

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 9

February 2022

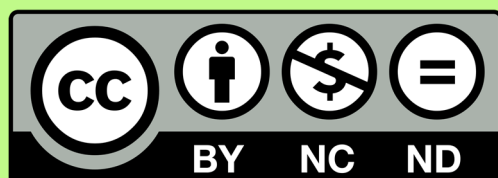
lightbulblanguages.co.uk/writeaway

writeaway@lightbulblanguages.co.uk



Editor

Clare Seccombe



Welcome to issue 9 of *Write Away!*, which has plenty more pieces of writing for you to read and enjoy. A big thank you to all the children who have worked so hard to complete such amazing pieces of writing, and all the teachers who have taken the time to send it to us to include in the magazine.

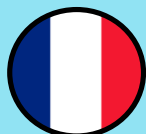
Find out about this issue's guest language, and don't forget to look out for my Editor's Pick.

Enjoy issue 9!



Spanish

page 1



French

page 10



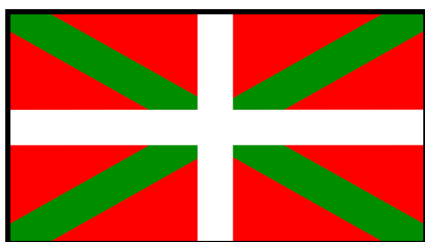
Teachers' Corner

page 23



Puzzle Corner

page 30



barkatu

gabon

nor zara?

kaixo!

ez

zer moduz?

eskerrik asko

Itziar naiz

bai

egun on

Our guest language for this issue is Basque.

Basque, also known as Vasco and Euskera, is spoken in the north-east of Spain and the south-west of France. There are about 750,000 Basque speakers.

Basque is a linguistic isolate, which means that it is not related to any other languages. However, it uses Latin script and borrows nearly half its words from other Romance languages.



Los planetas

by

Faizan

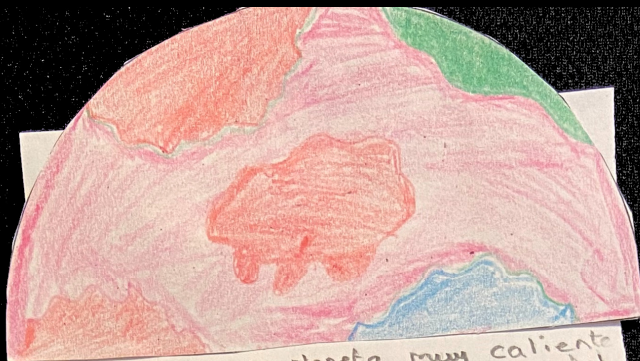
Year 5, Handsworth



español

Vocabulario

azul	<i>blue</i>
bastante	<i>quite</i>
caliente	<i>hot</i>
cerca	<i>near</i>
enorme	<i>enormous</i>
frío	<i>cold</i>
grande	<i>big</i>
lejos	<i>far</i>
lento	<i>slow</i>
muy	<i>very</i>
planeta (m.)	<i>planet</i>
rojo	<i>red</i>
sol (m.)	<i>sun</i>
Tierra	<i>Earth</i>
verde	<i>green</i>
y	<i>and</i>



Mercurio es un planeta muy caliente y bastante grande muy cerca del Sol.

Marte es un planeta muy caliente y rojo bastante cerca del Sol.

Neptuno es un planeta lento y muy azul muy lejos del Sol.

La Tierra es un planeta bastante grande y azul y verde bastante cerca del Sol.

Urano es un planeta muy frío y azul muy lejos del Sol.

Júpiter es un planeta enorme y bastante caliente bastante cerca del Sol.





español

Vocabulario

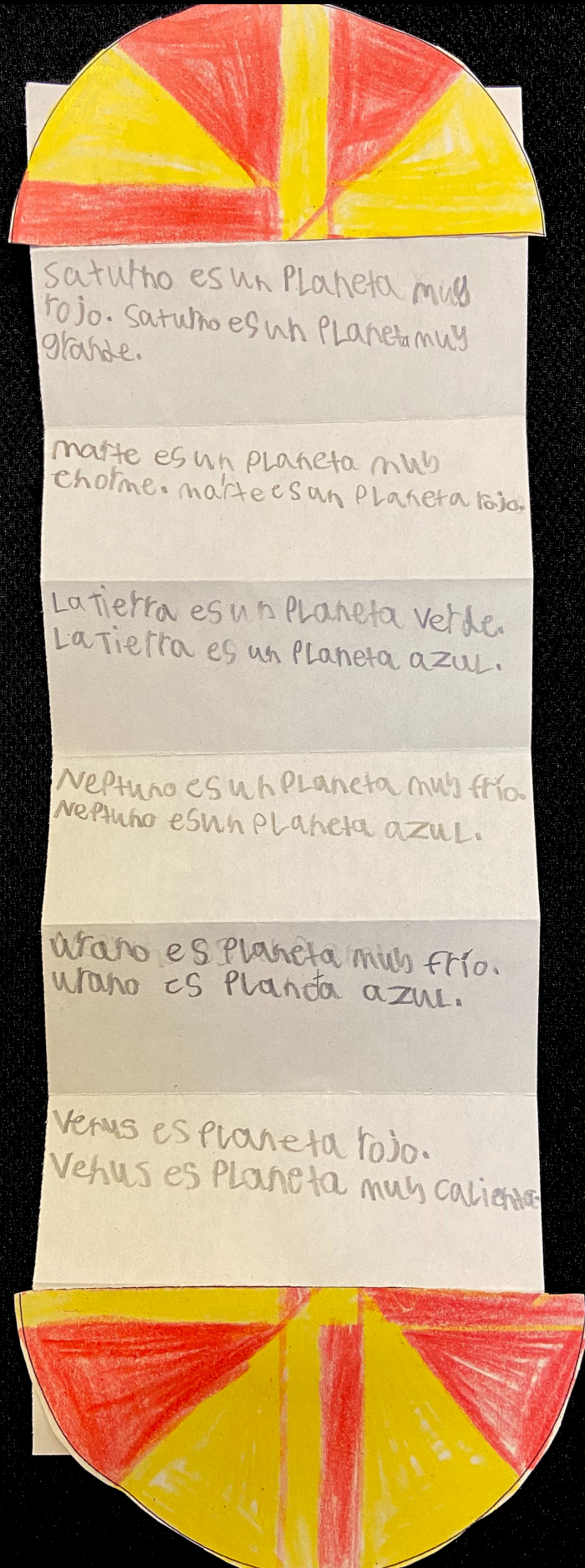
azul	<i>blue</i>
caliente	<i>hot</i>
enorme	<i>enormous</i>
frío	<i>cold</i>
grande	<i>big</i>
muy	<i>very</i>
planeta (m.)	<i>planet</i>
rojo	<i>red</i>
Tierra	<i>Earth</i>
verde	<i>green</i>

