

Appendices

Appendix 1

Dear Parent/Guardian

My name is _____ and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within _____ and I am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is '**In what way does practising Welsh orally improve the understanding of the language in Key Stage 2 pupils?**' and I aim to evaluate whether the practising of oral Welsh will improve the skills of the children in the classroom compared to written learning of the language. With your child's participation, I hope to ascertain data that will assist with the research and allow me to come to a conclusion.

During the research activity, I plan to use lesson study as a method for collecting data. This method involves two researchers with one taking a lesson and the other completing observations of the students in the classroom. This data is then used to reflect on and alter the lesson to improve the research. During the lesson, the second observer will be focusing on three specific children who have not yet been selected.

Following the lesson, the three children who have been observed will be asked to participate in a short interview about the task and their involvement and understanding. This interview will be audio recorded but the children will not be identified. Myself and my partner will then reflect on the data collected and this will be used in an assignment as part of my course.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on a password protected device and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience at _____

Yours sincerely,

Appendix 2

PROJECT TITLE: In what way does practicing Welsh orally improve the understanding of the language in Key Stage 2 pupils

Name of Researcher:

Please initial the boxes provided

☐

1. I confirm that I have read and understand the information sheet dated 29/01/2020 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

☐

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

Child's name

Parent signature

Date

When completed, please return this form to _____ in Year ____ by Friday 31st January 2020.

Thank you.

Appendix 3

Interview questions

1. Were the instructions for the lesson clear?
2. Can you tell me what phrases were used in the lesson?
3. Would you be able to tell me what these phrases translate to?
4. How did you feel when speaking welsh with your peers?
5. Would you now feel confident using these welsh phrases outside the classroom?
6. How did you feel about the lesson?
7. What were the things you liked the most?
8. What thing about the lesson could be improved?
9. Do you think there is a better method to learn Welsh rather than using the language orally (speaking it)?

Questions highlighted in yellow will be asked to the individual students but the other questions can be offered to all the students for an answer.

Appendix 4

Observation – In what way does practicing Welsh orally improve the understanding of the language in Key Stage 2 pupils? Name: Date and time: 3/02/2020 10:30 Task: Questions, answers, and 3 rd person Lesson/Subject: Welsh Second Language			
Tick if observed	Child A – High Attaining EAL	Child B – Middle Attaining	Child C – Low Attaining
Ask a range of questions	X	X	
Can answer the questions appropriately	X	X	
Speak Welsh with confidence	X		X
Is able to translate in to English	X	X	
Did not use a variety of questions			X
Did not use a variety of answers			X
Lack of confidence when speaking Welsh		X	
Repeatedly asking for further instruction			

Any further comments

- High Attaining EAL
 - Excellent grasp of questions and answers.
 - Used all structures including 3rd person and spoke with confidence.
 - Encouraged others to use the correct phrases and helped others with their understanding.
- Middle Attaining
 - This learner struggled with the phrases and questions during the task.
 - They were more confident asking and answering questions during the interview – smaller group?
 - The learner needed prompting during the task and was not confident in the classroom. They seemed to struggle to find others to ask and this may be due to lack of confidence?
- Low Attaining
 - This learner speaks confidently when helped but struggled without any prompting. They were better with the answer structures than the questions.
 - Struggled to remember phrases from the lesson during the interview.
 - They were aware of the meaning of the questions but mixed up their answers.

1. **Ask a range of questions**
 - a. These will be questions learned at the start of the session and the learners will be expected to use every structure that are taught.
2. **Can answer questions appropriately**
 - a. The learners can give the correct format to the questions asked and do not confuse the answering formats.
3. **Speak in Welsh with confidence**
 - a. Almost no mistakes and can ask and answer the questions confidently to others. They are aware of the sentence and answer structure and can alter their answers appropriately.
4. **Is able to translate in to English**
 - a. The learners are aware of what the sentence and answer structures mean in English and can offer a translation to English for their answers when asked.
5. **Did not use a variety of sentences**
 - a. The learners did not use all of the taught sentence structures and focussed on one or did not ask any suitably.
6. **Did not use a variety of answers**
 - a. The learners were unaware of the different answers to the questions and could not answer appropriately. Perhaps used the same answer for all the questions or was confused about what answers were appropriate.
7. **Lack of confidence when speaking Welsh**
 - a. Evidence of low confidence such as mumbling or being unable to answer the question asked.
8. **Repeatedly asking for further instruction**
 - a. The learners are unsure of the correct questions to ask or answers to respond. They were either disengaged when the instruction was being made or do not understand the task and need further explanation. If the learner satisfies this aspect, they will probably not be able to contribute much at the end when looking for answers and clarification.

