

Write Away!



celebrating
children's writing
in Primary Languages

Issue 21 June 2024

Write Away!



Issue 21

June 2024

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Editor

Clare Seccombe

Welcome to issue 21 of *Write Away!*, which has more pieces of writing for you to read and enjoy. A big thank you to all the children who have worked so hard to complete such amazing pieces of writing, and all the teachers who have taken the time to send it to us to include in the magazine.

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

Enjoy issue 21!



French

page 1



Spanish

page 5



Teachers' Corner

page 14



Puzzle Corner

page 16



fáilte

dia dhuit

conas atá tú?

níl

is mise Niamh

gura míle

oíche mhaith

slán

le do thoil

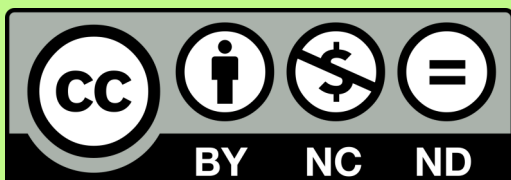
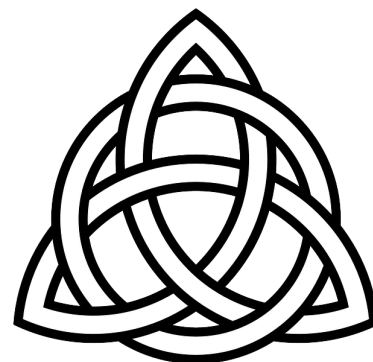
Our guest language for this issue is Irish.

Irish - Gaeilge - is a Celtic language which is spoken by about 2 million people mostly in Éire (the Republic of Ireland).

It is related to Manx (the language of the Isle of Man) and Scottish Gaelic. It is an official language of Éire, Northern Ireland and the European Union.

The Irish alphabet has only 18 letters. There is no J, K, Q, V, W, X, Y or Z, although sometimes those letters can be seen in words borrowed from other languages. Some other sounds are made by combining consonants. For example *bh* and *mh* often make a 'v' sound, like in the names Siobhan and Niamh.

tá

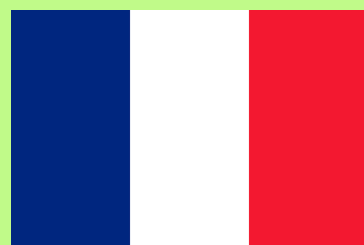


La santé

by

Matipa

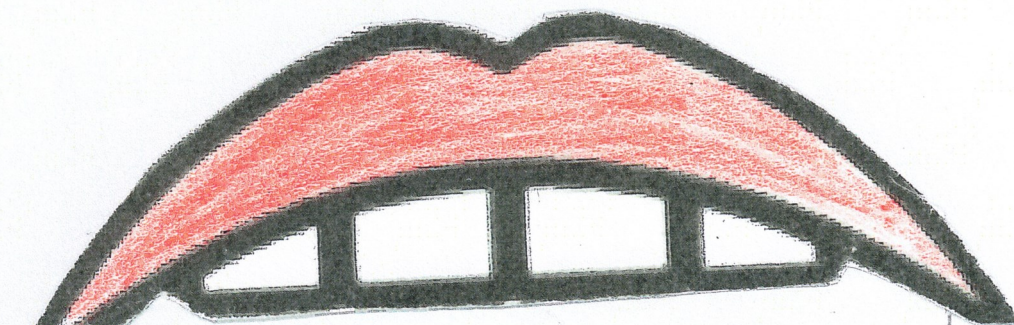
Year 6, Halstead



français

Vocabulaire

boisson (f.)	<i>drink</i>
bon	<i>good</i>
car	<i>because</i>
cependant	<i>however</i>
c'est	<i>it is</i>
eau (f.)	<i>water</i>
frites (f.pl.)	<i>chips</i>
je bois	<i>I drink</i>
je mange	<i>I eat</i>
legumes (m.pl.)	<i>vegetables</i>
mauvais	<i>bad</i>
pour	<i>for</i>
santé (f.)	<i>health</i>
sucré	<i>sugary</i>



Je bois de l'eau car c'est bon pour la santé.



