

Bore da bawb, sut ydy chi?

Da iawn diolch

Ardderchog, Ydy pawb yn hapus?

Eisteddwch yn dawel, a gwrandewch arna i os gwelwch yn dda.

Heddiw rydym yn mynd i chwarae Faint o'r gloch yw hi Mr Blaidd.

Today we are going to play Whats the time Mr Wolf.

Dim siarad nawr a dwylo i fyny – who has played Whats the Time Mr Wolf before?

Iawn! Gweiddiwch “Faint o'r gloch Mr Blaidd?” ar fy ol.

Fain't o'r gloch Mr Blaidd?

Eto

Faint o'r gloch Mr Blaidd?

Beth yw o'r gloch yn Saesneg.

O'clock

Da iawn, ardderchog.

Nawr, beth yw **tri o'r gloch** yn saesneg?

Three o'clock

Da iawn!

Beth yw **one o'clock** yn gymraeg?

Dim gweddi, dwylo y fyny osgwelwch yn dda.

Un o'r gloch.

Gwych!

Nawr te, lets count to 12 yn gymraeg:

Un, dau, tri, pedwar, pump, chwech, saith, wyth, naw, deg, un deg un, un deg dau.

Perfffaith! Ydy pawb yn hapus i chware Faint o'r gloch yw hi Mr Blaidd?

Yes

Dewch i ymarfer, rydw i yn mynd i fod yn Mr Blaidd yn gyntaf – Lets practice, I am going to be Mr Blaidd/Mr Wolf.

Ydy chi'n barod?

Ydw/ydyn

Faint o'r gloch Mr Blaidd – eto ar fy ol?

Faint o'r gloch Mr Blaidd?

Dau o'r gloch

Un, dau.

Stopiwch!

Faint o'r gloch Mr Blaidd – eto.

Faint o'r gloch Mr Blaidd?

Pedwar o'r gloch.

Cyfrif, un...

Un, dau, tri, pedwar.

Mae hi'n amser cinio.

ARGH!

Rhedwch, rhedwch yn gyflym!

Rydych allan, eisteddwch ar y gaddair.

Ydy chi am chwarae eto?

Rachel – ga i ddiod Miss?

Ewch i gael y botel o'r dwr cariad.

Reflection & Evaluation

When planning for this lesson I considered a concept that children would be familiar with that could be incorporated into a PE lesson or used as a playground game. What's the time Mr Wolf is something very common as a childhood game and is often played in yards whilst the Welsh language relating to the time and numbers also being well known and taught in most English stream schools.

In planning I decided to write a script of what Welsh I would be using (in black) and what Welsh I would expect the children to respond with (in red) in order to aid the flow of the lesson. Given that I have two young children, both of which are educated through the medium of Welsh and a fluent Welsh speaking husband I was aware of the basic language I would need to use and its structure. In typing the Welsh language I was pleasantly surprised how few mistakes I made with regards to spelling and sentence structure when I asked a Welsh tutor to check over it. This experience made me realise, although I am not a fluent Welsh speaker I just need to have more self-confidence in using the Welsh I have learnt and already speak at home and be less afraid of making mistakes.

My script was written with some English in as a means of clarifying to children who may not be familiar with any Welsh language. I also included language such as 'cariad' that I tend to naturally use anyway as well as sentence patterns that I use at home and have done throughout my placement.

During the video I did find the scenario a little awkward purely due to the circumstances of dealing with fellow students and not children which I found quite un-natural and forced. I felt this made me more nervous than I usually am in a classroom setting which resulted in me relying on my script more than I needed. I had specifically chosen language that was relatively familiar to me and that I had used before because I was particularly conscience of not wanting to include complicated words and sentences that I knew weren't true to my ability and that I wouldn't normally use in some way as I felt this would be a false representation of my Welsh language ability. That said I feel because of

the circumstances of being filmed and its un-natural feel, it may have come across as very scripted and forced anyway which I was disappointed with.

On the whole I feel the video regarding went relatively well given the circumstances although I do regret not reminding myself of the need for a Welsh film whilst on my placement as I had the opportunity to plan and teach Welsh lessons within the morning groups whilst on placement.

