

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 8

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Editor

Clare Seccombe

Welcome to issue 8 of *Write Away!* I hope you enjoy seeing and reading what other people have been doing in their language lessons. Thank you to the students and teachers who submitted their work for this issue. Don't forget to look out for my Editor's Pick and check out this issue's guest language. ¡Feliz Navidad! Buon Natale! Joyeux Noël! Frohe Weihnachten!



French

page 1



Spanish

page 12



Teachers' Corner

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Puzzle Corner

page 18



hei!

kiitos

Suomalainen

miten voit?

ei

kyllä

mina olen Anneli

ole hyvä

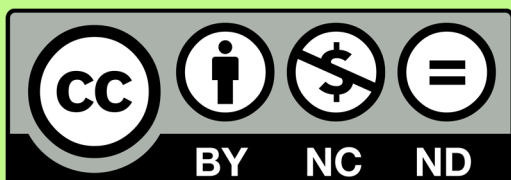
näkemiin

hyvää huomenta

Our guest language for this issue is Finnish.

Finnish is one of the official languages of Finland. It is also spoken in Sweden, Norway, Russia, Estonia, Brazil, Canada and the USA. There are about 5.8 million Finnish speakers in the world.

There are quite a few Finnish-speaking racing drivers, for example Kimi Räikkönen. The author of the Moomins, Tove Jansson, was Finnish.

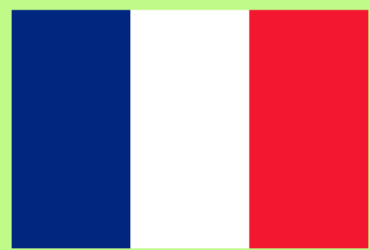


Tu aimes les fruits ?

by

Erin

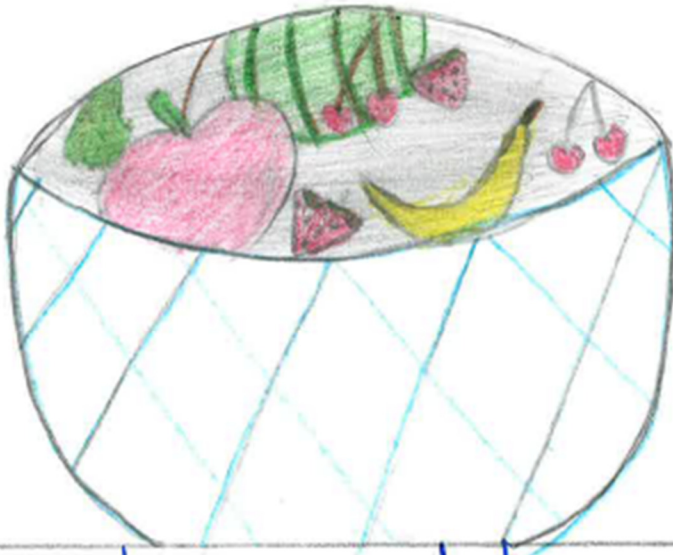
Year 4, Kings Hill



français

Vocabulaire

ananas (m.)	<i>pineapple</i>
aussi	<i>also</i>
bananes (f.pl.)	<i>bananas</i>
cependant	<i>however</i>
cerises (f.pl.)	<i>cherries</i>
elle adore	<i>she loves</i>
elle aime	<i>she likes</i>
elle déteste	<i>she hates</i>
elle n'aime pas	<i>she doesn't like</i>
et	<i>and</i>
fraises (f.pl.)	<i>strawberries</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
je n'aime pas	<i>I don't like</i>
les	<i>the (pl.)</i>
mais	<i>but</i>
pastèques (f.pl.)	<i>watermelons</i>
pêches (f.pl.)	<i>peaches</i>
poires (f.pl.)	<i>pears</i>
pommes (f.pl.)	<i>apples</i>
prunes (f.pl.)	<i>plums</i>



J'adore les cerises et les ananas
aussi j'aime les pommes et les poires
cependant je n'aime pas les pêches et
les bananes mais je déteste les prunes
Cependant Faithy aime les pommes et les
graisers et elle adore les cerises et les pêches
mais elle n'aime pas les bananes aussi elle
déteste les pastèques.

I am very impressed that you have given so many opinions - not only your opinions but also the opinions of other people. Your lovely handwriting is the icing on the cake! Well done Erin!

