Glaw	Menig
			
Ffrog	Bwrw eira	Jins	Cymylog

Lesson Plan – Lesson Two

Key:

Important Steps | Questions | Personal Development | Language Teaching Methodologies
Welsh Phrases | Lower Attaining Learners | Middle Attaining Learners | Higher Attaining Learners

Student-teacher	Cerian Evans	Class:	Year 1
AoLE/Subject	Languages, Literacy and Communication	Date:	04/05/20
Lesson Focus:	Welsh Language Development		
Relevant/meaningful links to: Curriculum & Cross-curricular responsibilities	**Languages, Literacy and Communication** - I can produce many speech sounds accurately - I can contribute to shared writing for different audiences and purposes - I am beginning to recognise and read high frequency words that I encounter **Humanities** - I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me		
Personal Targets (Linked to QTS and identified in weekly review)	**Professional Learning:** There is a commitment to incremental development of personal skills in the use of the Welsh language		

Learning Objectives (Focus on Learning)	The pupils will learn to: - Write a list of clothing using Welsh vocabulary
Success Criteria (process/product)	By the end of the lesson I will be able to: - Chose a place that is familiar to me - Pack a suitcase for a holiday - Write a list of clothing showing what is in my suitcase

Key Resources Health & Safety	Worksheet, word mat, scissors, glue, Welsh/language books and bingo sheets, promoting Welsh planning sheet.

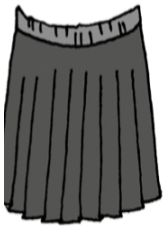
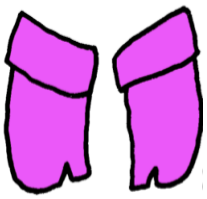
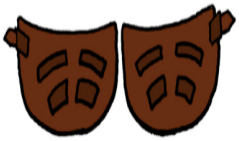
Time	Content, Pedagogy & Assessment Opportunities (key teaching points and questions)
Links to Previous Learning	During the previous Welsh lesson, the learners developed their understanding on different weather conditions alongside the different items of clothing that may be worn using the Welsh language. Using this information alongside drawing upon places which are familiar to them, they will use this knowledge to support them within the main activity. Lastly, the learners will draw upon the knowledge of creating a list which was practiced in reception.
Opening Phase	**Recap on previous learning**, **asking the learners what we had learnt about last lesson using think, pair, share.** If the learners are unsure, prompt them with **actions or movements** that were used during the previous lesson. Draw upon the learners' prior knowledge **by miming weather conditions** or **an item of clothing.** The learners will be **required to use the Welsh terms** in order to provide their answers. The learner who answered the question correct will now have a turn. **Repeat 5 times, ensuring that a different learner is selected each time.**

	When a learner answers the term correctly, ask the learners to **repeat** the Welsh term **accurately modelled by the practitioner.** Ask the learners to **demonstrate the action** for the term and **repeat 5 times**. **Challenge the learners by asking questions relating to the book 'Dillad Tedi Twt', using lolly pop sticks** to determine who answers each question: - Pryd ddylen ni wisgo (*dillad*)? Am ba dywydd? - Pa liw ydy (*dillad*) Tedi Twt? - Pa liw (*dillad*) sydd gyda ti?
Teaching & Core Learning	For the main activity, the learners will be **expected to pack a suitcase for a vocation**. The learners will be required to choose the location and pack appropriate clothes accordingly. This task will be differentiated in the following way: **Learners of higher attaining:** Minimum of 8 items of clothing **Learners of middle attaining:** Minimum of 6 items of clothing **Learners of lower attaining:** Minimum of 4 items of clothing Following this activity, encourage the learners to **write a list of the items of clothing they have included within their suitcases**. Activate prior knowledge by **asking the leaners the following questions** in order to ensure that the learners are **aware of how to write a list:** - How do we write a list? - Should we write a list in a form of a story or do we need a line for each clothing? Work with the learners to **model an example** to ensure that the learners are aware of the expectation. Using the learners' responses, **write and model accurate spelling** of the clothes in a list suitable to go to a local beach. **Correct and praise the learners accordingly.** In order to ensure understanding, **ask one learner to recall the expectations** set by the practitioner. The second task will be differentiated in the following way: **Learners of higher and middle attaining:** Learners will be expected to complete this task **independently**. However, support will be provided with the use of a **word mat**. If further support is required, **work as a group to complete the task**. **Challenge the learners** by asking them **to include more items** of clothing in their suitcases or ask them to **pack another suitcase** for another vacation of their choice. **Learners of lower attaining:** The learners will be required to **cut and stick items of clothing from a worksheet** provided. Under the pictures, the learners will be required to **copy and write each term** of clothing using the format of a list. **Challenge the learners** to include **more items** in their suitcase. **Teacher Assistant Activity:** Using a greenscreen, the learners will **become weather forecasters**. In pairs, they **will choose a location** of their choice and **report the weather.** Learners will be encouraged to use the following sentence starters: - Ar ddydd (Llun/Mawrth/Mercher…) fydd hi'n (*tywydd)* - Pan mae'n (*tywydd),* dw i'n gwisgo (*dillad)* **Enhance Provision Areas:** Enhances provision areas have been planned (see 'Planning for Enhanced Provision' document). These activities incorporate the termly theme of 'Holidays.'

