

Welsh Planning Sheet

Date / Dyddiad	Incidental Welsh that I will use:	Achieved (√ or x)	Incidental Welsh that pupils will use:	Achieved (√ or x)	Subject-specific Welsh to include in the lesson:	Achieved (√ or x)
(Example)	(Example) Bore da Prynawn da Sefwch Eisteddwch Dim siarad Edrychwch arna i Gwrandewch Sefwch (mewn rhes) wrth y drws Bant a chi Mae hi'n amser chwarae Cinio Gwasanaeth (assembly) Llaeth a ffrwyth	(Example)	(Example) Ga i? Fanana / afal / ddwr / laeth / paent coch Diolch Os gwelwch yn dda Barod	(Example)	(Example) Cylch Triongl Sgwâr Petryal Rhifau – un, dau, tri, pedwar.... Lliwiau Coch, glas, gwyrdd, melyn	(Example)

Elin Dyer
1903157
Welsh Portfolio

Elin Dyer
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Welsh Portfolio

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elin Dyer	Class:	Year 2/3
AoLE or Subject	LLC – Topic: Remember, Remember	Date:	18.11.2019
Lesson Focus:	Great Fire of London – Using a Thesaurus		
Meaningful links to Curriculum	English programme of study Writing - Writing accurately Language: use an increasingly imaginative vocabulary		
Meaningful links to: Cross Curricular Responsibilities	LNF Reading – Locating, selecting and using information – Reading strategies: look for specific information in texts using contents, indexes, glossaries, dictionaries		
Personal Targets (Linked to QTS and identified in weekly review)			
To improve behaviour management of the pupils, which will improve the pace of the lesson and allow me to help children that need support.			
Link to QTS – Pedagogy – Managing the Learning Environment (The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Use a thesaurus to find synonyms for vocabulary related to the Great Fire of London. • (Extension) Use a English – Welsh dictionary to find translations for vocabulary related to the Great Fire of London

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence
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	(What have the learners to say/write/do/produce – to demonstrate learning)
• I can locate words in a thesaurus • I can find synonyms for vocabulary related to the Great Fire of London • I can use new vocabulary to write interesting sentences (HA pupils) • (Extension only) I can use an English – Welsh dictionary to find translations of important Great Fire of London vocabulary.	Look in a thesaurus to find words from a list (hot, fire, fear, damage, light) Use a thesaurus to find at least 3 synonyms for each word. Write a sentence for each word bubble, using one of the synonyms they have found (sentences to be about the Great Fire of London). Extension: look in an english – welsh dictionary to find the welsh translations for hot, fire, light.

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) 2 mins 2 mins	Can you remember any of the wow words that we picked out on the board from Samuel Pepys's diary? On Friday in Big Write, everyone will write a story about the Great Fire of London. You are going to imagine that you were a child at the time. And write about what happened in the fire. Before then, we are going to be learning all sorts of things that will help you to write your story.	Pupils to recall the wow words that we picked out from Samuel Pepys' diary.	
Teaching & Core Learning	Teacher to explain task. Ensure that children know not to simply copy a whole list out from the thesaurus. They should pick 2-3 words that they can read.	Children to write date and L.O. in topic books.	Thesaurus – enough for 1 between 2. Ipads Topic books Word bank sheets

5 mins explain 25 minutes on task	Teacher to walk around the pupils and check their progress. Ask each child to tell me one of their words as walk around. Teacher to put sticky note tabs on the right pages of the thesaurus, to help LA pupils, so that they only have to find the word on the page.	Children to work in pairs to use a thesaurus (Lower ability pupils can use an ipad to ask Siri for synonyms). In their books, children to write a prompt word (hot, fire, fear, light, damage) in a cloud. Pupils must find at least 2 synonyms for each word. Next, pupils must use one of their new words from each bubble to write a sentence that relates to the Great Fire of London. Pupils will use coloured pencils to make the piece of work well presented. As an extension, children can use a welsh dictionary to find the welsh word for fire (tân), light (golau) and hot (boeth), and the Welsh translation of Great Fire of London (Tân Mawr Lundain)	Coloured pencils English – Welsh dictionaries
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Plenary 5 mins	Mini plenary mid-way through session. Stop the class so that pupils listen to each other. Ask each pair for one word they have found for each. Ask for volunteers to share one of their sentences.	Pupils to give the words they have found. Pupils can add to their own lists.	
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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))	
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	
Areas for my Development Personal Targets for Progress	