Reflection Word Count – 454

Welsh Language Portfolio

1. KS2 - Welsh Conversation Plan & Translation.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Suzanne Perkins	Class:	Oaktree's
Book or Subject	Welsh	Date:	03/12/2019
Lesson Focus:	Sarah gŵl – translation & comprehension.		
Meaningful links to Curriculum	➤ Welsh Programme of Study – Gŵl & Reading: - Year 4 - Deduce connections between information, e.g. sequence, importance. Explore different situations through role play. Read texts, including those with few visual clues, independently with concentration. Develop their ability to read a range of continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing. - Year 5 - Explore different situations through role play. Read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing.		
Meaningful links to: Cross Curricular Responsibilities	➤ Reading: Progression Step 2 – Retell events from a narrative in the right order. Look for key words to find out what the text is about.		
Personal Targets (Linked to QTS and identified in weekly review)	- Differentiation - Timing – at the end of the lesson.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
➤ Read and translate the description of Sarah.
➤ Answer comprehension questions about Sarah in Welsh.

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)
➤ Recognize key Welsh vocabulary and phrases to translate.	➤ Children will be able to highlight any words or sentences that they have learnt from the lesson.
➤ Read and understand a range of Welsh words and sentences.	➤ Children will answer a series of comprehension questions about Sarah in Welsh.
➤ Answer questions in Welsh in full.	

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (including Health and Safety requirement)
1HR 15MINS			
Opening Phase (with links to prior learning)	➤ Teacher to read out 'Sarah gŵl' to the whole class from the screen. ➤ Use lollipop sticks to ask children if there are any words or sentences they recognise. ➤ Explain comprehension task – questions are in Welsh and need to be answered in full in Welsh.	➤ Children to follow along as it is being read. ➤ Any words/sentences the children recognise.	➤ Sarah gŵl description.
15 MINS			
Teaching & Core Learning	➤ Stick description of Sarah into books and translate underneath/side. ➤ Highlight words and phrases using spider legs to illustrate translations learnt in today's lesson. ➤ Answer comprehension questions in full in Welsh. Differentiation WŵER – Independent GOROCCY GOR & DRAGOG – teacher LIVERGGO – TA	➤ Write date and LO in book. ➤ Highlight any words or phrases they have learnt the translation of today and write what they mean in English. ➤ Read and answer comprehension questions in full in books. Differentiation WŵER – Level 5 description & questions GOROCCY GOR & DRAGOG – Level description & questions GORC – Level 3 description & questions	➤ Sarah gŵl description & comprehension questions. ➤ Highlighters
50 MINS			
Plenary	➤ Self-assessment ➤ Use lollipop sticks to ask children one phrase or word in Welsh they have learnt today.	➤ Children to write in blue pen how they found today's activity. ➤ Children to share with the class one new word or phrase they have learnt in Welsh today.	➤ Blue pens
10 MINS			

2

1

3) I'm Sarah. I live in Swansea. I go to **Gors** School. I'm nine years old. I like eating Pizza, burger and chips. I don't like peas. I like "Adventure Time" on television. I don't like Ben 10. I like wearing tracksuits. I enjoy going to the cinema. My eyes are brown and black. I have brown hair. I am Pretty. My favourite subject in school is welsh.

4) I'm Sarah. I live in Swansea in a terraced house with mum, dad and my sister Sophie. I go to **Gors** School. My teachers name is Mrs Jones. I'm nine years old. my birthday is February the second. I like eating Pizza. My favourite pizza is pepperoni pizza. I like Going to Pizza hut with my family. I don't like peas because I don't like eating green vegetables. I like "Adventure Time" on television because it's exciting. I don't like Ben 10 because it's childish. I like wearing a tracksuit on the weekend but I don't enjoy wearing my school uniform, because it's old fashioned. I enjoy going to the cinema with my friends. My favourite film is turbo. My eyes are brown and black with brown hair. I am Pretty. My favourite subject in school is welsh because I can speak welsh well but I don't like Mathematics because sums are difficult.

5) I'm Sarah. I live in Swansea in a terraced house with mum, dad and my sister Sophie. It rains in Swansea every day, unfortunately. I go to **Gors** School. Sometimes I walk to school. I'm nine years old. My birthday is February the second. I like eating Pizza. My favourite pizza is pepperoni pizza. I go to Pizza hut in Morfa after watching the Swans football matches. I Support the Swans and I am very good at playing football. I don't like peas because I'm allergic. I like "Adventure Time" on television because it's exciting. I watch Telly every night. Unfortunately, my mother says that to much telly is bad for you. I don't like Ben 10 because it's childish in my opinion. I like wearing a tracksuit on the weekend but I don't enjoy wearing my school uniform, because it's old fashioned, I think. I enjoy going to the cinema with my friends. I think Turbo is fantastic. My eyes are brown and black with brown hair. To be honest I'm pretty. My favourite subject in school is welsh because I can speak welsh well but I don't like Mathematics because sums are difficult.

