

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 18

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Editor

Clare Seccombe

Welcome to issue 18 of *Write Away!* I hope you enjoy looking at and reading all the pieces of work that children all over the country have been doing in their language lessons this term.

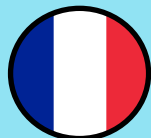
Find out about this issue's guest language, and don't forget to look out for my Editor's Pick.

Have a lovely Christmas, and I'll see you for issue 19 in 2024!



Spanish

page 1



French

page 10



Teachers' Corner

page 24



Puzzle Corner

page 30

witam

cześć

jak się masz?

jak się nazywasz?

nazywam się
Agata

dzień dobry

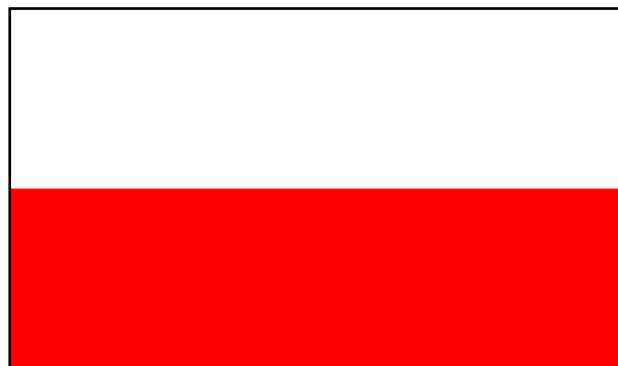
do widzenia

proszę

Our guest language for this issue is Polish.

Polish is a West Slavonic language related to Czech and Slovak, and it is spoken in Poland. It is spoken by about 40 million people. There are also Polish speakers in other countries, for example Germany, the UK, the USA and Lithuania.

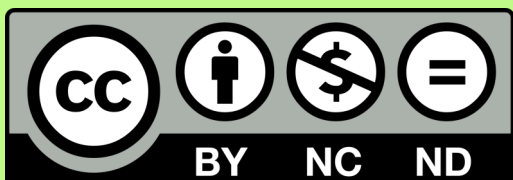
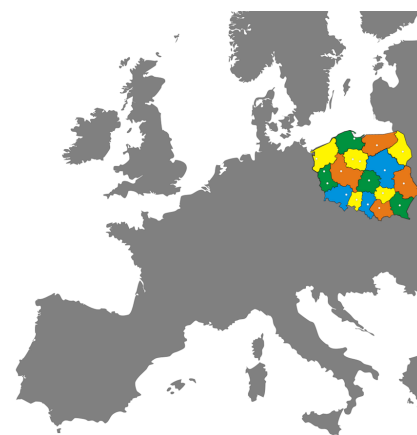
The Polish alphabet has 32 letters. It has *ą, ć, ę, ł, ń, ó, ś, ź* and *ż*, but does not have *q, v* or *x*.



nie

tak

dziękuję



¿Te gustan los deportes?

by

Zurielle

Year 6, Sunderland



español

Vocabulario

aburrido	boring
además	furthermore
baloncesto (m.)	basketball
ciclismo (m.)	cycling
correr (m.)	running
deportes acuáticos (m.pl.)	water sports
emocionante	exciting
es	(it) is
fenomenal	phenomenal
fútbol (m.)	football
hermano (m.)	brother
Inglaterra	England
ir de paseo	to go for walks
madre (f.)	mother
me encanta(n)	I love
me gusta(n)	I like
me llamo	I am called
natación (f.)	swimming
odia	he/she hates
odio	I hate
padre (m.)	father
peligroso	dangerous
pero	but
porque	because
prefiero	I prefer
Reino Unido (m.)	UK
sin embargo	however
sobre todo	especially
también	also
un rollo	a drag, a pain
vivo	I live
y	and

¡Hola! Me llamo Zurielle vivo en el Reino Unido, Inglaterra. Me encantan los deportes acuáticos, sobre todo la natación. La natación es emocionante. También me encantan el netball y el baloncesto. ¡La natación es fenomenal! Me gustan el karate y el judo pero odio el fútbol porque es aburrido. Además, odio el rugby porque es peligroso y un rollo. Prefiero el hockey. ¡Me gustan los deportes!

A mi hermano Zekiel le gustan los deportes también. Le encantan el fútbol y el correr. A mi padre, Vijay, le encantan los deportes. Le encantan la natación, el baloncesto y el ciclismo. Mi madre, Shobin odia los deportes sin embargo, le encanta ir de paseo.

¿Te gustan los deportes?



jeden

1



español

Vocabulario

aburrido	<i>boring</i>
amiga (f.)	<i>friend</i>
caminata (f.)	<i>walking</i>
correr (m.)	<i>running</i>
equitación (f.)	<i>horse riding</i>
es	<i>(it) is</i>
fútbol (m.)	<i>football</i>
gimnasia (f.)	<i>gymnastics</i>
hermana (f.)	<i>sister</i>
Inglaterra	<i>England</i>
le encanta(n)	<i>he/she loves</i>
le gusta(n)	<i>he/she likes</i>
me encanta(n)	<i>I love</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
odio	<i>I hate</i>
porque	<i>because</i>
prefiero	<i>I prefer</i>
vivo	<i>I live</i>
y	<i>and</i>

¿Te gustan los deportes?

by

Chloe

Year 6, Sunderland

Hola me llamo Chloe y vivo en Silkesworth
en Inglaterra me encantan la equitación
y la gimnasia. Odio el fútbol porque es aburrido y
horrible prefiero la natación.

A mi amiga Elise le encantan la equitación y le
gustan la natación - la caminata y el correr.
A mi hermana Lucie le encantan el fútbol y la gimnasia.



¿Te gustan los deportes?

by

Max

Year 6, Sunderland

español

Vocabulario

aburrido	boring
amigo (m.)	friend
atletismo (m.)	athletics
balonmano (m.)	handball
boxeo (m.)	boxing
correr (m.)	running
emocionante	exciting
equitación (f.)	horse riding
es	(it) is
fenomenal	phenomenal
fútbol (m.)	football
gimnasia (f.)	gymnastics
le encanta(n)	he/she loves
le gusta(n)	he/she likes
me gusta(n)	I like
no me gusta(n)	I don't like
odia	he/she hates
odio	I hate
porque	because
sin embargo	however
tenis de mesa (m.)	table tennis
y	and

Me gustan el fútbol, el hockey, el rugby y el boxeo sin embargo odio el squash y el balonmano. Me gusta el fútbol porque es emocionante. No me gustan el atletismo la gimnasia y el correr. No me gusta el correr porque es aburrido.

A mi amigo Richard le encantan el fútbol y el karate. Le encantan el Karate porque es emocionante. Odia la equitación sin embargo le gustan el tenis, el tenis de mesa y el badminton. Le gusta el tenis porque es fenomenal.





Mi carné de identidad

by

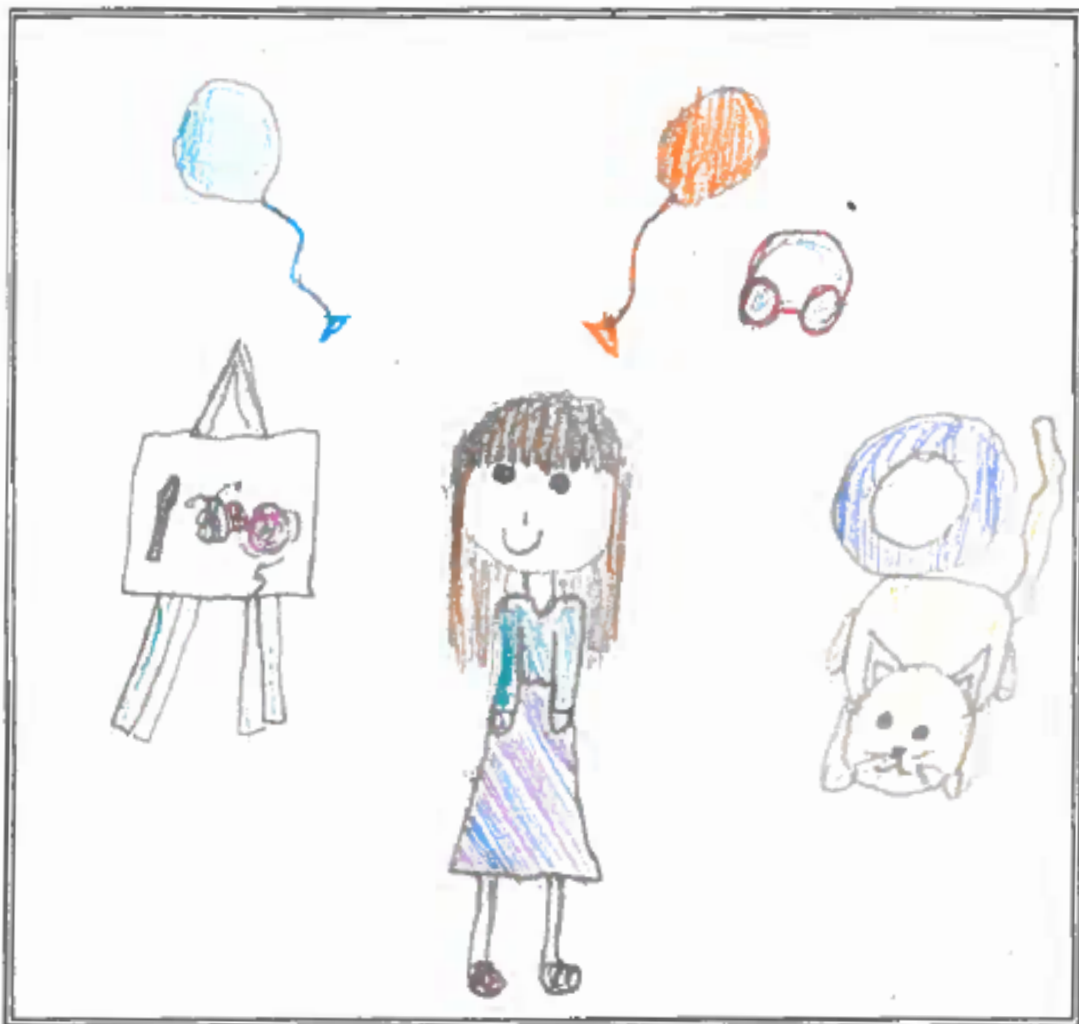
Alexandra

Year 5, Ascot

español

Vocabulario

adiós	<i>goodbye</i>
estoy muy bien	<i>I am very well</i>
hola	<i>hello</i>
Inglaterra	<i>England</i>
me llamo	<i>I am called</i>
nueve	<i>9</i>
soy de	<i>I am from</i>
tengo ... años	<i>I am ... years old</i>
vivo en	<i>I live in</i>



Hola
Estoy muy bien
me llamo Alexandra
tengo nueve años
Soy de Inglaterra
Vivo en Ascot
Adios.

