



MONICA

CASLEY

1500481

WELSH LANGUAGE

COMPETENCE

FRAMEWORK

PORTFOLIO

Welsh Language lesson plan for Video

Student-teacher	Monica Casley	Class:	Foundation Phase
AoLE or Subject	Welsh	Date:	12-2-20
Lesson Focus:	To develop Welsh Language skills on the topic Weather		
Meaningful links to Curriculum	Oracy- Phonological Awareness: - Outcome 3- memorise and perform songs and rhymes with some support and show recognition of rhythm, rhyme and spoken alliteration. They play with sounds in words including isolating and identifying initial sounds. Oracy- Listening and Understanding: - Outcome 3- demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said. Reading- Reading Words: - Outcome 3- recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.		
Meaningful links to: Cross Curricular Responsibilities	Education for Sustainable Development and Global Citizenship (ESDGC): - Identity & Culture- Children developing skills on welsh heritage and language. Curriculum Cymreig: - Using the Welsh language with access for all.		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional learning- Welsh Language Skills: There is a commitment to incremental development of personal skills in the use of the Welsh language.			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to: Identify a range of weathers in Welsh from stories and songs.

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)
- To go over simple weather vocabulary. - To be able to use vocabulary to answer relevant questions and statements.	- To be able to sing a song in welsh about the weather. - To use knowledge from story and song to answer questions and complete worksheet.

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)	Bore da Pawb. Miss Casley ydy i- Good Morning everyone. I am Miss Casley Ble mae? Dyma (for everyone)- Where is...? Sawl plentyn sydd yn y dosbarth heddiw? Cyfrwch gyda fi os gwelch yn dda- How many of us are in class today? Count with me please. da iawn pawb- Well done everyone Sut wyt ti? Pam?- How are you? Why?	Bora da Miss Casley, bora da pawb- Good morning Miss Casley, good morning everyone Dyma (name)- I am (name) Un, dau, tri, pedwar– one, two three, four, well done Hapus Dw I achos dw I'n hoffi school- I am happy because I like school	Register
Teaching & Core Learning	Heddiw, byddwn ni'n darllenwch tedi twt y tywydd – Today we will be reading tedi twt and the weather. Ydy ni'n barod pawb? – Are we ready everyone? Gwrandewch ar y stori- Listen to the story *Read Story and use power point slide*	Barod- Ready	Story Worksheets Vocabulary Sheet Song Welsh dictionary

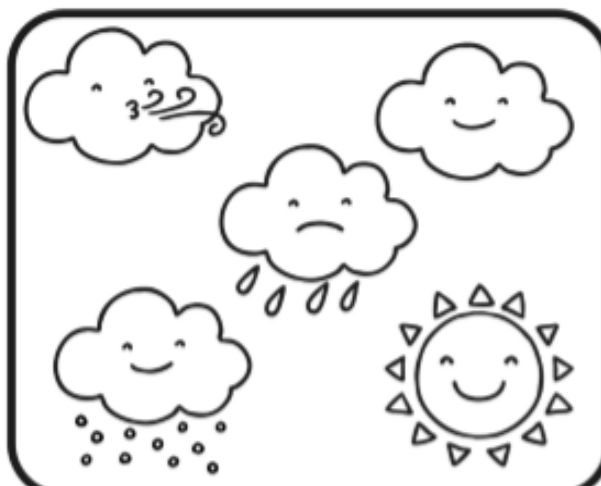
	Sut mae tywydd heddiw? Dwylo yr fyny- What's the weather like today? Hands up Sut mae tywydd ddoe? Dwylo yr fyny - What's the weather like yesterday? Hands up Sue mae tywydd yfory? Dwylo yr fyny- What's the weather like tomorrow? Hands up Byddwn ni'n canuwch sut mae tywydd heddiw- We will be singing whats the weather today Canu Gwych Pawb- Great singing everyone Byddwn ni'n ddarlunior'r tywydd- We will be drawing pictures of the weather	Mae hi'n- It is Ddoe, roedd hi'n.....- Yesterday, it was..... Yfory, bydd hi'n.....- Tomorrow it will be..... *Sings song about the weather* *Complete worksheet on the weather*	
Plenary	Beth fwynheuoch chi heddiw?- What did you enjoy today? Beth na wnaethoch chi ei fwynhau heddiw?- What did you not enjoy today?	Dw l'n mwynhau...- I enjoyed.... Dw l'n ddim yn mwynhau....- I did not enjoy...	

