

Rationale

The school promotes the Welsh language through using everyday phrases and words. During the observation week of professional teaching experience (PTE), the class teacher would use phrases such as, 'Bore da' and 'Un, dau, tri, dangos y fi'. During circle time in the mornings, she would ask, 'Sut wyt ti?' and the children would respond in Welsh e.g. 'Hapus achos...' The children would also ask 'Ga I fynd I ti bach?' One of my main targets for this placement is to use more everyday Welsh in school, therefore, I introduced some phrases to the children such as 'Dwylo I fyny', 'Grandewch', and began to say 'diolch' and 'croeso' which they were not currently using in their vocabulary. The children picked up these words and phrases rather quickly. Through observations and discussions with the class teacher, the topic of prepositions (arddodiad) was agreed to be taught to the children as they had already received brief input on this, hence, they were familiar with the topic. As a year 2 class with quite a few capable children, learning prepositions (ar, yn, o dan etc) needed to be somewhat challenging. Therefore, learning different objects around the classroom, as well as forming simple sentences with the prepositions was ideal.

The children were learning 'story writing' using the story: *The Giant of Preseli Hills*. Using the Preseli giant as a 'hook' was intended to engage the children. The structure of how activities are typically taught in the classroom involved mixed ability groups with four different activities for literacy, which they referred to as 'Future Learning', and three activities for maths. The children would rotate for the activities. These sessions would also include an activity that was independent. They would differentiate for focused tasks in literacy using 'yn y pit', meaning that if they are finding the learning difficult, they would go in the pit to seek support. It is the same for maths. I decided to follow this structure without the rotation and planned for three differentiated activities. Two activities were supported by the teacher and LSA and the other activity was independent. One of the recommendations (17) Welsh Government (2014) provides, is to consider the class size and the children's ability. The main learning objective was to "decode and understand the meaning of words (prepositions) using different contexts" through oral and written activities (Welsh Government, 2015, p. 38). The focused task with the teacher and independent task included the skill to "write with increasing confidence, fluency and accuracy" and "listen to increasingly complex phrases and instructions and respond as appropriate" (Welsh Government, 2015, p. 37 & 39). The LSA's group worked on the main learning objective.

Reflection of Lesson and Differentiated Activities

It was a good opportunity to teach a lesson on Welsh prepositions during PTE. This session was observed by the senior mentor and the class teacher. Due to this, I failed to remember to record the session, therefore, the activities of the session were recorded the day after. The clips demonstrate an almost accurate presentation of how the session went. Although, due to having a limit of 8 minutes to record, only a part of the introduction and the teacher focused task was filmed. The formative

review, lesson plan and resources can be used as further evidence of how the session was conducted.

The introduction involved asking the children to help the Preseli giant (Pembrokeshire folk tale) find keys to open the box of resources to build houses for the fairies and dwarves (see *appendix 1*), and Aberporth Playgroup demonstrates good practice by reading stories about Welsh culture and folk tales to set the scene of learning vocabulary more accessible (Estyn, 2018). In the video (see *appendix 2*), the children go through the different prepositions and objects around the classroom. However, beforehand, I explain to them the problem. The children were immediately engaged. The actions to the prepositions included a song, however, teaching them the prepositions using just the actions was effective enough as they remembered and recalled the prepositions quickly. Again, Estyn (2018) highlights good practice from Aberporth Playgroup, who used songs with actions to teach children Welsh vocabulary. Although, the Welsh Government (2013) suggests that learning Welsh songs can develop children's language acquisition in terms of memory. They also believe that having the Welsh vocabulary visible for the children to read can help. This was shown in the video when the class went through the prepositions again on the interactive whiteboard.

