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In the first part of this assignment, I will reflect upon the Welsh language lesson that was filmed during my second Professional Teaching Experience (PTE) in a year two class and submitted last year in the 'Iaith ar Daith 2' module. I will demonstrate the ways in which I have developed my linguistic skills in the last year and outline my plans to improve my Welsh language levels and pedagogical knowledge to improve my Welsh language lessons and help me to support Welsh language learners along their own Welsh-language continuum in the future.

In the video, the learning was based upon the text 'Hwyl yn y haf' from the 'Fflic a Fflac' series. The book and subsequent accompanying activities were selected as they contained a suitable ability level of Welsh language for the children to develop their linguistic attainment. Furthermore, it supported a priority from the school's development plan which was to improve the levels of Welsh language reading (School A, 2019). I prepared a PowerPoint presentation to accompany the reading of the book, which included images from the book's pages and questions for the children. This promoted the reading of written Welsh for all children and allowed them to see the pages clearly.

Firstly, upon reflection I noted pupils could have been more independent in giving their answers in full sentences to my questions during the reading of the text. I feel that my PowerPoint presentation could have included sentence substitution patterns to scaffold the children's answers. This strategy would promote greater learner autonomy and give an enhanced sense of accomplishment as teacher prompting would be reduced. Palmer (Cook, 2008, p.264) and Baker (2001) would both support this audio-lingual strategy as it supports pupils in their ability 'to create new sentences'. It would encourage them to answer in full sentences and to develop a bank of sentence patterns to recall for use in school and at home. This would support the learners' attainment of the four purposes by creating 'ambitious, creative learners' that 'can communicate effectively, in different forms and settings, in Welsh' (Donaldson, 2015, p. 29). In lectures this year, I have practised similar sentence substitution patterns with my peers and have observed how they have supported my own Welsh language attainment and confidence. During my teaching in future, I plan to use sentence substitution patterns in my Welsh-language teaching to help scaffold pupils' writing or oracy. These may be in the form of resources such as a writing frame (Appendix 1) or conversation cards (Appendix 2), either could be differentiated by ability.

Secondly, it was noted that at first the pupils needed teacher support to understand the paired script activity that was related to the text. Upon reflection, I recognise that I could have scaffolded pupils' understanding by including an image next to new or unfamiliar vocabulary, such as an ice-cream image next to the word 'hufen-ia'. This would have improved their motivation as several were observed to be discouraged by initially having a poor understanding of the script's text and required teacher support in English to begin. This word and image association would mimic the way in which children learn their first language (Stanfield, William and Özçalışkan, 2014). Furthermore, Cook (2008, p.57) highlights that an audio-visual approach to language teaching helps to link new vocabulary to 'existing information in the mind'. This year, during an elective placement in a special school, I observed the Picture Exchange Communication System (Appendix 3) in practice and witnessed how the object or image association with words helps to develop the oracy skills of pupils with additional learning needs. I feel a similar approach could be adapted for Welsh language learning in a mainstream setting. Following this reflection, I would use images to accompany new vocabulary to promote independent understanding, recall and retention. The images could be differentiated according to language ability and could be progressively removed as understanding grows.

Lastly, in my reflection from the video, I noted that I could have supported the learning by including a Welsh song related to the story, such as Lliwiau'r Enfys, within the lesson to support the retention of vocabulary. This would allow the children the opportunity to practise their oracy skills in an informal and relaxed way. The use of Music and singing can support the transfer of new speech sounds and patterns and contribute to language and literacy development (Altissia, 2020; Hallam, 2010). Furthermore, Watson's (Bates, 2016) theory supports the use of repetitive songs to allow children to process and restructure information to aid retention and recall. During lectures this academic year, we identified Hwb networks, such as 'Swansea Welsh in Education Officers' (Appendix 4), where practitioners can source songs and resources to support their teaching of the Welsh language curriculum (Hwb, 2020). In my future practice, I will use resources, such as the Hwb networks, to find relevant Welsh songs and incorporate them into my lessons. Furthermore, I could also use them incidentally throughout the school day during 'slot drillio' sessions and assemblies to increase the children's exposure to the Welsh language. Estyn (2019) highlights that activities such as these can contribute to pupils' use of the Welsh language and helps to develop a sense of Welshness.