Mi carné de identidad

by

Amy

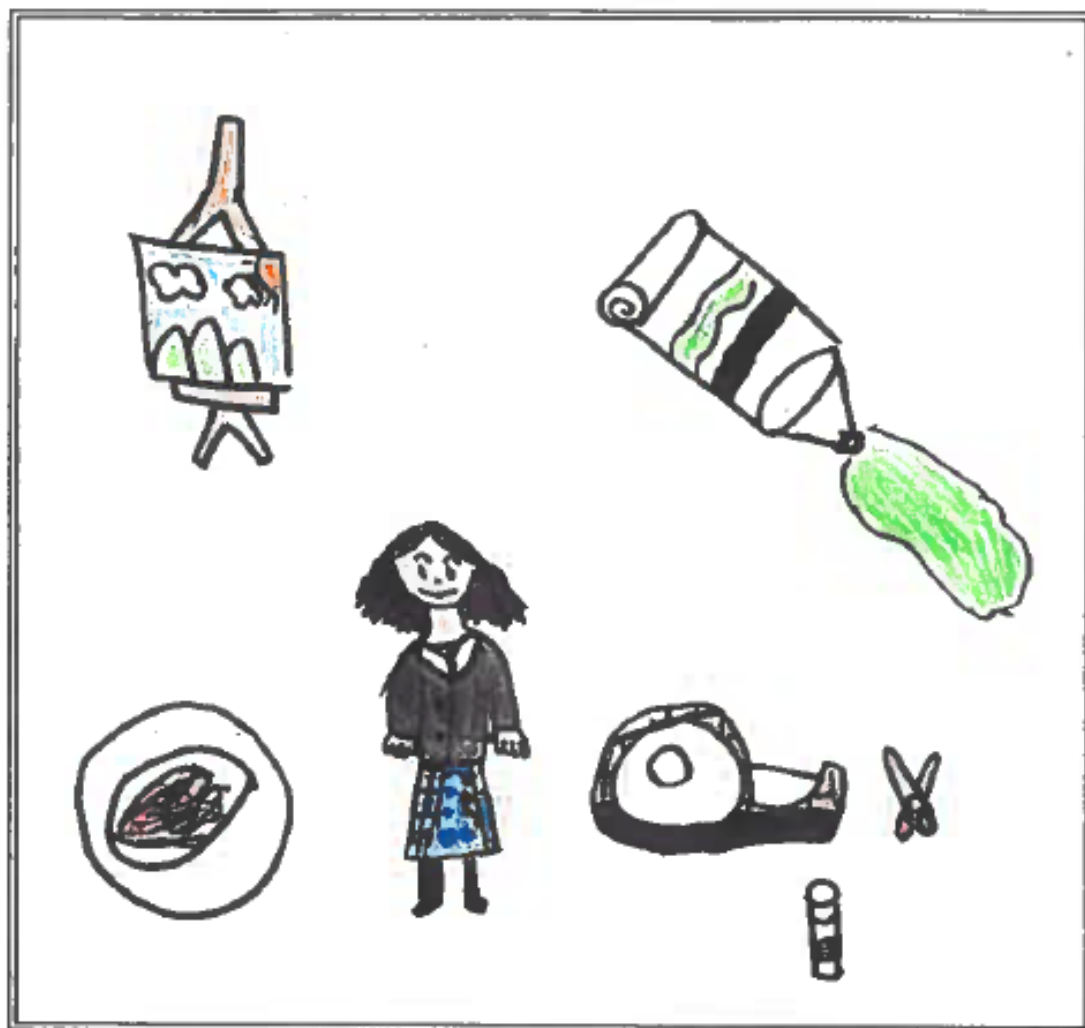
Year 5, Ascot



español

Vocabulario

adiós	<i>goodbye</i>
Corea del Sur	<i>South Korea</i>
estoy bien	<i>I am well</i>
hola	<i>hello</i>
me llamo	<i>I am called</i>
nueve	<i>9</i>
soy de	<i>I am from</i>
tengo ... años	<i>I am ... years old</i>



¡Hola!

Estoy bien.

Me llamo Amy.

Tengo nueve años.

Soy de Corea del Sur.

Adios.

Mi carné de identidad

by

Azain

Year 5, Ascot



español

Vocabulario

estoy fenomenal

I am great

diez 10

hola *hello*

me llamo *I am called*

soy de *I am from*

tengo ... años
I am ... years old

vivo en *I live in*



Hola

Estoy fenomenal

Me llamo Azain

Tengo diez años

Vivo en Windsor

Soy de Pakistan y Hong Kong



Mi carné de identidad

by

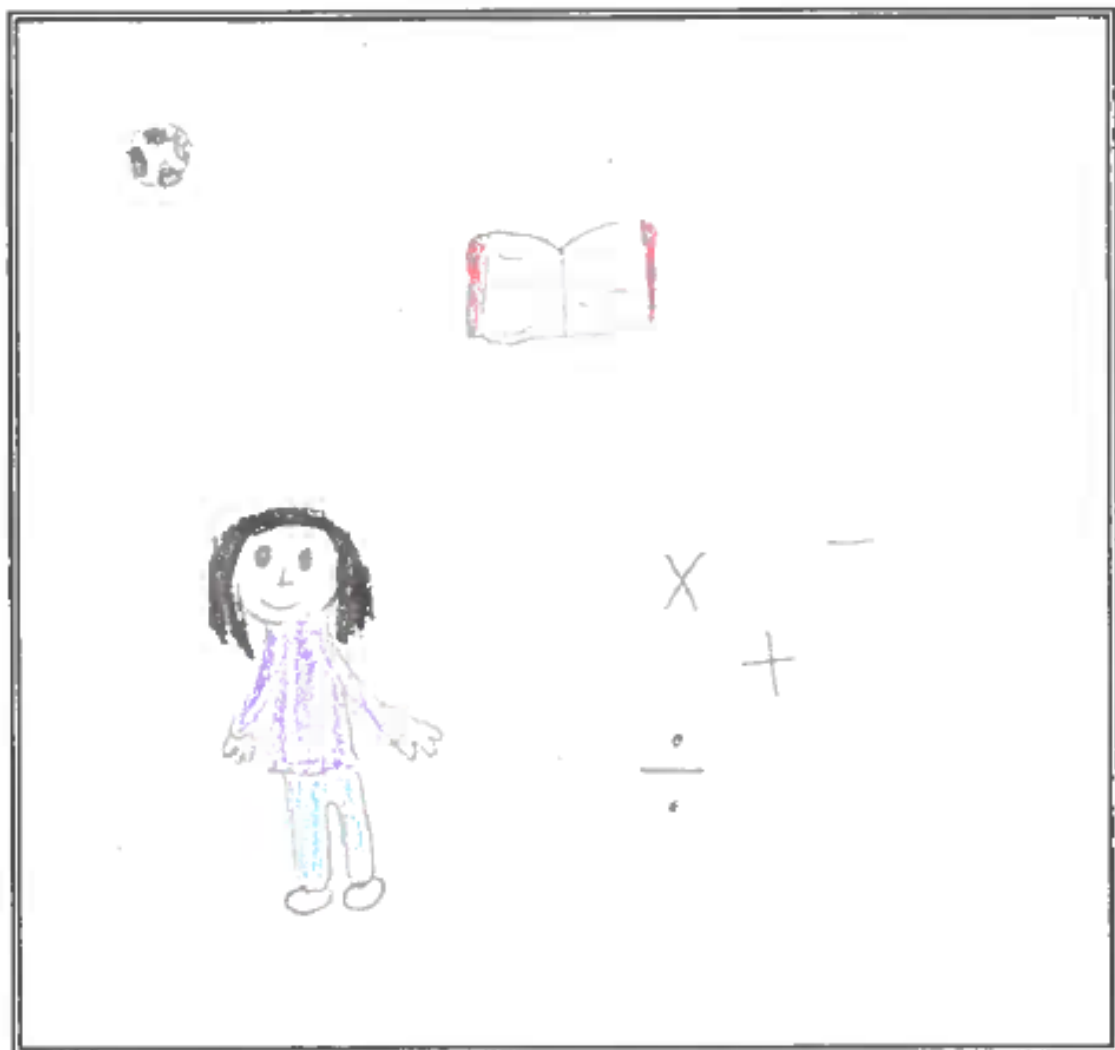
Juliette

Year 5, Ascot

español

Vocabulario

adiós	<i>goodbye</i>
estoy bien	<i>I am well</i>
hola	<i>hello</i>
me llamo	<i>I am called</i>
nueve	<i>9</i>
soy de	<i>I am from</i>
tengo ... años	<i>I am ... years old</i>
vivo en	<i>I live in</i>



Hola

Estoy bien.