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elin Dyer	Class:	Year 2/3
AoLE or Subject	Cymraeg	Date:	18.11.2019
Lesson Focus:	Fi a Fy Ffrindiau		
Meaningful links to Curriculum	Welsh 2 nd Language Oracy - view and listen carefully responding orally, in writing and non-verbally; respond by asking questions and offering comments, communicate clearly and confidently and use intelligible Welsh pronunciation and intonation; respond courteously and begin to establish a relationship when conversing Reading - look for information by using all kinds of information organising systems including ICT, e.g. the alphabet, indexes, catalogues Writing - use the characteristics of chosen forms; use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate; choose and use appropriate vocabulary, and use language to create effects		
Meaningful links to: Cross Curricular Responsibilities	LNF Reading – Locating, selecting and using information – Reading strategies: look for specific information in texts using contents, indexes, glossaries, dictionaries		
Personal Targets (Linked to QTS and identified in weekly review)			
To improve behaviour management of the pupils, which will improve the pace of the lesson and allow me to help children that need support.			
Link to QTS – Pedagogy – Managing the Learning Environment (The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.			

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

The pupils will learn to:

- Write interesting sentences in Welsh to describe how I am feeling and how others are feeling.

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)
• I can ask and answer 'sut wyt ti' or 'sut wyt ti'n teimlo?' • I can read and understand Welsh vocabulary about feelings. • I write a sentence with 2 or 3 parts. • I can use a word mat or dictionary to make my sentences interesting.	Speak with learning partner and/or teacher to ask and answer questions in Welsh. Match Welsh vocabulary with pictures. Write interesting and developed sentences.

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) 2 mins	Recall of prior learning – Teacher to ask children, how do we ask 'how are you today' in Welsh? (Sut wyt ti heddiw?) Is there another way we can someone how they are feeling? (Sut wyt ti'n teimlo?) Children to ask eachother in learning partners.	Pupils to sit in learning partners. Pupils to put hands up to give examples of how to answer. Children to ask eachother in learning partners.	
Teaching & Core Learning 5 mins explain	Ask the children to ask you. Answer, dw i'n hapus ACHOS rydw i'n mynd i'r parc gyda fy ffrind gorau heddiw. Ask pupils to translate what you just said. 3 parts to this sentence which make it intesting.	Pupils to verbally translate what the teachers says. Pupils chosen using lollipop sticks. If stuck, pupil can 'ffonio ffrind' for help.	

30 minutes on worksheet	Encourage the children to think about all of the sentence patterns we've been learning about. (Lollipop sticks) ask the children to translate the following... I am going (Dw i'n mynd i) I went (Es i) I've got a bad head (Mae pen tost gyda fi) I've got a bad leg (Mae coes dost gyda fi) I'm on top of the world (Dw i ar ben y byd) Simon is happy (Mae Seimon yn hapus) Suzie is happy (Mae Suzie yn hapus) Teacher to explain the worksheet. (Instructions on worksheet) Teacher to circulate class and provide support as needed. Teacher to engage quiet pupils by asking them 'sut wyt ti heddiw? Pam?'	Worksheet – pupils to work on their own to complete the worksheet and work in their book.	Sut wyt ti'n teimlo worksheets. Word mats English – Welsh dictionaries Scissor and glue
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Mini plenary after 15 minutes	(Lollipop sticks) Choose 2 pupils to read out one of their sentences. Ask the class for consensus to check how many parts the sentences has, and what it means.	Pupil to read out one of their sentences (stating hot or spicy). Class to listen, translate, consider how many parts their are to the sentence.	
2 mins	Game of 'Mae Seimon yn dweud' - Children to call the commands	Children to take it in turns to call out command for 'Mae Seimon yn dweud'	

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))	
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	
Areas for my Development Personal Targets for Progress	

Sut wyt ti'n teimlo heddiw?

Amcan y wers: To write interesting sentences in Welsh to describe how I am feeling and how others are feeling.

1. Match each picture to the correct word or phrase.
(write the correct number next to each picture.)
2. Cut out the pictures one by one.
3. Stick the picture in your book and write a sentence to go with each picture.