An aspect of the introduction that was not filmed, involved four groups competing to translate the English preposition to Welsh and vice versa (see *appendix 3*). This engaged and prompted the children to think of the vocabulary. The children were eager and responded quickly. Welsh Government (2013) propose that games and competitions can motivate learners and encourage the 'less confident' to answer and join in. Additionally, it was important that the adults modelled the focused tasks and the language. The year 2 teachers who participated in the sabbatical course, demonstrated the actions and supported with the pronunciations of the different words before the conduction of the lesson. To help with classroom management, I assigned a team leader for each group using lanyards (see *appendix 4*). This strategy was successful in that, children were less likely to argue over the person in charge of the group and allowed the children to work cooperatively.

The children were encouraged to use phrases and sentences in Welsh such as "Beth ydy ____ yn gymraeg?", "Edrychwch o dan y tabl" and 'Mae'r pensil ar y desg' in their activities (see *appendix 5*). The success criteria are the skills that they must hit. The LSA task and independent task were not filmed, however through feedback from the LSA and the senior mentor, the children were able to successfully complete the tasks. A target to consider would be using an assessment for learning tool to assess the children's progression, especially for the independent group. Although, Tinsley and Board (2016/17) would argue that assessment in this area is still 'work in progress'. Teachers do not have much guidance in formally recording learners' attainment in languages, as teachers can only manage to informally record attainment.

In terms of differentiation, each group had the prepositions in English and Welsh on cards and the objects around the classroom in the pit pot (see *appendix 6*). Those who struggle, would ask a peer for support or the adult would give extra support with reading. Working in higher and lower ability pairs was also part of the differentiation.

Hertberg-Davis (2009 cited in Taylor, 2017) explains that differentiation can motivate learners, allowing them to work with others more efficiently, hence, raising academic attainment. Vygotsky's (1978) intervention theory and Gardner's (1993) multiple intelligences theory, suggests that focusing on individual needs of a learner to support their 'academic achievement' is beneficial as learners can receive support in weaker areas of learning (Taylor, 2017). Hertberg-Davis (2009, cited in Taylor, 2017) contests that differentiation in the classroom focuses heavily on support for academic attainment as opposed to 'needs and abilities.'

I did not explain the activity to the independent group as well as I could have, therefore, some children became confused, as they thought that there was more than one key. It was quite challenging, however, working in pairs did help them in terms of identifying the words and phrases, and the instructions supported their learning as well (*see appendix 7*). From reviewing their work sheets (*see appendix 8*), the children looked for the clues instead of following them. Though, some children did manage to find they key, implying that the children understood the Welsh words or phrases. Additionally, the children did not manage to get onto to the extension activity. The extension, which included instructions and an example of a sentence (*see appendix 9*), would have challenged them further by introducing basic sentences that included 'mae'r', which WJEC (1998) encourage. Overall, the children managed to complete the task independently.

The LSA's activity involved the outdoors which is part of the range of opportunities in the Foundation Phase Framework (Welsh Government, 2015). The plan for the LSA included the skills, success criteria and the Welsh/English prepositions and phrases, as well as the task (*see appendix 10*). The Welsh Government (2014) recommends that a good environment to learn a language involves teachers and teaching assistants acquiring 'appropriate' knowledge and skills to support learners in their oral tasks. The LSA mentioned that they did not complete the task as a competition as the children found it difficult to read the Welsh phrases. This allowed for more individualised differentiation as the children took it in turns to cross the obstacle course with little or no support from the LSA. The extension activity involved something similar to the independent group (*see appendix 11*). Although, they did not manage to get on to this. The difference between this extension activity and the independent one is that, the LSA group task was more challenging as they were constructing sentences in Welsh. Furthermore, I was informed that all the children managed to at least get through an obstacle independently.

