

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 3

December 2019

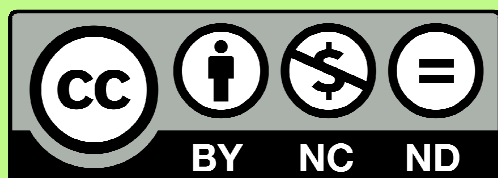
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Editor

Clare Seccombe



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

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

Joyeux Noël!

¡Feliz Navidad!

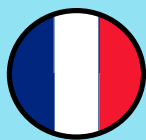
Frohe Weihnachten!

Buon Natale!



German

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French

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Spanish

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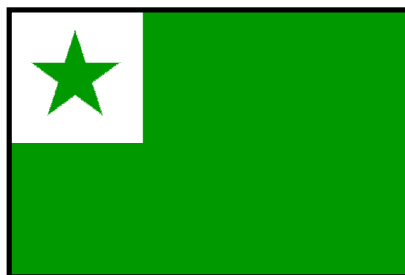
Teachers' Corner

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Our guest language for this issue is **Esperanto**.

L.L. Zamenhof created Esperanto in 1887. Esperanto uses Latin script and borrows vocabulary from many different languages, including French,

Italian and German.

No country has adopted Esperanto as its official language, but it's estimated that there are about 2 million Esperanto speakers in the world.

kiel vi fartas?

ne

saluton

bonvolu

mia nomo estas Rafaela

ĝis baldaŭ

dankou

jes

ĝis la revido

Herbst

by

Amber

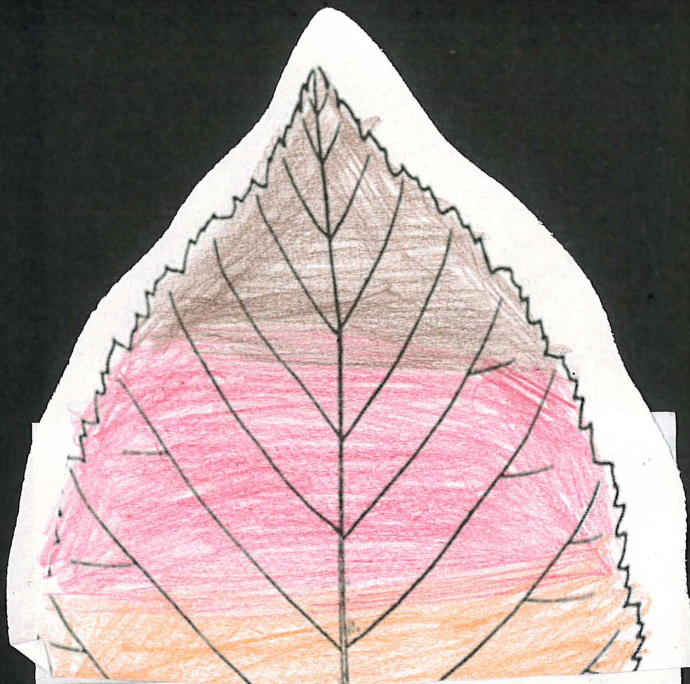
Year 5, Bracknell



Deutsch

Wortschatz

| | |
|-----------------|------------------|
| Blatter (n.) | <i>leaf</i> |
| braun | <i>brown</i> |
| die | <i>the</i> |
| es ist | <i>it is</i> |
| Flugzeug (n.) | <i>aeroplane</i> |
| gelb | <i>yellow</i> |
| glänzen | <i>to shine</i> |
| grün | <i>green</i> |
| Herbst (m.) | <i>Autumn</i> |
| herunter | <i>down</i> |
| Mondschein (m.) | <i>moonshine</i> |
| rosa | <i>pink</i> |
| rot | <i>red</i> |
| sie | <i>they</i> |
| Stern (m.) | <i>star</i> |
| und | <i>and</i> |
| Wasser (n.) | <i>water</i> |
| wie | <i>like, how</i> |
| windig | <i>windy</i> |



Herbst
Amber

In Herbst die Blätter fallen
herunter

rot
orange
gelb
grün
braun
und
rosa

Sie glänzen in die Wasser
wie Sterne in die Mondschein
Es ist windig so alles
die Blätter sind wie
Flugzeuge.





