

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 5

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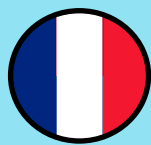


Editor

Clare Seccombe

Welcome to issue 5 of *Write Away!*

You will probably be reading this issue in your home, but I hope you still enjoy seeing and reading what other people have been doing in their language lessons. Thankyou to all the students and teachers who submitted their work for this issue. Don't forget to look out for my Editor's Pick and this issue's guest language. Stay safe, and magkita tayo uli!



French

page 1



Spanish

page 8



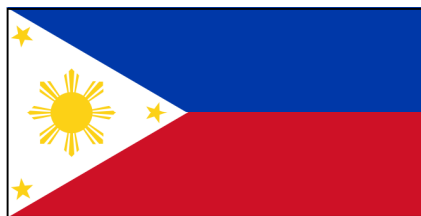
Teachers' Corner

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Puzzle Corner

page 14



Our guest language for this issue is Tagalog.

Tagalog is spoken by the majority of people who live in the Philippines. It's estimated that there are nearly 24 million native speakers, and a further 45 million people speak it as a second language.

One of the official languages of the Philippines is Filipino, which is a standardised version of Tagalog. The other official language of the Philippines is English.

Tagalog is an Austronesian language, which means that it is related to languages like Malay, Hawaiian, Maori and Malagasy.

ang pangalan ko ay Danilo
oo
musta
Tagalog
hindi
magkita tayo uli
anong pangalan mo?
pakiusap
salamat
kumusta?
paalam



BY

NC

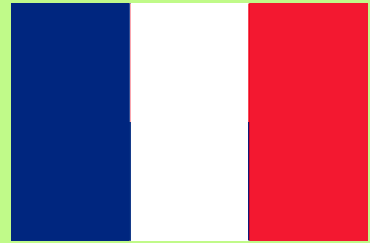
ND

Que dois-je porter?

