

Write Away!



celebrating
children's writing
in Primary Languages

Issue 22 December 2024

Write Away!



Issue 22

December 2024

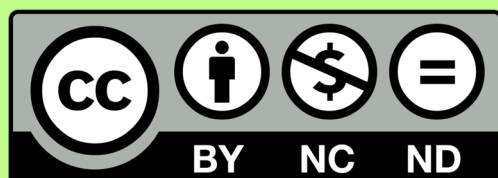
lightbulblanguages.co.uk/writeaway

writeaway@lightbulblanguages.co.uk



Editor

Clare Seccombe



Hello and welcome to issue 22 of *Write Away!* There are plenty more pieces of writing for you to explore in this term's magazine. 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.

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

Enjoy issue 22!



Spanish

page 1



French

page 3



Teachers' Corner

page 20



Puzzle Corner

page 24



Our guest language for this issue is Estonian.

Estonian has about 1.2 million speakers. It is related to Hungarian, Finnish and Maltese, and is the official language of Estonia. Estonia is the most northern of the three Baltic states.

The Estonian alphabet has 32 letters. 26 are the same as the English alphabet, and the extra 6 letters are š, ž, õ, ä, ö and ü.

Famous Estonian speakers include footballer Ragnar Klavan, figure skater Kelly Sildaru and composer Arvo Pärt.

tere

kuidas läheb?

mis su nimi on?

ei

minu nimi on Otto

tere hommikust

palun

tänan

eesti



Mi pueblo

by

Louisa

Year 6, Gateshead

En mi pueblo hay cuatro cafeterías sin embargo siempre son animadas. También, hay dos restaurantes, una es histórica y una es moderna. Hay un correo pequeño así que siempre es ruidoso. En mi pueblo hay un mercado de domingo y es bonito. Hay tres iglesias tranquilas, dos son turísticas por que son históricas y una es moderna. También, hay un hospital grande pero sucio. Hay un río que atraviesa un parque. Hay una biblioteca grande y tranquila.



Mi pueblo

by

Blake

Year 6, Gateshead

En mi ciudad hay una piscina tranquila y limpia, un cine pequeño y muy divertido y una iglesia histórica y muy grande, pero no hay ~~no~~ un museo interesante y moderno, también hay un correo minúsculo y muy bonito.

En mi ciudad hay cuatro colegios turísticos, pero son feos. En mi ciudad no hay una estación de tren, pero hay tres estaciones de autobuses limpias, grandes y modernas al lado del parque ruidoso y muy grande.



español

Vocabulario

al lado de	next to
animado	busy
así que	so
atravesar	to cross
biblioteca (f.)	library
bonito	pretty
cine (m.)	cinema
ciudad (f.)	city
colegio (m.)	school
correos (m.)	post office
cuatro	4
divertido	fun
domingo	Sunday
dos	2
en	in
es	(it) is
estación (f.)	station
feo	ugly
grande	big
hay	there is/are
iglesia (f.)	church
limpio	clean
mercado (m.)	market
minúsculo	tiny
museo (m.)	museum
muy	very
pequeño	small
pero	but
piscina (f.)	swimming pool
porque	because
pueblo (m.)	town
río (m.)	river
ruidoso	noisy
siempre	always
sin embargo	however
son	they are
sucio	dirty
también	also
tranquilo	calm, quiet
tres	3
un	a, one (m.)
una	a, one (f.)
y	and



español

Vocabulario

animado	<i>lively</i>
bonito	<i>pretty</i>
cine (m.)	<i>cinema</i>
en	<i>in</i>
escuela (f.)	<i>school</i>
estación (f.)	<i>station</i>
feo	<i>ugly</i>
grande	<i>big</i>
hay	<i>there is/are</i>
limpio	<i>clean</i>
museo (m.)	<i>museum</i>
pequeño	<i>small</i>
pero	<i>but</i>
plaza (f.)	<i>square</i>
pueblo (m.)	<i>town</i>
río (m.)	<i>river</i>
ruidoso	<i>noisy</i>
sucio	<i>dirty</i>
también	<i>also</i>
tranquilo	<i>quiet, calm</i>
tres	<i>3</i>
y	<i>and</i>

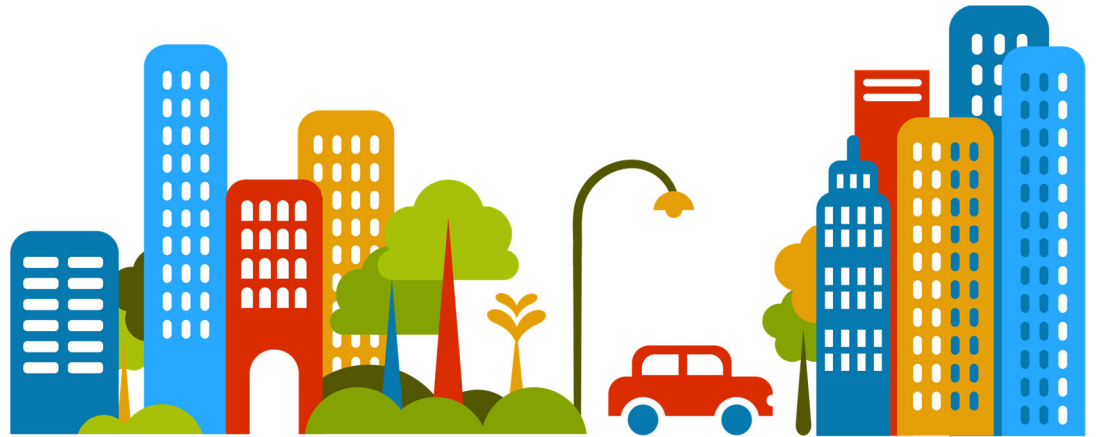
Mi pueblo

by

Masa

Year 6, Gateshead

En mi pueblo hay un museo histórico y interesante pero no hay tres estaciones bonitas y hay un río bonito pero hay muchos parques tranquilos y animados. También hay un cine pequeño y ruidoso.



