

Cynllun gwers / lesson plan

Blwyddyn / Year: 2 Primary English Medium	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages, Literacy and Communication – Welsh	Amcan y wers / Aims of the lesson: By the end of the lesson series, learners will be able to confidently ask for an item and enquire about its cost using appropriate Welsh language structures.
Gwybodaeth flaenorol / Previous knowledge: This is a new topic for the learners, in previous learning weeks they had looked at Ga i'r as the previous language pattern in the Y Gromlech Sir Benfro framework. This slot drillio lesson was designed to introduce Faint Ydy'r to extend on this previous knowledge	Geirfa allweddol / Key vocabulary: Faint ydy'r – How much is the? Tedi – Teddy Doli – Dolly Gem Bwrdd – Board Game Clai – Clay Beic – Bike Tractor – Tractor Bunt/Punt - Pounds Ceiniog/Geiniog - Pence Os gwelwch yn dda - Please Ffocws iaith / Language focus: - To use the language pattern faint ydy'r to ask the cost of an item. - To confidently use the names of items in welsh - To recognise mutations such as Ceiniog/Geiniog	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Use of the MARSEARS approach during the lesson - Reactivate knowledge by exploring previously learning around Ga l'r before introducing Faint Ydy'r as the next step. - Use of sandwich technique, exploring the meaning of Faint Ydy'r switching from Welsh to English and back to Welsh to solidify understanding of the language pattern being explored - Use of drillio (drilling) of the language pattern using a range of voices, to include loud, quiet, squeaky, robot, singing - Use of language modelling to address misconceptions with learners e.g bunt being expressed phonetically in English rather than said as "bint" - Drop in on learners, selecting at random using lollypop sticks, asking them a Faint ydy'r question, learner required to use the information on the board to respond appropriately - Session ends with a game with sponge dice being thrown to learners, one dice has the toys we have explored through the session and the second dice has a money value, learners will use this dice to construct a basic conversation asking and responding to the cost of an item – Powerpoint to be left on board to support ALN learners
Adnoddau / Resources: - Powerpoint displayed on the board - Sponge dice - Sponge dice inserts showing items and monetary cost of items.		



Lesson Evaluation

What went well?

Learners demonstrated a strong level of engagement throughout the lesson, responding enthusiastically to activities such as drilling (drillio) and the Welsh language dice game towards the end of the session. The MARS EARS approach, part of the Extensive Processing Instruction model developed by Conti (2022), was effectively implemented to structure the lesson around a precise sequence. This included Modelling, Awareness-Raising, Receptive Processing, Structured Production, Expansion, Autonomy, Routinisation and Spontaneity. This sequence is designed to reduce cognitive overload for learners whilst enhancing and promoting retention and confidence through gradual, scaffolded practice. This approach ensures that all learners are supported and challenged appropriately throughout the lesson. The explicit modelling of the language pattern and key vocabulary throughout the lesson significantly impacted the learner's ability to use correct pronunciation and sentence structure. Any misconceptions or errors were addressed in real-time using supportive scaffolding.

To enhance understanding of the language pattern (Faint Ydy'r), the sandwich technique was deployed by alternating between Welsh and English; this approach was evidenced to be successful towards the end of the session as learners showed increased accuracy towards the end of the lesson. Ye (2024) supports this approach as part of broader language acquisition research that increases comprehension through clarification and repetition. Furthermore, Leonet, Cenoz, and Gorter (2020) state that this approach would be compatible with translanguaging pedagogies that encourage using multiple languages in the classroom to deepen understanding and build confidence.

My developing confidence in speaking in Welsh was also apparent throughout the lesson. Whilst this is still a personal challenge for me, I also believe it was beneficial in my lesson's context as it helped create a collaborative and inclusive learning environment where mistakes were acceptable. As a result of this, learners appeared more willing to "have a go" and take risks with their use of the Welsh language, leading to an environment where learners were not afraid to make mistakes and where modelling was used as a consistent tool to address and correct misconceptions.

