

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 6

June 2021

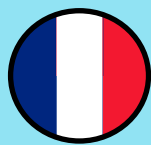
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Editor

Clare Seccombe

Welcome to issue 6 of *Write Away!* We've had to wait a long time for this issue, and it's really exciting to finally be able to read it. Thank you to the very many students and teachers who submitted their work for this issue, and I hope you enjoy seeing and reading what other people have been doing in their language lessons. Don't forget to look out for my Editor's Pick and this issue's guest language. It's great to be back!



French

page 1



Spanish

page 18



Teachers' Corner

page 29



Puzzle Corner

page 37



bună ziua

ce faci?

Română

nu

da

mulțumesc

vă rog

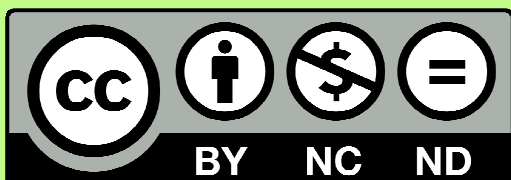
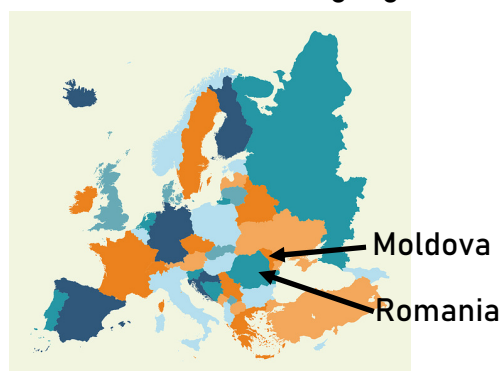
mă numesc
Alexandru

la revedere

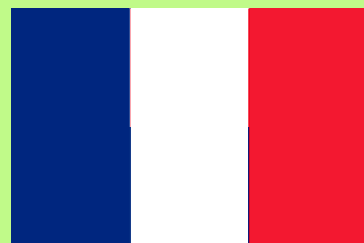
Our guest language for this issue is Romanian.

Romanian is the official language and national language of Romania and Moldova, and one of the official languages of the European Union. There are about 25 million speakers of Romanian around the world.

Romanian evolved from Latin, and so it is one of the Romance languages, like French and Spanish. However it is the only Romance language in Eastern Europe, and also has some elements of Slavic languages.



Year 6, Halewood



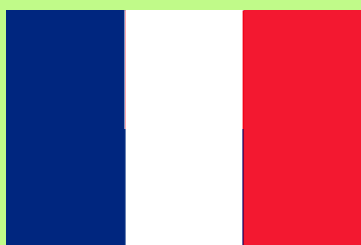
français

Vocabulaire

à	<i>in</i>
anglais (m.)	<i>English</i>
amusant	<i>fun</i>
anniversaire (m.)	<i>birthday</i>
au revoir	<i>goodbye</i>
avril	<i>April</i>
car	<i>because</i>
ça va ?	
<i>how are you?</i>	
c'est	<i>it is</i>
chien (m.)	<i>dog</i>
dessin (m.)	<i>art, drawing</i>
difficile	<i>difficult</i>
école	<i>school</i>
écouter	<i>to listen</i>
elle s'appelle	
<i>she is called</i>	
est	<i>is</i>
est-ce que tu aimes ?	
<i>do you like?</i>	
et	<i>and</i>
frère (m.)	<i>brother</i>
j'aime	<i>I like</i>
j'ai onze ans	<i>I am 11</i>
je m'appelle	<i>I am called</i>
je suis	<i>I am</i>
jeudi	<i>Thursday</i>
j'habite	<i>I live</i>
je n'aime pas	<i>I don't like</i>
le (m.)	<i>the</i>
lettre (f.)	<i>letter</i>
merci	<i>thank you</i>
neuf	<i>9</i>
pour	<i>for</i>
quel(le)	<i>what</i>
salut	<i>hi</i>
ton (m.)	<i>your</i>

unu

1



Chère correspondante

by

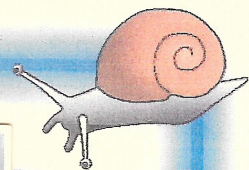
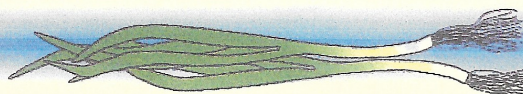
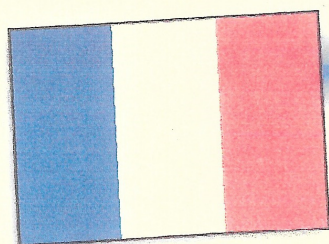
India

Year 6, Halewood

français

Vocabulaire

à	in
amusant	fun
anniversaire (m.)	birthday
au revoir	goodbye
car	because
ça va ?	
how are you?	
c'est	it is
chien (m.)	dog
dessin (m.)	art, drawing
deux	2
dix	10
est	is
est-ce que tu aimes ?	
do you like?	
et	and
frère (m.)	brother
j'adore	I love
j'ai onze ans	I am 11
je m'appelle	I am called
je suis	I am
j'habite	I live
je n'aime pas	I don't like
le (m.)	the
lettre (f.)	letter
mai	May
ma matière préférée	
my favourite subject	
merci	thank you
mère (f.)	mother
père (m.)	father
pour	for
salut	hi
sœur (f.)	sister
tout	all



Salut E line,

Ça va?

Merci pour la lettre!

Je m'appelle India, Je suis une fille
J'ai onze ans.

Mon anniversaire est le dix mai.

J'habite à Liverpool.

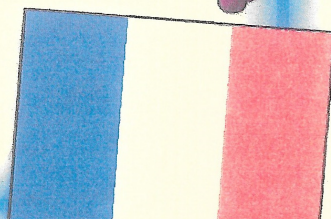
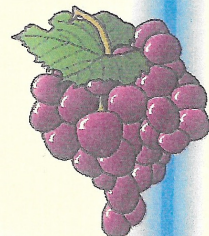
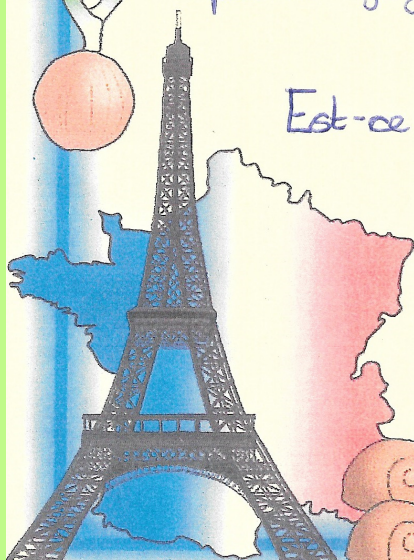
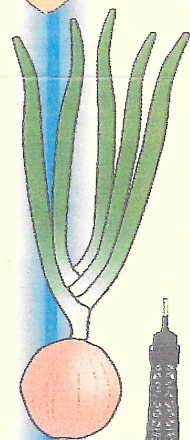
J'ai deux frères, une sœur, ma mère et
mon père. J'ai deux chiens.

Ma matière préférée est le dessin car
c'est amusant.

J'adore toute la musique! Je n'aime
pas la géographie.

Est-ce que tu aimes le dessin?

Au Revoir
India x x ☺



Chère correspondante

by
Lois

Year 6, Halewood

français

Vocabulaire

anniversaire (m.)	birthday
aussi	also
avril	April
bonjour	hello
ça va ?	how are you?
c'est	it is
chat (m.)	cat
château (m.)	castle
chevaux (m.pl.)	horses
cuisine	to cook
danser	to dance
dauphins (m.pl.)	dolphins
dessiner	to draw
dix	10
est	is
et	and
filles (f.)	girl
intéressant	interesting
il s'appelle	he is called
j'ai	I have
j'aime	I like
j'ai onze ans	I am 11
je m'appelle	I am called
je pense que	I think that
je suis	I am
jeudi	Thursday
lettre (f.)	letter
merci	thank you
musique (f.)	music
nager	to swim
novembre	November
plus	more
pour	for
quel temps fait-il ?	what is the weather like?
sœur (f.)	sister
tu apprends	you learn

jeudi 29 avril

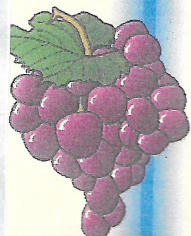
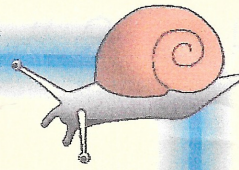
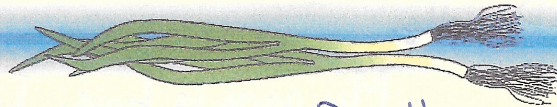
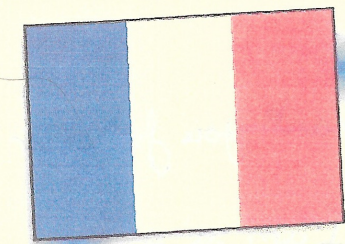
Bonjour Ruth-Prunelle,

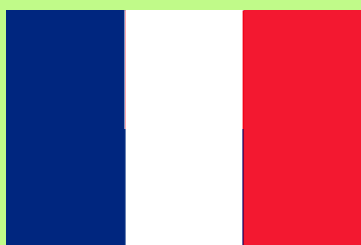
Je m'appelle

Lois. Merci pour la lettre! C'est fantastique!
Ça va? Je suis une fille. Mon anniversaire
est le dix novembre. J'ai onze ans. J'ai
une sœur et un chat. Il s'appelle Sparkles.
J'aime cuisiner, la musique, danser et dessiner.
J'aime aussi nager. J'aime les châteaux.
C'est intéressant! Quel temps fait-il en
France? J'aime les chats, les chevaux, les
dauphins et plus! Je pense que c'est
fantastique que tu apprends l'anglais.

Ecris-tot,

Lois ↓ Sparkles (garçon)