Je mange des céréales car c'est bon pour la santé.



Je mange des légumes car c'est bon pour la santé.

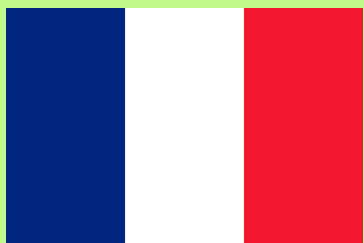


Je mange des frites cependant c'est mauvais pour la santé.



Je bois des boissons sucrées cependant c'est mauvais pour la santé.





La santé

by

Jacob

Year 6, Halstead

français

Vocabulaire

boisson (f.)	<i>drink</i>
bon	<i>good</i>
car	<i>because</i>
cependant	<i>however</i>
c'est	<i>it is</i>
je mange	<i>I eat</i>
je ne bois pas de	<i>I don't drink any</i>
je ne mange pas de	<i>I don't eat any</i>
mauvais	<i>bad</i>
pour	<i>for</i>
santé (f.)	<i>health</i>
sucré	<i>sugary</i>
viande blanche (f.)	<i>white meat</i>
viande rouge (f.)	<i>red meat</i>

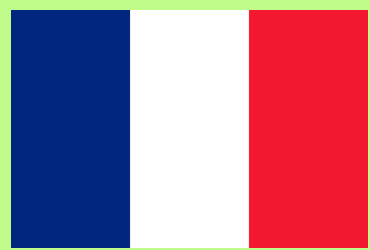


La santé

by

Lilly

Year 6, Halstead



français

Vocabulaire

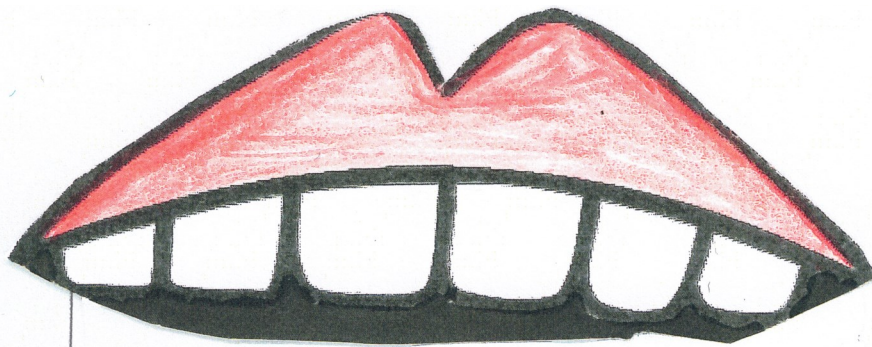
aussi	also
boisson (f.)	drink
bon	good
car	because
cependant	however
c'est	it is
ça	that
eau (f.)	water
et	and
j'adore	I love
je bois	I drink
je ne bois pas de	I don't drink any
lait écrémé (m.)	skimmed milk
lait entier (m.)	full fat milk
mauvais	bad
poisson (m.)	fish
pour	for
santé (f.)	health
sucré	sugary
viande rouge (f.)	red meat



Editor's
Pick

a trí

3



Je bois du lait écrémé car c'est bon
Pour la santé.



Je mange de la viande rouge cependant c'est
Mauvais pour la santé.



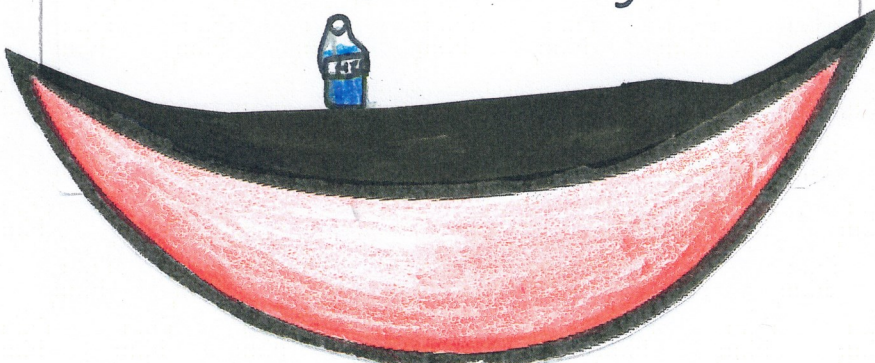
Je ne bois pas de boisson sucrées aussi
de lait entier car c'est mauvais pour
la santé.