Lesson Plan – Phase 1 **Evaluation of the Learning Experience** **(include references to QTS)**

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	This lesson was done as a whole class approach. The class start everyday with incidental welsh during the register and today was no different. The class have previously been learning about time and days and have previous knowledge on using opinions including 'Dw I'n hoffi' and 'Dw I'n mwynhau'. The children were able to tell me how they were feeling and giving a reason why. The main aim of the lesson was children oracy and listening skills. They were able to answer the questions about the weather in past, present and future tense after listening to the story. This suggests that the story was appropriate to provide relevant vocabulary. All the children were able to do this task without real concern especially with the variety of resources provided for the children (a vocabulary sheet of weathers, the story, the song).
Next Steps for Progress	If I were to redo this lesson I would try to differentiate, especially for the lower ability. One target from my class teacher was to differentiate the lesson more. When marking the children's work, one girl from the lower ability produced a piece of work from the example on the board. I think if I did differentiate the lesson, I would worry that I didn't push the children enough as she was able to produce a high quality piece of welsh. This was also written in my last reflection from my previous welsh lesson where I said I would challenge the lower ability more as they had no problems with the last work either. When doing the work sheet, I believe it would help the children to have a 'WAGOLL' as a support system.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	For this lesson I provided a range of resources for the children to use when producing worksheets- song, story, dictionaries and vocabulary sheet. This was praised by the class teacher as the ready made vocabulary sheets were easy for the pupils especially lower ability. I believe this links to the QTS standard of 'professional learning- Welsh language skills. There is a commitment to incremental development of personal skills in the use of the Welsh language.'
Areas for my Development Personal Targets for Progress	In order to develop my practice I would take on board the class teachers comments about differentiation and really learn how to do this for Welsh, without making it too easy/ difficult for ability groups. This would also link to QTS Standards: 'Pedagogy: Refining. Differentiation' as well as 'Pedagogy: Influencing. Challenge and Expectations'. I have been trying to learn how to differentiate effectively and have kept this as my weekly review target for the previous two weeks to ensure I try this during every opportunity as I believe it is a vital part of teaching and the classroom to ensure all children have the same learning experience tailored to their needs and abilities.

Tynnwch lun y tywydd



1. Heddiw mae hi'n heulog



2. Heddiw mae hi'n wyntog



3. Heddiw mae hi'n gymylog



4. Heddiw mae hi'n bwrw glaw



5. Heddiw mae hi'n bwrw eira



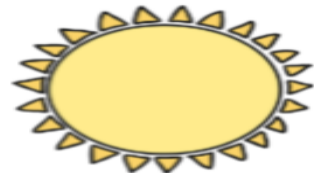
Mae hi'n

twinkl visit [twinkl.com](https://www.twinkl.com)

glawio



heulog



wyntog



bwrw eira



Y Tywydd



Dyma Tedi Twt.



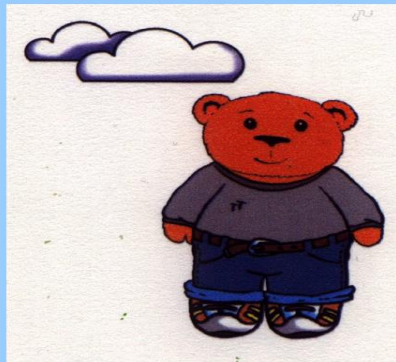
Mae hi'n bwrw glaw.



Mae hi'n wyntog



Mae hi'n braf.



Mae hi'n gymylog.

Video resources song lyrics-

To the tune of Adam's family

"Sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
Mae hi'n bwrw glaw.....bwrw glaw (clap clap) bwrw glaw
(clap clap) bwrw glaw, bwrw glaw, bwrw glaw (clap clap).

Sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
Mae hi'n wyntog... wyntog (clap clap) wyntog (clap clap)
Wyntog, wyntog, wyntog (clap clap).

Sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
sut mae'r tywydd heddiw,
Mae hi'n heulog...heulog (clap clap) heulog (clap clap) heulog,
heulog, heulog (clap clap)."

Evidence of marking in Welsh

L.O- To be able to talk about my weekly routine and somebody elses in Welsh including time, day, activity and who with.

Ar Dydd Llun, Mae Jack yn mynd I nofio am chwarter wedi saith gyda Bill.
On Monday, Jack goes swimming at quarter past seven with Bill.

Ar ~~dydd~~ ^{brynhwyr} dydd Llun, Dwi is mynd i ddrana am Harner a'r wedi pedwar gyda Tilly, Ruby, Summer, Zara a Charlotte.

Ar brynhwyr dydd Mawrth, Dwi is mynd i Pel rwyd a rwyd am Harner a'r wedi tri a Harner a'r wedi pedwar gyda Jake, Carmel, Florence, Tilly a Summer.

Ar brynhwyr dydd Mawrth, Dwi is mynd i adref am harner a'r wedi tri gyda Jake.

Ar brynhwyr dydd Iau, Dwi is mynd i Y.M.C.A a Junior club am harner a'r wedi tri a chwech o'r gloch gyda Natia, Isla, Summer, Lix, Jess, Cody, Lilly, Tadie, Ana, Ruby, Tilly, Jake and Carmel. ✓

Ar brynhwyr dydd Gwener, Dwi is mynd i gwely am wyth o'r gloch gyda Mam, Jake, Babsy (ci) Snowy a Chlorel (gerbil).

Ar bore a brynhwyr dydd Sadwrn, Dwi is mynd i sgilegwr, cerddoriaeth a mathemateg am Deg o'r gloch (sg), Harner a'r wedi wrdddeg a deuddeg o'r gloch gyda Jake.

Ar ~~dydd~~ ^{bore} dydd Sul, Dwi is mynd i Tad adref am Deg o'r gloch gyda Jake. ✓

Gwaith Rhagorol [redacted] Super neat and you included morning and afternoon.

L.O- To be able to talk about my weekly routine in Welsh including time, day, activity and who with.

Ar Dydd Llun, Dw I'n mynd i nofio am hanner awr wedi saith gyda Jack. On Monday, I go swimming at half past seven with Jack.

Ar Dydd Llun, Dw I'n mynd i fideo

Chwarae am hanner awr wedi tri gyda Jenson, Rhys, Akil, James, Dylan. Ar Dydd

Mawrth mynd i'r pel droedwri o'gloch

Jenson, Rhys, Oscar, Leo, Oliver, Ava. ✓

Ar Dydd Mercher, Dw i'n gwiil bwr teledy

am saith o'gloch gyda Fy Rhieni. Ar Dydd

Tan, Hanner awr wedi pump gyda Jack,

Jenson, Rhys. Am Dydd Gwener, dw i'n mynd

i Rygbi am engloch gyda Bailey, Dylan, Rhys

Jenson, Zac. ✓ Am Dydd Sadwrn Angherfil

Trucks am Pedwar o'gloch gyda Rhys a Jenson.

Am Dydd Sul am ymchi am Chwch o'gloch. ✓

Da iawn

Lesson Plans used during PTE1 with differentiation

Student-teacher	Monica Casley	Class:	Year 5 (30 Pupils)
AoLE or Subject	Welsh	Date:	14/11/19
Lesson Focus:	To write about their daily routine using time, day, activities, people and first/third person.		
Meaningful links to Curriculum	Welsh Development: • Use language appropriate to writing, including standard forms of Welsh • Use appropriate vocabulary, including subject-specific words and phrases • mutate correctly, especially after most prepositions and pronouns, e.g. am funud, dy fam		
Meaningful links to: Cross Curricular Responsibilities	Curriculum Cymreig: • Using the Welsh language with access for all. • Recognising that there are many different levels of fluency in Welsh.		
Personal Targets (Linked to QTS and identified in weekly review) • There is a commitment to incremental development of personal skills in the use of the Welsh language. • The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Lower ability- By the end of the lesson, children will be able to talk about my weekly routine in Welsh including time, day and activity. Middle ability- By the end of the lesson, children will be able to talk about my weekly routine in Welsh including time, day, activity and who with. Higher ability- By the end of the lesson, children will be able to talk about my weekly routine and somebody else in Welsh including time, day, activity and who with.