Appendix 5

Lesson Study Reflection – Gibbs 1988

Date: 3/2/2020

Research Question: In what way does practicing Welsh orally improve the understanding of the language in Key Stage 2 pupils?

Reflection	
Describe what happened	A welsh lesson was taught to 29 pupils in the classroom. The lesson started by using a PowerPoint with welsh questions with the English translation next to it and how to answer the questions in welsh. The questions were: • Pwy wyt ti? • Sut wyt ti? • Ble wyt ti'n byw? • Beth wyt ti'n hoffi chwarae? • Beth wyt ti'n hoffi bwyta? These questions were asked to the pupils whilst sitting on the carpet and how to answer was demonstrated by the student teacher. The student teacher started with the method of I say you say to get the pronunciation correct and then the children had an opportunity to ask each other the questions and answer them. Once the student teacher felt confident that the pupils could ask and answer the questions, she explained the worksheet. The worksheets were colour coordinated so the children knew which group they were in. This was done so that the work could be differentiated according to attainment levels. There was three groups and the groups were sitting on adjacent tables which made completing the worksheet easier for both staff and pupils. The children had to ask a peer all the questions discussed at the start of the lesson and write down their answers on the work sheet. The worksheet had boxes with key words in there such as pwy; teimlo; byw; chwarae and bwyta. This was there to give an indication to the pupils of the questions they needed to ask and to help them when looking back at the answers. The pupils had around 20 minutes to ask and answer the questions to the required amount of people in their groups. This was then observed by both researchers (both student-teachers) and key words were written on the white board to help the pupils with their answers. The pupils were told to not worry about spelling during this lesson as the focus was speaking welsh, however the pupils were still concerned on how to spell the words in welsh when writing down the answers. After the allocated time to complete the worksheet, the student teacher gathered the pupils back onto the carpet to look at the second slide of the presentation. The second slide explained how to talk using 2nd person in welsh. This was demonstrated the same way as the first slide by using an I say you say method. Some children then had an opportunity to talk about a peer using their worksheet and explain to the rest of the class about their peer in welsh. For both slides the three pupils that were being observed had an opportunity to speak during the carpet time so that as much research as possible could be gather on them speaking welsh. At the end of the lesson, the class went for lunch and the three pupils being observed stayed behind to answer some research questions.

Describe your feelings and emotional responses	• The lesson was positive and the feedback from the learners in the interview was also positive. • Both researchers felt quite apprehensive at the beginning as it was a strange situation to be watched by your peers and to observe your peer. This however, lessened as the activity and lesson progressed. • It was sometimes difficult to observe and teach at the same time especially as the observer was being asked questions by the learners and we were using participant observation which meant the observer was integrated into the lesson so was in a position that the learners obviously felt they could ask questions. This may have taken away from the observation slightly.
Consider what was good and bad about your response	• The presentation went well and also having various words/phrases and the spellings on the board for the learners to refer to worked well also. It was important to reiterate to the learners that spelling was not as important as their verbal skills during this lesson. • We also think that the repetition of phrases worked well and it helped the learners have a firm understanding of what the questions and answers were for this task. • The differentiation of the task was also positive as it allowed all learners to be involved regardless of ability. The task sheet was on A3 paper meaning that the learners could have space to write which could have been an issue for learners who struggle with their handwriting. • Bringing the learners back together for a plenary also worked well as they could bring their sheets with them for the next aspect of the task. Keeping the 3rd person answers until the end was a positive as it meant the learners were not overwhelmed by information at the beginning of the lesson. • It was sometimes difficult to keep all the learners on task whilst trying to observe the lesson from the student-teacher viewpoint. • Despite having words on the board, learners still asked for spelling and consolidation of their work which meant that a lot of time was taken up by discussing spellings and writing words on the board.