by

Olivier

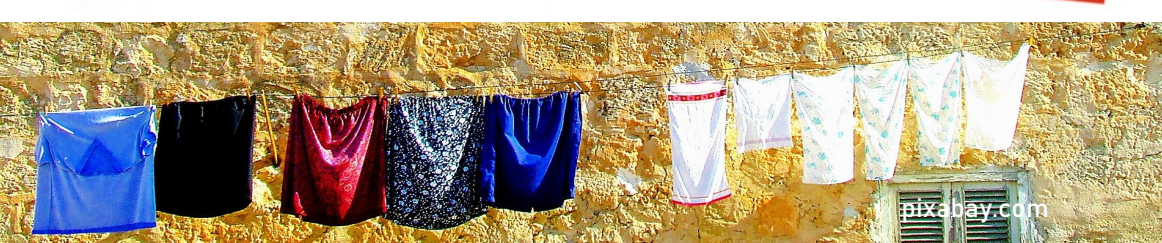
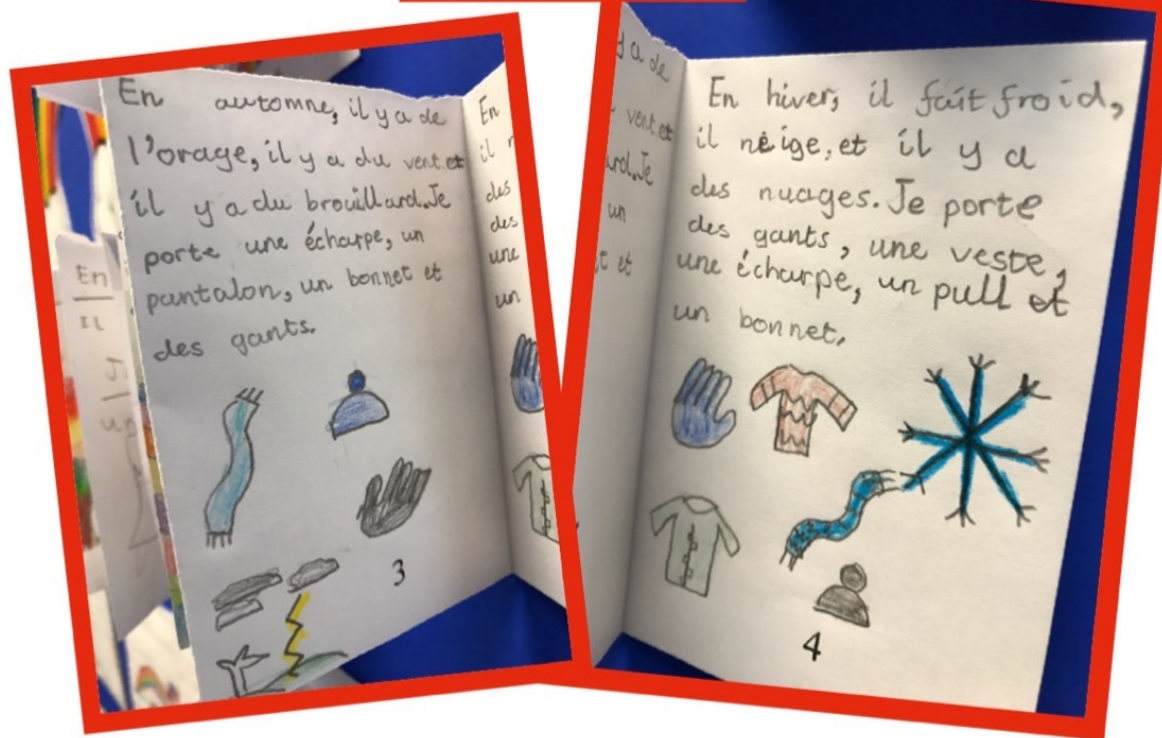
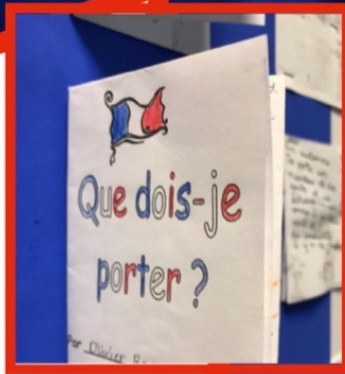
Year 3, Salford

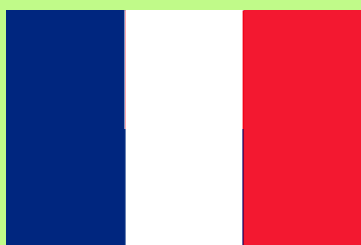


français

Vocabulaire

automne (m.)	<i>autumn</i>
baskets (f.pl.)	<i>trainers</i>
bonnet (m.)	<i>woolly hat</i>
bottes de pluie (f.pl.)	<i>wellies</i>
écharpe (f.)	<i>scarf</i>
est	<i>is</i>
et	<i>and</i>
été (m.)	<i>summer</i>
gants (m.pl.)	<i>gloves</i>
hiver (m.)	<i>winter</i>
il fait chaud	<i>it's hot</i>
il fait froid	<i>it's cold</i>
il neige	<i>it snows</i>
il pleut	<i>it rains</i>
il y a de l'orage	<i>it's stormy</i>
il y a des nuages	<i>it's cloudy</i>
il y a du brouillard	<i>it's foggy</i>
il y a du soleil	<i>it's sunny</i>
il y a du vent	<i>it's windy</i>
impermeable (m.)	<i>waterproof coat</i>
je porte	<i>I wear</i>
le	<i>the (m.)</i>
lunettes de soleil (f.pl.)	<i>sunglasses</i>
maillot de bain (m.)	<i>swimsuit / trunks</i>
pantalon (m.)	<i>trousers</i>
printemps (m.)	<i>spring</i>
pull (m.)	<i>jumper</i>
que dois-je porter?	<i>what should I wear?</i>
sandales (f.pl.)	<i>sandals</i>
temps (m.)	<i>weather</i>
veste (f.)	<i>jacket</i>