In the second part of this assignment, I will self assess my Welsh language skills against the Welsh Language Competency Framework (Welsh Government, 2019)(Appendix 5). The framework is a method of assessing an individual's Welsh language skills in four areas; listening, oracy, reading and writing (DenbighshireCC, 2020).

Firstly, within the listening strand I consider myself to be at foundation level as I can 'understand and respond' to 'simple sentences' in a school context (Welsh Government, 2019, p.1). In a classroom setting, I feel confident in my ability to understand a range of topics and respond correctly using the correct tense. To reach the intermediary level, I need to be able to 'understand and respond' when an individual or a small group speak naturally about everyday subjects' both inside and outside school (Welsh Government, 2019, p.1). I feel that I currently struggle to maintain understanding when listening to the Welsh language, at a natural pace, which impacts my response. The British Council (2017) recommends listening to a new language for pleasure by watching television programmes without subtitles or listening to the radio to improve listening skills. I will endeavour to increase my exposure to spoken, natural pace Welsh to improve my skills by continuing to listen to Radio Cymru, watching S4C and speaking to my Welsh-speaking family and friends regularly.

Secondly, within the Oracy strand I consider myself to be at foundation level as I am 'able to contribute to simple conversations using a range of simple sentences' that are relevant to a school context (Welsh Government, 2019, p.1). Whilst on PTE in schools, I am able to hold a conversation using everyday themes with different verb tenses in all age groups. To progress to intermediary level I need to begin to 'recognise common errors' and use 'complex sentences' (Welsh Government, 2019, p.1). I do not currently feel confident recognising errors in my own speech or the speech of others. In Welsh-language lectures this year, we have practised recognising errors in the speech of our peers and suggesting improvements to improve our knowledge. I find it particularly difficult and I believe it is something I am going to regularly revisit to refresh my knowledge. Furthermore, I would be keen to undertake the Welsh sabbatical course in the future to improve my language skills and confidence further (Welsh Government, 2020a).

Thirdly, Within the reading strand I believe I am currently at an intermediary level. I am able to 'understand articles' and emails about everyday and school related subjects (Welsh Government, 2019, p.1). I do not always know every word but can decipher and understand the piece from my bank of known words. To reach the higher level, I must be able to read,

with support, longer pieces of writing intended for fluent Welsh speakers. Currently, I find this very challenging as the words are difficult to find in a dictionary when mutated. This year, I have subscribed to Lingo Newydd, a bi-monthly magazine for Welsh learners. It has differentiated articles and I have been reading the middle-tier articles supported by the vocabulary help column and a Welsh dictionary. I will continue to subscribe to improve my reading skills.

Finally, I believe I am currently at foundation level in writing. I have been able to compose both composite and complex sentences for classroom use whilst on PTE (Welsh Government, 2019). I used a variety of sentences in the accompanying activities for my recorded Welsh lesson in PTE 2. To progress to the intermediary level, I need to be 'able to write short paragraphs on everyday subjects inside and outside of school' (Welsh Government, 2019, p.1). Three years ago, I completed the 'Sylfaen' level Welsh for Adults Course in my local college. Writing skills were a significant element of the course and if my future role allows, I would re-enrol in the next level, canolradd, to improve my writing skills further (Welsh Government, 2020b).

To conclude, I will continue to be committed to the development of my Welsh language skills and will aim to maintain the momentum of my current Welsh language development continuum when I qualify. Furthermore, this will support my attainment of the Welsh Language skills strand of the professional teaching standards (Welsh Government, 2020c). Additionally, following the reflection in part one and self assessment in part two, I have created two lesson plans that are based upon the new curriculum that address the points raised and demonstrate how I would improve (Appendix 6 and 7).