Los planetas

by

Eltayeb

Year 5, Handsworth



Los planetas

by

Reema

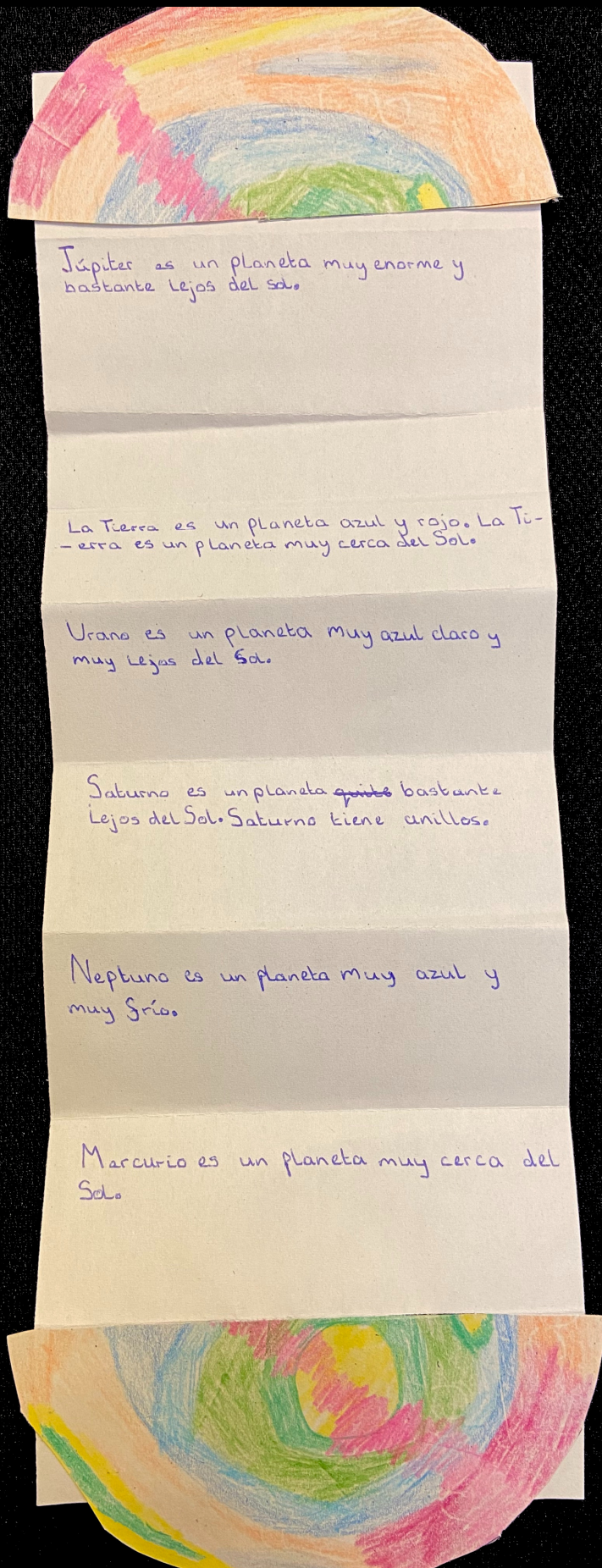
Year 5, Handsworth



español

Vocabulario

anillos	<i>rings</i>
azul	<i>blue</i>
azul claro	<i>pale blue</i>
bastante	<i>quite</i>
cerca	<i>near</i>
enorme	<i>enormous</i>
frío	<i>cold</i>
lejos	<i>far</i>
lento	<i>slow</i>
muy	<i>very</i>
planeta (m.)	<i>planet</i>
rojo	<i>red</i>
sol (m.)	<i>sun</i>
tiene	<i>it has</i>
Tierra	<i>Earth</i>
y	<i>and</i>



Júpiter es un planeta muy enorme y bastante lejos del sol.

La Tierra es un planeta azul y rojo. La Tierra es un planeta muy cerca del Sol.

Urano es un planeta muy azul claro y muy lejos del Sol.

Saturno es un planeta ~~quite~~ bastante lejos del Sol. Saturno tiene anillos.

Neptuno es un planeta muy azul y muy frío.

Mercurio es un planeta muy cerca del Sol.



español

Vocabulario

bastante	<i>quite</i>
cocodrilo (m.)	<i>crocodile</i>
con	<i>with</i>
creo	<i>I think</i>
diez	<i>10</i>
en mi opinión	<i>in my opinion</i>
es	<i>(it) is</i>
feroz	<i>fierce</i>
fuerte	<i>strong</i>
grande	<i>big</i>
hasta pronto	<i>see you soon</i>
hola	<i>hello</i>
jirafa (f.)	<i>giraffe</i>
largo	<i>long</i>
lento	<i>slow</i>
león (m.)	<i>lion</i>
me encanta(n)	<i>I love</i>
me llamo	<i>I am called</i>
mono (f.)	<i>monkey</i>
muy	<i>very</i>
no es	<i>(it) isn't</i>
oso (m.)	<i>bear</i>
pequeño	<i>small</i>
pero	<i>but</i>
rápido	<i>fast</i>
rinoceronte (m.)	<i>rhino</i>
sin embargo	<i>however</i>
también	<i>also</i>
¿te gusta(n)?	<i>do you like?</i>
tengo...años	<i>I am...years old</i>
tortuga (f.)	<i>tortoise</i>
vivo en	<i>I live in</i>
y	<i>and</i>

Los animales salvajes

by

Hollie

Year 5, Keighley

Hola, me llamo Hollie, y tengo diez años. Vivo en Keighley con mi familia. Me encantan los animales. En mi opinión, una tortuga no es rápida sin embargo es muy lenta. Una jirafa es grande pero bastante lenta. Un león es fuerte y rápido. En mi opinión, un hipopótamo es muy grande pero muy lento. Un tigre es rápido y es muy, muy fuerte. Un rinoceronte es rápido y es muy fuerte y grande. Un cocodrilo es muy fuerte también muy grande. Un oso es muy fuerte ¿Te gustan los animales?

Hasta pronto, Hollie

Los animales salvajes

by

Ismael

Year 5, Keighley

Hola, me llamo Ismael, y tengo veinte años. Vivo en Keighley con mi familia. Me encantan los animales. En mi opinión, un elefante es muy grande pero no es rápido. Creo una jirafa es bastante lenta sin embargo es muy grande. En mi opinión un mono es muy pequeño y muy rápido. Creo un cocodrilo es muy fuerte también es muy largo. Creo un rinoceronte es muy fuerte y fuerte. En mi opinión un oso es muy fuerte también es muy fuerte. ¿Te gustan los animales? Hasta pronto, Ismael


Cuadrado
by
Adam and Dawson
Year 5, Sunderland





español


Vocabulario


cajón (m.)	<i>drawer</i>
camiseta (f.)	<i>tee shirt</i>
cuadrado	<i>square</i>
cubito de hielo (m.)	<i>ice cube</i>
el	<i>the (m.)</i>
es	<i>is</i>
la	<i>the (f.)</i>
ordenador (m.)	<i>computer</i>
regalo (m.)	<i>present, gift</i>
ventana (f.)	<i>window</i>


Cuadrada es la cámara. 


Cuadrado es el ordenador. 

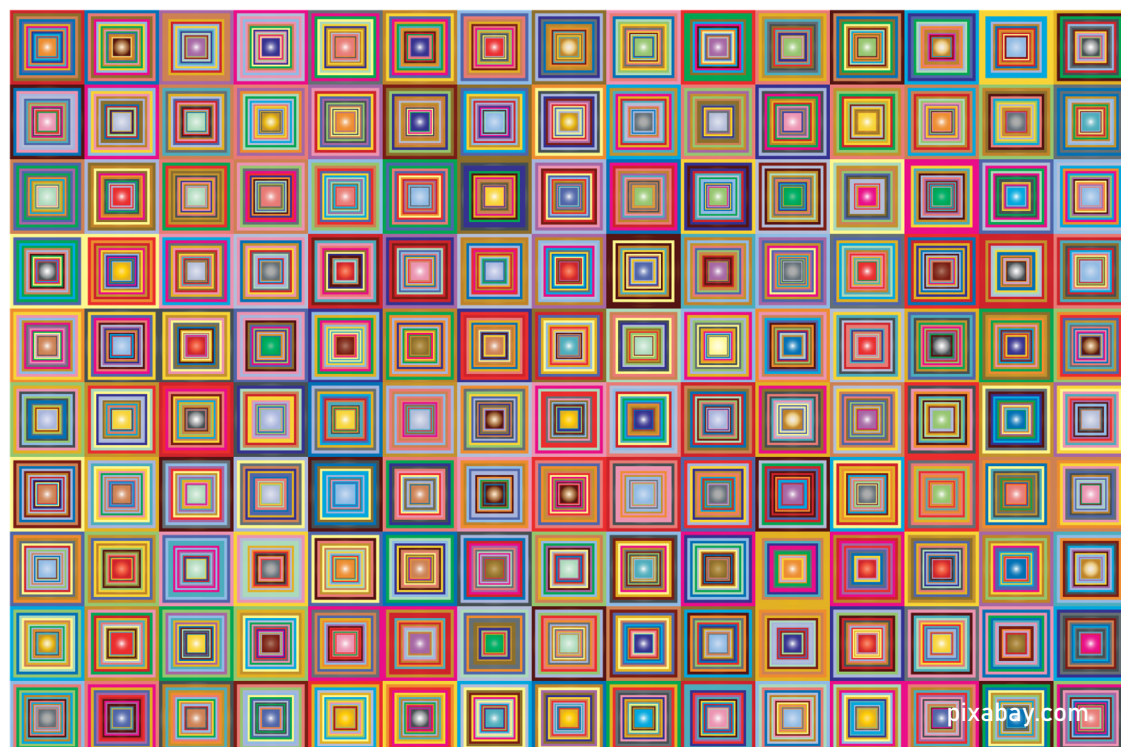
Cuadrado es el cajon. 