français

Vocabulaire

air (m.)	<i>tune</i>
arc-en-ciel (m.)	<i>rainbow</i>
boîte (f.)	<i>box</i>
carton (m.)	<i>cardboard box</i>
cerise (f.)	<i>cherry</i>
ciel (m.)	<i>sky</i>
couleur (f.)	<i>colour</i>
dans	<i>in</i>
étoile (f.)	<i>star</i>
gâteau (m.)	<i>cake</i>
le / la / l'	<i>the</i>
mon / ma	<i>my</i>
musique (f.)	<i>music</i>
nid (m.)	<i>nest</i>
odeur (f.)	<i>smell</i>
oeuf (m.)	<i>egg</i>
sur	<i>on</i>
tu es	<i>you are</i>

Tu es....

by

Oliver

Year 6, Rush Green

Tu es la pizza dans mon carton de pizza,
Tu es l'étoile sur le ciel,
Tu es les chocolats dans ma boîte,
Tu es le CD dans mon PS4,
Tu es la cerise sur mon gâteau.

Tu es....

by

Melita

Year 6, Rush Green

Tu es l'air dans ma musique
Tu es les couleurs dans mon arc-en-ciel
Tu es l'odeur dans mon rose
Tu es l'oeuf dans mon nid

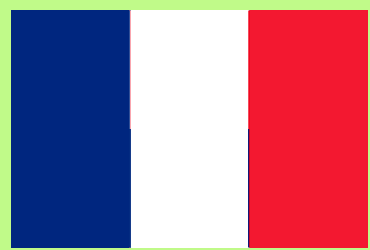


Tu es....

by

Aaron

Year 6, Rush Green



français

Vocabulaire

bouteille (f.)	<i>bottle</i>
ciel (m.)	<i>sky</i>
dans	<i>in</i>
dictionnaire (m.)	<i>dictionary</i>
eau (f.)	<i>water</i>
fourrure (f.)	<i>fur</i>
fromage (m.)	<i>cheese</i>
le / la / l' / les	<i>the</i>
loup (m.)	<i>wolf</i>
mon / ma	<i>my</i>
mots (m.pl.)	<i>words</i>
nuages (m.pl.)	<i>clouds</i>
sur	<i>on</i>
tu es	<i>you are</i>

Tu es l'eau dans ma bouteille.

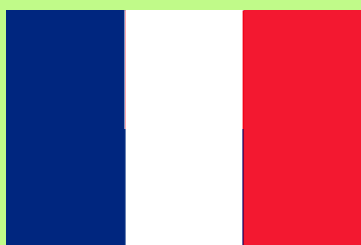
Tu es la fourrure sur mon loup.

Tu es les mots dans mon dictionnaire.

Tu es les nuages dans mon ciel.

Tu es le fromage sur ma pizza.





La Terre et Mercure

by

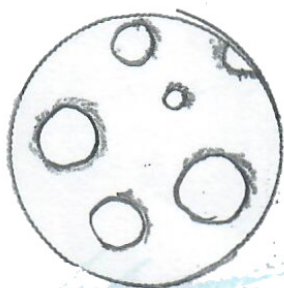
Szymon

Year 5, Oxford

français

Vocabulaire

assez	<i>quite</i>
chaud	<i>hot</i>
est	<i>is</i>
la Terre (f.)	<i>the Earth</i>
Mercure (m.)	<i>Mercury</i>
parce que	<i>because</i>
planète (f.)	<i>planet</i>
près de	<i>near</i>
rouge	<i>red</i>
Soleil (m.)	<i>Sun</i>
une	<i>a (f.)</i>



La Terre est une planète
assez chaude parce que
La terre est assez
près du soleil..

Mercury est une
Planète assez
chaude. Mercury
est planète
orange et rouge.