Word Count: 1595 words

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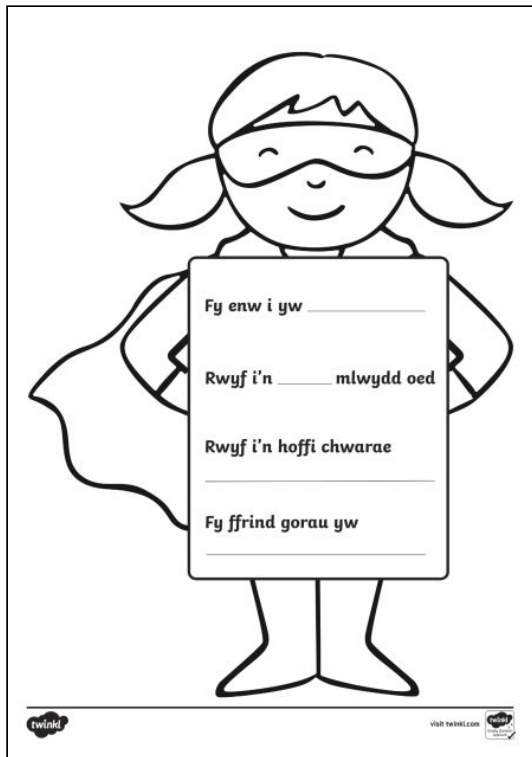
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Appendices

Appendix 1

Example of Welsh language writing frame (Twinkl, 2020a)



Appendix 2

Example of Welsh language conversation cards (Twinkl, 2020b)

What is your name? Beth ydy dy enw di?	What is your favourite colour? Beth ydy dy hoff liw?
My name is... Fy enw i yw...	My favourite colour is... Fy hoff liw yw...
How old are you? Faint ydy dy oed di?	Do you have any brothers or sisters? Oes gen ti frodyr neu chwiorydd?
I am...years old. Dwi'n _____ mlwydd oed.	Yes, I have... Oes, mae gen i...

Example of a Picture Exchange Communication System Book similar to those used in special school settings (Amazon, 2020).



Screenshot of the 'Swansea Welsh in Education Officers' network on Hwb showing membership. (Hwb, 2020)

Hwb

[Service announcement](#)
[Menu](#)

 [Nadelle D](#)
[Sign out](#)

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Swyddogion y Gymraeg Abertawe - Swansea Welsh in Education Officers

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About this Network

Rhwydwaith ar gyfer athrawon cynradd sy'n dysgu Cymraeg mewn ysgolion cyfrwng Saesneg yn Sir Abertawe.

A network for primary teachers who teach Welsh in English medium

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[siapiau](#) was added. [View in folder](#)

4 May 2020 15:18

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[lliwiau](#) was added. [View in folder](#)

4 May 2020 15:16

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[caneuon lliw](#) was added. [View in folder](#)

4 May 2020 15:16

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[sgerbwdd pasta](#) was added. [View in folder](#)

4 May 2020 14:30

Appendix 5

Screenshot of Welsh Language competency framework for education practitioners that I have highlighted to illustrate my self assessment of my current skills and next steps (Welsh Government, 2019)