How do you make sense of the situation? <i>Link to literature</i>	• Weiler (2018) - considers repetition to be successful when used correctly. This links to the interview transcript where a child commented that they'd like to complete the Welsh work more often so they would remember more. • Brown (2000) - discusses confidence levels in learners may influence their language learning capabilities. This was seen with the middle attaining child who had low confidence and gave some wrong answers.
What general conclusions can you draw from the event? What specific conclusions can you draw from your experience?	• The whole event including the interviews suggested that the oral use of Welsh is more beneficial to understanding but these question and answer phrases need to be consolidated through frequent learning and cannot be a one-off lesson. • One pupil suggested in the interview that reading was the best way to learn welsh and another pupil agreed but would link reading and learning orally together. So, reading welsh need to be considered as an important method to understanding the language. • Being a teacher and observer at the same time is very difficult as the teacher needs to meet the needs of all pupils not just the three being observed. • More research needs to be conducted to discover the best method of understanding the welsh language.
Based on your reflection, what would you do differently in the future? Do you have an action plan?	• During the introduction to the lesson, words and phrases will be written on the whiteboard for all learners to see so that they have a bank of words ready for their activity. • The worksheet says the word 'teimlo' but the learners were taught 'sut wyt ti?' This confused them slightly as they may not have known what teimlo meant so, the question has been altered to 'sut wyt ti'n teimlo?' This will hopefully help the learners understand more.

Appendix 6

Observation – In what way does practicing Welsh orally improve the understanding of the language in Key Stage 2 pupils?

Name:

Date and time: 4.02.20 – 9:00 AM.

Task: Questions, answers, and 3rd person

Lesson/Subject: Welsh Second Language

Tick if observed	Child A – Lower Attaining	Child B – Middle Attaining	Child C – Higher Attaining EAL
Ask a range of questions	X	X	X
Can answer the questions appropriately	X	X	X
Speak Welsh with confidence		X	
Is able to translate in to English		X	X
Did not use a variety of questions			
Did not use a variety of answers	X		
Lack of confidence when speaking Welsh	X		X
Repeatedly asking for further instruction			

Any further comments

Lower attaining pupil:

- Trying really hard to pronounce the words.
- Used the presentation a lot for support
- Answer with one word rather than full sentences
- This pupil confidently spoke Welsh with the use of the aids but needed prompting to use the full sentence.

Middle Attaining pupil:

- Asked questions with confidence and answered with confidence.
- Used presentation for support when asking questions
- At one point she missed out the word hoffi but then corrected herself.
- Asked a pupil a question. This pupil said “what does that mean” and Child B was able to translate the question to English.
- This pupil was able to talk about someone else confidently by using phrases on board

Higher Attaining Pupil:

- Mixed up the questions a few times – said Beth wyt ti’n hoffi teimilo twice
- Looked at questions written on white board to know what to ask
- Missed out some words such as hoffi and was corrected by partner
- Not very confident in asking questions or answering but was able to complete the lesson.
- Confidently spoke about friend using help from phrases on board

1. **Ask a range of questions**
 - a. These will be questions learned at the start of the session and the learners will be expected to use every structure that are taught.
2. **Can answer questions appropriately**
 - a. The learners can give the correct format to the questions asked and do not confuse the answering formats.
3. **Speak in Welsh with confidence**
 - a. Almost no mistakes and can ask and answer the questions confidently to others. They are aware of the sentence and answer structure and can alter their answers appropriately.
4. **Is able to translate in to English**
 - a. The learners are aware of what the sentence and answer structures mean in English and can offer a translation to English for their answers when asked.
5. **Did not use a variety of sentences**
 - a. The learners did not use all of the taught sentence structures and focussed on one or did not ask any suitably.
6. **Did not use a variety of answers**
 - a. The learners were unaware of the different answers to the questions and could not answer appropriately. Perhaps used the same answer for all the questions or was confused about what answers were appropriate.
7. **Lack of confidence when speaking Welsh**
 - a. Evidence of low confidence such as mumbling or being unable to answer the question asked.
8. **Repeatedly asking for further instruction**
 - a. The learners are unsure of the correct questions to ask or answers to respond. They were either disengaged when the instruction was being made or do not understand the task and need further explanation. If the learner satisfies this aspect, they will probably not be able to contribute much at the end when looking for answers and clarification.

