

Cymraeg Mewn Ymarfer Proffesiynol
Welsh in Professional Practice



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Cynllun gwers / Lesson plan

Blwyddyn / Year: 3 Dosbarth Newgale English-Medium Primary School	Maes Dysgu a Phrofiad / Area of Learning and Experience: Language Literacy and Communication.	Amcan y wers / Aims of the lesson: - Learners are to repeat Welsh words/phrases after the teacher, focusing on pronunciation. - Learners are to practice Welsh words/phrases independently with their peers.
Gwybodaeth flaenorol / Previous knowledge: Dillad Tywydd Beth e'n/hi'n wisgo? Mae e'n/hi'n gwisgo _____. ...achos _____.	Geirfa allweddol / Key vocabulary: All words from Y Gromlech 3.3 Wordmat. Reinforcing words learned during the week. Dillad Tywydd Beth e'n/hi'n wisgo? Mae e'n/hi'n gwisgo _____. ...achos _____. Ydy e'n/hi'n gwisgo ____? Dydy e/hi ddim yn gwisgo _____.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: Learners are to repeat Welsh words and phrases after the teacher during a slot drillio session. After repeating all the words, the teacher emphasises one or two phrases to ensure the learners know the pattern. When the teacher is happy that the learners know the words they introduce the activity. Learners work in groups to practice speaking the words/phrases they have learned so far. A learner chooses an item on the dice and asks the question: "Ydy e'n gwisgo ____?" / "Ydy hi'n gwisgo ____?" then rolls the dice. The rest of the group answers the question based on the item that is rolled on the dice, if the item the questioner chose is rolled, they answer: "Mae e'n ____". / "Mae hi'n ____". If the item they chose isn't rolled, they answer: "Dydy e ddim yn gwisgo ____" / "Dydy hi ddim yn gwisgo ____".
Adnoddau / Resources: Lesson Resource – Sponge Dice with Pockets Lesson Resource – Y Gromlech 3.3 Wordmat Lesson Resource – Dice Inserts - Clothes Lesson Resource – Dice Inserts - Weather	Ffocws iaith / Language focus: Today's lesson will build on prior knowledge from Monday and Tuesday's lessons and introduce the question, Ydy e'n/hi'n gwisgo ____? And then negative, Dydy e/hi ddim yn gwisgo ____. The teacher will reinforce language patterns, using the MARSEARS approach. Focusing on repetition and active participation.	Self and peer-assessment is encouraged throughout using Voice 21 strategies. A growth mindset is encouraged, trying is the most important thing. If a learner/group is struggling, whilst another is thriving, the teacher can group learners up effectively, so one is with a more knowledgeable other. Teacher will walk around the class to listen in to check for pronunciation and break down words phonetically to help scaffold those that need it. They will also give verbal feedback and praise throughout to address any misconceptions and to ensure all learners are actively participating.



Adnoddau gwersi / Lesson resources


ADEILADUR

 Describing and identifying in the 3rd person
 

? Pwy ydy e? (Who is he?)

Cao	ydy e. (He is ____)
Dafydd	
Dewi	
Gruffydd	
Osian	
Steffan	

? Sut mae e? (How is he?)
? Sut mae hi? (How is she?)

? Ydy e'n hapus? (Is he happy?)		
? Ydy hi'n hapus? (Is she happy?)		
Ydy 	Mae e'n He is	fendigedig. brilliant.
	Dydy e ddim yn He isn't	hapus. happy.
	dda iawn, diolch. very good, thank you.	
	Nac ydy 	Mae hi'n She is
Dydy hi ddim yn She isn't		weddol. fine.
ofnadwy. terrible.		

? Faint ydy ei oed e? (How old is he?)
? Faint ydy ei hoed hi? (How old is she?)

Mae e'n He is 	un (1)	oed. years old.
	ddwy (2)	
	dair (3)	
	bedair (4)	
	bump (5)	
	chwech (6)	
	saith (7)	
	wyth (8)	
	naw (9)	
	dddeg (10)	
Mae hi'n She is 	un deg un (11)	
	un deg dau (12)	
	un deg tri (13)	
	un deg pedwar (14)	
	un deg pump (15)	

? Pwy ydy hi? (Who is she?)

Catrin	ydy hi. (She is ____)
Fflur	
Gwennan	
Llinos	
Sara	
Siân	

? Ydy e wedi blino? (Is he tired?)
? Ydy hi wedi blino? (Is she tired?)