Deutsch

Wortschatz

| | |
|--------------|------------------|
| blau | <i>blue</i> |
| es gibt | <i>there are</i> |
| es ist | <i>it is</i> |
| Farben (f.) | <i>colours</i> |
| Gedicht (n.) | <i>poem</i> |
| gelb | <i>yellow</i> |
| glänzen | <i>to shine</i> |
| grün | <i>green</i> |
| kalt | <i>cold</i> |
| lila | <i>purple</i> |
| Rakete (f.) | <i>rocket</i> |
| rot | <i>red</i> |
| steigen | <i>to rise</i> |
| viele | <i>many</i> |

Herbst Gedicht

by

Amelia

Year 5, Bracknell



Herbst Gedicht von Amelia

Der Rakete steigen

Wie der Kalt Wind

Sie glänzen

es ist kalt

es gibt viele Farben

Grün Blau Gelb

rot lila!



Herbst von Bridget

by

Bridget

Year 5, Bracknell



Deutsch

Wortschatz

| | |
|--------------|-------------------|
| Blätter (n.) | <i>leaf</i> |
| es gibt | <i>there are</i> |
| es ist | <i>it is</i> |
| Farben (f.) | <i>colours</i> |
| ganz | <i>all</i> |
| knusprig | <i>crunchy</i> |
| überall | <i>everywhere</i> |
| viele | <i>many</i> |
| windig | <i>windy</i> |



Herbst von Bridget
es ist windig

es gibt viele Blätter

Knusprig, Knusprig, Knusprig

es gibt Blätter ganz gegen
Farben überall





Deutsch

Wortschatz

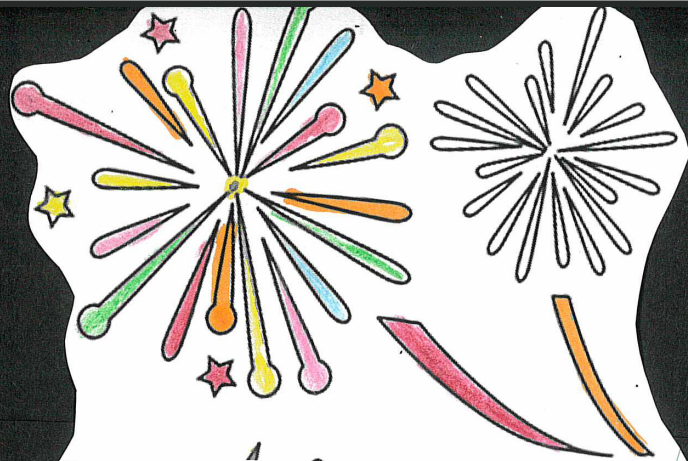
| | |
|----------------|-----------------|
| Blätter (n.) | <i>leaf</i> |
| blau | <i>blue</i> |
| die | <i>the</i> |
| Farben (f.) | <i>colours</i> |
| Feuerwerk (n.) | <i>firework</i> |
| Gedicht (n.) | <i>poem</i> |
| gehen | <i>to go</i> |
| gelb | <i>yellow</i> |
| glänzen | <i>to shine</i> |
| grün | <i>green</i> |
| herunter | <i>down</i> |
| hier | <i>here</i> |
| rot | <i>red</i> |
| sie | <i>they</i> |
| von | <i>of</i> |

Herbst Gedicht

by

Charlie

Year 5, Bracknell



Herbst Gedicht

Von Charlie

rot-
orange-
gelb-
grün-
braun-

Hier kommen die Blätter
Farben von Feuerwerke

Sie glänzen
Sie fallen herunter
Zoom! Bang! Pop!

