

Write Away!



celebrating
children's writing
in Primary Languages

Issue 19 February 2024

Write Away!



Issue 19

February 2024

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Editor

Clare Seccombe

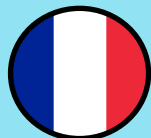
Welcome to issue 19 of *Write Away!*, the first issue of 2024. I hope you enjoy reading all the pieces of work that children all over the country have been doing in their language lessons this term.

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



Spanish

page 1



French

page 3



Teachers' Corner

page 13



Puzzle Corner

page 16

habari

nzuri

**jina lako
ni nani?**

**jina langu
ni Imani**

kwaheri

tafadhali

asante

**unazungumza
Kiswahili?**

samahani

Our guest language for this issue is Swahili.

The name Swahili comes from the Arabic word *sawāḥilī*, which means 'of the coasts', as it is spoken mainly in Tanzania, Uganda and Kenya on the east coast of Africa. It is estimated that there are about 200 million speakers of Swahili as a first or second language. It's used as a *lingua franca* (a language that is used between speakers whose native languages are different) throughout Africa.

Swahili borrows a lot of words from other languages, mainly Arabic but also Portuguese, English and German.

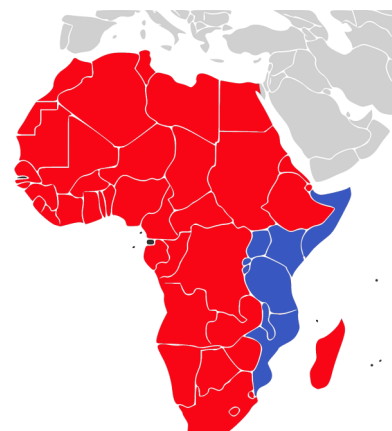
You might know some Swahili without realising! *Simba* means 'lion', *rafiki* means 'friend' and *safari* means 'trip' or 'journey'.

We are using the Tanzania flag for the page numbering, as it is the country with the highest percentage of Swahili speakers.



ndiyo

hapana



Los deportes

by

Vansh

Year 6, Ascot

español

Vocabulario

aburrido	<i>boring</i>
baloncesto (m.)	<i>basketball</i>
ciclismo (m.)	<i>cycling</i>
difícil	<i>difficult</i>
equitación (f.)	<i>horse riding</i>
emocionante	<i>exciting</i>
es	<i>it is</i>
fútbol (m.)	<i>football</i>
hago	<i>I do</i>
juego	<i>I play</i>
me encanta	<i>I love</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no me gusta	<i>I don't like</i>
peligroso	<i>dangerous</i>
pero	<i>but</i>
porque	<i>because</i>
prefiero	<i>I prefer</i>
también	<i>also</i>
y	<i>and</i>

Me llamo Vansh. Juego al fútbol y el críquet. También juego al baloncesto y hago natación. No juego al hockey o al rugby. No juego al squash y no hago equitación. Me encanta el críquet porque es fenomenal y emocionante! También me gusta el fútbol porque es fenomenal, pero prefiero el críquet. No me gusta el rugby porque es peligroso. No hago ciclismo porque es difícil y aburrido.





español

Vocabulario

atletismo (m.)	<i>athletics</i>
ciclismo (m.)	<i>cycling</i>
fútbol (m.)	<i>football</i>
hago	<i>I do</i>
juego	<i>I play</i>
me encanta	<i>I love</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
y	<i>and</i>

Los deportes

by

Gianna

Year 6, Ascot

Me llamo Gianna. Hago natación y hago ciclismo. Juego al
netball y juego al hockey.

Me llamo Gianna. No me gusta el fútbol pero me encanta la
natación. También me encanta el atletismo y odio el rugby.

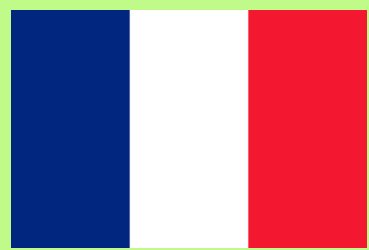


Que portes-tu ?

by

Sophie

Year 6, Ramsbottom



français

Vocabulaire

bonnet (m.)	<i>woolly hat</i>
casquette (f.)	<i>cap</i>
et	<i>and</i>
été (m.)	<i>summer</i>
hiver (m.)	<i>winter</i>
il fait chaud	<i>it is hot</i>
il fait froid	<i>it is cold</i>
il neige	<i>it snows</i>
il pleut	<i>it rains</i>
il y a des nuages	<i>it is cloudy</i>
il y a du soleil	<i>it is sunny</i>
il y a du vent	<i>it is windy</i>
imperméable (m.)	<i>waterproof coat</i>
je porte	<i>I wear</i>
lunettes de soleil (f.pl.)	<i>sunglasses</i>
manteau (m.)	<i>coat</i>
pantalon (m.)	<i>trousers</i>
parfois	<i>sometimes</i>
printemps (m.)	<i>spring</i>
pull (m.)	<i>jumper</i>
veste (f.)	<i>jacket</i>

En été il fait chaud
et il y a du soleil.
Je porte un short, une
casquette et des
lunettes de soleil.