Hot: 2 parts to a sentence

For example: **Dw i'n hapus** achos **dw i'n mynd i'r parc.**

Spicy: 3 parts to a sentence

For example: **Dw i'n hapus** achos **dw i'n mynd i'r parc gyda fy ffrind gorau.**

Success Criteria

- I can read and understand Welsh vocabulary about feelings.
- I write a sentence with 2 or 3 parts.
- I can use a word mat or dictionary to make my sentences interesting.



1. hapus



2. drist



3. wedi blino

4. grac

5. ar ben y byd

6. gyffrous

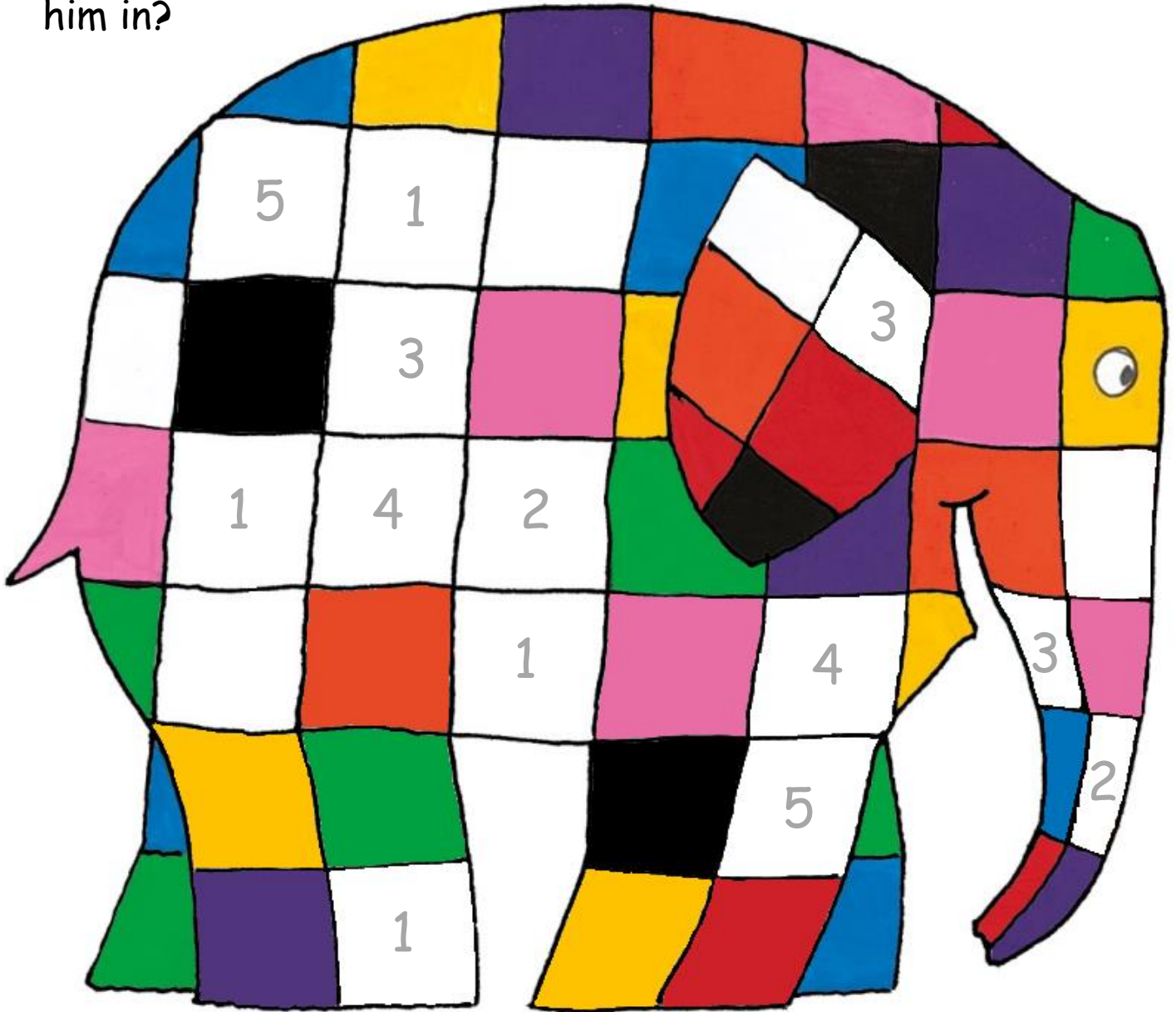


More Welsh phrases and comments for marking

Dw i'n hoffi hwn	I like this
Dw i wedi mwynhau darllen y stori/llythtyr/sgwrs	I enjoyed reading your story/letter/conversation
Ymdrech dda	Good effort
Gwaith taclus	Neat work
Gwaith diddorol	Interesting work
Cymer ofal (gyda sillafu)	Take care (with your spelling)
Cofia!	Remember!
Tro nesa...	Next time...
Dal ati!	Keep at it!