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 go over simple sentence patterns in Welsh. 2. To use previous plan to create full sentences in Welsh.	1. To understand that Welsh language can be mixed. 2. LA- Date, time, activity. MA- Date, time, activity, who with. HA- Date, time, activity, who with, first and third person. All abilities to include connecting words e.g. at, on, with.

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)	- Greet Children in Welsh and register. E.g. Bore Da and Helpwr Heddiw. - Welsh Drillio- go over key words for activity. E.g. Days, time (O'clock), activites. - Explain where children can find Welsh vocabulary if needed- dictionaries, Welsh vocabulary sheet. - Go through sentence pattern e.g. Ar Dydd Llun, Mae Jack yn mynd I nofio am chwarter wedi saith gyda Bill.	- Answer register in Welsh - Welsh Drillio- to recall previous information about using welsh for daily routines. - Translate Welsh example sentence to show an understanding of welsh structure and connecting words.	- Welsh dictionaries - Welsh Vocabulary Sheet - Register.
Teaching & Core Learning	- Sit children in their ability groups. This way they are all working on the same sheets together. This is beneficial for them to help each other if needed and also for teacher to know the LO for each table to ensure all information is included. - Ensure all children complete worksheet to their own LO's. - Ensure children all use their previous plans.	- Lower ability- To write in first person. To include information about their daily routine including day, time (O'gloch/ hanner awr wedi only) and activity. Full sentences using plan. - Middle ability- To write in first person. To include information about their daily routine including day, time (including all four times), activity and who with. Full sentences using plan. - Higher ability- To write in first person and third person. To include information about their daily routine including day, time	- Welsh dictionaries - Welsh Vocabulary Sheet - Worksheet- HA, MA, LA.

		(including all four times), activity and who with. Full sentences using plan.	
Plenary	• (Throughout task) Give positive reinforcement throughout in Welsh- Da lawn, Gwaith Da. • Ask children to read out what they do on one of the days.	• Volunteer to read out one of their daily routine days/Listen to volunteers. • Try to work out what they do on the day through full sentences including connecting words.	• Finished work.

Lesson Plan – Phase 1 **Evaluation of the Learning Experience** **(include references to QTS)**

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	This lesson directly followed from the plan lesson and due to this, the learning experiences were the same. When implimenting this lesson I ensured the lower ability were working with the teaching assistant. This way they had constant support throughout and this also allowed me to circulate to the middle and higher ability tables and spend more time there to ensure they were both on track throughtout too. I was able to make this activity more independent based by given a WAGOLL (One for each ability). I also ensured to go over each sheet as a class and what was required for each. I told the children that some would have to include more information and that is why they had more boxes and a different WAGOLL. All children were able to complete the work but required support on spelling. I ensured this had an element of independence too by providing welsh dictionaries and vocabulary sheets (Including amser, dydd, teleu, rhif and gweithgaredd.
Next Steps for Progress	For my next steps, I would challenge the lower ability more. Having spoken to the teaching assistant who was working with this group of children, she believed the ability of work was just right and with little suport the children were all able to complete the task. Having done this task, I would now get them to include more information into their sentences e.g. Gyda Pwy? I would also plan for the middle and higher ability to take their sentences and make them into paragraphs, including opinions e.g. Dw I'n hoffi pel droed achos maen gwych!

