

Task 1

Name of Trainee: Charlotte Theakston Session ref: Welsh book 27.03.19 Personal Training Target(s) : S2.2(iii), S2.1, S3.2.2		Date: 27.03.19 No of pupils: 27	Class: Year 2 Age: 9-10	Foundation Phase Focus Plan 2d
Learning objectives/intentions: to give the pupils an opportunity to listen to and practice the sentence pattern dwi'n hoffi and dw i ddim un hoffi.				Meeting learners' needs:
Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)
Boreda Pawb During the introduction I will ask the pupils what they have been learning in Welsh. Dwi'n yn hoffi Dwi'n ddim yn hoffi I will ask the pupils what they mean? I will then introduce the book to them. i have chosen to read this book because it covers the vocabulary they have been learning in their Welsh lesson. Plenary Whats the story about? I will ask the pupils if they understood the story and if they enjoyed it. I will ask this in Welsh.	Ydy pawb yn barod? Gwradwch - listen I will read the book During the book I will ask questions to the pupils to check their understanding and engagement. I will use hand up but I will also ask pupils who i feel are not engaging with the story. Pwy sy yma? - Who is here? Beth yw oed Doli Glwt? - How old is Doli Glwt? Wyt ti'n hoffi llyfr? Thumbs up Dwi'n yn hoffi? Thumbs down Dwi'n ddim	Resources Doli Glwt Book Key vocabulary Dwi'n yn hoffi Dwi'n ddim yn hoffi pen blydd haps		What have you been learning in Welsh? Ydy pawb yn barod? - Everyone ready Pwy sy yma? - Who is here? Beth yw oed Doli Glwt? - How old is Doli Glwt? Wyt ti'n hoffi llyfr? - did you like the book Assessment for learning • Question and answer • Hands up • joining in singing happy birthday in welsh
Curriculum coverage (range and skills)		• Welsh-medium statement: answer questions by using the correct formats, <i>e.g. Ydy? Ydy/Nac ydy</i> • hear lively readings from a variety of sources • appreciate books, stories and words around them • follow stories read to them and respond as appropriate • use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms • show an understanding of what they or others have read by responding orally or non-verbally to the content.		
Literacy (LNF)		Numeracy (LNF)		
ICT	Thinking skills Think about what happened in the story. The pupils will need to think about the translation of the story. Focusing on Dwi'n ddim hoffi and Dwi'n hoffi.	ESDGC	YCC The story will be read a story in welsh which will be developing the pupils welsh vocabulary.	

For this assignment I will be reading a book called Parti Doli Glwt. The book has colourful pictures which is appropriate for the age group. It will allow them to de code any meanings of words they do not understand. 'Early Welsh reading books are often designed to incorporate regular text, which children can decode using the reading skills they have already secured in their first language' (Estyn, 2013, p. 22). I have chosen this book because it links in with what the class have been currently learning in Welsh. Throughout the book it repeats a phrase, which helps the children learn. This theory is supported by Skinner who believes hat repetition is a fundamental part of child learning. Mcleod, S, (2018)

Task 2

https://youtu.be/IYgMlp5Qq4o

Task 3

During this assignment I will be reflecting on my experience of reading a Welsh book to a group of children. The process of reflection helps us to monitor our own development from raw beginner to experienced professional (Scales, P, 2012, p. 9). Leading up to my Professional teaching practice (PTE) I was extremely anxious about the prospect of teaching a Welsh lesson. My first experience with the Welsh language was when I started the primary Education degree in September 2019. I have really struggled with pronunciation and this has given me a lack of confidence in speaking the language. I was worried about not being able to pronounce the words correctly which would in turn loose the respect of the pupils. Although I find the language a challenge I understand the importance of promoting the Welsh language. This is highlighted by Donaldson, G. (2015)

‘The cultural, cognitive and practical benefits of learning Welsh as a living language provide a strong case for its inclusion as a compulsory element in the school curriculum I am aware of the clear emphasis of the welsh language’. Donaldson, G, (2015)

In The Welsh government, (2012 - 2017) document they emphasis the role teachers play in developing the language, ‘there is no question that the education system has a vitally important role in the future of the language’. This further strengthens the importance for me to commit to learning the language. Therefore the inclusion of Welsh is written into the QTS standards;

‘They can teach the required or expected skills, knowledge, and understanding relevant to the curriculum for learners in the age range for which they are trained, and as relevant to the age range they are trained to teach make appropriate use of the Curriculum Cymreig’ Education, Wales, (2009).