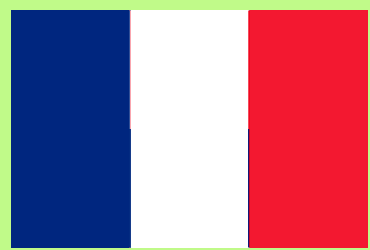


Jupiter, Saturne, Uranus et Neptune

by

Arianne

Year 5, Oxford



français

Vocabulaire

assez	quite
est	is
froid	cold
loin de	far from
parce que	because
planète (f.)	planet
Soleil (m.)	Sun
très	very
une	a (f.)

Jupiter



Jupiter est une planète très froide parce que Jupiter est assez loin du soleil.

Saturne



Saturne est une planète assez froide parce que Saturne est assez loin du soleil.

Uranus

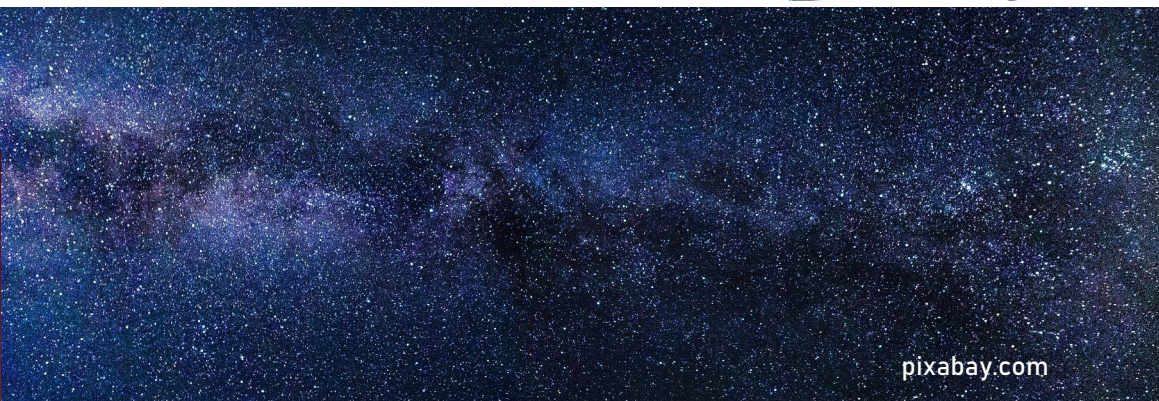


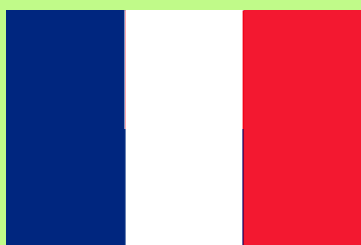
Uranus est une planète très froide parce que Uranus est très loin du soleil.

Neptune



Neptune est une planète très froide parce que Neptune est très loin du soleil.





Mercure et Vénus

by

Ania

Year 5, Oxford

français

Vocabulaire

blanc	<i>white</i>
chaud	<i>hot</i>
est	<i>is</i>
et	<i>and</i>
gris	<i>grey</i>
Mercure	<i>Mercury</i>
noir	<i>black</i>
parce que	<i>because</i>
planète (f.)	<i>planet</i>
près	<i>near</i>
Soleil (m.)	<i>Sun</i>
très	<i>very</i>
une	<i>a (f.)</i>

Mercure



Mercure est une planète très chaude parce que Mercure est très près du Soleil. Mercure est une planète gris.

Venus



Venus est une planète très chaude parce que Venus est très près du soleil. Venus est une planète noire, gris, blanche et orange.