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I believe this lesson went well as all abilities were able to finish within the given time frame. I also linked to my professional target for this week (There is a commitment to incremental development of personal skills in the use of the Welsh language) and was able to give feedback, verbal and written in Welsh too. Having looked at my feedback from my teacher for this lesson, I was praised on giving clear insturctions and also stopping in the middle of the lesson to go over another example as a class as I could see a few mistakes and similar questions. By going over as a class again, the children were able to self evaluate their work against the instructions and example given and self correct any missing words or mistakes. This lesson was designed in two parts (Plan and then the write up) as it was designed for the whole morning which is two lessons. Having seen some children finish the plan, I went through as a class what was required for the second session (and connecting words e.g. am, gyda and ar) and if they were ready earlier they were able to go straight onto that task.
Areas for my Development Personal Targets for Progress	I believe this task would be better if I included more oral/verbal language used. I planned for it in the introduction, however it was brief for the children to start their independent work. As a starter or end of lesson task, I could create a welsh game where the children would have the opportunity to practice their welsh vocabulary and gain confidence with speaking it. This would also include peer learning rather than more independent based. As both lessons rolled into one, this would have been benefital as some children were finished a little before the lesson. As I did not have a third task for Welsh, the children then carried on with their creative task from previous day. However, If I had including the verbal aspect of this lesson, it would be purely Welsh based.

What a good one look likes Example for Lesson

LO: To write about my weekly routine.

Fy wythnos

Bore da! Jack ydw i. Dw i'n deg oed. Dw i'n bwy yn Porthcawl gyda mam, tad, a brawd o'r enw Sam. Mae Sam yn pump oed. Dw i'n mynd i'r ysgol gynradd Notais am chwarter i naw bob dydd. Mae gwallt brown and llygaid glas 'da fi. Mae ci gyda fi.

Ar y penwythnos, dw i'n hoffi chwarae pel-droed yn y parc gyda fy ffrindiau am pedwar o'r gloch. Dw i'n dwlu ar pel-droed! Hefyd, dw i'n mwynhau nofio yn y ganolfan hamdden am hanner awr wedi saith bob Dydd Mercher. Fy hoff hobbi ydy nofio achos mae'n hwyl! Weithiau ar Dydd Llun, dw i'n mynd i ty ffrind am chwarter wedi tri. Mae brawd yn mynd i'r rygbi ar Dydd Sul am chwarter i un ar ddeg, ond dw i'n ddim un hoffi rygbi achos mae'n diflas!

Hwyl fawr!

Lesson Plans used during PTE1 as part of morning routine

Student-teacher	Monica Casley	Class:	Year 1 (30 Pupils)
AoLE or Subject	Welsh	Date:	
Lesson Focus:	Transport Drillio Welsh Words		
Meaningful links to Curriculum	Welsh Language development: • Respond to what they hear in familiar circumstances • speak, substituting words in familiar patterns • be involved in spontaneous and structured active learning experiences, including dialogue and role-playing activities, speaking correctly and clearly • respond simply to the practitioner's questions		
Meaningful links to: Cross Curricular Responsibilities	Curriculum Cymreig: • Using the Welsh language with access for all. • Recognising that there are many different levels of fluency in Welsh.		
Personal Targets (Linked to QTS and identified in weekly review) • There is a commitment to incremental development of personal skills in the use of the Welsh language.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Identify welsh words based around the topic of transport. • To be able to read and speak the words confidently. • To be completed as part of the morning routine.

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. Welsh drillio to be completed as part of morning routine. To go over each word three times using actions and different voices. 2. To speak in full sentences regarding transport.	1. Children to demonstrate listening and reading skills, coping actions and voices for the vocabulary from the teacher. 2. Children to respond to teachers question on how they travelled starting the sentence with 'Es I Mewn...'

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)	• Morning routine to take place on the carpet. • To greet the children in Welsh; 'Bore Da'. • To undertake the register. • Drillio to be done everyday as part of normal morning routine.	• To answer the register with 'Yma' or 'Bore da' • To answer dinner register with 'Cinio' or 'Brechdanua'	• Register • Carpet
Teaching & Core Learning	• To show the children vocabulary cards of transport. • To go over each card three times- using normal voice, quiet voice and then loud voice for each one. • To do actions for each card e.g plane with arms out, driving a steering wheel for car. • When children become more confident, allow helpyr y dydd to be in charge, reading the cards and leading the actions. • To ask children how they travelled to school	• To correctly sound the vocabulary. • To copy the leader (teacher or helpyr y dydd) with voices and actions. • To answer in full sentences using 'Es I mewn yn...'	• Carpet • Vocabulary Cards

