Assignment: Welsh Language Portfolio in accordance with the Welsh Language Framework

Student: 1900500

Contents:

A. Lesson plan for Welsh language mini-lesson dated 25th February 2020.

B. PowerPoint presentation images that accompanied the lesson dated 25th February 2020.

C. Evidence of incidental Welsh used during PTE One.

D. Reflection of use of incidental Welsh in accordance with the Practising Student-teacher Standards.

A. Lesson Plan to accompany mini lesson on 25th February 2020

Student-teacher	Donna Brown	Class:	N/A
AoLE/Subject	English – mini lesson	Date:	25th February 2020
Lesson Focus:	This lesson will be a mini English lesson focusing on introducing pupils to 'Place Poetry'.		
Relevant/meaningful links to: Curriculum & Cross-curricular responsibilities	• Pupils will develop their knowledge and understanding of poetry and will consider their first impressions and identify appropriate adjectives to describe the poem. • Ambitious, capable learners set themselves high standards and seek and enjoy challenge. • Ethically, informed citizens are knowledge about their culture and community.		
Personal Targets (Linked to QTS and identfied in weekly review)	To develop use of incidental Welsh in my English lessons.		

Learning Objectives (Focus on Learning)	Links to the Literacy aspect of the LNF in that pupils will be able to: • use adjectives in order to describe how Wales is presented in the visual poem. Pupils will also explore their Welsh culture and heritage through poetry analysis.
Success Criteria (process/product)	Pupils will complete the written task following watching the short video clip of the visual poem.

Key Resources Health & Safety	Resource sheet.

Time	Content, Pedagogy & Assessment Opportunities (key teaching points and questions)
Links to Previous Learning	Initially, pupils will be introduced to the topic of 'Place Poetry'.

Opening Phase	Pupils will be instructed to watch and listen to the visual poem in order to get an impression of Wales, as created by the Poet.
Teaching & Core Learning	Pupils will then complete a short task. Pupils will complete the task to write down five adjectives to describe Wales as presented in the video.
Plenary	N/A

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

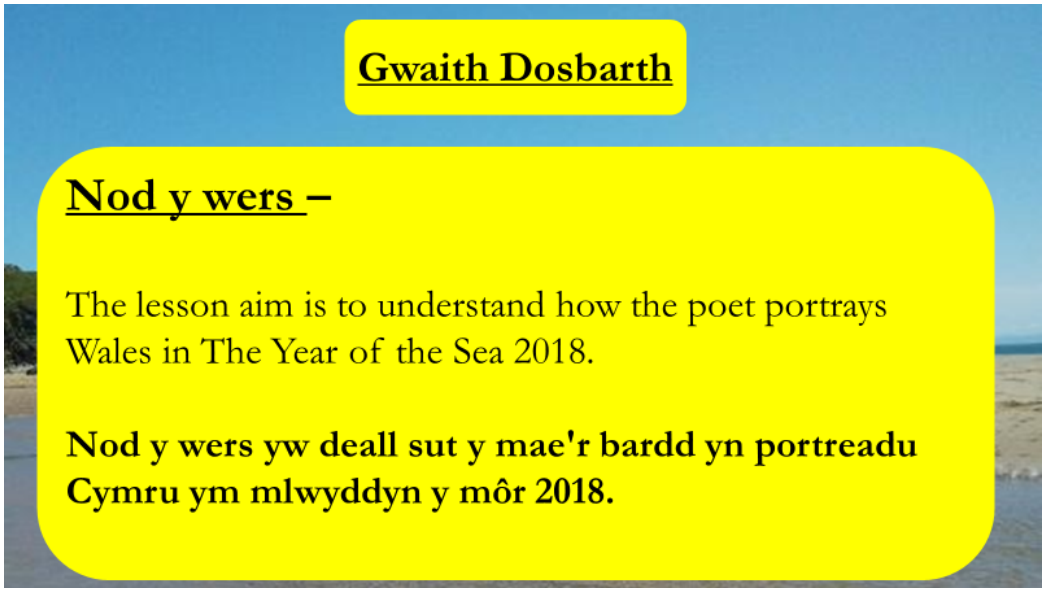
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Pupils will write 5 words that they believe represent the picture that the Poet creates of Wales in the visual poem on their resource sheet. For differentiation purposes, a vocabulary box is provided.
Next Steps for Progress	For pupils to write a PEE paragraph responding to the poem (not during this mini-lesson).