Elmer in the Snow

Elmer has lost some of his colours! Can you finish colouring him in?



1 = Coch ●

2 = Melyn ●

3 = Gwyrdd ●

4 = Glas ●

5 = Porffor ●

Y wers Cymraeg – Y Dymhorau

I adapted this lesson plan from one that I taught to a reception class at the start of my second placement in PTE1. It is important to note that this was one of the first lessons that I taught in this class. As such I did not include a great deal of Welsh in the original plan, as I was still gauging the pupils' levels of understanding. However, as I progressed in my placement, I made a concerted effort to use the commands and phrases that the classroom teacher used, as well as introduce new ones to the children using the so-called 'language-sandwich' method of Welsh-English-Welsh. Furthermore, where I could do so naturally, I would aim to teach new vocabulary, such as in this lesson, where I introduced the names of the seasons in Welsh.

Therefore, for this video recorded lesson, I increased the amount of incidental Welsh I used in my role as teacher, as well as the vocabulary that I taught to the children in order to reflect the amount of Welsh I included in my lessons by the end of my placement.

Overall, I was quite nervous and found the camera and having to teach a lesson for reception-age pupils to my peers, to be quite off-putting. I do not think I stuck to my lesson plan as I intended, nor do I think my delivery was as confident or smooth as it could have been. I feel that this affected my delivery of some of Welsh phrases such as 'rhowch eich pethau i gadw a sefwch tu ôl i'ch cadeiriau'. I was disappointed with this, as in reality, I feel that I am fairly confident with speaking in Welsh in the classroom.

Going forward, I aim to learn more sentence structures to ensure that my Welsh is grammatically correct and I can deliver it in an articulate manner.

Y wers Cymraeg – Y Dymhorau

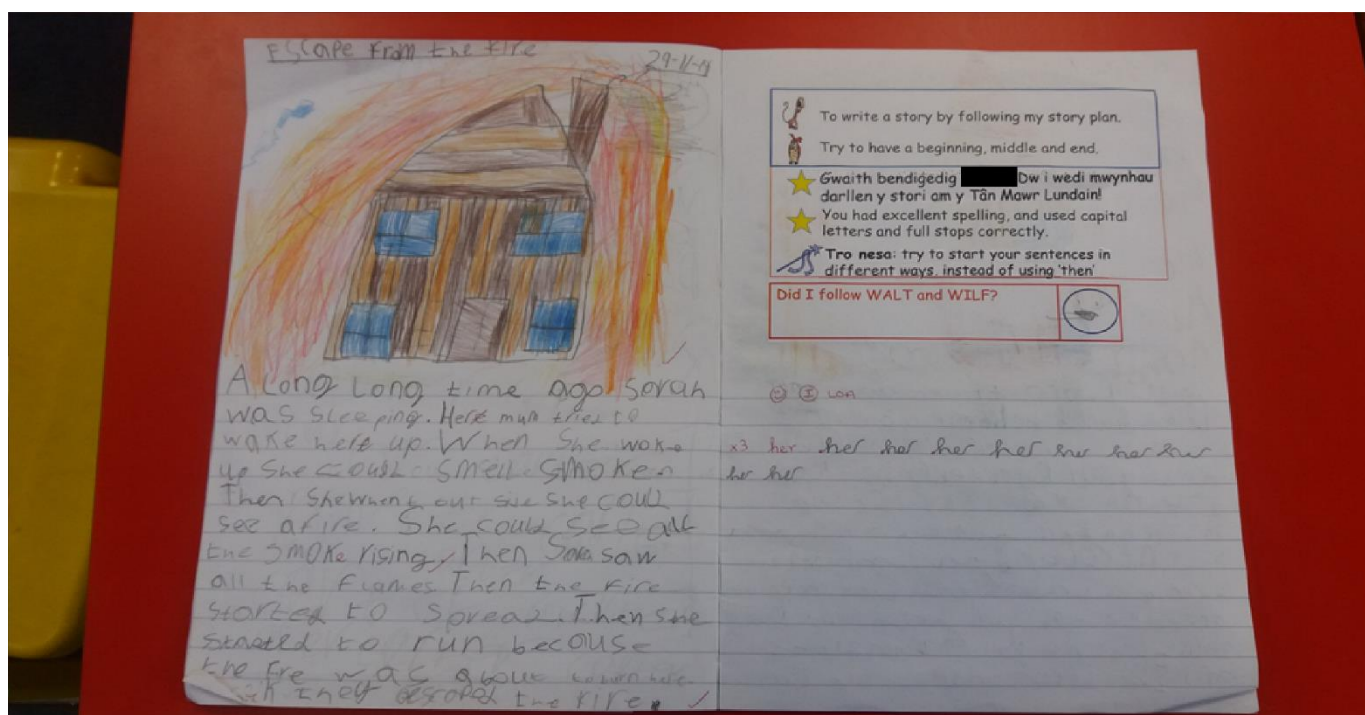
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Welsh Phrases to use	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Greet the children Presentation about the seasons. Show the pictures of the seasons and ask the children to guess which season the pictures show. What is the weather like in winter? Sut mae tywydd yn yr gaeaf? What is the weather like in summer? Sut mae tywydd yn yr haf? What is the weather like today? Sut mae tywydd heddiw?	Bore da/Prynhawn da blant. Sut ydych chi heddiw? Beth ydy'r dyddiad heddiw? Heddiw, rydyn ni'n mynd i meddwl am y tymhorau. Pwy sy'n gwybod... Edrych(wch) ar y llun Peidiwch a gweiddi'r ateb. Doylo i fyny. Yr gaeaf; Y gwanwyn; Yr haf; Y hydref (Mae hi'n oer/bwrw eira/gymylog; Mae hi'n heulog/braf/boeth)	Children to put hands up to answer which season the pictures show. Children to repeat the name of the season in English, then in Welsh. Children to put hands up to answer, what is the weather like? (In English and in Welsh)	Powerpoint – Y tymhorau

