

Write Away!



celebrating
children's writing
in Primary Languages

Issue 1 June 2019

Write Away!



Issue 1

June 2019

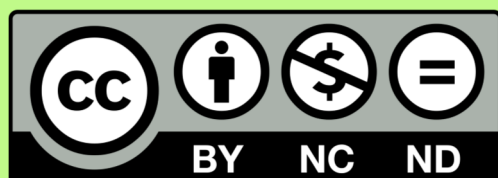
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Editor

Clare Seccombe

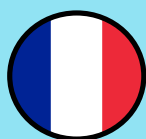


Welcome to the first issue of *Write Away!*, a magazine celebrating the writing that primary children do in their language lessons at school.

I hope you enjoy seeing and reading what everyone has been doing in their language lessons and learning some words in new languages.

In each issue I will be choosing my favourite piece of writing as the Editor's Pick. Each issue will also feature a guest language, which will be in charge of the page numbering. If you'd like to suggest a guest language, please send your suggestion in an email.

À bientôt and ¡hasta luego!



French

page 1



Spanish

page 12



Teachers' Corner

page 19



Puzzle Corner

page 25



Our guest language for this issue is Portuguese.

Portuguese is a Romance language, which means that it is descended from Latin and related to Spanish, Catalan, French, Italian and Romanian.

Portuguese is the official language of Portugal, Brazil, Angola, Mozambique, São Tomé and Príncipe, Guinea-Bissau and Cape Verde.

There are 10.3 million Portuguese speakers in Portugal, but nearly 209 million in Brazil, over 30 million in Angola and 27 million in Mozambique.

olá

adeus

como está?

português

não

obrigado

até logo

por favor

meu nome é Rafaela

sim

J'aime les livres

by

Plamen

Year 5, London

Bonjour

Je m'appelle Plamen. J'ai dix ans
et demi.

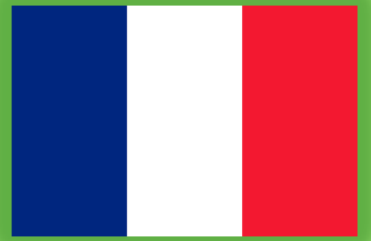
J'adore les livres drôles
mais je n'aime
pas les livres
de combat. J'aime
les histoires de
dinosaures
aussi.



Mon livres préféré
c'est Ninjago,
c'est marrant
et très intéressant.



Quel est ton livre préféré?



français

Vocabulaire

| | |
|------------------------|-------------------------------|
| bonjour | <i>hello</i> |
| c'est | <i>it is</i> |
| est | <i>is</i> |
| je m'appelle | <i>I am called</i> |
| j'ai dix ans | <i>I am 10</i> |
| j'adore | <i>I love</i> |
| j'aime | <i>I like</i> |
| je n'aime pas quel? | <i>I don't like what?</i> |
| aussi | <i>also</i> |
| et | <i>and</i> |
| mais | <i>but</i> |
| le livre | <i>the book</i> |
| l'histoire | <i>the story</i> |
| demi | <i>half</i> |
| drôle | <i>funny</i> |
| intéressant | <i>interesting</i> |
| marrant | <i>funny</i> |
| mon | <i>my</i> |
| préférée | <i>favourite</i> |
| ton | <i>your</i> |
| très | <i>very</i> |



français

Vocabulaire

| | |
|----------------|-------------------|
| il y a | <i>there is</i> |
| réchauffer | <i>to heat up</i> |
| dans | <i>in</i> |
| sur | <i>on</i> |
| le / la | <i>the</i> |
| une chambre | <i>a bedroom</i> |
| un chat | <i>a cat</i> |
| une couverture | <i>a cover</i> |
| de la laine | <i>some wool</i> |
| une maison | <i>a house</i> |
| une table | <i>a table</i> |

Dans Cambridge

by

Aske

Year 5, Cambridge

DANS Cambridge



Dans Cambridge il y a une maison,



Dans la maison il y a une chambre,

Dans la chambre il y a une table,



Sur la table il y a un chat,



Sur le chat il y a une couverture,

Dans la couverture il y a de la laine,

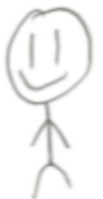
La laine Réchauffe la couverture,



La couverture Réchauffe le chat

Le chat Réchauffe la table,

La table Réchauffe la chambre,



La chambre Réchauffe la maison,

La Maison Réchauffe Cambridge.





français

Dans la forêt

by

Elodie

Year 5, Cambridge

Dans La Forêt

Dans la forêt il y a un érable,
Sur l'érable il y a une feuille d'érable,
Sur la feuille d'érable il y a de la rosée,
Dans la rosée il y a une lumière,
Dans la lumière il y a beaucoup de couleurs,
Les couleurs peignent la lumière,
La lumière peint la rosée,
La rosée peint la feuille d'érable,
La feuille d'érable peint l'érable,
L'érable peint la forêt.



Vocabulaire

| | | | | | |
|---------|-----------------|------------|-------------------|-------------|----------------|
| il y a | <i>there is</i> | la couleur | <i>the colour</i> | beaucoup de | <i>lots of</i> |
| peindre | <i>to paint</i> | l'érable | <i>the maple</i> | de la | <i>some</i> |
| | | la feuille | <i>the leaf</i> | | |
| dans | <i>in</i> | la forêt | <i>the forest</i> | un / une | <i>a</i> |
| sur | <i>on</i> | la lumière | <i>the light</i> | | |
| | | la rosée | <i>the dew</i> | | |



français

Editor's
Pick

I love the images in
your poem, Maddy.
Well done!