Editor's
Pick



Tu aimes les fruits ?

by

Cade

Year 4, Kings Hill

français

Vocabulaire

aussi	also
bananes (f.pl.)	bananas
cependant	however
cerises (f.pl.)	cherries
et	and
il adore	he loves
il aime	he likes
il déteste	he hates
il n'aime pas	he doesn't like
j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
les	the (pl.)
mais	but
pastèques (f.pl.)	watermelons
pêches (f.pl.)	peaches
poires (f.pl.)	pears
pommes (f.pl.)	apples
prunes (f.pl.)	plums



J'adore les pastèques et les pommes et j'aime
les cerises aussi mais je n'aime pas les
pêches et je déteste les oranges.

cependant matty adore les poires et les
pommes et il aime les bananes aussi mais
il n'aime pas les oranges et il déteste les
prunes.



Tu aimes les fruits ?

by

Javi

Year 4, Kings Hill



français

Vocabulaire

ananas (m.)	<i>pineapple</i>
aussi	<i>also</i>
bananes (f.pl.)	<i>bananas</i>
cependant	<i>however</i>
cerises (f.pl.)	<i>cherries</i>
et	<i>and</i>
fraises (f.pl.)	<i>strawberries</i>
il adore	<i>he loves</i>
il aime	<i>he likes</i>
il déteste	<i>he hates</i>
il n'aime pas	<i>he doesn't like</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
je n'aime pas	<i>I don't like</i>
les	<i>the (pl.)</i>
mais	<i>but</i>
pêches (f.pl.)	<i>peaches</i>
poires (f.pl.)	<i>pears</i>
prunes (f.pl.)	<i>plums</i>



J'adore les cerises et les oranges et j'aime les fraises aussi mais j'n'aime pas les poires et j's déteste les pêches.

Cependant Samuel adore les oranges et les poires et il aime les ananas aussi mais il n'aime pas les bananes et il déteste les pêches.





Tu aimes les fruits ?

by

Matthew

Year 4, Kings Hill

français

Vocabulaire

aussi	also
bananes (f.pl.)	bananas
cependant	however
cerises (f.pl.)	cherries
et	and
il adore	he loves
il aime	he likes
il déteste	he hates
il n'aime pas	he doesn't like
j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
les	the (pl.)
mais	but
pêches (f.pl.)	peaches
poires (f.pl.)	pears
pommes (f.pl.)	apples
prunes (f.pl.)	plums



J'adore les pêches et les oranges mais j'aime les poires
et les prunes aussi but je n'aime pas les cerises et je déteste
orange. Cependant Zach adore les pommes et les fraises et il
aime les prune aussi mais il n'aime pas les poires et il
déteste les bananes.



Tu aimes les fruits ?

by

Samuel

Year 4, Kings Hill



français

Vocabulaire

aussi	also
bananes (f.pl.)	bananas
cependant	however
cerises (f.pl.)	cherries
et	and
fraises (f.pl.)	strawberries
il adore	he loves
il aime	he likes
il déteste	he hates
il n'aime pas	he doesn't like
j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
les	the (pl.)
mais	but
pêches (f.pl.)	peaches
poires (f.pl.)	pears
prunes (f.pl.)	plums



J'adore fraises et les pommes et j'aime les bananes
aussi mais Je n'aime pas les pêches et
Je déteste les prunes.

Cependant Leo adore les bananes et les fraises
et il aime les pommes aussi mais il n'aime
pas les cerises et il déteste les ananas.





Tu aimes les fruits ?

by

Sienna

Year 4, Kings Hill

français

Vocabulaire

ananas (m.)	<i>pineapple</i>
bananes (f.pl.)	<i>bananas</i>
cependant	<i>however</i>
cerises (f.pl.)	<i>cherries</i>
elle adore	<i>she loves</i>
elle aime	<i>she likes</i>
et	<i>and</i>
fraises (f.pl.)	<i>strawberries</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je déteste	<i>I hate</i>
les	<i>the (pl.)</i>
mais	<i>but</i>
pastèques (f.pl.)	<i>watermelons</i>
poires (f.pl.)	<i>pears</i>
prunes (f.pl.)	<i>plums</i>



Je adore les Pastèques
j'aime les oranges et j'adore
les prunes mais j'adore
les ananas. cependant Ruby
adore les poires et les bananes
mais elle aime les cerises.