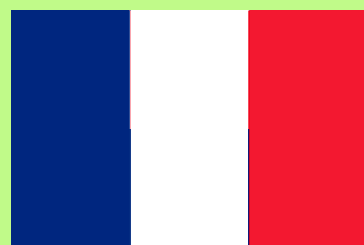


Réduis, réutilise, recycle

by

Isra

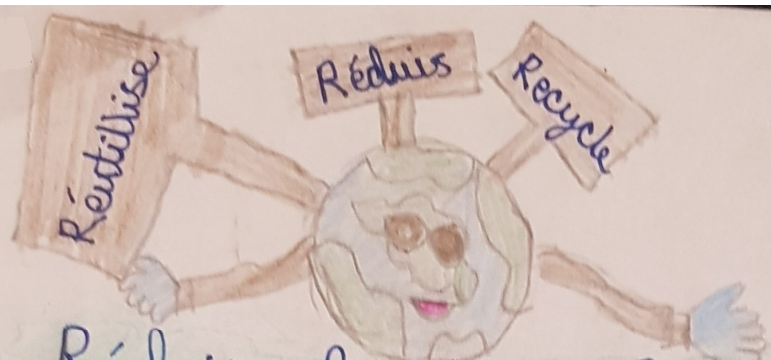
Year 5, London



français

Vocabulaire

et	and
papier (m.)	paper
pour	in order to
recycle	recycle
réduis	reduce
réutilise	reuse
sauver	to save
la Terre	the Earth
verre (m.)	glass



Réduis, Réutilise, Recycle

Réduis pour sauver la terre



Réutilise pour sauver la terre



Recycle le papier



Recycle le plastique



Recycle le métal et le verre



español

Vocabulario

al / a la	to the
a caballo	on horseback
antes	before
a pie	on foot
biblioteca (f.)	library
calle (f.)	street
carnicería (f.)	butcher's
ciudad (f.)	city
colegio (m.)	school
cuando	when
después	after
domingo	Sunday
en	in
en autocar	by coach
en avión	by plane
en barco	by boat
en bici	by bike
en coche	by car
en cohete	by rocket
en metro	by subway
en tranvía	by tram
estación (f.)	station
hace calor	It's hot
hay neblina	it's misty
Japón	Japan
jueves	Thursday
julio	July
lunes	Monday
marzo	March
mayo	May
mientras que	while
museo (m.)	museum
Noruega	Norway
Nueva Zelanda	New Zealand
pastelería (f.)	cake shop
polideportivo (m.)	sports centre
porque	because
supermercado (m.)	supermarket
verano (m.)	summer
y	and
yo	I
voy	I go
vas	you go (sing.)
va	he / she goes
vamos	we go
vais	you go (pl.)
van	they go

¿Adónde van?

by

Gracie

Year 6, Sunderland

Gracie, ¿Vas al colegio en avión? Jueves, James, va a la estación a pie. Voy al supermercado en barco en Noruega mientras que vamos a la biblioteca en coche en Nueva Zelanda Jess y Grace, ¿Vais al museo en helicóptero cuando hay neblina? Voy al polideportivo a caballo en verano. En Julio, Ava, va a la ciudad en bici. Kristin y yo, vamos al restaurante en autocar en España.

¿Adónde van?

by

Kristin

Year 6, Sunderland

Martes va la pastelería en Japón en tranvía. Caleb ¿vas al restaurante en avión, cuando hay neblina? En Mayo voy a la carnicería en metro. Rosie y Ana ¿vais a la biblioteca en cohete? ¿Lunes Max va a la calle en cohete en México antes en mayo. Voy al polideportivo en ferry después en marzo porque hace calor. Domingo, Gracie va al banco en Perú en helicóptero en septiembre.

La música

by

Ethan

Year 6, Gateshead



español

Vocabulario

aburrido	<i>boring</i>
animado	<i>lively</i>
a veces	<i>sometimes</i>
demasiado	<i>too</i>
energético	<i>energetic</i>
es	<i>it is</i>
lento	<i>slow</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
música clásica (f.)	<i>classical music</i>
música heavy (f.)	<i>heavy metal music</i>
no es	<i>it isn't</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
porque	<i>because</i>
rápido	<i>fast</i>
rítmico	<i>rhythmic</i>
ruidoso	<i>noisy</i>
sencillo	<i>simple</i>
soso	<i>bland</i>
triste	<i>sad</i>
un poco	<i>a bit</i>
y	<i>and</i>



La Música



Me encanta la música heavy porque es animada y energética pero a veces no me gusta porque es demasiado ruidosa. No me gusta la música clásica porque es lenta y aburrida pero es un poco rítmica. Me gusta la música jazz porque no es soso y triste. Odio la música reggae porque es rápida y demasiado sencilla.