Vocabulaire

| | |
|--------------|---------------------|
| il y a | <i>there is</i> |
| dans | <i>in</i> |
| sous | <i>under</i> |
| sur | <i>on</i> |
| une caverne | <i>a cavern</i> |
| un coffre | <i>a chest</i> |
| une grotte | <i>a cave</i> |
| une histoire | <i>a story</i> |
| un livre | <i>a book</i> |
| la montagne | <i>the mountain</i> |
| une pierre | <i>a stone</i> |
| cette | <i>this</i> |

quattro

4

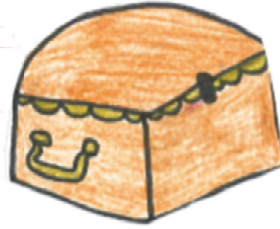
Sur la montagne

by

Maddy

Year 5, Cambridge

Sur la montagne



Sur la montagne,
il y a une grotte.

Dans cette grotte,
il y a une pierre.

Sous cette pierre,
il y a une caverne

Dans cette caverne,
il y a un coffre.

Dans le coffre
il y a un livre.

Dans le livre,
il y a une histoire

Dans l'histoire,

il y a une montagne.

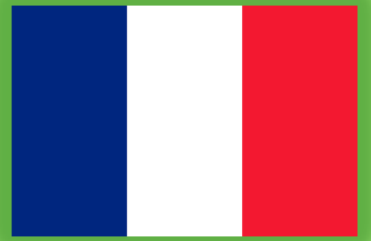


Mon monstre

by

Daisy

Year 5, Northumberland



français

Vocabulaire

mon monster *my monster*

il *he / it*

a *has*

est *is*

deux *two*

une antenne *an antenna*

une bouche *a mouth*

les cheveux *hair*

les yeux *eyes*

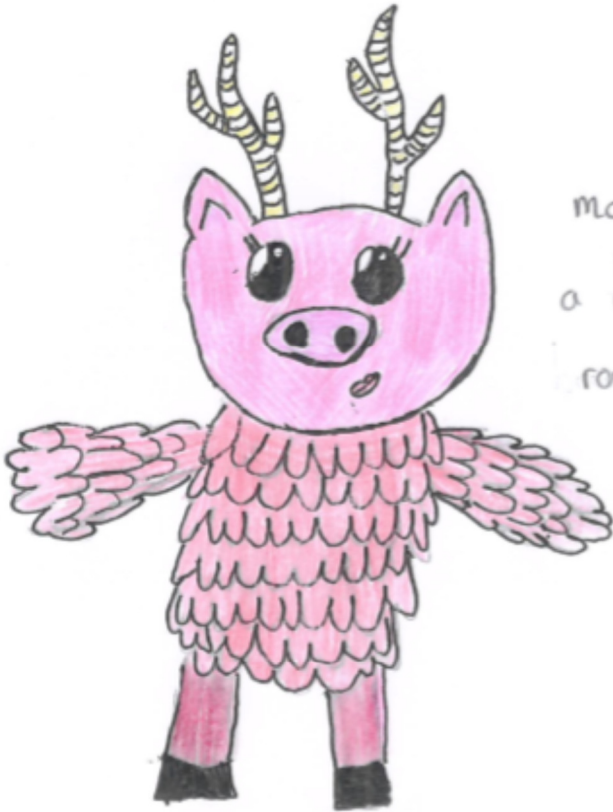
jaune *yellow*

mignon *cute*

rouge *red*

mon monstre a les
yeux adorables.

mon monstre a deux
antennes jaunes



mon monstre
a une bouche
rouge

mon monstre
a les cheveux
rouges.

Il est mignon.