Cuadrado es el regalo. 

Cuadrado es el cubito de hielo. 

Cuadrada es la ventana. 

Cuadrada es la camiseta. 





español

Vocabulario

caramelo de menta (m.)
mint sweet

cuadrado *square*

cubito de hielo (m.)
ice cube

el *the (m.)*

es *is*

espejo (m.) *mirror*

hucha (f.) *moneybox*

la *the (f.)*

lavadora (f.)
washing machine

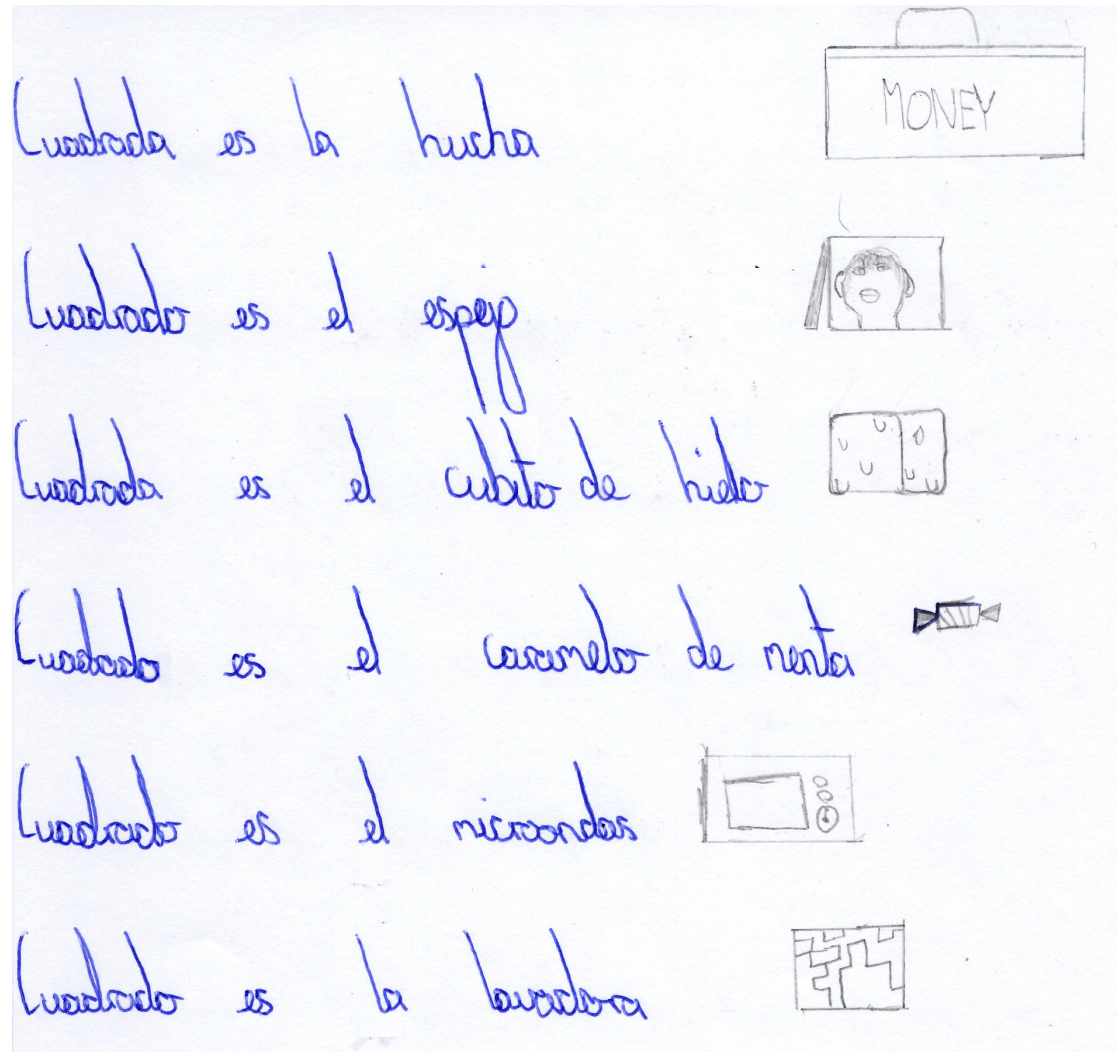
microondas (m.)
microwave

Cuadrado

by

Adam and Leighton

Year 5, Sunderland



Cuadrado

by

Daniel and Shona

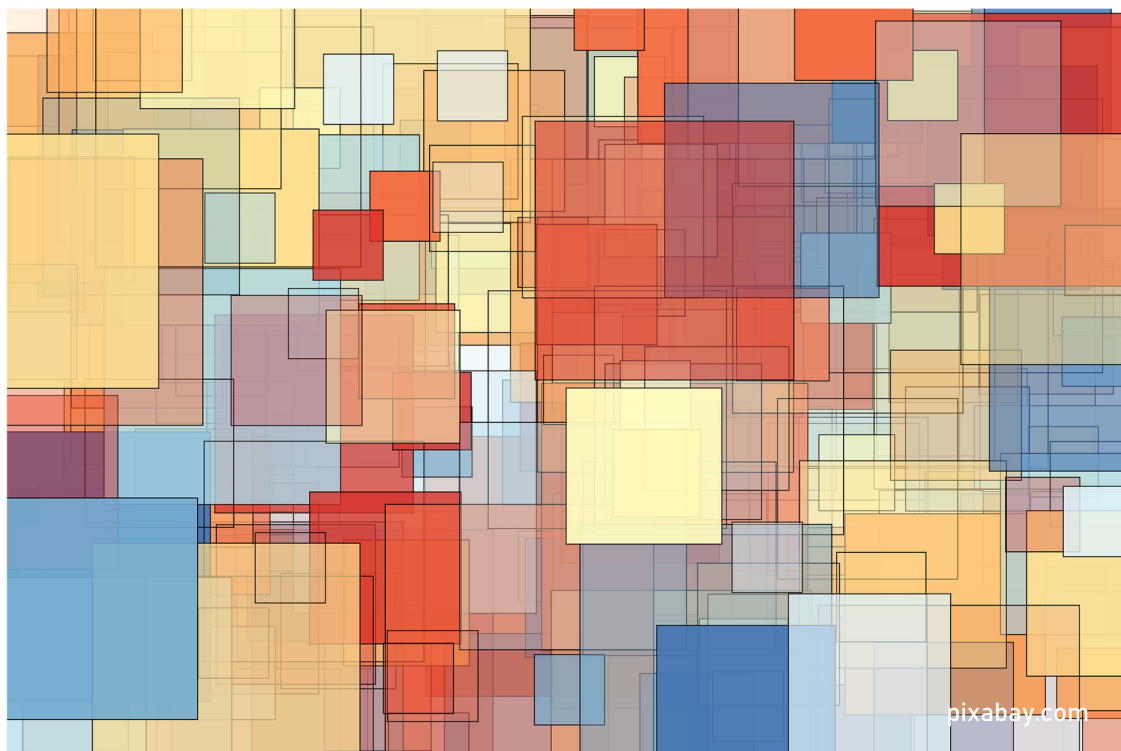
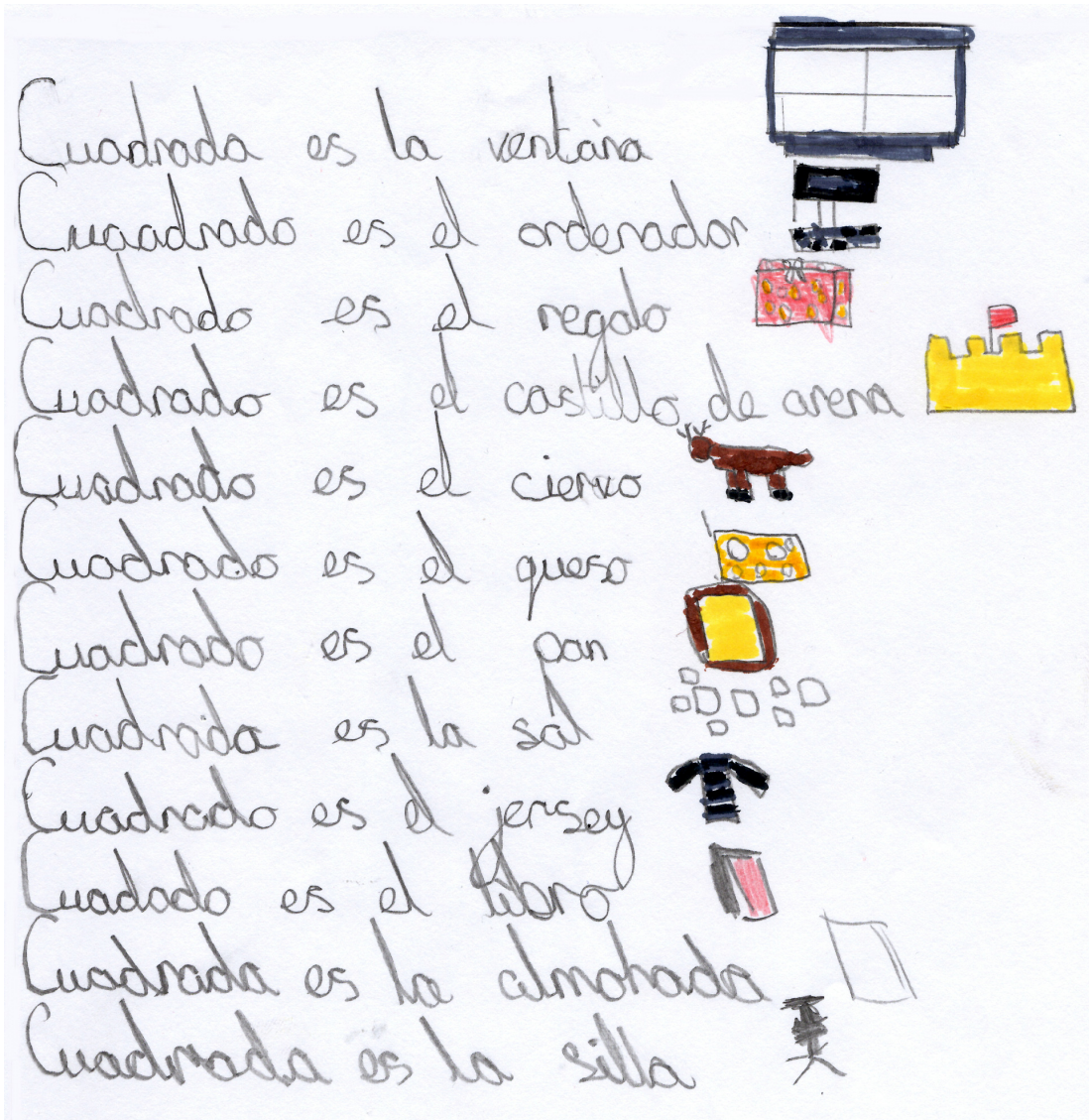
Year 5, Sunderland