2. KS2 – Welsh Conversation Plan & Work Examples.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Suzanne Perkins	Class:	Oaktree's
APLE or Subject	Welsh – Morning Groups	Date:	19-22.11.19
Lesson Focus:	Welsh Conversation		
Meaningful links to Curriculum	➤ Welsh Programme of Study – Oracy & Reading: - Year 4 - Deduce connections between information, e.g. sequence, importance. Explore different situations through role play. Read texts, including those with few visual clues, independently with concentration. Develop their ability to read a range of continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing. - Year 5 - Explore different situations through role play. Read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing.		
Meaningful links to: Cross Curricular Responsibilities	➤ Reading: - Progression Step 2 – Retell events from a narrative in the right order. Look for key words to find out what the text is about. ➤ Oracy: - Progression Step 2 – Adapt a role using appropriate language.		
Personal Targets (Linked to QTS and identified in weekly review)	Blended learning experiences – the teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. Welsh language skills – there is a commitment to incremental development of personal skills in the use of the Welsh language. Timings – next phases latest start time written in pink.		

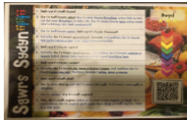
Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: ➤ Cylich - Read and order a Welsh conversation and translate it into English. ➤ Triogel - Read and order a Welsh conversation, translating key words and sentences into English. ➤ Sawar & Petrol - Read and order a Welsh conversation and translate key words and phrases into English.

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)
➤ Recognise key Welsh vocabulary and phrases to order and translate. ➤ Use knowledge of sentence structure and punctuation to translate. ➤ Read a range of Welsh words and sentences.	➤ Order the conversation in the correct sequence. ➤ Translate the Welsh conversation into English.

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2

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Time 1HR	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening Phase (with links to prior learning) 10 MINS	➤ Introduce text to children. Using their knowledge of punctuation and Welsh vocabulary and phrases ask them to order it into its correct sequence.	➤ Order sentences and phrases into sequence.	
Teaching & Core Learning 9:00am 45 MINS	➤ Conversation text differentiated based on ability groups. • Cylich - Read and order a Welsh conversation and translate it into English. - Teacher to ask children to skim read and spot any key words or phrases to translate. - Teacher to read conversation with pupils taking it in turns. • Triogel - Read and order a Welsh conversation, translating key words and sentences into English. - Teacher to ask children to skim read and spot any key words or phrases to translate. - Teacher to read conversation with pupils taking it in turns.	➤ Encourage children to pronounce any words or phrases that may look familiar and ask for translation ideas. ➤ Children to try and read the conversation after teacher modelling. • Welsh date and LO written into English books. Sequential translation written in working together as a group. ➤ Encourage children to pronounce any words or phrases that may look familiar and ask for translation ideas. ➤ Children to try and read the conversation after teacher modelling. • Welsh date and LO written into English books. Sequential translation written in working together as a group.	 
	• Sawar & Petrol - Teacher to read the conversation encouraging children to sound out Welsh phonics to form the word. - Teacher to ask children any key words or phrases they recognised. - Sequentially go through conversation	➤ Children to have a go at sounding out words with teacher and pick up on any familiar sounding words or phrases to translate. • Welsh date and LO written into English books. Sequential translation written in working together as a group.	
Plenary 9:40am 5 MINS	➤ Ask for one new Welsh word or phrase that they have learnt today.	➤ Children to say and translate a new Welsh word or phrase that they learnt from the activity.	

□

Dydd Mawrth, Tachwedd 19

Lo Read and offer a welsh conversation and translate it into English



1) What do you like to eat?

2) I like to eat salad. I enjoy eating fruit because of with out a doubt eating fruit is good for you. I hate eating sweets because they are bad for you. What about you?

1) I like to eat breakfast pasta. What do you eat for breakfast?

2) I usually eat cereal for breakfast but sometimes I eat toast with butter and jam. I had toast today.

1) What do you eat for dinner?