Au printemps il fait
froid parfois et
il pleut. Je porte
un bonnet, un
manteau et une
veste.

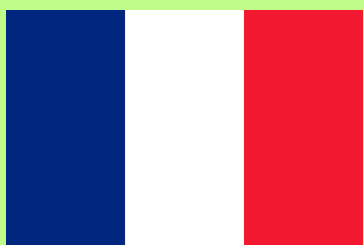


En hiver parfois il
neige et il fait froid.
En hiver Je porte un
pantalon et un pull.



En automne il y a
des nuages. Il y a
du vent et il pleut.
Je porte un bonnet,
un pantalon et un
imperméable en
automne.





Berthe

by

Jemima

Year 6, Harrow

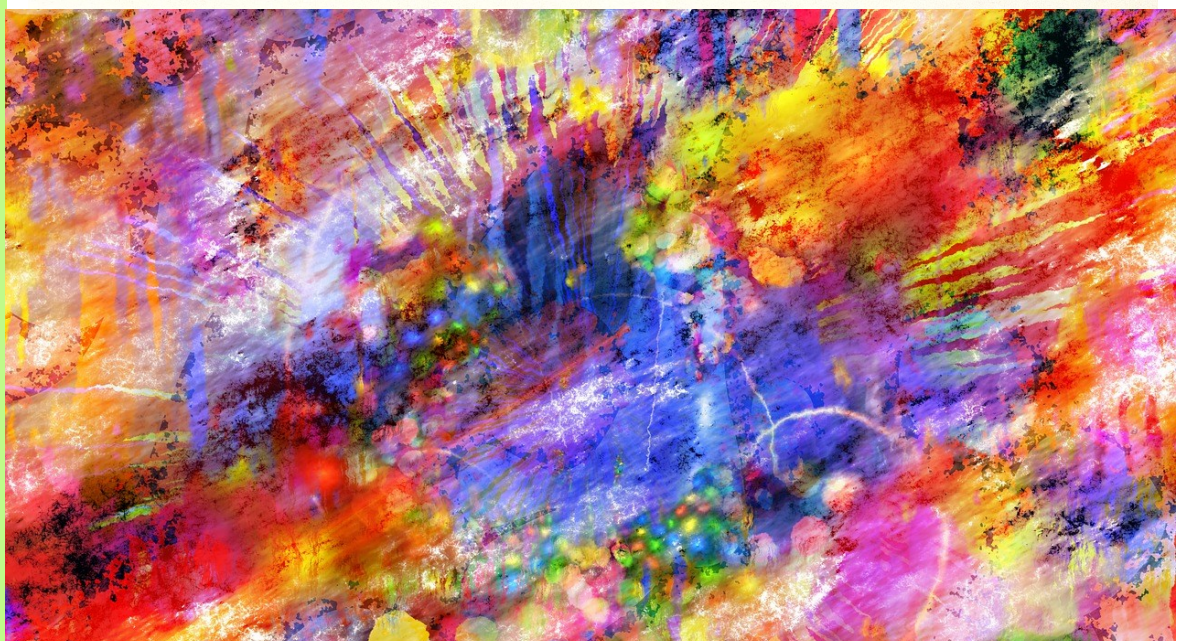
français

Vocabulaire

avec	<i>with</i>
blanc	<i>white</i>
botte (f.)	<i>boot</i>
écharpe (f.)	<i>scarf</i>
et	<i>and</i>
il neige	<i>it snows</i>
jaune	<i>yellow</i>
noir	<i>black</i>
pois (m.)	<i>dot</i>
porte	<i>wears</i>
pull (m.)	<i>jumper</i>
quand	<i>when</i>
rouge	<i>red</i>
ses	<i>her (pl.)</i>
son	<i>her (sg.)</i>



Quand il neige, Berthe porte
un long pull bleu avec des pois
blancs, son écharpe jaune et rouge
et ses bottes noires.