Cher correspondant

by

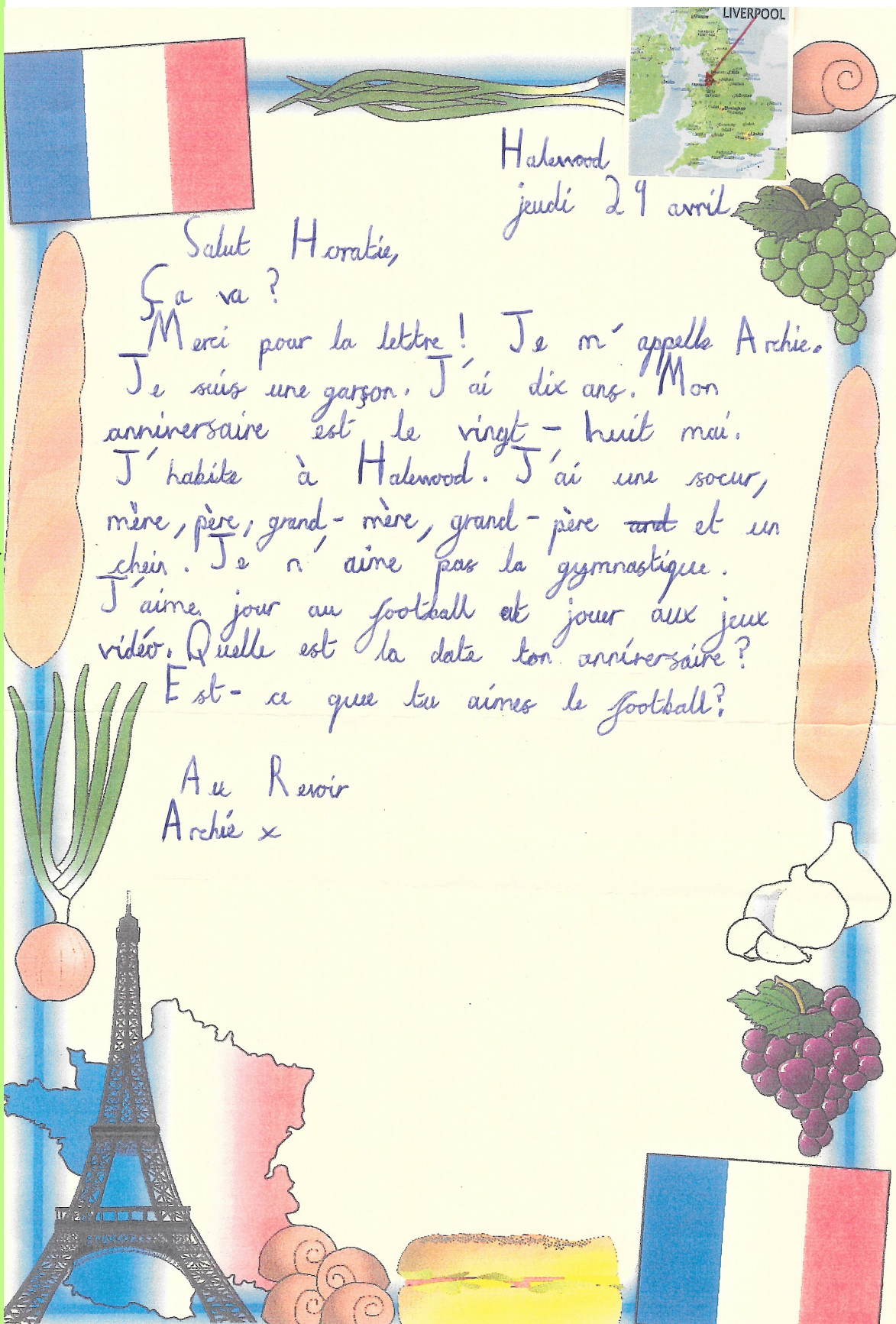
Archie

Year 6, Halewood

français

Vocabulaire

à	in
anniversaire (m.)	birthday
au revoir	goodbye
ça va ?	how are you?
chien (m.)	dog
est	is
garçon (m.)	boy
grand-mère (f.)	grandma
grand-père (m.)	grandpa
gymnastique (f.)	gymnastics
j'ai	I have
j'ai dix ans	I am 10
j'aime	I like
je m'appelle	I am called
je n'aime pas	I don't like
je suis	I am
jeux video (m.pl)	video games
j'habite	I live
jouer	to play
lettre (f.)	letter
mai	May
merci	thank you
mère (f.)	mother
père (m.)	father
pour	for
quel	what
salut	hi
sœur (f.)	sister
ton (m.)	your
tu aimes	you like
vingt-huit	28

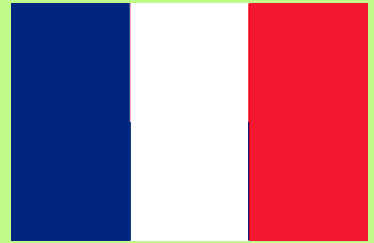


Chère correspondante

by

Faye

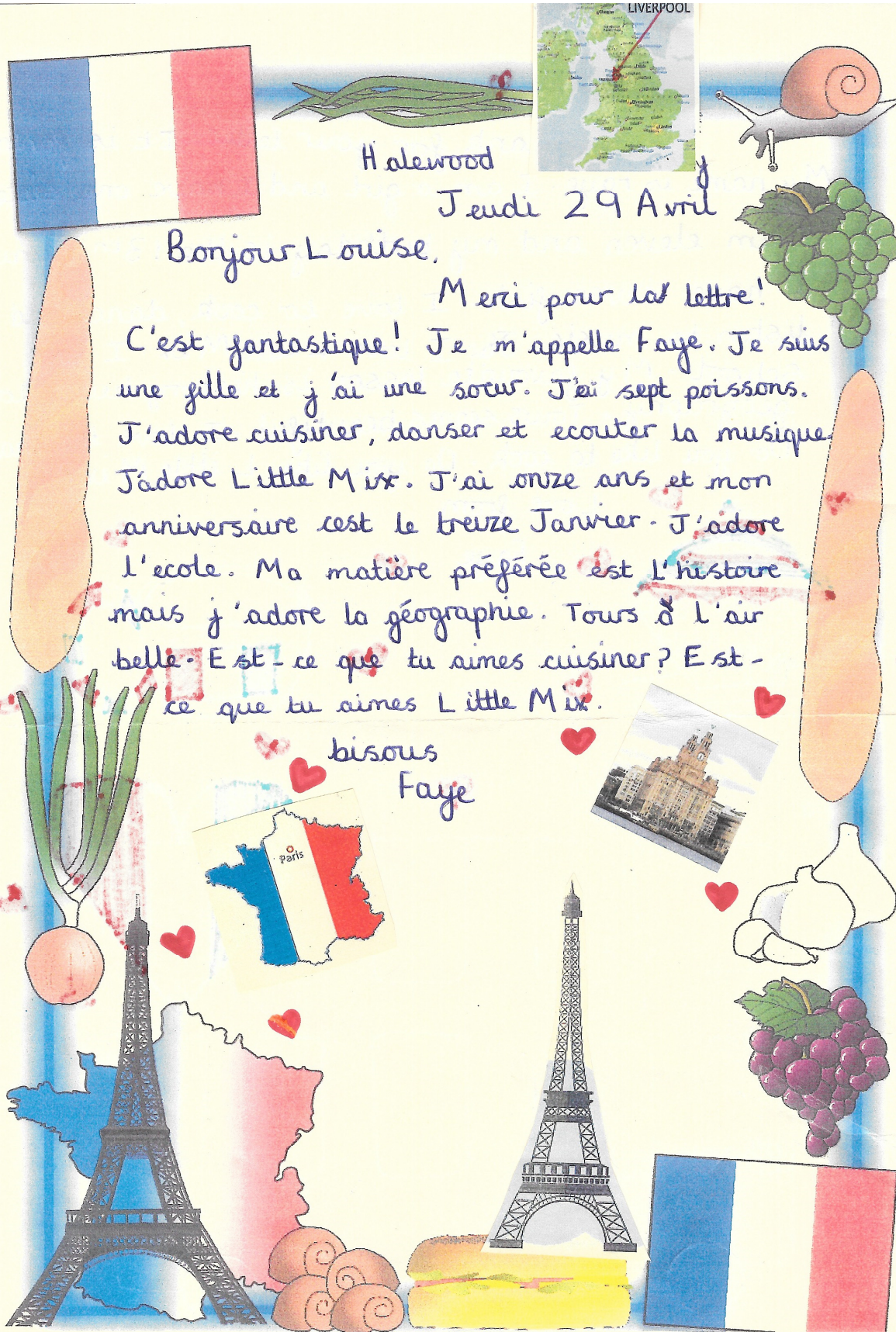
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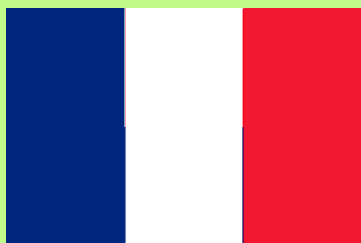


français

Vocabulaire

anniversaire (m.)	birthday
avril	April
bisous (m.)	love
bonjour	hello
c'est	it is
cuisine	to cook
danser	to dance
école (f.)	school
écouter	to listen
et	and
filles (f.)	girl
histoire (f.)	history
j'adore	I love
j'ai	I have
j'ai onze ans	I am 11
janvier	January
je m'appelle	I am called
je suis	I am
jeudi	Thursday
lettre (f.)	letter
mais	but
ma matière préférée (f.)	my favourite subject
merci	thank you
poisson (m.)	fish
pour	for
sept	7
sœur (f.)	sister
Tours a l'air belle	Tours looks pretty
treize	13
tu aimes	you like





français

Vocabulaire

après	<i>after</i>
aussi	<i>also</i>
c'est	<i>it is</i>
cyclisme (m.)	<i>cycling</i>
déjeuner (m.)	<i>lunch</i>
équitation (f.)	<i>horse riding</i>
et	<i>and</i>
fatigant	<i>tiring</i>
gymnastique (f.)	<i>gymnastics</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
je fais	<i>I do</i>
je ne fais pas	<i>I don't do</i>
je joue	<i>I play</i>
mais	<i>but</i>
matin (m.)	<i>morning</i>
natation (f.)	<i>swimming</i>
nul	<i> rubbish</i>
parce que	<i>because</i>
pas mal	<i>not bad</i>
samedi	<i>Saturday</i>
tous les weekends	<i>every weekend</i>

Je fais du sport !

by

Scarlett

Year 6, Blackfield

Tous les weekends, je fais du sport. Je fais du cyclisme le samedi matin parce que c'est super. Mais je ne fais pas d'équitation parce que c'est nul. J'adore le golf c'est super. Je déteste le karate, c'est nul.

Je fais du sport !

by

Marianne

Year 6, Blackfield

Tous les weekends je joue au foot parce que c'est super aussi j'adore le karaté et le foot. J'aime la natation parce que c'est pas mal. Après le déjeuner je joue au volley-ball parce que c'est super.

Je fais du sport !

by

Layla

Year 6, Blackfield

Tous les weekends je fais de la gymnastique mais je déteste le tennis de table parce que c'est fatigant et c'est nul. Aussi j'aime l'équitation parce que c'est pas mal. Le samedi matin je fais de la natation je l'adore.

Je vais à l'école

by

Cicely

Year 5, London

Quand je vais à l'école, je passe devant une gare ; puis je tourne à droite et tout droit il y a un grand magasin. Derrière moi il y a une rivière et huit canards. Cinq minutes plus tard j'arrive à l'école. Si il y a du soleil je vais à vélo.

Je vais à l'école

by

Orlando

Year 5, London

Quand je vais à l'école, je passe devant la boîte à lettres et je poste une lettre. Quand je vais à l'école, je traverse une petite rivière. Je tourne à droite trois minutes plus tard. Puis je passe devant une boulangerie je rentre dedans et j'achète un pain aux raisins ; mon petit déjeuner. Ensuite, tout droit est l'école. Finalement, j'arrive et je rentre dedans l'école.

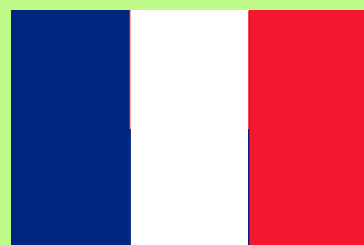
Je vais à l'école

by

Zihan

Year 5, London

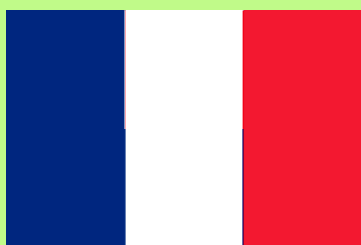
Quand je vais à l'école je passe derrière le parc. Puis je passe devant une poste. Cinq minutes plus tard, je passe un café. Je vais dans le café et j'achète un croissant. Il y a une rivière tout droit. A droite il y a mon école.



français

Vocabulaire

à	to
à droite	(on the) right
à vélo	by bike
boîte à lettres (f.)	letterbox
boulangerie (f.)	bakery
canard (m.)	duck
cinq	5
dans	in
derrière	behind
école (f.)	school
ensuite	next
et	and
finalement	finally
gare (f.)	station
grand magasin (m.)	department store
huit	8
il y a	there is/are
j'achète	I buy
j'arrive	I arrive
je passe devant	I go past
je tourne	I turn
je traverse	I cross
je vais	I go
petit	small
petit-déjeuner (m.)	breakfast
plus tard	later
poste (f.)	post office
puis	then
quand	when
rivière (f.)	later
si	if
soleil (m.)	sun
tout droit	straight on
trois	3



Je vais à l'école

by

Cassian

Year 5, London

français

Vocabulaire

à	to
à droite	(to the) right
à gauche	(to the) left
ami (m.)	friend
après	after
avec	with
c'est	it is
cette	this (f.)
cing	5
cuisiner	to cook
dans	in
derrière	behind
donner	to give
école (f.)	school
ensuite	next
et	and
finalement	finally
gare (f.)	station
gâteau au chocolat (m.)	chocolate cake
j'achète	I buy
j'arrive	I arrive
j'étudie	I study
je passe	I pass
je prends	I take
je tourne	I turn
je traverse	I cross
je vais	I go
livre (m.)	book
maison (f.)	house
pâtisserie (f.)	cake shop
plus tard	later
professeure (f.)	teacher
quand	when
rigolo	fun
rue (f.)	street, road
très	very

Quand je vais à l'école, je tourne à droite et je passe devant une pâtisserie. Dans cette pâtisserie, j'achète un gâteau au chocolat et des biscuits. Ensuite, je tourne à gauche et je traverse la rue derrière l'école.