español

Vocabulario

almohada (f.)	<i>pillow</i>
castillo de arena (m.)	<i>sand castle</i>
ciervo (m.)	<i>deer</i>
cuadrado	<i>square</i>
el	<i>the (m.)</i>
es	<i>is</i>
la	<i>the (f.)</i>
libro (m.)	<i>book</i>
ordenador (m.)	<i>computer</i>
pan (m.)	<i>bread</i>
queso (m.)	<i>cheese</i>
regalo (m.)	<i>present, gift</i>
sal (f.)	<i>salt</i>
silla (f.)	<i>chair</i>
ventana (f.)	<i>window</i>





español

Vocabulario

barra de pan (f.)

loaf of bread

cuadrado *square*

cubito de hielo (m.)

ice cube

el *the (m.)*

es *is*

espejo (m.) *mirror*

horno (m.) *oven*

hucha (f.) *moneybox*

la *the (f.)*

lavadora (f.)

washing machine

rompecabezas (m.) *jigsaw*

Cuadrado

by

Isabelle and Jake

Year 5, Sunderland

Cuadrado es el

horno

Cuadrada es la

lavadora

Cuadrada es la

hucha

Cuadrado es el

Cubito de hielo

Cuadrado es el

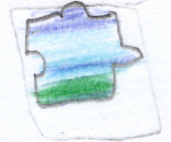
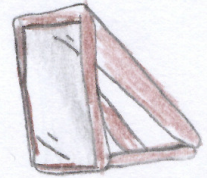
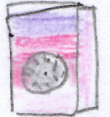
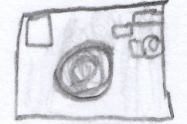
espejo

Cuadrada es la

barra de pan

Cuadrado es el

rompecabezas



Cuadrado

by

Matthew and Sophie

Year 5, Sunderland

cuadrada es La almohada.



cuadrado es el álbum.



Cuadrado es el Libro.



cuadrado es el papel.



cuadrada es La Pista de hielo.



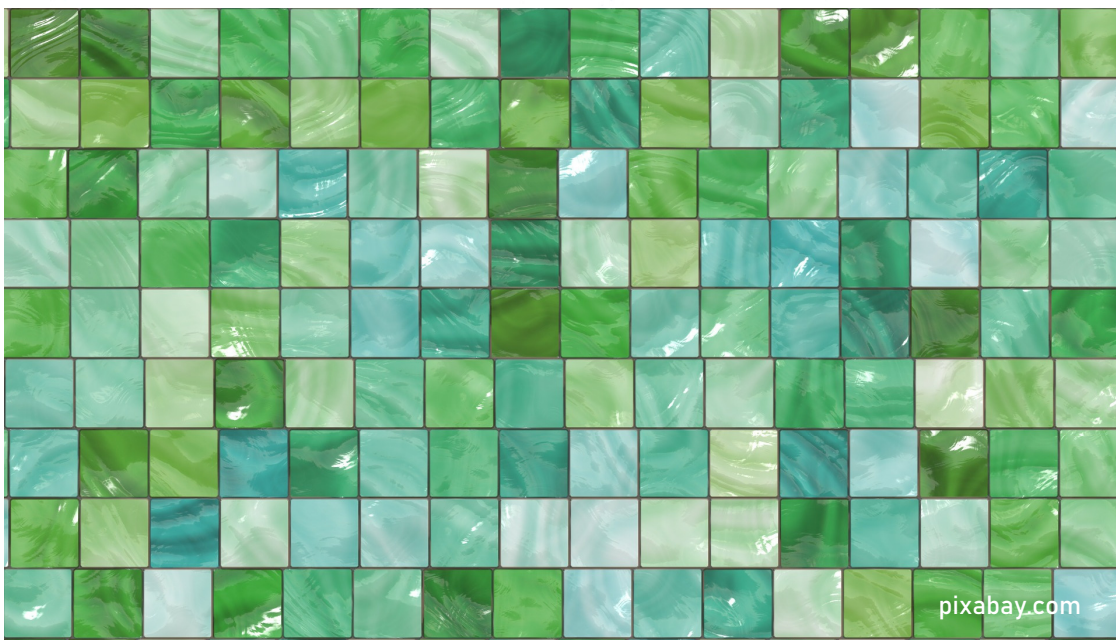
cuadrado es el camión.



español

Vocabulario

album (m.)	scrapbook
almohada (f.)	pillow
camión (m.)	lorry
cuadrado	square
el	the (m.)
es	is
la	the (f.)
libro (m.)	book
papel (m.)	piece of paper
pista de hielo (f.)	ice rink



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bederatzi





Une lettre pour mon correspondant

by

Sophia

Year 6, London

français

Vocabulaire

anniversaire (m.)	birthday
aussi	also
bavard	chatty
chien (m.)	dog
cher	dear
cheveux (m.pl.)	hair
correspondant (m.)	penpal
dix	10
en plus	what's more
est	is
et toi ?	and you?
fille (f.)	girl
frère (m.)	brother
frites (f.pl.)	chips
fromage (m.)	cheese
grand	big
j'adore	I love
j'ai	I have
j'ai ... ans	I am...years old
je m'appelle	my name is
je n'aime pas	I don't like
je ne porte pas	I don't wear
je ne suis pas	I am not
je suis	I am
lunettes (f.pl.)	glasses
mais	but
marron	brown
plat (m.)	dish
préféré	favourite
quel est...?	what is?
salut	hi
sept	7
sœur (f.)	sister
sportif	sporty
sympa	nice
yeux (m.pl.)	eyes

Cher correspondant,

Salut! Je m'appelle Sophia et je suis une fille. J'ai dix ans, et toi? Je suis sympa et bavarde mais je ne suis pas sportive. J'ai les yeux marron et j'ai les cheveux bruns aussi. Je suis grande et je ne porte pas de lunettes. En plus, j'adore le fromage et les frites mais je n'aime pas le chocolat. Mon anniversaire est le sept décembre, et toi? J'ai un frère et une sœur et deux chiens que s'appellent Jessie et Maggie. Quel est ton sport préféré? Quel est ton plat préféré?

