

Cymraeg Verbal Presentation – Micro Lesson

Lesson Plan, Evaluation and Resources

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Cynllun Gwers Lesson Plan

Cynllun gwers / lesson plan

Blwyddyn / Year: 4,5,6	Maes Dysgu a Phrofiad / Area of Learning and Experience: Language Literacy and Communication and Expressive Arts	Amcan y wers / Aims of the lesson: - To listen to and remember poetry using drama - To understand and recite key words in Welsh
Gwybodaeth flaenorol / Previous knowledge: The children were aware that they would be learning a poem based on their topic "y ffair" Children have heard key phrases throughout their topic lessons	Geirfa allweddol / Key vocabulary: - Da lawn - Bendigedig Ffocws iaith / Language focus: The language focus for this activity was for the children to gain understanding and fluency when reading their eisteddfodd poem. This would then enable them to implement actions alongside the oracy element.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Run through poem with learners - Use key vocabulary flash cards - APK on the meaning of key words - Ensure positive praise is used throughout - Run through lines of the poem that may have tricky words
Adnoddau / Resources: - Printed version of poem - Key word flash cards		

The Resources

Ar y penwythnos es i i'r ffair,
Es i yn y car gyda Mam ac Anti Mair.
Gwelais i sleid ac olwyn fawr,
Cerddais yn araf, i lan ac i lawr.



Chwyrlligwgan nesa. Hip Hip hwre!
Chwerthin a sgrechen o'r gogledd i'r de.
Bwytais i gi poeth a candi fflos,
Ond ddim gormod – dw i'n teimlo'n dost!

Gwisgais i jîns a hoodie glas,
Het a menig – mae'n oer tu fas.
Clywais i sgrechen ar y Tren Sgrech,
Amser mynd adre – mae wedi chwech!

I printed out several copies of the Eisteddfodd poem to hand out to children, for this micro lesson and for other slot drillio sessions throughout my time on PTE2.

The Resources

Ar Y Penwythnos	Hip Hip hwre!	Dw l'n teimlo'n dost!
Gwelais I sleid ac olwyn fawr	Sgrechen	Jins a hoodie glas
Cerddais yn araf	Gogledd	Mae'n oer tu fas
Chwyrlligwgan	Gormod	

Above are an example of key word flashcards that were cut and laminated for use throughout the session, and further slot drillio sessions.

The Evaluation

When creating this lesson plan, the intention was to fill learners with confidence that they would be able to efficiently recite and understand the poem that they would be reading for the eisteddfod. I wanted the learners to feel positive about performing on the stage. Within the Curriculum for Wales, the teaching of the Welsh language in English medium schools falls under the language, literacy and communication (LLC) Area of Learning and experience (AOLE) (Welsh Government, 2024). Due to the performing aspect of this task, the lesson could fall under the LLC or Expressive Arts AOLE.

Learners include a range of male and female, and were a mix of year four, five and six. The topic within the classroom had been 'Y Ffair'. The children had already learned some key phrases in Welsh throughout this topic, as I had previously planned a carousel session based on the key words, for learners to familiarise themselves prior to learning the poem. It is important to note that the filmed micro lesson submitted, was a very small introduction to this task. This task spanned over several slot drillio sessions where groups would practice for twenty minutes each day, around three hours of rehearsal time and about one hour of practice performances in front of the class. Learners were aware that in the Eisteddfod, the headteacher would be judging and choose the most successful group to win a prize.

The background knowledge that learners had of this task, was the knowledge from the carousel task and that they would be working in small groups to aim towards performing a Welsh poem in the school Eisteddfod. Learners were allowed to choose their groups, from 2 people up to 5. Although learners could choose their own groups, they were encouraged to work alongside people who they knew they would work well with. I felt that this strategy of choosing groups worked well for this task, as it gave learners more confidence when performing.

To reinforce the key definitions within the poem, I created flashcards to use when teaching the poem. I used the flashcards in different ways, including repetition, and repeating the words in different voices such as whispering. I feel that the children enjoyed this and became more engaged when the different voices were used when repeating the key phrases. While implementing this strategy, I also encouraged learners to activate their prior knowledge on the meaning of the key words. Based on my observations, it could be said that by asking them to activate their prior knowledge, built their confidence in that they had heard these words before and therefore had a positive understanding of the task ahead.

The Evaluation

The other resource of use was the printed out A4 poem, when necessary, these were printed on a pink background for those who had dyslexia and found it helpful to read off coloured paper. Although the learners could have access to, i pads and laptops to read the poem online, in my personal experience, a lot of the learners found it easier to read off paper than online. This is why I felt this resource was necessary. The printed poem also gave learners the opportunity to highlight phrases if they wish, and colour code who would be reading what lines in the future.

Overall, I feel that a positive outcome of the submitted micro lesson, was that learners feedback that their knowledge of the poem was greater than previous and that they felt confident in continuing to learn within their small groups. I think that this was due to the repetition of the key words and learners working together to figure out the translation of the words. Most of the learners within my classroom, felt more comfortable as working together as a group when completing Welsh tasks, than individually.

Although I felt the lesson did have some positive outcomes, an element I would change was the absence of visual picture cards for those who may have found the poem difficult to read. I believe that having the picture cards would have given those pupils who needed it, the extra confidence boost to participate in the task.

Reference List

Welsh Government, (2024), *Languages, Literacy and Communication*, Available At:

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/designing-your-curriculum> (Accessed 08 May 2025).