Gehen die Feuerwerke



Herbst

by

Jett

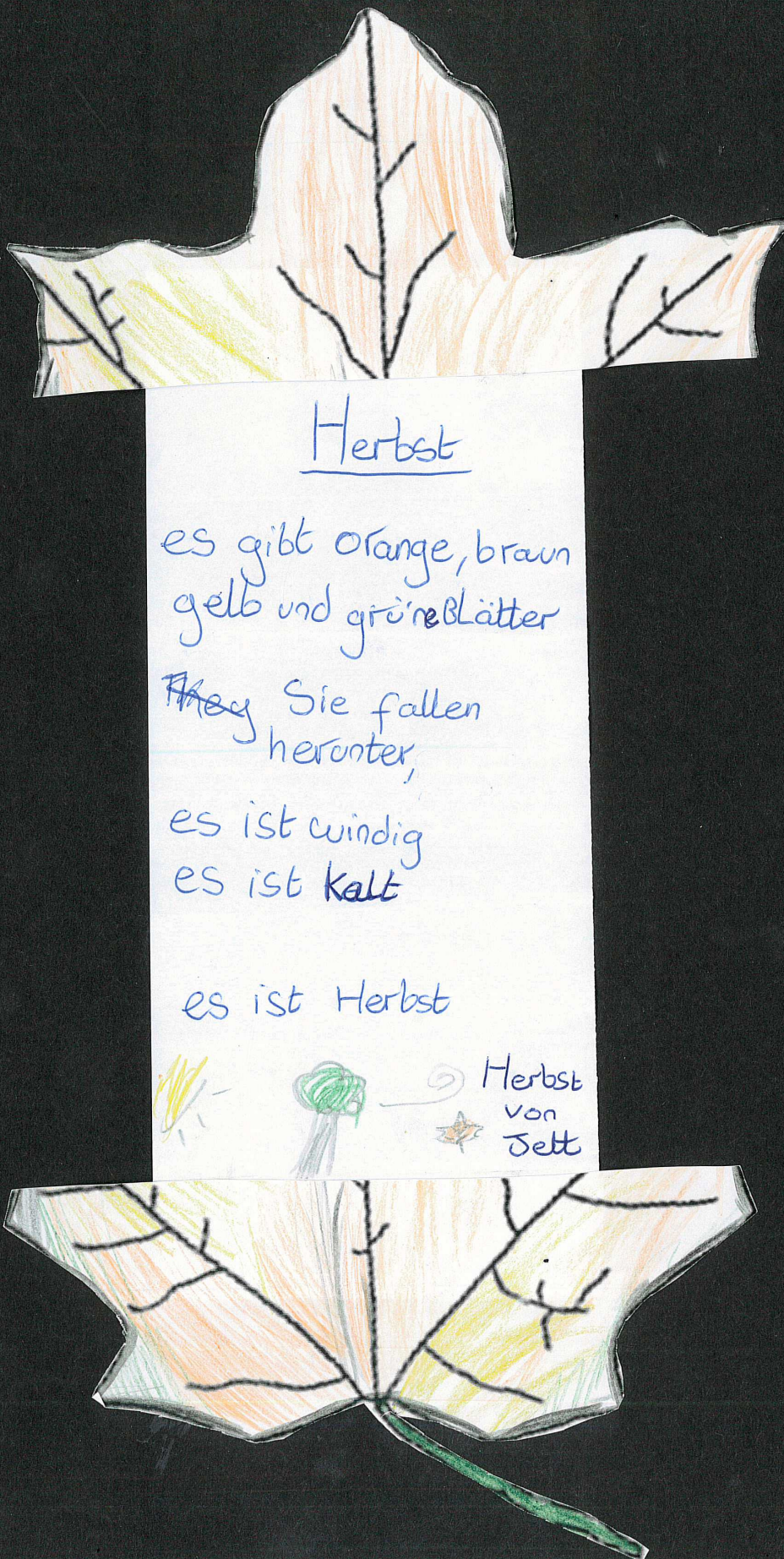
Year 5, Bracknell



Deutsch

Wortschatz

| | |
|--------------|-----------|
| Blätter (n.) | leaf |
| braun | brown |
| es gibt | there are |
| es ist | it is |
| Farben (f.) | colours |
| ganz | all |
| gelb | yellow |
| grün | green |
| herunter | down |
| kalt | cold |
| sie | they |
| windig | windy |