Before my PTE started I went and met with the mentor at Model School in Carmarthen. I explained that as part of our Welsh module I would need to read a book to group of children. Unfortunately for the first three weeks I was in year five, therefore did not feel the level of book I could read would be suitable for that age range. For PTE 2 I would be in year 2, however, I was not able to meet with the class teacher to discuss lessons until the first day of my observation week. During this week I highlighted my concerns and made it clear that I was anxious about reading a book in Welsh. To overcome this I spent some time talking to the class teacher about what the class had been learning. From that conversation I became aware that the class had been learning the sentence pattern *dwi’n hoffi* and *dw i ddim un hoffi*. To coincide with what the class had been previously learning, I found a book called *Parti Doli Glwt*. I asked the class teaching assistant, who was a fluent Welsh speaker to go through the book with me and to check my pronunciation and then I practiced reading the book at home. Once I was confident reading the book, I then concentrated on engaging the pupils with the literature, making notes to prompt me. Throughout the book it mentions different foods which Tedi Twt either likes or dislikes. The book was appropriate for the age of the class and linked well with what the pupils had been learning. The book repeats the same sentence pattern, Mcleod, S, (2018) explains Skinners theory that repetition helps a children learn. There was also an opportunity for all the pupils to join in and sing happy

birthday. Estyn, 2013 states 'Repeating songs helps to reinforce familiarity with words and phrases that can be used in other contexts'. (Estyn 2013, p. 17).

I tried to engage the pupils by asking them what Tedi Twt was saying. This appeared to engage the pupils and they were eager to practice their welsh. I feel that reading the book after they had learnt the sentence pattern was effective. It gave the pupils confidence and they could all understand the book and could build on prior knowledge. I found that by asking the pupils questions throughout the book was an effective way to assess their understanding, it also gave an opportunity for the the lower ability pupils to check their understanding and learn through their peers. By reading the book as a whole class group in this way links with Mcleod, S, (2018) summary of Vygotskys theory that pupils learn from a more knowledgable other.

Not only was it effective in the assessment of learning, I used it to ensure effective class room and behaviour management. It was a way to keep the pupils engaged in the story and by translating each page helped the lower ability pupils understand what was going on and not loose interest. Engaging the pupils with questions was something I struggled with. Due to my lack of confidence in speaking Welsh I relied heavily on prompt notes. Looking back on the video I notice that at the beginning I focus a lot of attention following the notes, this was having an effect on my concentration and the pedagogical aspect of the lesson. I was concerned that I would loose the attention of the class, therefore I adapted my lesson and continued to read the book and try and remember the questions I had prepared and not rely as much on the notes. On reflection I have found that when I lack confidence in a subject I rely on notes too much which takes away from the natural interaction with the class and fluidity of the lesson.

Another aspect of the lesson I found difficult was how to position myself appropriately to ensure that all the pupils could see the book. This is something that I had not considered or practiced. It is quite difficult reading the book from the side without compromising the pupils view. I believe this is something that will become more natural the more experience I gain.

I feel that the management of the class went well, I felt confident in my ability to manage the class. I had already spent 3 weeks with the class and had built up a rapport and set my

expectations, therefore I did not need to stop and address negative behaviour. However, moving forward I could have engaged with the class behaviour management system and awarded points to reinforce the positive behaviours. This follows Pavlov's 'conditioning' theory. Pavlov is a behaviourist who believes that an 'unconditioned stimulus creates and unconditioned response'. Mcleod, S, (2018)

In conclusion I feel that although I was nervous about reading the book, I felt that I delivered a successful lesson. I have built confidence in the area of Welsh and enjoyed watching the children's enthusiasm for the language and learn the sentence pattern. I felt really proud of myself. Something I was concerned about is that the pupils would pick up on my pronunciation, however, the pupils did not notice a difference in my ability in speaking Welsh than their teachers and they appeared to enjoy the book, which has increased my confidence. Moving forward I need to continue with my Welsh lessons to build vocabulary and confidence. I need to use more expression in my reading and create a more natural flow, I believe this is something that will come with more experience and confidence. Reading this book gives further learning opportunities, and if I had more time with the class I would have asked the children to get into pairs, they would need to find out what their partner likes and dislikes by using the sentences pattern. The children would then be encouraged to write a shopping list and plan a party for their friend.

Reference list

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