Cinq minutes plus tard, j'arrive à l'école. Dans mon école, j'étudie et ma professeure me donne un livre. Après, je vais au parc avec mon ami, Julien. Julien danse. C'est très rigolo!

Finalement, je vais à la gare et je prends le train à ma maison. C'est six heures et demie, et ma Maman cuisine pour moi.



Well done, Cassian!
You have given us some detailed directions and added lots of extra information too.

Editor's
Pick

Mon conte de fées

by

Chloe

Year 6, Kings Hill

Il était une fois un crapaud qui habitait une maison abandonnée.
Un jour il a trouvé une potion magique.
Brusquement, il est tombé sous le charme.
À cet instant un loup l'a mangé.
Par chance une pète a banni un loup wolf.
Ils ont vécu heureux pour toujours!

Mon conte de fées

by

Evie

Year 5, Kings Hill

Il était une fois poule qui habitait une maison abandonnée. Un jour elle a trouvé un miroir. Brusquement elle a transformé en Citrouille. À cet instant un ogre l'a enlevé. Par Chance un nain a tué un ogre. Ils ont vécu heureux pour toujours!

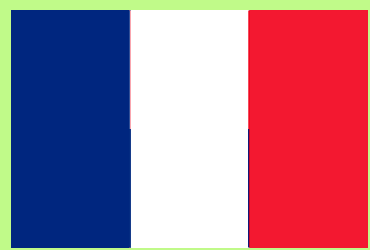
Mon conte de fées

by

Isaac

Year 6, Kings Hill

Il était une fois un crapaud qui habitait un sentier.
Un jour il a trouvé baguette magique.
Brusquement il est tombé sous le charme.
À cet instant un loup garou l'a enlevé.
Par chance une poule a construit une piège.
Ils ont vécu heureux pour toujours!



français

Vocabulaire

à cet instant
at that moment

baguette magique (f.)
magic wand

bannir *to banish*

brusquement *suddenly*

citrouille (f.) *pumpkin*

crapaud (m.) *toad*

enlever *to kidnap*

il a trouvé *he found*

il était une fois
once upon a time

ils ont vécu heureux pour toujours
they all lived happily ever after

loup (m.) *wolf*

loup-garou (m.) *werewolf*

maison (f.) *house*

manger *to eat*

miroir (m.) *mirror*

nain (m.) *dwarf*

par chance *by chance*

piège (f.) *trap*

potion magique (f.)
magic potion

poule (f.) *hen*

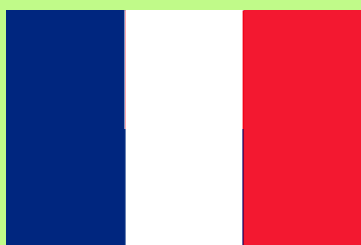
qui habitait *who lived*

sentier (m.) *path*

tomber sous le charme
to fall under the spell

tuer *to kill*

un jour *one day*



Mon conte de fées

by

Emma

Year 5, Kings Hill

français

Vocabulaire

à cet instant	
<i>at that moment</i>	
brusquement	<i>suddenly</i>
chevalier (m.)	<i>knight</i>
dans	<i>in</i>
elle a trouvé	<i>she found</i>
il était une fois	
<i>once upon a time</i>	
ils ont vécu heureux pour toujours	
<i>they all lived happily ever after</i>	
maison (f.)	<i>house</i>
miroir (m.)	<i>mirror</i>
par chance	<i>by chance</i>
qui habitait	<i>who lived</i>
tomber sous le charme	
<i>to fall under the spell</i>	
tour (f.)	<i>tower</i>
tuer	<i>to kill</i>
un jour	<i>one day</i>
une vieille sorcière (f.)	
<i>an old witch</i>	

Il était une fois
 Une Princesse
 qui habitait
 Une maison abandonnée
 Un jour elle a trouvé
 Un miroir
BRUSQUEMENT!
 elle est tombée sous le charme
 A cet instant
 Une vieille sorcière
 l'a emprisonnée dans une tour
PAR CHANCE!
 Un chevalier a tué la vieille sorcière
 Ils ont vécu heureux pour toujours!

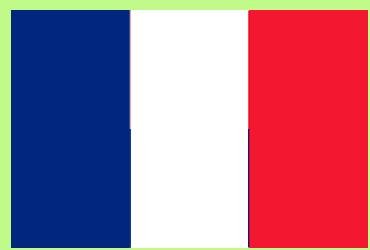


Mon conte de fées

by

Nina

Year 5, Kings Hill



français

Vocabulaire

à cet instant

at that moment

baguette magique (f.)

magic wand

brusquement *suddenly*

chevalier (m.) *knight*

dormir pendant cent ans

to sleep for 100 years

forêt (f.) *forest*

elle a trouvé *she found*

il était une fois

once upon a time

ils ont vécu heureux pour toujours

they all lived happily ever after

maison (f.) *house*

miroir (m.) *mirror*

par chance *by chance*

qui habitait *who lived*

tomber sous le charme

to fall under the spell

tour (f.) *tower*

tuer *to kill*

un jour *one day*

une vieille sorcière (f.)

an old witch

Il était une fois une princesse qui habitait la forêt.

Un jour elle a trouvé un miroir.

Brusquement elle est tombée sous le charme.

A cet instant une vieille sorcière la emprisonne dans une tour.

Par chance un chevalier a tué une vieille sorcière.

Ils ont vécu heureux pour toujours!

Mon conte de fées

by

Sophie

Year 6, Kings Hill

Il était une fois une princesse qui habitait une maison abandonnée.

Un jour elle a trouvé une baguette magique des aïeux.

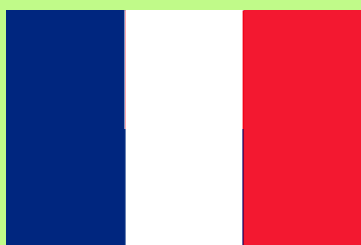
Brusquement elle est tombée sous le charme et a dormi pendant cent ans.

A cet instant une vieille sorcière a essayé de la tuer.

par chance un magicien a tué une vieille sorcière.

Ils ont vécu heureux pour toujours!





Ma routine

by

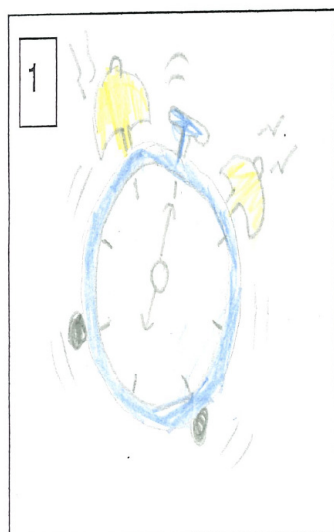
Alina

Year 6, London

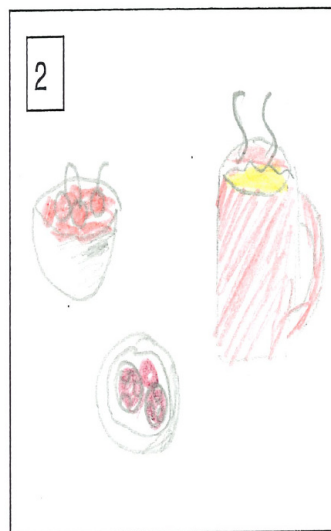
français

Vocabulaire

à	<i>at, to</i>
après	<i>after</i>
cinq heures	<i>5 o'clock</i>
devoirs (m.pl.)	<i>homework</i>
du matin	<i>in the morning</i>
école (f.)	<i>school</i>
ensuite	<i>next</i>
et demie	<i>half past</i>
je fais	<i>I do</i>
je goûte	<i>I have tea</i>
je m'amuse	<i>I have fun</i>
je me coiffe	<i>I do my hair</i>
je me couche	<i>I go to bed</i>
je me lave	<i>I get washed</i>
je me réveille	<i>I wake up</i>
je prends	<i>I take, have</i>
je rentre	<i>I return</i>
je vais	<i>I go</i>
maison (f.)	<i>house</i>
moins le quart	<i>quarter to</i>
petit-déjeuner (m.)	<i>breakfast</i>
puis	<i>then</i>
sept heures	<i>7 o'clock</i>
six heures	<i>6 o'clock</i>
vers	<i>around</i>



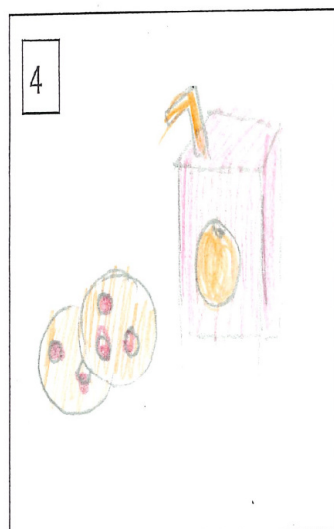
Je me réveille vers six heures et demie du matin.
Puis je me lave.



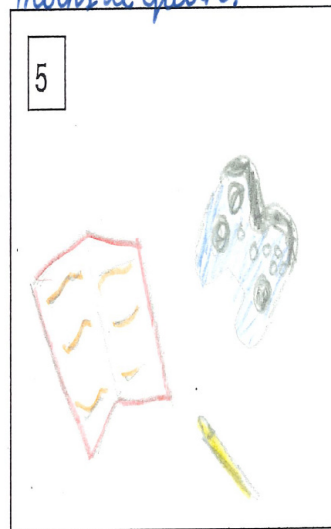
Ensuite je me coiffe et je prends mon petit déjeuner à six heures moins le quart.



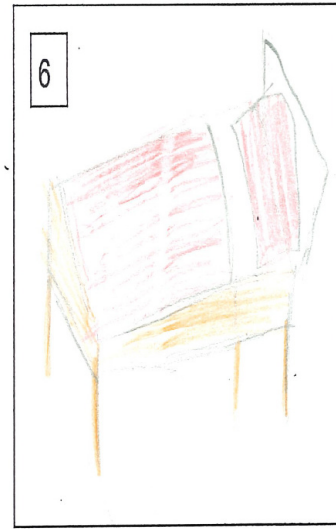
Puis je vais à l'école vers sept heures du matin.



Après l'école je rentre à la maison et je goûte.



Après, je fais mes devoirs et je m'amuse à cinq heures.



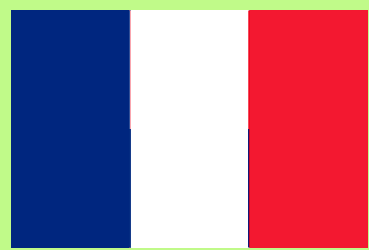
Ensuite, je me couche.