Mi pueblo

by

Drwd

Year 6, Gateshead

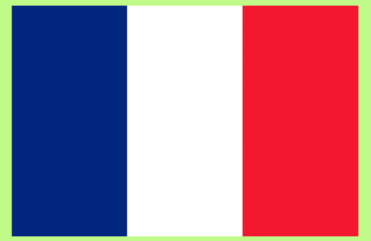
En mi pueblo hay un río grande y un cine bonito y un banco limpio y un parque ruidoso y una escuela grande y un restaurante limpio y un hospital animado también un museo histórico pero en mi pueblo no hay una plaza pero también en mi pueblo hay una iglesia sucia.

Les animaux

by

Louis

Year 3, Shanghai



français

Vocabulaire

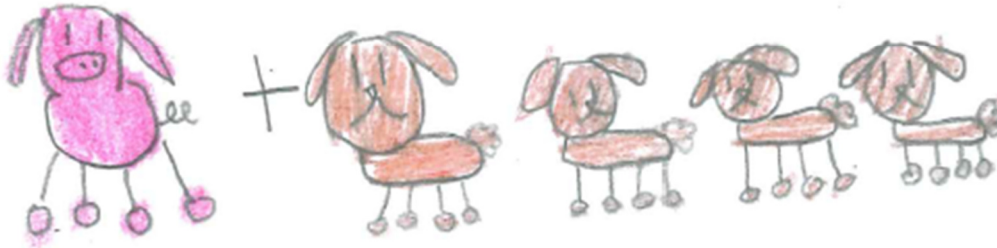
chat (m.)	<i>cat</i>
chien (m.)	<i>dog</i>
cochon (m.)	<i>pig</i>
et	<i>and</i>
lapin (m.)	<i>rabbit</i>
quatre	<i>4</i>
requin (m.)	<i>shark</i>
serpent (m.)	<i>snake</i>
souris (f.)	<i>mouse</i>
tortue (f.)	<i>tortoise</i>
trois	<i>3</i>
un	<i>a, one (m.)</i>
voici	<i>here is</i>



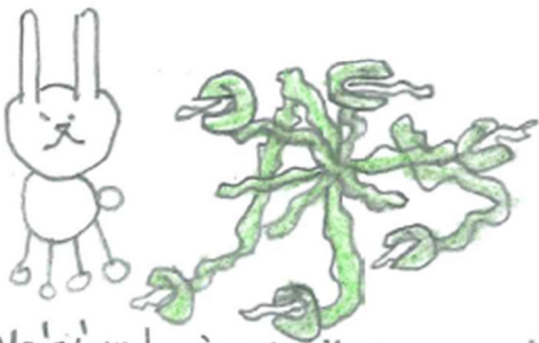
voici un crocodile et un requin et un tigre.



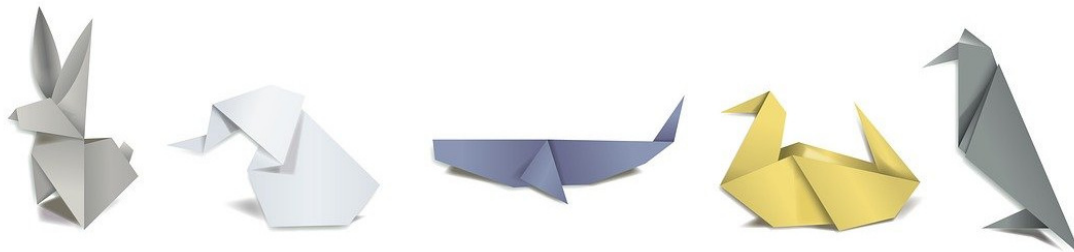
voici un chat et trois tortues et six souris.

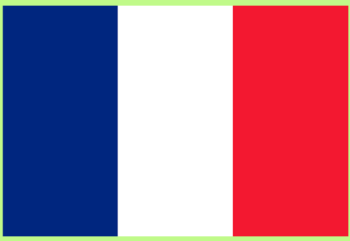


Voici un cochon et quatre chiens.



Voici un lapin et six serpents.





français

Vocabulaire

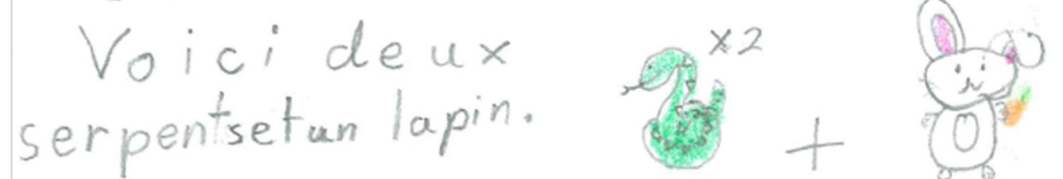
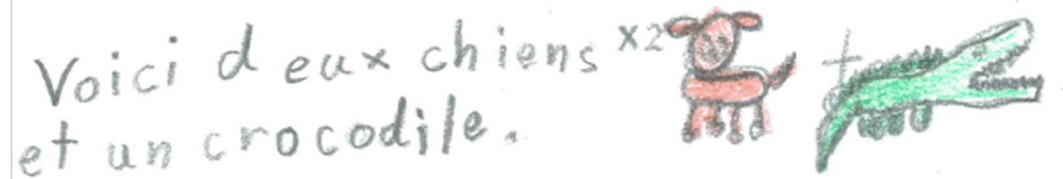
chat (m.)	<i>cat</i>
chien (m.)	<i>dog</i>
cinq	<i>5</i>
cochon (m.)	<i>pig</i>
deux	<i>2</i>
et	<i>and</i>
lapin (m.)	<i>rabbit</i>
requin (m.)	<i>shark</i>
serpent (m.)	<i>snake</i>
souris (f.)	<i>mouse</i>
tortue (f.)	<i>tortoise</i>
trois	<i>3</i>
un	<i>a, one (m.)</i>
voici	<i>here is</i>