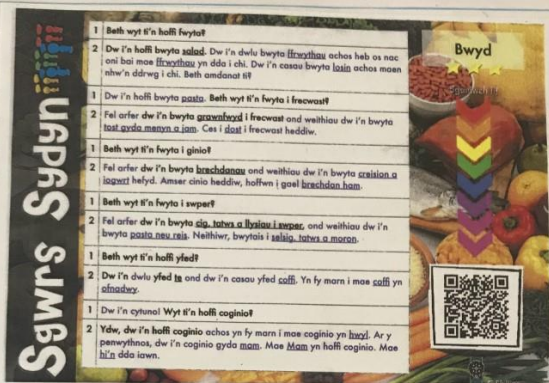
2) I usually eat sandwiches for lunch but sometimes I eat crisps and yogurt. For lunch today I would like to have ham sandwiches.

1) What do you eat for supper?

Ardderchog Thomas, very good Welsh today. SP.

Tuesday Mawrth / Tachwedd 19
Lo read and translate a welsh conversation

(I)



1) What do you like to eat?

2) I like salad. I like eating fruit because eating fruit is good for you. I hate eating sweets because they are bad for you. What about you?

1) I like pasta for breakfast. What do you eat for breakfast?

2) I usually eat cereal for breakfast but sometimes I eat toast with butter. What do you eat for lunch?

1) I usually eat sandwiches for breakfast. I usually eat sandwiches but sometimes crisps and yogurt.

2) I want a ham sandwich for lunch.

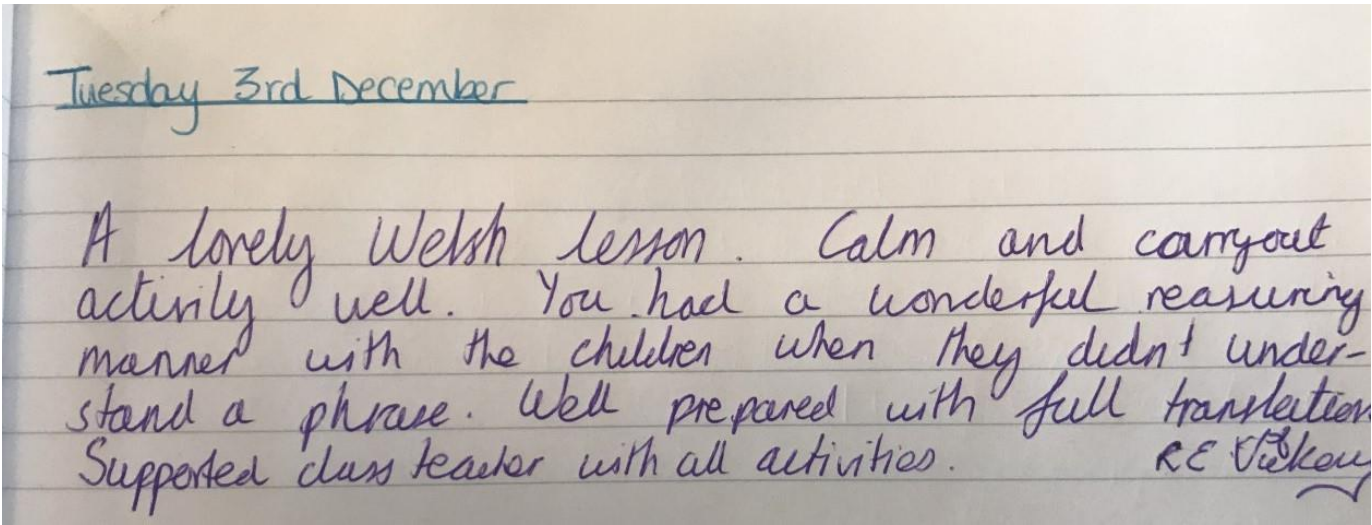
1) What do you eat for supper?

Good effort Tudor, da iawn. SP.