The teacher focused task involved the most writing. Most of the learners were higher ability, with two middle ability and one lower ability. In the video, the word 'edrychwch' and 'y' were on the board. The children quickly grasped the meaning of these words, and once we went through the classroom map (*see appendix 12*) and the example that was given on their sheets, they managed to complete the task with little help (*see appendix 13*). The children used the pit pot for support with spelling. The child that had difficulty in reading managed to do this work independently by writing the Welsh objects around the classroom. However, I could have provided a sheet that already included 'edrychwch' and 'y' for the lower ability to fill in the rest of the key vocabulary. Also, to reinforce the skill of using prepositions in their language, the children paired up to read their sentences to each other to find the key. It was

important that the key words were repeated orally before and after the task. The children had these opportunities because once they had read their sentences and found the key, we went through the different sentences they had made on the whiteboard and read them aloud. For this reason, the child that did not manage to record the prepositions, was reminded and shown examples of how they could be used in a sentence to instruct the giant. Estyn (2013) suggests that repetition can help children learn the language patterns and can assist with their listening skills. It also allows the teacher to identify errors in pronunciation and give feedback on this.

Despite having the learning intention and success criteria explicit for each group (see *appendix 14*) and support from the pit pot, the only other form of assessment for learning (AfL) tool was Kahoot. The children split into their four groups and each group had a leader who held and controlled the iPad. The children responded well to this activity as they were all engaged and motivated to win. It was also interactive which Estyn (2013) promotes as having an impact on learners' 'self-confidence' in reading Welsh. However, it was suggested that it would have been beneficial to address any errors made after each question of the Kahoot, as some groups did not answer some questions correctly. This would have been especially helpful to individuals who were not confident in this topic. Estyn (2013) talks about AfL being the 'weakest' area that teachers work on for Welsh. They explain that there is not a 'systematic' tool to track children's progress from one stage to the next, hence, it causes 'implications'. Nevertheless, they emphasise that when teachers use effective AfL strategies, children are more likely to understand where they are in their learning. Although, this was the first Welsh session I had taught, I now have some understanding of where the children are in their learning. However, using a self-assessment strategy such as the RAG system they typically use for the success criteria, would have provided me with more information and understanding on their progress.

The class teacher and senior mentor mentioned that there was a lot of Welsh being spoken and taught (see *appendix 15*). Although, a target would be to ask more questions. Overall, the use of Welsh in the classroom in terms of pronunciation and accuracy was sufficient considering the year group. This experience helped to develop my knowledge and skills of Welsh and has motivated me to continue planning lessons such as this one.

Reference List

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Tinsley, T. & Board, K. (2016/17) *Language Trends 2016/17 Language Teaching in Primary and Secondary Schools in England Survey Report*. Available at: https://www.britishcouncil.org/sites/default/files/language_trends_survey_2017_0.pdf (Accessed: 25 May 2019)

Welsh Government (2014) *Response to Welsh second language review group recommendations*. Available at: <https://gweddi.gov.wales/docs/dcells/publications/140514-response-doc-en.pdf> (Accessed: 25 May 2019).