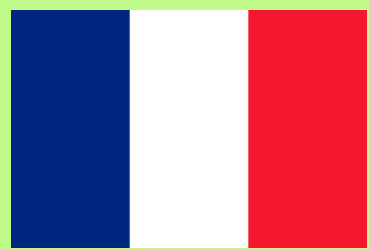


Les animaux

by

Lily

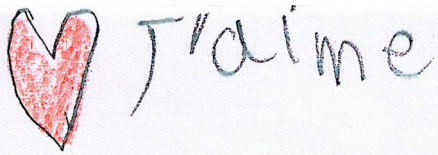
Year 2, Feering



français

Vocabulaire

j'aime	<i>I like</i>
je n'aime pas	<i>I don't like</i>
oiseau (m.)	<i>bird</i>
serpent (m.)	<i>snake</i>
singe (m.)	<i>monkey</i>



J'aime



Les oiseaux



les girafes



les tigres



Je n'aime pas



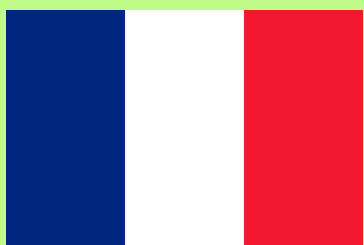
les éléphants



les serpents



les singes



Les animaux

by

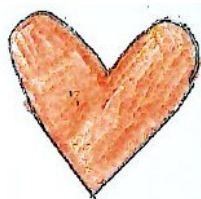
Henry

Year 2, Feering

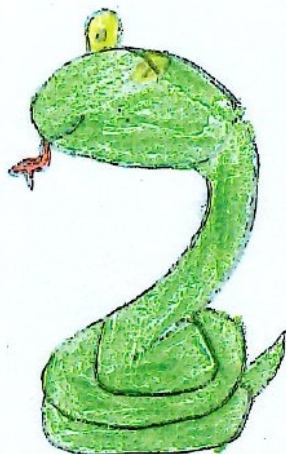
français

Vocabulaire

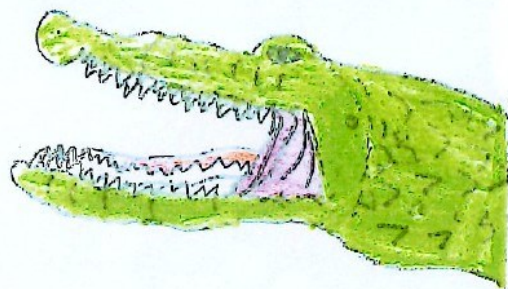
j'aime	<i>I like</i>
je n'aime pas	<i>I don't like</i>
oiseau (m.)	<i>bird</i>
serpent (m.)	<i>snake</i>