Les animaux

by

Iris

Year 3, Shanghai

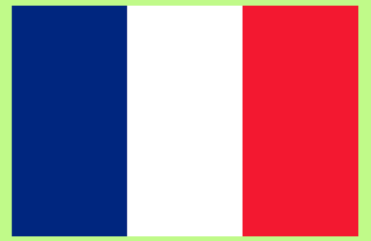


Les animaux

by

Keira

Year 3, Shanghai



français

Vocabulaire

chat (m.)	<i>cat</i>
chien (m.)	<i>dog</i>
cochon (m.)	<i>pig</i>
deux	<i>2</i>
et	<i>and</i>
lapin (m.)	<i>rabbit</i>
serpent (m.)	<i>snake</i>
souris (f.)	<i>mouse</i>
tortue (f.)	<i>tortoise</i>
un	<i>a, one (m.)</i>
une	<i>a, one (f.)</i>
voici	<i>here is</i>

Voici un lapin et un cochon et
une souris et deux chats .

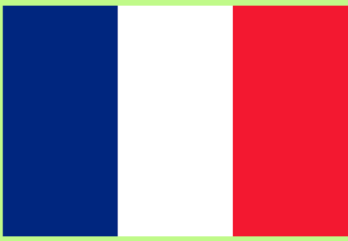


Voici un chien et un tigre et une
tortue .



Voici un serpent et un crocodile .





français

Vocabulaire

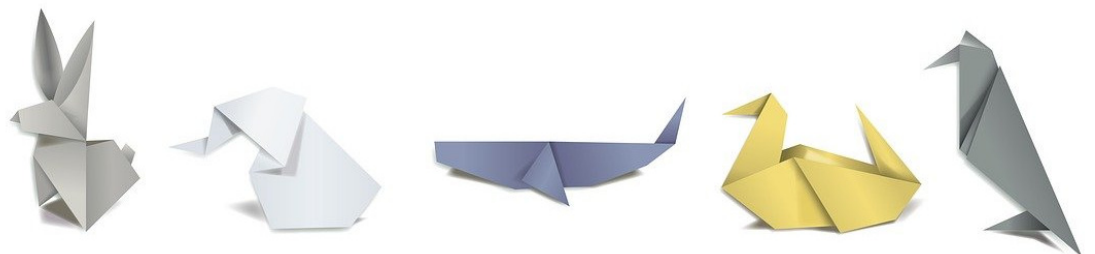
chat (m.)	<i>cat</i>
chien (m.)	<i>dog</i>
cinq	<i>5</i>
cochon (m.)	<i>pig</i>
deux	<i>2</i>
et	<i>and</i>
lapin (m.)	<i>rabbit</i>
quatre	<i>4</i>
requin (m.)	<i>shark</i>
serpent (m.)	<i>snake</i>
souris (f.)	<i>mouse</i>
tortue (f.)	<i>tortoise</i>
trois	<i>3</i>
un	<i>a, one (m.)</i>
voici	<i>here is</i>

Les animaux

by

Huzaifa

Year 3, Shanghai



L'oignon énorme

by

Lucy

Year 5, Great Missenden



français

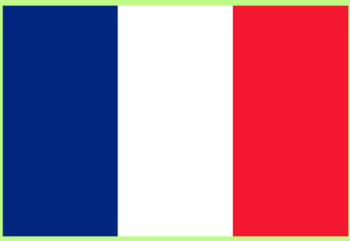
Vocabulaire

appeler	to call
bouger	to move
chat (m.)	cat
de	of
ils (m.)	son
il était une fois	once upon a time
manger	to eat
mais	but
mouton (m.)	sheep
ne bouge pas	doesn't move
oignon (m.)	onion
ouvrier (m.)	worker
pharaon (m.)	Pharaoh
tirer	to pull

Le L'oignon énorme

Il était une fois un oignon énorme.
Le pharaon décide de manger l'oignon énorme.
Le pharaon appelle l'ouvrier.
L'ouvrier tire le l'oignon énorme, mais, l'oignon énorme ne bouge pas.
L'ouvrier appelle le fils de l'ouvrier.
Le fils de l'ouvrier tire l'ouvrier, l'ouvrier tire l'oignon énorme, mais l'oignon énorme ne bouge pas.
Le fils de l'ouvrier appelle le mouton.
Le mouton tire le fils de l'ouvrier, le fils de l'ouvrier tire l'ouvrier, l'ouvrier tire l'oignon énorme et l'oignon énorme ne bouge pas.
Le mouton appelle le chat, le chat tire le mouton, le mouton tire le fils de l'ouvrier, le fils de l'ouvrier tire l'ouvrier, l'ouvrier tire l'oignon énorme et l'oignon énorme bouge!





français

Vocabulaire

appeler	to call
bouger	to move
il était une fois	once upon a time
manger	to eat
mais	but
ne bouge pas	doesn't move
policier (m.)	police officer
professeur (m.)	teacher
sorcier (m.)	wizard
tirer	to pull

La banane énorme

by

Alexandra

Year 5, Great Missenden

La banane énorme

Il était une fois une banane énorme.

Le sorcier décide de manger la banane énorme.

Le sorcier tire la banane énorme, mais la banane énorme ne bouge pas.

Le sorcier appelle l'artiste, l'artiste tire le sorcier, le sorcier tire la banane énorme, mais ne bouge pas.

L'artiste appelle le professeur, le professeur tire l'artiste, l'artiste tire le sorcier, le sorcier tire la banane énorme, mais la banane énorme ne bouge pas.

Le professeur appelle le policier. Le policier tire le professeur, le professeur tire l'artiste, l'artiste tire le sorcier, le sorcier tire la banane énorme, et la banane bouge!