Teaching & Core Learning	Explain to the children that I am going on holiday and I need their help to pack my suitcase. Half the children to 'pack a suitcase for a holiday in winter' and the other half to 'pack a suitcase for a holiday in summer'. Show the worksheets and explain that they must stick the pictures on using the blu tack.	Rydw i'n mynd ar wyliau. Edrychwch ar y lluniau. Ydych chi'n deal? Dim siarad	Children to work individually to 'pack the suitcases'.	Suitcase worksheets and clothes pictures Blu tack
Plenary	Once all children have finished, choose one pupil's work and count how many items are in the suitcase. Ask if the other children agree with what they have 'packed'? (Cytuno neu anghytuno)	Wyt ti wedi gorffen? Pawb yn barod? Rhifwch gyda fi. Da iawn pawb, gwaith gwych heddiw! Mae hi'n amser cinio, felly rhowch eich pethau i gadw a sefwch tu ôl i'ch cadeiriau, put your things away, and stand behind your chairs. Hwyl fawr blant!	Children to peer assess and show thumbs up/thumbs down if they agree/disagree.	

Feedback

I followed the school's marking policy. When making comments on pupils' work, I would strive to use as much Welsh as possible, ensuring that the pupils would understand. Throughout PTE1, I used handouts from my university Welsh classes to help me when writing comments on students' work, and I also found some useful phrases and sentences online to help me. I have included as evidence a sheet that I made with this extra vocabulary.

This is a photograph of a child's book, showing the marking that I did. I have included some more examples from the same task: although I do not have photos of the pupils' books, these are the slips that I printed out to stick in to the books. As can be seen here, I differentiated the amount of Welsh in my comments, in order to ensure that the pupils can understand the feedback.



To write a story by following my story plan.
Try to have a beginning, middle and end.

★ Da iawn [redacted]! Ymdrech dda! Good effort! You started to write a story about the Great Fire of London.

★ You followed your story plan.

Tro nesa: try to use a word mat to help you spell tricky words.

Did I follow WALT and WILF?

To write a story by following my story plan.
Try to have a beginning, middle and end.