Ma routine

by

Ben

Year 6, London



français

Vocabulaire

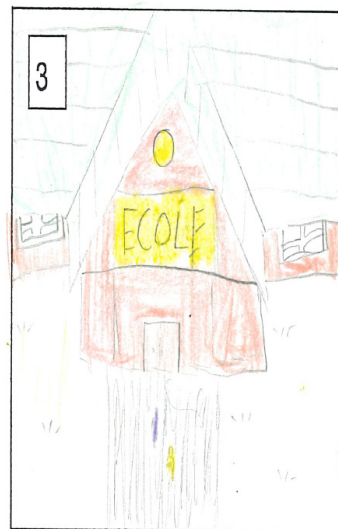
à	at, to
école (f.)	school
ensuite	next
et demie	half past
et quart	quarter past
huit heures	8 o'clock
je goûte	I have tea
je m'amuse	I have fun
je me couche	I go to bed
je me douche	I have a shower
je me lève	I get up
je prends	I take, have
je rentre	I return
je vais	I go
maison (f.)	house
neuf heures	9 o'clock
petit-déjeuner (m.)	breakfast
puis	then
quatre heures	4 o'clock
sept heures	7 o'clock
vingt	20 (past)



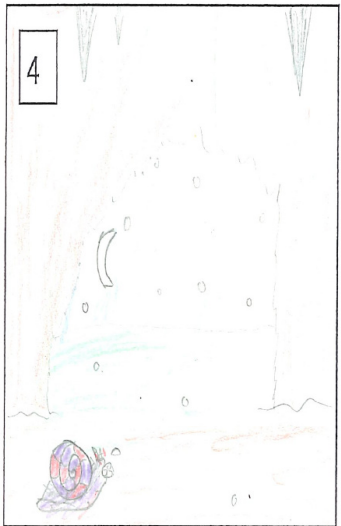
1
Je me lève à sept heures et demie.



2
Puis je me douche et je prends mon petit déjeuner à huit heures.



3
Ensuite je vais à l'école à huit heures vingt.



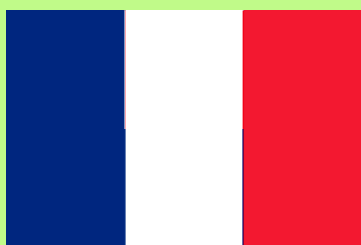
4
Je rentre à la maison et je goûte à quatre heures.



5
Ensuite je m'amuse à quatre heures et quart.



6
Puis je me couche à neuf heures.



Ma routine

by

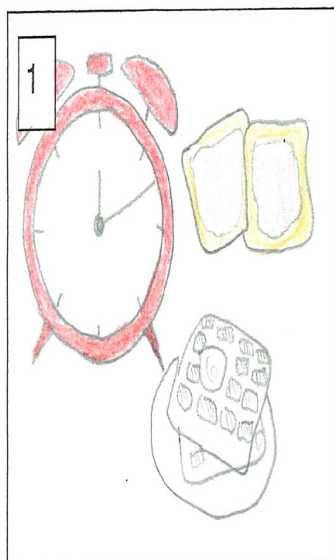
Preyashi

Year 6, London

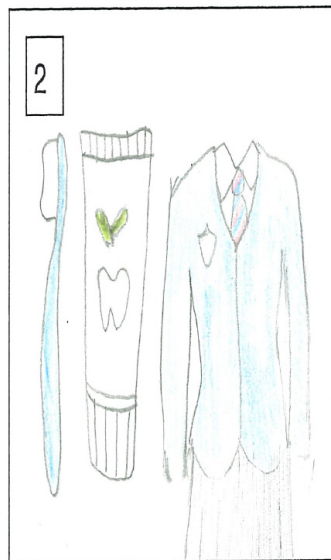
français

Vocabulaire

à	at, to
cinq	5 (past)
devoirs (m.pl.)	homework
dix	10 (past)
du matin	in the morning
école (f.)	school
ensuite	next
et demie	half past
et quart	quarter past
je dîne	I have supper
je fais	I do
je goûte	I have tea
je me brosse les dents	I brush my teeth
je m'habille	I get dressed
je me coiffe	I do my hair
je me couche	I go to bed
je me lave	I get washed
je me réveille	I wake up
je prends	I take, have
je rentre	I return
je vais	I go
maison (f.)	house
moins le quart	quarter to
petit-déjeuner (m.)	breakfast
puis	then
sept heures	7 o'clock
six heures	6 o'clock
vers	around
vingt	20 (past)
vingt-cinq	25 (past)



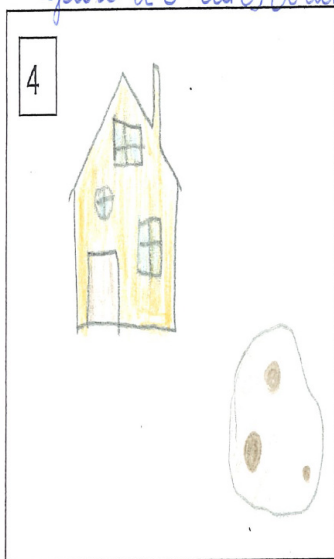
1
Je réveille vers 6 heures
et quart du matin puis
je ~~me~~ prends mon petit
déjeuner à 6 heures et demie.



2
Je me brosse les dents
vers 7 heures cinq ensuite
je m'habille à 7 heures
dix.



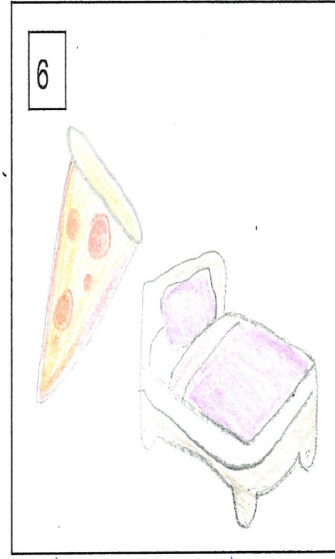
3
Je me coiffe à 7 heures
et demie puis je vais à
l'école vers 8 heures vingt.



4
Je rentre à la maison vers
4 heures dix puis je goûte
à 4 heures et quart.



5
Je fais mes devoirs à
4 heures vingt-cinq
après je me lave à 4 heures
moins le quart.



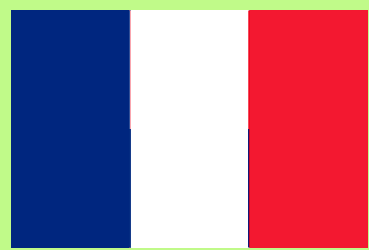
6
Je dîne vers 6 heures
et demie ensuite je
me couche à 9 heures.

Ma routine

by

Isabel

Year 6, London



français

Vocabulaire

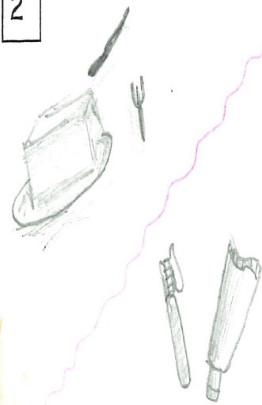
à	<i>at, to</i>
après	<i>after</i>
école (f.)	<i>school</i>
ensuite	<i>next</i>
et demie	<i>half past</i>
et quart	<i>quarter past</i>
huit heures	<i>8 o'clock</i>
je dîne	<i>I have supper</i>
je goûte	<i>I have tea</i>
je m'amuse	<i>I have fun</i>
je me brosse les dents	<i>I brush my teeth</i>
je me couche	<i>I go to bed</i>
je me douche	<i>I have a shower</i>
je me lève	<i>I get up</i>
je prends	<i>I take, have</i>
je rentre	<i>I return</i>
je vais	<i>I go</i>
maison (f.)	<i>house</i>
moins le quart	<i>quarter to</i>
neuf heures	<i>9 o'clock</i>
petit-déjeuner (m.)	<i>breakfast</i>
puis	<i>then</i>
quatre heures	<i>4 o'clock</i>
sept heures	<i>7 o'clock</i>
vingt	<i>20 (past)</i>

1



Je me réveille à sept heures et demie, et puis je me lève.

2



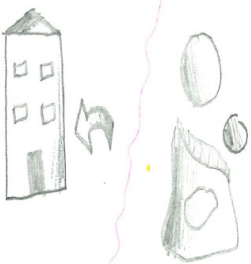
Ensuite, je prends ma petit déjeuner vers huit heures moins le quart, et je me brosse les dents.

3



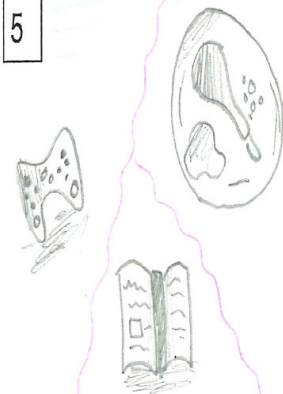
Puis, je m'habille et je vais à l'école vers huit heures et demie.

4



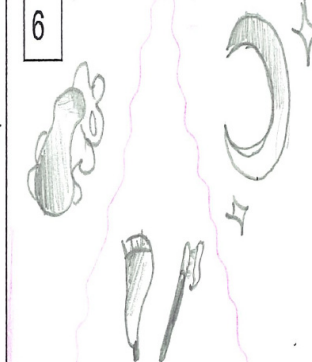
Ensuite, je rentre à la maison à quatre heures, et puis je goûte.

5

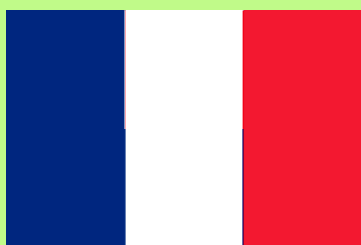


Après, je m'amuse, je fais mes devoirs et je dîne à six heures et demie.

6



Puis, je me douche, je me brosse les dents et je me couche à huit heures et demie.



Ma routine

by

Julieta

Year 6, London

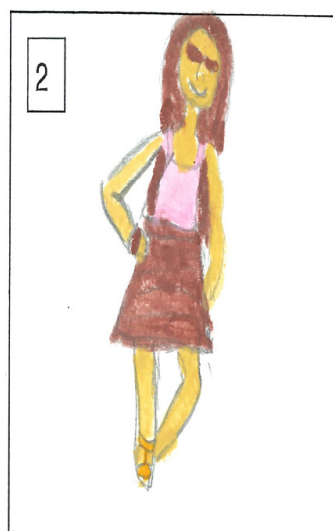
français

Vocabulaire

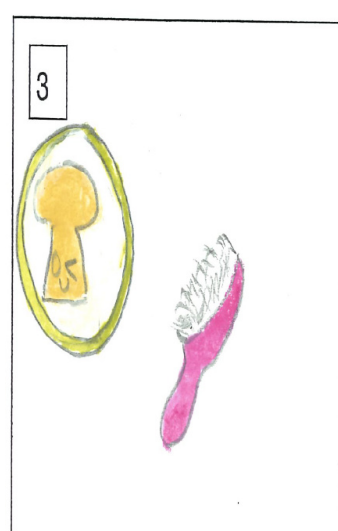
à	<i>at, to</i>
après	<i>after</i>
devoirs (m.pl.)	<i>homework</i>
école (f.)	<i>school</i>
ensuite	<i>next</i>
et demie	<i>half past</i>
et quart	<i>quarter past</i>
huit heures	<i>8 o'clock</i>
je me brosse les dents	<i>I brush my teeth</i>
je fais	<i>I do</i>
je goûte	<i>I have tea</i>
je me coiffe	<i>I do my hair</i>
je me couche	<i>I go to bed</i>
je m'habille	<i>I get dressed</i>
je me réveille	<i>I wake up</i>
je prends	<i>I take, have</i>
je rentre	<i>I return</i>
je vais	<i>I go</i>
maison (f.)	<i>house</i>
moins le quart	<i>quarter to</i>
moins vingt-cinq	<i>25 to</i>
petit-déjeuner (m.)	<i>breakfast</i>
puis	<i>then</i>
sept heures	<i>7 o'clock</i>
vers	<i>around</i>



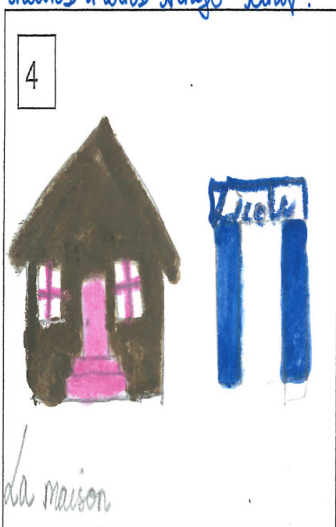
1
Je me réveille à sept heures et demie puis je me brosse les dents vers huit heures moins vingt-cinq.