Me llamo Juliette.

Tengo nueve años

Vivo en Bracknell

Soy de Hong Kong

Adios

Mi carné de identidad

by

Pri

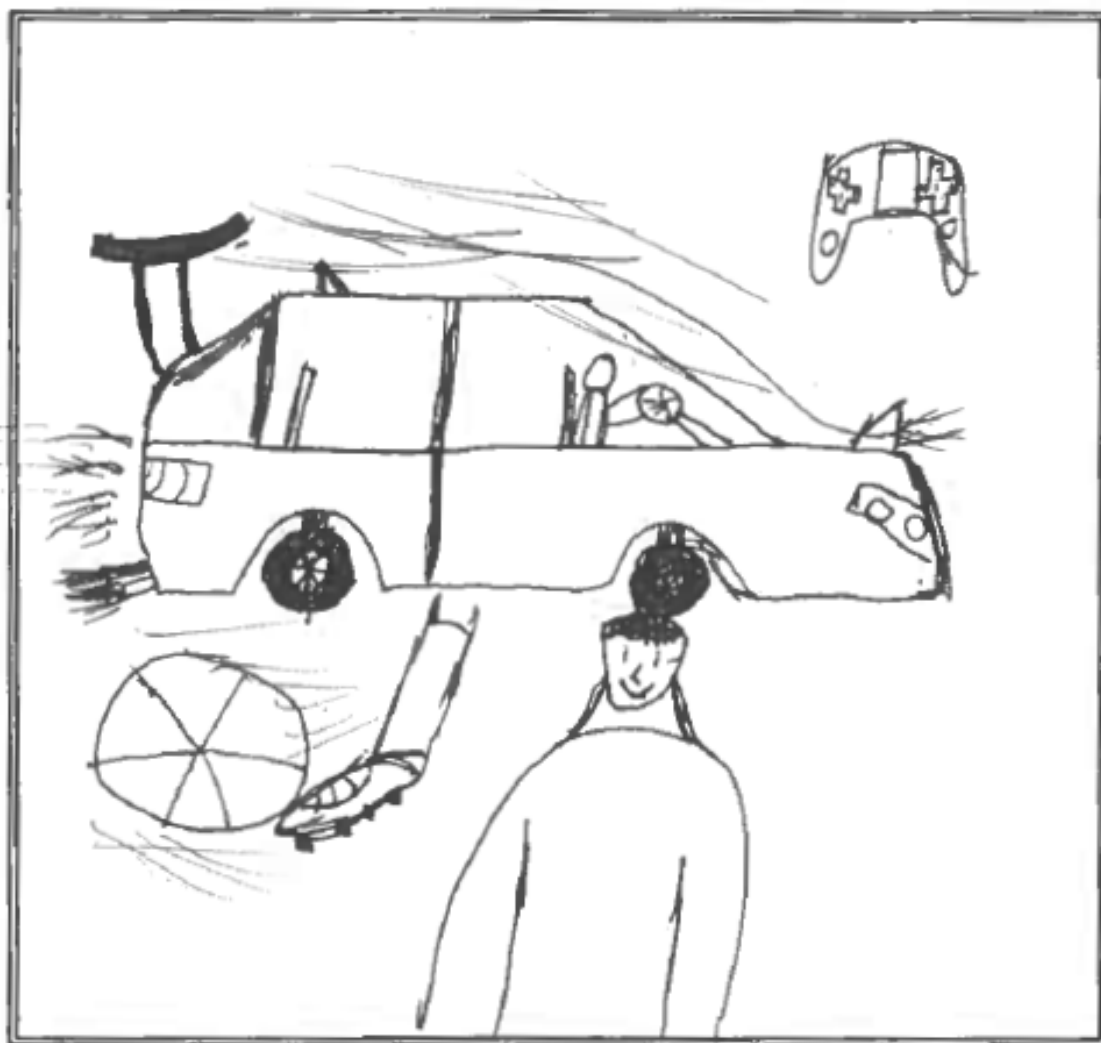
Year 5, Ascot



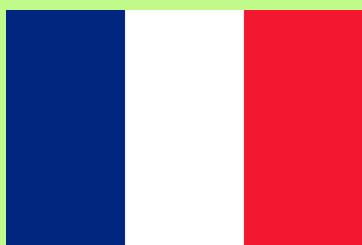
español

Vocabulario

adiós	<i>goodbye</i>
estoy bien	<i>I am well</i>
hola	<i>hello</i>
me llamo	<i>I am called</i>
nueve	<i>9</i>
soy de	<i>I am from</i>
tengo ... años	<i>I am ... years old</i>
vivo en	<i>I live in</i>



Hola!
Estoy Bien
Tengo nueve años
Me llamo Pri
Vivo en Kenia
Soy de Nepal
Adiós!



Dans mon école

by

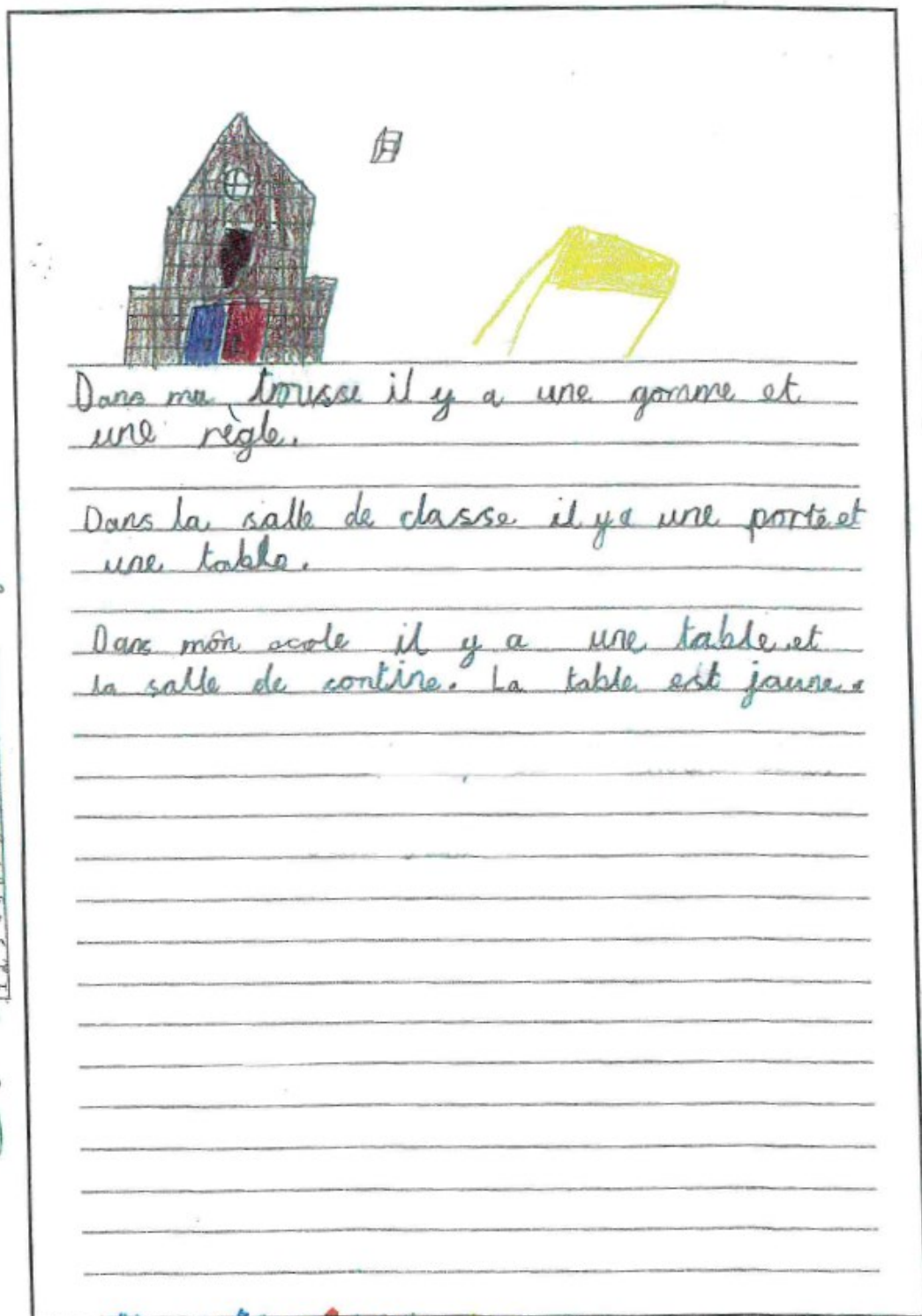
Asher

Year 4, Harrow

français

Vocabulaire

cantine (f.)	<i>canteen</i>
dans	<i>in</i>
école (f.)	<i>school</i>
est	<i>is</i>
et	<i>and</i>
gomme (f.)	<i>rubber</i>
il y a	<i>there is</i>
jaune	<i>yellow</i>
ma	<i>my (f.)</i>
mon	<i>my (m.)</i>
porte (f.)	<i>door</i>
règle (f.)	<i>ruler</i>
salle de classe (f.)	<i>classroom</i>
trousse (f.)	<i>pencil case</i>