cinco

5



français

Vocabulaire

mon monstre *my monster*

il *he / it*

a *has*

est *is*

aussi *also*

et *and*

deux *two*

une bouche *a mouth*

un corps *a body*

une patte *a leg*

les yeux *eyes*

blanc *white*

mignon *cute*

noir *black*

vert *green*

Mon monstre

by

Warren

Year 6, Northumberland



Mon monstre a deux pattes vertes
Mon monstre a une bouche blanche

Mon monstre a un corps vert

Mon monstre a des yeux noirs

Il est mignon et Il est aussi adorable

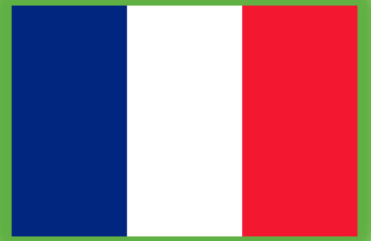


Mon monstre

by

Chloe

Year 6, Northumberland



français

Vocabulaire

mon monster *my monster*

il *he / it*

a *has*

est *is*

aussi *also*

avec *with*

et *and*

une bouche *a mouth*

les cheveux *hair*

une langue *a tongue*

un nez *a nose*

les oreilles *ears*

le ventre *the stomach*

les yeux *eyes*

jaune *yellow*

marron *brown*

mignon *cute*

orange clair *pale orange*

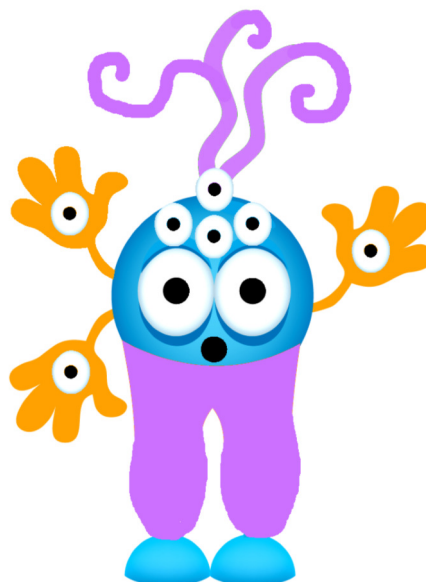
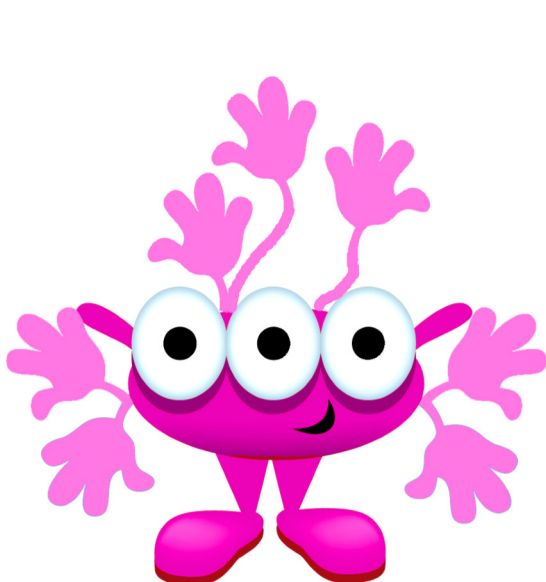
rose *pink*

rouge *red*

vert *green*

vert clair *pale green*

mon monstre a une bouche rose aussi deux yeux verts et il a une langue rouge. mon monstre a les cheveux marron aussi avec les oreilles jaunes. mon monstre a le ventre vert clair aussi et un nez orange clair. Il est mignon.





français

Vocabulaire

mon monstre *my monster*

il *he/it*

a *has*

est *is*

aussi *also*

et *and*

deux *two*

huit *eight*

quatre *four*

une bouche *a mouth*

le bras *the arm*

les cheveux *hair*

un coeur *a heart*

les poils *hair*

un ruban *a ribbon*

les yeux *eyes*

bleu *blue*

mignon *cute*

noir *black*

rose *pink*

rouge *red*

Mon monstre

by

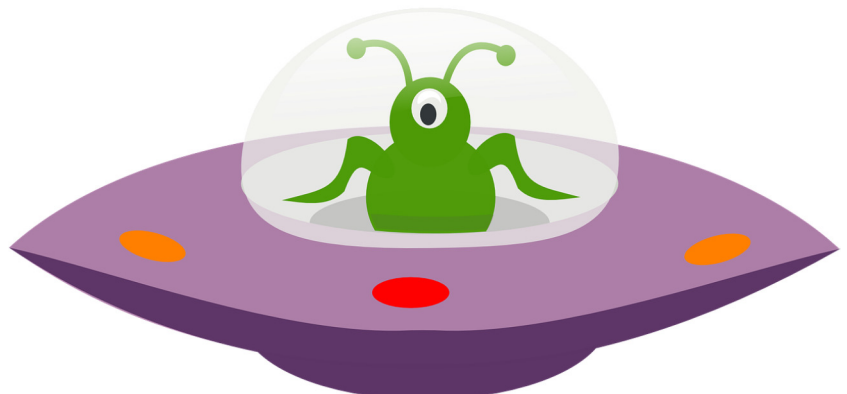
Scarlett

Year 6, Northumberland

mon monstre a les poils roses, il a aussi
deux bras roses, mon monstre a deux
yeux noirs. mon monstre a les ruban blue.



mon monstre a huit coeurs rouges, et
une bouche noire, mon monstre a quatre
cheveux roses. Il est mignon.

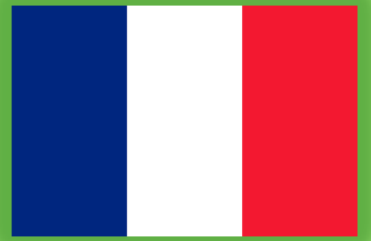


Où habites-tu?

by

Olivia

Year 5, Sunderland



français

Vocabulaire

où habites-tu?
where do you live?

j'habite à...
I live in...