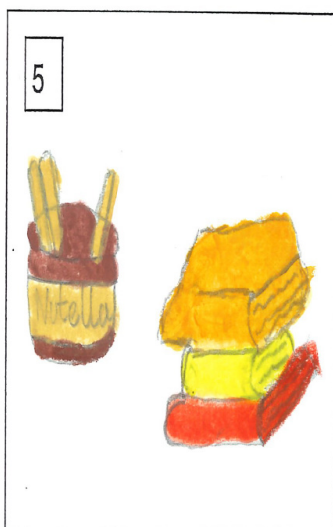
2
Après je m'habille vers huit heures moins vingt.



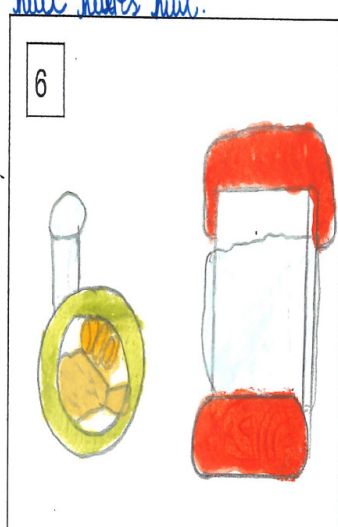
3
Puis je prends mon petit déjeuner à huit heures moins cinq et après me coiffe à huit heures huit.



4
Je vais à l'école à huit heures et demie et je rentre à la maison à quatre heures cinq.



5
Je goûte à quatre heures dix. Ensuite, je fais mes devoirs à quatre heures et quart.



6
Je dîne à sept heures et je me couche à neuf heures.

Covid-19

by

Ameen

Year 6, Rush Green

regarde moi dans les yeux,
dis moi comment tu vas,
ça ne me dérange vraiment pas,
pourquoi tu n'as pas porté de masque,
quand les gens demandaient,

Tu pensais que tu pouvais être libre,
Mais le système est fait pour,
Si tu écoutes très attentivement,
Il y a un coup à ta porte d'entrée,

tu ne m'échapperas jamais,
l'un après l'autre,
ce que tu vas faire,
quand je prends le contrôle de ta planète
contrairement à vous,
je fais mon travail correctement,
ce que tu vas faire,

quand je prends le contrôle de ta planète

quand je prends le contrôle de ta planète

quand je prends le contrôle de ta planète

supplie-moi d'avoir pitié
admets que tu étais salé
Je remue le ciel, le jour, la nuit
Je danse avec le vent, la pluie

Maintenant je suis le problème
je suis la maladie
mon nom résonne dans ta tête

covid 19
tu ne m'échapperas jamais,
l'un après l'autre,
quand je prends le contrôle de ta planète

contrairement à vous,
je fais mon travail correctement,

ce que tu vas faire,
quand je prends le contrôle de ta planète

quand je prends le contrôle de ta planète

quand je prends en charge votre..

je suis le dérangement,
je suis la tempête,
je suis le virus,
je suis la maladie,

quand les derniers humains sont morts
le monde sera à moi
l'argent ne le résoudra pas

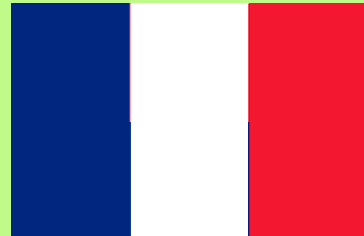
quels sont tes derniers mots?

quels sont tes derniers mots?

quels sont tes derniers mots?

l'un après l'autre,
quand je prends le contrôle de ta planète

quand je prends le contrôle de ta planète
quand je prends en charge le
quand je prends le contrôle de ta planète



français

Vocabulaire

attentivement *carefully*

avoir *to have*

ça ne me dérange pas
it doesn't bother me

ciel (m.) *sky*

comment *how*

coup (m.) *knock*

dans *in*

demander *to ask*

dernier *last*

dis-moi *tell me*

être *to be*

gens (m.pl.) *people*

il y a *there is*

je prends *I take*

je suis *I am*

jour (m.) *day*

libre *free*

maintenant *now*

maladie (f.) *illness*

mot (m.) *word*

nuit (f.) *night*

pluie (f.) *rain*

porte (f.) *door*

quand *when*

regarde-moi *look at me*

supplie-moi *beg me*

très *very*

tu n'échapperas jamais
you will never escape

tu écoutes *you listen*

tu n'as pas porté de
masque
you didn't wear a mask

tu pensais *you thought*

tu pouvais *you could*

tu vas *you go*

vent (m.) *wind*





Mi familia y yo

by

Eadie

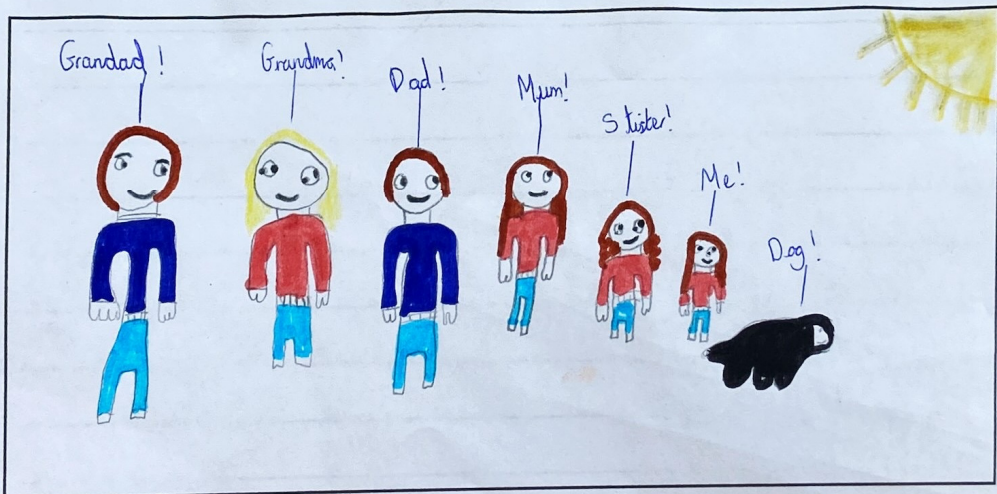
Year 4, Pudsey

español

Vocabulario

abuelos (m.pl.)	
<i>grandparents</i>	
con	<i>with</i>
hermana (f.)	<i>sister</i>
hola	<i>hello</i>
madre (f.)	<i>mother</i>
me llamo	<i>I am called</i>
mes (m.)	<i>month</i>
mi / mis	<i>my</i>
nueve	<i>9</i>
once	<i>11</i>
padre (m.)	<i>father</i>
perro (m.)	<i>dog</i>
se llama	<i>is called</i>
se llaman	<i>are called</i>
también	<i>also</i>
tengo...años	
<i>I am ... years old</i>	
tiene...años	
<i>he/she is ... years old</i>	
tres	<i>3</i>
viven en	<i>they live in</i>
vivo en	<i>I live in</i>
y	<i>and</i>

Hola! Me llamo Eadie. Tengo nueve años. Vivo en Pudsey, Leeds (con mi perro, mi hermana, mi madre, mi padre.)
 Mi madre se llama Lyndsey, mi padre se llama Richard, mi hermana se llama Nancy y mi perro se llama Stanley. Nancy tiene once años y Stanley tiene tres meses. Mi abuelos viven en Pudsey, Leeds también. Se llaman Denise y Steve.



Mi familia y yo

by

Neve

Year 4, Pudsey



español

Vocabulario

I Hala Me llamo Neve. Tengo Ocho años.
Vivo en pudsey Leeds con mi familia Vivo
con Mi madre, Mi padre y Mis dos hermanastros
se llaman Ben y Oliver. Ben tiene catorce
años, y Oliver tiene dieciséis años. Mi
madre se llama Kate y mi padre
se llama Lee. Mis abuelos viven en Leeds
tambien se llaman Alan y Susan.



abuelos (m.pl.)
grandparents

catorce 14

con with

dieciséis 16

familia (f.) family

hermanastro (m.)
stepbrother

hola hello

madre (f.) mother

me llamo I am called

mi / mis my

ocho 8

padre (m.) father

se llama is called

se llaman are called

también also

tengo...años
I am ... years old

tiene...años
he/she is ... years old

viven en they live in

vivo en I live in

y and



español

Vocabulario

abuelos (m.pl.)	<i>grandparents</i>
berro (m.)	<i>cress</i>
caramelo (m.)	<i>sweet</i>
ciruela (f.)	<i>plum</i>
con	<i>with</i>
cuatro	<i>4</i>
familia (f.)	<i>family</i>
hermana (f.)	<i>sister</i>
hola	<i>hello</i>
jamón (m.)	<i>ham</i>
judía (f.)	<i>green bean</i>
leche (f.)	<i>milk</i>
madre (f.)	<i>mother</i>
manzana (f.)	<i>apple</i>
me encanta(n)	<i>I love</i>
me gusta(n)	<i>I like</i>
me llamo	<i>I am called</i>
mi / mis	<i>my</i>
naranja (f.)	<i>orange</i>
no me gusta(n)	<i>I don't like</i>
ocho	<i>8</i>
odio	<i>I hate</i>
padre (m.)	<i>father</i>
patatas fritas (f.pl.)	<i>chips or crisps</i>
pero	<i>but</i>
pescado (m.)	<i>fish</i>
queso (m.)	<i>cheese</i>
se llama	<i>is called</i>
se llaman	<i>are called</i>
sin embargo	<i>however</i>
también	<i>also</i>
tengo...años	<i>I am ... years old</i>
tiene...años	<i>he/she is ... years old</i>
tres	<i>3</i>
viven en	<i>they live in</i>
vivo en	<i>I live in</i>
y	<i>and</i>
zanahoria (f.)	<i>carrot</i>

Mi familia y yo

by

Tom

Year 3, Pudsey

Hola! me llamo Tom y tengo ocho años vivo en Pudsey, Leeds. con mi familia tengo una hermana pequeña Freya. Freya tiene cuatro años mi madre se llama Sarah y mi padre se llama Neil. mis abuelos viven en Leeds también. se llaman Barry y Cristina.



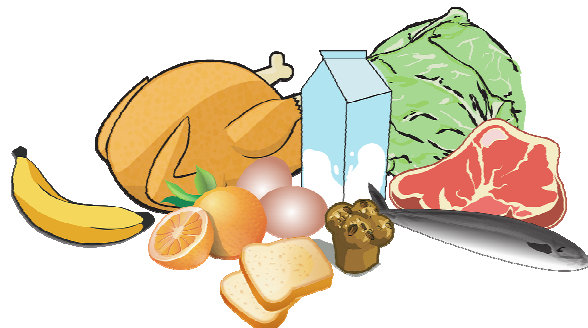
¡Tengo hambre!

by

Shona

Year 4, Sunderland

Me encantan los tomates pero odio los peros y las naranjas. No me gustan los ciruelos sin embargo me gustan las patatas fritas. Me gusta el jamón. Odio los zanahorios pero me encanta el chocolate. Me gusta la pizza sin embargo me encantan caramelos. No me gustan las judías y no me gustan los ciruelos. No me gusta la leche sin embargo me encanta el queso. Me encanta el pescado y no me gusta el berro.