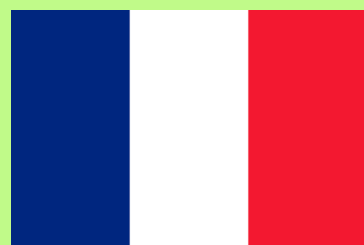


Dans mon école

by

Akrish

Year 4, Harrow



français

Vocabulaire

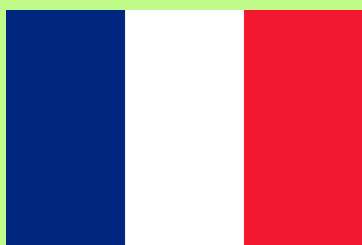
beaucoup de	lots of
bibliothèque (f.)	library
blanc	white
bureau (m.)	office
casier (m.)	locker
chaise (f.)	chair
ciseaux (m.pl.)	scissors
colle (f.)	glue
crayon (m.)	pencil
crayon de couleur (m.)	coloured pencil
dans	in
directeur (m.)	headteacher
école (f.)	school
et	and
fenêtre (f.)	window
feutre (m.)	felt tip pen
gomme (f.)	rubber
grand	big
gris	grey
huit	8
il y a	there is
informatique (m.)	ICT
ma	my (f.)
mon	my (m.)
noir	black
porte (f.)	door
règle (f.)	ruler
rouge	red
salle (f.)	classroom
stylo (m.)	pen
taille-crayon (m.)	pencil sharpener
tapis (m.)	carpet
trente-huit	38
trousse (f.)	pencil case

Dans mon école, il y a une bibliothèque, les toilettes, une salle de musique, une salle d'art, la salle d'informatique et le bureau du directeur.

Dans ma salle de classe, il y a trente huit chaises bleues et rouges, beaucoup de tables, une porte, un casier, huit fenêtres et un grand tapis gris.

Dans ma trousse, il y a une règle noire, un stylo rouge, une gomme blanche, un taille-crayon orange, un crayon, des ciseaux, un feutre, une colle et des crayons de couleur.





Dans mon école

by

Rohan

Year 4, Harrow

français

Vocabulaire

ami (m.)	<i>friend</i>
aussi	<i>also</i>
chaise (f.)	<i>chair</i>
cour (f.)	<i>playground</i>
crayon de couleur (m.)	<i>coloured pencil</i>
dans	<i>in</i>
deux	<i>2</i>
école (f.)	<i>school</i>
et	<i>and</i>
gomme (f.)	<i>rubber</i>
grand	<i>big</i>
ils s'appellent	<i>they are called</i>
il y a	<i>there is</i>
mes	<i>my (pl.)</i>
mon	<i>my (m.)</i>
jeu (m.)	<i>game</i>
professeur (m.)	<i>teacher</i>
quatre carrés	<i>4 squares</i>
récréation (f.)	<i>breaktime</i>
stade (m.)	<i>stadium</i>
stylo (m.)	<i>pen</i>
trousse (f.)	<i>pencil case</i>

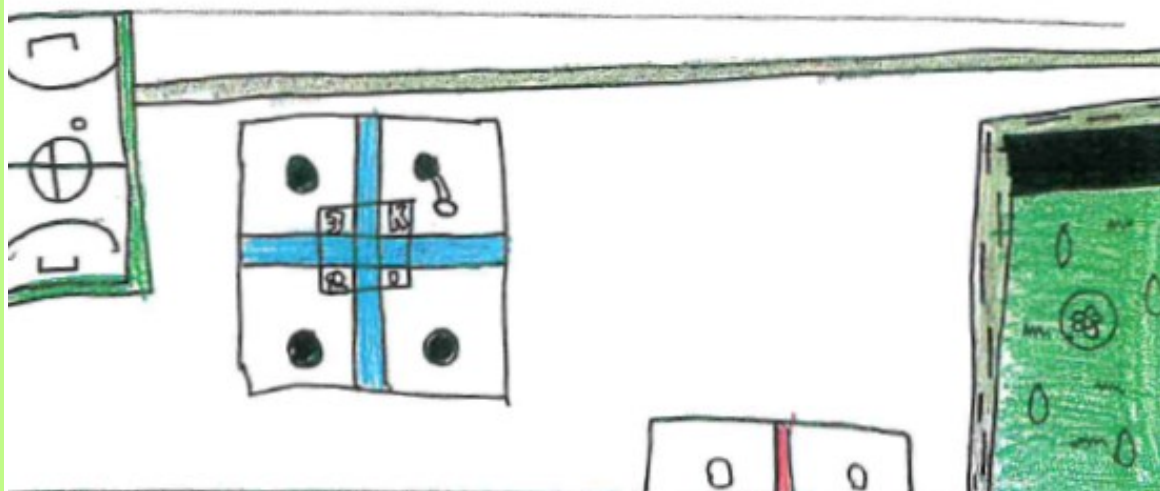
Dans mon école il y a une cour de récréation et dans la cour de récréation il y a deux jeux des quatre carrés et un grand stade de foot.

Aussi dans mon école il y a 6 classes et des professeurs dans la classe.

Dans ma salle des classe il y a 35^e chaises.

Dans mon école il y a mes amis ils s'appellent Joshua, Dominis, Dimitri et Yusuf.

Dans ma trousse il y a les crayons de couleur, une gomme et un stylo.

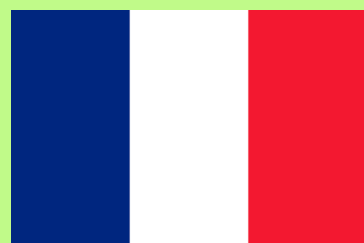


Dans mon école

by

Ayra

Year 4, Harrow



français

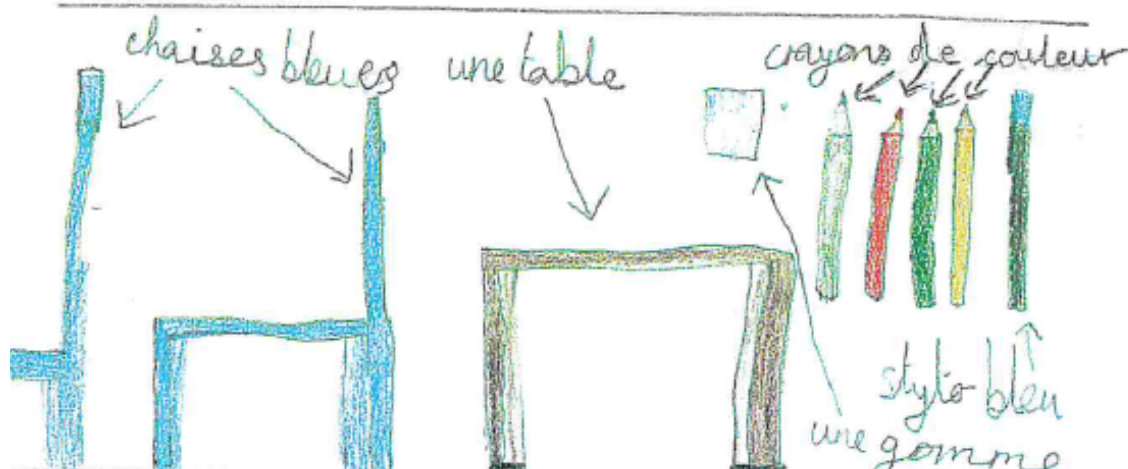
Vocabulaire

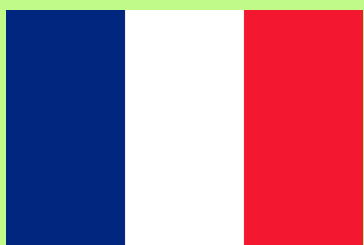
chaise (f.)	<i>chair</i>
cour (f.)	<i>playground</i>
crayon de couleur (m.)	<i>coloured pencil</i>
dans	<i>in</i>
école (f.)	<i>school</i>
gomme (f.)	<i>rubber</i>
il y a	<i>there is</i>
mon	<i>my (m.)</i>
récréation (f.)	<i>breaktime</i>
salle de classe (f.)	<i>classroom</i>
stylo (m.)	<i>pen</i>
tableau (m.)	<i>(white)board</i>
trousse (f.)	<i>pencil case</i>

Dans mon école, il y a une cour de récréation, des salles de classe, des toilettes, la salle de musique et une bibliothèque.

Dans ma salle de classe, il y a des chaises bleues, une table et un tableau.

Dans ma trousse, il y a un stylo bleu, des crayons de couleur et une gomme.