Herbst

by

Jonty

Year 5, Bracknell

Deutsch

Wortschatz

| | |
|---------|-------------------|
| groß | <i>high, tall</i> |
| grün | <i>green</i> |
| und | <i>and</i> |
| wachsen | <i>to grow</i> |



Jonty
Herbst
orange und grün,

orange und grün,

groß sie wachsen

groß sie wachsen

groß groß groß



Herbst

by

Kirsten

Year 5, Bracknell



Deutsch

Wortschatz

| | |
|--------------|----------------|
| alt | <i>old</i> |
| Blätter (n.) | <i>leaf</i> |
| braun | <i>brown</i> |
| der / die | <i>the</i> |
| gelb | <i>yellow</i> |
| grün | <i>green</i> |
| herunter | <i>down</i> |
| ist | <i>is</i> |
| kalt | <i>cold</i> |
| Luft (f.) | <i>air</i> |
| nicht | <i>not</i> |
| rot | <i>red</i> |
| weiß | <i>white</i> |
| wird | <i>becomes</i> |



Rot

Herbst von Kirsten

Orange
grün

gelb

braun gold



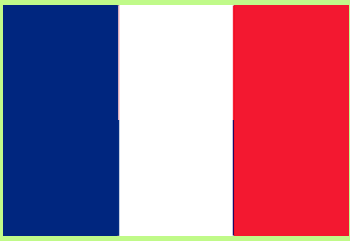
Blätter fallen herunter

Die Luft wird Kalt

Der Frost ist weiss

Herbst is nicht alt





français

Vocabulaire

| | |
|---------------|----------------------|
| j'aime bien | <i>I really like</i> |
| boxe (f.) | <i>boxing</i> |
| c'est | <i>it is</i> |
| ennuyeux | <i>boring</i> |
| je déteste | <i>I hate</i> |
| je préfère | <i>I prefer</i> |
| je m'appelle | <i>I am called</i> |
| natation (f.) | <i>swimming</i> |
| parce que | <i>because</i> |

Tu aimes le sport?

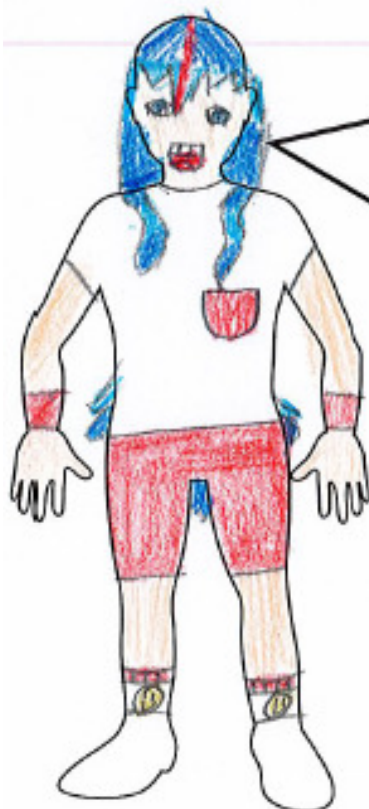
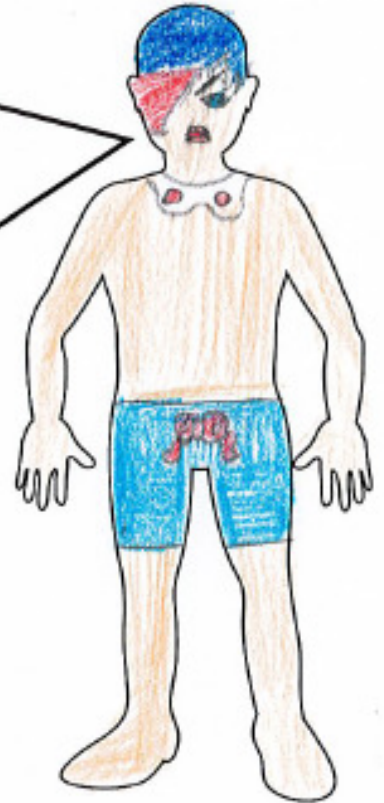
by