¡Tengo hambre!

by

Isabelle

Year 4, Sunderland

español

Vocabulario

ciruela (f.)	<i>plum</i>
fresa (f.)	<i>strawberry</i>
helado (m.)	<i>ice cream</i>
judía (f.)	<i>green bean</i>
leche (f.)	<i>milk</i>
lechuga (f.)	<i>lettuce</i>
me encanta(n)	<i>I love</i>
me gusta(n)	<i>I like</i>
naranja (f.)	<i>orange</i>
no me gusta(n)	<i>I don't like</i>
odio	<i>I hate</i>
pepino (m.)	<i>cucumber</i>
pero	<i>but</i>
piruleta (f.)	<i>lolly</i>
plátano (m.)	<i>banana</i>
quiero beber	<i>I want to drink</i>
quiero comer	<i>I want to eat</i>
sin embargo	<i>however</i>
tengo hambre	<i>I'm hungry</i>
tengo sed	<i>I'm thirsty</i>
y	<i>and</i>
zanahoria (f.)	<i>carrot</i>





español

Vocabulario

helado de fresa (m.)	
<i>strawberry ice cream</i>	
jamón (m.)	<i>ham</i>
judía (f.)	<i>green bean</i>
leche (f.)	<i>milk</i>
lechuga (f.)	<i>lettuce</i>
limonada (f.)	<i>lemonade</i>
me encanta(n)	<i>I love</i>
me gusta(n)	<i>I like</i>
no me gusta(n)	<i>I don't like</i>
odio	<i>I hate</i>
pera (f.)	<i>pear</i>
pero	<i>but</i>
plátano (m.)	<i>banana</i>
pollo (m.)	<i>chicken</i>
queso (m.)	<i>cheese</i>
quiero beber	<i>I want to drink</i>
quiero comer	<i>I want to eat</i>
sin embargo	<i>however</i>
tengo hambre	<i>I'm hungry</i>
tengo sed	<i>I'm thirsty</i>
y	<i>and</i>
yogur (m.)	<i>yogurt</i>
zumo de naranja (m.)	
<i>orange juice</i>	

¡Tengo hambre!

by

George

Year 4, Sunderland

1. Tengo hambre, me encantan los plátanos sin embargo odio el yogur.
2. Tengo sed, me gusta la limonada pero no me gusta el zumo de naranja y odio la leche.
3. Me encanta el queso y me gusta la pizza sin embargo odio el pollo.
4. No me gustan las peras y odio las judías.
5. Odio el helado y odio la coca-cola sin embargo me encanta el jamón.
6. Tengo hambre, me encanta el chocolate y odio las lechugas.
7. Odio el helado de fresa y no me gusta el helado de chocolate.



Mi familia imaginaria

by

Dihen

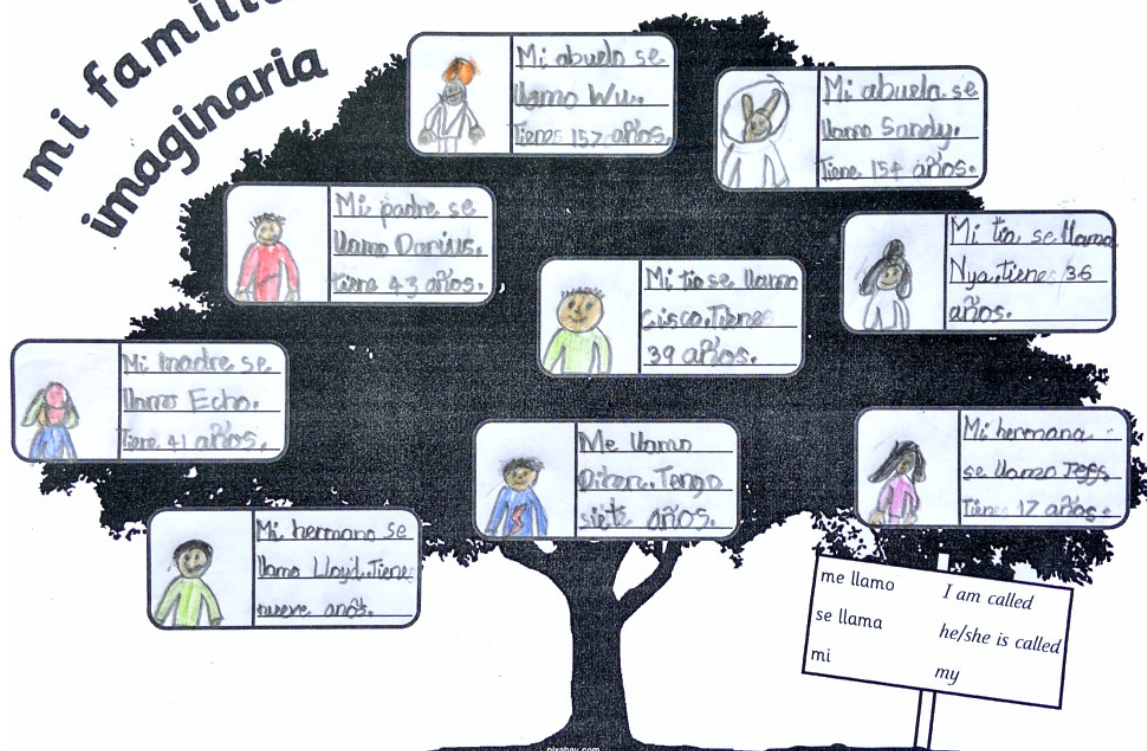
Year 3, Sutton Coldfield

español

Vocabulario

abuela (f.)	grandma
abuelo (m.)	grandpa
hermana (f.)	sister
hermano (m.)	brother
madre (f.)	mother
me llamo	I am called
mi	my
nueve	9
padre (m.)	father
prima (f.)	cousin
se llama	is called
siete	7
tengo ... años	I am ... years old
tiene ... años	is ... years old
tía (f.)	aunt
tío (m.)	uncle

mi familia
imaginaria



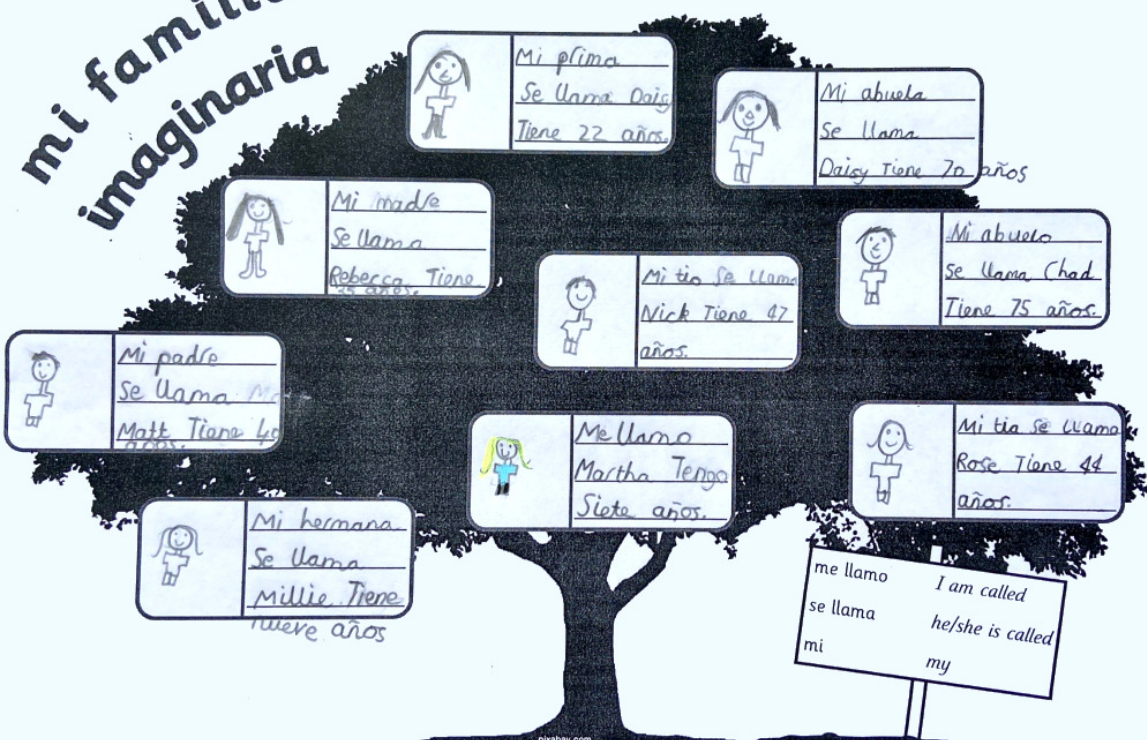
Mi familia imaginaria

by

Martha

Year 3, Sutton Coldfield

mi familia
imaginaria





español

Vocabulario

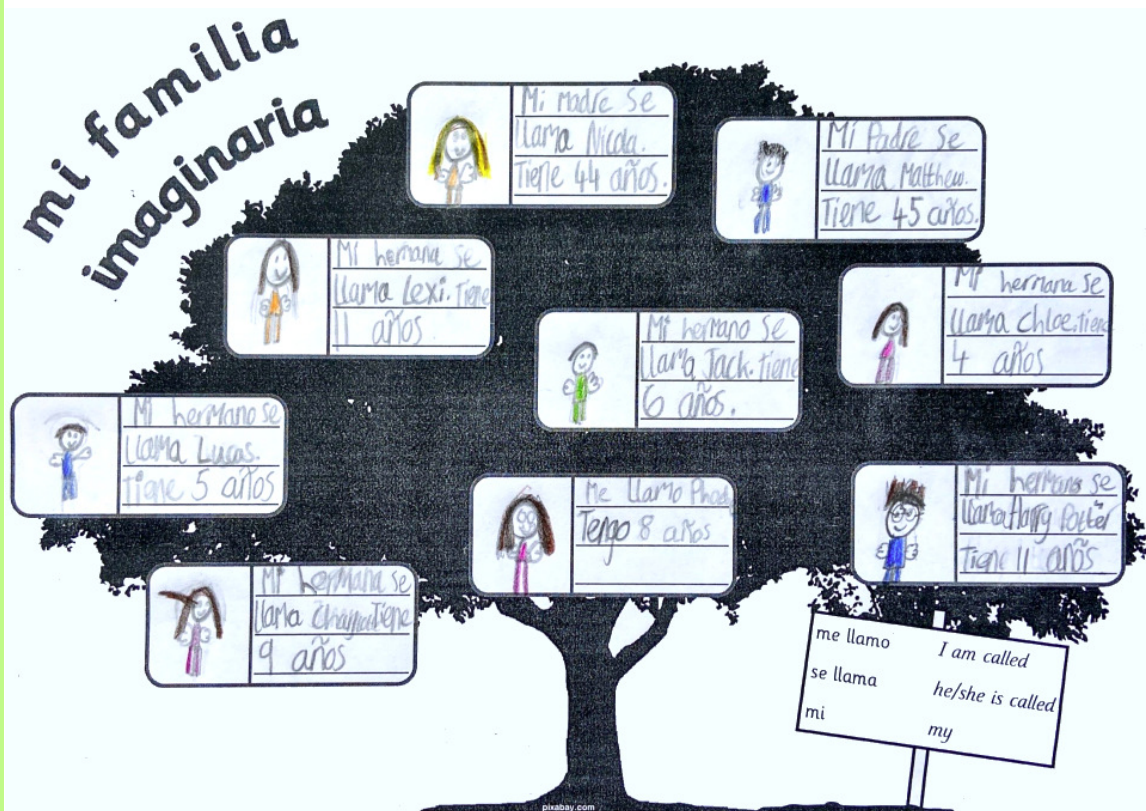
ala (f.)	wing
búho (m.)	owl
cabeza (f.)	head
cerdo (m.)	pig
cola (f.)	tail
cuello (m.)	neck
cuerpo (m.)	body
de	of
diente (m.)	tooth
flamenco (m.)	flamingo
grande	big
hermana (f.)	sister
hermano (m.)	brother
madre (f.)	mother
me llamo	I am called
mi	my
minúsculo	tiny
nueve	9
ojo (m.)	eye
oreja (f.)	ear
padre (m.)	father
perrito (m.)	puppy
pie (m.)	foot
pierna (f.)	leg
se llama	is called
siete	7
tengo ... años	I am ... years old
tiene	he/she/it has
tiene ... años	is ... years old
tortuga (f.)	tortoise
un	a, one (m.)
una	a, one (f.)
vaca (f.)	cow