Vive l'heure du goûter

by

Isadora


Year 5, London

français

Vocabulaire

barquette (f.)	<i>small tart</i>
c'est	<i>it is</i>
croquant	<i>crunchy</i>
gaufre (f.)	<i>waffle</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
je n'aime pas	<i>I don't like</i>
mais	<i>but</i>
moelleux	<i>soft, spongy</i>
palmier (m.)	<i>palm leaf pastry</i>
parce que	<i>because</i>
petit-beurre (m.)	<i>butter biscuit</i>
sucré	<i>sweet</i>

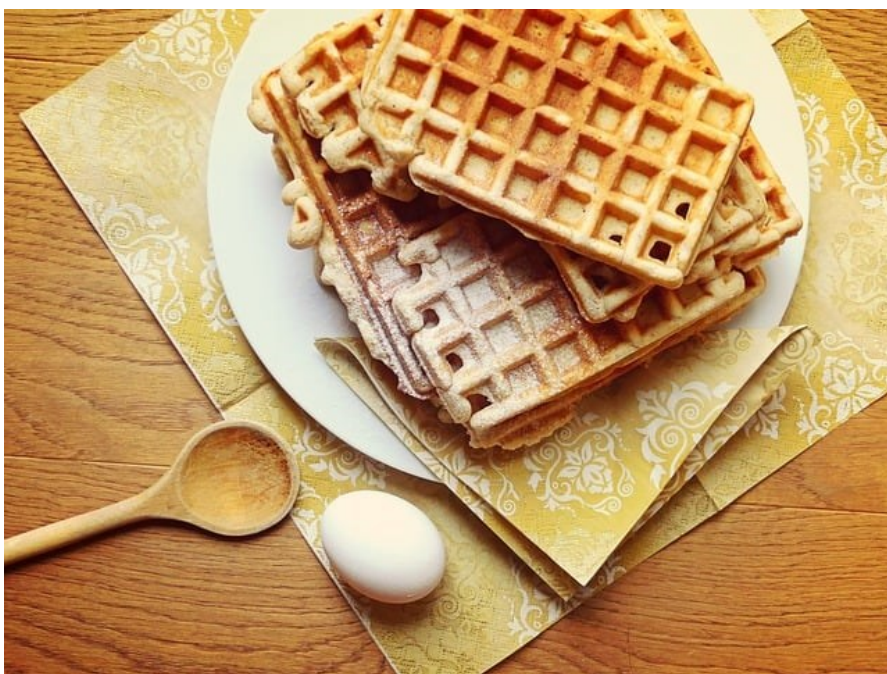
1. J'adore Les pains au chocolat parce que c'est sucré 

2. J'aime les gauffres mais Je déteste Les petits - beurre 

3. Je n'aime pas Les barquettes parce que c'est riche 

4. Je déteste Les brioches parce que c'est moelleux 

5. J'adore Les palmiers et Les gauffres parce que c'est croquant 

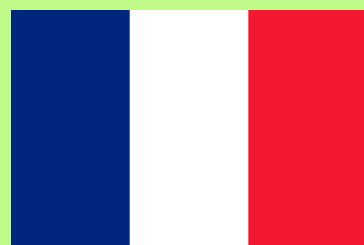


Vive l'heure du goûter

by

Isabel

Year 5, London





français


Vocabulaire


barquette (f.)	<i>small tart</i>
c'est	<i>it is</i>
croquant	<i>crunchy</i>
délicieux	<i>delicious</i>
gaufre (f.)	<i>waffle</i>
gras	<i>greasy, fatty</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
je n'aime pas	<i>I don't like</i>
moelleux	<i>soft, spongy</i>
palmier (m.)	<i>palm leaf pastry</i>
parce que	<i>because</i>
sucré	<i>sweet</i>

1. J'adore les pains au chocolat parce que c'est moelleux. 

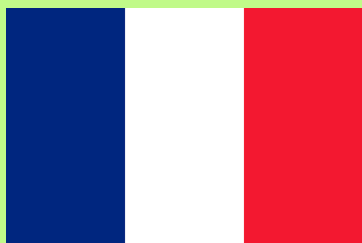
2. J'aime les gauffres parce que c'est croquant. 

3. Je déteste les barquettes Parce que c'est sucré 

4. Je n'aime pas les palmiers Parce que c'est gras. 

5. J'adore les brioches parce que c'est délicieux. 





Qui est-ce ?

by

Freya

Year 6, London

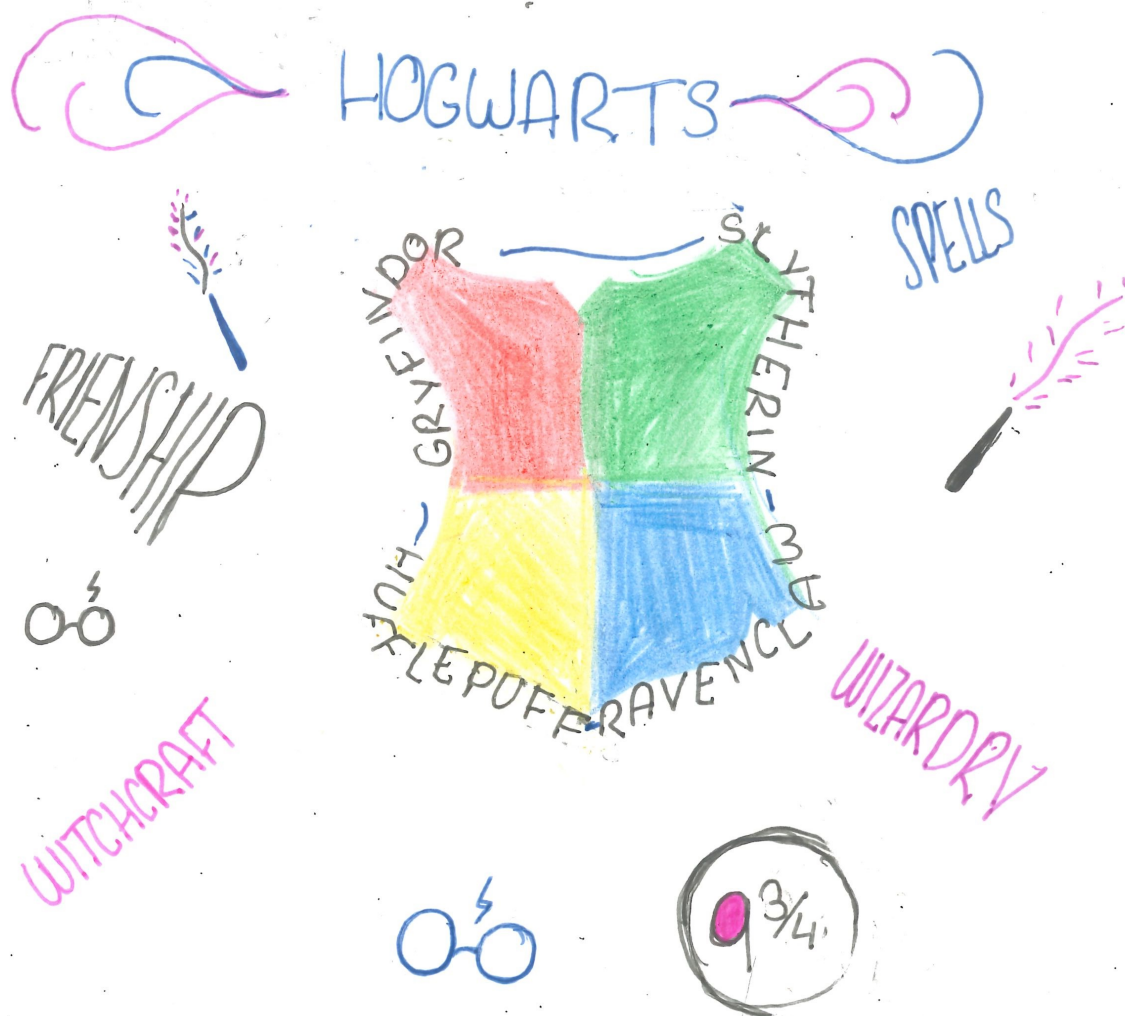
français

Vocabulaire

aussi	also
cheveux (m.pl.)	hair
et	and
il a	he has
il a ... ans	he is ... years old
il aime	he likes
il est	he is
il habite	he lives
il n'est pas	he isn't
il porte	he wears
lunettes (f.pl.)	glasses
mais	but
noir	black
onze	11
paresseux	lazy
qui est-ce ?	who is it?
sympa	nice
timide	shy
très	very
un peu	a bit, a little
vert	green
yeux (m.pl.)	eyes

Il est très intelligent et sympa mais il n'est pas paresseux. Il est un peu timide aussi. Il a les yeux verts et il a les cheveux très noirs. Il porte lunettes aussi. Il aime la magie et il habite à Londres. Il a onze ans.

Qui Est-Ce ?

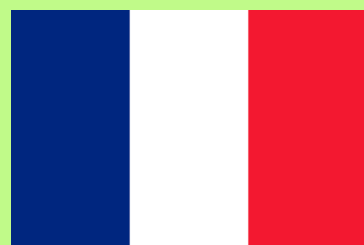


Qui est-ce ?

by

Luca

Year 6, London

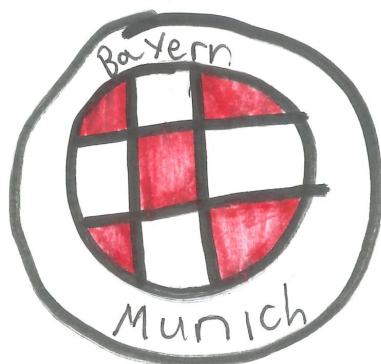


français

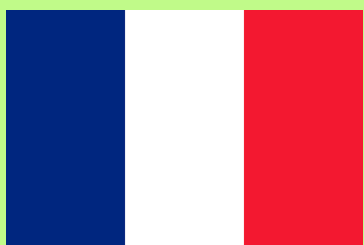
Vocabulaire

aussi	also
bavard	chatty
brun	brown
cheveux (m.pl.)	hair
en plus	in addition
il a	he has
il aime	he likes
il est	he is
il habite	he lives
paresseux	lazy
sportif	sporty
yeux (m.pl.)	eyes

Il est sportif, en plus, il aime le football - il habite à Munich. Il a les cheveux bruns en plus il a les yeux bleus. Il est bavard, il est paresseux aussi.