KEY
 Self assessment of current skills
 Next step

Welsh Language competency framework for education practitioners

	NO WELSH LANGUAGE SKILLS	ENTRY	FOUNDATION	INTERMEDIARY	HIGHER	PROFICIENCY
Workforce head count code	W1	W2	W3	W4	W5	W6
Listening	No skills	Able to understand and respond to simple everyday sentences relevant to the school context, when someone speaks carefully.	Able to understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	Able to understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. in a conversation, or within small group situations.	Able to understand most of the discussions, even on unfamiliar and specialist subjects, e.g. in a formal context.	Able to understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	No skills	Able to introduce themselves and others verbally, able to ask and answer questions on simple information, e.g. where someone lives, what they like to do, able to use tense and numerals.	Able to contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	Able to hold and contribute to a conversation on familiar subjects relating to school and everyday life, using a range of simple and complex sentences. Able to describe experiences, hopes and give short explanations for the opinion. Beginning to recognise common errors.	Able to communicate using a range of syntax showing an increasing level of accuracy. Able to discuss unfamiliar and specialist subjects. Able to express and justify an opinion. Able to recognise some errors and correct them.	Able to speak extensively on complex matters, present arguments using the correct register. Interacting and leading discussions and extended teaching sessions correctly in the main. Able to self-correct where necessary.
Reading	No skills	Able to understand very short written texts where people give simple personal information about themselves and others, e.g. on forms, school signs. Able to read simple commands suitable to the school context.	Able to understand simple written messages on everyday things and simple letter/e-mail messages. Able to read simple stories and attempt the correct pronunciation.	Able to understand articles or direct e-mail messages on everyday subjects or work-related subjects. Able to read stories with the correct pronunciation in the main.	Able to understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and to scan through long text to find details. Able to read stories quite confidently with the correct pronunciation.	Able to summarise information from different oral and written sources, recreate debates and descriptions in a coherent presentation. Able to read stories to learners of all ages in a confident and motivating manner.
Writing	No skills	Able to write simple everyday sentences, relevant to the school context, e.g. instructions, questions, commands, simple feedback.	Able to write composite/complex sentences for educational purposes.	Able to write short paragraphs on everyday subjects inside and outside of school. Beginning to recognise common errors.	Able to write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. Able to recognise some errors and correct them.	Able to write extensively in standard language on complex matters. Writes in a variety of forms. Able to self-correct where necessary.

Appendix 6

Lesson plan one (3 pages)

Name of Trainee:	Student Number 1702088	Session ref:	1	Date:	15/05/2020	Class:	Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol	Not applicable		Number of learners:	28	Age:	6-7		
Learning objectives/intentions:	To be able to describe what I am wearing in Welsh	Success Criteria	-to use "dw i'n gwisgo____" to describe what they are wearing -to ask another person what they are wearing -Extend using colours		Meeting learners' needs:	Children will be prepared prior to the activities in the introduction to support children with ASD etc. Focus task work will be differentiated through a varied amount of support and level of questioning. HA and some MA will be challenged to include colours to describe their clothing. Children will be supported by staff/word mats. Additional adult activity is differentiated by ability.		
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)		
Classroom prepared prior to session with a washing line strung up in front of class with various Welsh labelled clothes to support vocabulary during the session Introduction TAs on the carpet supporting LA children. The class has caught me doing my washing "Mae hi'n oer" so I've brought it inside. Ar y penwythnos, dw i'n mynd i barti. Neithiwr, Miss S rang me to ask what I was going to wear. I'm learning Welsh and need to practise so I told her in Welsh! Tell them in Welsh what I said (including colour on some)... I was thinking this is		Trainee focused task (purpose, outline of trainee's role and children's learning): In mixed ability groups, pupils will be performing a sioe ffasiwnau on the class stage. The children will chose items of clothing to wear from the rail and put them on over their school clothes. They will then write on post-it notes to describe the clothing they are wearing and stick it on themselves. They will use the visual wordmats to support the They will then then walk down the 'catwalk' to Welsh music and a friend will video them on the iPad. They will make a pose and introduce themselves. The filming child will ask 'Beth wyt ti'n wisgo?' and child		Resources Clothesline Pegs Clothes for Clothesline Labels for clothes on clothesline Clothes for dressing up Post it notes Pencils Dillad visual wordmat Lliwiau visual wordmat Dw i'n gwisgo.... poster for wall Welsh Music CD player iPad Differentiated worksheets for AA task Dillad visual wordmat		Teacher questioning -Are the children engaged? -Are the children on-task? -Are there any misconceptions/ errors? Children questioning Beth wyt ti'n wisgo? Dw i'n gwisgo..... Pa liw? What was good about the performance? How could you make it better? Hands up / random questioning Lollipop sticks Mini plenary/pitstop if needed.		