Mi familia imaginaria

by

Phoebe

Year 3, Sutton Coldfield



Un animal muy extraño

by

Harris

Year 5, Sutton Coldfield

Tiene la cabeza grande de un hipopótamo
 Tiene el cuerpo de una tortuga
 Tiene las piernas de un tigre
 Tiene los pies de un búho
 Tiene el cuello de una vaca
 Tiene los ojos de un perrito
 Tiene las orejas de un elefante
 Tiene los dientes minúsculos de un cocodrilo
 Tiene la cola de un cerdo
 Tiene las alas rosas de un flamenco

Mi monstruo

by

Thomas

Year 5, Sutton Coldfield

español

Vocabulario

amarillo	yellow
azul	blue
blanco	white
boca (f.)	mouth
cabeza (f.)	head
corto	short
dos	2
el	the (m.)
grande	big
largo	wide
nariz (f.)	nose
negro	black
ojo (m.)	eye
oreja (f.)	ear
pelo (m.)	hair
pequeño	small
puntiagudo	pointed
rojo	red
seis	6
también	also
tiene	he/she/it has
tengo	I have
turquesa	turquoise
verde	green
y	and

Mi monstruo

by

Maisie

Year 5, Sutton Coldfield

Tiene una cabeza enorme y azul y orejas largas y azules. Tiene dos ojos negros y blancos también tiene un ojo negro. Tiene boca pequeña y negra con dos dientes puntiagudos y blancos. Tiene el pelo turquesa y no tiene nariz.



español

Vocabulario

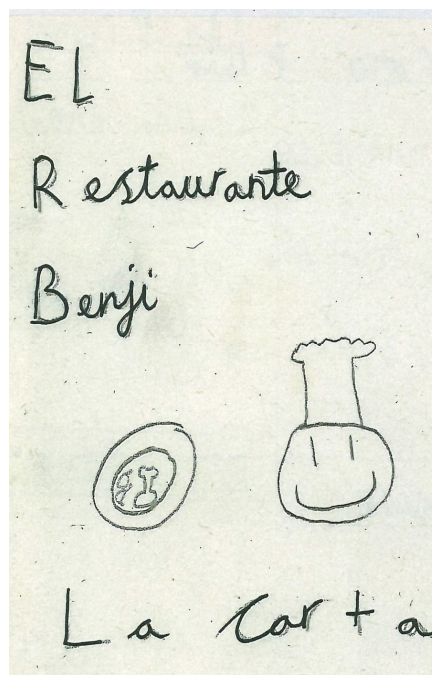
agua (f.)	<i>water</i>
ensalada (f.)	<i>salad</i>
flan (m.)	<i>crème caramel</i>
fruta (f.)	<i>fruit</i>
gambas (f.pl.)	<i>prawns</i>
helado de chocolate (m.)	<i>chocolate ice cream</i>
limonada (f.)	<i>lemonade</i>
mariscos (m.pl.)	<i>seafood</i>
para beber	<i>to drink</i>
pescado (m.)	<i>fish</i>
pollo (m.)	<i>chicken</i>
postre (m.)	<i>dessert</i>
primer plato	<i>1st course</i>
segundo plato	<i>2nd course</i>
sopa (f.)	<i>soup</i>

El Restaurante Benji

by

Benji

Year 4, London



De Primo Plato	De Segundo Plato
1. Una ensalada	1. Una Paella de mariscos
2. Unas Gambas	2. Pollo
3. Una Sopa	3. Pescado
De Postre	Para beber
1. Gato	1. Un agua
2. un flan	2. Una limonada
3. un helado de chocolate	3. Una Coca-Cola



El Restaurante Famoso Español

by

Jake

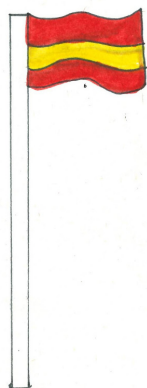
Year 4, London



español

EL RESTAURANTE

Famoso
Español



Translates to:

The famous Spanish restaurant

LA CARTA Menu

Starters

1. Unas Gambas (shrimp) Some prawns)
2. Una Ensalada (Salad)
3. Una Sopa (Soup)

Main

1. Pollo (chicken)
2. Pescado (fish)

Pudding

1. Helado ^{Ice cream} de (chocolate / ^{strawberry} fresa / ^{vanilla} vainilla)
2. Fruta (fruit)

Drinks

1. Un agua con gas (sparkling water)
2. Un agua sin gas (Still water)
3. Un zumo de naranja (orange juice)
4. Un zumo de manzana (apple juice)
5. Una coca cola (coca cola)

Special

- Unas gambas (some prawns)
- Una paella de mariscos (o seafood paella).
- Un flan (cream caramel)
- Una limonada (lemonade)

How to order

- Voy a comer - I am going to eat
- Me gustaría - I would love
- Me gustaría - I would like
- Por favor - please
- De primer plato - for starter
- De segundo plato - for main course
- De postre - for dessert
- La cuenta - the bill
- Muchas gracias - many thanks
- Una mesa para - a table for
- Uno - 1, Dos - 2, Tres - 3, cuatro - 4, Cinco - 5, Seis - 6, Siete - 7



español

Vocabulario

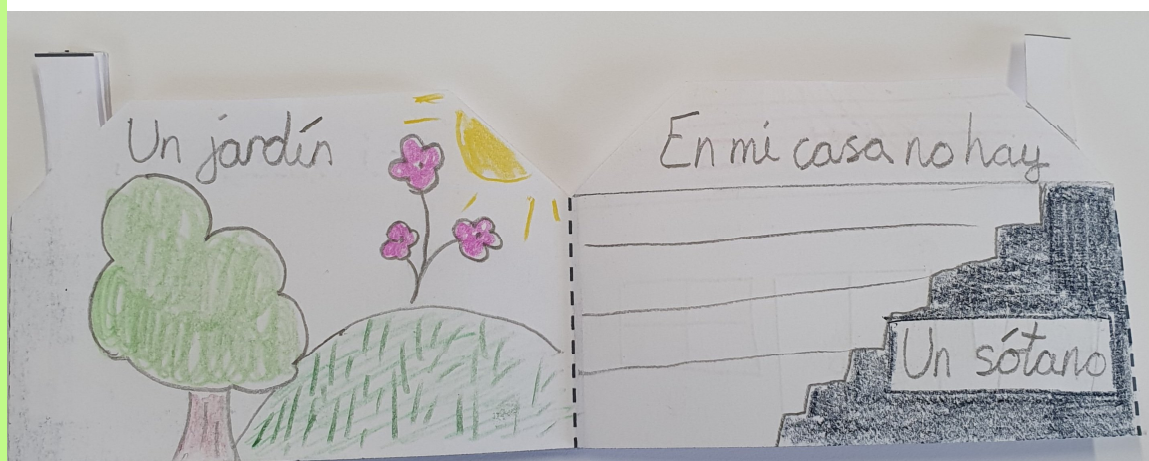
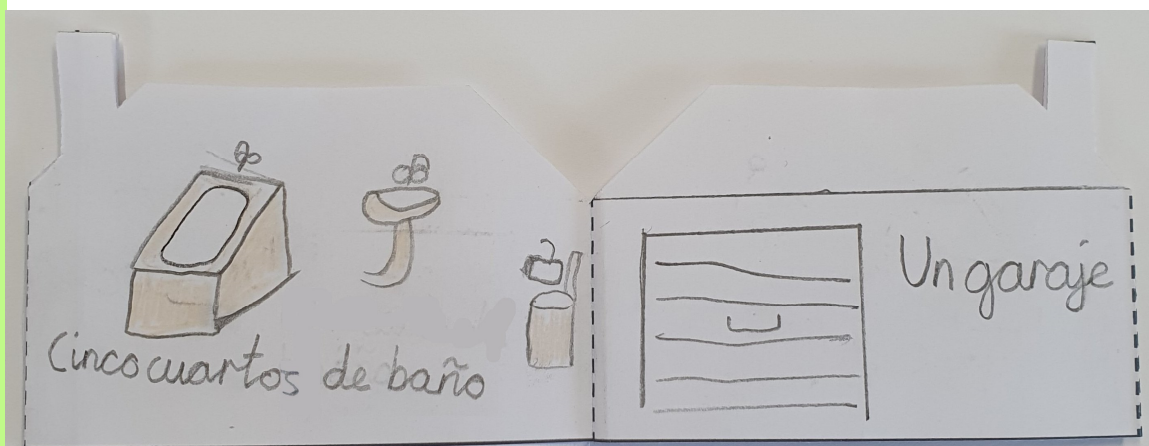
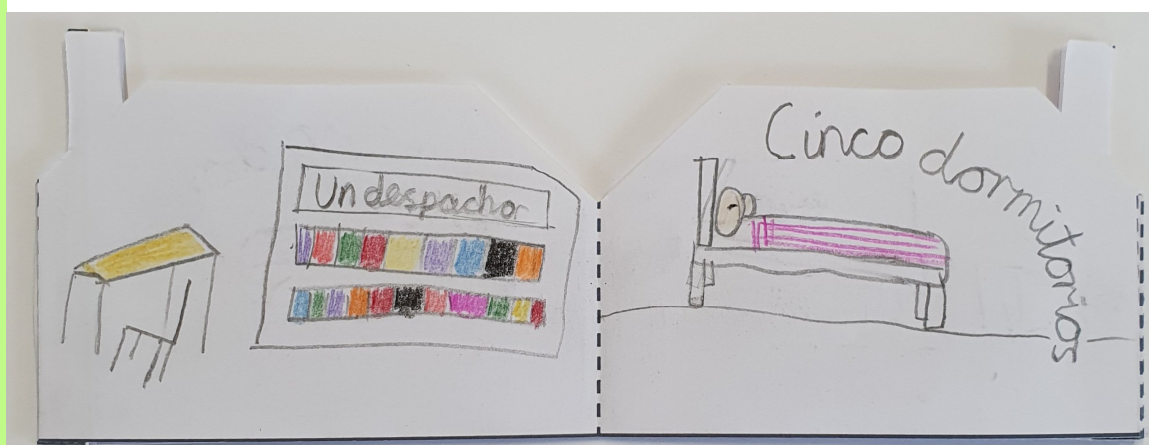
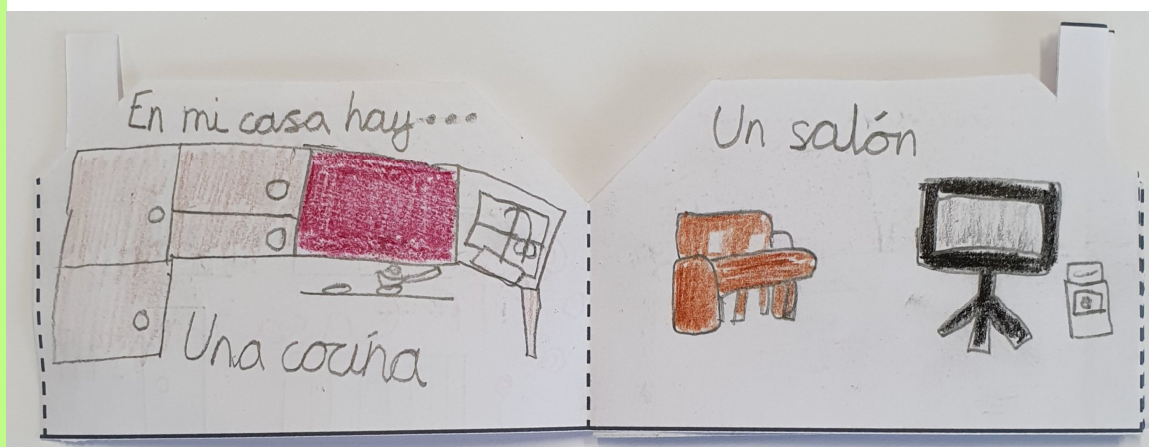
casa (f.)	house
cinco	5
cocina (f.)	kitchen
cuarto de baño (m.)	bathroom
despacho (m.)	office
dormitorio (m.)	bedroom
en	in
garaje (m.)	garage
jardín (m.)	garden
hay	there is/are
mi	my
no hay	there isn't
salón (m.)	living room
sótano (m.)	basement
un	a, one (m.)
una	a, one (f.)