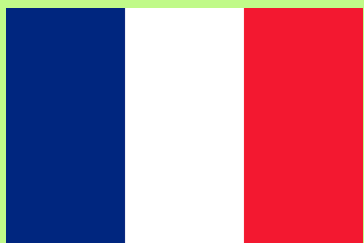


Je ne mange pas de poisson mais c'est
bon pour la santé!



Je bois de l'eau car c'est bon
Pour la santé et j'adore ça.





La santé

by

Emily

Year 6, Halstead

français

Vocabulaire

boisson (f.)	<i>drink</i>
bon	<i>good</i>
car	<i>because</i>
cependant	<i>however</i>
c'est	<i>it is</i>
chips (m.)	<i>crisps</i>
je bois	<i>I drink</i>
je mange	<i>I eat</i>
je ne bois pas de	<i>I don't drink any</i>
je ne mange pas de	<i>I don't eat any</i>
mais	<i>but</i>
mauvais	<i>bad</i>
poisson	<i>fish</i>
pour	<i>for</i>
santé (f.)	<i>health</i>
sucré	<i>sugary</i>



Je bois de l'eau car
c'est bon pour la santé.



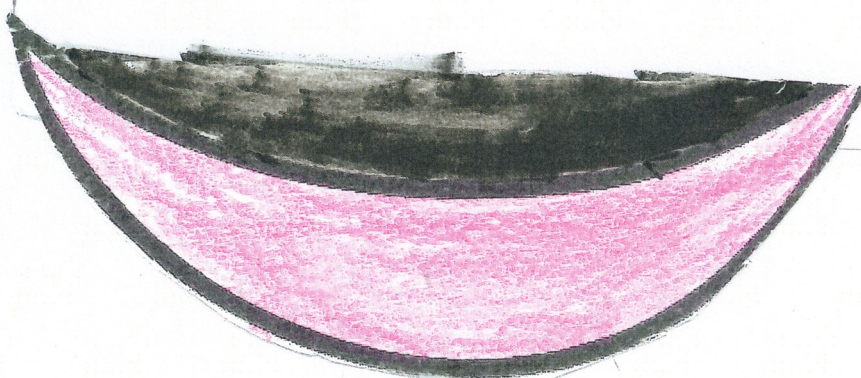
Je ne mange pas de
chocolat mais je mange des
fruits.



Je ne bois pas de boissons
sucrées car c'est mauvais pour
la santé.



Je ne mange pas de chips
cependant je mange du poisson
c'est bon pour la santé.



Me describo

by

Isaac

Year 4, Ascot



Tengo el pelo corto y castaño. Tengo
los ojos verdes. No llevo gafas.

español

Vocabulario

castaño	<i>brown</i>
corto	<i>short</i>
gafas (f.pl.)	<i>glasses</i>
no llevo	<i>I don't wear</i>
ojos (m.pl.)	<i>eyes</i>
pelo (m.)	<i>hair</i>
tengo	<i>I have</i>
verde	<i>green</i>
y	<i>and</i>



español

Vocabulario

azul	<i>blue</i>
castaño	<i>brown</i>
corto	<i>short</i>
liso	<i>straight</i>
ojos (m.pl.)	<i>eyes</i>
pelo (m.)	<i>hair</i>
tengo	<i>I have</i>
y	<i>and</i>

Me describo

by

Tilly

Year 4, Ascot



Tengo los ojos azules ..
Tengo el pelo liso, corto
y castaño.