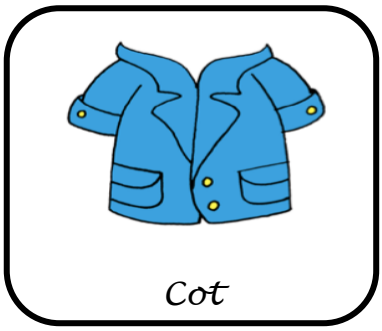
Plenary	Gather the learners onto the carpet. Select a random page from the book 'Dillad Tedi Twt.' Get the learners to **sing the 'Tedi Twt song', identifying what he is wearing**. For example, Mae Tedi Twt yn gwisgo cot, gwisgo cot, gwisgo cot Mae Tedi Twt yn gwisgo cot, pan mae'n bwrw Tune – *London Bridge is Falling down*

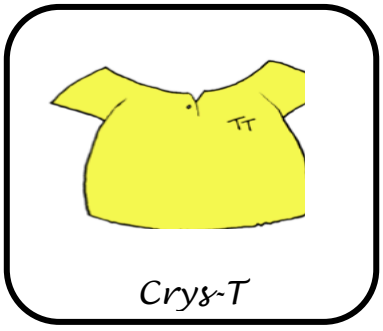
Resources for Main Activity (Lesson Two):

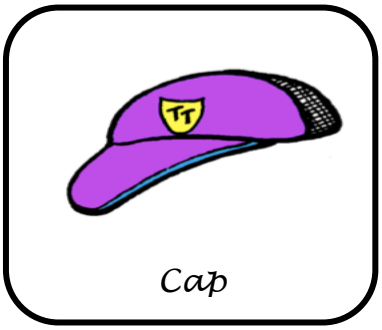
Word Mat – Tedi Twt's Clothes

				
Cot	Crys-T	Cap	Siorts	Esgidiau
				
Welis	Sgert	Sgarff	Het	Menig
				
Ffrog	Sandalau	Jîns	Sbectol haul	Siwmper

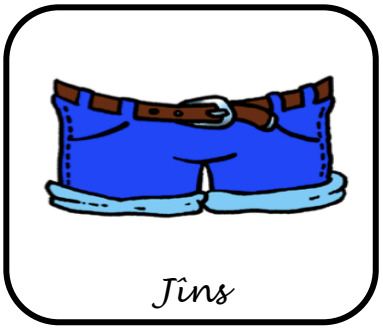
Worksheet (Learners of Lower Ability)