3. Foundation Phase – Topic Lesson Plan with Welsh language prompts for TA to include.

➤ Fantastig – Questions • Question Matrix with dice to be used to help the children generate a variety of questions they may want to ask Teddy Bear when they see him on Wednesday. • Ask children to say what colour the post it note they have chosen is in Welsh. • Discuss what punctuation we should put at the end of the question – not a full stop but a question mark. • Hot Seating – Teddy Bear dressing up & mask.	➤ Fantastig – Questions • Children to take it in turns to roll a green and yellow dice and match up the corresponding number to help them create a question. • Children to choose a coloured post it note and say what colour it is in Welsh. • Children to write their question on post it notes and add it on to the large bear cut out making sure to use capital letters and a question mark at the end of the sentence. • Children to take it in turns to dress up as Teddy Bear and answer one of the questions they have asked from the bears perspective.	➤ Question Matrix. Green & Yellow dice. Post it Notes. Teddy Bear Cut out. Teddy Bear Costume.
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4. Various comments relating to my use of Welsh from members of staff in my journal, summative reports and formal observation lesson.



Oral and written communication

Suzie's communication skills are excellent. This is evident in her delivery of lessons and in her written feedback to pupils. She integrates Welsh seamlessly into her communication.

Whilst working with your group, you created the graph with the children rather than having one prepared, this enabled you to explain your thinking and it encouraged the children to problem solve along with you. You are using your questioning skills effectively, encouraging the children to explain their thinking therefore moving the learning on. You created opportunities to subtly use welsh through the lesson.

5. Welsh books I purchased to aid my use of Welsh in the classroom.



6. Notes made in Welsh lectures.

10th Sept 19

WELSH

Demonstrate that you can use Welsh in the classroom - you will be marked on your ability within the classroom.

- Creating pupils + staff
- Open + close lessons
- Commands
- Numbers, days of week, months
- Feedback on pupils work
- Subject specific terminology

Taith ein Hiaith (Taith) ^{mutations}
 Journey our Language

Welsh is phonetic. If you can get the Welsh alphabet you should be able to read Welsh.

^ hat above the letter means put the emphasis on that letter.

Research Topic - Language development - Is it going to be possible to get 33% of Wales talking Welsh. Do we or we children enough opportunity to actually practice speaking Welsh. Give the children an opportunity to speak/com - plan for that.

TRAFFODNCH - Discuss

Use 'ti' instead of 'chi' - chi is impersonal.
 individual group

Pwy yw ti? Who are you?
 Beth yw dy enw di? What is your name? (formal)

Enw ar y top - Put your name on the top.
 Enw ar y cefn - Put your name on the back.
 Eto - again

Sut wyt ti - single person.
 Sut wyfych - whole class

wedol - fine

Caneuon Cw!

Prepare your classroom introduction by next week.

Bore da Pawb. Fy enw i yw Mrs Perkins.
 Sut wyt ti i gyd bore ma?

Nod y wers - Learning Objective
 Amser chwarae - Play time

Feminine - Dwy (2) Daw
 - Tair (3) Trio
 - Pedwar (4) Pedwar

Beth yw dy oedran di - How old are you?
 Pwy sy'n siarad Gymraeg - Who speaks Welsh?

Mis	
Dydd Sul - Sunday	Ionawr - January
Dydd Llun - Monday	Chwefror - February
Dydd Mawrth - Tuesday	Mawrth - March
Dydd Mercher - Wednesday	Ebrill - April
Dydd Iau - Thursday	Mai - May
Dydd Awster - Friday	Mehefin - June
Dydd Sadwrn - Saturday	Ionawr - July
	Awst - August
	Medi - September
	Hydref - October
	Tchwedd - November
	Rhagfyr - December

Canu Cân - Sing a Song

Hayleek Bookroom reading task - Notes Day in the life of a Ma

Hook - Suitcase in the middle of the room with maids uniform.

	CHI	TI
bad - be	byddwch	byddi
gwneud - do	gwnwch	gwna
cael - have	cewch	cei
mynd - go	ewch	er
dod - come	dewch	der
gwrandda - listen	gwrandewch	gwrandda
mwynhau - enjoy	mwynhewch	mwynha
cynnal - bring	cynnwch	cynna
dwed - say	dwedwch	dweda
cau - close	caewch	cau/cae