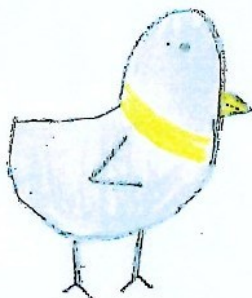
J'aime



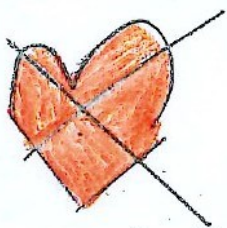
les serpents



les crocodiles



les oiseaux



Je n'aime pas

les lions

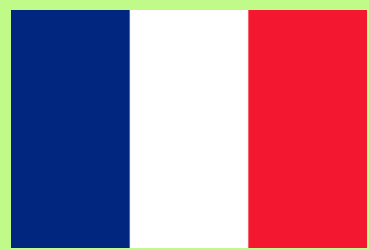


La glace à la vanille

by

Bethan

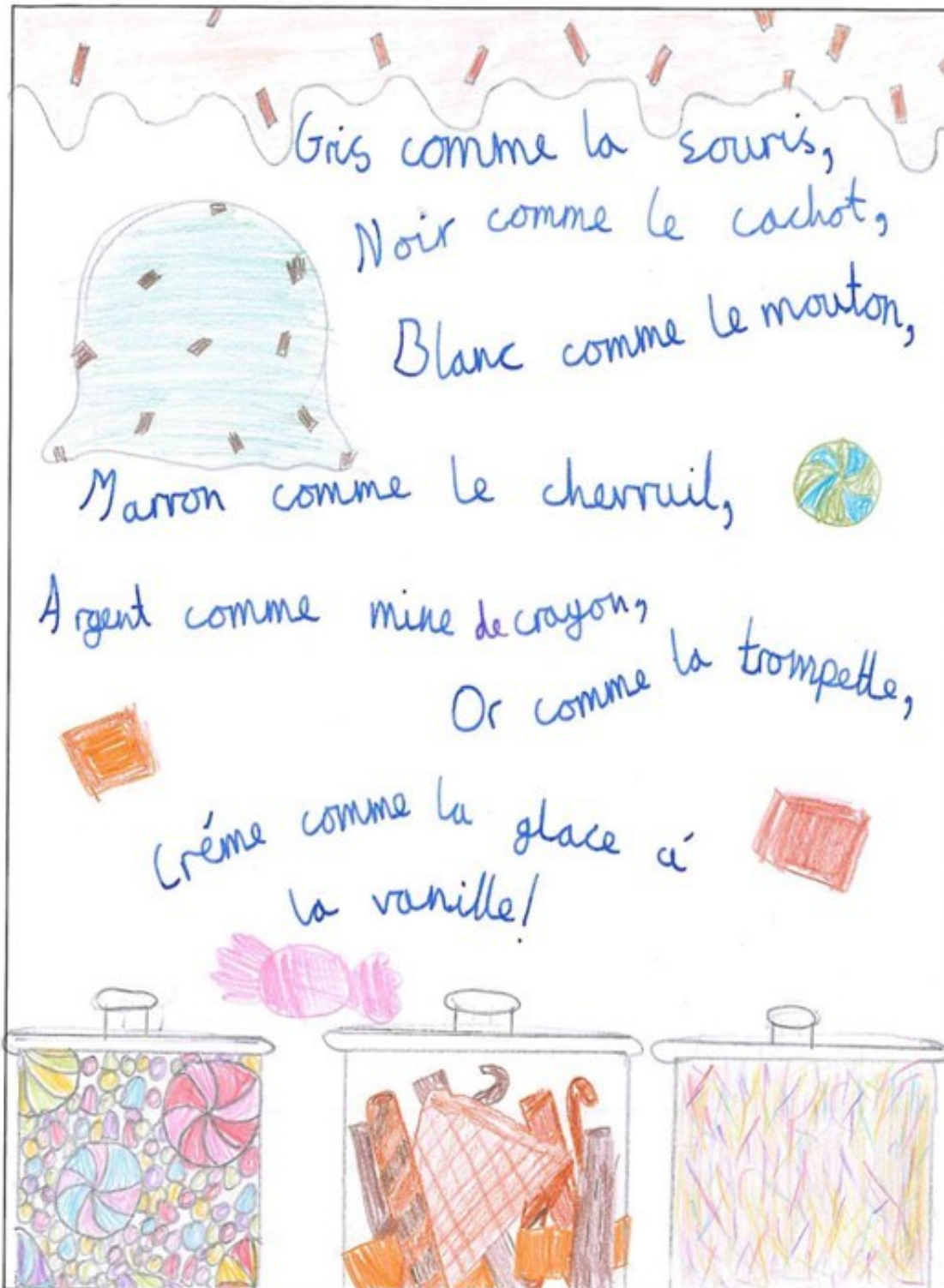
Year 6, Monmouth

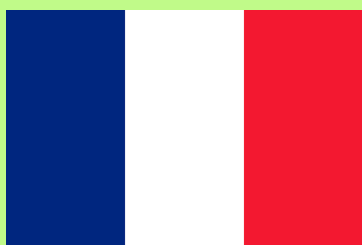


français

Vocabulaire

argent (m.)	<i>silver</i>
blanc	<i>white</i>
cachot (m.)	<i>dungeon</i>
chevreuil (m.)	<i>deer</i>
comme	<i>like</i>
crème (f.)	<i>cream</i>
glace (f.)	<i>ice cream</i>
gris	<i>grey</i>
marron	<i>brown</i>
mine de crayon (f.)	<i>pencil lead</i>
mouton (m.)	<i>sheep</i>
noir	<i>black</i>
or (m.)	<i>gold</i>
souris (f.)	<i>mouse</i>
trompette (f.)	<i>trumpet</i>





Qu'est-ce que tu as sur ta pizza ?