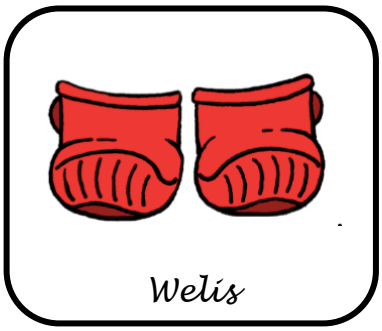

Cot

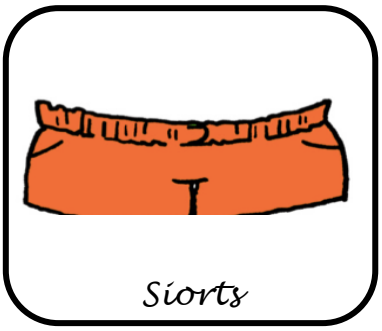

Crys-T

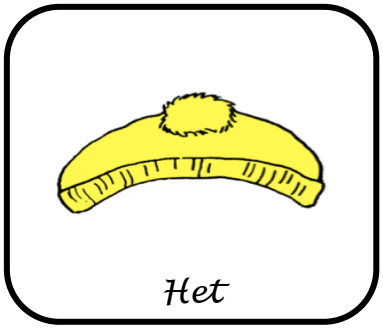

Cap


Sbectol haul

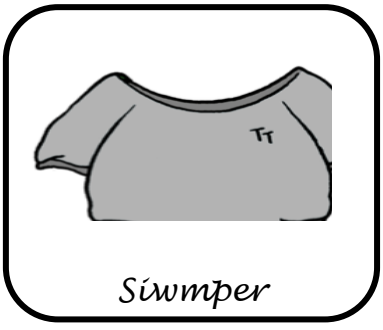

Jins


Welis

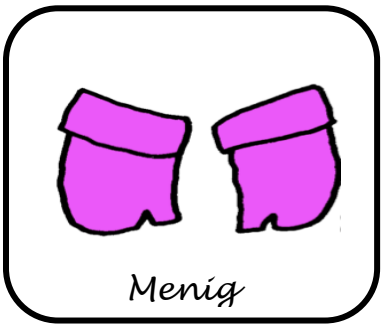

Siorts


Het

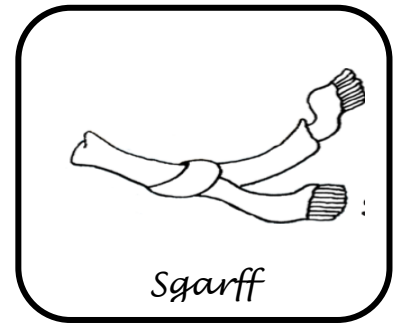

Ffrog

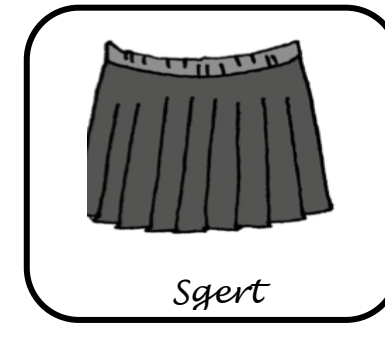

Siwmper


Sandalau


Menig


Esgidiau


Sgarff


Sgert

Resources for Teacher Assistant Activity (Lesson Two):

Weather Forecasting (Learners of Lower Ability)

Bore da/ Prynhawn da

Enw fi yw _____

A enw fi yw _____

Dewch i edrych ar y tywydd

Fydd hi'n  heulog heddiw

 bwrw glaw

 wyntog

 bwrw eira

Bydda i'n gwigo



Cot



Crys-T



Cap



Siwmper



Sandalau



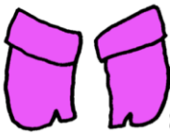
Sbectol haul



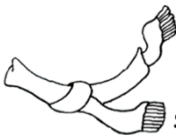
Jîns



Welis



Menig



Sgarff



Siorts



Het



Ffrog



Esgidiau



Sgert

Weather Forecasting (Learners of Middle and Higher Ability)