something I could do with blwyddyn dau. "We all want to be excellent Welsh speakers and it will help you in similar situations". Mention Welsh charter. Our learning ladybird today is to use Welsh 'dw i'n gwisgo...' to describe our clothes. We will read through clothes together on the lines to increase familiarity with pronunciation -make it fun - read them together in a whisper, loud, rhythm, squeaky voice, sing, etc. To be successful spiders we need to use the pattern 'dw i'n gwisgo'. To help us I have made word mats for you to use. Go through the activities before beginning.	will respond by saying what they are wearing using the sentence pattern. Trainee will support children where needed through questioning and vocabulary whilst addressing any misconceptions/errors as they occur. Children will be assessed using assessment grids against the success criteria. <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): Additional adult will support the children to complete a drawing of themselves wearing their school uniform and label it appropriately. Work will be differentiated (Hot - full sentences below and labelling/ Medium-labelling/Mild- cut and stick to label). Additional adult will support the children to complete whilst modelling/prompting the use of the correct language patterns.	Lliwiau visual wordmat Cut and stick sheets Assessment grid sheets Key Vocabulary Beth wyt ti'n wisgo? Dw i'n gwisgo... Pa liw? All words from visual wordmats	Assessment grids/tracking Show of fingers 1-3
Plenary Dych chi'n wedi mwynhau? Praise Discuss misconceptions/issues Show exemplars of work and discuss any good ideas. "Headteacher could use these to show new pupils what to wear in our school!" Ask Miss S for feedback. Award Dojo's Self assessment of activities - show fingers 1-3	<u>Independent learning opportunities:</u> Beebot mat will be enhanced to include Welsh clothes flashcards for the beebot to find. Clothes in home corner to dress up tedi twt teddy. Welsh books in the reading area for independent reading.		
Curriculum coverage (range and skills) Languages, literacy and communication > Understanding languages is key to understanding the world around us > Progression step 2 - I can use a variety of cues to predict the general meaning in a variety of spoken contexts.			

- I can read aloud with expression, paying attention to punctuation. - I can develop my vocabulary and pronunciation through listening and reading, and can use these new words. - I can infer meaning from text and images Languages, literacy and communication > Expressing ourselves through languages is key to communication > Progression step 2 - I can speak with expression and gestures to communicate my ideas. - I can ask and answer questions and exchange ideas and information. Expressive arts > Responding and Reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts > Progression step 2 - I can give and accept feedback as both artist and audience. Expressive arts > Creating combines skills and knowledge, drawing on the senses, inspiration and imagination > Progression step 2 - I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.			
DCF -Children will engage with the beebot in the provision area. -Children will be selecting the correct functions and operating the iPad when videeing.	Thinking Children will be developing and generating designs based upon their prior knowledge and ideas.	ESDGC Children will make choices and decisions throughout the session.	YCC -The teacher and children will use incidental Welsh throughout the session. -Welsh music will be used -Children will listen, read, talk, write about their clothing in Welsh.

Appendix 7

Lesson plan two (3 pages)