Amities,
Sophia

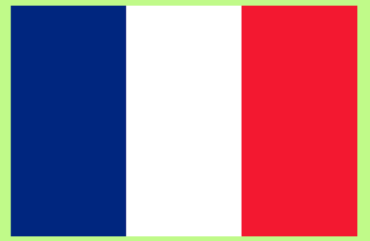


Tu aimes les crêpes ?

by

Lila

Year 5, London

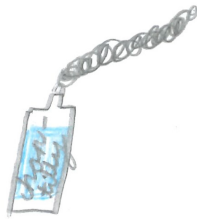


français

Vocabulaire

aussi	also
assez	quite
beurre (m.)	butter
car	because
chantilly (f.)	whipped cream
citron (m.)	lemon
confiture (f.)	jam
crêpe (f.)	pancake
dégoûtant	disgusting
délicieux	delicious
elles sont	they are
en plus	what's more
fraise (f.)	strawberry
j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
miel (m.)	honey
sucré	sweet
très	very
un peu	a bit

J'adore les crêpes au Nutella et à la chantilly car elles sont très délicieuses.



J'aime les crêpes au beurre en plus J'aime les crêpes au citron car elles sont un peu sucrées.

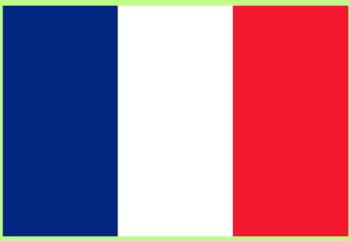


Je n'aime pas les crêpes au chocolat et les crêpes au miel aussi car elles sont assez dégoûtantes.



Je déteste les crêpes à la banane et les crêpes à la confiture de fraise.





français

Vocabulaire

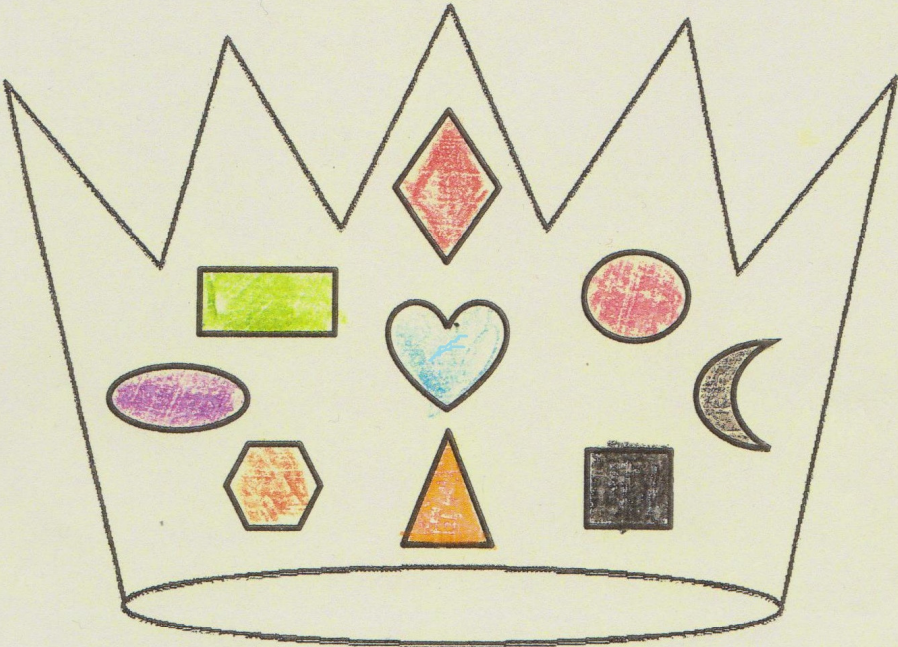
a	<i>has</i>
bleu	<i>blue</i>
carré (m.)	<i>square</i>
cercle (m.)	<i>circle</i>
cœur (m.)	<i>heart</i>
couronne (f.)	<i>crown</i>
croissant (m.)	<i>crescent</i>
gris	<i>grey</i>
losange (m.)	<i>diamond</i>
ma	<i>my (f.)</i>
marron	<i>brown</i>
noir	<i>black</i>
rose	<i>pink</i>
rouge	<i>red</i>
vert	<i>green</i>
violet	<i>purple</i>

Ma couronne

by

Eva

Year 3, Radcliffe



ma couronne a un triangle orange, un rectangle vert, un ovale violet, un losange rouge, un hexagone marron, un croissant gris, un cœur bleu, un cercle rose et un carré noir.

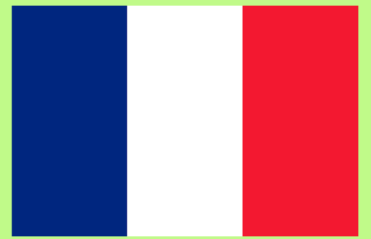


Ma couronne

by

Milana

Year 6, Salford



français

Vocabulaire

a	<i>has</i>
aussi	<i>also</i>
bleu	<i>blue</i>
carré (m.)	<i>square</i>
cercle (m.)	<i>circle</i>
couronne (f.)	<i>crown</i>
croissant (m.)	<i>crescent</i>
croix (f.)	<i>cross</i>
deux	<i>2</i>
et	<i>and</i>
étoile (f.)	<i>star</i>
grand	<i>big</i>
ma	<i>my (f.)</i>
petit	<i>small</i>
rose	<i>pink</i>
rouge	<i>red</i>
trois	<i>3</i>
vert	<i>green</i>
violet	<i>purple</i>

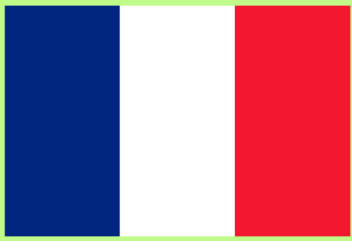


Ma couronne a deux grands croissants rouges, trois petits cercles verts et deux triangles violets. Aussi, ma couronne a une étoile rose, deux carrés bleus et deux croix orange.

Eva and Milana are my joint editor's pick for this issue!

I am so impressed with their descriptions of the jewels on their crowns. Describing in French is not easy, so very well done!

Editor's
Pick



français

Vocabulaire

bande (f.)	<i>stripe</i>
blanc	<i>white</i>
blason (m.)	<i>shield</i>
bleu	<i>blue</i>
cercle (m.)	<i>circle</i>
drapeau (m.)	<i>flag</i>
est	<i>is</i>
et	<i>and</i>
étoile (f.)	<i>star</i>
jaune	<i>yellow</i>
le	<i>the (m.)</i>
lune (f.)	<i>moon</i>
quatre	<i>4</i>
rouge	<i>red</i>
trois	<i>3</i>
vert	<i>green</i>

AFCON : Les drapeaux

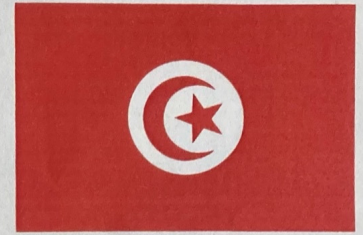
by

Sophie

Year 6, Bury



Le drapeau est vert...
rouge et jaune. Le...
drapeau a trois...
bandes et une étoile...
jaune.



Le drapeau est rouge...
Le drapeau a une lune...
rouge, une étoile rouge
et un cercle.



Le drapeau est vert...
blanc, bleu et rouge...
Le drapeau a trois...
bandes, un triangle bleu
et un blason.



Le drapeau est jaune...
blanc, rouge, bleu et...
vert. Le drapeau a...
quatre bandes, un...
triangle vert, une lune blanche
et quatre étoiles blanches.

