

Welsh in Professional Practice: 6052

Ellie Cobley

Cynllun gwers / lesson plan

Blwyddyn / Year: 1/2	Maes Dysgu a Phrofiad / Area of Learning and Experience: Welsh Language Development	Amcan y wers / Aims of the lesson: To practise asking and answering the question 'Beth wyt ti'n hoffi?' using familiar vocabulary through a fun, interactive game.
Gwybodaeth flaenorol / Previous knowledge: This was a new topic for children. I have previously done one lesson with them to ensure that they understood the question, language pattern and suitable responses. This lesson was to build on their existing knowledge. The items on this wheel were picked using a mixture of what children knew and what they did not know, using pictures to help them identify each answer, building their knowledge and understanding of the Welsh language.	Geirfa allweddol / Key vocabulary: - Beth wyt ti'n hoffi? - Dw i'n hoffi... - Foods, fruits and drinks – mefus, afal, lemwn, llaeth, hufen iâ. - Activities – canu, dawnsio, peintio, darllen, dysgu, ffilmiau, chwarae, nofio, gemau, - People (fy ffrindiau, for example). - Locations – parc, traeth, ysgol. - Weather – eira. - Objects – beic.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: Slot Drillio lesson (10 minutes) - Introduction (2 minutes) – say and explain key vocabulary. Have children repeat key vocabulary to ensure they are able to pronounce words sufficiently in addition to understanding the meaning of the words. - Modelling question and answer (1 minute) – provide an example using the WordWall wheel to ensure children know what is expected of them – they know how to respond (understanding vocabulary and structure). - Main activity (5 minutes) – spinning the wheel and choosing children to say the sentence and what that means. “Dw i'n hoffi traeth.” “I like the beach” for example. There are 20 children in my class and 20 possible answers on the wheel to ensure that all children have an opportunity to learn, and show their understanding. - Plenary/ Conclusion (3 minutes) – quick round of questioning pupils – selecting pupils and asking them “beth wyt ti'n hoffi?” – ensuring that they are able to answer correctly, using the suitable language pattern when answering to show their understanding and retainment (assessment of learning opportunity).
Adnoddau / Resources: - Whiteboard - Laptop - Wordwall website – using a resource (spinning wheel game) that I have created for the lesson.	Ffocws iaith / Language focus: - Question and answer structure for “Beth wyt ti'n hoffi?” (What do you like?) and “Dw i'n hoffi...” (I like...) respectfully. - Simple vocabulary from topics such as: - Food, fruits and drinks. - Weather. - Activities. - Locations.	



10-minute lesson recording:

OneDrive Link: [Welsh Slot Drillio Lesson for Assessment.mp4](#)



Resources used:

- Laptop
- Whiteboard
- Wordwall Game Link:
<https://wordwall.net/resource/89875945>

0:00



Spin It



Beth wyt ti'n hoffi?

by Elliecobley3

Share

Edit Content Print More

Lesson Evaluation

- This evaluation is focused on a Welsh slot drillio lesson focused on the theme “beth wyt ti’n hoffi?”. The development of Welsh oracy skills (listening and speaking) was at the core of this lesson, with pupils practicing the correct structure for answering this question “dw i’n hoffi...”. The resource used for this lesson was a WordWall spinning wheel game which supported learner engagement and understanding by using pictures to help pupils link the Welsh words with what they mean (a picture of a beach linking to the sentence “dw i’n hoffi traeth” for example), helping them to bridge between the English and Welsh language and creating a suitable pathway for learning.
- The aim of this lesson was to help pupils use and understand simple sentence patterns, using fun and engaging approaches in a supportive and safe environment. I planned this lesson in line with the Curriculum for Wales pedagogy and the Four Purposes, specifically aiming to help pupils become confident, capable Welsh speakers. This evaluation will reflect on the effectiveness of the lesson in promoting the language development, learning and engagement of the pupils, whilst also considering the alignment of this lesson with the Professional Teaching Standards for Wales.
- There were numerous positives to this lesson. Firstly, this lesson promoted the engagement of the learners, all of the learners were interested and eager to participate in this lesson, increasing motivation and learner retention as a result. Secondly, the activities were suitable for pupils’ development and learning, encouraging pupils to speak Welsh and listen to others speaking Welsh, the lesson and resources were age appropriate and simple, ensuring that all pupils had access to their learning.
- Furthermore, the Four Purposes were promoted in this lesson, through pupils practising sentence patterns and developing their Welsh vocabulary, pupils became more confident in their Welsh language usage, linking to the ambitious, capable learners strand. The lesson linked to ethical, informed citizens strand because of the structure of the lesson, by ensuring that pupils understood that they had to take turns and listen respectfully to their peers, pupils developed social and ethical understanding. Moreover, the lesson promoted healthy, confident individuals by allowing pupils to build confidence, collaboration skills and resilience through repetition of sentence structure and speaking aloud.

Lesson Evaluation

- Formative assessment took place through observation of children using Welsh during the WordWall game, with the majority of learners being able to successfully complete a sentence using “dw i’n hoffi”, and all pupils could do this with support. The use of digital resources ensured that understanding and engagement was enhanced, and control of the classroom was maintained, due to lessened behaviour disruptions because children were interested in the lesson.
- However, the lesson also had areas for improvement. Firstly, there were no opportunities for collaboration or peer work, thus the lesson did not aim to promote the social skills of the pupils, I believe this lesson would have benefitted greatly from having paired/ collaborative opportunities in which pupils could support each other. This lesson, using resources that I had prepared meant that there was little opportunity for pupils to be creative as the lesson consisted of pupils repeating answers from the wheel to build on their knowledge of the language pattern. This was their first lesson on this pattern, this is the reason I approached it as such, in the future I would like to revisit this subject and ensure that I provide more opportunities for pupils to be creative with their answers and tasks.
- If I were to do this again, I would like to provide pupils with time to independently use the question-and-answer structures for this theme, allowing paired and individual opportunities for learning and progression in their confidence when sentence building. If I were to do this again, I would allow more pupil input, allowing children to choose what else could go in the wheel to increase learner interest. Lastly, I would have liked to utilise more teaching strategies in the classroom to ensure that learning is accessible for all pupils but found that in this lesson the approach I used was effective in keeping children engaged and eager to learn. In the future, I would research more strategies to explore other possible routes of the lesson delivery to see what other methods would also be effective in teaching the children, rather than only using a question-and-answer approach.