Name of Trainee: Student Number 1702088		Session ref: 1	Date: 15/05/2020	Clas s: Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol Not applicable		Number of learners: 28		Age: 6-7	
Learning objectives/intentions:	To be able to describe what someone is wearing in Welsh	Success Criteria	-to use "mae _____ yn gwisgo _____" to describe what someone is wearing. -to ask what someone else is wearing.	Meeting learners' needs:	Children will be prepared prior to the activities in the introduction to support children with ASD etc. Focus task work will be differentiated through differentiated scripts and a varied amount of support and level of questioning. HA will be challenged to adapt the script for their own preference, if they finish. Children will be supported by staff/word mats. Additional adult activity is differentiated by staff support, visual word mats and questioning.
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction The teacher will read the next book in the Fflic and Fflac series 'Y Dillad Chwaraeon' and the children will listen , joining in where appropriate. The reading of the book and pupil questioning throughout will be supported by a PowerPoint displayed on the interactive whiteboard. The Powerpoint will have sentence substitution patterns and images to support children to understand and answer questions independently and encourage Welsh reading .		Trainee focused task (purpose, outline of trainee's role and children's learning): Children will work in groups to read a role play activity where Fflic meets Nic in the street and discuss what people are wearing. The activity will be differentiated by ability. Images will accompany new vocabulary to support understanding. Trainee will support children where needed through questioning and vocabulary whilst addressing any misconceptions/errors as they occur. Children's oracy will be assessed using assessment grids against the success criteria.		Resources Differentiated role play scripts with images to accompany new vocabulary Pegs, clothes and clothesline Pencils Labels Dillad visual word mats Lliwiau visual word mats Assessment grid sheets	Teacher questioning -Are the children engaged? -Are the children on-task? -Are there any misconceptions/errors? Children questioning Beth wyt ti'n wisgo? Dw i'n gwisgo_____ Beth mae Fflic yn wisgo? Mae Fflic yn gwisgo _____ Pa liw? What was good about their script? How could they improve it?

Discuss how the children can use the 'geirfa' section at the back of the book to help them Reinforce the new vocabulary by singing the new language patterns to the tune of "The Addams Family" Our learning ladybird today is to use "Mae _____ yn gwisgo _____" to describe someone's clothes. To be successful spiders we need to use the pattern correctly. To help us I have made word mats for you to use. Go through the activities before beginning.	Children will self and peer assess by listening to the work of others. Additional adult tasks (purpose, outline of additional adults' role and children's learning): All the labels have fallen off the clothes line. In groups, children need to sort the clothes and create newly written labels for them. Additional adult will support the children to complete whilst modelling/prompting the use of the correct language patterns. Children's oracy and writing will be assessed using assessment grids against the success criteria.	Key Vocabulary Beth wyt ti'n wisgo? Dw i'n gwisgo _____ Beth mae Fflic yn wisgo? Mae Fflic yn gwisgo _____ Pa liw? All words from visual word mats	Hands up / random questioning Lollipop sticks Mini plenary/pitstop if needed. Assessment grids/tracking Show of fingers 1-3
Plenary Dych chi'n wedi mwynhau? Praise Discuss misconceptions/issues Show examples of work and discuss any good ideas. Ask Miss S for feedback. Award Dojo's Self assessment of activities - show fingers 1-3 Discuss how this links to the Four purposes and how the children could use the new vocabulary out of the classroom. _____ Sing song at the end of the day and slot drillio that week to help children to remember pattern.	Independent learning opportunities: -Welsh jigsaws -Design clothes for Fflic and Fflac in the drawing area. -Welsh games on PCs -Copies of the book in the reading area for independent reading		
Curriculum coverage (range and skills) Languages, literacy and communication > Understanding languages is key to understanding the world around us > Progression step 2 - I can use a variety of cues to predict the general meaning in a variety of spoken contexts.			

- I can listen to, understand and later recall what I have heard. - I can read aloud with expression, paying attention to punctuation. - I can develop my vocabulary and pronunciation through listening and reading, and can use these new words. - I can infer meaning from text and images Languages, literacy and communication > Expressing ourselves through languages is key to communication > Progression step 2 - I can speak with expression and gestures to communicate my ideas. - I can ask and answer questions and exchange ideas and information. Expressive arts > Responding and Reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts > Progression step 2 - I can give and accept feedback as both artist and audience.			
DCF -Children will play Welsh games in the provision area.	Thinking Children will be using their prior knowledge from previous lessons to solve problems	ESDGC Children will make choices and decisions throughout the session.	YCC -The teacher and children will use incidental Welsh throughout the session. -A Welsh book will be used as a stimulus. -The children will sing a Welsh song. -Children will talk about clothing in Welsh.