La fraise énorme

by

Ani

Year 5, Great Missenden



français

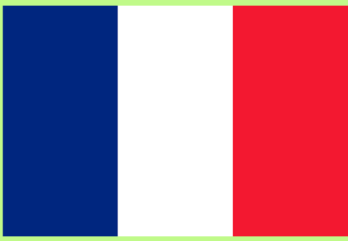
Vocabulaire

appeler	to call
bouger	to move
cuisinier (m.)	cook
directeur (m.)	headteacher
fil (m.)	son
fraise (f.)	strawberry
il était une fois	once upon a time
manger	to eat
mais	but
ne bouge pas	doesn't move
policier (m.)	police officer
professeur (m.)	teacher
tirer	to pull

La fraise énorme

Il était une fois la fraise énorme. Le cuisinier décide de manger une fraise énorme. Le cuisinier tire la fraise énorme, mais la fraise énorme, ne bouge pas. Le cuisinier appelle l'artiste, l'artiste tire le cuisinier, le cuisinier tire la fraise énorme, mais la fraise énorme ne bouge pas. L'artiste appelle le policier, le policier tire l'artiste, l'artiste tire le cuisinier, le cuisinier tire la fraise énorme, mais la fraise énorme ne bouge pas. Le policier appelle le directeur, le directeur tire le policier, le policier tire l'artiste, l'artiste tire le cuisinier, le cuisinier tire la fraise énorme, mais la fraise énorme ne bouge pas. Le directeur appelle le professeur, le professeur tire le directeur, le directeur tire le policier, le policier tire l'artiste, l'artiste tire le cuisinier, le cuisinier tire la fraise énorme, et la fraise énorme bouge!





français

Vocabulaire

appeler	to call
bouger	to move
chaton (m.)	kitten
fée (f.)	fairy
garçon (m.)	boy
il était une fois	once upon a time
manger	to eat
mais	but
mangue (f.)	mango
ne bouge pas	doesn't move
sorcier (m.)	wizard
sorcière (f.)	witch
tirer	to pull

La mangue énorme

by

Hania

Year 5, Great Missenden

La Mangue Énorme

Un sorcier décide de manger la mangue énorme. Le sorcier tire la mangue énorme, mais la mangue énorme ne bouge pas. Le sorcier appelle la sorcière. La sorcière tire le sorcier, le sorcier tire la mangue énorme. La mangue énorme ne bouge pas. La sorcière appelle le garçon. Le garçon tire la sorcière, la sorcière tire le sorcier, le sorcier tire la mangue énorme, la mangue énorme ne bouge pas. Le garçon appelle la fée. La fée tire le garçon. Le garçon tire la sorcière, la sorcière tire le sorcier, le sorcier tire la mangue énorme, la mangue énorme ne bouge pas. La fée appelle le chaton, le chaton tire la fée, la fée tire le garçon, le garçon tire la sorcière, la sorcière tire le sorcier, le sorcier tire la mangue énorme et la mangue énorme bouge!



La saucisse énorme

by

Freya

Year 5, Great Missenden

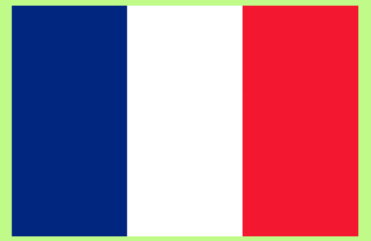
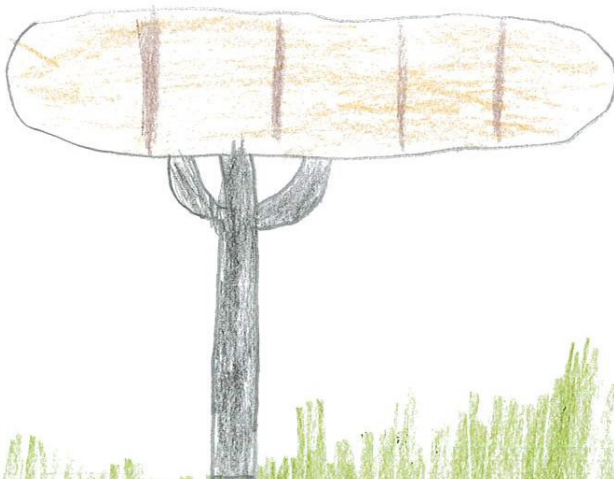
La saucisse énorme

Il était une fois une saucisse énorme. Le cuisinier décide de manger la saucisse énorme. Le cuisinier tire la saucisse énorme, mais la saucisse énorme ne bouge pas.

Le cuisinier appelle le chevalier. Le chevalier tire le cuisinier. Le cuisinier tire la saucisse énorme, mais la saucisse énorme ne bouge pas.

Le chevalier appelle le tigre. Le tigre tire le chevalier. Le chevalier tire le cuisinier. Le cuisinier tire la saucisse énorme, mais la saucisse énorme ne bouge pas.

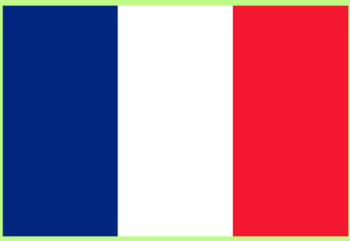
Le tigre appelle le serpent. Le serpent tire le tigre. Le tigre tire le chevalier. Le chevalier tire le cuisinier. Le cuisinier tire la saucisse, et la saucisse énorme bouge!



français

Vocabulaire

appeler	to call
bouger	to move
chevalier (m.)	knight
cuisinier (m.)	cook
il était une fois	once upon a time
manger	to eat
mais	but
ne bouge pas	doesn't move
saucisse (f.)	sausage
serpent (m.)	snake
tirer	to pull



français

Vocabulaire

appeler	to call
bouger	to move
étoile (f.)	star
il était une fois	once upon a time
manger	to eat
mais	but
père Noël	Father Christmas
policier (m.)	police officer
ne bouge pas	doesn't move
sorcier (m.)	wizard
tirer	to pull

L'étoile énorme

by

Nellie

Year 5, Great Missenden

L'étoile énorme

Il était une fois une étoile énorme. Le sorcier décide de manger l'étoile énorme.

Le sorcier tire l'étoile énorme, mais l'étoile énorme ne bouge pas. Le sorcier appelle le policier. Le policier tire le sorcier. Le policier tire l'astronaute, mais l'étoile énorme ne bouge pas. L'astronaute appelle le père Noël. Le père Noël tire l'astronaute. L'astronaute tire le policier. Le policier tire le sorcier, et l'étoile énorme bouge!

