Welsh Reflection

Over the last few months I believe my skills and confidence in the Welsh language have developed significantly. Although there is a still a great deal of improvement to be made, I am now more confident in both speaking and understanding Welsh compared to the beginning of this PGCE course.

On reflection, the Welsh sessions taught at University have given me the tools necessary to be confident enough to apply a suitable level of Welsh in the classroom.
Although at the beginning of the term I found the Welsh sessions difficult having been placed in a class with others with a higher standard of Welsh than myself only having GCSE short course, I believe I was able to offer some valuable contributions to the sessions.
The level of Welsh taught during these University lectures has been highly beneficial. The phrases taught are ones that I have used frequently during the lessons I have taught on placement. For example, reflecting back, the lecture where we were taught simple commands to use in the classroom such as how to tell the children to sit quietly and look at the whiteboard has been the most valuable. The lectures taught and booklets provided were a useful tool. These booklets were a resource that I often referred back to during my time on placement when planning my and delivering my lessons. The sessions leading up to the video assessment were useful as we learnt basic commands that could be used during our lesson and in the classroom. The micro teaching lesson that was videoed allowed me to practice and develop the use of different Welsh phrases that I would regularly use in the classroom such as “dwedwch ar fy ol i” which means repeat after me. This was a phrase that I was not using prior to this experience but is one that I can now use frequently during my own lessons.

I believe one aspect of the PGCE that has developed my Welsh significantly is the time in school on Professional Teaching Experience (PTE). Being able to observe my class teacher and other members of staff during my time on placement allowed me to see the level of Welsh that I need to be using in the classroom in order to develop learners who are confident to speak the level of Welsh that is expected in primary school. During my time on PTE I was fortunate enough to work alongside and have the support of two mentors who both spoke Welsh. My mentor in the foundation phase was the foundation phase Welsh lead and my KS2 mentor a fluent Welsh speaker. Both of my class mentors encouraged me to continually look for ways to develop my use of Welsh in the classroom and offered support and guidance how to plan and deliver lessons that incorporated a high percentage of incidental Welsh.

During my mid-term review at the end of the first block of teaching in foundation phase, my mentor gave me the target to improve my Welsh to be able to use it more frequently in my lessons and throughout the school day. I believe with the support of my class mentor in KS2 I was able to develop this target and improve my use of Welsh in the classroom. This improvement was evident in my lesson observation as both mentors who observed the lesson noted a good level of incidental Welsh being used.

Not only has my confidence in Welsh improved, I now enjoy being able to use conversational Welsh when I am able to. In my spare time, I am working to develop my Welsh using the Duolingo app. In the future, I would take the time to develop my Welsh further by attending evening classes or given the opportunity, to take a sabbatical to become a fluent Welsh speaker. Going forward I believe that if given the opportunity to have undertaken the next PTE, my level of Welsh and it's use in the classroom would have improved even further.

Welsh Evidence Portfolio

Welsh micro-teaching lesson plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Zoe Thomas	Class:	
AoLE or Subject	Welsh Language Development	Date:	25/02/2020
Lesson Focus:	Welsh		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identifed in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: **To ask 'Ble rwyt ti'n byw? And answer appropriately.**

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)
1. To ask the question 'Ble rwyt ti'n byw'? 2. To answer the question 'Ble rwyt ti'n byw?'	To be able to ask and answer the question 'ble rwyt ti'n byw?'

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	*Prynhawn da bawb.* *Heddiw byddwn ni'n trafod rydyn ni'n byw – today we are going to discuss where we live …* 1. Introduce new language patterns .. 'Ble rwyt ti'n byw?' 'Dw i'n byw yn *Merthyr Tydfil'* 2. Dwedwch ar fy ol i… *Repeat after me …* *Question:* Ble rwyt ti'n byw? *Answer:* Dw'in byw yn Merthyr Tydfil.	1. Engage in whole class discussion 2. Allow children to answer each of the questions appropriately: 'dw i'n byw yn…'	
Teaching & Core Learning	1. *Siardwch gyda grwp-* Children ask and answer in groups 2. Questionnaire – use as a stimulus to ask and answer questions	Children table , in their groups record name of person- ask them Ble rwyt ti'n byw? Record answers in table	Table