by

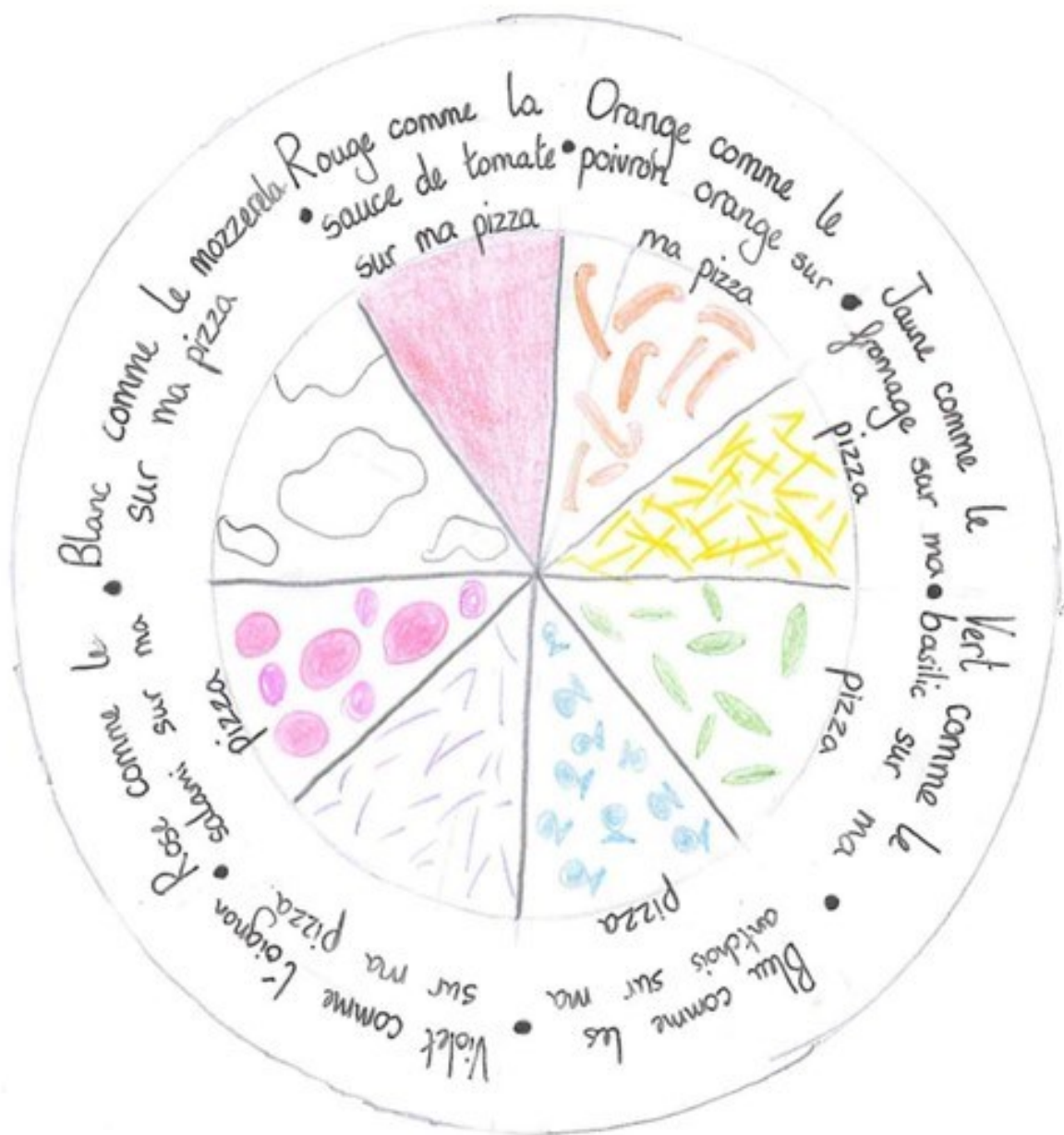
Emilia

Year 6, Monmouth

français

Vocabulaire

artichaut (m.)	<i>artichoke</i>
basilic (m.)	<i>basil</i>
blanc	<i>white</i>
comme	<i>like</i>
fromage (m.)	<i>cheese</i>
jaune	<i>yellow</i>
ma	<i>my (f.)</i>
oignon (m.)	<i>onion</i>
poivron (m.)	<i>pepper</i>
rose	<i>pink</i>
rouge	<i>red</i>
sur	<i>on</i>
vert	<i>green</i>
violet	<i>purple</i>

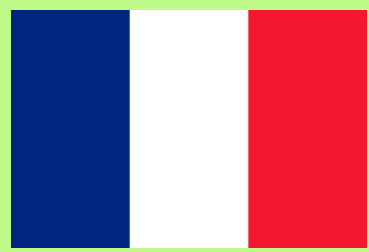


Le renard

by

Seren

Year 6, Monmouth

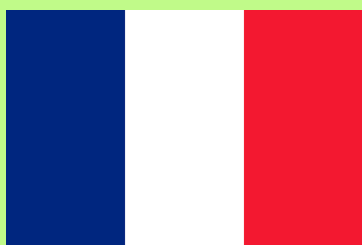


français

Vocabulaire

bleu	<i>blue</i>
comme	<i>like</i>
fournure (f.)	<i>fur</i>
gris	<i>grey</i>
herbe (f.)	<i>grass</i>
jaune	<i>yellow</i>
mer (f.)	<i>sea</i>
oignon (m.)	<i>onion</i>
renard (m.)	<i>fox</i>
rouge	<i>red</i>
sable (m.)	<i>sand</i>
sang (m.)	<i>blood</i>
vert	<i>green</i>
violet	<i>purple</i>