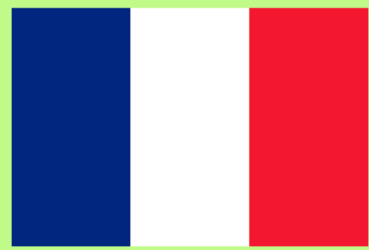


Les couleurs

by

Jonah

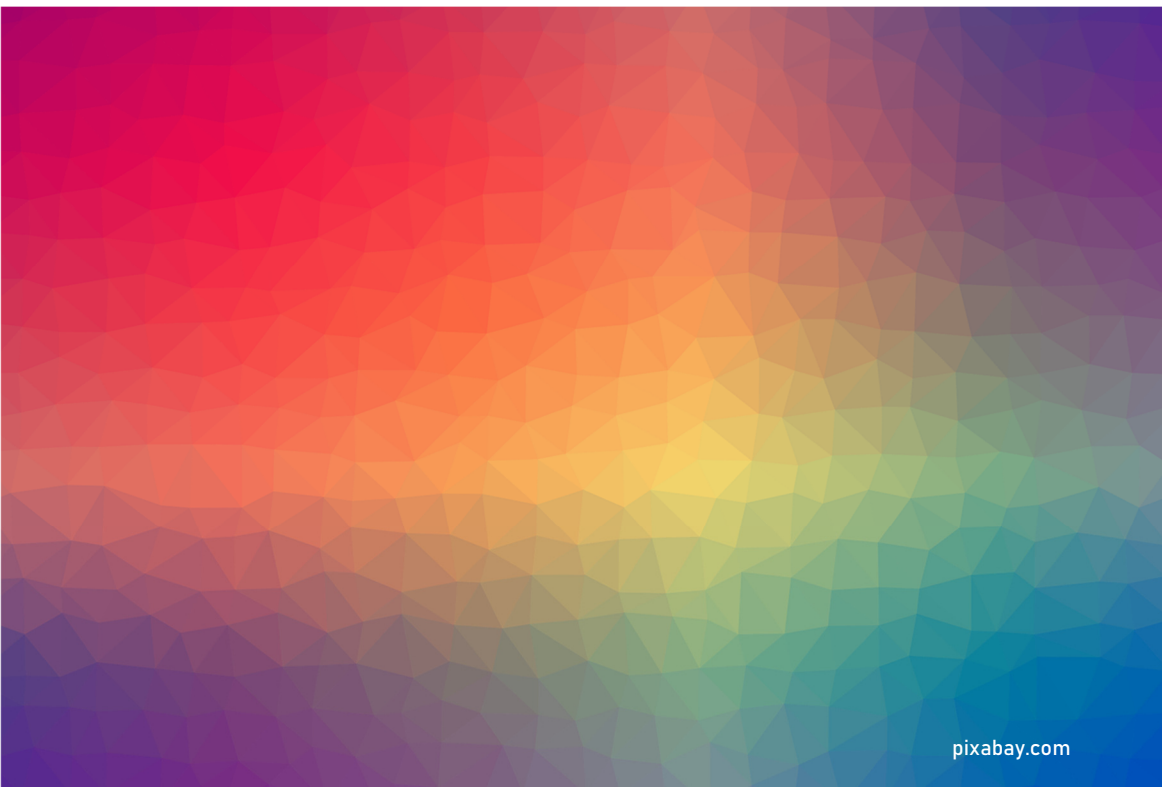
Year 3, Carlisle



français

Vocabulaire

blanc	<i>white</i>
bleu	<i>blue</i>
gris	<i>grey</i>
jaune	<i>yellow</i>
marron	<i>brown</i>
noir	<i>black</i>
orange	<i>orange</i>
rose	<i>pink</i>
rouge	<i>red</i>
vert	<i>green</i>
violet	<i>purple</i>