Appendix 7

Lesson Study Reflection – Gibbs 1988

Date: 4/2/2020

Research Question: In what way does practicing Welsh orally improve the understanding of the language in Key Stage 2 pupils?

Reflection	
Describe what happened	A welsh lesson was taught to 30 pupils in the classroom. The lesson started by using a PowerPoint with welsh questions with the English translation next to it and how to answer the questions in welsh. The questions were: • Pwy wyt ti? • Sut wyt ti'n teimlo heddiw? • Ble wyt ti'n byw? • Beth wyt ti'n hoffi chwarae? • Beth wyt ti'n hoffi bwyta? The pupils were sitting at their desks when answering the questions of the opening phase of the lesson and the student-teacher used the method of 'I say you say' for the correct pronunciation of the questions and answers. The student-teacher then asked the questions to pupils in the classroom and they answered these question in Welsh. Following the answers to the questions, the student-teacher created a work bank on the board for the children to refer back to when completing their main activity. Once the student-teacher was confident that the pupils could successfully ask and answer the questions using the given formats, the worksheet was explained. These worksheets were differentiated in three separate ways for high attaining, middle attaining, and low attaining children. The learners were separated into three groups based on ability with a teaching assistant supporting those in the low attaining group. The learners had to ask a peer the questions that they had been taught and the peer was expected to answer using the correct sentence structure. There were prompts on the worksheet using words 'pwy, teimlo, byw, chwarae, and bwyta' to encourage the use of the questions. The questions and answer structures were also left visible on the board for extra support. The pupils had around 20 minutes to ask and answer the questions to the required amount of people in their groups depending on the differentiated worksheets. This was then observed by both researchers (both student-teachers). The pupils were told to not worry about spelling during this lesson as the focus was speaking Welsh, however the pupils were still concerned on how to spell the words in Welsh when writing down the answers. After the allocated time to complete the worksheet had passed, the student teacher gathered the pupils back to their desks to look at the second slide of the presentation. The second slide explained how to discuss the answers given using 3rd person in Welsh. This was demonstrated the same way as the first slide by using an 'I say you say' method. Some children then had an opportunity to talk about a peer using their worksheet and explain to the rest of the class about their peer in Welsh. For both slides the three pupils that were being observed had an opportunity to speak during the introduction and plenary so they could be observed as much as possible to see their understanding of the lesson. At the end of the lesson, the class went to their

	break and the three pupils being observed stayed behind to conduct an interview using the pre-designed research questions.
Describe your feelings and emotional responses	• The lesson delivered today was very positive with all learners participating and showing enthusiasm. • Both student-teachers felt less nervous today compared to yesterday as they had already completed the process once before. • Both observers had similar feelings to yesterday about observation. The student-teacher delivering the lesson today found it difficult to teach and observe the learners. • The observer noted that it was difficult to focus on the three individual learners rather than the whole class. This concurs with points made yesterday in the reflection.
Consider what was good and bad about your research	• The presentation went well and having various words/phrases and the spellings on the board for the learners to refer to worked well also. It was important to reiterate to the learners that spelling was not as important as their verbal skills during this lesson. • We also think that the repetition of phrases was positive and it helped the learners gather a firm understanding of what the questions and answers were for this task. • The differentiation of the task was also positive as it allowed all learners to be involved regardless of ability. • Bringing the learners back together for a plenary also worked well as they could bring their sheets with them for the next aspect of the task. Keeping the 3rd person answers until the end was a positive as it meant the learners were not overwhelmed by information at the beginning of the lesson. HOWEVER – assembly and shortened plenary made the task and lesson more difficult to keep to time. • It was sometimes difficult to keep all the learners on task whilst trying to observe the lesson from the student-teacher viewpoint. • Despite having words on the board, learners still asked for spelling and consolidation of their work which meant that a lot of time was taken up by discussing spellings and writing words on the board. This was considerably better than yesterday due to the changes we made to the lesson. I repeated that spelling was not important so the situation seemed to improve again. • The task sheet was not able to be printed on A3 paper which we thought may be an issue for hand-writing but it seemed to work fine.