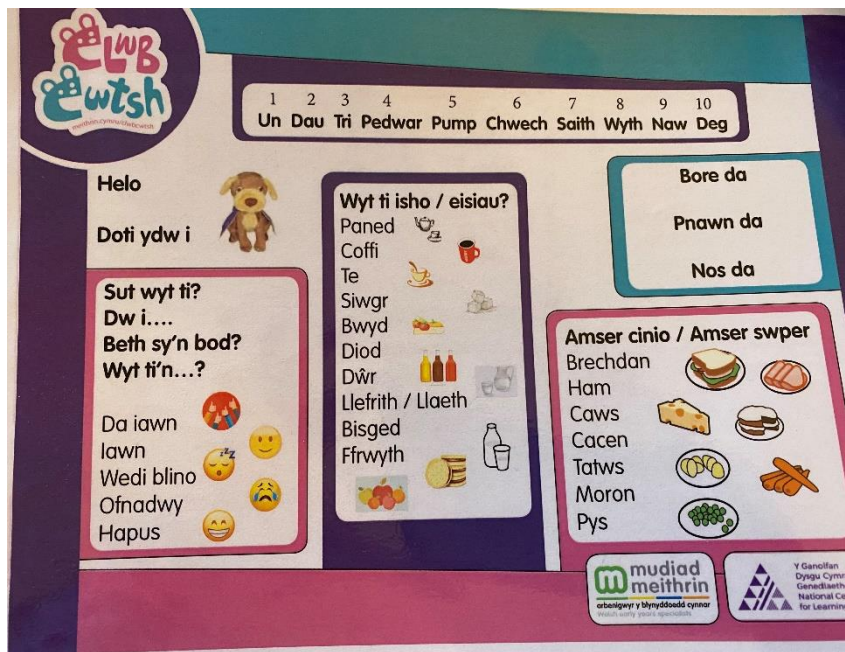
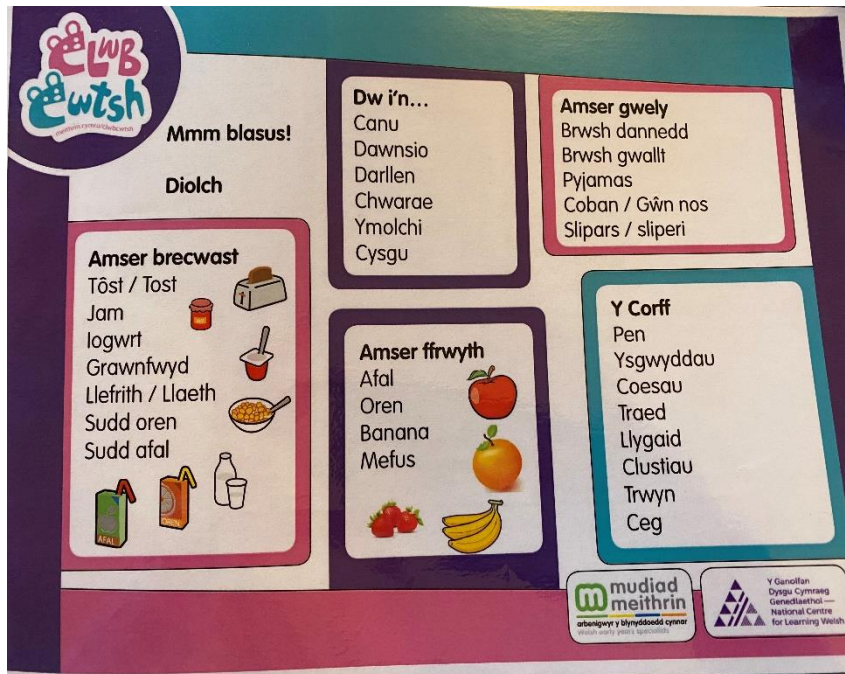
Bwyta'n dawel
 Byddwch yn dawel

Ans.
 Beth wyt ti'n gwneud?
 Eistedd ar y corffwr.
 Cau y drws.
 Wyt ti mwynhewch canu.

Close your book - Cau llyfr.

Bwyta	- Eat	Rhaid - Must
Edychwch	- Look	Paid - Don't
Eistedd	- Sit down	Dim - No
Sefyll	- Stand up	
Canu	- Sing	
Siarad	- Talking	
Darllen	- Reading	
Rhedeg	- Running	
Ysgrifennu	- Writing	
Bwyta	- Eat	
Dawel	- Quiet	
Barod	- Ready	
Tafuso	- Tidy	
Amser	- Time	
Chwarae	- Play	
Ardd	- Wail	

7. Other resources I have been using to aid my Welsh development.



8. Home Schooling – due to the current circumstances surrounding the Coronavirus I have been home schooling my two young children who both attend a Welsh medium school. This has given me an opportunity to practice my Welsh and learn new vocabulary. Below are a few examples of the Welsh language activities completed.