Les numéros

by

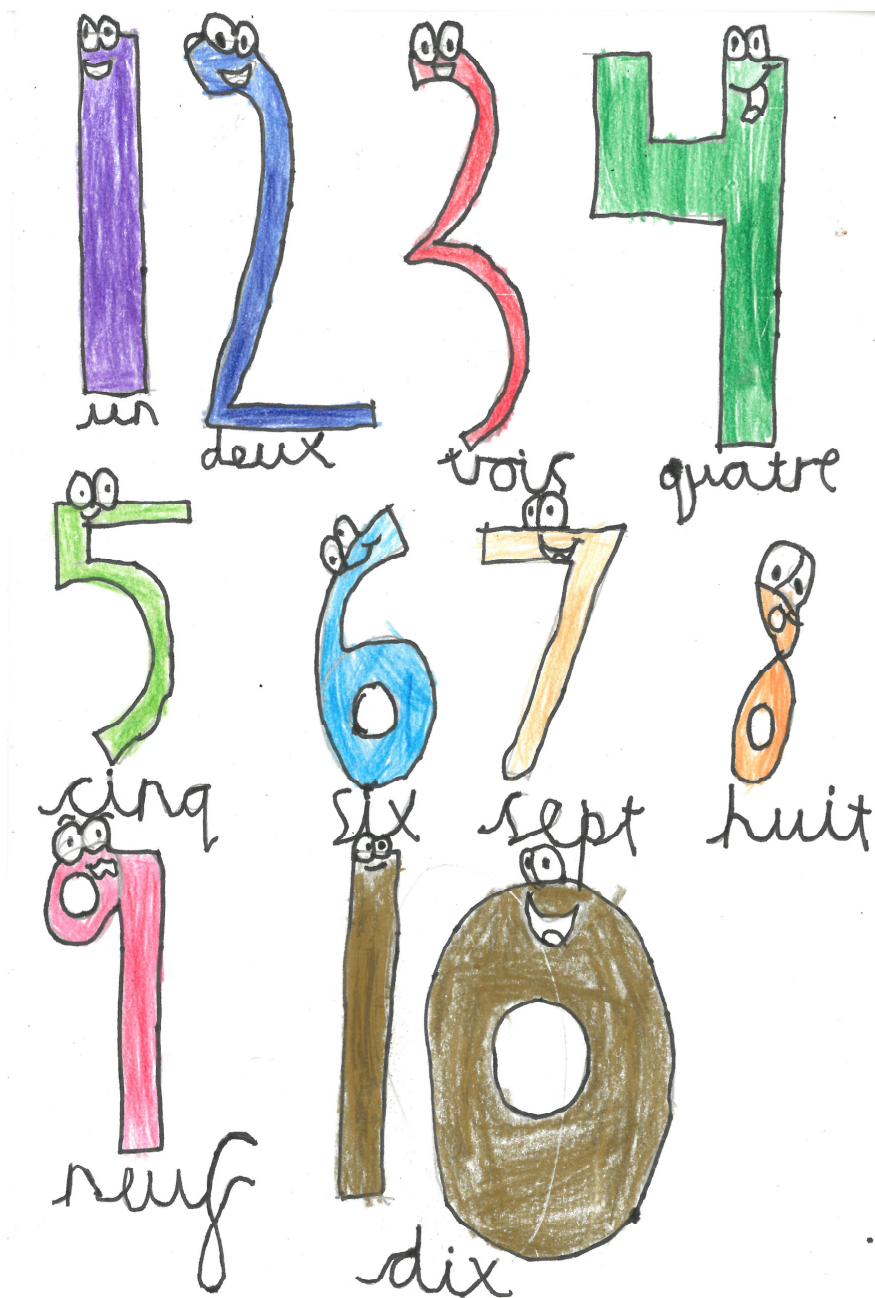
Heath

Year 3, Carlisle

français

Vocabulaire

cinq	5
deux	2
dix	10
huit	8
neuf	9
quatre	4
sept	7
six	6
trois	3
un	1

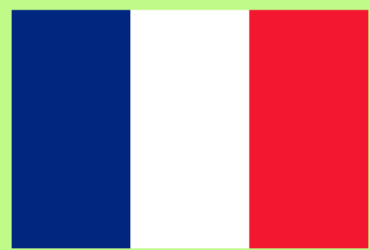


Une conversation

by

Isla

Year 3, Carlisle



français

Vocabulaire

au revoir *goodbye*

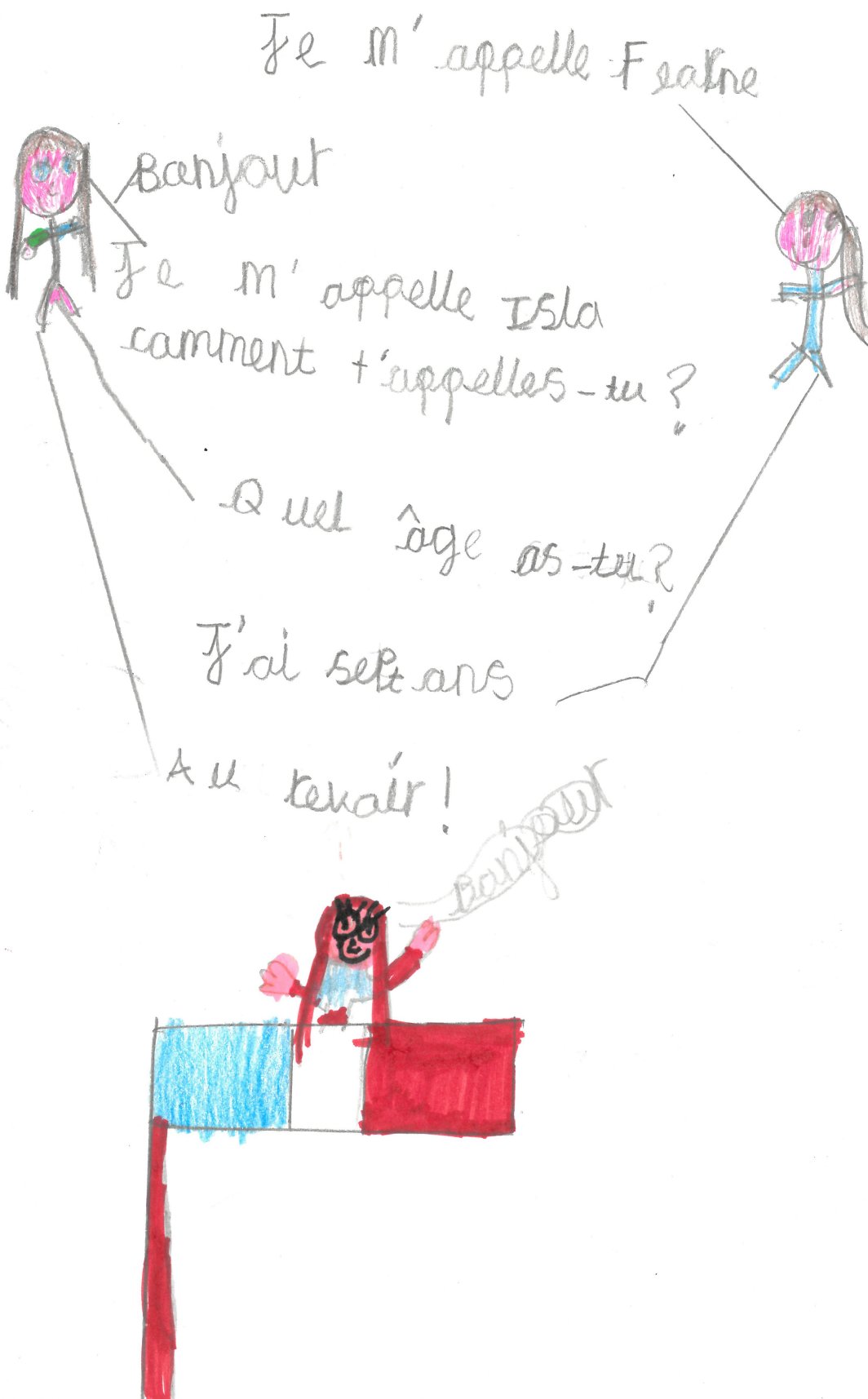
bonjour *hello*

comment t'appelles-tu ?
what is your name?

j'ai sept ans *I am 7*

je m'appelle *my name is*

quel âge as-tu ?
how old are you?





La technologie

by

Hari

Year 5, Rush Green

français

Vocabulaire

acheter	<i>to buy</i>
bon	<i>good</i>
car	<i>because</i>
c'est	<i>it is</i>
envoyer	<i>to send</i>
et	<i>and</i>
extrêmement	<i>extremely</i>
haute technologie (f.)	<i>high technology</i>
jeux-video (m.pl.)	<i>video games</i>
jouer	<i>to play</i>
maintenant	<i>now</i>
meilleur	<i>best</i>
nouveau	<i>new</i>
on peut	<i>you can</i>
portable	<i>mobile</i>
pratique	<i>practical</i>
puissant	<i>powerful</i>
télécharger	<i>to download</i>
texto (m.)	<i>text message</i>
très	<i>very</i>