Plenary	Recap question - 1. Pwy sy'n cofio? *Who can remember.. how to say where we live yn cymraeg?* 2. Yn y wers nesaf, byddwn ni'n adolygu ble rwyt ti'n byw. *- In the next lesson, we'll be revising where you live.*	Children engage in discussion- what they have learnt Question & answer – 'Ble rwyt ti'n byw'	AFL strategies - Thumbs up/ thumbs down - AFL fans

<u>Welsh lesson (5-10mins) Video Assesment:</u>

Prynhawn da bawb.

Beth ydy dydiadd heddiw? *What is the date today?* **Dau-ddeg pimp chewfror** *25th February*

Ysgrifennwch y dyddiad- *Write the date.*

Heddiw byddwn ni'n trafod rydyn ni'n byw
– today we are going to discuss where we live …

Pawb yn barod? *everyone ready?*

Dwedwch ar fy ol i… *Repeat after me … Question:* **Ble rwyt ti'n byw?**
Answer: **Dw'in byw yn Merthyr Tydfil**.

Ask an individual child, **ble rwyt ti'n byw?**
Praise- **Gwych.**
Bendigedig

Siardwch gyda grwp- *talk with your group*
to complete the questionnaire, ask at least 2 people **dau berson- "Ble rwyt ti'n byw"**

Oes cwestiwn? Any questions?
Group to complete task
<u>Questionnaire sheets whilst talking to partners (2 mins)</u>

Lesson finishers-
Pwy sy'n cofio? *Who can remember.. how to say where we live yn gymraeg?*

Yn y wers nesaf, byddwn ni'n adolygu ble rwyt ti'n byw.
- *In the next lesson, we'll be revising where you live.*

Amswer tacluso- *time to tidy up*
Caewch eich llyfrau- *close your books*

Da iawn pawb- well done everyone **Hwyl fawr**. – goodbye

This was a comment in my mid-term review setting the use of Welsh as a target

Zoe would benefit from developing her own understanding of Welsh, she would also gain in confidence in its everyday use around the school if that was the case.

This is evidence from my joint observation showing how I had improved my use of incidental welsh in the classroom.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

APLP
PDPA

Ffurflen Cyd-arsylwi/ *Joint Observation Form*

Mae hyn yn rhan o'r dystiolaeth sy'n llywio'r Adroddiad Interim.
This forms part of the evidence that informs the Interim Report.

	Enw/ *Name*	Llofnod/ *Signature*
Darpar athro: *Student-teacher:*	Zoe Thomas	
Mentor: *Mentor:*	Mrs. M. Parry Mrs. N. Neale.	Meredid Parry. NNeale
Arweinydd y Rhwydwaith: *Network Lead:*	Mrs. Yolanda Warren.	
Tiwtor Proffesiynol: *Professional Tutor:*		
Dyddiad yr Arsylwad: *Date of Observation:*	30/1/20	
Pwnc/ Maes Dysgu a Phrofiad: *Subject/AOLE:*	R.E (Humanities)	
Dosbarth: Yr 3/4. *Class:* 10	Oed: 7-9. *Age:*	Nifer o Ddisgyblion: *Number of Pupils:* 27.

Sylwadau Naratif/ *Narrative Comments:*

~~Nice~~ Good use of School 21 Oracy strategy.
Objective shared and discussed.
Good use of incidental welsh.
Regularly checking children's understanding.