je m'appelle
my name is

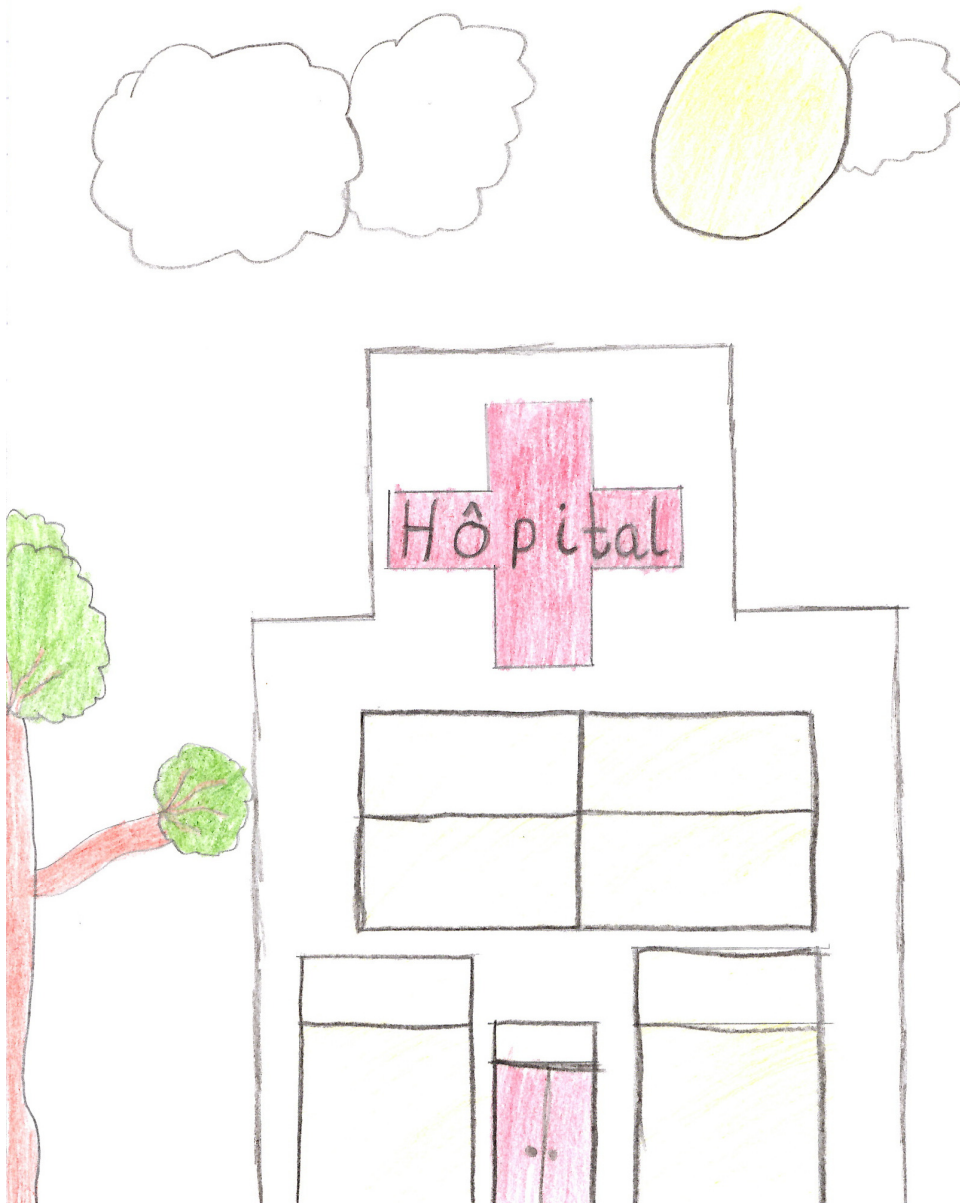
| | |
|-----------------|-----------------------|
| il y a | <i>there is/are</i> |
| il n'y a pas de | <i>there is not a</i> |

| | |
|-------|-------------|
| aussi | <i>also</i> |
| dans | <i>in</i> |
| et | <i>and</i> |
| mais | <i>but</i> |

| | |
|------------------|-----------------------|
| une banque | <i>a bank</i> |
| une bibliothèque | <i>a library</i> |
| une boucherie | <i>a butcher's</i> |
| une boulangerie | <i>a baker's</i> |
| un château | <i>a castle</i> |
| une église | <i>a church</i> |
| une gare | <i>a station</i> |
| un hôpital | <i>a hospital</i> |
| un marché | <i>a market</i> |
| un musée | <i>a museum</i> |
| une pâtisserie | <i>a cake shop</i> |
| une plage | <i>a beach</i> |
| une poste | <i>a post office</i> |
| un stade | <i>a stadium</i> |
| ma ville | <i>my town</i> |
| un supermarché | <i>a super market</i> |

Où habites-tu?

Bonjour, je m'appelle Olivia. J'habite à Sunderland. Dans ma ville, il y a une bibliothèque et aussi un stade. Il y a une boucherie mais il n'y a pas de château. Dans ma ville, il y a une église, une gare et une plage. Il y a un supermarché et aussi une poste. Dans ma ville, il y a une pâtisserie et un restaurant et un marché. Dans ma ville, il y a une boulangerie. Dans ma ville, il y a un hôpital, un musée, une poste et une banque.





français

Vocabulaire

| | |
|-----------------------------|-----------------------|
| l'addition | <i>the bill</i> |
| bonjour | <i>hello</i> |
| merci | <i>thank you</i> |
| miam miam | <i>yum yum</i> |
| monsieur | <i>sir</i> |
| oui | <i>yes</i> |
| quel parfum? | <i>what flavour?</i> |
| s'il vous plaît | <i>please</i> |
| voilà | <i>here you are</i> |
| vous désirez? | |
| <i>what would you like?</i> | |
| une glace | <i>an ice cream</i> |
| un nuage | <i>a cloud</i> |
| la raison | <i>the reason</i> |
| délicieux | <i>delicious</i> |
| c'est | <i>it is</i> |
| je vole | <i>I am flying</i> |
| tu voles | <i>you are flying</i> |
| au fait | <i>by the way</i> |

Une glace-nuage

by

Amara and Jenny

Year 6, Oxford

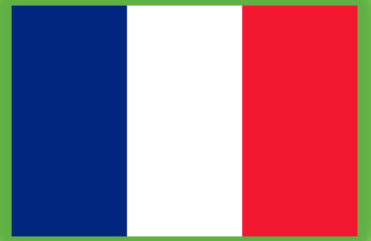
Bonjour Monsieur, vous désirez?
 la glace si vous plaît
 quel parfum?
 le édition limitée nuage parfum si vous
 plaît
 Voilà
 miam miam se délicieux, .. huh, whoa
 Je vole!
 L'addition si vous plaît
 Oui, Voilà
 merci
 un euros si vous plaît
 voilà
 au fait c'est la glace un nuage
 C'est la raison de pour laquelle tu voles



Café Paco

by
Francisco

Year 6, Oxford



français

Vocabulaire

mademoiselle *miss*

non *no*

s'il vous plaît *please*

voilà *here you are*

vous désirez?
what would you like?

une boule *a scoop*

un café *a coffee*

un client *a customer*

une glace *an ice cream*

un grand crème
a white coffee

une portion de frites
a portion of chips

un sandwich au jambon
a ham sandwich

un serveur *a waiter*

deux *2*

Serveur: Vous désirez, Mademoiselle.