Plenary	• To hold up card and ask if anyone can identify the word.	• To recall knowledge of using the actions and voices to identify the vocabulary.	• Vocabulary cards.
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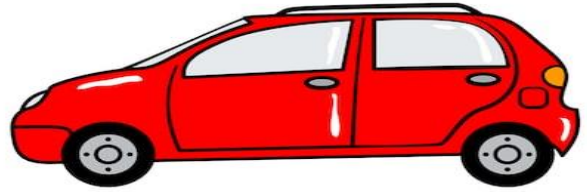
Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	This activity was done throughout my time during PTE1 in Foundation Phase as a drillio activity. During registration time in both morning and afternoon, the helpyr heddiw of the day would stand at the font of the class to read the word multiple times in a range of voices (Loud, quiet, squeaky) while doing the actions. The children would then copy the sounds and actions. We started first with only 1-3 cards and then each day building up to all cards to develop topic welsh language vocabulary. The children seemed engaged during this routine and were able to do this independently and by the end of the topic had a wide range of vocabulary relating.
Next Steps for Progress	The next steps from this activity is to be able to use the vocabulary during pieces of work. This could be writing a piece about how they have travelled to school, what tehri favourite mode of transport is, describing the vehicles e.g. colour, size.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	For this lesson I was able to create an activity for the children to do independently during registration time in order to develop welsh oracy skills. This was praised by the class teacher as the ready made vocabulary sheets were easy for the pupils especially lower ability. I believe this links to the QTS standard of 'professional learning- Welsh language skills. There is a commitment to incremental development of personal skills in the use of the Welsh language.'
Areas for my Development Personal Targets for Progress	In order to develop my practice I would take on board the class teachers comments about differentiation and really learn how to do this for Welsh, without making it too easy/ difficult for ability groups. This would also link to QTS Standards: 'Pedagogy: Refining. Differentiation' as well as 'Pedagogy: Influencing. Challenge and Expectations'. I have been trying to learn how to differentiate effectively and have kept this as my weekly review target for the previous two weeks to ensure I try this during every opportunity as I believe it is a vital part of teaching and the classroom to ensure all children have the same learning experience tailored to their needs and abilities.

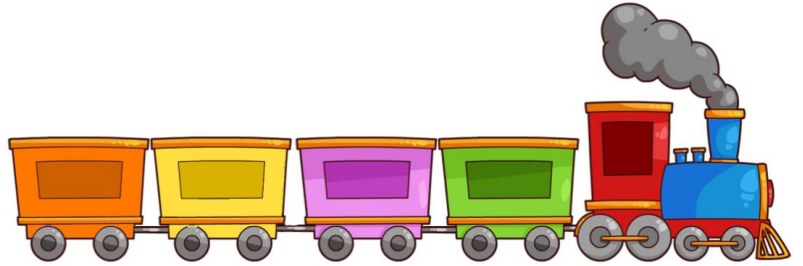
Resources for daily routine

Car



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Ceffyl



Bws



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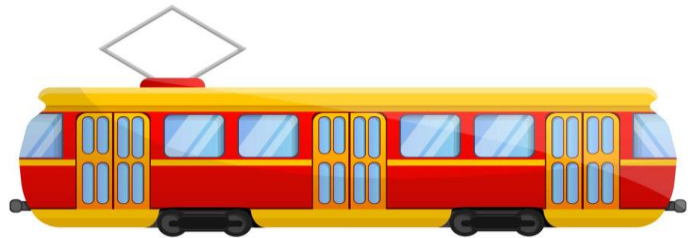
Awyren



Beic



Tram



Beic Modur



Cerdded



Written feedback from my class teacher

26/11/19

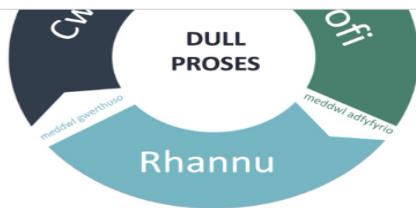
Monica planned and delivered a Welsh lesson that was a follow on activity from her previous lesson. She supplied excellent resources (word banks, sentence openers) and illustrated a good example at the start of the lesson. Unfortunately, the activity was only aimed at the core group and needed to be differentiated for the lower and higher ability. This has been discussed with Monica and advice has been provided on differentiation. She also continued with Signpost lessons, which were carried out to a very good standard. N. F. [Signature]

managed to appropriately differentiate and did plenaries throughout to ensure the children were all on track and had time to self correct.