HARRY KANE



français

Vocabulaire

anniversaire (m.)	<i>birthday</i>
au revoir	<i>goodbye</i>
bonjour	<i>hello</i>
chanter	<i>to sing</i>
dix-sept	<i>17</i>
douze	<i>12</i>
Érythrée	<i>Eritrea</i>
est	<i>is</i>
et	<i>and</i>
huit	<i>8</i>
j'ai ... ans	<i>I am ... years old</i>
j'aime	<i>I like</i>
je m'appelle	<i>I am called</i>
je n'ai pas de	<i>I don't have</i>
je viens de	<i>I come from</i>
j'habite	<i>I live</i>
mon	<i>my (m.)</i>
salut	<i>hi</i>

Mon anniversaire !

by

Alexa

Year 4, Salford



Mon anniversaire !

by

Serena

Year 4, Salford

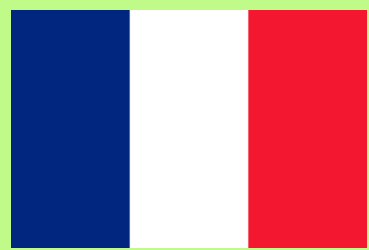


Mon coffre au trésor

by

Antoni

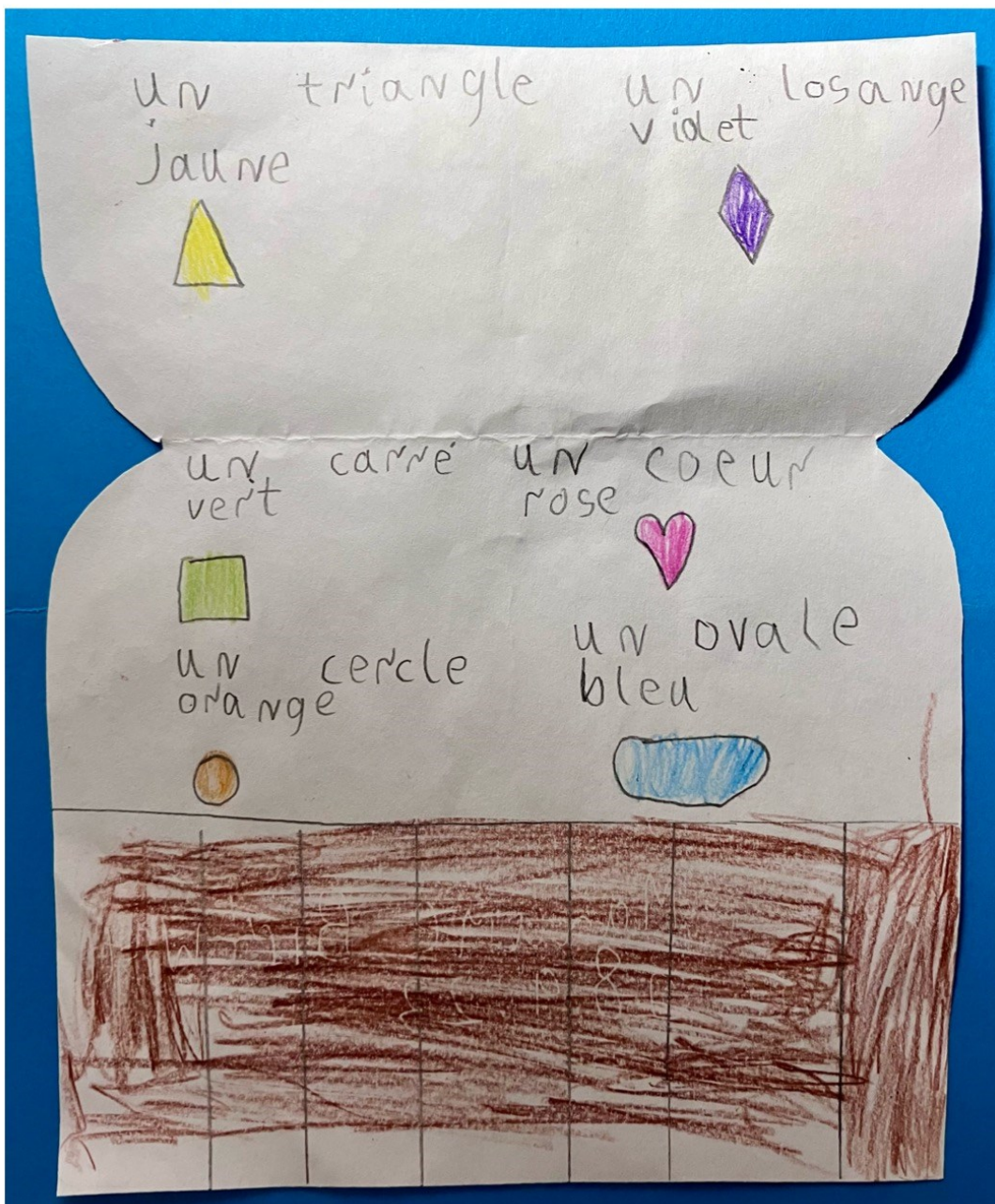
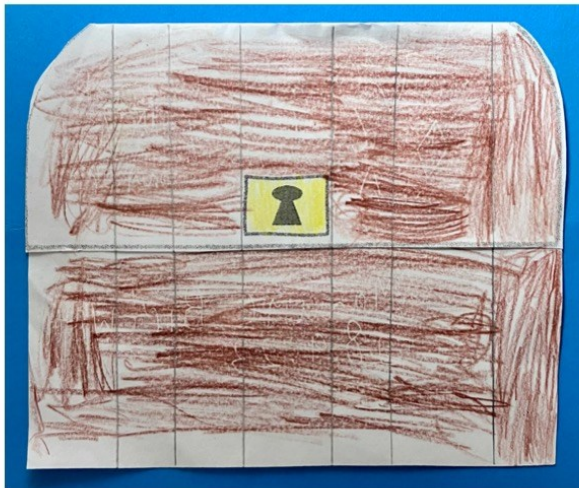
Year 2, Salford

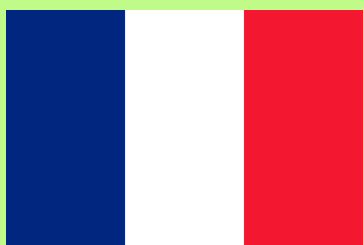


français

Vocabulaire

bleu	<i>blue</i>
carré (m.)	<i>square</i>
cercle (m.)	<i>circle</i>
cœur (m.)	<i>heart</i>
jaune	<i>yellow</i>
losange (m.)	<i>diamond</i>
rose	<i>pink</i>
un	<i>a, one (m.)</i>
vert	<i>green</i>
violet	<i>purple</i>





Mon coffre au trésor

by

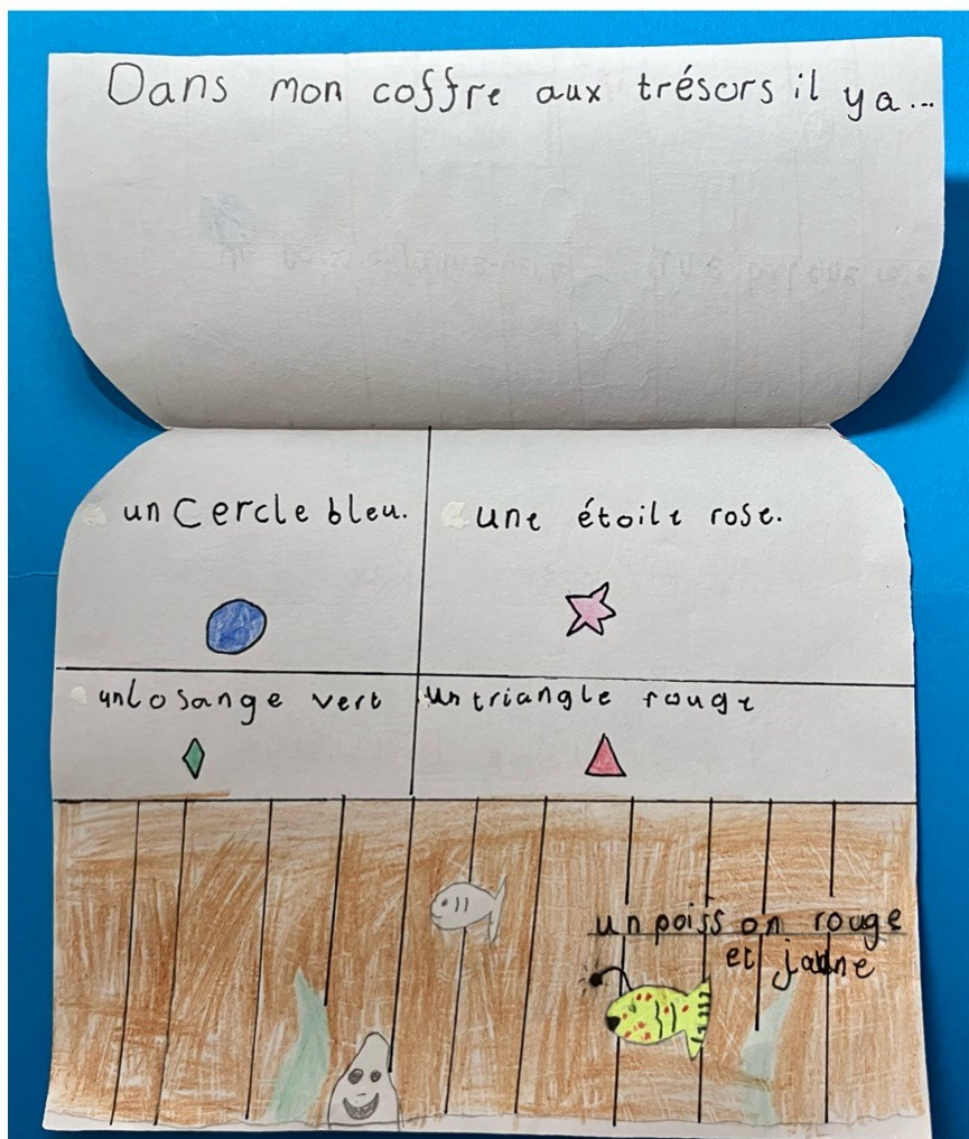
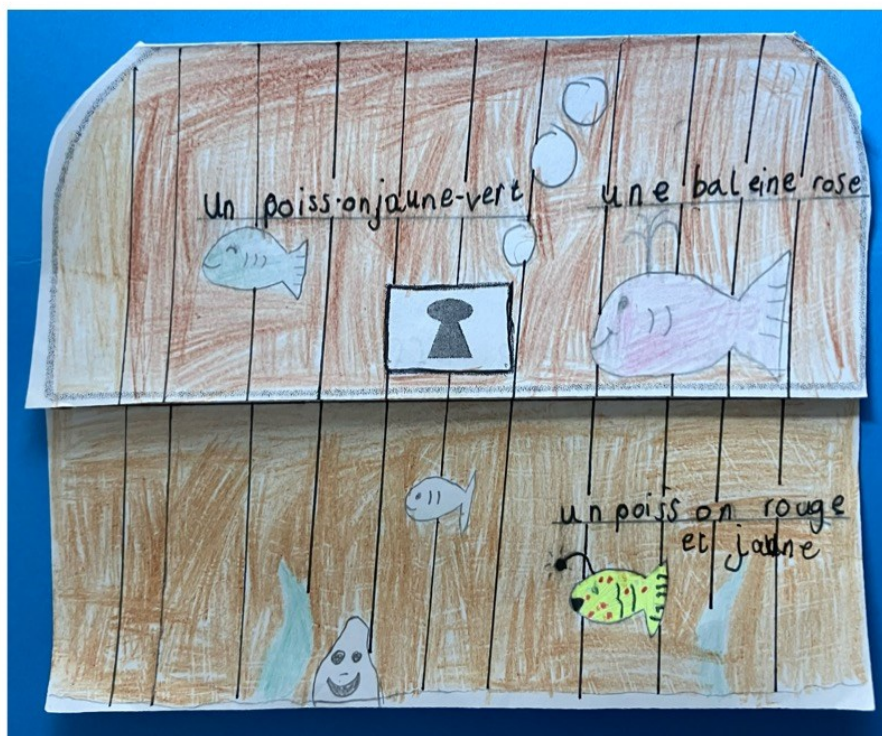
Skye

