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☐	First Name / Last Name	Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	
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ECAD6006

Rationale

The purposed audience for the activities were year two children, six to seven years of age. There are eighteen pupils in the classroom with varying abilities of using the Welsh language within the classroom for both verbal and written activities.

The theme for the term was 'Houses and Homes'. Within this term the children were going to undertake an educational visit to St Fagans National Museum of History. Prior to the educational visit, the writer decided that the children would benefit from becoming familiar with the past tense sentence structures. E.g. Es i i..., Es i gyda..., Gwelais i.... To best equip the learners with the desired sentence patterns, the writer believes that verbal and oral activities with imitation and repetition will help the children memorise and familiarise themselves with the sentence patterns and structure. Lantolf (2004. P126) discussed his case study and identified that, "imitation, repetition and memorisation were a part of learning, as was playful oral interactions". With this in mind, the writer will initiate the session with a popcorn activity (see appendix one) in which the practitioner will begin to ask simple sentence patterns i.e. Pwy wyt ti? Sut wyt ti? Ble wyt ti'n byw? Leading on to introducing the past tense sentence patterns as mentioned above. Following on from the 'popcorn' activity, the children will be carrying out the 'talking feet' activity in which the children are familiar with. Baker (1993. P176) suggests that the, "form of presentation will be meaningful to the child" particularly with learning a new language. Baker identifies that the "use of visual aids, demonstrations, modelling, computers, oral and written instruction; and amount of teacher assistance" can expose the children to the various forms of presentation to allow Wood, Bruner and Ross (1976) 'Scaffolding' to take place.

In addition to the Bruner's scaffolding process, Hammond and Gibbons (2005, P5) stated, "It is important that teachers... provide learners with adequate levels of support and that this support is only withdrawn when learners can achieve tasks

independently.” With consideration to this, the writer will use the talking feet activity to initiate with prior learning of the present tense sentence patterns and then lead in to the newly learnt past tense sentence structures, giving additional support to pupils when needed to support their learning.

Reflection

The writer believes that the activities that were carried out had been well planned in order for the children to become familiar with the newly learnt past tense sentence patterns. As the class are predominantly a lower ability class, the writer did not want to overwhelm the children with too many new sentence patterns / structures as the children may lose their self-esteem and damage their confidence in using the Welsh language. The writer had recorded the ‘popcorn activity’ and the ‘talking feet activity’ (See appendix) in order to reflect on the teaching practice and also use of Welsh when delivering sessions.

During the popcorn activity, when asked “sut wyt ti?”, a pupil responded with “Dw I’n wedi bleno” in which is a perfectly acceptable response by the pupil but the practitioner then responded with “a ti” when the correct response that should have been used was “a fi” (and me). This was instantly identified upon the personal analysis of the video recorded and was then later explained to the children what “a ti” and “a fi” mean and when it is appropriate to use each one in conversational Welsh speaking with correct conversational etiquette. Progression step one for the language, literacy and communications Welsh / English in the Draft Curriculum for Wales 2020 Welsh Government (2019. P47) states, ‘I can take part in group discussions, taking turns and showing understanding of conversational etiquette.’ With the practitioner modelling the correction to the children, the etiquette is clearly modelled for the children.

All of the children were using the correct responses to the questions that were asked but on times there were English words used within the Welsh sentence as the children nor the practitioner knew the translation for the word needed. Upon reflection, the practitioner could familiarise oneself with the translations for words associated with the questions asked. i.e. types of houses/ places / scenery.

During the talking feet activity, the practitioner had laid out various different outlines of feet in a sequence with different illustrations of the proposed questions (see appendix one for the list of questions in order). One of the children are to step on a footprint and the rest of the class will ask the question using the illustration as a guide. The pupil on the footprint will answer the question, using the correct sentence pattern, and progress to the next footprint and repeat the process until the final footprint. This activity is designed to build upon and develop the children's communicative skills with using the Welsh language. As Donaldson (2015. P115) twenty second recommendation states "There should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding."

In regards to the resources used, the writer believes that the interactive activities were more beneficial to the learning than written activities. As Lantolf (2004) discussed, various stimuli and presentation of the learning did have an impact on the learning of the second language. One pupil in particular is usually regarded as a lower attaining pupil but during the interactive activity with illustrated visual aids, the pupil excelled and could retain and imitate the questions and the patterns to respond to the questions.

In order to consolidate the learning of the children, the writer has arranged a recount of the recent visit to St Fagans National History museum of Wales using the past tense sentence patterns in the Welsh language in the next school week (see appendix three). This activity will be planned in order to augment the oral and written sentence patterns to allow the children to have the opportunity to transfer talk to writing and enhance their confidence using the practiced sentence structures / patterns. During this session the children will be pushed to use the vocabulary boxes to extend their vocabulary and improve their sentences.

To conclude, the practitioner believes that the sessions delivered were adequate in regards to the Welsh used by the practitioner. On the contrary, all of the children were able to identify the new sentence patterns and use the appropriate responses with support from the practitioner and their peers. The children were able to build upon their prior learning and combine it with the new sentence structures in order to develop and sophisticate their Welsh dialogue. For future practice, the writer

will work towards personal targets in order become a better practitioner and give the learners the best potential outcomes from each Welsh session.

The personal targets for improvement that the writer has derived from the reflection of the two tasks are;

1. Become more confident when using the Welsh language particularly in front of the children.
2. Familiarise oneself with the Welsh language that may arise during the session. E.g. types of houses, different places.

References

Baker, C. (1993) *Foundations of Bilingual Education and Bilingualism*. Bridgend: WBC Print.

Donaldson, G (2015) *Successful Futures*. Cardiff. WAG.