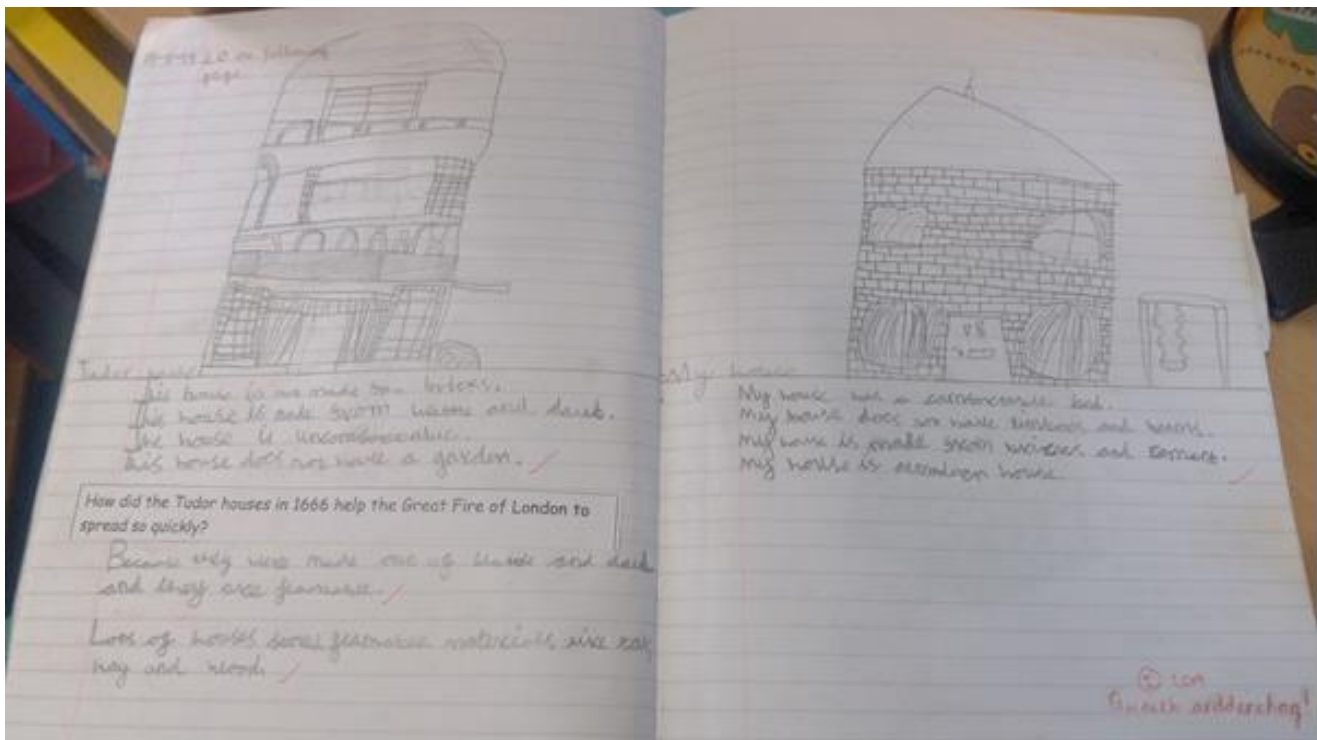
★ Da iawn [redacted]! Stori diddorol iawn am y Tân Mawr Lundain!

★ You had excellent spelling and used capital letters and full stops correctly.

Tro nesa: try to use more interesting words.

Did I follow WALT and WILF?

Another example of a pupil's book, marked with Welsh comments:



Unfortunately, I did not take more photos of pupils' marked work.

In the second half of PTE1, I was placed in a reception class. The school marking policy meant that written work was only marked with a code to state whether the lesson objective was achieved, and the amount of support the pupil needed. Therefore verbal praise and feedback was much more important for reception class. As such, my confidence in speaking increased.

PTE2

Before commencing PTE2, I considered my areas of improvement based on PTE1. While I was happy with my use of incidental Welsh, in terms of praise or commands, I knew that I wanted to increase the amount of incidental Welsh that I was asking the children to use, as well as subject-specific vocabulary. Therefore, I made a sheet to go alongside my lesson planning sheet, detailing the Welsh that I aimed to use in a lesson or over a day. Then I would mark whether I had achieved it. This would allow me to keep track of the Welsh that I was putting into my lessons and measure my progress.

Of course, current circumstances have prevented me from putting this into practice. Therefore, I will carry this forward into my NQT year.