Hubert

Year 5, Gateshead

Tu aimes le sport?

-
Je m'appelle Hunter. Je déteste
la natation parce que c'est
ennuy eux. Je préfère la boxe.



-
Je m'appelle Ruby. J'aime bien
ping-pong parce que c'est cool. Je
préfère le rugby.

Describing a journey

by

Libby

Year 6, Kirkby on Bain

Quand je vais à l'école, je passe loin de l'hôpital et un parc. Je passe devant une poste et une rivière. Dix-sept minutes plus tard je passe proche d'un café et musée. Je passe derrière un parc. Je traverse la rue. Finalement j'arrive à l'école.

Describing a journey

by

Riley

Year 6, Kirkby on Bain

Quand je vaiz à l'école, je passe proche de une Rivière. Cinq minutes plus tard, je traverse la rivière. Trois minutes plus tard, je passe devant une poste et une église. Je passe loin un cinéma et passe devant des magasins. Je passe derrière. Un parc. Je traverse la rue et passe proche un musé. Finalement j'arrive à l'école.

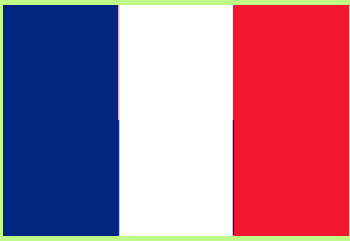


français

Vocabulaire

| | |
|--------------|---------------|
| à | to |
| cinq | 5 |
| derrière | behind |
| devant | in front (of) |
| dix-sept | 17 |
| école (f.) | school |
| église (f.) | church |
| et | and |
| finalement | finally |
| hôpital (m.) | hospital |
| j'arrive | I arrive |
| je passe | I pass |
| je traverse | I cross |
| je vais | I go |
| loin | far |
| magasin (m.) | shop |
| musée (m.) | museum |
| parc (m.) | park |
| plus tard | later |
| poste (f.) | post office |
| proche | close, near |
| quand | when |
| rivière (f.) | river |
| rue (f.) | street |
| trois | 3 |





Une potion magique!

by

Daniel

Year 6, Salford

français

Vocabulaire

| | |
|--------------------|----------|
| aile (f.) | wing |
| araignée (f.) | spider |
| chauve-souris (f.) | bat |
| crapaud (m.) | toad |
| crotte (f.) | dropping |
| cœur (m.) | heart |
| dent (f.) | tooth |
| dix | 10 |
| fourmi (f.) | ant |
| huit | 8 |
| langue (f.) | tongue |
| lézard (m.) | lizard |
| limace (f.) | slug |
| loup (m.) | wolf |
| mouche (f.) | fly |
| neuf | 9 |
| nez (m.) | nose |
| œil (m.) | eye |
| œuf (m.) | egg |
| patte (f.) | leg |
| poumon (m.) | lung |
| quatre | 4 |
| queue (f.) | tail |
| sept | 7 |
| serpent (m.) | snake |
| souris (f.) | mouse |
| trois | 3 |
| ver (m.) | worm |
| yeux (m.pl.) | eyes |

Une potion magique

huit œufs de limace
un cœur de loup
trois ailes de mouche
une queue de souris
quatre langues de serpent
sept crottes d'araignée
dix yeux de fourmi
une patte de lézard
six poumons de chauve-souris
neuf dents de crapaud
un œil de ver
un nez de rat