Les couleurs

by

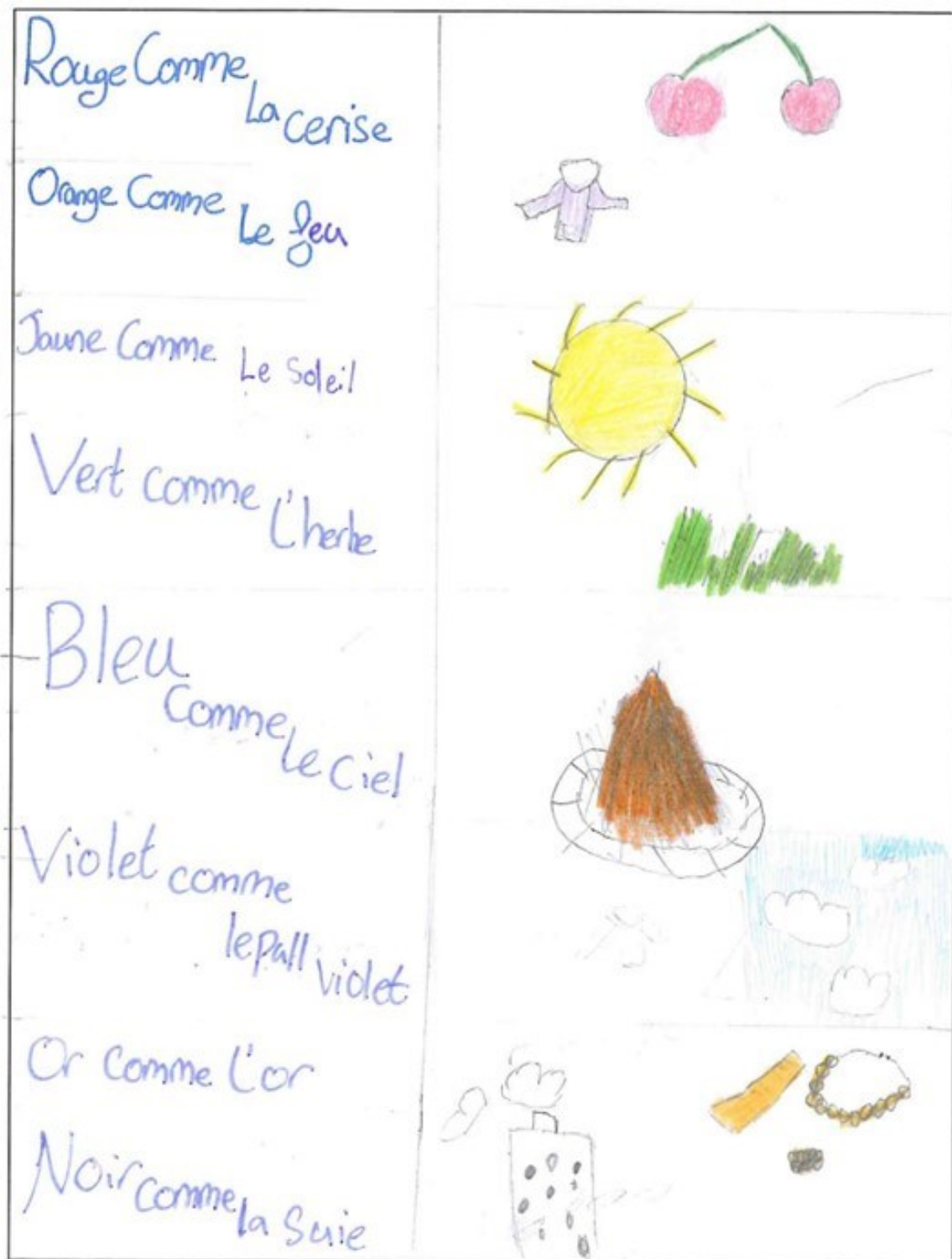
Morgan

Year 6, Monmouth

français

Vocabulaire

bleu	<i>blue</i>
cerise (f.)	<i>cherry</i>
ciel (m.)	<i>sky</i>
comme	<i>like</i>
feu (m.)	<i>fire</i>
herbe (f.)	<i>grass</i>
jaune	<i>yellow</i>
noir	<i>black</i>
or (m.)	<i>gold</i>
pull (m.)	<i>jumper</i>
rouge	<i>red</i>
soleil (m.)	<i>sun</i>
suie (f.)	<i>soot</i>
vert	<i>green</i>
violet	<i>purple</i>

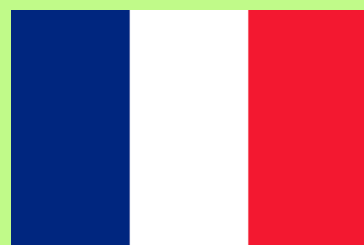


Les couleurs autour du monde

by

Scarlett

Year 6, Monmouth

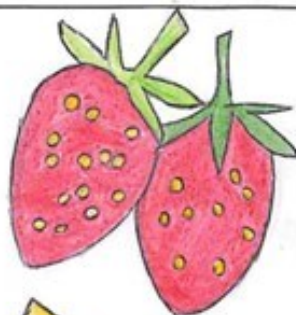


français

Vocabulaire

bleu	<i>blue</i>
chat (m.)	<i>cat</i>
ciel (m.)	<i>sky</i>
comme	<i>like</i>
fraise (f.)	<i>strawberry</i>
gris	<i>grey</i>
jaune	<i>yellow</i>
noir	<i>black</i>
nuageux	<i>cloudy</i>
prune (f.)	<i>plum</i>
rouge	<i>red</i>
vert	<i>green</i>
violet	<i>purple</i>