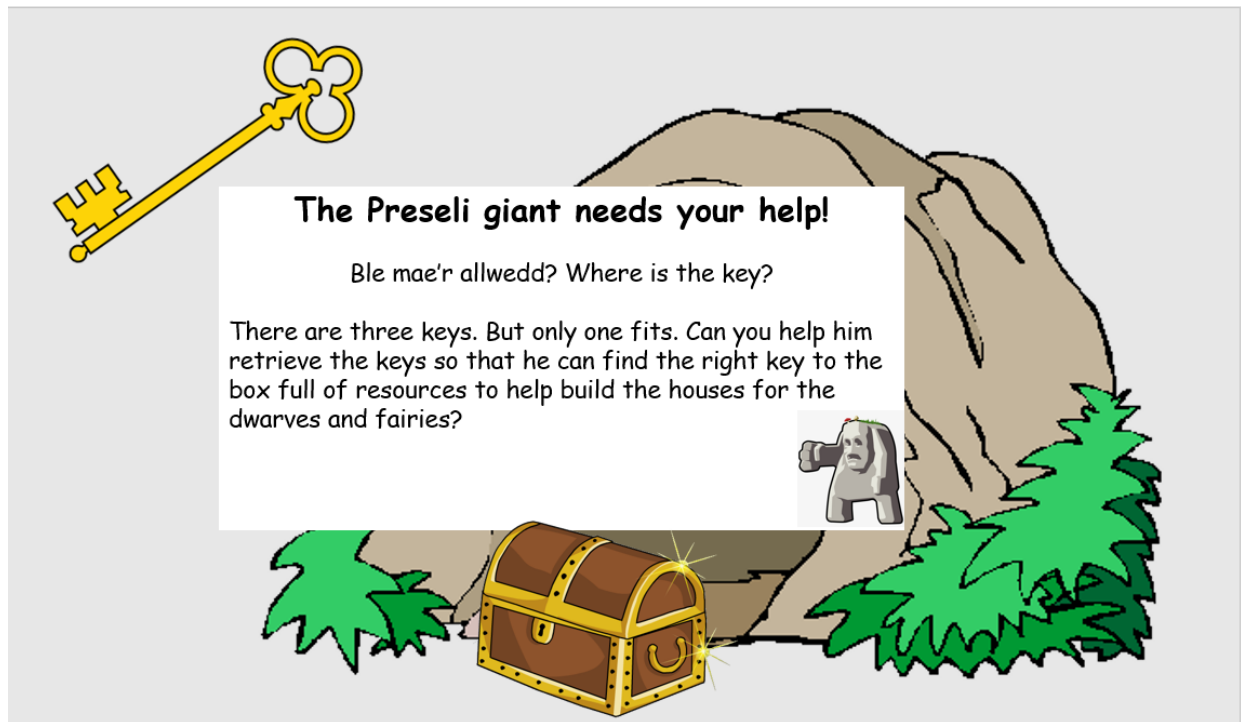
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WJEC (1998) *Aspects of Teaching Welsh Second Language Key Stages 1 and 2 Developing Everyday Welsh in the Primary School*. Cardiff: WJEC, National Language Unit of Wales.

Appendices

Appendix 1

This is the 'hook' on the PowerPoint:



Appendix 2

This is the link to the video of the Welsh lesson:

<https://www.youtube.com/watch?v=mB3j2JOlsxk&feature=youtu.be>

Appendix 3

Some parts of the introduction were not filmed. This is the introduction in the lesson plan:

Name of trainee: Jovine Barrientos Date: 23.05.19 No. of pupils: 29 Class: 2.2 Age: 6-7 Session: Welsh Prepositions

Main lesson objective: Decode and understand the meaning of words (prepositions) using different contexts.

Meeting learners' needs: Three activities are differentiated e.g. yn y pit, Thomas (ASD) and Franklin: more one to one support – being more explicit in when explaining what to do. Ruby (GLD): one to one support.

Hook/Intro: 15 minutes - The Preseli giant needs your help to capture a key (allwedd) to open the box full of resources to help rebuild the houses for the fairies and dwarves. Can the children complete these activities to capture the key? Go through the different prepositions in Welsh with the action. Ask children to stand up and ask them to split into future learning groups. Then have a competition of who can say the correct preposition in Welsh - 'go on, in, by, in front, under, behind, above' actions. Then introduce different objects in the classroom in Welsh e.g. chair, table (with pictures) on the powerpoint.