Me describo

by

Lily

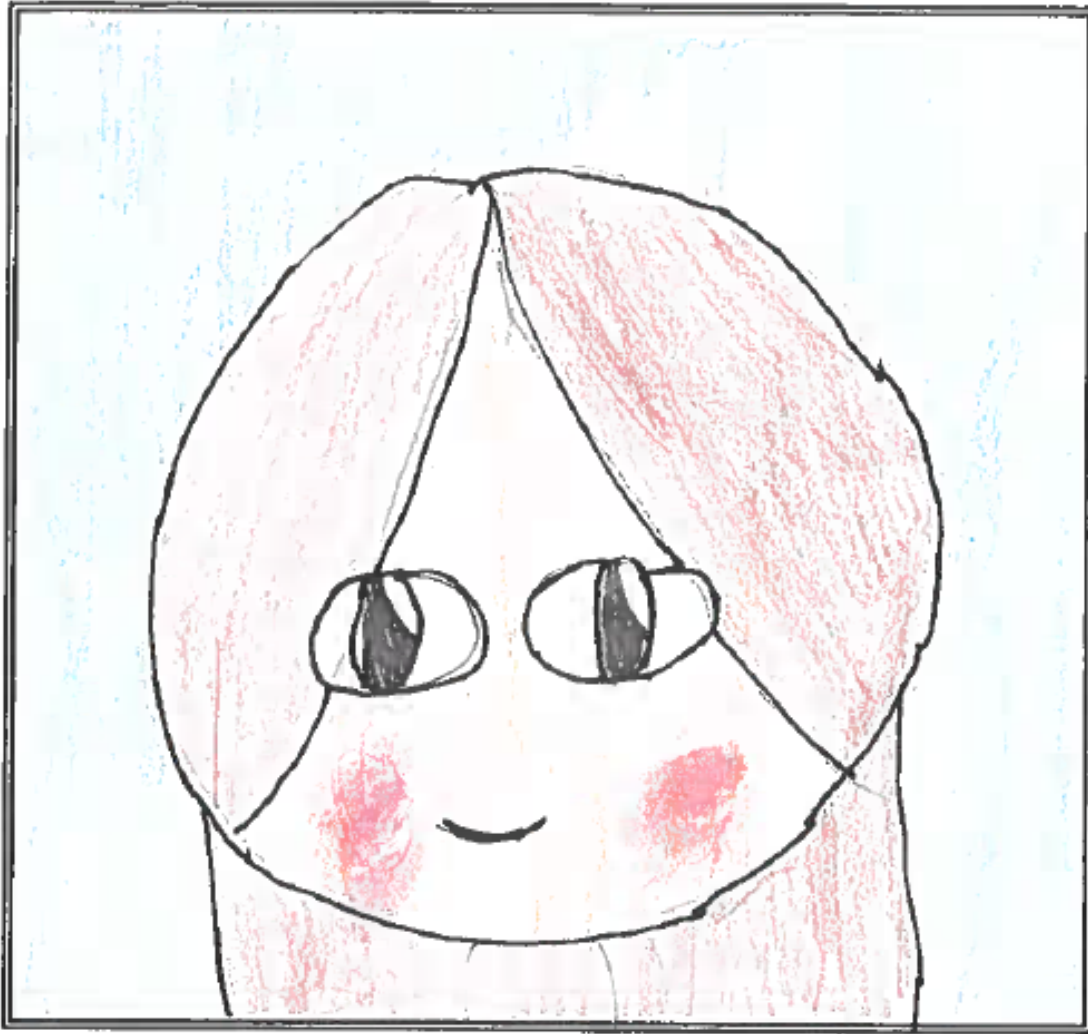
Year 4, Ascot



español

Vocabulario

castaño	<i>brown</i>
gafas (f.pl.)	<i>glasses</i>
gris	<i>grey</i>
largo	<i>long</i>
no lleva	<i>she doesn't wear</i>
ojos (m.pl.)	<i>eyes</i>
ondulado	<i>wavy</i>
pelo (m.)	<i>hair</i>
tiene	<i>she has</i>
y	<i>and</i>



Lily tiene los ojos grises.
Tiene el pelo largo y ondulado.
Tiene el pelo castaño. No lleva
gafas.