Client: Un grande crème, trois sandwichs au jambon et fromage, un pizza, un portion de frites, un milkshake et un glace deux boules de chocolat.

S: Non, Non, Non ~~aussi~~ merci beaucoup.

C: bien, un café, un pizza, un portion de chips, s'il vous plaît

S: Ka-Ching. €300

C: Voilà.

S: Ka-Ching.





español

Los colores

by

Austin

Year 4, Sunderland

Tengo un padre rosa Es un cerdo y una madre rosa
Es un flamenco. Tengo un padre naranja Es un pez sin embargo
una madre amarilla Es un pájaro. Tengo un padre negro Es un
perro y una madre blanca Es un perro. Tengo una madre
gris Es un hipopótamo pero un padre gris Es un rinoceronte.

Vocabulario

tengo *I have*
es *is*
y *and*
pero *but*
sin embargo *however*

un padre *a father*
una madre *a mother*
un cerdo *a pig*
un flamenco *a flamingo*
un hipopótamo *a hippo*
un pájaro *a bird*
un perro *a dog*
un pez *a fish*

un rinoceronte *a rhinoceros*
rosa *pink*
naranja *orange*
amarillo *yellow*
negro *black*
blanco *white*
gris *grey*



En mi pueblo

by

Isabella

Year 6, Sunderland

En mi pueblo hay un hospital grande y una casa pequeña y un mercado pequeño. En mi pueblo no hay un banco y una biblioteca grande. En mi pueblo hay un correo sin embargo no hay una estación. Hay un supermercado, una iglesia y una cafetería.

En mi pueblo

by

Ruby

Year 6, Sunderland

En mi pueblo hay un banco y una biblioteca pero no hay un río y una estación. En mi pueblo hay una cafetería pequeña y un mercado pero no hay un museo también. En mi pueblo hay un correo y un hospital también un parque pero no hay una iglesia, una plaza y un colegio.



español

Vocabulario

| | |
|-------------|-------------|
| en | in |
| hay | there is |
| no hay | there isn't |
| y | and |
| también | also |
| pero | but |
| sin embargo | however |

| | |
|---------|-------|
| grande | big |
| pequeño | small |

| | |
|----------------|---------------|
| un banco | a bank |
| una biblioteca | a library |
| una cafetería | a café |
| una casa | a house |
| un colegio | a school |
| un correo | a post office |
| una estación | a station |
| un hospital | a hospital |
| una iglesia | a church |
| un mercado | a market |
| un museo | a museum |
| un parque | a park |
| una plaza | a square |
| mi pueblo | my town |
| un río | a river |

| | |
|-----------------|---------------|
| un supermercado | a supermarket |
|-----------------|---------------|





español

Vocabulario

tiene *it has*

uno *one*

dos *two*

unos *some*

boca *mouth*

dientes *teeth*

nariz *nose*

ojos *eyes*

orejas *ears*

pelo *hair*

azul *blue*

blanco *white*

enorme *enormous*

grande *big*

gris *grey*

largo *long*

rizado *curly*

rosa *pink*

violeta *purple*

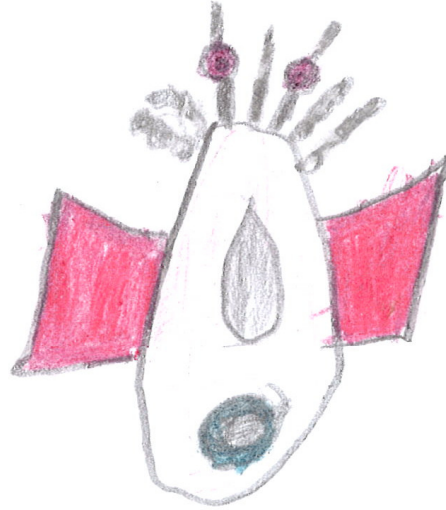
Mi monstruo

by

Luca

Year 4, Gateshead

MI MONSTRUO



Tiene una nariz larga y gris
dos ojos violetas y enormes
el pelo rizado y blanco
una boca grande y gris
unos dientes azules
y dos orejas rosas y largas



Mi monstruo

by

Alex

Year 4, Gateshead

MI MONSTRUO



Tiene tres ojos pequeños
y marrones. Tres dientes
cortos y amarillos. cuatro
orejas pequeñas y azules.
y el pelo verde.



español

Vocabulario

tiene *it has*

tres *three*

cuatro *four*

dientes *teeth*

ojos *eyes*

orejas *ears*

pelo *hair*

amarillo *yellow*

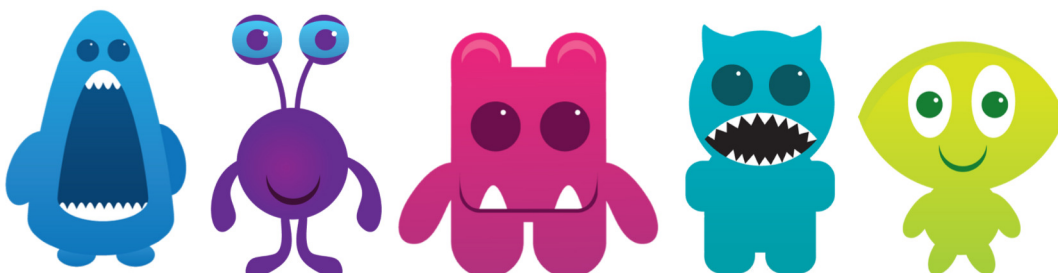
azul *blue*

corto *short*

marrón *brown*

pequeño *small*

verde *green*





español

Vocabulario

| | |
|------------------------|-------------------------|
| es | is |
| como | like |
| Marte | Mars |
| Mercurio | Mercury |
| Plutón | Pluto |
| Saturno | Saturn |
| la Tierra | the Earth |
| Urano | Uranus |
| el caracol | the snail |
| la cereza | the cherry |
| el cisne | the swan |
| un coche | a car |
| un elefante | an elephant |
| el helado de chocolate | the chocolate ice-cream |
| la hierba | the grass |
| el microondas | the microwave |
| un planeta | a planet |
| un punto | a dot, a full stop |
| caliente | hot |
| elegante | elegant, |
| enorme | enormous |
| frío | cold |
| lento | slow |
| minúsculo | tiny |
| rápido | fast |
| rojo | red |
| verde | green |

Los Planetas

by

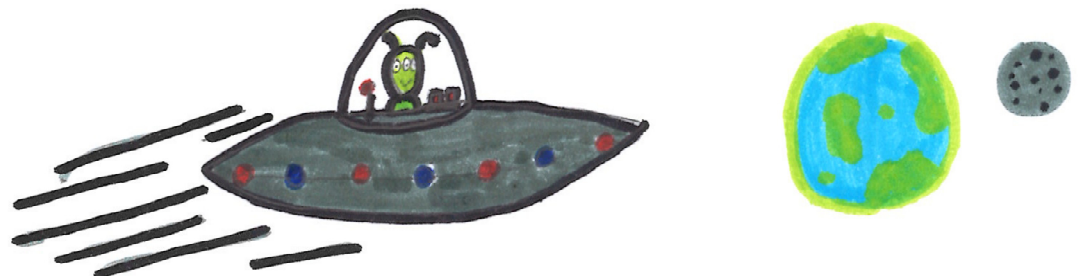
Som

Year 6, Gateshead



LOS PLANETAS

Mercurio es un planeta rápido como un coche. Venus es un planeta caliente como el microondas. La Tierra es un planeta verde como la hierba. Marte es un planeta rojo como la cereza. Júpiter es un planeta enorme como un elefante. Saturno es un planeta elegante como el cisne. Urano es un planeta frío como el helado de chocolate. Neptuno es un planeta lento como el caracol. Plutón es un planeta minúsculo como un punto.



Los Planetas

by

Titi

Year 6, Gateshead



español

Vocabulario

| | |
|--------------------|--------------|
| es | is |
| como | like |
| Marte | Mars |
| Mercurio | Mercury |
| Plutón | Pluto |
| Saturno | Saturn |
| la Tierra | the Earth |
| Urano | Uranus |
| un águila | an eagle |
| una bailarina | a dancer |
| un caracol | a snail |
| una flor | a flower |
| un fuego | a fire |
| una hormiga | an ant |
| un pepino | a cucumber |
| un planeta | a planet |
| una pista de hielo | an ice rink |
| un polo | an ice lolly |
| un toro | a bull |
| caliente | hot |
| elegante | elegant |
| enorme | enormous |
| frío | cold |
| lento | slow |
| minúsculo | tiny |
| rápido | fast |
| rojo | red |
| verde | green |
| viejo | old |

LOS PLANETAS

Mercurio es un planeta rápido como un águila. Venus es un planeta caliente como un fuego. La Tierra es un planeta verde como un pepino. Marte es un planeta rojo como un flor. Júpiter es un planeta enorme como un toro. Saturno es un planeta elegante como una bailarina de ballet. Urano es un planeta gris como un polo y una pista de hielo. Neptuno es un planeta lento como un caracol viejo. ~~Nep~~ Plutón es un planeta minúsculo como la hormiga.



español

Vocabulario

| | |
|-----------------|--------------------------|
| voy | <i>I go</i> |
| va | <i>he/she goes</i> |
| van | <i>they go</i> |
| dijeron que | <i>they said that</i> |
| comprar | <i>to buy</i> |
| para | <i>in order to</i> |
| y | <i>and</i> |
| pero | <i>but</i> |
| sin embargo | <i>however</i> |
| lunes | <i>Monday</i> |
| domingo | <i>Sunday</i> |
| a las cinco | <i>at 5 o'clock</i> |
| el banco | <i>the bank</i> |
| la biblioteca | <i>the library</i> |
| la chica | <i>the girl</i> |
| el colegio | <i>the school</i> |
| la estación | <i>the station</i> |
| el helado | <i>the ice-cream</i> |
| el museo | <i>the museum</i> |
| las peras | <i>the pears</i> |
| la piscina | <i>the swimming pool</i> |
| la radio | <i>the radio</i> |
| el río | <i>the river</i> |
| el supermercado | <i>the supermarket</i> |
| en autobús | <i>by bus</i> |
| en barco | <i>by boat</i> |
| en bici | <i>by bike</i> |
| a caballo | <i>on horseback</i> |
| en cohete | <i>by rocket</i> |
| a pie | <i>on foot</i> |

¿Adónde vais?

by

Rebecca

Year 6, Sunderland

Voy al supermercado para comprar el helado y las peras. En la radio, dijeron que Luis y Emily van al río en cohete lunes. A las cinco, David va a la estación grande en bici verde. La Chica va al colegio a pie pero Sally va a la biblioteca en autobús. Yo voy al banco en barco sin embargo Simon va a la piscina a caballo. Domingo Sam va al museo en barco verde.





Teachers' Corner

Find out more information about the writing featured

page

1

Noelia Rivas Gutiérrez

How long have the children been learning French?

Since Year 1

How long are their language lessons?

One hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

1st lesson: We read the story *J'aime les livres* and learned the names for different types of books.

2nd lesson: Role plays using opinions and types of books.

3rd lesson: Human sentences to extend the sentences.

4th lesson: The children did their piece of writing.

What support did the children have to enable them to complete this piece of writing?

A writing frame.

What do you particularly like about this piece of work?

Plamen has made great progress since arriving in the UK from Bulgaria in 2017. It's only his second year of learning French and he is doing so well!

pages

2-4

Liese Neely

How long have the children been learning French?

Since September 2016

How long are their language lessons?

2 x 40 minutes a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We read and listened to the poem *Dans Paris* by Paul Eluard, practising pronunciation, playing some vocabulary -building games as well as writing a section of it out trying out French handwriting. This came after work on the story *Une histoire sombre* (*A Dark, Dark Tale* by Ruth Brown) where children had learned

some prepositions, become confident using 'il y a' and had practised choosing the correct determiner – the, a, or this. The language and structure of the Paul Eluard poem is similar to that of the story so we moved on to creating our own versions of the poem by substituting nouns.

What support did the children have to enable them to complete this piece of writing?

The poem worked as a writing frame and the children adapted the poem by swapping in their chosen nouns and correct determiners. They had stepped instructions reminding them to check the gender of their noun when they looked it up and a table of determiners to follow as well as an example of an adapted poem with a different verb in the second half. A few children decided to change the verb in the second part of their poem and I helped them with this.

What do you particularly like about these pieces of work?

I love the way the children have created strong images with their poems and made them very personal.

pages

5–8

Ruth Magee

How long have the children been learning French?

One year

How long are their language lessons?

50 minutes, jointly Year 5 and Year 6

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children learned colours and about adjective placement. Year 6 also learned about agreement. The children also learned the gender of nouns with body parts.

What support did the children have to enable them to complete this piece of writing?

Vocabulary lists comprising connectives, sentence starters, nouns and adjectives.

What do you particularly like about these pieces of work?

The pupils tried hard to agree adjectives by themselves. I loved seeing their imagination and artistic talent come to life in French!

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9

Clair Blackett

How long have the children been learning French?

Almost two years

How long are their language lessons?

One hour each week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children have been learning about amenities and how to talk about their town.

What support did the children have to enable them to complete this piece of writing?

Children had access to a word mat.

What do you particularly like about this piece of work?

A lot of different vocabulary has been included and she has used the negative form.

pages
10-11 Alison Seddighi

How long have the children been learning French?

4 years

How long are their language lessons?

1 hour a week, 12 weeks per year

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children followed the Café unit from Light Bulb Languages, learning food words and dialogue phrases for ordering food.

What support did the children have to enable them to complete this piece of writing?

They had examples of other conversations in their books and dictionaries available.

What do you particularly like about these pieces of work?

The children have taken what they have learnt and used it in a creative way that I could never have imagined!

page
12 Clare Seccombe

How long have the children been learning Spanish?

4 years

How long are their language lessons?

One hour, once a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children had previously learned colours and animal words. After they had learned some family words, we read *Los colores* (ISBN 9788426133243), which uses colours, animals and family words. The children used the animal words they knew, their colours and some different family words to write some new pages for *Los colores* by adapting the structure we'd seen in the book.

What support did the children have to enable them to complete this piece of writing?

The list of colours in their books, their animal sheets from earlier in the year and the family words in the text we had read together.

What do you particularly like about this piece of work?

I was really impressed with how Austin used conjunctions completely independently and spontaneously.

page
13

Clare Seccombe

How long have the children been learning Spanish?

6 years

How long are their language lessons?

One hour, once a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The class learned the names of some places in town. In pairs they used mini-flashcards to practise putting the places into sentences using *hay* and *no hay*. We talked about how we could use the conjunctions that we already knew to extend the sentences. The class then practised describing some of the places using *grande* and *pequeño*, which involved revising adjectival position and agreement. We used the resources from Unit 16 of the Light Bulb Languages scheme of work.

What support did the children have to enable them to complete this piece of writing?

A vocabulary list

What do you particularly like about these pieces of work?

Both girls wrote detailed descriptions of what was in their towns, and used their conjunctions and adjectives carefully.

pages
14-15

Lucy Douglas

How long have the children been learning Spanish?

Two years

How long are their language lessons?

40 minutes, once a week.

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We used the resources from Unit 8 of the Light Bulb Languages scheme of work. We practised making living sentences to put adjectives in the correct places and read *Fuera de aquí horrible monstruo verde*.

What support did the children have to enable them to complete this piece of writing?

The children used the descriptions grid from Light Bulb Languages.

What do you particularly like about these pieces of work?

Both boys refused any extra help from me and concentrated very hard on using the grid to choose the correct adjective each time. They also used 'y' to extend some sentences without prompting.

pages
16-17 Lucy Douglas

How long have the children been learning Spanish?

Four years

How long are their language lessons?

40 minutes,

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We used the Light Bulb Languages planets resources. After learning the names of the planets we looked at adjectives to describe each planet and thought about how we could extend their descriptions. The children used dictionaries to find the new words they wanted to use.

What support did the children have to enable them to complete this piece of writing?

The children had the word mats and writing frame from Light Bulb Languages and the Oxford First Learner's Dictionary.

What do you particularly like about these pieces of work?