I also used different voices during the drillio session (e.g. queen, robot, squeaky, loud, whisper) during the lesson, which proved highly effective in maintaining learner engagement. Additionally, I included learners in the decision-making process for these voices to give them a sense of ownership in the lesson, which positively affected both motivation and levels of participation. This approach is supported by Smith (2023), who states that this playful approach will reduce learner anxiety and support language recall because of the auditory variation.

Lesson Evaluation

Informal assessment strategies were used in the session, such as “drop-ins” to gauge learner understanding and provide in-the-moment scaffolding and support. The use of lollypop sticks to select learners ensured that there were equal opportunities for all learners to engage in the lesson. Whilst this did lead to learners with additional learning needs (ALN) or English as an additional language (EAL) learners being selected and put on the spot, however it also provided me with valuable opportunities to provide tailored support for these learners. In contrast, this approach also identified learners who had built a strong understanding of the language pattern and could recall and apply previous learning, including correct mutations.

My PowerPoint presentation was intentionally displayed throughout the lesson to provide ongoing support. Whilst this was planned with ALN and EAL learners in mind, it quickly became clear that this approach benefited all learners due to constant access to vocabulary and structural prompts. This strategy aligns with findings from Foster-Cohen and Mirfin-Veitch (2017) and Ye (2024), who feel that this approach reduces learner anxiety and promotes independence.

These inclusive strategies align with guidance from Estyn (2021) and the Welsh Government (2023) Siarter Iaith Framework, both of which emphasise the importance of scaffolding, differentiation and creating opportunities for all learners to use Welsh confidently. When put together, the use of structured input, scaffolded activities, and flexible language strategies helped and supported my learners' development during the lesson and deepened my understanding of how theory can be used to support inclusive practice.

What could be improved?

After completing my micro-lesson, I felt that spending more time exploring the key vocabulary would have benefitted learners. Still, I also need to acknowledge that a 10-minute lesson is a short period to cover everything. Additionally, I would look at the structure of the dice language game to ensure that all learners can participate and reduce their waiting times. In my next attempt, I would ask all learners to stand up and sit down following their turn so learners who have not yet participated can be easily identified and that everybody has an equal opportunity to participate. I would also introduce a countdown to speed up the transition between turns, as I feel the longer wait times may lead to some potential disengagement.

My personal Welsh language development

While I acknowledge that, at this point, my Welsh language skills are not as strong as I would like them to be, I am committed to addressing this as I progress through my teaching career. This commitment to personal development aligns with the Welsh Government's (2017) Cymraeg 2050 strategy. I recognise the critical role that teachers will play in supporting and building a bilingual Wales and supporting future generations in their use of the Welsh language. As a result, I am actively engaging in professional development opportunities to improve my confidence in the Welsh language and to model a positive attitude towards the language for my learners. My aim is to contribute meaningfully to the strategy's vision by embedding Welsh into my professional practice and actively promoting its use across the curriculum.

Reference List

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Year 2

Slot Drillio





Drillio



Faint ydy'r _____?

How much is the _____?

Faint ydy'r _____?

Faint ydy'r _____?

tedi

teddy



tractor

tractor



doli

dolly



**deg
ceiniog**

ten pence



un bunt

one pound



**dwyr
geiniog**

two pence

beic

bike



gêm bwrdd

board game



clai

clay



deg punt

ten pounds



dwyr bunt

two pounds



**pum deg
ceiniog**

fifty pence

os gwelwch yn dda.

Let's Play a Game



Faint ydy'r _____?

tedi

teddy



**deg
ceiniog**

ten pence

tractor

tractor



un bunt

one pound

doli

dolly



**dwy
geiniog**

two pence

beic

bike



deg punt

ten pounds

gêm bwrdd

board game



dwy bunt

two pounds

clai

clay



**pum deg
ceiniog**

fifty pence



Dice used
during activity