15/11/19 - Yesterday's Welsh lesson was very well planned out.

The differentiation between higher and lower was appropriate for the children.

The explanation and worksheets



Meet - identify your target

Professional Learning: There is a commitment to incremental development of personal skills in the use of the Welsh language.

Think - are you carrying this target forward, or developing a new target?

My new targets for next week are:

- Pedagogy: Influencing- The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
- Pedagogy: Refining- The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

Although I have chosen two new targets, I will be making a conscious effort to include Welsh into everyday teaching to continuously improve my confidence and ability (e.g. More Welsh lessons, helpwr heddiw, continuing Welsh comments).

Test - implementation

The Welsh government have a scheme where they are encouraging the Welsh language to be spoken in everyday life called 'A Million Welsh speakers by 2050.' In order to promote this throughout education I will include Welsh through everyday tasks e.g. register, marking work and greetings. This will also help with my own confidence in Welsh as well as reinforcing the children seeing and hearing daily Welsh. I will also plan for a Welsh lesson based around daily routine and time (the current Welsh topic), encouraging children to write in full sentences using connecting words.

Think - reflect on your implementation

I believe I have made a conscious effort when implementing this target. I have used a variety of ways to promote Welsh around the classroom for the children and to also gain my confidence with using the language too. Although there were aspects of my lesson that I would have changed to include more flowing sentences rather than one fixed one, I believe it was successful, especially the use of connecting words, and the children can use that work as a guide for the next lesson that will be paragraphs rather than one fixed sentence. When doing the lesson, I also stopped the class to go through instruction again after having one question to ensure everyone was on the right path and this way the children were able to self-correct their work throughout to avoid making the same mistakes. This was praised in my feedback. One aspect of this target I believe could have been better is the 'Helpwr Heddiw'. I was not confident with the sentence patterns they usually cover and I should have made more effort to familiarise myself with this to ensure I used more oral Welsh.

Share - what were your reflections shared with class teacher / mentor

Throughout the week there have been a number of positive aspects, which are as follows:

- Growing confidence with classroom management and consistent implementation of different techniques to promote positive behaviour (e.g. praise, use of ClassDojo, regaining whole class attention to re-emphasise a certain point/concept).
- Resources have been of a very high standard, which have helped the children to progress (differentiated Welsh sheets, support sheets, etc.), and have also been organised well throughout the sessions.
- Use of school marking policy to allow children to redraft and improve their work.
- Instant feedback is regularly provided during lessons through circulating around all groups.
- Differentiation has been implemented through my Welsh lesson, but this is something that needs to be further developed.
- Continued commitment to extra-curricular activities – karaoke club, producing my own display, assisting with school trips and Year 6 'Impact Maths' initiative, and also helped with the whole school Children in Need event.

Target areas for the next week:

- More opportunity to differentiate through carousel style activities.
- Continue to implement everyday Welsh – e.g. praise, commands, morning and afternoon routines.

Think - develop your strategy

The Welsh government have a scheme where they are encouraging the Welsh language to be spoken in everyday life called 'A Million Welsh speakers by 2050.' In order to promote this throughout education I will include Welsh through everyday tasks e.g. register, marking work and greetings. This will also help with my own confidence in Welsh as well as reinforcing the children seeing and hearing daily Welsh. I will also plan for a Welsh lesson based around daily routine and time (the current Welsh topic), encouraging children to write in full sentences using connecting words.

(Format followed from University example- different order to Pebblepad setting).