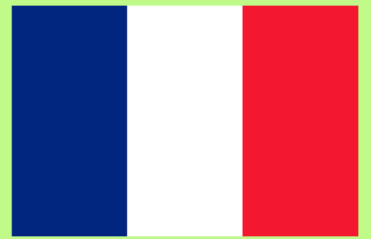


AFCON : Un joueur de foot !

by

Lena

Year 6, Salford



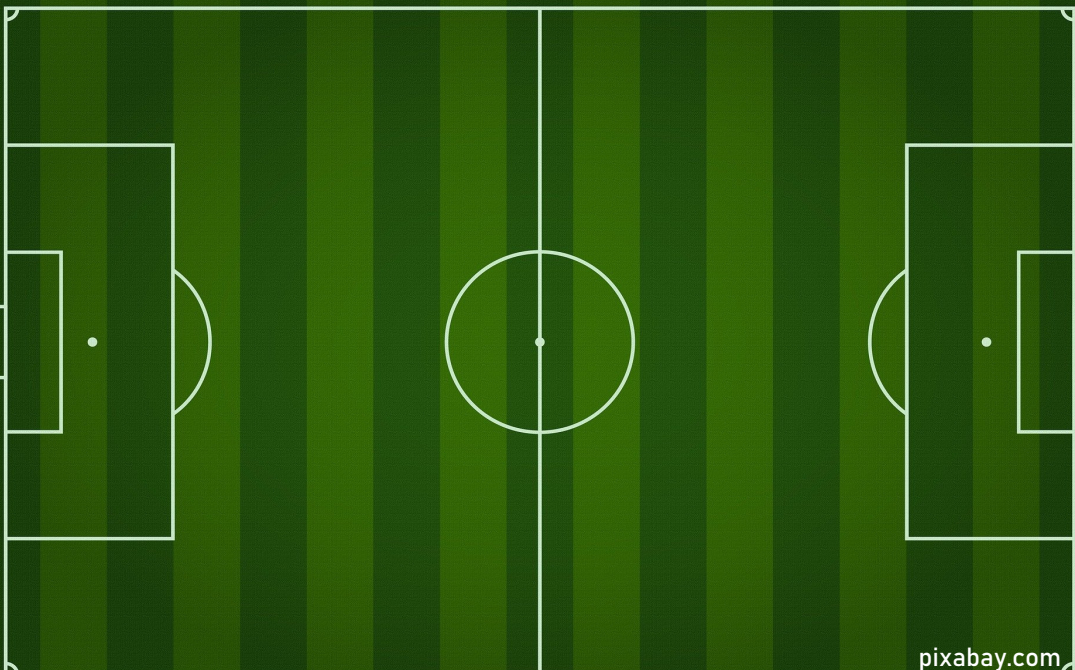
français

Vocabulaire

Afrique	<i>Africa</i>
Angleterre	<i>England</i>
anniversaire (m.)	<i>birthday</i>
au revoir	<i>goodbye</i>
bonjour	<i>hello</i>
c'est	<i>it is</i>
en	<i>in</i>
est	<i>is</i>
il a ... ans	<i>he is ... years old</i>
il adore	<i>he loves</i>
il est	<i>he is</i>
il habite	<i>he lives</i>
il joue	<i>he plays</i>
il parle	<i>he speaks</i>
il s'appelle	<i>he is called</i>
j'adore	<i>I love</i>
j'ai ... ans	<i>I am ... years old</i>
j'habite	<i>I live</i>
je joue	<i>I play</i>
je m'appelle	<i>I am called</i>
je parle	<i>I speak</i>
je suis	<i>I am</i>
joueur (m.)	<i>player</i>
pour	<i>for</i>
vingt-six	<i>26</i>

Bonjour! Je m'appelle Bertrand Traore.
J'ai vingt-six ans. Je suis joueur de...
foot. Mon anniversaire est le six septem-
bre. Je joue pour le Burkina Faso en Afria-
que. J'habite à Birmingham en Angleterre.
Mon club de foot, c'est Aston Villa. J'adore le
foot! Je parle français. Au revoir!

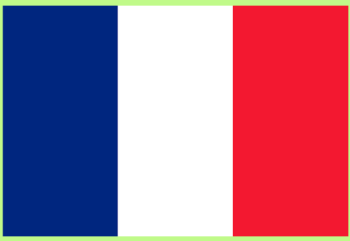
Il s'appelle Bertrand Traore. Il est joueur
de foot. Il a vingt-six ans. Son anniversaire
est le six septembre. Il joue pour
le Burkina-Faso en Afrique. Il habi-
te à Birmingham en Angleterre.
Son club de foot, c'est Aston Villa.
Il adore le foot! Il parle français.



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hamabost





AFCON : Un joueur de foot !

by

Sophie

Year 6, Salford

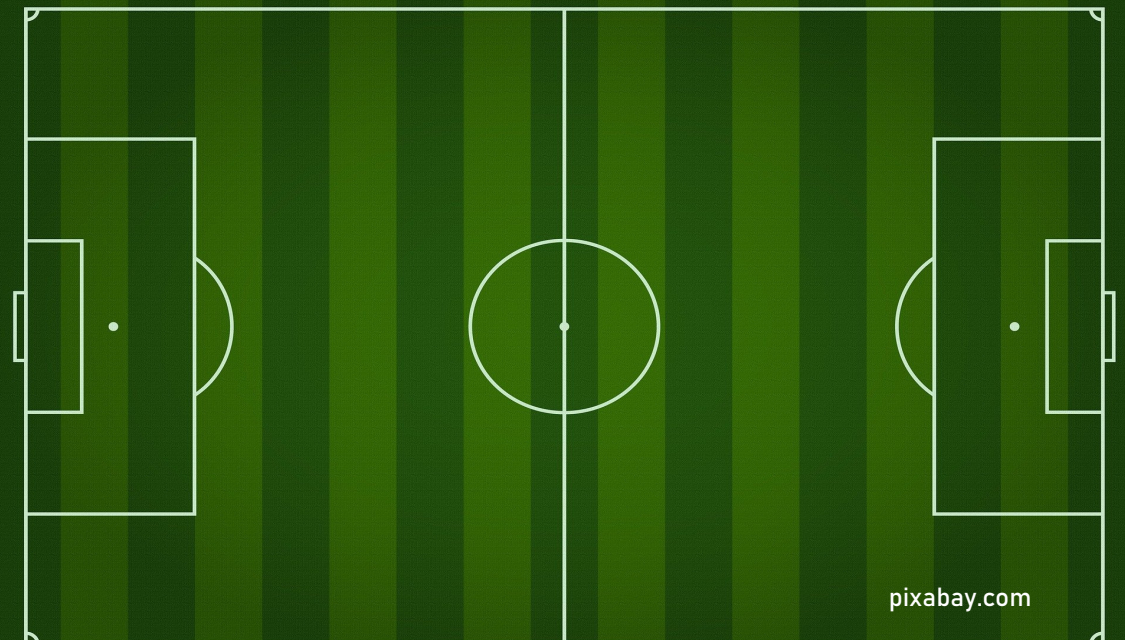
français

Vocabulaire

Afrique	<i>Africa</i>
Angleterre	<i>England</i>
anniversaire (m.)	<i>birthday</i>
au revoir	<i>goodbye</i>
avril	<i>April</i>
bonjour	<i>hello</i>
c'est	<i>it is</i>
dix	<i>10</i>
en	<i>in</i>
est	<i>is</i>
il a ... ans	<i>he is ... years old</i>
il adore	<i>he loves</i>
il est	<i>he is</i>
il habite	<i>he lives</i>
il joue	<i>he plays</i>
il parle	<i>he speaks</i>
il s'appelle	<i>he is called</i>
j'adore	<i>I love</i>
j'ai ... ans	<i>I am ... years old</i>
j'habite	<i>I live</i>
je joue	<i>I play</i>
je m'appelle	<i>I am called</i>
je parle	<i>I speak</i>
je suis	<i>I am</i>
joueur (m.)	<i>player</i>
pour	<i>for</i>
vingt-neuf	<i>29</i>

Bonjour! Je m'appelle Sadio Mané. Je suis joueur de foot. J'ai vingt-neuf ans. Mon anniversaire est le dix avril. Je joue pour le Sénégal en Afrique. J'habite à Liverpool en Angleterre. Mon club de foot, c'est Liverpool. J'adore le foot! Je parle français. Au revoir!

Il s'appelle Sadio Mané. Il est joueur de foot. Il a vingt-neuf ans. Son anniversaire est le dix avril. Il joue pour le Sénégal en Afrique. Il habite à Liverpool en Angleterre. Son club de foot, c'est Liverpool. Il adore le foot! Il parle français!

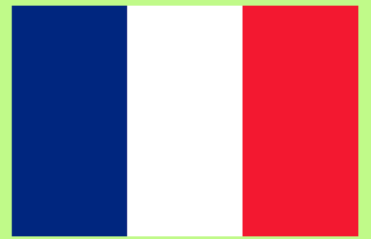


Le sport

by

Elodie

Year 6, Wolverton



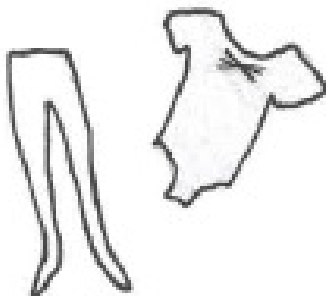
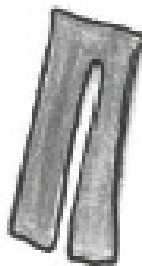
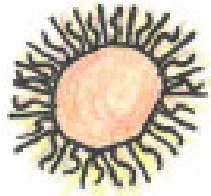
français

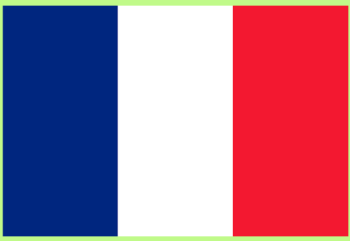
Vocabulaire

ami (m.)	<i>friend</i>
aussi	<i>also</i>
avec	<i>with</i>
cependant	<i>however</i>
collant (m.)	<i>tights</i>
dimanche	<i>Sunday</i>
et	<i>and</i>
il pleut	<i>it rains</i>
il y a du soleil	<i>it's sunny</i>
je fais	<i>I do</i>
je joue	<i>I play</i>
je ne joue pas	<i>I don't play</i>
je porte	<i>I wear</i>
jeudi	<i>Thursday</i>
lundi	<i>Monday</i>
mardi	<i>Tuesday</i>
mes	<i>my (pl.)</i>
noir	<i>black</i>
ou	<i>or</i>
pantalon (m.)	<i>trousers</i>
pétanque (f.)	<i>bowls</i>
quand	<i>when</i>
vert	<i>green</i>
violet	<i>purple</i>

Le Sport

Quand il pleut, je fais de la danse avec mes amis lundi, mardi, jeudi et dimanche et je porte un long tee-shirt vert et un pantalon noir ou un léotard violet avec un collant. Quand il y a du soleil, je joue au foot et au tennis aussi, cependant je ne joue pas à la pétanque.





français

Vocabulaire

ami (m.)	<i>friend</i>
avec	<i>with</i>
basket (m.)	<i>basketball</i>
et	<i>and</i>
il fait beau	<i>it is a nice day</i>
il fait chaud	<i>it is hot</i>
il fait froid	<i>it is cold</i>
jaune	<i>yellow</i>
je fais	<i>I do</i>
je joue	<i>I play</i>
je ne joue pas	<i>I don't play</i>
je porte	<i>I wear</i>
jeudi	<i>Thursday</i>
mais	<i>but</i>
noir	<i>black</i>
pantalon (m.)	<i>trousers</i>
quand	<i>when</i>
rouge	<i>red</i>
samedi	<i>Saturday</i>
skate (m.)	<i>skateboarding</i>

Le sport

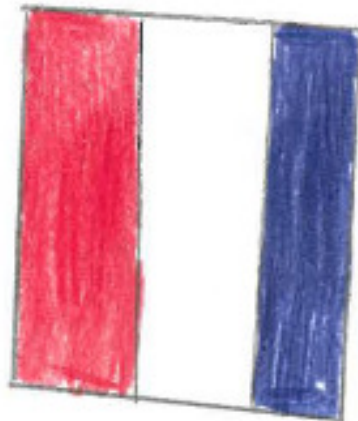
by

Lauren

Year 6, Wolverton

Le Sport

Quand il fait chaud, je joue au foot mais quand il fait froid, je joue pas au basket. Jeudi, je fais du skate et je porte un pantalon noir et un tee-shirt rouge. Quand il fait beau, je joue au basket avec mes amis. Samedi, je joue au foot et je porte un tee-shirt jaune et un short noir.



Le sport

by

Hamerat

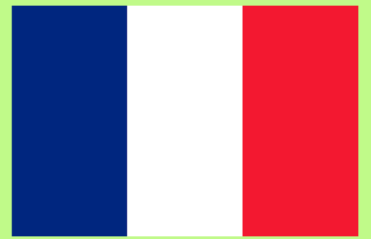
Year 6, Wolverton

Le Sport

Bonjour ! Je m'appelle Hamerat et j'ai onze ans. Quand il fait chaud, je joue au basket avec mes amis. Je porte mes affaires de basket ou un short rouge et un maillot de corps noir. Je joue au basket parce que c'est amusant. Quand il fait beau, je joue au foot avec ma sœur. Je porte un tee-shirt et un short bleu.



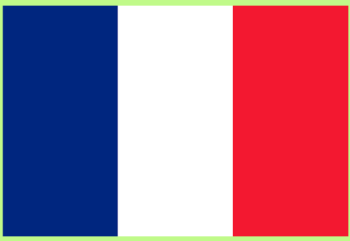
amusant



français

Vocabulaire

affaires (f.pl.)	things
ami (m.)	friend
amusant	fun
avec	with
basket (m.)	basketball
bleu	blue
bonjour	hello
c'est	it is
et	and
il fait beau	it is a nice day
il fait chaud	it is hot
j'ai ... ans	I am ... years old
je joue	I play
je m'appelle	I am called
je porte	I wear
ma	my (f.)
maillot de corps (m.)	vest
mes	my (pl.)
noir	black
onze	11
ou	or
parce que	because
quand	when
rouge	red
sœur (f.)	sister



français

Vocabulaire

avec	<i>with</i>
bleu	<i>blue</i>
pendant	<i>however</i>
et	<i>and</i>
il fait beau	<i>it is a nice day</i>
il y a du soleil	<i>it is sunny</i>
je fais	<i>I do</i>
je joue	<i>I play</i>
je ne fais pas	<i>I don't do</i>
je ne joue pas	<i>I don't play</i>
je porte	<i>I wear</i>
mais	<i>but</i>
noir	<i>black</i>
quand	<i>when</i>
skate (m.)	<i>skateboarding</i>

Le sport

by

Lorelai

Year 6, Wolverton

Le Sport!

Quand il fait beau, je fais de la danse avec Mr Hill et chestnut class. Cependant je ne joue pas au tennis. Quand je fais de la danse, je porte un short noir et un tee-shirt bleu. Quand il y a du soleil, je joue au foot avec Mr Sore et yearbet S mais je ne fais pas de skate. Quand je joue au foot, je porte un tee-shirt bleu et un short noir.

Danse



Tennis ~~X~~

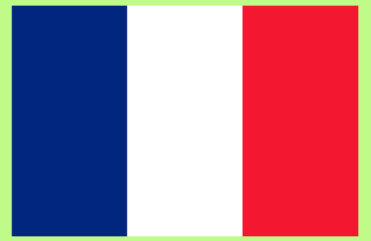


C'est l'hiver

by

Elise

Year 5, Harrow



français

Vocabulaire

aussi	also
avec	with
beaucoup	a lot
c'est	it is
colline (f.)	hill
cuisine (f.)	kitchen
dans	in
dîner (m.)	dinner
disparaître	to disappear
elle a dit	she said
et	and
faire	to do
hiver (m.)	winter
je me suis allongée	to stretch out
je suis allée	I went
je suis tombée	I fell
l'année dernière	last year
lit (m.)	bed
ma	my (f.)
maison (f.)	house
maman (f.)	mum
merci	thank you
mon	my (m.)
nous avons joué	we played
oui	yes
papa (m.)	dad
pour	for
quand	when
rentrer	to return
répondre	to reply
rire	to laugh
soir (m.)	evening
tout va bien	all is going well

C'est l'hiver

L'année dernière,

Je suis allée faire du ski en France

Avec ma maman et mon Papa

Oups! Je suis tombée en bas de la colline

Mon papa a ri avec ma maman Polline

J'ai ri aussi

Quand nous sommes rentrés à la maison,

Je me suis allongée dans mon lit

Ma maman rentrée et elle a dit,

"Tout va bien?"

J'ai répondu, "Oui, oui maman merci."