Reflective Analysis of Teaching and Strategies for Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	This lesson establishes that there is a commitment to development of personal skills in the use of Welsh Language in accordance with the requirement of the Practising Student Teacher standards.
Areas for my Development Personal Targets for Progress	Upon reflection, I am satisfied that this lesson utilised a significant amount of incidental Welsh. This lesson is fairly indicative of a typical lesson that would take place during PTE One in terms of the inclusion of incidental Welsh within my written Powerpoint presentations in my classroom. It is common place in my lessons for the date and titles to be visible in Welsh and for me to greet pupils in Welsh. Additionally, I will often use praise in Welsh. In terms of areas for development, I wish to further use incidental Welsh in my spoken language within the classroom as I feel that this could be extended beyond greetings and the odd word of praise.

B. PowerPoint Presentation to accompany lesson on 25th February 2020

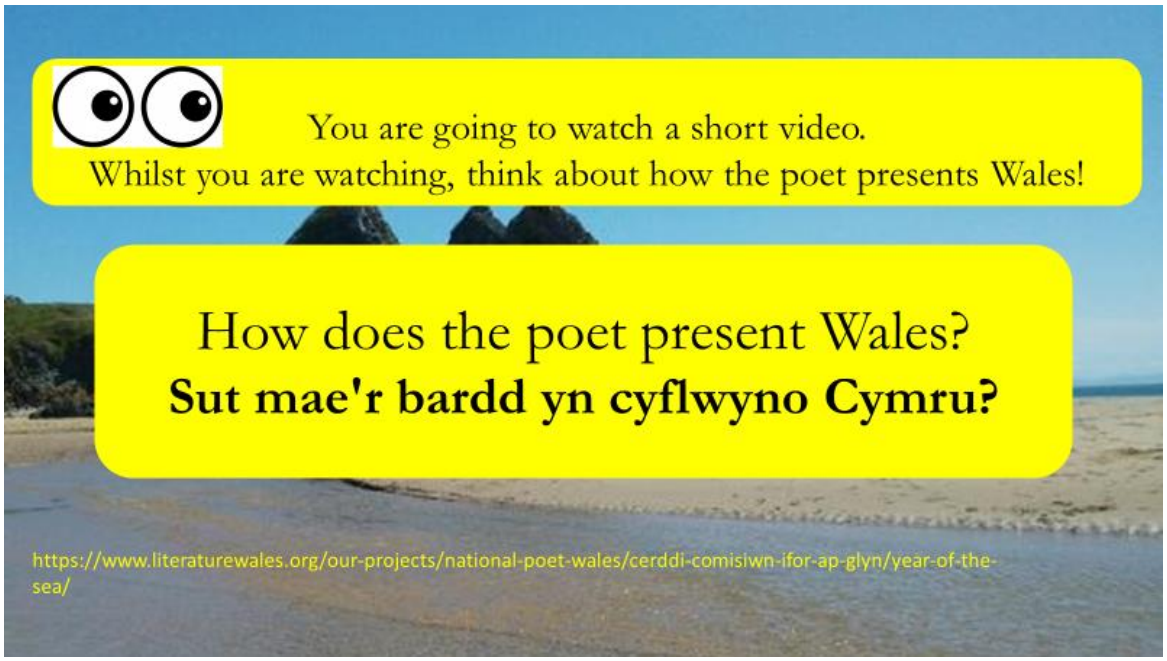
Slide 1 – This first slide demonstrates use of the Welsh language in the date and title which in this case is "Welcome to English".

Slide 2 – This slide notes the classwork to be undertaken and the lesson aims. In my lessons, I tend to include headings in both English and Welsh where possible. This is not possible on all slides, but this is an example of how I would utilise Welsh within my lessons by including the learning aims in Welsh and English.