How do you make sense of the situation? <i>Link to literature</i>	• MacLeod (2011) - discusses that words are remembered better when read aloud but it is still reading skills. This along with discussion from Czekala (2018) surrounding speaking a language offer the insight that there needs to be a blend of approaches available to learners. • McCaul (2016) - states how learners need interesting materials to assist with learning. This also concurs with previous literature mentioned about blends of approaches needed for language learning.
What general conclusions can you draw from the event? What specific conclusions can you draw from your experience?	• From this experience, we have concluded that reading needs to be implemented alongside oral practice. • • The learners needed the reading of phrases on the board to help them so therefore, both options need to be available for learners. • It was also concluded that the oral skills need to be practiced continually, perhaps daily, in order for the learners to progress.
Based on your reflection, what would you do differently in the future? Do you have an action plan?	• In our practice, Welsh phrases will need to be repeated often. This will help the learners to progress in their language development. • Welsh resources need to be readily available for the learners and encouraged to be used such as Welsh dictionaries and the new digital means such as DuoLingo. • This will all contribute to the Welsh Government's initiative of 1 million Welsh speakers by 2050.

Appendix 8

Pwy wyt ti? Who are you?
.... ydw i
Sut wyt ti? How are you?
Dw i'n
Ble wyt ti'n byw? Where do you live?
Dw i'n byw yn....
Beth wyt ti'n hoffi chwarae? What do you like playing?
Dw i'n hoffi chwarae...
Beth wyt ti'n hoffi bwyta? What do you like to eat?
Dw i'n hoffi bwyta...

Siarad Cymraeg



Siarad am ffrindiau! Talking about friends!

Pwy wyt ti? Who are you?
Dyma ...
Sut wyt ti? How are you?
Mae ... yn
Ble wyt ti'n byw? Where do you live?
Mae ... yn byw yn ...
Beth wyt ti'n hoffi chwarae? What do you like playing?
Mae ... yn hoffi chwarae ...
Beth wyt ti'n hoffi bwyta? What do you like to eat?
Mae ... yn hoffi bwyta ...

E'n - bechgyn (boys)
Hi'n - merched (girls)

Appendix 9

Pwy wyt ti? Who are you?
.... ydw i

Sut wyt ti'n teimlo? How are you feeling?
Dw i'n

Ble wyt ti'n byw? Where do you live?
Dw i'n byw yn....

Beth wyt ti'n hoffi chwarae? What do you like playing?
Dw i'n hoffi chwarae...

Beth wyt ti'n hoffi bwyta? What do you like to eat?
Dw i'n hoffi bwyta...

Siarad Cymraeg



Siarad am ffrindiau! Talking about friends!

Pwy wyt ti? Who are you?
Dyma ...

Sut wyt ti'n teimlo? How are you feeling?
Mae ... yn

Ble wyt ti'n byw? Where do you live?
Mae ... yn byw yn ...

Beth wyt ti'n hoffi chwarae? What do you like playing?
Mae ... yn hoffi chwarae ...

Beth wyt ti'n hoffi bwyta? What do you like to eat?
Mae ... yn hoffi bwyta ...

E'n - bechgyn (boys)
Hi'n - merched (girls)

Appendix 10

Student-teacher		Class	
AoLE or Subject	LLC	Date:	3/2/2020
Lesson Focus:	Welsh Second Language – 3rd Person Questions		
Meaningful links to Curriculum	Curriculum for Wales 2008: Welsh Second Language - Oracy • communicate clearly and confidently and use intelligible Welsh pronunciation and intonation • use accurate and clear language and words and patterns that are appropriate for the situation • reinforce Welsh syntax by the accurate use of a variety of: vocabulary, phrases, questions, sentence patterns.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Ask and answer questions in Welsh and then be able to discuss the answers of a classmate.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Use the correct phrases/questions • Be able to ask others the questions • Be able to answer the questions	• Using the correct questions and being confident in their language use.