I liked that the boys didn't always look for really obvious ways to finish their sentences. They enjoyed looking for words in the dictionary and this made quite a relaxing activity for them the week before SATs!

page
18 Clare Seccombe

How long have the children been learning Spanish?

6 years

How long are their language lessons?

One hour, once a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

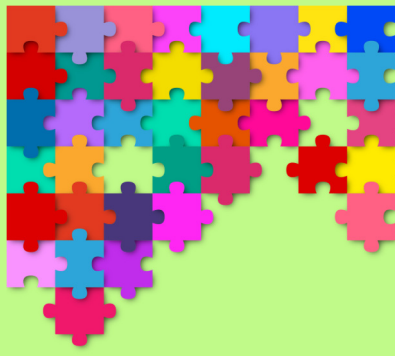
The class had learned places in town, transports, how infinitives work in Spanish and the present tense of the verb ir. We practised putting together sentences to say who is going, where they are going and how they are getting there. Then we discussed ways in which we could put these sentences together as a text, incorporating some of the language we had covered in Key Stage 2, such as time words and description.

What support did the children have to enable them to complete this piece of writing?

Worksheets in their books and the model text that we wrote together on the board.

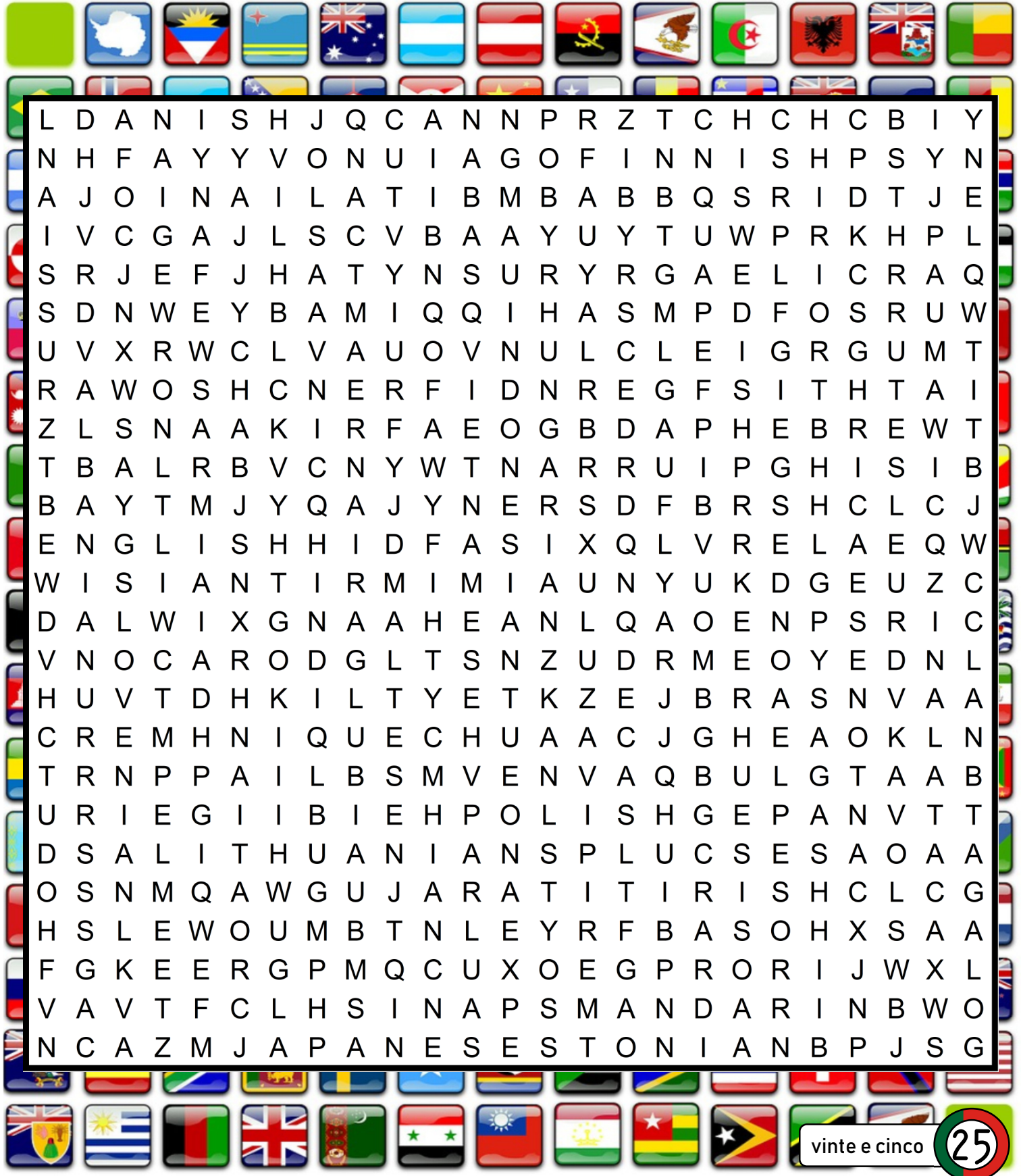
What do you particularly like about this piece of work?

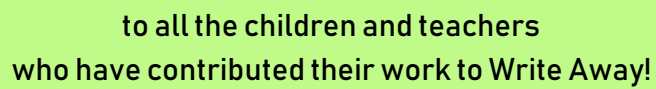
Rebecca has written varied sentences, linked with different conjunctions, and has used some time words and description to enhance her writing.



Puzzle Corner

The names of 58 languages are hiding in the wordsearch.
How many can you find?





Light Bulb Languages