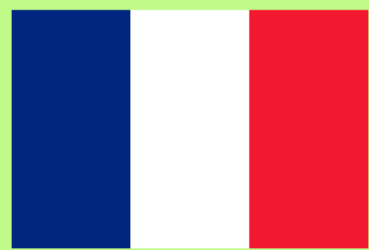


La technologie

by

Urte

Year 6, Rush Green



français

Vocabulaire

acheter *to buy*

c'est *it is*

écouter de la musique
to listen to music

incroyable *incredible*

jouer au jeux-video
to play video games

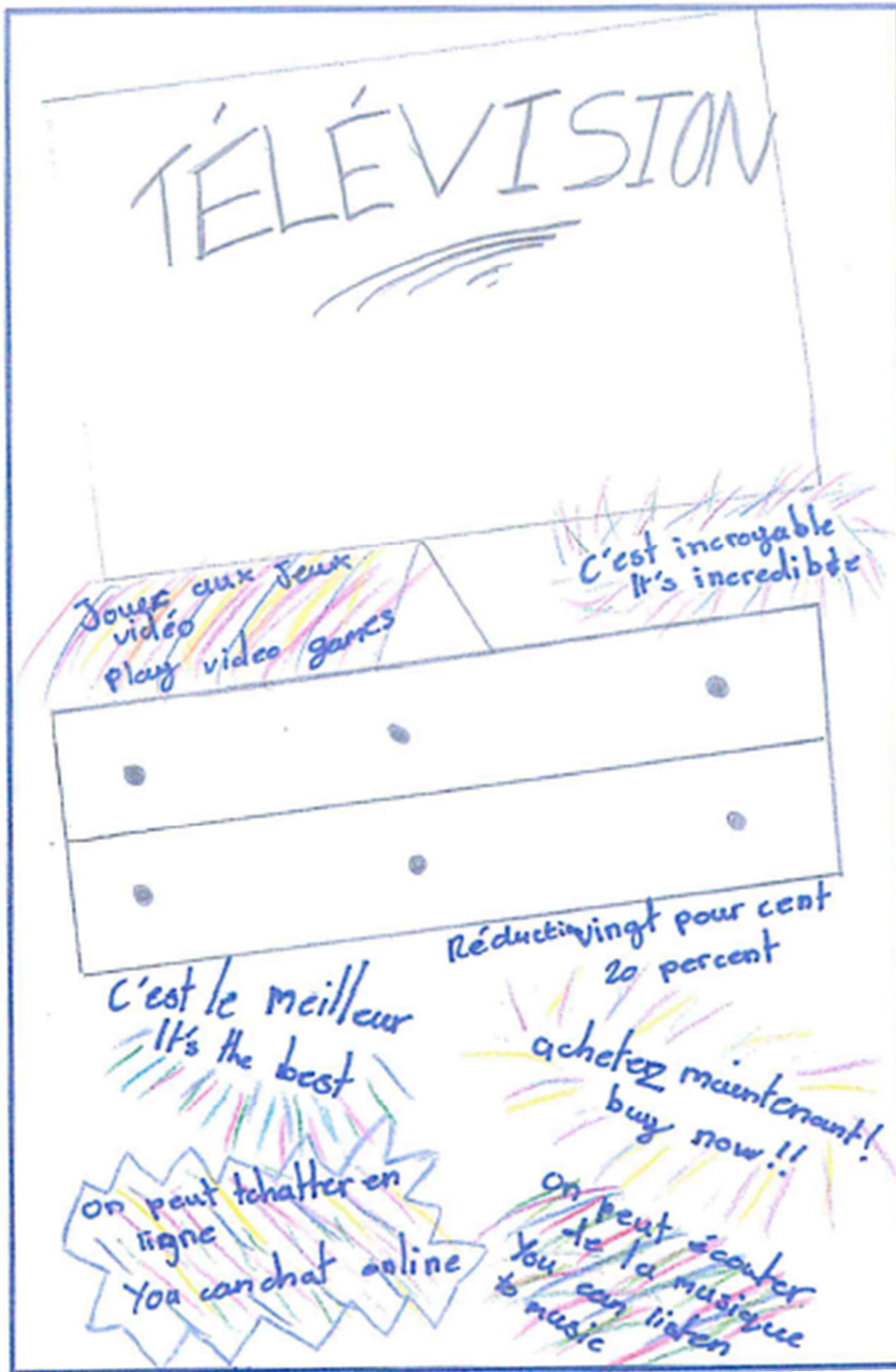
maintenant *now*

meilleur *best*

on peut *you can*

tchatter en ligne
to chat online

vingt pour cent *20%*





español

Vocabulario

avestruz (m.)	<i>ostrich</i>
cinco	5
cuatro	4
dos	2
elefante (m.)	<i>elephant</i>
en	<i>in</i>
hay	<i>there is/are</i>
hipopótamo (m.)	<i>hippo</i>
jirafa (f.)	<i>giraffe</i>
león (m.)	<i>lion</i>
mono (m.)	<i>monkey</i>
mi	<i>my</i>
parque de animales (m.)	<i>animal park</i>
peces (m.pl.)	<i>fishes</i>
seis	6
serpiente (f.)	<i>snake</i>
siete	7
tigre (m.)	<i>tiger</i>
tres	3