Rouge, Comme les fraises



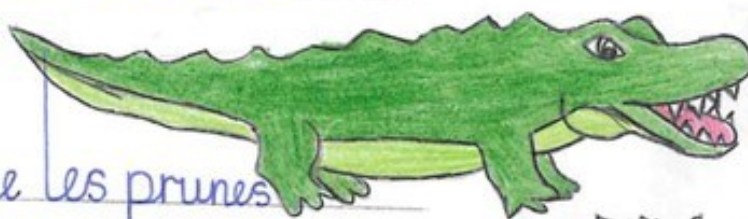
Jaune, Comme les bananes



Bleu, Comme l'océan



Vert, Comme le crocodile



Violet, Comme les prunes



Noir, Comme le chat

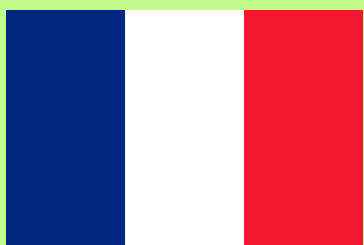
Gris, Comme les ciels nuageux



Editor's
Pick

Well done Scarlett!

Your work is imaginative,
neat and beautifully
illustrated.



La natation

by

Sebastian

Year 6, Monmouth

français

Vocabulaire

blanc	<i>white</i>
bleu	<i>blue</i>
chemin (m.)	<i>path</i>
comme	<i>like</i>
maillot de bain (m.)	<i>swimsuit</i>
marquer	<i>to mark</i>
nager	<i>to swim</i>
nageur (m.)	<i>swimmer</i>
piscine (f.)	<i>swimming pool</i>
plonger	<i>to dive</i>
rouge	<i>red</i>
vert	<i>green</i>

Bleu comme nager à la piscine.

Rouge comme la corde pour marquer les chemins des nageurs.

Vert comme le maillot de bain.

Blanc comme les blocs pour plonger dans la piscine.





Teachers' Corner

Find out more information about the writing featured

pages

1-2

Tilly Mackie

How long have the children been learning Spanish?

2-5 years

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.

The pupils started the topic by constructing sentences using word cards to develop their vocabulary, recall and understanding of sentence structure. This culminated in using writing frames to write longer sentences and paragraphs.

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

The piece of work celebrates their learning at the end of the topic. They used writing frames to write sentences which they extended into paragraphs.

What do you particularly like about these pieces of work?

It is a celebration of the pupils' work at the end of the topic. They have had the opportunity to write in length in Spanish expressing their opinions and it is lovely to see the level of fluency they have achieved.

page

3

Jane Birtwistle

How long have the children been learning French?

Since Year 3

How long are their language lessons?

45 minutes a week

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

The children have just completed the first part of a Clothes topic and so we linked this to our previous

topic - Weather - topic by producing a piece of writing about dressing to suit the weather. They will progress from this to describing the colour of clothes next term, focusing on adjectival position and agreement in the masculine and feminine, singular and plural forms.

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

Knowledge organisers and sentence builders (from Light Bulb Languages) and teacher-created sentence builders.

What do you particularly like about this piece of work?

All the children wrote extended sentences and illustrated their work. They also did a fantastic oral presentation of their "wardrobe writing" in the style of a fashion show which was a great a listening activity for the class!

page

4

Genevieve Renaudon

How long have the children been learning French?

Since Reception

How long are their language lessons?

30 minutes a day in Key Stage 1 and 40 minutes a day in Key Stage 2. They do weekly Art & Design and P.E. in French too.

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

Children did a revision session of adjectival agreements after reading the book about Berthe. At the end of these sessions, they were encouraged to write a description of what they wanted Berthe to wear with different weather.

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

They had their *Ma petite grammaire* worksheets, French/English dictionaries and all the previous French learning in their books, starting with phonics in Year 1 and all written work from Year 3.

What do you particularly like about this piece of work?

The creativity in using the language and the beauty of the art work.

pages

5-6

Viki Anderton

How long have the children been learning French?

Since mid-February 2023, in Year 1.

How long are their language lessons?

About 30 minutes a week in Year 1, 45 minutes a week in Year 2.

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

We use lots of songs in our lessons to introduce vocabulary and revisit these songs regularly as part of our lesson structure and warm up routine. This has helped enormously with their vocabulary retention and provided the class with a wide bank of familiar vocabulary to use for the poster. The class has only recently started writing a little French, having not seen any French in the written form until this term.

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

A word bank with visuals and a choice of vocabulary on the board.

What do you particularly like about these pieces of work?

I love the accuracy, presentation and drawings.

pages

7-12

Sarah George

How long have the children been learning French?

6 years

How long are their language lessons?