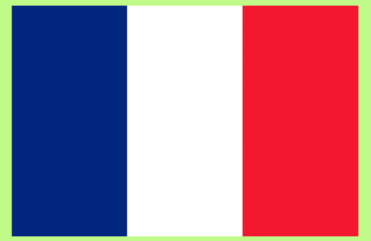


Mon monstre

by

Oliver

Year 5, Feering



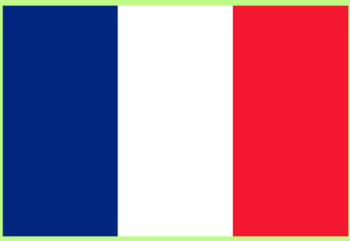
français

Vocabulaire

blanc	<i>white</i>
bouche (f.)	<i>mouth</i>
bras (m.)	<i>arm</i>
cheveux (m.pl.)	<i>hair</i>
deux	<i>2</i>
jambe (f.)	<i>leg</i>
jaune	<i>yellow</i>
sept	<i>7</i>
tête (f.)	<i>head</i>
vert	<i>green</i>
violet	<i>purple</i>
yeux (m.pl.)	<i>eyes</i>



Il a une tête bleue, sept yeux blancs, les cheveux violets et une bouche verte. Le monstre a deux bras jaunes, deux jambes violettes.



français

Vocabulaire

bouche (f.)	<i>mouth</i>
bras (m.)	<i>arm</i>
cheveux (m.pl.)	<i>hair</i>
dent (f.)	<i>tooth</i>
deux	<i>2</i>
dix	<i>10</i>
et	<i>and</i>
gris	<i>grey</i>
il a	<i>he has</i>
jambe (f.)	<i>leg</i>
jaune	<i>yellow</i>
main (f.)	<i>hand</i>
marron	<i>brown</i>
neuf	<i>9</i>
nez (m.)	<i>nose</i>
noir	<i>black</i>
pied (m.)	<i>foot</i>
quatre	<i>4</i>
rose	<i>pink</i>
rouge	<i>red</i>
tête (f.)	<i>head</i>
trois	<i>3</i>
une	<i>a, one (f.)</i>
ventre (m.)	<i>stomach</i>
vert	<i>green</i>
yeux (m.pl.)	<i>eyes</i>

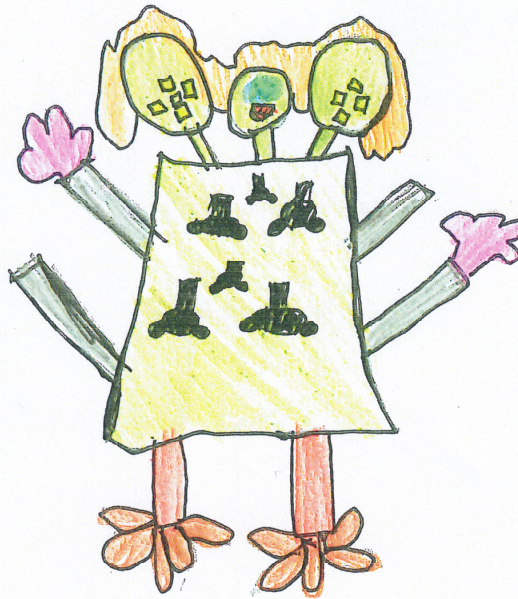
Mon monstre

by

Betsy

Year 5, Feering

Il a une bouche rouge et neuf dents
jeunes. Le monstre a les cheveux orange, six
nez noirs et trois têtes vertes. Le monstre
a les yeux bleus, deux jambes rouges, dix
pieds marron, quatre bras gris, deux mains
roses, Le ventre vert.



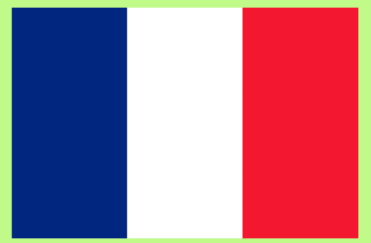
Mon monstre

by

Connie

Year 4, Feering

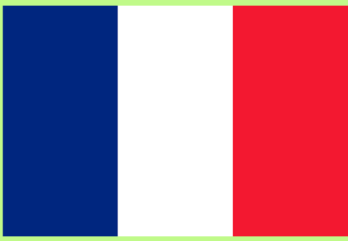
Le monstre a un oeil vert, deux dents blanches deux jambes multicolores, un ventre blanc, les cheveux multicolores, un nez orange et deux bras multicolores.



français

Vocabulaire

a	<i>has</i>
blanc	<i>white</i>
bras (m.)	<i>arm</i>
cheveux (m.pl.)	<i>hair</i>
dent (f.)	<i>tooth</i>
deux	<i>2</i>
et	<i>and</i>
jambe (f.)	<i>leg</i>
nez (m.)	<i>nose</i>
œil (m.)	<i>eye</i>
un	<i>a, one (m.)</i>
ventre (m.)	<i>stomach</i>
vert	<i>green</i>



français

Vocabulaire

basket (m.)	<i>basketball</i>
c'est	<i>it is</i>
j'aime	<i>I like</i>
je fais	<i>I do</i>
je n'aime pas	<i>I don't like</i>
nul	<i>rubbish</i>
ou	<i>or</i>
quelquefois	<i>sometimes</i>
quel sports fais-tu ?	
<i>what sports do you do?</i>	

Quels sports fais-tu ?

by

Lyla

Year 6, Wolverhampton



Quels sports fais-tu ?

by

Sofiia

Year 6, Wolverhampton

Quels sports fais tu ?