--	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	• This phase will be an introduction to the questions and phrases they will be using. • This is a chance to activate prior knowledge of Welsh phrases as I ask if anyone knows what the translation/answer is • Key questions: Can anyone translate this? Answer this? • The questions and answer format will be written on the board and learners will have a chance to practice these questions and answers as I ask select individuals the questions and expect them to use the correct phrase to answer. • The learners will be asked to repeat the	• Engage in the activity • Answer questions • Repeat the phrases when prompted	

	phrases and questions in order to understand the language and pronunciation. • The learners will be introduced to how to talk about others in this presentation also which will be used in the plenary.		
Teaching & Core Learning	• The main activity for this lesson will have the children moving around the classroom asking other children the questions in Welsh and then the learners replying in Welsh. This will help with pronunciation. • The activities will be differentiated with the MAT being asked to collect more responses using a larger range of questions and the ALN having less responses to collect.	• Complete the activity promptly • Ask for help if needed • Engage with all tasks	• Worksheets • Pens • Pencils

Plenary	• The teacher will ask one child the questions and ask them to give the answers that another member of the class has given them. Visual prompts on the board. • Various learners will then be asked questions to give answers about another member of the class.	• Engage in discussion • Use correct language	• Visual prompts on board • Question sheet
-----------------------	---	--	---

Appendix 11

Student-teacher		Class	
AoLE or Subject	LLC	Date:	4/2/2020
Lesson Focus:	Welsh Second Language – 3rd Person Questions		
Meaningful links to Curriculum	Curriculum for Wales 2008: Welsh Second Language - Oracy • communicate clearly and confidently and use intelligible Welsh pronunciation and intonation • use accurate and clear language and words and patterns that are appropriate for the situation • reinforce Welsh syntax by the accurate use of a variety of: vocabulary, phrases, questions, sentence patterns.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Ask and answer questions in Welsh and then be able to discuss the answers of a classmate.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Use the correct phrases/questions • Be able to ask others the questions	• Using the correct questions and being confident in their language use.

• Be able to answer the questions	
---	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	• This phase will be an introduction to the questions and phrases they will be using. • This is a chance to activate prior knowledge of Welsh phrases as I ask if anyone knows what the translation/answer is • Key questions: Can anyone translate this? Answer this? • The questions and answer format will be written on the board and learners will have a chance to practice these questions and answers as I ask select individuals the questions and expect them to use the correct phrase to answer. • The learners will be asked to repeat the	• Engage in the activity • Answer questions • Repeat the phrases when prompted	

	phrases and questions in order to understand the language and pronunciation. • When the learners are asked the questions and are giving answers, these will be written on the board ready for the learners to refer back to during the main activity.		
Teaching & Core Learning	• The main activity for this lesson will have the children moving around the classroom asking other children the questions in Welsh and then the learners replying in Welsh. This will help with pronunciation. • The activities will be differentiated as the learners will be asked to collect a varied number of responses dependent on ability.	• Complete the activity promptly • Ask for help if needed • Engage with all tasks	• Worksheets • Pens • Pencils

Plenary	• The teacher will ask one child the questions and ask them to give the answers that another member of the class has given them. Visual prompts on the board. • Various learners will then be asked questions to give answers about another member of the class.	• Engage in discussion • Use correct language	• Visual prompts on board • Question sheet
-----------------------	---	--	---

Appendix 12

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Appendix 13

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Enw:

Teimlo:

Byw:

Chwarae:

Bwyta:

Appendix 14

Enw:	Enw:	Enw:	Enw:
Teimlo:	Teimlo:	Teimlo:	Teimlo:
Byw:	Byw:	Byw:	Byw:
Chwarae:	Chwarae:	Chwarae:	Chwarae:
Bwyta:	Bwyta:	Bwyta:	Bwyta:

Enw:	Enw:	Enw:	Enw:
Teimlo:	Teimlo:	Teimlo:	Teimlo:
Byw:	Byw:	Byw:	Byw:
Chwarae:	Chwarae:	Chwarae:	Chwarae:
Bwyta:	Bwyta:	Bwyta:	Bwyta: