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Welsh in Professional Practice

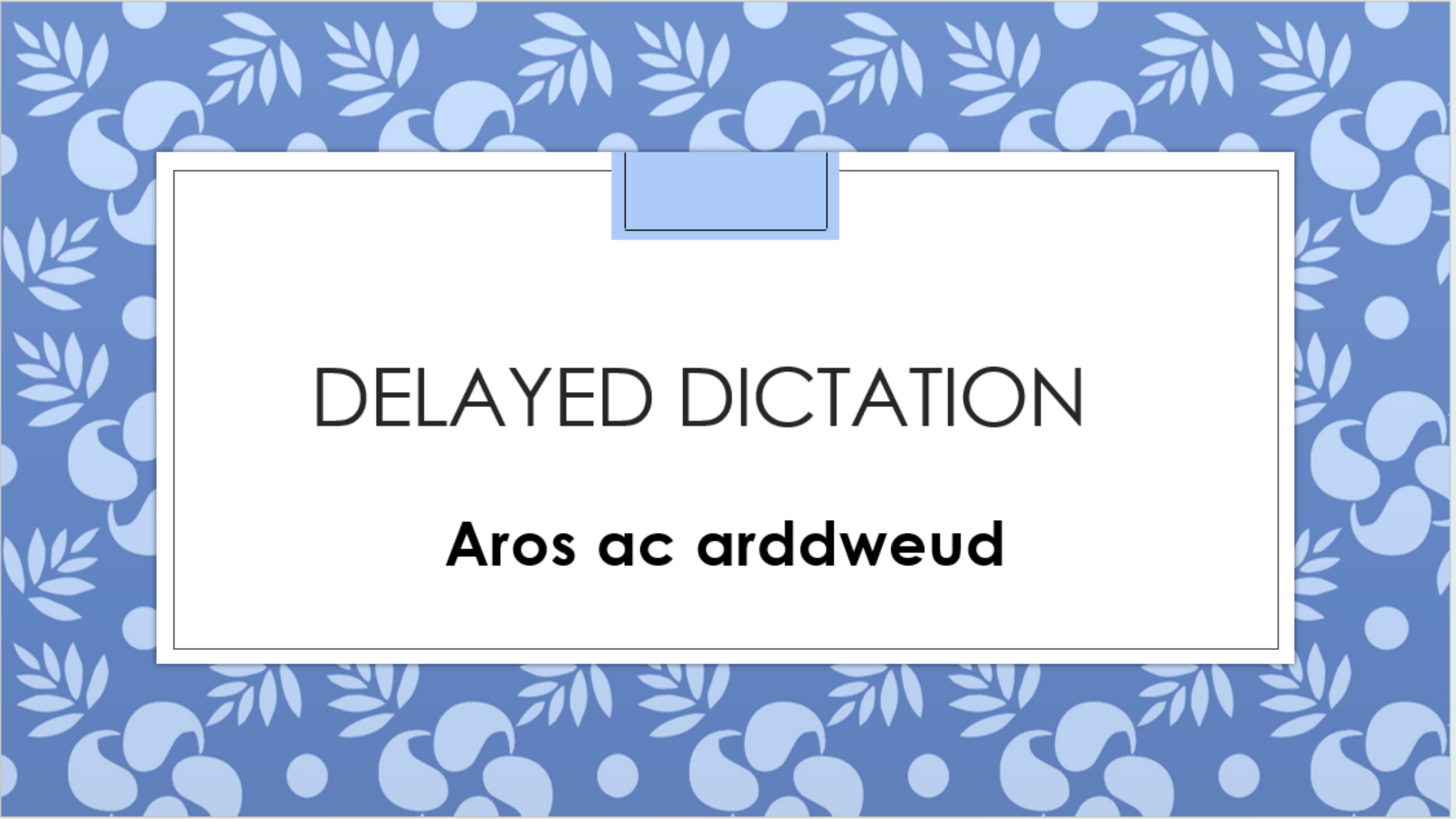
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Cynllun Gwers Lesson Plan

Blwyddyn: <i>Year: 6 (chwech)</i>	Maes Dysgu a Phrofiad: <i>Area of Learning and Experience: Cymraeg (Welsh)</i>	Amcan y wers: <i>Aims of the lesson: To develop Welsh listening and writing skills, through delayed dictation.</i>
Gwybodaeth flaenorol: <i>Previous knowledge:</i> <i>Birthdays and age.</i> <i>Where you live. Dw i'n byw</i> <i>Which lesson do you like? Pa wers wyt ti'n hoffi ... ?</i> <i>Describing appearance or personalities (gyda fe/hi)</i> <i>School subjects (Pynciau)</i> <i>Likes/dislikes (hoffi)</i>	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> Examples of key patterns talking in the third person <i>Mae hi'n byw mewn - She is lives in...,</i> <i>Mae e'n un deg un oed – he is eleven years old,</i> <i>Cafodd e ei eni yn – he was born in,</i> <i>Mae ei benblwydd ym mis - His birthday is in month...</i> <i>Mae...gyda hi/fe</i> <i>Mae hi'n hoffi – She likes</i>	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> <i>The teacher reads each Welsh sentence several times, pausing at the end of each sentence to allow children time to write down the answers. There are five sentences prepared as resources.</i> <i>Command words when explaining the task to the children: Gwrandewch – Listen, Cofiwch – Remember, Ysgrifennwch – Write.</i> <i>After, the teacher goes over the sentences with the children as a class to see how many they have heard correctly. Children will be learning from their peers.</i> <i>The teacher will cover grammatical points such as mutations.</i>
Adnoddau: <i>Resources:</i> <i>Delayed dictation powerpoint to go through the sentences at the end as a class.</i> <i>Papur, pensiliau.</i>	Other key language <i>Tŷ ar wahân - Detached house</i> <i>Gyda ffrindiau – With friends</i> <i>Ar hyn o bryd - At the moment</i>	





DELAYED DICTATION

Aros ac arddweud

Ar hyn o bryd mae hi'n byw mewn tŷ ar wahân yn
Arberth gyda ffrindiau.

At the moment she is living in a detached house
in Narberth with friends.

Ar hyn o bryd mae e'n un deg un oed. Cafodd e ei
eni yn nwy fil ac un deg pedwar. Mae ei
benblwydd ym mis Mehefin.

At the moment he is eleven years old. He was
born in 2014. He was born in the month of June.

Mae hi'n **g**lyfar. Mae llygaid brown a gwallt du gyda hi.

She is clever. She has brown eyes and black hair.

Ar y cyfan mae hi'n hoffi celf achos mae'n hwyl.

On the whole she likes art because it's fun.

Lesson evaluation

Reflecting on the delayed dictation lesson, I think that overall, it was successful as the children improved their Welsh listening and writing skills and achieved the learning objective 'To develop Welsh listening and writing skills, through delayed dictation.'

To encourage participation, I praised children on involvement and when they got the answer right. This is inline with the Curriculum for Wales (2022) pedagogical principle 2 – *'to challenge all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable to them'*. (Welsh government, 2023). Even if the children could not complete the task and have tried their best, this should be celebrated. The lesson I planned was building upon prior knowledge and experience through reinforcing the previous day's learning. As a part of the Curriculum for Wales (2023) the practitioner needs to "draw upon learners' previous knowledge and experiences".

The activity also focuses on practical and visual activities, relating to what Estyn terms 'immersive learning' (2022). The tasks also have an authentic context, as not only are the children practising communication and writing skills, they are learning how to speak their country's mother tongue.

The task was effective at engaging the students, and they were actively attempting to dictate the Welsh sentences that I was reading; I was pleased with their effort and participation. Although many children did not want to share their answers with the whole class, when I looked through the children's work after the lesson, they had all attempted to write a sentence for each question and I was encouraged to see accurate Welsh language.

On reflection, there are many other strategies I could have used to build upon the previous learning, such as language drills or the sandwich technique, to help reinforce vocabulary and pronunciation and for improving language retention. However, I did not have much flexibility within the school's Welsh curriculum, where my planning options were restricted. I have also found that in other lessons that sentence builders are an effective strategy to introduce new sentence structures and vocabulary.

To improve my lesson, I could have put the English translations on the next PowerPoint slides from the Welsh sentences on my resource, as when I was going through the answers, I could not have the Welsh on the board without showing the translation. To further develop the lesson, I could have the sentences printed out for the children at the start of the next lesson and they could translate them, activating their prior knowledge. The children could then write their own sentences using similar language patterns and then try delayed dictation with their friends.

References

Estyn (2022). *Welsh Immersion Education – Strategies and approaches to support 3 to 11-year-old learners*. Available at: <https://estyn.gov.wales/improvement-resources/welsh-immersion-education-strategies-and-approaches-to-support-3-to-11-year-old-learners/> (Accessed 05 May 2025).

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