Slide 3 - The next slide is important as it explicitly links with pupils' Welsh heritage and culture by introducing them to the National Poet of Wales. This also provided an excellent opportunity to link learning to the Four Purposes and again, this is something that is useful to provide to pupils in both English and Welsh.

Slide 4 – This is the slide introducing the task which is for pupil to watch a short video and to think of how Wales is presented. This again links to pupils being ethical, informed citizens and also promoting the Welsh language through this visual poem which is in the medium of Welsh.



Slide 5 – This slide demonstrates to pupils the task that they are required to complete following watching the visual poem.

How does the poet present Wales?
Sut mae'r bardd yn cyflwyno Cymru?

Task Un:

In your books, list 5 words that you would use to describe how Wales is portrayed in the poem.

Yn eich llyfrau, rhestrwch 5 gair y byddech yn eu defnyddio i ddisgrifio sut mae Cymru yn cael ei phortreadu yn y gerdd.

Vocabulary/ Geirfa					
Beautiful	Picturesque	Stunning	Pretty	Scenic	Wild
Warm	Fun-filled	Welcoming	Exciting	Dynamic	Versatile

Slide 6 – This slide is the resource sheet that pupils were provided with during the lesson. The incidental Welsh is contained within the instructions and the heading, name and date.

Enw: *Dyddiad:*

How does the poet present Wales?
Sut mae'r bardd yn cyflwyno Cymru?

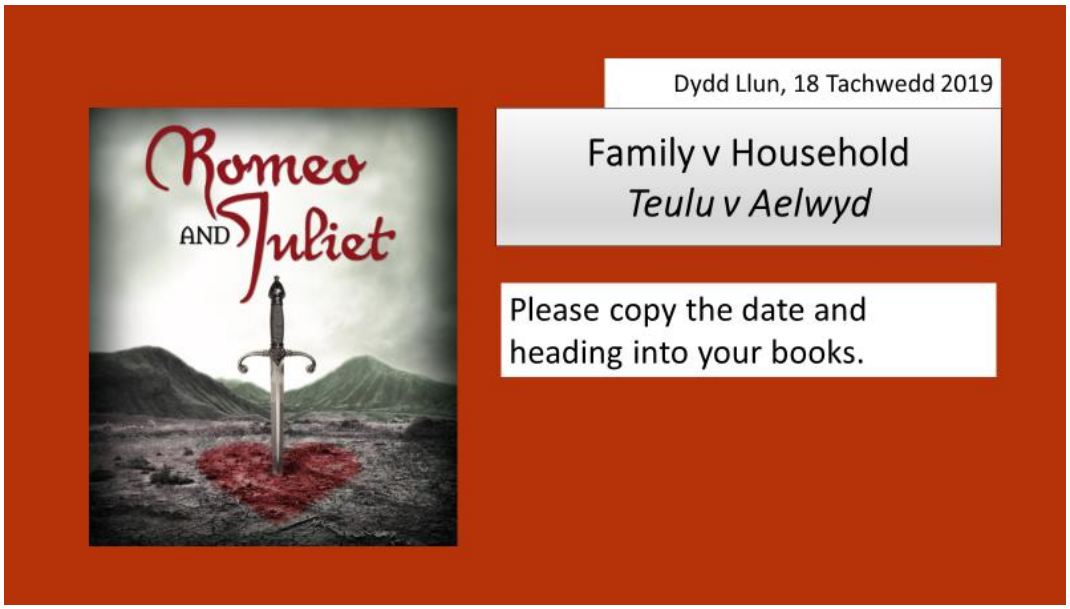
Task Un:

1.
2.
3.
4.
5.