Ydy 	Mae e He is	wedi blino. tired.		
	Dydy e ddim He isn't			
	Nac ydy 		Mae hi She is	wedi blino'n lân. exhausted.
			Dydy hi ddim She isn't	



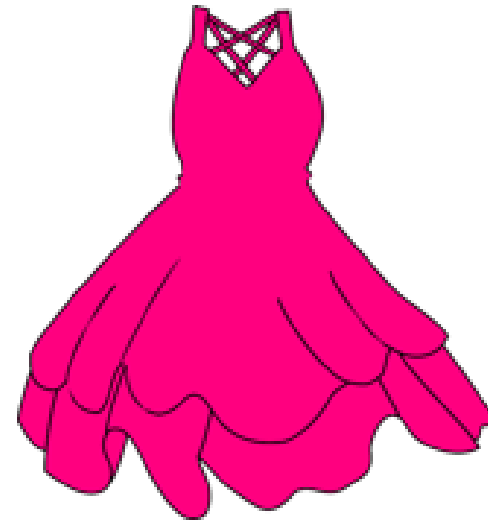
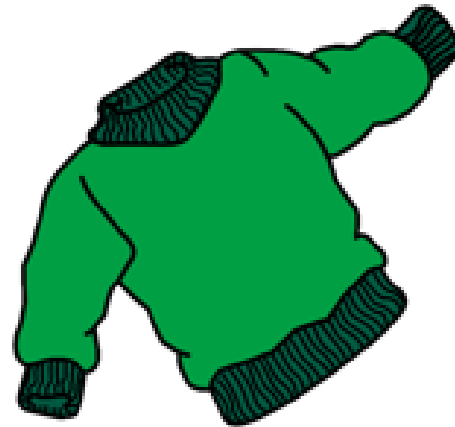




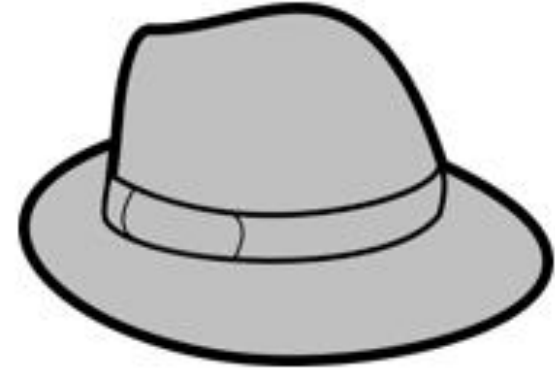
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Gwerthusiad gwers / Lesson evaluation

Dyddiad: [26/03/2025] - **Blwyddyn:** [Dosbarth Newgale, Blwyddyn 3] - **Maint Dosbarth:** [31] - **Gwres:** [Slot Drillio]

I believe this lesson to mostly be a success. The lesson objectives were clearly defined, and all children knew what was expected of them. I believe I achieved the lesson objectives as this was the third time I had done Slot Drillio with them and addressed any misconceptions in the first two days. The objectives was achieved, and the learners were able to describe what someone was wearing in third person, they proved this at the end of the week when I took group by group outside and asked them to repeat the activity in the corridor, and 90% of children remembered it with no reminders from me, or wordmat in front of them.

Student engagement was high, and I believe this to be down to using dice as part of the activity – they love rolling dice. The first time I did this activity, I had to give a reminder about ensuring everyone had a go at asking the question and answering the question, as some wanted to hog the dice. I reflected on this and added more dice to each group. Another thing I noticed and changed before this session was changing the groupings of my louder and quieter learners in a form of scaffolding, so my quieter group had a more knowledgeable others with them. I believe this minimised arguments between the louder learners that are normally quite bossy with their louder peers and gave the quieter learners a bit more confidence within a louder group. This ensured all learners were actively participating for the whole 20-minute lesson.

I believe the time management and pace of the lesson worked well to hold the learners attention and enthusiasm. I planned for 7-8 minutes of repeating the words/phrases after me as a whole class activity, and 12-13 minutes with their peers in a group activity. With switching activities every day between group activities and pair/trio activities. This is also a good way to get constructive feedback from their peers, as some may work better in groups than in pairs/trios. It also gives them the opportunity to answer the question as part of a group before being put on the spot in pair/trio work the next day, so if they are still unsure about the way in which to respond, they can listen to others a few times whilst building confidence to answer themselves.

The resources were simple and effective and purposely made so there was no scaffolding on the dice, as they have the Y Gromlech 3.3 wordmat to help them if they wished. But I found after the second day, it was barely used. The idea of putting the items of clothing and weather on the dice was to keep the learners on their feet, so they didn't use the same sentence all the time and to encourage them to push their boundaries. – It didn't matter if they got it wrong or had to look at the wordmat, the idea is to practice speaking and boost their vocabulary.

On asking for feedback from the learners on how the lesson was structured, they told me that they liked the way it was set out, practising half the words on the Monday and Tuesday, and then building on them on the Wednesday and Thursday, as they had a large number of words to use straight away, without having too many to 'keep in their head from the start'. I believe this is the reason for the high success in their correct sentence structures, high vocabulary recall, and pronunciation fluency.

The challenges for this lesson was that because they are working in groups, a teacher wouldn't be able to see if one or two are not engaging, but that is why I change the activity every other day to include pair/trio work to ensure high learner involvement. Going forward, I am taking leadership in Slot Drillio sessions and have arranged that on the Friday of every week I will take a group of learners out to record their Welsh skills that they have learned that week. – I thought of this as there isn't much oral recording of Welsh in their books.