Los deportes y la ropa de deporte

by
Alfie
Year 5, Keighley

Odio kárate porque es difícil.
sin embargo me encanta el
bádminton porque es fácil.
También, me gusta la natación
porque es divertida. Me encantan
los pantalones cortos porque son
cómodos, sin embargo odio la
camiseta Nike porque es incómoda.
Me gustan las zapatillas Adidas.



español

Vocabulario

| | |
|---------------------------|----------------------|
| camiseta (f.) | <i>tee shirt</i> |
| cómodo | <i>comfortable</i> |
| difícil | <i>difficult</i> |
| divertido | <i>fun</i> |
| es | <i>it is</i> |
| fácil | <i>easy</i> |
| incómodo | <i>uncomfortable</i> |
| me encanta(n) | <i>I love</i> |
| me gusta(n) | <i>I like</i> |
| natación (f.) | <i>swimming</i> |
| odio | <i>I hate</i> |
| pantalones cortos (m.pl.) | <i>shorts</i> |
| porque | <i>because</i> |
| sin embargo | <i>however</i> |
| son | <i>they are</i> |
| también | <i>also</i> |
| zapatillas (f.pl.) | <i>trainers</i> |





español

Vocabulario

| | |
|-------------------------|-----------------------|
| aburrido | <i>boring</i> |
| botas de fútbol (f.pl.) | <i>football boots</i> |
| cómodo | <i>comfortable</i> |
| divertido | <i>fun</i> |
| es | <i>it is</i> |
| fútbol (m.) | <i>football</i> |
| me encanta(n) | <i>I love</i> |
| natación (f.) | <i>swimming</i> |
| negro | <i>black</i> |
| no me gusta(n) | <i>I don't like</i> |
| odio | <i>I hate</i> |
| porque | <i>because</i> |
| sin embargo | <i>however</i> |
| son | <i>they are</i> |
| también | <i>also</i> |

Los deportes y la ropa de deporte

by

Saif

Year 5, Keighley

Me encanta el fútbol porque es fantástica sin embargo Me encanta la natación porque es divertida. Odio el badminton porque es aburrido también. No me gusta el hockey porque es aburrido. Me gustan los botines de fútbol negros porque son cómodos.



Los deportes y la ropa de deporte

by

Isla

Year 5, Keighley



español

Vocabulario

| | |
|---------------------------|--------------------|
| aburrido | <i>boring</i> |
| blanco | <i>white</i> |
| cómodo | <i>comfortable</i> |
| difícil | <i>difficult</i> |
| divertido | <i>fun</i> |
| es | <i>it is</i> |
| gorra (f.) | <i>cap</i> |
| me encanta(n) | <i>I love</i> |
| me gusta(n) | <i>I like</i> |
| negro | <i>black</i> |
| odio | <i>I hate</i> |
| pantalones cortos (m.pl.) | <i>shorts</i> |
| pero | <i>but</i> |
| porque | <i>because</i> |
| rojo | <i>red</i> |
| sin embargo | <i>however</i> |
| son | <i>they are</i> |
| también | <i>also</i> |
| verde | <i>green</i> |
| zapatillas (f.pl.) | <i>trainers</i> |

Me encanta el karate porque es divertido,
sin embargo odio el fútbol porque es difícil.
También me gusta el badminton porque es
fantástico pero no me gusta el tenis porque
es aburrido. Me encanta la gorra blanca
porque es divertida sin embargo odio
la gorra verde porque es horrible. Me
gustan las zapatillas rojas y blancas
porque son cómodas pero no me gustan
los pantalones cortos negros.





español

Vocabulario

| | |
|----------------|---------------------|
| aburrido | <i>boring</i> |
| azul | <i>blue</i> |
| blanco | <i>white</i> |
| camiseta (f.) | <i>tee shirt</i> |
| difícil | <i>difficult</i> |
| es | <i>it is</i> |
| gorra (f.) | <i>cap</i> |
| me encanta(n) | <i>I love</i> |
| natación (f.) | <i>swimming</i> |
| no me gusta(n) | <i>I don't like</i> |
| odio | <i>I hate</i> |
| pero | <i>but</i> |
| porque | <i>because</i> |
| prefiero | <i>I prefer</i> |
| sin embargo | <i>however</i> |
| también | <i>also</i> |