Mi casa

by

Ananya

Year 4, Brentwood





Teachers' Corner

Find out more information about the writing featured

pages

1-5

Gill Buckley

How long have the children been learning French?

4 years

How long are their language lessons?

Lessons are usually one hour a week alternate half terms. This term we have been doing two hour lessons once a fortnight due to COVID bubbles.

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

We received our first penpal letters from Tours and began drafting our replies in French. Much of the work was revision of prior learning, e.g families, birthdays and school subjects.

We used sentence builders and speaking and listening activities to learn and revise vocabulary. We also read example penpal French letters.

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

The children had access to sentence builders dictionaries and the modelled example letters.

What do you particularly like about this piece of work?

The children worked with care and enthusiasm. They used the resources and listened well to feedback during the drafting stage. Their finished letters were well presented and fairly accurate.

page

6

Sarah Dugdale

How long have the children been learning French?

The children started in Year 5 and had two terms of language teaching. Some of this would have been remotely during the Lockdown. In Year 6 they had one term before going into Lockdown again.

How long are their language lessons?

30-40 minutes

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

The children were firstly introduced to the poem 'Je fais du sport' from *Poésie* by Clare Seccombe. They unpicked the poem using a range of reading strategies, word banks and bilingual dictionaries. They built up their sentences to describe what sports they do, when and giving their opinions. They learnt to use the negative ne...pas and to include adjectives. This was taught through presentation of new language by the teacher, listening, translation and "spot the mistake" activities to help reinforce the sentences, grammar and pronunciation. This took place over 5 lessons.

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

The children were supported through word banks and through presentation of a variety of WAGOLLS (what a good one looks like). These included the original poem, translation activities and model answers to questions such as 'qu'est-ce que tu fais le weekend ?' or 'qu'est-ce que tu aimes ?' Class discussion also included success criteria for the piece of writing.

What do you particularly like about these pieces of work?

I particularly like the creativity of the children. They knew what they needed to include based on the success criteria but the work was completely independent. We had gradually built up sentences through speaking and writing over the five weeks, but their final piece was up to them. If we hadn't learnt a particular sport or an adjective they wished to use, they knew how to find out what it was.

pages

7-8

Danielle Limpinnian

How long have the children been learning French?

For 3 years

How long are their language lessons?

40 minutes, twice a week

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

We looked at places in town, such as 'l'école' and 'le musée' and played games to learn the key vocabulary. Pupils made miniature 3D buildings, for example a boulangerie was made with menus written in French down the side. Pupils sang a song to learn directions and directed each other around the classroom to find certain places. We recapped on prepositions and then children let their imaginations run wild whilst writing an imaginary journey to school!

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

Pupils had a word mat with key phrases and a French dictionary.

What do you particularly like about these pieces of work?

I love how the children have been creative in adding phrases learnt in other topics, such as talking about what they buy from a certain shop or what they see in a certain museum/zoo/river.

How long have the children been learning French?

Since Year 3

How long are their language lessons?

35 minutes in Year 3 and 45 minutes in Years 4-6

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

The school had held a writing week about fairy stories, and the author, Ben Miller, had talked to the children about fairy stories and their devices. In French we looked at different fairy stories and collected good and bad characters, magic objects and unusual places. We also looked at "typical" events like turning into other things....we then collated this information, along with the kind of language one might find in a fairy story such as "Once upon a time...."

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

We used writing frames to build up nonsense fairy tales , sticking to a selection of choices each time, so they couldn't stray too far.

What do you particularly like about this piece of work?

I love how fearless the children were with complicated language and how accepting of it they were. I also like the fact that they got the idea that anything can happen in a fairy story, so they did not hold back with wild sequences of events!

How long have the children been learning French?

6 years, from Nursery

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.

This is the final project of our topic "Ma routine" (My daily routine). We started the unit learning how to tell the time in French, first looking at time past the hour up to half past and a second lesson looking time to the hour. Then, we looked at verbs describing the morning routine and the evening routine and we did some listening and speaking activities. At the end of the unit, we learnt some time sequencers and use them to create compound sentences.

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

A word mat

What do you particularly like about these pieces of work?

I particularly like the variety of language that the pupils have used and how well they used the language and structures given. I am very proud of their high level of accuracy. I also love their drawings; it is so lovely to include some creativity in our lessons.

page
17

Rebecca O'Sullivan

How long have the children been learning French?

4 years

How long are their language lessons?

Currently 60 minutes

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

Children read a poem called "Hello, Goodbye" before writing their own including themes such as lockdown, isolation, loneliness, freedom and happiness.

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

Children had a writing frame. Ameen then used an online dictionary.

What do you particularly like about these pieces of work?

His creativity!

pages

18-20

Sarah Makepeace

How long have the children been learning Spanish?

9 months—this is our first year learning Spanish as a school! We recently changed from French.

How long are their language lessons?

30-45 minutes per week

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

The children have completing the units "All about me" and "My family" for the last term at school.

They learnt the vocabulary and completed mini reading, listening and writing activities before finally putting it all together in a piece of writing.

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

Word mats, a writing frame of examples and their own vocabulary books which they have built into their Spanish books.

What do you particularly like about this piece of work?

I love that each of these children took extra care with their work and showed me that they really wanted to do well. I love that they have managed to apply their skills.

pages
20-22 Clare Seccombe

How long have the children been learning Spanish?

since Year 1, so four years

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.

The children started this topic (Unit 9 of the Light Bulb Languages scheme) during the most recent lockdown. We gradually built up the learning over two half terms, using a variety of activities. This piece of writing is the summative piece for the whole unit.

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

Their knowledge organiser, their two sentence builders (singular opinions and plural opinions) and anything else that they wanted to refer to in their books.

What do you particularly like about these pieces of work?

I'm really pleased with the care that they took with their initial draft and with their corrections. They have also incorporated language from several different aspects of the unit including conjunctions to build longer sentences.

pages
23-24 Lisa Stevens

How long have the children been learning Spanish?

Children have Spanish lessons in EYFS and Key Stage 1 that consist of songs games and stories. Their 'formal' language learning began in September (including a term of home learning).

How long are their language lessons?

50-60 minutes a week

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

Using a variety of families including the Spanish and British Royal families and fictional families from film and books as examples, we used scaffolds to talk about our own families, their names and ages, then completed *Mi Familia Imaginaria* using the first and third persons.

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

The children had access to their exercise books in which they had model sentences and a scaffold with some members of the family, plus a word mat that contained other members.

What do you particularly like about these pieces of work?

I was impressed by the application of previous learning as well as their imagination!

page
24

Lisa Stevens

How long have the children been learning Spanish?

Class teachers deliver Spanish in EYFS and Key Stage 1 through songs, stories and games. Their 'formal' language learning began in Year 3 so they have had weekly lessons for 2 ½ years (including COVID time!)

How long are their language lessons?

Currently 40 minutes a week.

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

The work was completed during a period of home learning due to COVID. Children had a weekly online lesson during which they worked on personal descriptions, learned body parts and animal names. Each week their learning was added to, culminating in this piece of work.

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

Children were provided with a word mat and a scaffold to help them form sentences. They potentially had previous learning but were at home so they had no exercise book.

What do you particularly like about these pieces of work?

Children were expected to use the structure *Tiene* (body part) *de* (animal) and Harris has used this but went further, responding to my challenge by adding adjectives to his description and applying previous learning.

How long have the children been learning Spanish?

Class teachers deliver Spanish in EYFS and Key Stage 1 through songs, stories and games. Their 'formal' language learning began in Year 3 so they have had weekly lessons for 2 ½ years (including COVID time!)

How long are their language lessons?

Currently 40 minutes a week.

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

The work was completed during a period of home learning due to COVID. Children had a weekly online lesson during which they learned about adjectival agreement – never an easy thing to grasp! Each week their learning was added to, culminating in this piece of work.

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

Children were provided with a word mat and a scaffold to help them form sentences. They potentially had previous learning but were at home so they had no exercise book.

What do you particularly like about these pieces of work?

I was really pleased with the way that they applied the basic learning but also rose to my challenges to make it their own, adding multiple adjectives, using 'con' (mentioned in the lesson but not on the scaffold nor word mat) and adding a negative.

How long have the children been learning Spanish?

Since Y1, so this is their fourth year

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.

Prior to the lesson, children learned key vocabulary on the topic and practiced saying key phrases to order food and drinks at a restaurant. In pairs children performed a role play/dialogue where one of them was the waiter and the other a customer.

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

Speaking and writing frame

What do you particularly like about these pieces of work?

Jake explained to me that most restaurants have menus in many languages, especially restaurants in tourist locations. I like the way he wanted to recreate that by writing his own menu in Spanish and in English.

I like the way Benji used Spanish phrases from the speaking and writing frame to create his own version of 'La carta'. I am a very proud teacher!

page
28

Louise Bullock

How long have the children been learning Spanish?

Two years

How long are their language lessons?

50 minutes

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

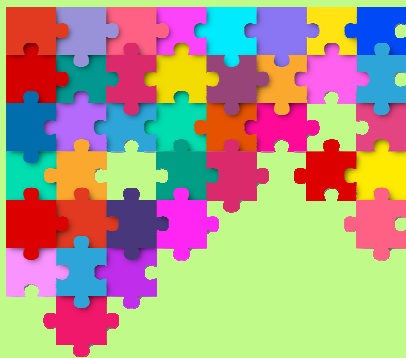
The children learned the words for the different rooms in the house through games and flashcards presented over Zoom. They learned to use the phrase "*En mi casa hay/no hay*" and to talk about where they lived.

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

The children used sentence builders and had a demonstration over Zoom of how to make the minibook (which was challenging despite the excellent videos on the Light Bulb Languages and Changing Phase sites!)





What do you particularly like about these pieces of work?

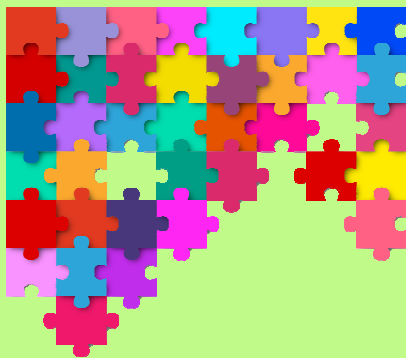
Ananya created a very detailed and attractive minibook using accurate language and even made a video of herself reading it using beautiful Spanish!



Puzzle Corner

Can you match up the countries and their languages?
Cut out the dominoes along the thick black lines and have a go!

Suriname 	Bengali	Canada 	German
Egypt 	Portuguese	Switzerland 	Hindi
Nigeria 	Spanish	Austria 	English
India 	Arabic	Bangladesh 	Yoruba
Philippines 	Italian	Brazil 	French
New Zealand 	Dutch	Bolivia 	Tagalog



Puzzle Corner

Solution from issue 5

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	Australia	Japanese
Cristina	Brazil	French
Olga	Switzerland	Portuguese
Akira	Canada	Punjabi
Gustav	Germany	Spanish
Rangi	Argentina	Mandarin



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