En mi parque de animales

by

Ben

Year 4, Sutton Coldfield

1. En mi parque de animales hay dos jirafas.

2. En mi parque de animales hay tres avestruces.

3. En mi parque de animales hay cuatro leones.

4. En mi parque de animales hay cuatro elefantes.

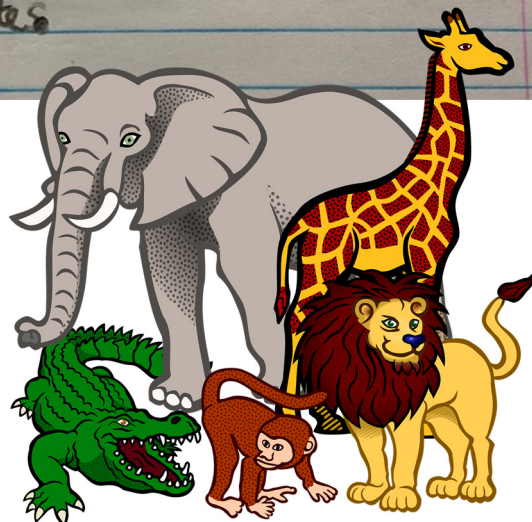
5. En mi parque de animales hay seis monos.

6. En mi parque de animales hay tres hipopótamos.

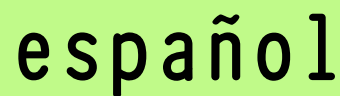
7. En mi parque de animales hay siete peces.

8. En mi parque de animales hay cuatro tigres.

9. En mi parque de animales hay cinco serpientes.



Year 5, Handsworth



aburrido	<i>boring</i>
amigo (m.)	<i>friend</i>
ciclismo (m.)	<i>cycling</i>
demasiado	<i>too</i>
difícil	<i>difficult</i>
emocionante	<i>exciting</i>
equitación (f.)	<i>horse-riding</i>
es	<i>it is</i>
es un rollo	<i>it's a drag</i>
fácil	<i>easy</i>
fútbol (m.)	<i>football</i>
gimnasia (f.)	<i>gymnastics</i>
hace	<i>he/she does</i>
interesante	<i>interesting</i>
juega	<i>he plays</i>
juego	<i>I play</i>
le gusta	<i>he/she likes</i>
más...que	<i>more...than</i>
me da igual	<i>I don't mind</i>
me encanta	<i>I love</i>
me llamo	<i>I am called</i>
muy	<i>very</i>
natación (f.)	<i>swimming</i>
no le gusta	<i>he/she doesn't like</i>
odia	<i>he/she hates</i>
odio	<i>I hate</i>
peligroso	<i>dangerous</i>
pero	<i>but</i>
porque	<i>because</i>
remo (m.)	<i>rowing</i>
sin embargo	<i>however</i>
sobre todo	<i>especially</i>
vela (f.)	<i>sailing</i>





Teachers' Corner

Find out more information about the writing featured

pages

1-6

Amalia Perry

How long have the children been learning French?

Since a very interrupted Year 3, so a year and a bit.

How long are their language lessons?

45 minutes per week.

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

We used the book *La Chenille qui fait des trous* (The Hungry Caterpillar) to introduce fruit. We have focused on phonics, plural forms and opinions. They have also learnt how to use connectives to extend sentences and I have seeded the idea of third person forms.

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

We had practised with chunks in translation tasks previously and then we colour-coded a WAGOLL on the board to show the different components of the output.

What do you particularly like about this piece of work?

I like how fearless they have been with their connectives and using third person. Also, how independent they were and how little help they needed. I also like the small details like not capitalising *je* in the middle of a sentence and accurate apostrophes and accent placement. They are noticing these for themselves now.

pages

7-9

Rebecca Little

How long have the children been learning French?

Since September 2021 when they started Year 3

How long are their language lessons?

Around 30 minutes a week

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

The children have looked at the unit "Getting to know you". We have learned different phrases to say hello and goodbye as well as asking how someone is feeling and how old they are. We learned the numbers 0-10 and colours. We love learning through conversation, games and songs.