Notes made from 'Welsh for everyone' Lessons:

1/10/2019

Welsh for everyone

Number revision

- Saith deg wyth
- pedwar cant tri ddeg dai
- pump deg pedwar mil, tri cant ac un.

• Cant tri deg dai.
• pedwar cant a dau

Date revision.

Dydd Gwener, 4 trdydd o medi
 Dydd Llun, 4 pedwerydd o mawrth
 Dydd Mawrth, 4 pumed ar hugain o Rhagfyr
 Dydd Iau, yn unfed ar ddeg ar hugain o Ebrill.
 What time is it? Faint o'r gloch ydy hi?

Pum munud i 11
 Deng munud i 10
 Chwarter i 9
 Ugain munud i 8
 Pum munud ar hugain i 7

Pum munud wedi 1
 Deng munud wedi 2
 Chwarter wedi 3
 Ugain munud wedi 4
 Pum munud ar hugain wedi 5

hanner awr wedi 6

- naw o gloch
- hanner awr wedi dau
- chwarter wedi un

- pum munud wedi saith.
- Deng munud i bump
- Pum munud i un

Verbal noun - Nofio (doing) noun - past tense.

Rhaid - Must
 Dim - NO
 Paid / Pedwch - Don't
 Cofio - Remember

24/9/19

Welsh Language

When would use number?

Numbering - Rhifo

Date - Dyddiadau

Addresses - Cyfeiriadau

Price - Prisiau

measuring - mesuriadau

Age - Oedran

Nouns all have genders - masculine / feminine.

Beth yw dy oedran di - what is your age?

Beth yw'ch oedran chi - what is your age?

Dw i'n _____ oed - I am _____ old.

Days of the week

Sunday Dydd Sul

Thursday Dydd Iau

Monday Dydd Llun

Friday Dydd Gwener

Tuesday Dydd Mawrth

Saturday Dydd Sadwrn

Wednesday Dydd Mercher

Months of the year

January Ionawr

July Gorffennaf

February Chwefror

August Awst

March Mawrth

September Medi

April Ebrill

October Hydref

May Mai

November Tachwedd

June Mehefin

December Rhagfyr

- My birthday is in - mae fi'n hen-blwydd yn mis _____
- Date order - Day, month, number, year.

New Year's day dydd calan

Halloween Calan Gaeaf

~~Dydd~~ Christmas Dydd Nadolig

Easter Sul y Pasg

St Valentine's day Dydd Sant Ffolaent

17/09/19
(HG)

Welsh for everyone

Aims: Greetings and pronunciations

The Welsh alphabet

a	b	c	ch	d	dd	• vowels
e	f	ff	g	ng	h	• double
i	j	l	ll	m	n	• consonant
o	p	ph	r	rh	s	
t	th	u	w	y		

Vowel sounds

au ae au = eye = gwaith
aw = cow = caws
ei eu ey = say = gweithio
ow = own = Owen
ai oe au = boy = ddog
wy = Not English = rhwydd
↑ (similar to oo-e)
(Hwyl)

'Shh' in English = 'Si' in Welsh
Stop, Sian, Sion, Siarad.

The accent is on the last ~~syllable~~ ^{syllable} but one

Greeting

Shwma! - hello (informal)
bore da - Good morning
Prynhawn da - Good afternoon
Hwyl fawr - Good bye
Da boch - Good bye
Bawb - everyone
Blwyddyn - Year

Rationale:

Listening: I feel confident in listening to speaker in the classroom when they respond in Welsh to be able to have a good understanding on what is said in order to give appropriate support. I can understand a range of simple sentences related to school setting situations. I feel I would be **A2 Foundation** for this.

Speaking: I feel confident enough to contribute to simple conversations using a range of simple sentences related to school setting situations e.g everyday themes and different verb tenses. I feel confident to give feedback in Welsh and also use incidental Welsh around the classroom such as giving commands and daily routines e.g. register. I feel I would be **A2 Foundation** for this.

Reading: I can understand very short written texts where people offer simple personal information about themselves or others, e.g. simple stories, instructions. I feel I would be **A1 Entry** for this.

Writing: I can write compound and complex sentences for education purposes. Therefore I feel I would be **A2 Foundation** for this.