Los deportes y la ropa de deporte

by

Alfie

Year 5, Keighley

Me encanta el badminton porque es fantástico, sin embargo odio la natación porque es difícil. También no me gusta el netball porque es aburrido. Me encanta la camiseta azul, sin embargo no me gusta la gorra blanca pero prefiero la gorra azul.



Los deportes y la ropa de deporte

by
Ellie-May
Year 5, Keighley



español

Vocabulario

| | |
|----------------------|--------------|
| amarillo | yellow |
| blanco | white |
| calcetines (m.pl.) | socks |
| cómodo | comfortable |
| difícil | difficult |
| es | it is |
| gafas de sol (f.pl.) | sunglasses |
| me encanta(n) | I love |
| me gusta(n) | I like |
| negro | black |
| no me gusta(n) | I don't like |
| pero | but |
| porque | because |
| rosa | pink |
| sin embargo | however |
| son | they are |
| también | also |
| zapatillas (f.pl.) | trainers |

Me encanta el tenis porque es fantástico
pero No me gusta el fútbol porque
es difícil. Me gustan las Zapatillas
blancas porque son cómodas,
sin embargo me gustan también
las gafas de sol amarillas.
Me encantan los calcetines
rosas pero no me gustan
los calcetines negros.





español

Vocabulario

| | |
|--------------------|------------|
| cambiar | to change |
| cumpleaños | birthday |
| día | day |
| es | it is |
| escuela | school |
| hace calor | it is hot |
| hay | there is |
| hora | hour, time |
| luces (f.pl.) | lights |
| más | more |
| me gusta | I like |
| Navidad | Christmas |
| nieve (f.) | snow |
| otoño | Autumn |
| Pascua | Easter |
| primavera (f.) | Spring |
| regresar | to return |
| sol (m.) | sun |
| tenemos | we have |
| último | last |
| vacaciones (f.pl.) | holidays |

Los 12 meses del año

by

Amber

P7, Stevenston





Teachers' Corner

Find out more information about the writing featured

pages

1-7

Emily Marshall

How long have the children been learning German?

2 years and half a term!

How long are their language lessons?

50 minutes, two weeks out of three

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

Children listened to an audio poem about autumn in German. We discussed how it made us feel, any words we could pick out that we knew already and what it could be about. I showed them examples of how simple poems could be written and examples of poems written in previous years by Year 5 pupils.

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

A learning mat with lists of colour adjectives, relevant nouns, sentence starters, numbers, conjunctions and intensifiers. Children were encouraged to use bilingual dictionaries to look up new words.

What do you particularly like about these pieces of work?

The children really enjoyed choosing pictures and creating the concertina 3D effect for their poems - I think it brings their poems to life. They also very much enjoyed the freedom to explore the language themselves and be brave at writing their own poems. Presenting to an audience: some were chosen to read them to Year 3 to showcase their work, while others enjoyed being filmed reading them in a quiet room by an LSA.

page

8

Lucy Douglas

How long have the children been learning French?

1 year

How long are their language lessons?

40 minutes

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

We follow the resources on Light Bulb Languages. We had plenty of practice with just the names of the sports before trying games like Trapdoor to introduce sentences with opinions.

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

The children had a writing frame and word mat from the Light Bulb Languages resources to help them complete their work.

What do you particularly like about this piece of work?

Hubert had been learning French for less than a year when he wrote this. His first language is Polish, his second is English and he wanted to write the best sentences he could in his third language.

page
9

Nicola Fuller

How long have the children been learning French?

3 years

How long are their language lessons?

55 minutes

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

We looked at places in town and learned a song about directions. We re-ordered and translated some sentences, then wrote our own sentences.