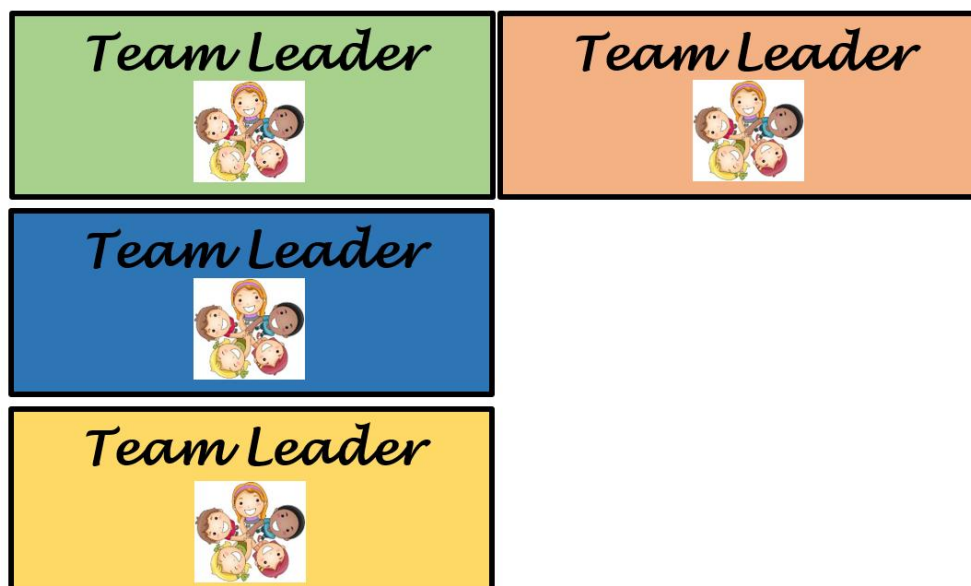
Teacher Focus:

ISA Focus:

Independent:

Appendix 4

Lanyards for team leaders:



Appendix 5

Differentiated activities:

Teacher Focus:	LSA Focus:	Independent:
Lesson Objective: Decode and understand the meaning of words (prepositions) using different contexts. Task: 30 minutes Follow the directions on the classroom plan to find the key using prepositions. The directions will be numbered, and they will have to write a sentence to guide or instruct the giant on where to look for the key. For example, number 1 would be 'Edrychwch o dan y bwrdd'. Before writing instructions, introduce the word 'edrychwch – look'. Give first example on board. For those in the pit (yn y pit), have 'edrychwch', 'Y', 'allwedd' on the board, and the different prepositions in the pit pot. Then at the end they will say where the key is – 'Mae'r allwedd o dan y bwrdd.' If stuck, ask someone in group or an adult what one of the prepositions is in Welsh by saying "Beth ydy ____ yn gymraeg?" Ext: in pairs instruct their partners to look for key using their sentences. Success Criteria: I can use Welsh prepositions in my language and writing.	Lesson Objective: Decode and understand the meaning of words (prepositions) using different contexts. Task: 30 minutes Go through the obstacle course using prepositions (competition between two groups – who will finish first to collect the key?). Have the prepositions on each section of the obstacle course and they will only be allowed to go through it if they say the word and do the action correctly. Yn y pit: they will only be allowed three cheats to see the English word. First group to finish obstacle course will get the key. If stuck, ask someone in group or an adult what one of the prepositions is in Welsh by saying "Beth ydy ____ yn gymraeg?" It will be a relay – when child finishes obstacle course, the run back to their team to tag the next person. Last person will get the key. Ext: complete sentences in Welsh to explain where the key (allwedd) is in pairs. For example, "Mae'r allwedd ar y tabl." Those that are in the pit (yn y pit), have images of different objects with Welsh words in the pit pot as well as the prepositions. LSA will have "mae'r", "allwedd" and "y" translations and will show an example and go through it with the children before starting the activity. Each pair will stick their sentences on a clipboard.	Lesson Objective: Decode and understand the meaning of words (prepositions) using different contexts. Task: 30 minutes Preposition scavenger hunt – children find clues in the classroom and in the corridor. If stuck ask someone in group or an adult what one of the prepositions is in Welsh by saying "Beth ydy ____ yn gymraeg?" If the adult or their friend doesn't know, then they take the Welsh word from the pit pot. First one to complete hunt will capture the key. Yn y pit: They are only allowed three cheats to go into the pit pot. Ext: match the Welsh sentence to the English sentence. For those in the pit, they can look at meanings of words and pictures of objects in the classroom. Success Criteria: I can use Welsh prepositions in my language and writing. I can use: • ar - on • yn - in • wrth - by