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

Children used previous work in their books, a conversation prompt and their knowledge organisers.

What do you particularly like about these pieces of work?

The different pieces of work show all the different things we have learned so far this term. The children were given complete independence with what they selected their piece of work to be about and how they presented it. I love how each of the children thought of different ideas and how the pieces of work reflect their passion and love of learning French!

pages
10-11 Rebecca O'Sullivan

How long have the children been learning French?

4 years

How long are their language lessons?

60 minutes

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

Children learnt vocabulary used to name and describe new and old mobile phone technology. They already knew some adjectives from previous lessons. They saw authentic iPhone adverts.

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

Children had a writing frame and access to dictionaries.

What do you particularly like about these pieces of work?

The children were extremely engaged, even though it is the end of a challenging school year – this is a topic they truly engaged with. I loved their creativity, use of prior knowledge and brave use of dictionaries. This, and being able to describe objects, also helps them prepare for the 'technology' topic in secondary school. We then went on to write to Santa, to beg for the latest iPhone.

page
12 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 18 months (including COVID time!)

How long are their language lessons?

50 minutes per week.

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

We learned to count to 39, the names of some animals and how to make singular nouns plural in Spanish. This was the final piece of work to show this off.

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

A scaffold to form sentences with known vocabulary which could also be used for unknown vocabulary.

What do you particularly like about this piece of work?

Ben just got on with it. No fuss and no questions. I was really impressed by his independence!

page
13

Lisa Stevens

How long have the children been learning Spanish?

Children start learning Spanish in Y3 When Sahuur wrote this she was at the end of her 3rd year of learning albeit disrupted by COVID.

How long are their language lessons?

45-50 minutes a week.

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

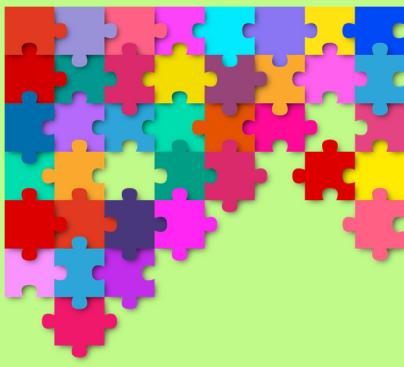
Children learned the names for sports, talked about likes and dislikes with reasons, and how to say I play/I do with the relevant sports. They then looked at how to do all that using the 3rd person singular.

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

The preceding weeks of work in their exercise books and a sentence builder in the 1st person.

What do you particularly like about these pieces of work?

I was impressed that Sahuur completed the task to a high standard including decorating it, making very few mistakes but also demonstrating all the things we had discussed in lessons including conjunctions, *demasiado* and writing in the 3rd person which wasn't on the sentence builder. I was really pleased as Sahuur sometimes lacks confidence in her own ability and this shows what she can do.



Puzzle Corner

Hiding in the spiral are 10 European languages and 10 Asian languages. Can you find them?

BONUS: Which continent do the remaining 5 languages come from?



European Languages

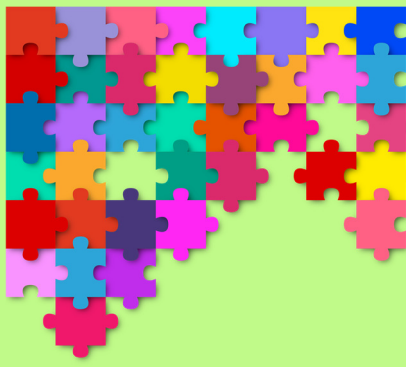
European Languages

Asian Languages

Asian Languages

BONUS:

BONUS:



Puzzle Corner

Solution from issue 7

•	••	•••	••••	•••	••••	•••••	••••	•••	••••	•••••	••••••	••••••
A	B	C	D	E	F	G	H	I	J	K	L	M

•••	•••	••••	•••••	•••••	•••••	•••••	••••	••••	•••••	•••••	•••••	•••••
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1.	••• •••••••	Latin
2.	••••••••••••••	Swedish
3.	••••••••••••••	Spanish
4.	••••••••••••••	Turkish
5.	••••••••••••••	French
6.	••••••••••••••	Korean
7.	••••••••••••••	Punjabi
8.	••••••••••••••	Greek
9.	••••••••••••••	Czech
10.	••••••••••••••	Thai



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



LIGHT BULB LANGUAGES