Editor's
Pick

Well done, Ethan! You have given us lots of information about your opinions of different kinds of music and also explained your opinions using adjectives.



Teachers' Corner

Find out more information about the writing featured

page

1

Jane Birtwistle

How long have the children been learning French?

Since EYFS / Key Stage 1

How long are their language lessons?

Currently an hour a week, with three half-term blocks in each academic year

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

Throughout the spring term, Year 3 learnt about the weather. They memorised some basic weather expressions and enjoyed researching what the weather was like in different Francophone countries using the French national weather website: meteofrance.com. They also learnt how to name the four seasons and describe typical weather in each season in England and other countries where Year 3's home languages are spoken. They learnt more numbers so that they could say what the temperature was. They also worked on key sounds from our Physical French Phonics course. We had just started a new topic on clothes when World Book Day was celebrated across the school so this was a fantastic opportunity for Year 3 to become authors themselves and produce their own mini-books about dressing for the weather.

Olivier's achievement at this stage of his Key Stage 2 language learning journey highlights just how beneficial early language learning is. He entered Year 3 with a real readiness to write!

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

The children had access to the list of basic weather phrases and items of clothing covered throughout this term.

What do you particularly like about this piece of work?

Olivier produced a beautifully illustrated, high quality piece of writing that clearly demonstrates a sound grasp of the core grammatical concepts we have focused on so far (noun gender, forming plural nouns etc...)! I was also impressed with Olivier's confidence, expression and accurate pronunciation when he read his weather story to his classmates. Bravo!

How long have the children been learning French?

18 months, of which 8 months have been with a specialist teacher

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.

Children had been studying the topic of food. They were shown examples of this type of poem on another school's website.

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

They had access to dictionaries and a basic writing frame.

What do you particularly like about these pieces of work?

The children were very creative and many developed their ideas beyond the original theme of food. They used prior learning, dictionaries and prepositions very well.

How long have the children been learning French?

3 years

How long are their language lessons?

1 hour a week, 12 weeks a year

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

The children followed the Les Planètes unit from Light Bulb Languages, learning how to describe planets in terms of size, colour, temperature and distance from the sun.

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

We completed an example together and this was displayed as a model on the board.

What do you particularly like about these pieces of work?

These children willingly gave up playtime and/or took the work home in order to finish their work!

How long have the children been learning French?

3 years

How long are their language lessons?

1 hour

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

In the previous lesson, the year 5 pupils learnt some vocabulary about recyclable packaging.

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

Pupils had to read the song and deduce the meaning of the lyrics. They used their language learning strategies: looking at the teacher's actions, finding cognates, looking at the pictures, inferring the meaning of unknown words from the context, comparing the title of the song with what they already know in English, etc..

What do you particularly like about this piece of work?

Year 5 are currently learning about environment in class. Linking our French lessons to the whole school topic makes learning more relevant. The pupils can also make connections and learn more about the topic. The children had to guess the meaning of the words by themselves. Language learning strategies will be very useful for when they are in secondary school. In addition, environment is one of the GCSE topics. I love Isra's illustrations and I really enjoyed listening to her singing the song with her classmate Insiyah.

How long have the children been learning Spanish?

4 years

How long are their language lessons?

45 minutes, once a week

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

The class had learned places in town, transports and the present tense of the verb ir. We practised putting together sentences to say who is going, where they are going and how they are getting there. Then we discussed ways in which we could put these sentences together as a text, incorporating some of the language we had covered in Key Stage 2, such as time words and weather.