español

Vocabulario

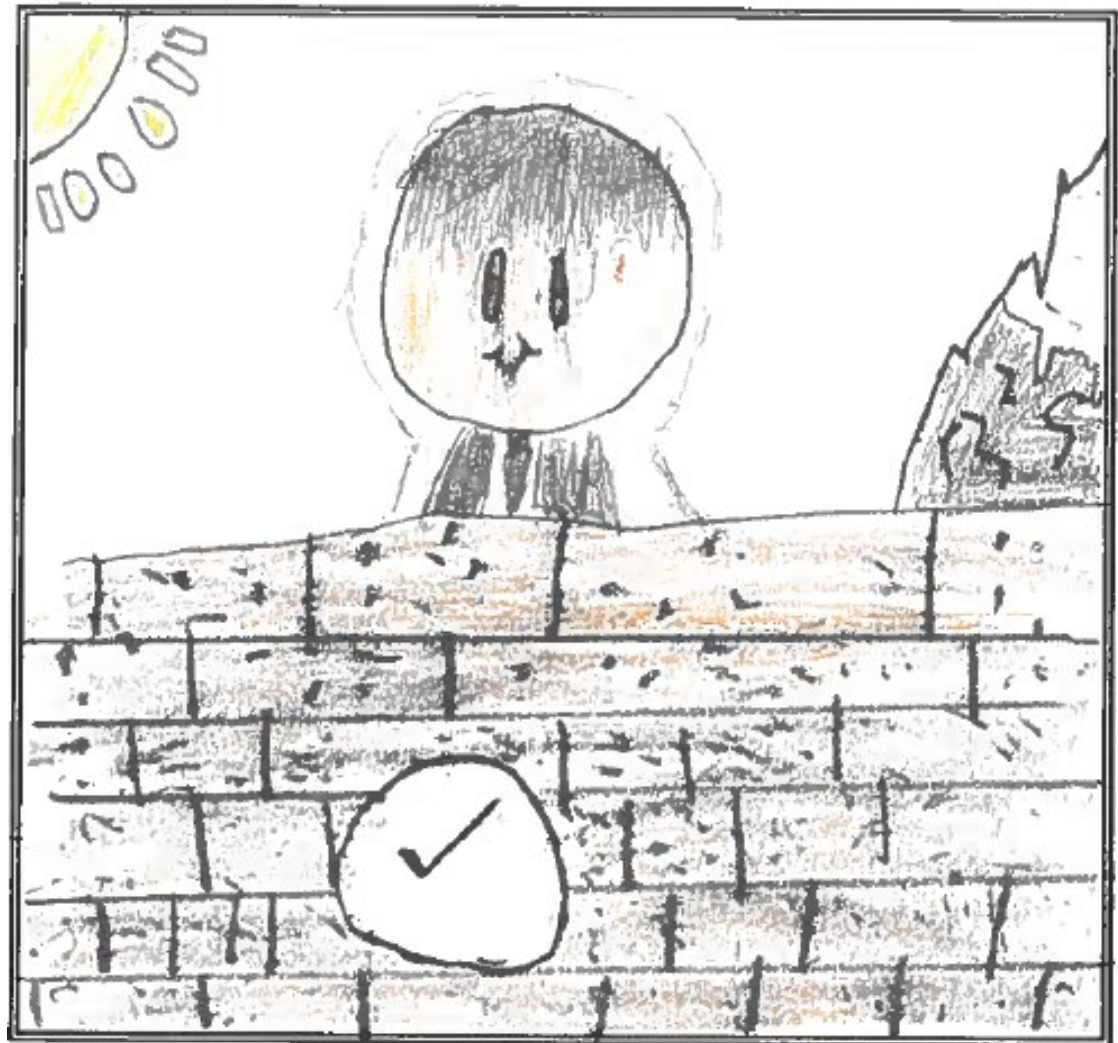
bigote (m.)	<i>moustache</i>
corto	<i>short</i>
gafas (f.pl.)	<i>glasses</i>
liso	<i>straight</i>
marrón	<i>brown</i>
negro	<i>black</i>
no llevo	<i>I don't wear</i>
ojos (m.pl.)	<i>eyes</i>
pelo (m.)	<i>hair</i>
tengo	<i>I have</i>

Me describo

by

Junhwa

Year 4, Ascot



Tengo el pelo liso, corto y negro.
Tengo los ojos marrones.
No llevo gafas.
No llevo bigote.