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

This work was completely independent but built upon lots of previous work.

What do you particularly like about these pieces of work?

It included all the language objectives that we have looked at this term.

page
10

Jane Birtwistle

How long have the children been learning French?

Since Key Stage 1

How long are their language lessons?

Currently an hour a week, 3 half-term blocks per academic year

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

This was a stand-alone seasonal themed lesson at the end of Autumn half term 1. The pupils were challenged to write a magic potion. This was a fantastic way to develop dictionary skills, revise how to form plural nouns and introduce the grammatical rules about possession in French (No apostrophes to show possession!) Daniel's achievement at this stage of his KS2 language learning journey highlights that he is making substantial progress!

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

The children had access to a bilingual French/English dictionary and a vocabulary list of body/creature parts and numbers.

What do you particularly like about this piece of work?

Daniel produced a lengthy, high quality piece of descriptive writing that clearly demonstrates a sound grasp of the core grammatical concepts we have focused on throughout Key Stage 2 (forming plural nouns, word order, possession etc.). I was also impressed with Daniel's confidence, expression and accurate pronunciation when he presented his magic potion to his classmates. Bravo!

pages
11-15 Shelley Hiles

How long have the children been learning Spanish?

2 years

How long are their language lessons?

40 minutes

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

Children learnt sports vocabulary and revisited simple opinions from Year 4. We then added the conjunction 'porque es' to justify our opinions. With the sports clothing we were looking at agreement of adjectives and revisiting colours from Year 3 and giving our opinions.

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

A writing frame

What do you particularly like about these pieces of work?

The children have tried really hard in making sure their adjectives match the noun.

page
16 Lorna Frew

How long have the children been learning Spanish?

2 years

How long are their language lessons?

45 minutes

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

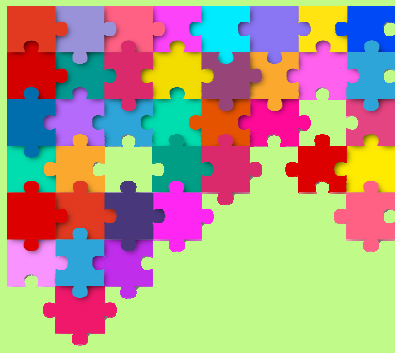
The children learned about the months of the year, likes and dislikes.

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

A word bank

What do you particularly like about this piece of work?

They have tried to further their language skills and have attempted to learn new phrases.



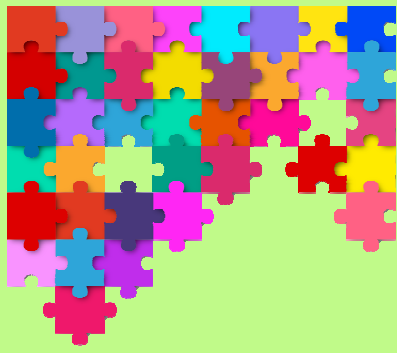
Puzzle Corner

Here are 15 ways of saying “Happy Christmas” from around the world.

Can you find out which languages they are?


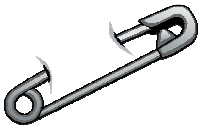















1. Buon Natale
2. Nadolig Llawen
3. Merii Kurisumasu
4. Glædelig Jul
5. Joyeux Noël
6. Kala Christougenna
7. Selamat Natal
8. God Jul
9. Crăciun Fericit
10. Krismasi Njema
11. Frohe Weihnachten
12. Vesela Koleda
13. Mele Kalikimaka
14. Feliz Navidad
15. Feliċan Kristnaskon





Puzzle Corner

Solution from issue 2

- e.g.  c=l  ~~x~~ Latin
- 1  -ti  German
- 2  -et  Swedish
- 3 s+   -f Spanish
- 4  n=k Greek
- 5  -c  -c  -t, -k Arabic
- 6  -n  s=h Turkish
- 7  p=m  -g Mandarin
- 8  +n Finnish