Challenges

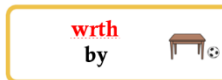


Teacher Focus Welsh Dragons	LSA Focus Welsh Cakes	Independent Focus Welsh Flags
Can you instruct the giant to look for the key in the classroom by following the directions on the classroom map and writing sentences in Welsh, including ar, yn, o dan etc? Extension: In pairs, take in turns to instruct each other using your sentences. 	Can you compete in two teams and go through the obstacle course, using ar, yn, o dan etc, to retrieve the key? Who will be the team to retrieve the key? Extension: Work in pairs to complete sentences. 	Can you find the key by reading the clues in Welsh hidden in the classroom and in the corridor? Work in pairs. Remember to look at key words such as ar, yn, o dan etc. Extension: Work in pairs to match sentences.  

adult what one of the prepositions is in Welsh by saying "Beth ydy ____ yn gymraeg?" Ext: in pairs instruct their partners to look for key using their sentences. Success Criteria: I can use Welsh prepositions in my language and writing. I can use: • ar - on • yn - in • wrth -by • o dan - under • o flaen - in front • tu ôl i - behind • uwch ben - above	Ext: complete sentences in Welsh to explain where the key (allwedd) is in pairs. For example, "Mae'r allwedd ar y tabl." Those that are in the pit (yn y pit), have images of different objects with Welsh words in the pit pot as well as the prepositions. LSA will have "mae'r", "allwedd" and "y" translations and will show an example and go through it with the children before starting the activity. Each pair will stick their sentences on a clipboard. Success Criteria: I can use Welsh prepositions in my language. I can use: • ar - on • yn - in • wrth -by • o dan - under • o flaen - in front • tu ôl i - behind	Success Criteria: I can use Welsh prepositions in my language and writing. I can use: • ar - on • yn - in • wrth -by • o dan - under • o flaen - in front • tu ôl i - behind • uwch ben - above
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Appendix 6

Yn y pit support:



Appendix 7

wrth y glud

wrth y llyfrau

tu ol i y bwrdd du

uwch ben y bwrdd gwyn

o dan y tabl

o dan y cadair

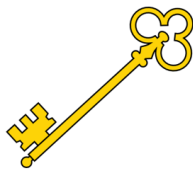
o dan y desg

yn y cwpwrdd

Can you try and find the key
by reading and following the
clues around the classroom and
corridor?

Blue = preposition

Green = object



Appendix 8

Independent group – example of work:

Number - rif	Preposition/object
1	~~the~~ W r t h u s p p n s i l
2	t u o c i y p r e n m e s u r
3	W r e n y l l y f r a v
4	
5	
6	o d a n u s t a b l
7	a r u s i s w r n
8	a r y p a p u r
9	W r t h y p e n n a u f f e t
10	a r y r w b e r
11	t u a l i y b w r d d d u
12	u w e h b e n y b w d d g u i n
13	o d a n y d e s g
14	y n y c w p w r d d

Appendix 9

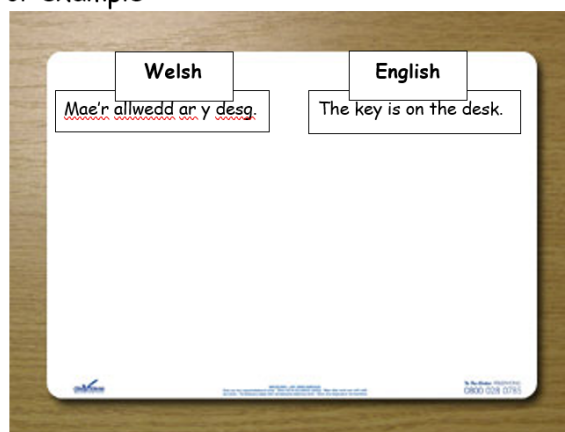
Independent group's extension task. These would all be mixed up and each pair would have to match the sentences on the whiteboard. Instructions and an example were provided:

Mae'r allwedd ar y desg.	The key is on the desk.	uwch ben y
Mae'r allwedd wrth siswrn.	The key is by the scissor.	tu ol i'r
Mae'r allwedd tu ol i'r bwrdd du.	The key is under the table.	
Mae'r allwedd o dan tabl.	The key is behind the black board.	
Mae'r allwedd o flaen rwbr.	The key is in front of the rubber.	
Mae'r allwedd yn y cwpwrdd.	The key is above the whiteboard.	
Mae'r allwedd uwch ben y bwrdd gwyn.	The key is in the cupboard.	

Extension:

Match the Welsh sentences to the English sentences and stick it on the white board.

For example:



Appendix 10

LSA Plan:

LSA Focus:	
Lesson Objective: Decode and understand the meaning of words (prepositions) using different contexts. Task: 30 minutes Go through the obstacle course using prepositions (competition between two groups – who will finish first to collect the key?). Have the prepositions on each section of the obstacle course and they will only be allowed to go through it if they say the word and do the action correctly. Yn y pit: they will only be allowed three attempts to see the English word. First group to finish obstacle course will get the key. It will be a relay – when child finishes obstacle course, they run back to their team to tag the next person. Last person will get the key. Extension: complete sentences in Welsh to explain where the key (<u>allwedd</u>) is in pairs. For example, “<u>Mae’r allwedd ar y tabl</u>.” Those that are in the pit (yn y pit), have images of different objects with Welsh words in the pit pot as well as the prepositions. LSA will have “<u>mae’r</u>”, “<u>allwedd</u>” and “<u>y</u>” translations and will show an example and go through it with the children before starting the activity. Each pair will have <u>stick</u> their sentences on the clipboard. Adult will have whiteboard to write “<u>Mae’r allwedd – the key is...</u>” Success Criteria: I can use Welsh prepositions in my language. I can use: • <u>ar</u> - on • <u>yn</u> - in • <u>wrth</u> -by • o dan - under • o flaen - in front • tu ol i - behind • uwch ben – above	
Afl: Sharing learning intention and success criteria.	Resources: Hoops, cones, bean bags, rope, chairs, preposition cards in Welsh and English, sheet for sentences, word cards for Welsh prepositions and objects around the classroom and pit pot to put them in.

1. yn (in) - hoop
2. o flaen (in front) - bean bag
3. ar (on) - plate
4. yn (in) - hoop
5. tu ol i (behind) - cone
6. o dan (under) - chair
7. o flaen (in front) - cone
8. tu ol i (behind) - cone
9. o flaen (in front) - bean bag
10. ar (on) - rope.

ar - on
yn - in
wrth -by
o dan - under
o flaen - in
front
tu ol i - behind
uwch ben -
above

Then last person in the team will get the key at the end of the obstacle course.

Preposition		Object
<u>Mae’r allwedd</u> - The key is	o dan y - under the	<u>Cadair</u> - chair

Appendix 11

Extension activity for LSA group. Each pair would have two sentences each (mixed up) and will try to make correct sentences:

Mae'r	allwedd	ar y	desg	Mae'r	allwedd
Mae'r	allwedd	yn y	cwpwrdd	ar y	papur
Mae'r	allwedd	o flaen	cadiar	Mae'r	allwedd
Mae'r	allwedd	o dan y	tabl	wrth y	pensil
Mae'r	allwedd	wrth y	siswrn	Mae'r	allwedd
Mae'r	allwedd	tu ol i'r	bwrdd du	ar y	rwbr
Mae'r	allwedd	uwch ben y	bwrdd gwyn		

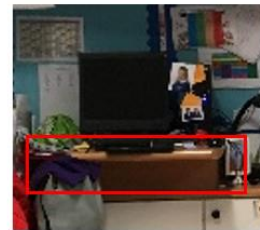
Classroom map to help the learners create sentences to instruct the giant on where to look for the key:



2.