Bonjour, Je m'appelle Sofiia

Je joue au rugby

Je fais du parkour

Je joue au basket(ball)

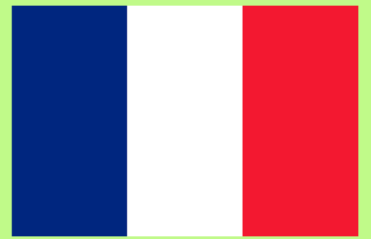
Je joue au net(ball)

Je n'aime pas jouer au foot

J'aime jouer au tennis



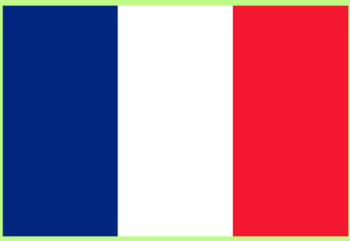
French



français

Vocabulaire

foot (m.)	football
j'aime	I like
je joue	I play
je m'appelle	I am called
je n'aime pas	I don't like
jouer	to play
quel sports fais-tu ?	what sports do you do?



français

Vocabulaire

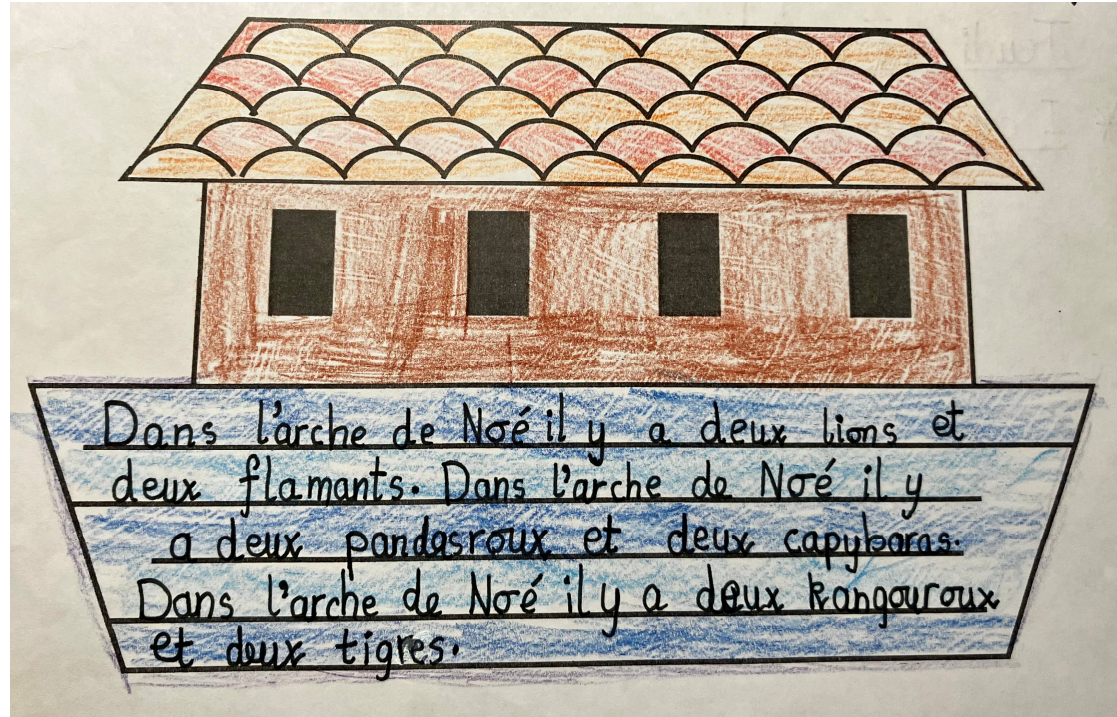
dans	<i>in</i>
deux	<i>2</i>
et	<i>and</i>
flamant (m.)	<i>flamingo</i>
il y a	<i>there is</i>
loup (m.)	<i>wolf</i>
ours (m.)	<i>bear</i>
panda roux (m.)	<i>red panda</i>
renard (m.)	<i>fox</i>
singe (m.)	<i>monkey</i>