Bore da/ Prynhawn da

Enw fi yw _____

A enw fi yw _____

Dewch i edrych ar y tywydd am y penwythnos

Fydd hi'n _____ ar Ddydd Sadwrn

Byddai'n gwigo _____

Ond, ar Ddydd Sul fydd hi'n _____

Byddai'n gwisgo _____



Bwrw glaw



Heulog



Braf



Gwyntog



Bwrw eira



Cymylog



Cot



Crys-T



Cap



Siwmper



Sgert



Siorts



Het



Sbectol haul



Jins



Welis



Menig



Sgarff



Ffrog



Esgidiau

Promoting Welsh Planning Sheet

Date:	Welsh that I will use:	Welsh that pupils will use:
May '20	➢ Prynhawn da blywddyn un ➢ Mae hi'n amser darllen stori ➢ Beth ydy'r teitl? ➢ Pwy sydd ar y clawr? ➢ Sut mae'r tywydd heddiw? ➢ Sut oedd y tywydd ddoe? ➢ Sut mae'r tywydd yn y stori? ➢ Beth mae Tedi Twt yn gwisgo? ➢ Pa liw ydy (*dillad*) Tedi Twt? ➢ Pan mae'n (*tywydd*), wyt ti'n wisgo (*dillad*)? ➢ Pan mae'n (*tywydd*), beth wyt ti'n wisgo? ➢ Dwylo i fyny pwy sydd yn gwisgo (*dillad*) pan mae'n (*tywydd*) ➢ Cefwch sgwrs gyda phartner ➢ Ysgrifennwch rhestr ➢ Gadewch i ni drafod fel grŵp ➢ Wyt ti'n cytuno/anghytuno? Pam? ➢ Mae'n amser bingo ➢ Pryd ddylen ni wisgo (*dillad*)? Am ba dywydd? ➢ Pa liw ydy (*dillad*) Tedi Twt? ➢ Pa liw (*dillad*) sydd gyda ti? ➢ Ble wyt ti'n mynd ar dy wyliau? ➢ Sut mae'r tywydd yn (*lle)?* ➢ Ar gyfer pa dywydd y mae (*enw plentyn*) wedi gwisgo amdano? ➢ Ble gallai (*enw plentyn*) fod yn mynd? ➢ Sut mae'r tywydd yma yn (*gwlad*)? ➢ Gwledydd: Cymru, Lloegr, Iwerddon, Sbaen, Ffrainc ➢ Da iawn ➢ Gwaith arbennig ➢ Dal ati ➢ Ymdrech da ➢ Bendigedig	➢ Tedi Twt ➢ Dillad - cot, welis, ffrog, crys-t, esgidiau, menig, jîns, sandalau, ffrog, sgarff, sbectol haul, sgert, welis, siwmper, het, cap ➢ Tywydd - heulog, bwrw glaw, gwyntog, cymylog, oer, bwrw eira ➢ Lliwiau - coch, glas, melyn, du, llwyd, oren, gwyrdd, porffor, pinc ➢ Ydw/nac ydw, dw i'n/dydw i ddim yn gwisgo (*dillad*) pan mae'n (*tywydd*)? ➢ Ydw/Nac ydw ➢ Dw i'n gwisgo (*dillad*) ➢ Mae hi'n (*tywydd*) ➢ Dw i'n mynd i (*lle)* ➢ Mae hi'n (*tywydd)* yn (*lle)* ➢ Mae (*plentyn*) yn gwisgo dillad ar gyfer (*tywydd*) ➢ Effallai bydd (*plentyn*) yn mynd i'r (*lleoliad*) ➢ Lleoliad: traeth, Dinbych Y Pysgod, goedwig, siopa, campfa, fferm, ardd ➢ Dw i'n dewis (*gwlad*) ➢ Bore da/ Prynhawn da ➢ Enw fi yw… ➢ Dewch i edrych ar y tywydd am y penwythnos ➢ Fydd hi'n (*tywydd*) ar ddydd Sadwrn ➢ Byddai'n gwisgo (*dillad*) ➢ Ond, ar ddydd Sul fydd hi'n (*tywydd)* ➢ Byddai'n gwisgo (*dillad)*

Planning for Enhanced Provision:

Planning for Enhanced Provision

Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amgylchedd dysgu pan yn bresennol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu allan). *Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate. They should indicate whether such provision occurs indoors/outdoors.*	Dyddiad /*Date:* 01/05/20

Ardal Darllen/ Reading Area	Ardal Darganfod/ Discovery Area	Ardal Mathemateg/ Mathematics Area	Ardal Cerdd/ Music Area	Ardal Corfforol/ Physical Area
L.O – **Can retell and talk about the story** Copies of the book 'Dillad Tedi Twt' will be placed in the reading corner, allowing learners to revisit and read the book at their own pleasure indoors.				

Ardal Adeiladu/ Construction Area	Ardal Chwarae Rôl/ Role Play Area	Wrth y bwrdd/ Table top	Ardal Gwneud Marciau/ Mark Making Ardal	Ardal Creu / Creative Area
	L.O – **Use language to imagine and recreate roles and experiences through role play indoors.** The learners will be provided the opportunity to become weather forecasters, with the aim for the learners to explore different weather conditions for different locations/countries. Recording equipment will also be provided.	**L.O –** **Write for different purposes** Learners will be encouraged to complete and provide key information (name, birthday, age, picture) in order to create a passport. Both English and Welsh copies will be made available. This activity will take place indoors.		**L.O –** **To design a suitcase** Learners will be asked to design their suitcases that they wish to take on their vocation. They will be expected to describe the suitcase in one sentence. This will take place inside the classroom.

Ardal Tywod /Sand Area	Ardal Dŵr/ Water Area	Ardal Peintio/Painting Area	Ardal Toes/ Dough Area	Ardal Byd Bach/ Small World Area
L.O – **Match key words with pictures** Key Welsh words and pictures associated wit weather and items of clothing will be hidden in the sand area outdoors. The learners will be required to match the correct word with the picture.			**L.O –** **To create weather condition symbols using playdough** Using playdough, the learners will be instructed to create weather symbols associated with the book 'Dillad Tedi Twt.'	