Here is the lesson plan and resources I used during placement.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Zoe Thomas	Class:	6 / year 2
AoLE or Subject	Welsh Language Development	Date:	15/11/19
Lesson Focus:	Welsh		
Meaningful links to Curriculum	Range: talk/communicate for a variety of purposes including: asking and answering questions Skill: building on previous experience, speak with confidence		
Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy: oracy- contribute to discussion		
Personal Targets (Linked to QTS and identifed in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: **To ask 'Ble rwyt ti'n byw? And answer appropriately.**

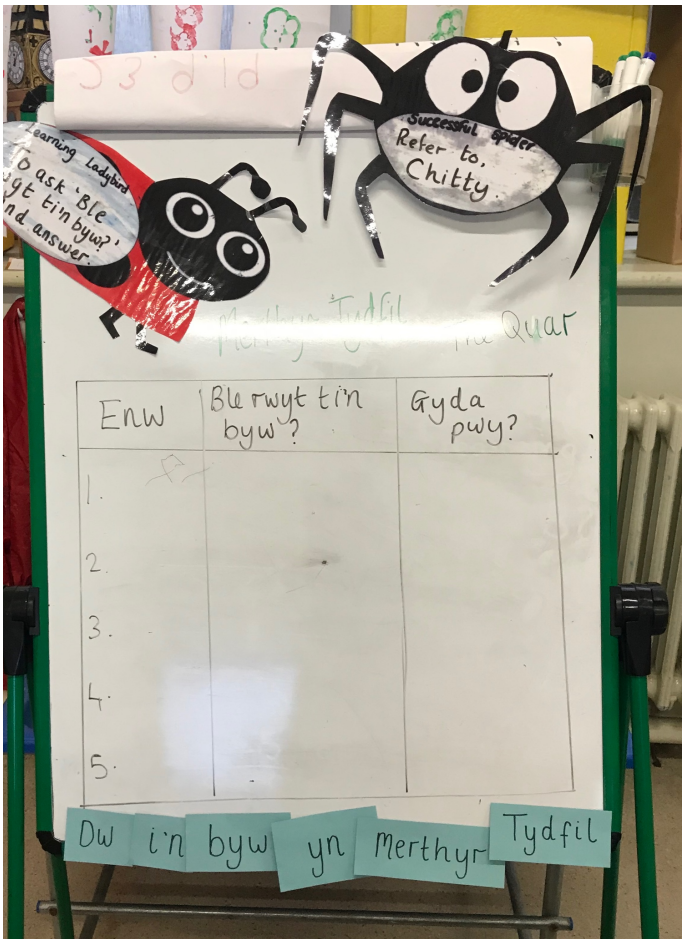
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
3. To ask the question 'Ble rwyt ti'n byw'? 4. To answer the question 'Ble rwyt ti'n byw?'	AFL- Thumbs up to show understanding at end of **introduction** before starting focused task.

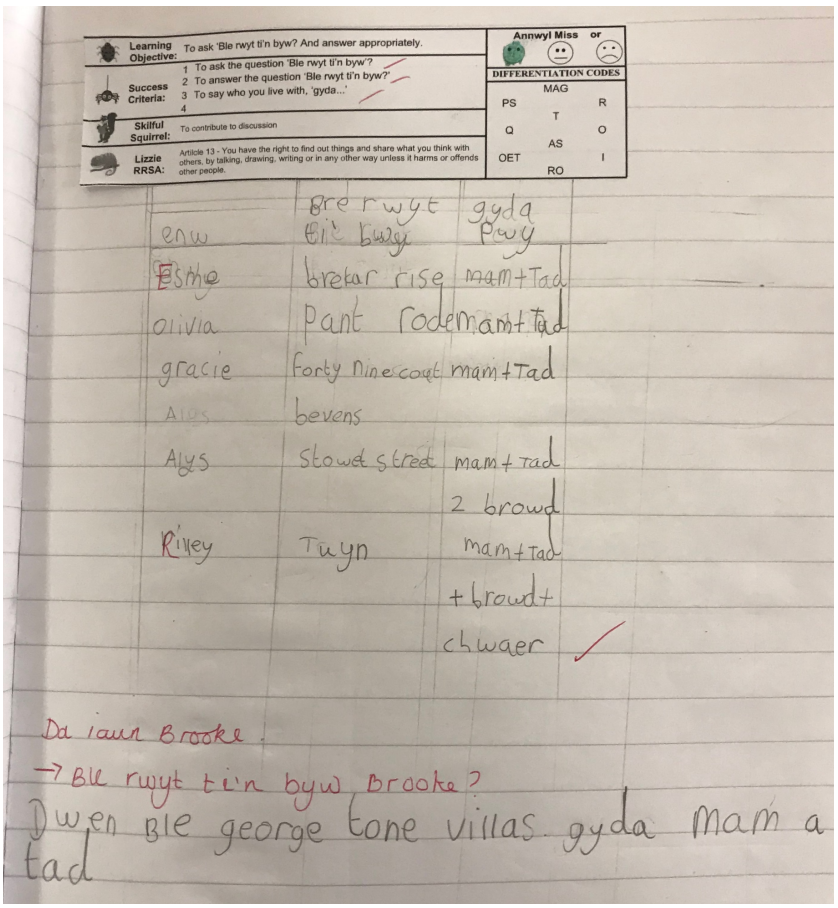
5. To say who you live with, 'gyda...'	**4 R's – reflective, resourceful, resilient and reciprocal** – give children oppurtunities during plenary to use the 4 R's to develop future learning. **Think, Pair, Share in partners.** **Answering open and closed questions verbally.** Children to ask and answer the question 'Ble rwyt ti'n byw?' also saying who they live with, 'gyda Mam, dad' etc. To be able to both ask and answer the question.

Time	**Activities/Methodology/Key Concepts** (Teacher's Role – including key teaching points, differentiation strategies and key questions)	**Pupil Tasks** (Pupils' role –including differentiation, engagement in formative assessment and homework)	**Resources** (Including Health and Safety requirement)
Opening phase (with links to prior learning)	3. Introduce new language patterns .. 'Ble rwyt ti'n byw?' 'Dw i'n byw yn *Merthyr Tydfil'* 4. Who do we live with? Recap family members- Mam, dad, brawd, chwaer, mamgu, tadgu – dw i'n byw yn Merthyr gyda .... 5. Children ask and answer in partners 6. Order sentence structure of the answer- question 'ble rwyt ti'n byw' on whiteboard	3. Engage in whole class discussion 3.Allow children to answer each of the questions appropriately: 'dw i'n byw yn…' In pairs children take it in turns to ask each other the questions and answers them appropriately. 6. Children order flashcards 'Dw i'n byw yn Merthyr Tydfil' to understand the sentence structure	Flash cards with 'Dwi'n byw yn Merthyr Tydfil'
Teaching & Core Learning	Questionnaire – use as a stimulus to ask and answer questions	Children use table in their books, in their groups record name of person- ask them	Table

	H.A and M.A ask 5 different people and ask 'gyda' with who L.A 3 different people	Ble rwyt ti'n byw? Record answers in table	
Plenary	Recap question 'Ble rwyt ti'n byw?' Order sentence structure for answer – assess knowledge of the lesson	Children engage in discussion- what they have learnt Question & answer – 'Ble rwyt ti'n byw' Pick partners to ask and answer the question at the front.	AFL strategies - Thumbs up/ thumbs down - AFL fans

Zoe Thomas 1900095





Here is evidence on how I modelled the task in Welsh and the work that was produced and marked with a further question in Welsh.

These lesson plans show how I incorporated Welsh phrases and commands into different areas of learning, including R.E and Science.

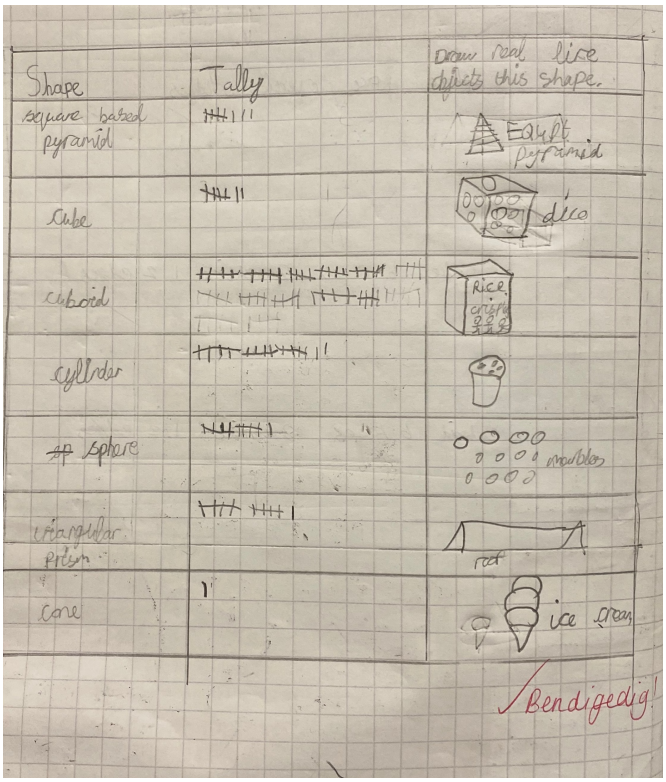
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	1. Candle burning down video off youtube- https://www.youtube.com/watch?v=g3YmA73GBR8 stop at 0.46 2. Questioning- What do they think is going to happen when it burns out? Darkness - how would we feel? *Siaradwch gyda partner*. **Use Voice 21-** "I'm looking for my instigator" … "I would like to start by saying I think that… That's an interesting idea" 3. Share the objective/ success criteria (activ inspire) - How does this link with what we have just watched? How does it link to Hanukkah and our learning obj- What do we think Hanukkah is about? 4. Introduce story of Hanukkah- Jewish festival of light: Powerpoint on Hanukkah up to slide 8 5. Chromebooks – google classroom follow the link to watch the video to find out about how Hanukkah is celebrated today: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-hannukkah/zm6d7nb 6. Discuss what the video is about- feedback what they found out- **Voice 21 questions** – how is Hanukkah celebrated? 7. Finish the powerpoint if any important points missed out about celebration 8. Explain storyboard tasks to all groups- recap story – referring back to objective and success criteria	Pupils engage with the story of Hanukah- Siardwch gyda partner and use Voice 21 to form discussion about what they have seen Watch video about how Hanukkah is celebrated independently on chromebooks- feedback using voice 21 what they have found out from the video (*siaradwch gyda grwp)* Go through storyboard together as class – how each different group will complete the task	**Ppt** **Videos** **Bbc bitesize** **Chromebooks** **Google classrooms**

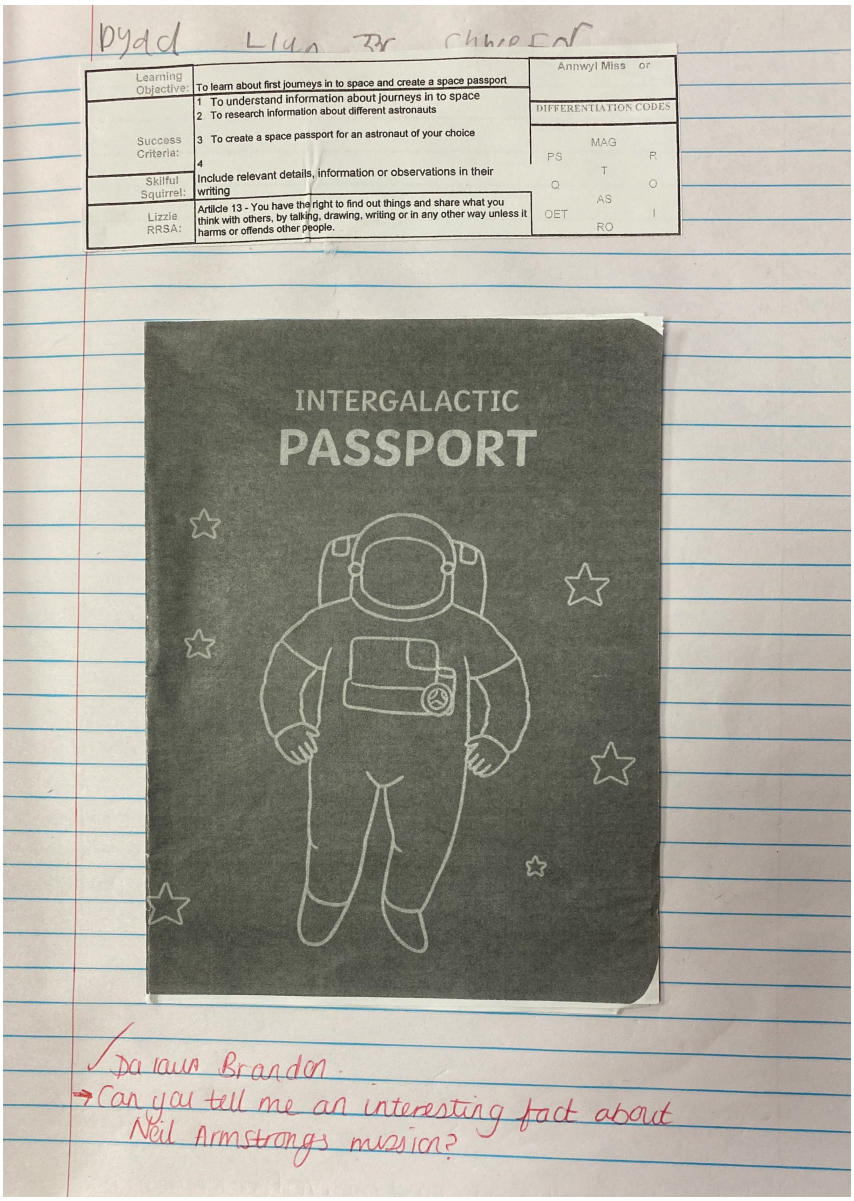
Plenary	Rewatch the video Pwy sy'n cofio… *Who can remember…* What is Hanukkah? Why is it celebrated? What special things do Jewish people do to celebrate Hanukkah?	Recap lesson Questionning- what have we learnt about Hanukkah

Zoe Thomas 1900095

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)	1.Recap what do we know about the Sun and the Earth – planets, mnemonic 2. Powerpoint on day and night 3. Explaining day and night video https://www.dkfindout.com/uk/video/space/day-to-night-video/ The Earth rotates on its axis, completing a full turn every 24 hours. This rotation and the location of the Earth in the solar system means that one side of the Earth always faces the sun whilst the other faces away. Because of this, we have the Day and Night.	Engage in powerpoint and video- understanding of the rotation of the Earth and orbit aroung the Sun gives us day and night *Tradfodwch gyda phartner...* how to we get day and night?	Powerpoint
Plenary	https://www.bbc.co.uk/bitesize/clips/z9fpyrd Recap day and night using video - the effect on the length of shadows created at different times of the day (sun is moving, shadows different at different times of the day) https://www.youtube.com/watch?v=Wr-CRKsTYGs Ask children: *Beth ydych chi wedi dysgu heddiw? (what have you learnt today?)*	Consolidate knowledge, develop understanding of shadow	Video

Here are some example of learners' work marked using Welsh phrases.





This is evidence of the work completed during Welsh lectures at university.

Rhaid i fi ganu
Rhaid i ti ganu
Rhaid iddo fe ganu
Rhaid iddi hi ganu
Rhaid i ni ganu
Rhaid i chi ganu
Rhaid iddyn nhw ganu
Rhaid i Tom ganu.

fi – me
ti – you
fe – he
hi – she
ni – we
chi – you (group)
nhw – they

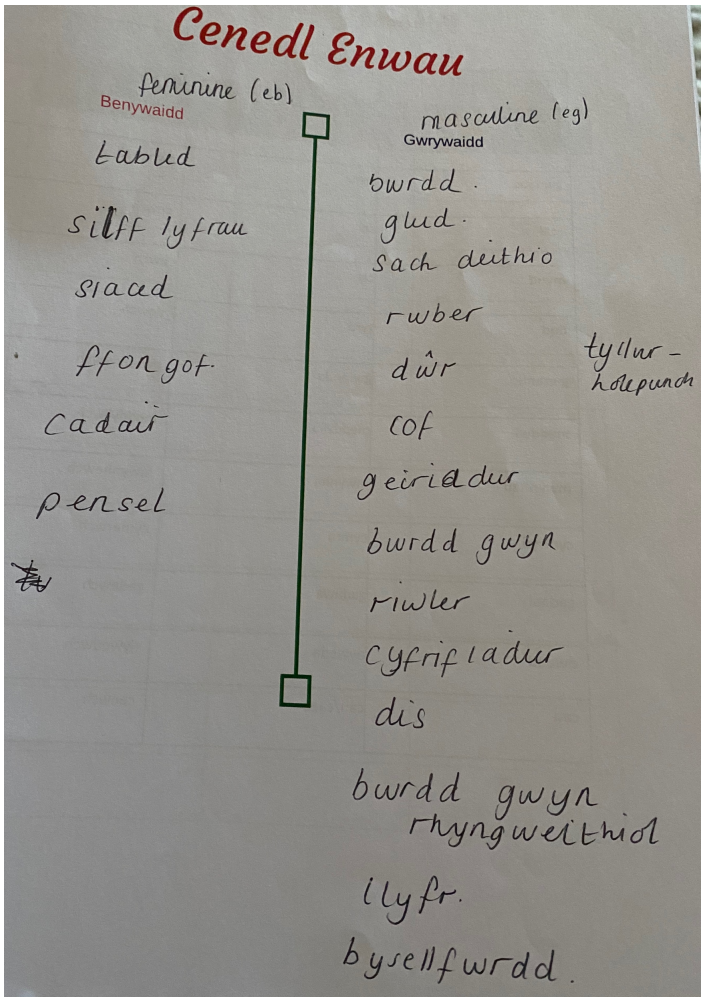
eb – fem
eg – masc

CLASS VOCAB

1/10/19

Geirfa Ddefnyddiol: Adnabod Cenedl Enwau

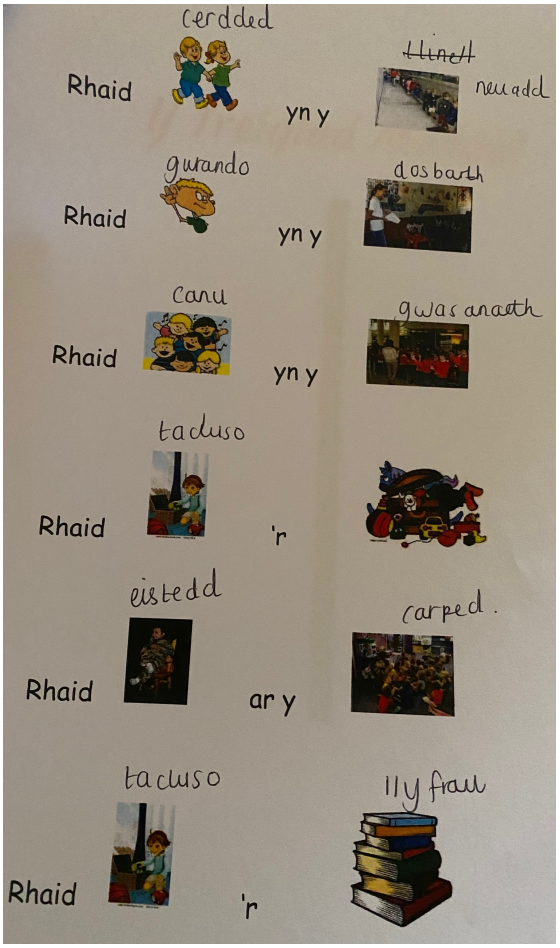
report adroddiad eg	timetable amserlen eb	time amser eg	table bord eb	experiment arbrawf eg
week wythnos eb	chair cadair eb	board bwrdd eg	page tudalen eb	sentence brawddeg eb
mistake camgymeriad eg	bell cloch eb	dinner cinio eg	register cofrestr eb	carer clawr eg
school ysgol eb	question cwestiwn eg	desk desg eb	computer cyfrifiadur eg	document dogfen eb
task tasg eb	file ffeil eb	pupil disgybl eg	window ffenest eg	day diwrnod eg
film ffilm eb	class dosbarth eg	pair pâr eg	word gair eg	children plentyn eg
group grŵp eg	lesson gwers eb	sheet taflen eb	country gwlad eb	test prawf eg



Cenedl Enwau

Benywaidd (feminine (eb))	Gwrywaidd (masculine (eg))
tabled	bwrdd.
silff lyfrau	glud.
siacad	sach deithio
ffon gof.	rwber
cadair	dŵr
pensel	cof
	geiriadur
	bwrdd gwyn
	riwler
	cyfrifiadur
	dis
	bwrdd gwyn rhyngweithiol
	llyfr.
	bysellfwrdd.

tyllwr - holepunch



Rhaid cerdded yn y ~~llinell~~ neuadd

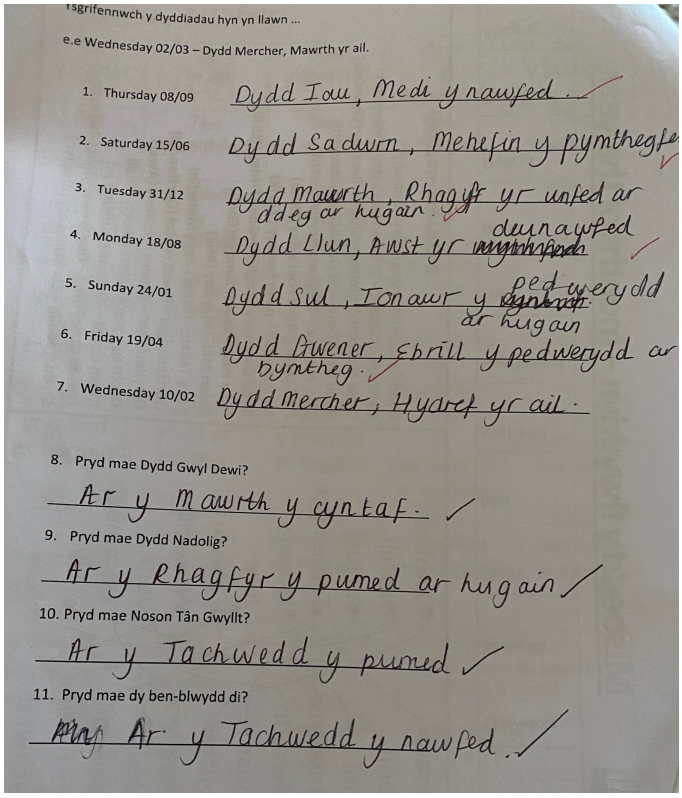
Rhaid gwrando yn y dosbarth

Rhaid canu yn y gwasanaeth

Rhaid tacluso 'r

Rhaid eistedd ar y carped.

Rhaid tacluso 'r llyfrau



Ysgrifennwch y dyddiadau hyn yn llawn ...

e.e Wednesday 02/03 – Dydd Mercher, Mawrth yr ail.

1. Thursday 08/09 Dydd Iau, Medi y nawfed.
2. Saturday 15/06 Dydd Sadwrn, Mehefin y pymthegfed
3. Tuesday 31/12 Dydd Mawrth, Rhagfyr yr unfed ar ddeg ar hugain.
4. Monday 18/08 Dydd Llun, Awst yr deunawfed
5. Sunday 24/01 Dydd Sul, Ionawr y pedwerydd ar hugain
6. Friday 19/04 Dydd Gwener, Ebrill y pedwerydd ar bymtheg.
7. Wednesday 10/02 Dydd Mercher, Hydref yr ail.

8. Pryd mae Dydd Gwyl Dewi?
Ar y Mawrth y cyntaf.

9. Pryd mae Dydd Nadolig?
Ar y Rhagfyr y pumed ar hugain

10. Pryd mae Noson Tân Gwyllt?
Ar y Tachwedd y pumed

11. Pryd mae dy ben-blwydd di?
Ar y Tachwedd y nawfed.