Year 4, Salford

français

Vocabulaire

baleine (f.)	whale
dans	in
et	and
étoile (f.)	star
il y a	there is
jaune	yellow
losange (m.)	diamond
mon	my (m.)
poisson (m.)	fish
rose	pink
rouge	red
un	a, one (m.)
une	a, one (f.)
vert	green

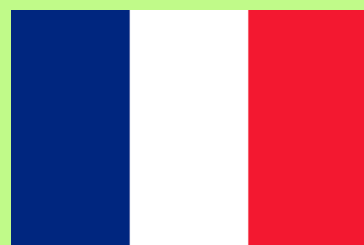


Où est le lutin ?

by

Rory

Year 6, Salford



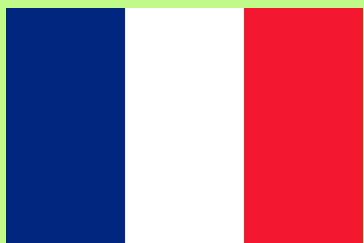
français

Vocabulaire

à côté de	<i>next to</i>
bonhomme de neige (m.)	<i>snowman</i>
boule (f.)	<i>bauble</i>
cadeau (m.)	<i>present</i>
chaussette (f.)	<i>stocking</i>
cloche (f.)	<i>bell</i>
dans	<i>in</i>
derrière	<i>behind</i>
devant	<i>in front of</i>
en face de	<i>opposite</i>
entre	<i>between</i>
est	<i>is</i>
étoile (f.)	<i>star</i>
Joyeux Noël	<i>Happy Christmas</i>
lutin (m.)	<i>elf</i>
n'est pas	<i>is not</i>
ou	<i>or</i>
où est ?	<i>where is?</i>
père Noël	<i>Father Christmas</i>
renne (m.)	<i>reindeer</i>
sapin de Noël (m.)	<i>Christmas tree</i>
sous	<i>under</i>
sur	<i>on</i>
traîneau (m.)	<i>sleigh</i>



Well done Rory! I love the detail in your descriptions of where the elf is and isn't. Your presentation is excellent as well!



Où est le lutin ?

by

Jasmine

Year 4, Bury

français

Vocabulaire

bonhomme de neige (m.)

snowman

boule (f.) *bauble*

cadeau (m.) *present*

chaussette (f.) *stocking*

dans *in*

derrière *behind*

devant *in front of*

est *is*

entre *between*

lutin (m.) *elf*

n'est pas *isn't*

où est ? *where is?*

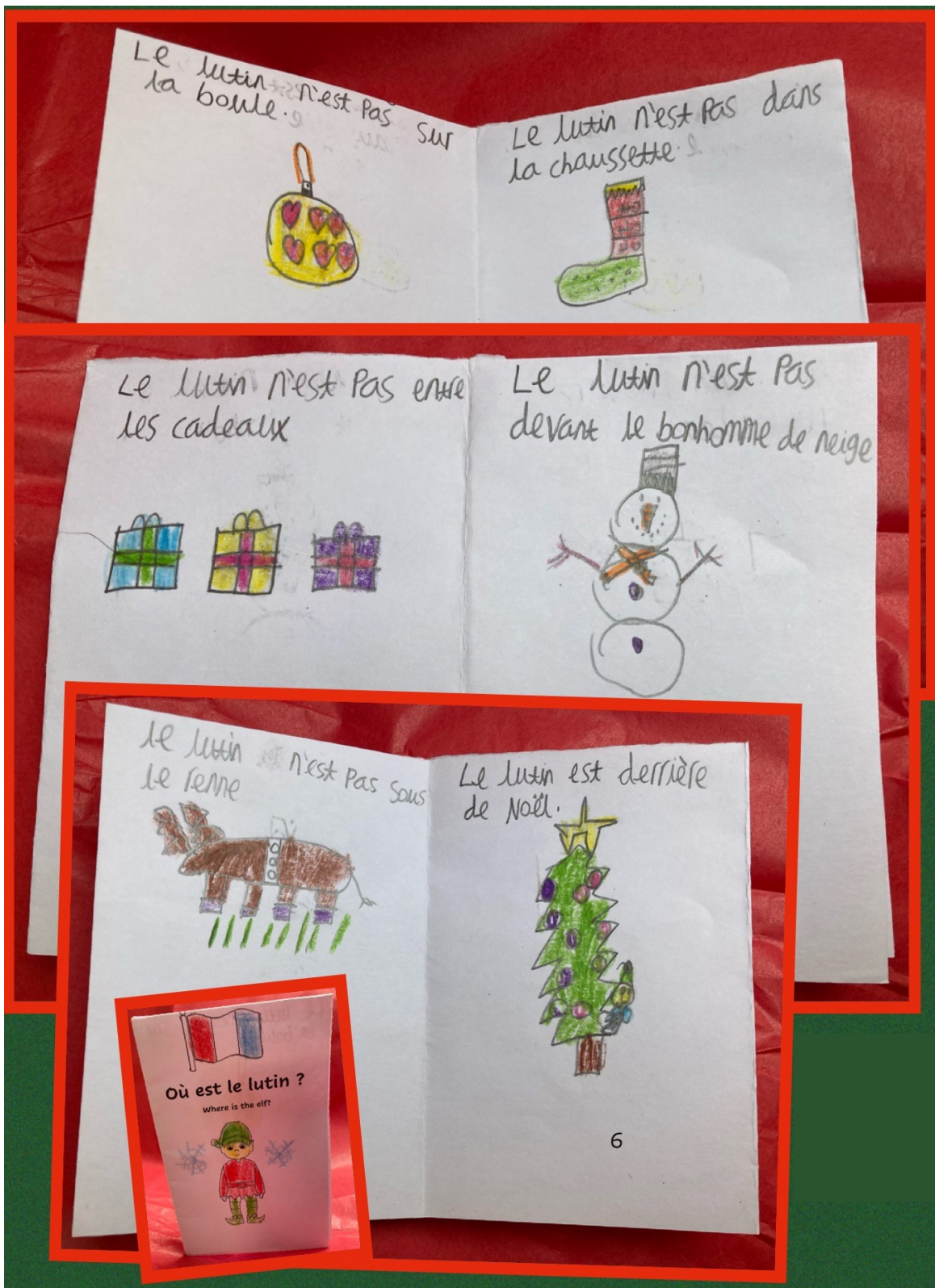
renne (m.) *reindeer*

sapin de Noël (m.)