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

Worksheets in their books, a list of new vocabulary and the model text that we wrote together on the board.

What do you particularly like about these pieces of work?

Gracie and Kristin have tried hard to incorporate some new and different words and phrases to create some lovely complex sentences.

How long have the children been learning Spanish?

Since Year 3

How long are their language lessons?

Between 40 and 50 minutes

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

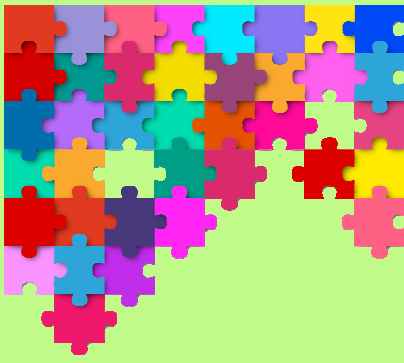
The pupils had lots of speaking practice making longer sentences using opinions and adjectives.

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

The pupils had dictionaries as well as the Light Bulb Languages word mat and writing frame.

What do you particularly like about this piece of work?

Ethan wanted to find out words on his own to extend his writing.



Puzzle Corner

Can you solve this puzzle?

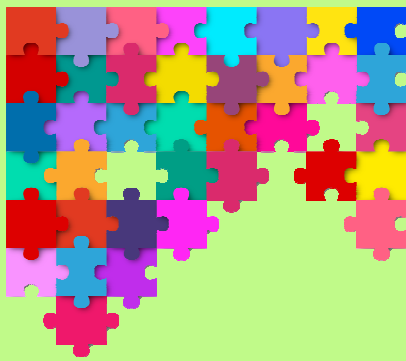
Read the clues and work out where each person lives and which language they are learning.

1. Akira lives in a country where French is an official language.
2. Rangi lives in a Spanish-speaking country.
3. Olga is learning the language of the country where Cristina lives.
4. The language that Naira is learning doesn't use Latin script.
5. Gustav is learning the language of the country where Rangi lives.
6. The country where Olga lives has four official languages.
7. Naira lives in an English-speaking country.
8. Gustav lives in a European country.
9. Cristina is learning a language that will help her when she goes to study in Québec.
10. Rangi is learning the most widely-spoken language in the world.
11. Akira is hoping to use his language when he goes to Karachi.

Countries	Languages
Argentina	French
Australia	Japanese
Brazil	Mandarin
Canada	Portuguese
Germany	Punjabi
Switzerland	Spanish

	Where do they live?	Which language are they learning?
Naira		
Cristina		
Olga		
Akira		
Gustav		
Rangi		





Puzzle Corner

Solution from issue 4

Across

- 1 This language is spoken in the Netherlands.
- 5 This is one of the languages spoken in Spain.
- 8 This language is spoken in Austria.
- 11 This is one of the languages spoken in Switzerland.
- 12 This language is spoken in Argentina.
- 15 This language is spoken in Norway.
- 18 This is one of the languages spoken in Spain.
- 20 This language is spoken in Turkey.
- 21 This language is spoken in Japan.
- 24 This language is spoken in Cyprus.
- 25 This is one of the languages spoken in India.
- 26 This language is spoken in Czech Republic.

Down

- 2 This language is spoken in Thailand.
- 3 This language is spoken in Cambodia.
- 4 This language is spoken in Romania.
- 6 These are the two official languages of Canada.
- 7 This language is spoken in Australia.
- 9 This language is spoken in Madagascar.
- 10 This is one of the languages spoken in Belgium.
- 13 This kind of Chinese is mainly spoken in China.
- 14 This kind of Chinese is mainly spoken in Hong Kong.
- 16 This language is spoken in Brazil.
- 17 This language is spoken in Iran.
- 19 This language is spoken in the Philippines.
- 22 language is spoken in many countries, including Egypt.
- 23 This language is spoken in Poland.





to all the children and teachers
who have contributed their work to *Write Away!*