L'arche de Noé

by

Emilia

Year 4, Salford

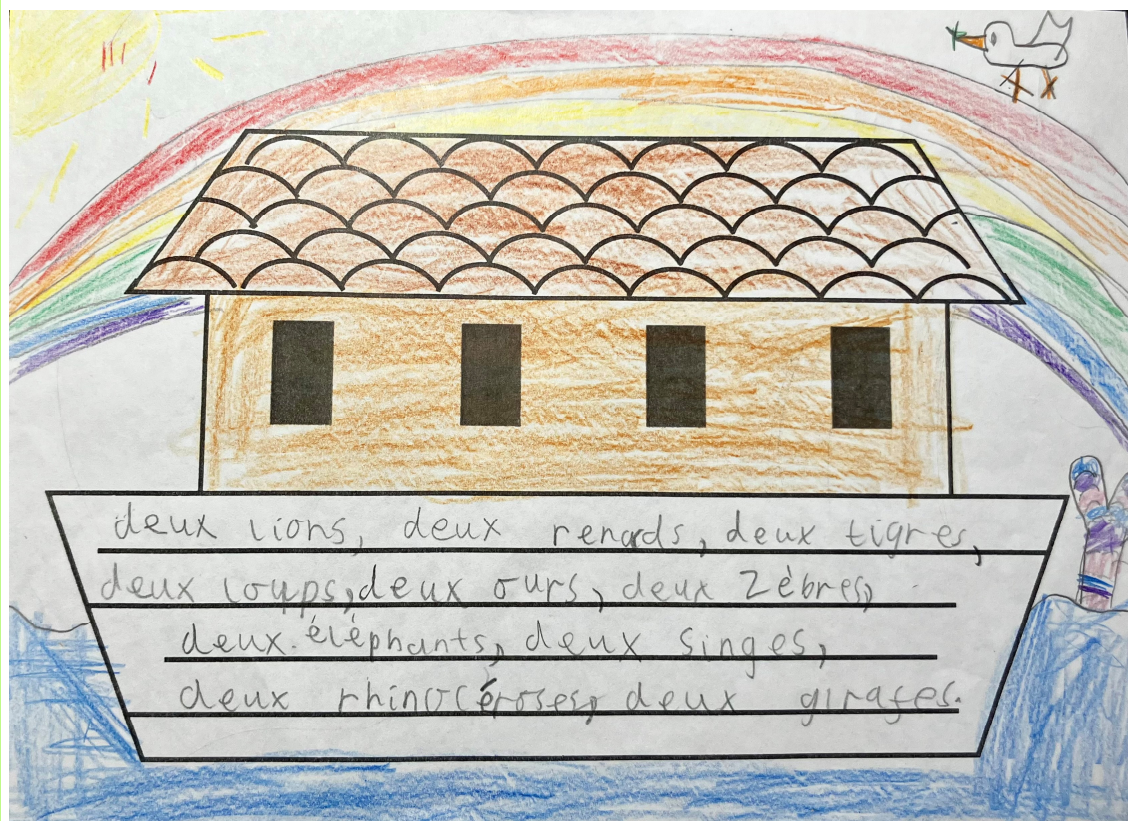


L'arche de Noé

by

Hannah

Year 3, Salford



Ma potion magique !

by

Evie

Year 6, Salford

Une queue de lézard
Deux cœurs de crapaud
Cinq dents de serpent
Une patte de loup
Six poumons de rat
Une crotte de souris
Une œil d'araignée
Sept œufs de chauve-souris

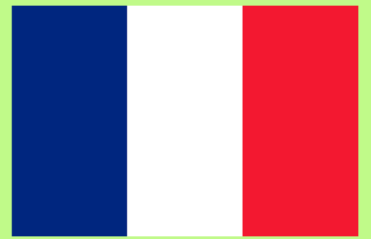
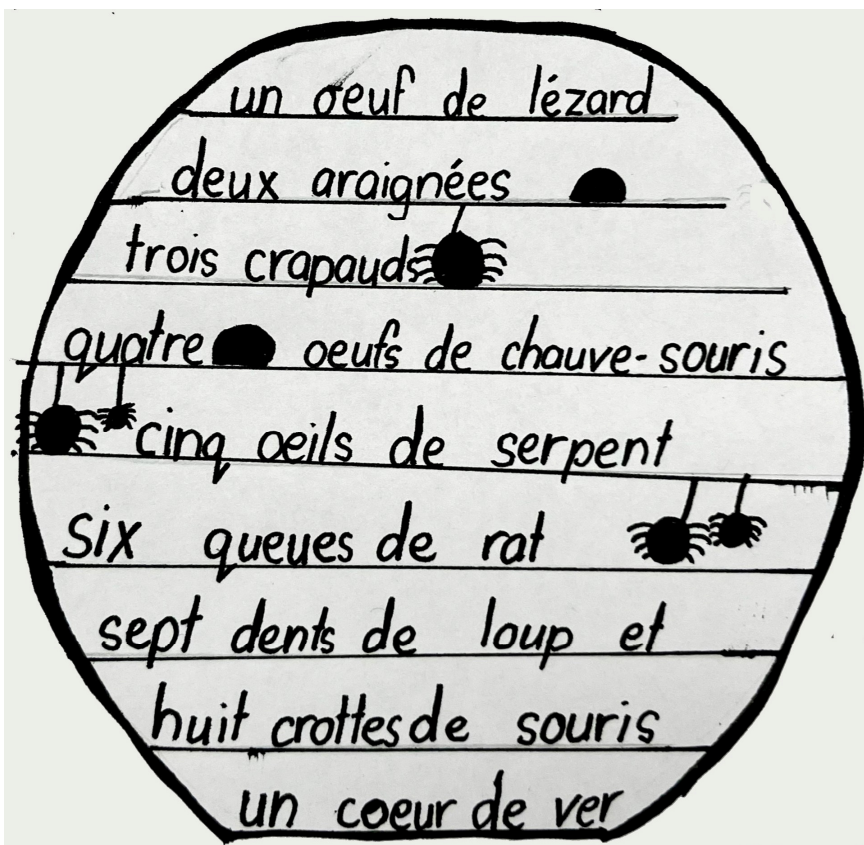


Ma potion magique !

by

Hannah

Year 6, Salford



français

Vocabulaire

araignée (f.)	spider
chauve-souris (f.)	bat
cinq	5
cœur (m.)	heart
crapaud (m.)	toad
crotte (f.)	dropping
de	of
dent (f.)	tooth
deux	2
huit	8
lézard (m.)	lizard
loup (m.)	wolf
œil (m.)	eye
œuf (m.)	egg
patte (f.)	leg, paw
poumon (m.)	lung
quatre	4
queue (f.)	tail
sept	7
serpent (m.)	snake
souris (f.)	mouse
trois	3



Teachers' Corner

Find out more information about the writing featured

pages

1-2

Leticia Davis

How long have the children been learning Spanish?

4 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.

Students have been learning vocabulary related to their towns and how to describe the facilities within them. Having practiced adjectival agreement since Year 4, students are now capable of producing highly accurate sentences.

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

Some children used their sentence builders, knowledge organizers and WordReference.com, while some others demonstrated the ability to write fairly accurate sentences from memory.

What do you particularly like about these pieces of work?

I love how detailed some sentences can be, beautifully showcasing how students often go home after lessons, use online apps, and put in extra effort - truly going the extra mile to improve their work!

pages

3-6

Georgina Dorr

How long have the children been learning French?

Since the start of Year 3

How long are their language lessons?

55 minutes, twice a week

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

We have been looking at animal vocabulary and forming sentences using 'voici' and the connective 'et'. We used lots of activities such as mini-whiteboards to practise our sentences.

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

On the board, there were the spellings of the animals and the word 'voici'. They didn't have a writing frame but we had done lots of practice on how to form the sentences.

What do you particularly like about these pieces of work?

I love that they have used 'et' to add in more animals. I also like that they have made sure that the nouns are written in the plural form if there is more than one – this is tricky!

pages

7-12

Helen Thawley

How long have the children been learning French?

Just over a year

How long are their language lessons?