3.



1. Edrychwch o dan y tabl.

4.



5.



6.



7.



These are the children's work:

Higher Ability:

Enw: Arddodiad - Preposition

1. Edrychwch o dan y tabl.

2. Edrychwch up to the stairs

3. Edrychwch at the desk

4. Edrychwch at the door

5. Edrychwch at the pens

6. Edrychwch at the cupboard

7. Edrychwch at the paper

Middle Ability:

Enw: Arddodiad - Preposition

1. Edrychwch o dan y tabl.

2. Edrychwch at the door

3. at the desk

4. Edrychwch at the door

5. Pens

6. cupboard

7. paper

Lower Ability:

Enw: Arddodiad - Preposition

1. Edrychwch o dan y tabl.

2.

cadair

3.

desg

4.

bwrdd gwyb

5.

pehsi

6.

chat

7.

glud

Success Criteria was visible to the children e.g. stuck on the wall:

Arddodiad- Prepositions: Instructing the giant
Learning Intention: Can you instruct the giant to look for the key in the classroom by following the directions on the map and writing sentences in Welsh, including <u>ar</u>, <u>yn</u>, o dan etc? Extension: In pairs, take in turns to instruct each other using your sentences.
Success Criteria: I can use Welsh prepositions in my language, such as: • <u>ar</u> - on • <u>yn</u> - in • <u>wrth</u> -by • o dan - under • o flaen - in front • <u>tu ol i</u> - behind • <u>uwch ben</u> - above 

Arddodiad- Prepositions: Obstacle Course
Learning Intention: Can you compete in two teams and go through the obstacle course, using <u>ar</u>, <u>yn</u>, o dan etc, to retrieve the key? Who will be the team to retrieve the key? Extension: Work in pairs to complete sentences.
Success Criteria: I can use Welsh prepositions in my language, such as: • <u>ar</u> - on • <u>yn</u> - in • <u>wrth</u> -by • o dan - under • o flaen - in front • <u>tu ol i</u> - behind • <u>uwch ben</u> - above 

Arddodiad- Prepositions: Scavenger Hunt
Learning Intention: In pairs, can you find the key by reading the clues in Welsh hidden in the classroom and the corridor? Remember to look at key words such as <u>ar</u>, <u>yn</u>, o dan. Extension: Work in pairs to match sentences.
Success Criteria: I can use Welsh prepositions in my language, such as: • <u>ar</u> - on • <u>yn</u> - in • <u>wrth</u> -by • o dan - under • o flaen - in front • <u>tu ol i</u> - behind • <u>uwch ben</u> - above 

Formative Feedback from class teacher and senior mentor:

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Jovine, it is clear you had done a lot of work and research for this lesson. To say this was a lesson that took you out of your comfort zone is an understatement so well done on taking on a lesson that took you into the 'pit' yourself. Jovine has worked hard in developing her Welsh language in order to teach the Welsh lesson and this was very evident in how you spoke the children and prepared for the lesson. Whilst there wasn't any ICT in this lesson. Jovine continues to use ICT effectively in other activities and form an integral part of each lesson.

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

You were well prepared and organised for this session and it was a big improvement from your previous session- well done! You had planned several activities for the pupils to develop their Welsh. Well done for coming out of your comfort zone. There was effective use of different approaches including using the outdoors, the scavenger hunt idea as well as your main teacher focus task. These activities motivated pupils to speak Welsh and develop their sentence patterns effectively. As a way forward consider how you might develop your behaviour management strategies to address the whole class - consider how you could use your voice more effectively to address everyone and manage those tricky transition times.

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Good effort to introduce the Welsh language and to develop the class' literacy skills in a relatively correct and clear manner on the whole.