Hammond. J, Gibbons. P (2005) *What is scaffolding?* Sydney: Macquarie University. Available at:

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Lantolf, J, P. (2004) *Sociocultural theory and second language learning*. 3rd Ed. Oxford: Oxford University press.

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Appendix one

Name of Trainee:	Ross McDonnell	Session ref:	Welsh past tense	Date: 17/05/19	Class	Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol				Number of learners	6-7	Age:	
				17			
Learning objectives/intentions:	Can I use past tense sentence patterns in Welsh	Success Criteria	I can begin to use past tense Welsh sentence patterns	Meeting learners' needs:	Children will be supported if needed due to this being an oral task.		

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction Introduce the language pattern for past tense. Ble est ti? Where did you go? Es i i... I went to... Es i i'r... I went to the... Gyda phwy est ti? Who did you go with? Es i gyda... Beth gwelaist ti? What did you see? Gwelais i... I saw ... Beth gwnest ti? What did you do? Es i I went... Popcorn answers from the children for each of the sentence patterns one at the time. Plenary Use lollipop sticks to select random children to ask them a question using the past tense sentence patterns that we have learnt today.	<u>Trainee focused task</u> (purpose, outline of trainee's role and children's learning): Introduce the children to the talking feet on the floor. The children have used the talking feet before so they will have an understanding of the process in which they step on each of the feet and answer the question that the rest of the class will ask. The feet will be illustrations of the; Pwy wyt ti? Sut wyt ti? Sut mae tywydd heddiw? Beth wyt ti'n hoffi? Faint ydy dy oed di? Ble wyt ti'n byw? Ble est ti? Gyda phwy est ti? Beth gwelaist ti? The task will be differentiated by giving additional support to the children to scaffold their learning. <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): JK – activities with Sean <u>Independent learning opportunities:</u> Children will be prompted to practice their sentence patterns	Resources Talking feet – past tense Key Vocabulary Ble est ti? Es i i... Es i i'r... Gyda phwy est ti? Es i gyda... Beth gwnest ti? Es i Beth gwelaist ti? Gwelais i...	Popcorn Peer oral assessment Lollipop sticks

Appendix three

Name of Trainee:	Ross McDonnell	Session ref:	Welsh recount	Date: 22-24/05/19	Class	Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol				Number of learners		6-7	
				Age:		18	
Learning objectives/intentions:	Can I make a recount of an activity in Welsh?	Success Criteria	I can say where I went. I can say who I went with. I can say what I saw.	Meeting learners' needs:	The amount of work will be differentiated. The higher ability will have extension words/phrases taken from the BBC bitesize GCSE book.		

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction On the whiteboard, write: Ble est ti? Es i i... Es i i'r... Gyda phwy est ti? Es i gyda... Beth gwnest ti? Es i Beth gwelaist ti? Gwelais i... For the children to refer back to if needed. Talking feet activity – child led activity. The feet will show illustrations for; Pwy wyt ti? Sut wyt ti? Sut mae tywydd heddiw? Beth wyt ti'n hoffi? Faint ydy dy oed di? Ble wyt ti'n byw? Ble est ti? Gyda phwy est ti? Beth gwelaist ti?	<u>Trainee focused task</u> (purpose, outline of trainee's role and children's learning): The children will be using the Welsh sentence patters to create a recount of what we saw / done during the visit to St Fagans. Melyn Gwyrdd Coch – use of the BBC bitesize vocabulary boxes for extending their writing. Glas <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): KM- handwriting Gwyrdd Coch JK – smart moves, speech link, language like. EE- procedural math tests <u>Independent learning opportunities:</u> The children will be able to write in their busy books, discussing what they may have saw or had done during the St Fagans visit.	Resources Prompt cards for the children Talking feet Key Vocabulary Ble est ti? Es i i... Es i i'r... Gyda phwy est ti? Es i gyda... Beth gwnest ti? Es i Beth gwelaist ti? Gwelais i...	Thumbs up / down / to the side Lollipop sticks Talking partners
Plenary Session 1 Lollipop sticks asking the children from the questions from the talking feet activity to ensure understanding of the question and the sentence pattern to answer. Ensure all of the children have answered between the two sessions. Session 2 In pairs, ask each other the questions/ patterns that we have learnt. Ensure the children take turns of asked and answering the questions.	<u>Independent learning opportunities:</u> The children will be able to write in their busy books, discussing what they may have saw or had done during the St Fagans visit.		

Curriculum coverage (range and skills)**Personal and social development, wellbeing and culture**

Children should be experiencing;

- different resources such as those in print and interactive forms
- activities that allow them to use their senses, to be creative and imaginative
- Welsh-medium statement: answer questions by using the correct formats, e.g. *Ydy? Ydy/Nac ydy*

Welsh language development

- talk/communicate for a variety of purposes including:
- participate as individuals, pairs and in differently sized groups
- experience a range of stimuli

Literacy (LNF)

- Contribute to discussion, keeping a focus on the topic and taking turns to speak
- Share activities and information to complete a task
- write for different purposes
- Welsh-medium statement: spell some words that use y/u/i, e.g. *ty*, *llun*, and diphthongs, e.g. *coed*.

Numeracy (LNF)**DCF**

The photos taken during the educational visit will be played, on a loop, on the display TV.

Thinking

The children will need to recall prior events/ observation from the education visit. The children will then need to transfer their knowledge in order to write about the visit using Welsh past tense sentence patterns.

ESDGC

The children will develop an understanding of their heritage and culture as we will be looking at homes and houses from the past and will be recalling events

YCC

Incidental Welsh will be used for commands and basic instruction.

The lesson will be carryout primarily in the Welsh language and will be talking/ writing, in past tense sentence structures, about the educational visit to St Fagans Welsh heritage park.