Me describo

by

Sofia

Year 4, Ascot



español

Vocabulario

castaño	<i>brown</i>
liso	<i>straight</i>
marrón	<i>brown</i>
ojos (m.pl.)	<i>eyes</i>
pelo (m.)	<i>hair</i>
tengo	<i>I have</i>
y	<i>and</i>



Tengo los ojos marrones.

Tengo el pelo liso y castaño.



español

Vocabulario

castaño	<i>brown</i>
largo	<i>long</i>
liso	<i>straight</i>
marrón	<i>brown</i>
me llamo	<i>my name is</i>
ojos (m.pl.)	<i>eyes</i>
pelo (m.)	<i>hair</i>
tengo	<i>I have</i>
y	<i>and</i>

Me describo

by

Sonya

Year 4, Ascot



Tengo los ojos marrones.
Tengo el pelo liso, largo y castaño.
me llamo Sonya.

Mi monstruo

by

Oliver

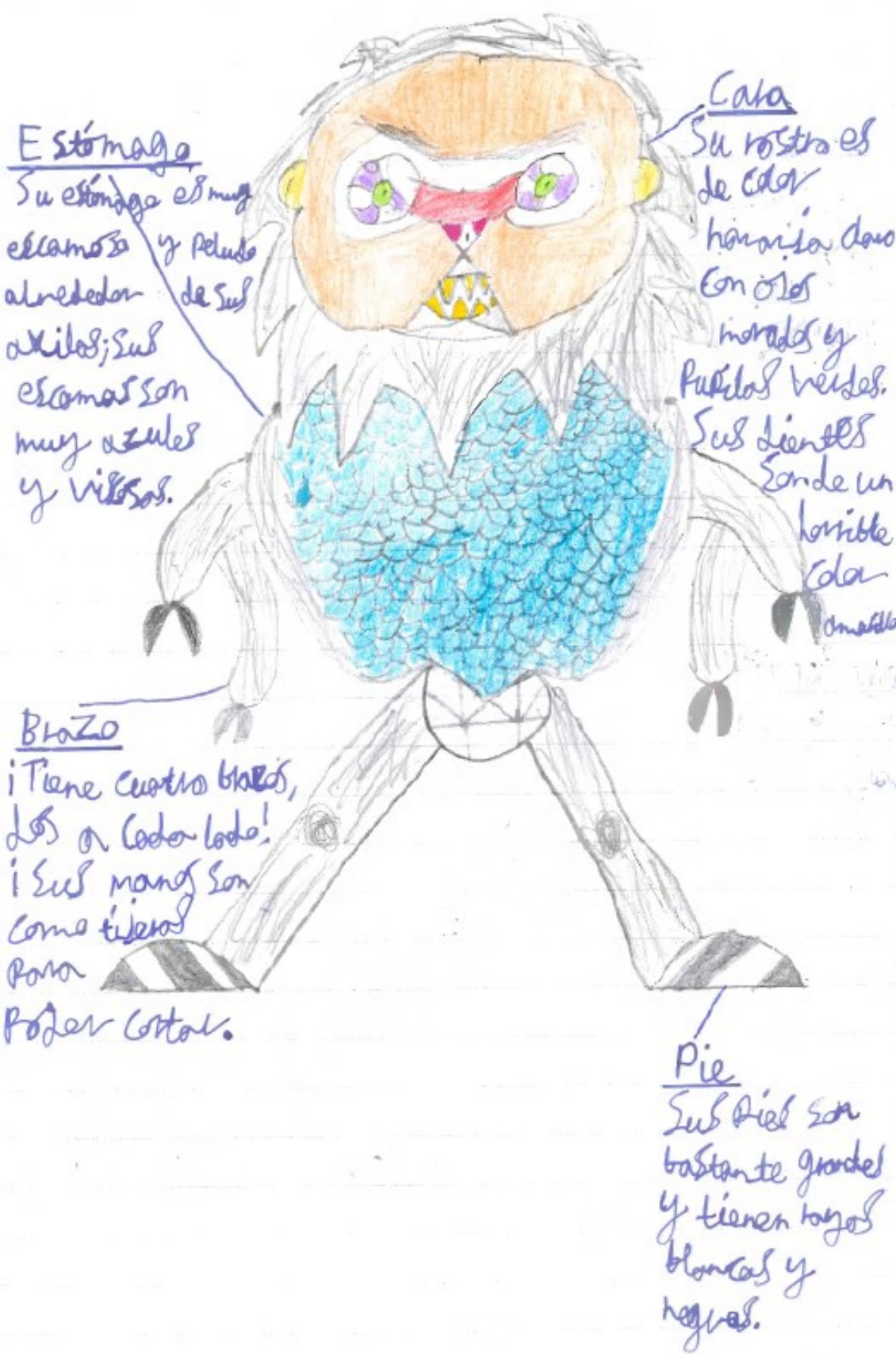
Year 5, Surbiton



español

Vocabulario

a cada lado	on each side
amarillo	yellow
azul	blue
bastante	quite
blanco	white
brazo (m.)	arm
cara (f.)	face
con	with
cortar	to cut
cuatro	4
dos	2
es	is
escama (f.)	scale
estómago (m.)	stomach
dientes	teeth
grande	big
mano (f.)	hand
naranja claro	pale orange
negro	black
ojos (m.pl.)	eyes
pie (m.)	foot
raya (f.)	stripe
rostro (m.)	face
son	are
su	his
tiene	has
tijeras (f.pl.)	scissors
verde	green
y	and





español

Vocabulario

amarillo	<i>yellow</i>
brazo (m.)	<i>arm</i>
brillar	<i>to shine</i>
cabeza (f.)	<i>head</i>
este	<i>this</i>
estómago	<i>stomach</i>
feo	<i>ugly</i>
finalmente	<i>finally</i>
grande	<i>big</i>
monstruo (m.)	<i>monster</i>
ojos (m.pl.)	<i>eyes</i>
oscuridad (f.)	<i>dark</i>
pierna (f.)	<i>leg</i>
saltarán	<i>jumping</i>
tambaleante	<i>wobbly</i>
tiene	<i>he has</i>
verde	<i>green</i>
y	<i>and</i>

Quadtripaus

by

Ewan

Year 5, Surbiton



Quadtripaus

Este monstruo tiene piernas y brazos feos y tambaleantes. Sus piernas y brazos de color amarillo neón brillan en la oscuridad! Tiene tres ojos saltarines y una cabeza grande. Finalmente, tiene un estómago verde





Teachers' Corner

Find out more information about the writing featured

pages

1-4

Viki Anderton

How long have the children been learning French?

Since Year 3

How long are their language lessons?

1 hour a week

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

One lesson was spent introducing and practising the healthy food items, and a second lesson the unhealthy food items. This was through repetition, and short sentences with "Je mange / Je bois" as well as looking at patterns and identifying the rules for the use of "some". The work included labelling activities, gap fills, categorising food children heard or read into "I eat / I drink" and "good for the health / bad for the health", noughts and crosses speaking games. One lesson was spent focussing on the rules for using the negative and writing sentences from picture prompts which prepared them for writing their own sentences. Children had prior knowledge of some of the conjunctions from a different topic which helped with the extended sentences.

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

Vocabulary in their books and a writing frame

What do you particularly like about these pieces of work?

I like how these children had the confidence to move away from the original writing frame and be more creative forming their own sentences using a range of conjunctions. The work is also very well presented.

pages

5-10

Tilly Mackie

How long have the children been learning Spanish?

Between 8 months and 4 years

How long are their language lessons?

One hour

a deich



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

Pupils have been learning how to name and describe people. This was a series of lessons that included games and songs to learn vocabulary and build to reading, writing and speaking about themselves and others.