One hour a week

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

We used the story of *Le navet énorme* from Light Bulb Languages. The children learned the character names, and listened to the story. They started by joining in with me telling the story, then acted it out and told the story themselves in groups. They then chose their own characters and alternative to a turnip, with some using dictionaries to find their chosen words. Finally, they wrote their own versions of *Le navet énorme*.

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

We had learned the structure of the story. Some children also used a writing frame to help, and some used bilingual dictionaries.

What do you particularly like about these pieces of work?

I liked the fact that they could use the structure of the story they had learnt, and then choose their own characters to personalise their work. The children felt a great sense of achievement because they were able to write a whole story in French.

pages

13-15

Viki Anderton

How long have the children been learning French?

Since September 2022

How long are their language lessons?

45 minutes a week for the first year, then an hour a week after that

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

The children learned the body parts across two lessons, which included matching pictures and words, memory games, plus a song about a monster, and reading a monster poem. They were already familiar with the word order changes when using adjectives of colours, but were quick to identify patterns with the endings for feminine and plural adjectives. They enjoyed listening to the *Va-t'en grand monstre vert* story book for inspiration for their own work.

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

A language scaffold and a vocabulary list

What do you particularly like about these pieces of work?

The work is creative, imaginative and well presented with adjectives used correctly. I think the children should feel proud of their writing which they enjoyed completing.

pages
16-17 Joanne Allen

How long have the children been learning French?

One year and two months

How long are their language lessons?

50 minutes a week

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

The children's learning question for this term has been "What are your interests?" Our work on sports included sport vocabulary, the verbs *faire* and *jouer* and adding reasons.

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

Writing frames

What do you particularly like about these pieces of work?

They have enjoyed learning about sports and adding the drawings to their writing.

page
18 Jane Birtwistle

How long have the children been learning French?

These children received some lessons in Y1 then regular lessons from Y2 upwards.

How long are their language lessons?

Year 1: 15 mins from Spring Term onwards.

From Year 2: 1 hour a week per block (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 and building vocabulary on wild animals. They did a lot of phonics work using this language and recapped noun gender. They then progressed onto rules about forming plural nouns. The children were asked to design their own Noah's Arc. Year 3 focused on writing a list and Year 4 had the extra challenge of using a sentence opener and a conjunction.

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

Knowledge organisers and sentence builders (from Light Bulb Languages specialist scheme) and online dictionary (WordReference.com) The arc template is also a Light Bulb Languages resource.

What do you particularly like about these pieces of work?

The children had been learning about Noah's Arc in their RE lessons and so this was a great cross-curricular link with a creative twist as the children designed and described their own arc. The children took great pride in illustrating their work and also did a fantastic oral presentation to the class!

page
19

Jane Birtwistle

How long have the children been learning French?

Since Year 3

How long are their language lessons?

1 hour a week per block (3-4 blocks per year)

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

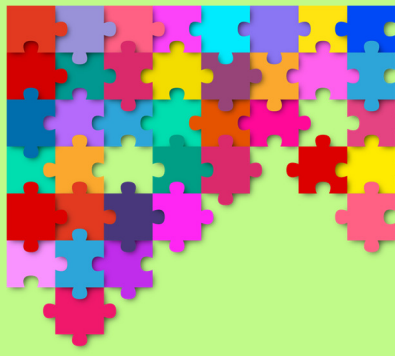
This was an Hallowe'en themed enrichment activity with a focus on retrieval of numbers, body parts, animals and rules for noun gender and forming plural nouns. The children were introduced to a new grammar concept - showing possession - in a creative way!

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

Knowledge organisers and sentence builders (teacher prepared) and the online dictionary WordReference.com.

What do you particularly like about these pieces of work?

I was very impressed how the children remembered prior knowledge about numbers, body parts, animals, noun gender and forming plural nouns. The children quickly demonstrated a good understanding of how to show possession and were extremely motivated to get creative with this Hallowe'en themed writing challenge about a magic potion. They took great pride in illustrating their work and presenting it to the class!



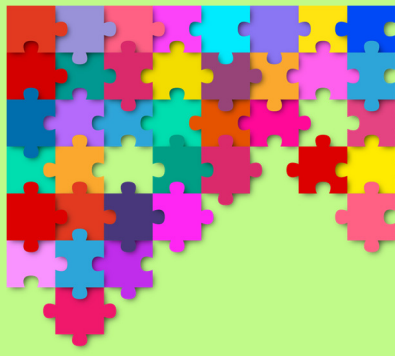
Puzzle Corner

Match up the questions with their correct answers.

All the answers are in the grid below. You can only use each answer once.

Icelandic	Xhosa	Mandarin	Basque
74	French	11	Esperanto
Latin	about 340	Afrikaans	Mexico
about 300	Argentina	Bulgarian	German

1. Which of the languages is a Romance language?
2. Which of the languages was the first ever printed?
3. How many sign languages are there in the world?
4. Which of the languages is one of the world's oldest?
5. How many language are spoken in Papua New Guinea?
6. Which of the languages is a Germanic language?
7. How many official languages does South Africa have?
8. Khmer has the longest alphabet. How many letters does it have?
9. Which of the languages is a Slavic language?
10. Which alphabet does English use?
11. Which of the languages uses clicks?
12. Which country has the most Spanish speakers?
13. Which of the languages is the world's most spoken?
14. Which of the languages is the youngest?
15. Which of the languages is artificial?
16. Which country has a community of Welsh speakers?



Puzzle Corner

Solution from issue 21



Germany	Deutschland	Netherlands	Niederlande
Scotland	Schottland	France	Frankreich
Hungary	Ungarn	Poland	Polen
Switzerland	Schweiz	Austria	Österreich
Spain	Spanien	Ukraine	Ukraine
Croatia	Kroatien	Slovakia	Slowakei
Italy	Italien	Belgium	Belgien
Albania	Albanien	Romania	Rumänien
Slovenia	Slowenien	Portugal	Portugal
Denmark	Dänemark	Czechia	Tschechien
Serbia	Serbien	Georgia	Georgien
England	England	Türkiye	Türkei