Christmas tree

sous *under*

sur *on*

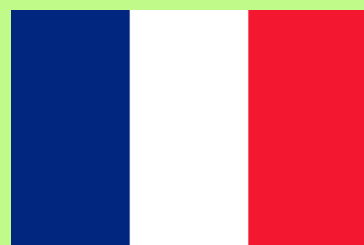


Où est le lutin ?

by

Charlie

Year 4, Bury



français

Vocabulaire

avec	with
bonhomme de neige (m.)	<i>snowman</i>
cadeau (m.)	<i>present</i>
cloche (f.)	<i>bell</i>
dans	<i>in</i>
derrière	<i>behind</i>
devant	<i>in front of</i>
entre	<i>between</i>
est	<i>is</i>
lutin (m.)	<i>elf</i>
n'est pas	<i>isn't</i>
ou	<i>or</i>
où est ?	<i>where is?</i>
père Noël	<i>Father Christmas</i>
renne (m.)	<i>reindeer</i>
sapin de Noël (m.)	<i>Christmas tree</i>
sous	<i>under</i>
sur	<i>on</i>
traîneau	<i>sleigh</i>

Où est le lutin ?
Le lutin n'est pas
devant le bonhomme
de neige.



Où est le lutin ?

Where is the elf?



Le lutin n'est
pas dans le
traîneau.



Le lutin n'est
pas sur le renne



Le lutin n'est pas
sous le sapin de
Noël ou entre
les cadeaux



Le lutin n'est
pas derrière
les cloches.



5

Le lutin est
avec le père Noël



6





Teachers' Corner

Find out more information about the writing featured

pages

1-3

Clare Seccombe

How long have the children been learning Spanish?

Since Year 1

How long are their language lessons?

An hour a week

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

We follow the Light Bulb Languages scheme of work and have been working on the sport unit this term. The children learned the names of sports in Spanish and found out how to say that they play them or do them.

Next, we revisited the opinions that we first saw in Year 4, and applied them to the sports. We read and analysed an extended text about opinions of sports (<https://ideaseducationltd.sellfy.store/p/bk3v/>), and the children then adapted the phrases and sentences in the text to enable them to write about their own opinions of sports.

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

They referred to previous work in their books, the extended text, and a knowledge organiser.

What do you particularly like about these pieces of work?

I love how they have adapted the sentences in the text to help them to talk about themselves. Well done everyone!

pages

4-9

Tilly Mackie

How long have the children been learning Spanish?

Some pupils have just started learning Spanish as they are new to the school. Others have been learning Spanish since Year 1.

How long are their language lessons?

One hour per week.

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

At the beginning of every lesson the pupils practise their recall of Spanish by using whiteboards to record what they have learnt so far. This consists of sentences all about themselves and each week we add to our whiteboard work with new learning. I take photos of their whiteboard work throughout the year to show progression. This recall of personal facts is also used by pupils when writing to their Spanish penfriends.

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

Pupils had key questions to answer and for those new to Spanish they had sentence starters to support their writing. For differentiation some were expected to answer the key questions independently and begin to substitute information as well as ask the key questions orally.

What do you particularly like about these pieces of work?

I think this piece of work celebrates the excellent recall skills of our pupils which allows them to write about themselves and enables a dialogue with their penfriends in Spain.

pages
10-13 Véronique Lemoine, Laila Bakkali

How long have the children been learning French?

The children have been learning French since Reception. Some children are new to the school and have been learning it for a few months.

How long are their language lessons?

The children have 4 lessons a week of 45 minutes each.

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

Upon return to school in September, the children learned about *la rentrée*. We looked at starting back at school in greater depth. For example, what is in my pencil case, classroom, playground and so on. The children have been describing our school, paying particular attention to the correct gender and number of nouns. Using sentence builders and a vocabulary map, they have worked together to discuss their school, inside and outside.

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

The children combined a similar a piece of work where they built up lists of things in the classrooms, objects and places, Using sentence builders and a vocabulary map they were able to make full sentences. They wrote initially on whiteboards, then corrected the list in class and produced their piece of work.

What do you particularly like about this piece of work?

I particularly liked the use of adjectives of colour in their pieces of writing, the attention to detail and also the use of correct vocabulary and determiners.

How long have the children been learning French?

Since Nursery

How long are their language lessons?

1 hour per week

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

We read *Vive l'heure du goûter* and looked at the names of French pastries and biscuits. We then learned how to justify our opinions.

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

A word mat

What do you particularly like about this piece of work?

I liked how Year 5 extended their sentences to justify their opinions.

How long have the children been learning French?

Since Nursery

How long are their language lessons?

1 hour per week

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

We learned adjectives and third person singular of the verb *être*, and then the following lesson we looked at physical description and the third person singular of *avoir*.

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?

The excellent grammar knowledge and the cute drawings.

How long have the children been learning French?

Since Year 2

How long are their language lessons?

One hour per block, with 3-4 blocks per year.

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

The children had been learning numbers up to 31 and months of the year and then progressed onto talking about birthdays.

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

Knowledge organisers and sentence builders (Lightbulb Languages) and teacher-created sentence builders.

What do you particularly like about this piece of work?

The Year 4 children from the Salford setting have mixed classes and so they were challenged to think about language they learnt in Y3 based on "Personal Information" and build it into their written work. Alexa and Serena took great pride in illustrating their work and also did a fantastic oral presentation to the class as well!

How long have the children been learning French?

Since Year 2

How long are their language lessons?

60 minutes per block (3-4 blocks per year)

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

Y2 were enjoying the new Year 2 Pirate-themed resources on Lightbulb Languages which focus on greetings, numbers and colours. When the Association for Language Learning ran a "treasure" themed (linked to the King's Coronation) writing competition in celebration of European Day of Languages, the children built upon this knowledge as we introduced shapes (to be used as "jewels") and adjectival position, using masculine singular nouns only. They decorated a treasure chest and described it in French. Year 4 were further challenged by including feminine nouns resulting in adjectival agreement in the feminine form and writing a sentence to introduce it in the treasure chest.

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

What do you particularly like about this piece of work?

Antoni has correctly positioned the adjectives after the nouns. Accurate spelling and beautifully presented too! Skye included feminine nouns and added some extra “under the sea” themed labelled illustrations.

pages
21-23 Jane Birtwistle

How long have the children been learning French?

Since the start of Key Stage 2

How long are their language lessons?

(Salford) 60 minutes a week, rotated blocks during the year

(Bury)

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

This was a Christmas-themed French lesson delivered in the last week of the autumn term. The children were introduced to/revisited some Christmas nouns and prepositions. A plush toy elf was used to place around various Christmas decorations in the classroom and the children enjoyed playing listening and speaking games in pairs to describe where the elf was “hiding”. Teacher-prepared differentiated sentence builders were used. The more challenging sentence builder included the negative (*Le lutin n'est pas*) and a few prepositions requiring grammatical changes (eg *en face du/de la/de l'/des*).

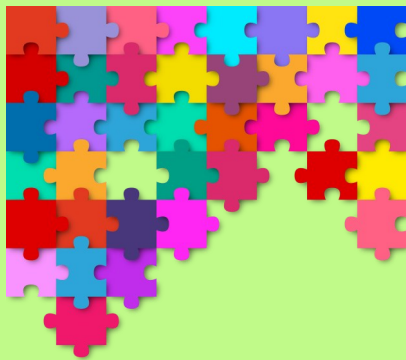
The children then wrote, illustrated and presented their festive story: *Où est le lutin ?* (Where is the elf ?) This was a lovely lesson to plan and create resources for and a fun lesson to deliver. The written activity kept the children engaged and focused during this exciting time of year.

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

A teacher-prepared minibook template inspired by Clare Seccombe's minibook blogpost and webinar. Sentence builders based on Christmas nouns and prepositions.

What do you particularly like about this piece of work?

The written French in these minibooks is accurate and they are all beautifully illustrated. The pupils enjoyed becoming the author of their own Elf-themed minibook and sharing their elf story with their peers! I was particularly impressed reading Rory's story as he included some extra French words that he recalled from memory.

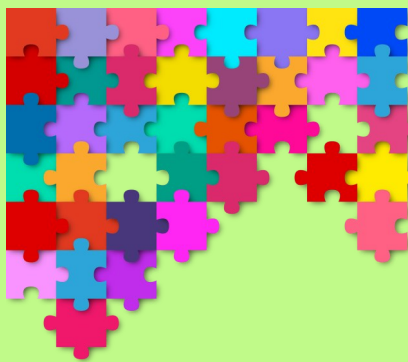


Puzzle Corner

How many of the Christmas words can you find in the wordsearch?



- | | | | | | |
|----|---------------|--------------|----|------------|--------------|
| 1 | Navidad | (Spanish) | 12 | Karácsony | (Hungarian) |
| 2 | Noël | (French) | 13 | Nollag | (Irish) |
| 3 | Weihnachten | (German) | 14 | Jólin | (Icelandic) |
| 4 | Natale | (Italian) | 15 | Crăciun | (Romanian) |
| 5 | Natal | (Portuguese) | 16 | Nadolig | (Welsh) |
| 6 | Gabonak | (Basque) | 17 | Kalėdos | (Lithuanian) |
| 7 | Nadal | (Catalan) | 18 | Krismasi | (Swahili) |
| 8 | Vánoce | (Czech) | 19 | Pasko | (Tagalog) |
| 9 | Kerstmis | (Dutch) | 20 | Kirihimete | (Māori) |
| 10 | Jul | (Danish) | 21 | Kristnasko | (Esperanto) |
| 11 | Christoúgenna | (Greek) | 22 | Christmas | (English) |



Puzzle Corner

Solution from issue 17

	Words	Connection
1.	risotto, gelato, pizza, pasta	Italian foods
2.	bratwurst, spaghettiis, sauerkraut, schnitzel	German foods
3.	gazpacho, churros, paella, tortilla	Spanish foods
4.	crêpes, croissant, baguette, Brie	French foods