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

Pupils created their own word banks to refer to in order to read and write descriptions about themselves and others. They have experimented with various images and descriptions before describing themselves.

What do you particularly like about these pieces of work?

Pupils have had the opportunity to conjugate the verb *tener* as well as learn about sentence order and using adjectives in Spanish. It is lovely to see their accurate writing and illustrations!

pages

11-12 Rosa Ali

How long have the children been learning Spanish?

They started learning Spanish in Year 4 with weekly 30 minute lessons and in Year 5 they now have 60 minute lessons per week.

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.

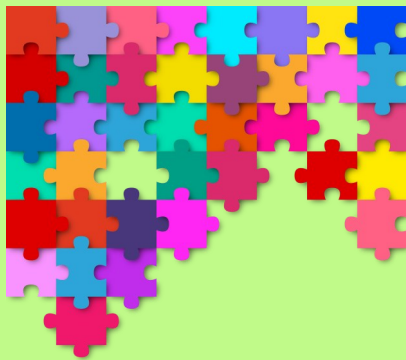
After looking at some simple adjectives to describe body parts, the pupils learnt about adjectival agreement and practised this grammar concept. They were then set the task of creating and describing their own monster.

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

As well as learning the vocabulary, the pupils have been working on improving their dictionary skills. They have done work on the use of a physical dictionary as well as how to use the online dictionary WordReference.com. As well as building their knowledge of this skill, this confidence allowed them to be creative in their writing. They then completed their creations and written work independently.

What do you particularly like about these pieces of work?

The pupils really surprised me with their creativity. I really enjoyed looking at their clever, funny and, sometimes scary, creations and was very impressed with their descriptive writing skills. The fact that they were able to consolidate what they had learnt in class and produce this wonderful work independently is commendable. I was proud of them for putting their dictionary skills to good use and applying their knowledge of adjectival agreements in adding more detailed information to their written work. Well done, Year 5!



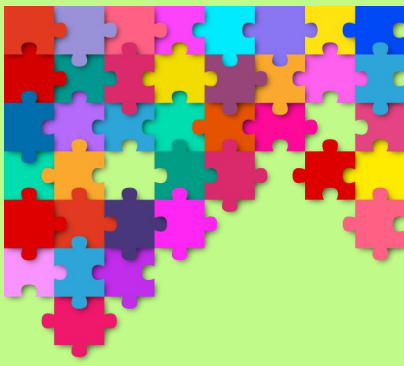
Puzzle Corner

The Euro 2024 tournament will be played in Germany.

Find the German translations of the competing countries, then find the German words in the wordsearch,



Germany		Netherlands	
Scotland		France	
Hungary		Poland	
Switzerland		Austria	
Spain		Ukraine	
Croatia		Slovakia	
Italy		Belgium	
Albania		Romania	
Slovenia		Portugal	
Denmark		Czechia	
Serbia		Georgia	
England		Türkiye	



Puzzle Corner

Solution from issue 20

1896	Athens	1968	Mexico City
1900	Paris	1972	Munich
1904	St Louis	1976	Montreal
1908	London	1980	Moscow
1912	Stockholm	1984	Los Angeles
1916	Berlin	1988	Seoul
1920	Antwerp	1992	Barcelona
1924	Paris	1996	Atlanta
1928	Amsterdam	2000	Sydney
1932	Los Angeles	2004	Athens
1936	Berlin	2008	Beijing
1948	London	2012	London
1952	Helsinki	2016	Rio de Janeiro
1956	Melbourne	2020	Tokyo
1960	Rome	2024	Paris
1964	Tokyo		

Chinese 2008	Dutch 1920, 1928	English 1904, 1908, 1932, 1948, 1956, 1984, 1996, 2000, 2012
French 1900, 1924, 1976. 2024	German 1916, 1936, 1972	Greek 1896, 2004
Italian 1960	Japanese 1964, 2020	Korean 1988
Portuguese 2016	Russian 1980	Spanish 1968, 1992
Swedish 1912		