35 minutes, twice each week

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

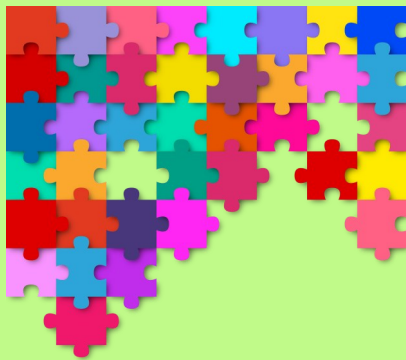
For pupils to develop an appreciation of a range of writing in French, we introduced poetry. To introduce the genre, we watched clips of the familiar French poem 'Une Fourmis de 18 mètres'. We then read two or three poems as a class, linked to colour, family, food and animals, which pupils translated into English in pairs. Next pupils wrote their own poems. They chose their own subject matter, focusing on comparing nouns to colours, using 'comme', and wrote a poem taking two lessons. Finally illustrations were added at the end.

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

The poems we read as a class were accessible, shown on screen and read together to support pronunciation. Each pair had a printed poem with word banks, and could translate together. Pupils looked at poems written by other children for inspiration. When pupils wrote their own poems, they used dictionaries and Google.

What do you particularly like about these pieces of work?

The creative use of colour in the poems, the individuality in their choice of subject, and the inspiration to use dictionaries to research new nouns.



Puzzle Corner

Match up each letter with the language that they come from.
All the answers are in the box!

Catalan	Danish	French	Gaelic
German	Greek	Hungarian	Icelandic
Lithuanian	Polish	Portuguese	Slovak
Slovenian	Spanish	Ukrainian	Welsh

1. ñ _____

2. å _____

3. þ _____

4. ì _____

5. ō _____

6. Ć _____

7. ô _____

8. t' _____

9. И _____

10. ě _____

11. ã _____

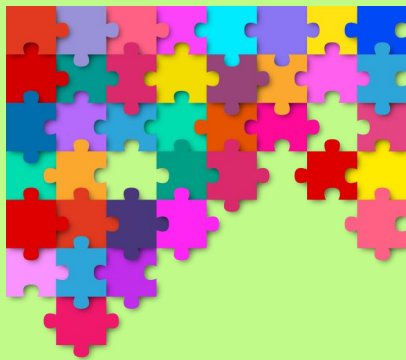
12. ß _____

13. δ _____

14. č _____

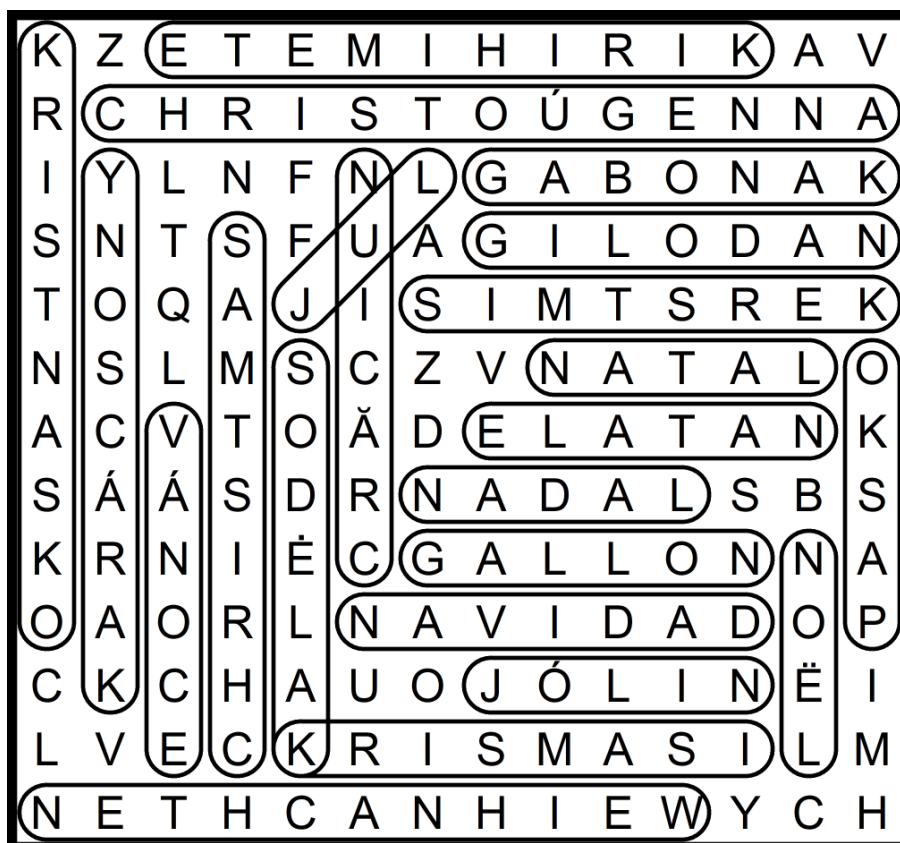
15. rh _____

16. è _____



Puzzle Corner

Solution from issue 18



- | | | | | | |
|----|--------------|--------------|----|------------|--------------|
| 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 | Kirihihihi | (Māori) |
| 10 | Jul | (Danish) | 21 | Kristnasko | (Esperanto) |
| 11 | Christougena | (Greek) | 22 | Christmas | (English) |