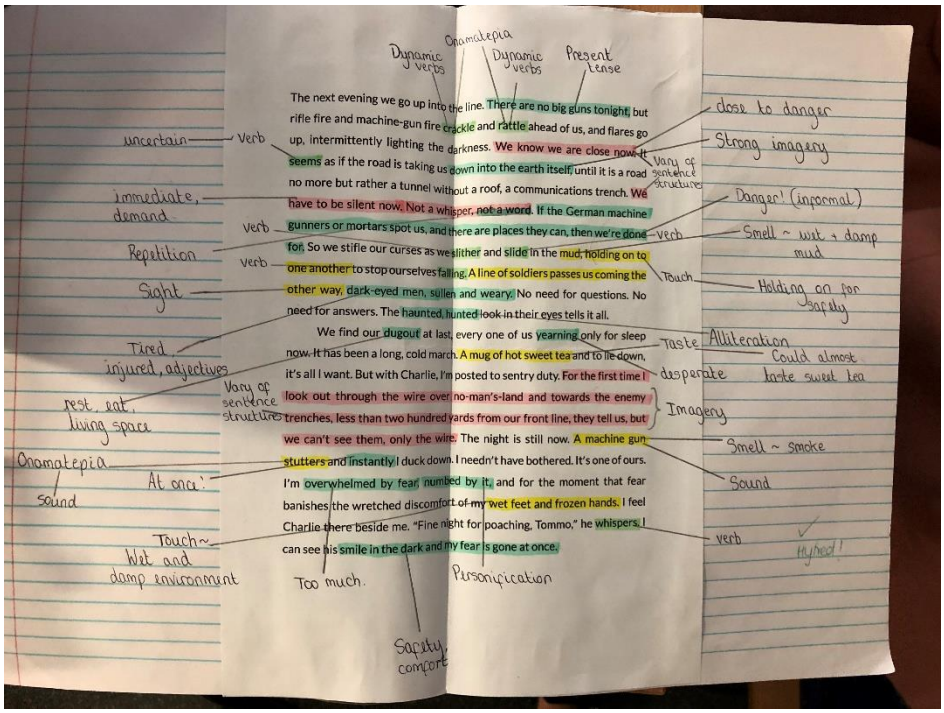
Vocabulary/ Geirfa					
Beautiful	Picturesque	Stunning	Pretty	Scenic	Wild
Warm	Fun-filled	Welcoming	Exciting	Dynamic	Versatile

C. Evidence of incidental Welsh used during PTE One

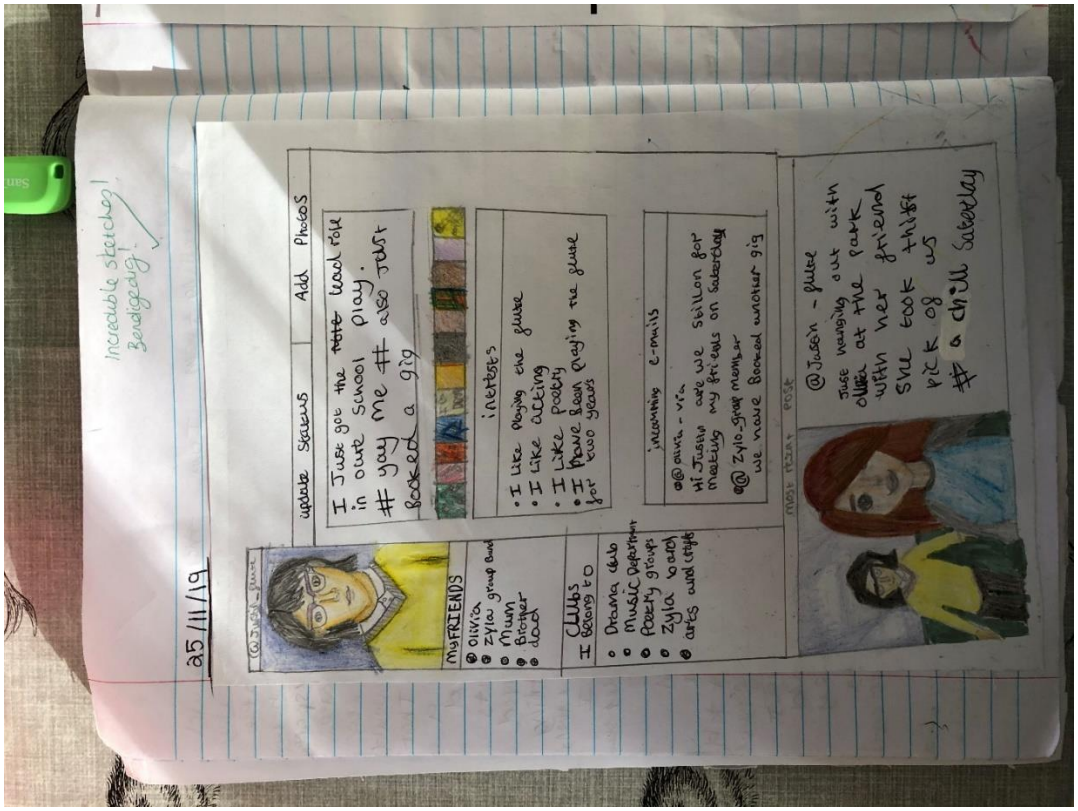
1. PPT from a lesson with Year 9 evidencing the date and title in Welsh.



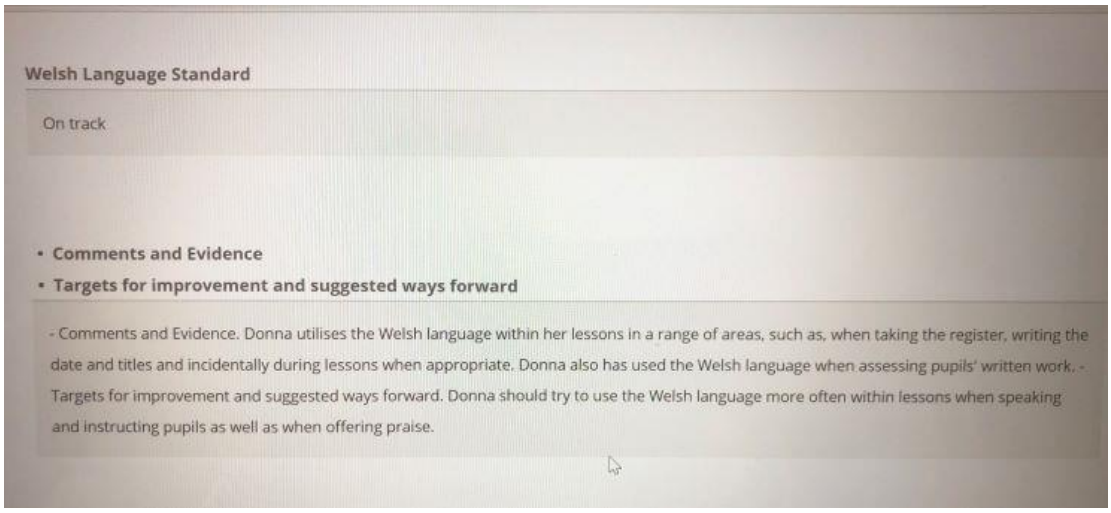
2. Photograph evidencing Year 8 pupil's exercise book. Praise provided to pupils in Welsh.



3. Photograph taken whilst marking Year 7 exercise books. Again, evidence of using incidental Welsh in marking and feedback.



4. Evidence of comments made by my Subject Mentor in my Mid Placement Review which confirms my use of the Welsh language in class and in written marking. However, I was set a target to speak Welsh more often in class.



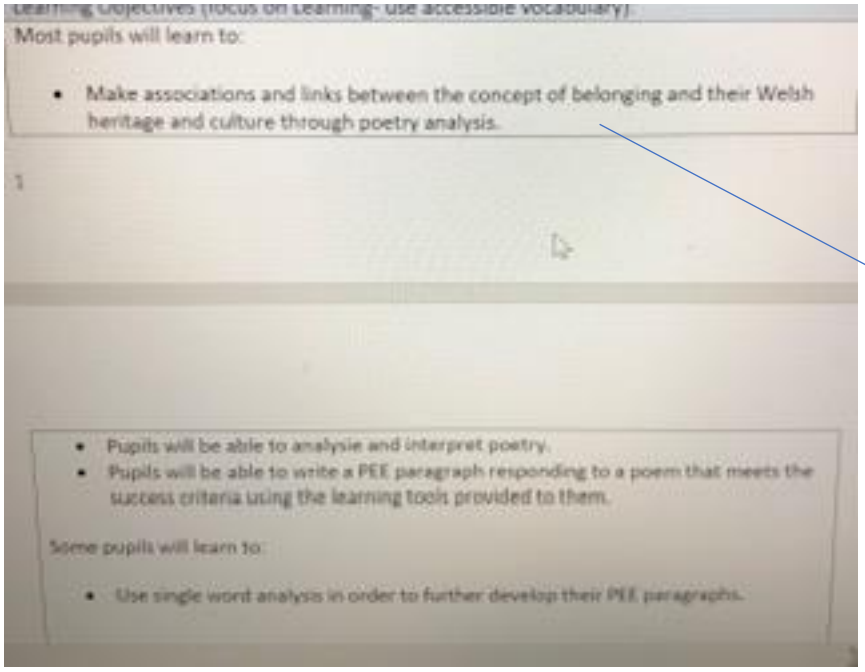
Welsh Language Standard

On track

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

- Comments and Evidence. Donna utilises the Welsh language within her lessons in a range of areas, such as, when taking the register, writing the date and titles and incidentally during lessons when appropriate. Donna also has used the Welsh language when assessing pupils' written work. - Targets for improvement and suggested ways forward. Donna should try to use the Welsh language more often within lessons when speaking and instructing pupils as well as when offering praise.

5. The mini-lesson which was filmed to evidence my use of incidental Welsh was based on a lesson that I taught to my Year 8 class. I taught Year 8 an introductory lesson to 'Place Poetry' using a visual poem by the National Poet of Wales– Ifor ap Glyn. This seemed to be the perfect introduction to 'Place Poetry' as the video of the visual poem showed scenes of the Welsh coastline and a reading of the poem in the Welsh language. This lesson really resonated with poems and they engaged well in a lesson which celebrated their culture, heritage and language.


Most pupils will learn to:

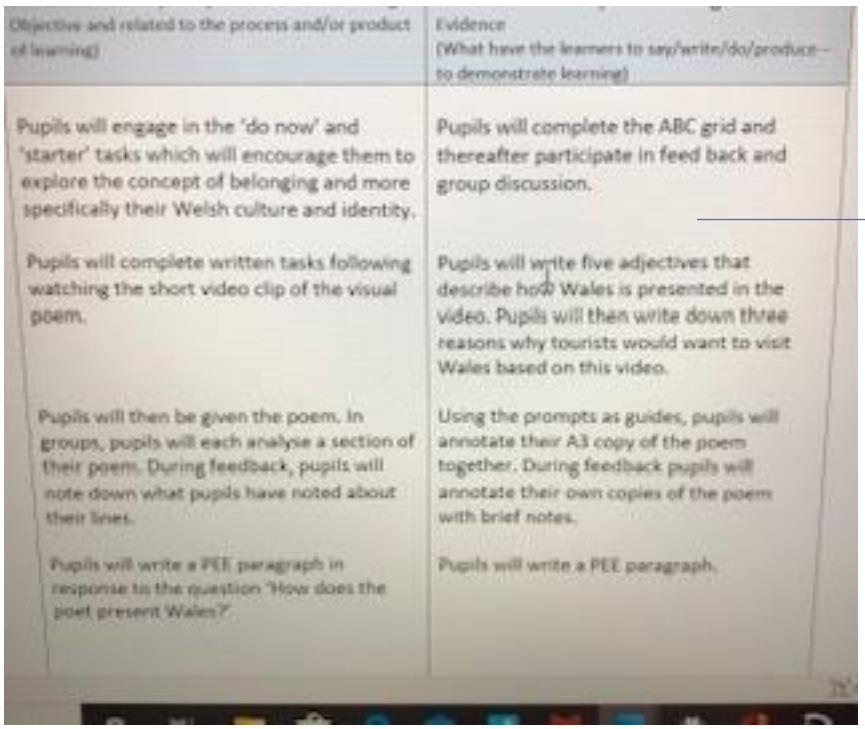
- Make associations and links between the concept of belonging and their Welsh heritage and culture through poetry analysis.

- Pupils will be able to analysie and interpret poetry.
- Pupils will be able to write a PEE paragraph responding to a poem that meets the success criteria using the learning tools provided to them.

Some pupils will learn to:

- Use single word analysis in order to further develop their PEE paragraphs.

Evidence of lesson plan linking to Welsh culture and heritage through poetry analysis.



Objective and related to the process and/or product of learning)	Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will engage in the 'do now' and 'starter' tasks which will encourage them to explore the concept of belonging and more specifically their Welsh culture and identity.	Pupils will complete the ABC grid and thereafter participate in feed back and group discussion.
Pupils will complete written tasks following watching the short video clip of the visual poem.	Pupils will write five adjectives that describe how Wales is presented in the video. Pupils will then write down three reasons why tourists would want to visit Wales based on this video.
Pupils will then be given the poem. In groups, pupils will each analyse a section of their poem. During feedback, pupils will note down what pupils have noted about their lines.	Using the prompts as guides, pupils will annotate their A3 copy of the poem together. During feedback pupils will annotate their own copies of the poem with brief notes.
Pupils will write a PEE paragraph in response to the question 'How does the poet present Wales?'	Pupils will write a PEE paragraph.

Evidence of lesson plan aiming to encourage pupils to consider their Welsh culture and identity through this visual poem in the Welsh language.

Slide shows pupils encouraged to link the topic to their culture and identity.

Task One – Gwaith Grwp

You all have copy of the poem "*Blwyddyn y Mor 2018*" meaning "*The Year of the Sea 2018*".

Each table will be given a section of the poem. On your tables, annotate around your section of the poem, noting the following:

- How does the poet present Wales in this section of the poem?
- What words or phrases are used by the poet to present Wales?

Be prepared to feed your thoughts back to the class.

Slide shows pupils are set tasks based on this visual poem which is in the Welsh language.

D. Reflection – Welsh Language Skills in accordance with the QTS requirement to commit to incidental development of personal skills in use of the Welsh language

Compiling evidence for this Welsh Language Portfolio has given me an opportunity to reflect on my use of incidental Welsh throughout my first teaching experience. From the outset of my first placement I ensured that the date and title were provided to pupils in both English and Welsh. This very quickly formed a habitual routine and exercise books belonging to my pupils clearly recorded the English and Welsh versions of the date and titles.

Furthermore, I was encouraged by my subject mentor to provide written feedback to pupils in the Welsh language, which I did every time I marked exercise books. Evidence of this is attached to this portfolio (above). Admittedly, this feedback was limited to token words or phrases which were particularly applicable to the work of the pupil. However, this again because routine and I ensured that all work marked was praised in Welsh with phrases such as 'bendigedig' or 'da iawn' etc. Given my rudimentary knowledge and understanding of the Welsh language I was unable to provide more detailed feedback to pupils in Welsh. This is an area that I would identify as requiring development when I am an NQT.

Additionally, I have been unable to mark any written Welsh given that my subject area is English and therefore there has not been an opportunity whereby pupils would have prepared written work in Welsh for me to mark.

A strength of my practice so far, I believe, has been my ability to encourage pupils to embrace their Welsh heritage and culture and I have used every available opportunity in which to address issues of Welsh culture, heritage and language within my lessons. This is evidenced within a Year 8 lesson that I recently taught introducing pupils to their new topic of 'Place Poetry'. Before creating this bespoke lesson, I conducted research into Welsh poetry and identified a visual poem by the National Poet of Wales, Ifor ap Glyn called 'Blwyddyn Y Mor 2018' which was ideal for this lesson. The poem is spoken in Welsh throughout the video, with subtitles along the bottom of the page for those watching to read along. Pupils responded well to the poem and to the lesson and demonstrated that they are ethically informed citizens of Wales in accordance with the Four Purposes of the Curriculum for Wales.

Improvement is however required in relation to my spoken Welsh, during lessons. I have made every effort to ensure that pupils are greeted and dismissed in Welsh. In addition, I do use commands in Welsh, however I do accept that these are infrequent and there is, therefore, significant scope for improvement. In addition, I believe that I could encourage pupils to converse with me in simple Welsh within my lessons.

Overall, I do feel that I have ensured that incidental Welsh is a firm part of my practice. However, it is clear that there are areas which require improvement and I intend to address these targets during my NQT year. Particularly, I intend to speak more Welsh within my lessons.