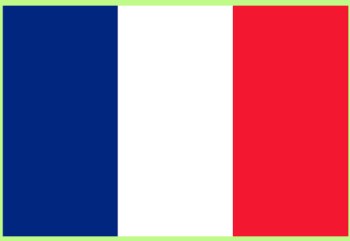
Elle a disparu dans la cuisine pour

faire ma pizza pour le dîner

Le soir, nous avons joué des jeux en famille

et mangé des pizzas

On a beaucoup ri aussi



français

Vocabulaire

avec	<i>with</i>
beau	<i>pretty</i>
chocolat chaud (m.)	<i>hot chocolate</i>
dans	<i>in</i>
faire	<i>to do</i>
hiver (m.)	<i>winter</i>
il fait froid	<i>it is cold</i>
j'aime	<i>I like</i>
janvier	<i>January</i>
jouer	<i>to play</i>
maison (f.)	<i>house</i>
neige (f.)	<i>snow</i>
patin à glace (m.)	<i>ice skating</i>
rentrer	<i>to return</i>
très	<i>very</i>
verglas (m.)	<i>black ice</i>

Janvier

by

Amelie

Year 4, Harrow





Teachers' Corner

Find out more information about the writing featured

pages

1-3

Lisa Stevens

How long have the children been learning Spanish?

We start learning Spanish in Year 3 so these learners have officially been studying for 2 years one term. However, quite a chunk of that was delivered remotely (with varying levels of access to lessons) and they had a 30 minute lesson fortnightly for the second half of Year 4.

How long are their language lessons?

In Year 5 they have 50 minutes.

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

Having learned the names of the planets and made links with Science lessons, looked at the origins of the names and compared the names in Spanish and French, we practised making single adjective sentences then added conjunctions before working on using *muy* and *bastante* in the context of distance from the Sun. We did lots of oral work and rehearsing using the support grid.

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

A writing frame and all previous work in this unit (and previous ones!)

What do you particularly like about this piece of work?

This class have their lesson last thing on a Thursday after they've had an hour of tennis with a coach. They have focussed really well over the last few weeks and worked hard on this piece of work in spite of their weariness! Eltayeb doesn't find Spanish easy but has attacked this with great enthusiasm, trying hard to use *muy* to add detail. Reema has used the scaffold well and tried to add little details like using *azul claro*.

page

4

Shelley Hiles

How long have the children been learning Spanish?

Since September 2019 but with obvious disruption from the pandemic.

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.

I used the resources from Light Bulb Languages to introduce the animals and also the core language. The children were quickly able to describe an animal (a lion is fierce) and then we worked on enhancing this to include *en mi opinión / creo* and a variety of conjunctions and intensifiers. Some more able pupils were also managed to include a comparison sentence using *más ...que*.

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

I created a knowledge organiser with all the necessary language on it.

What do you particularly like about these pieces of work?

I really like the fact that the pupils were able to write at length as they had lots of opinions on the different animals and they also seemed to understand adjective agreement when describing a feminine animal noun.

pages

5-9

Clare Seccombe

How long have the children been learning Spanish?

Since Year 1

How long are their language lessons?

An hour a week

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

We have just started Unit 13 of the Light Bulb Languages scheme of work, which is all about description, especially adjectival agreement and position. We read the poem *Redondo* by Gloria Fuertes, and talked about why sometimes it says *redondo* and other times *redonda*. Then I gave the class some other words for round things, and they used the dictionaries to find out if we would need the masculine or feminine form of the adjective. Finally, I gave them a challenge: to adapt Gloria Fuertes's model to write a poem about square things. The children worked in pairs to find in the dictionary the words for things that are square or have squares on them, then put them into their line of poetry with the correct definite article and correctly agreed adjective.

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

The original poem *Redondo*, a couple of examples on the board, and a dictionary!

What do you particularly like about these pieces of work?

The children had some lovely ideas for their poems, and worked brilliantly in their pairs. They are very proud of the finished poems.

How long have the children been learning French?

8 years, since Nursery

How long are their language lessons?

30 minutes in Key Stage 1, an hour a week in Key Stage 2

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

In Year 6, pupils learnt to describe themselves and talk about their personality. We have two partner schools in France and we are exchanging letters with them.

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

A word mat

What do you particularly like about this piece of work?

The variety of language she has used and how much she can write about in French! I am very proud of this letter.

How long have the children been learning French?

Since Nursery, for 7 years

How long are their language lessons?

15 minutes in Nursery, 30 minutes in Reception and Key Stage 1, an hour in Key Stage 2

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

In the Autumn term, Year 5 learnt how to give their opinions about sports and food. For La Chandeleur we had a lesson about pancakes. We revised opinions, played some vocabulary games about pancake flavours, and then the pupils wrote their own text giving their opinion about pancakes.

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

A differentiated writing frame

What do you particularly like about these pieces of work?

How Year 5 have extended their sentences to give more detailed information.

How long have the children been learning French?

Since September 2021

How long are their language lessons?

30 minutes a week

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

We spent a lesson learning about how the Festival of the Kings is celebrated in France by eating a special cake called *une galette*. Whoever finds *la fève* (lucky charm) gets to wear an Epiphany crown! The following lesson, the children recapped colours and shapes and were taught about the position of adjectives in the masculine singular form. They then decorated a crown and described it in French.

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

A sentence builder

What do you particularly like about this piece of work?

Eva has correctly positioned the adjectives after the nouns. Accurate spelling and beautifully presented

How long have the children been learning French?

Since Key Stage 1

How long are their language lessons?

60 minutes a week, in blocks during the year

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

We spent a lesson learning about how the Festival of the Kings is celebrated in France by eating a special cake called *une galette*. Whoever finds *la fève* (lucky charm) gets to wear an Epiphany crown! The following lesson, the children recapped numbers, colours and shapes and revised the position of adjectives and adjectival agreement in the singular and plural for both masculine and feminine nouns. They then decorated a crown and described it in French.

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

A sentence builder

What do you particularly like about this piece of work?

Milana has correctly positioned the adjectives after the nouns and made the adjectives agree with the nouns accurately.

How long have the children been learning French?

Since Year 3

How long are their language lessons?

60 minutes a week

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

Our lessons this half-term were themed around AFCON (Africa Cup of Nations)! In this particular lesson, the children recapped numbers, colours and shapes, and revised the position of adjectives and adjectival agreement in the singular and plural for both masculine and feminine nouns. They then described different flags from French-speaking African countries that took part in the tournament.

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

Sentence builder including a grammar grid (rules about using adjectives of colour)

What do you particularly like about this piece of work?

Sophie has correctly positioned the adjectives after the nouns and made the adjectives agree with the nouns accurately. She also fully participated orally, describing other flags.

How long have the children been learning French?

Since Key Stage 1

How long are their language lessons?

60 minutes a week in termly blocks

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

Our lessons this half-term were themed around AFCON (Africa Cup of Nations)! In this particular lesson, the children recapped personal information questions and answers in both the 1st and 3rd person. They then described a premier league football player who played for a Francophone country in AFCON 2022.

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

Key structures on personal information topic and sentence builders.

What do you particularly like about this piece of work?

The pupils included all the key information about the players that was suggested and produced detailed and grammatically accurate pieces of writing.

How long have the children been learning French?

4 years

How long are their language lessons?

45 minutes

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

We started the unit of work on sport by learning whether to use the verb *jouer* or *faire* with each sport, with lots of practice using games and matching activities. We then learnt which article to use, depending on the verb and the gender of the sports (eg. *faire du vélo / de la danse*). We went on to link our work back to the Autumn topics of the weather and clothing, to make sentences with fronted adverbials using *quand*. Throughout the topic, the children had plenty of opportunities to embed vocabulary and practise grammar; to listen and respond to short extracts of spoken French and to develop their writing in small chunks.

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

We used vocabulary on display in the classroom (sports, weather, colours, days of the week), writing frames and model sentences.

What do you particularly like about this piece of work?

I really like that the children have applied their grammatical knowledge of verbs and adjectives and have extended their writing with vocabulary and structures from their long-term memories.

How long have the children been learning French?

Since Reception

How long are their language lessons?

30 minutes a day in Key Stage 1 and 40 minutes a day in Key Stage 2. They do art in French too.

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

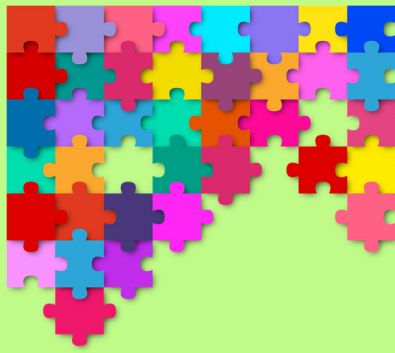
Both pupils completed the writing independently.

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

They both completed the writing as a voluntary homework with no support.

What do you particularly like about these pieces of work?

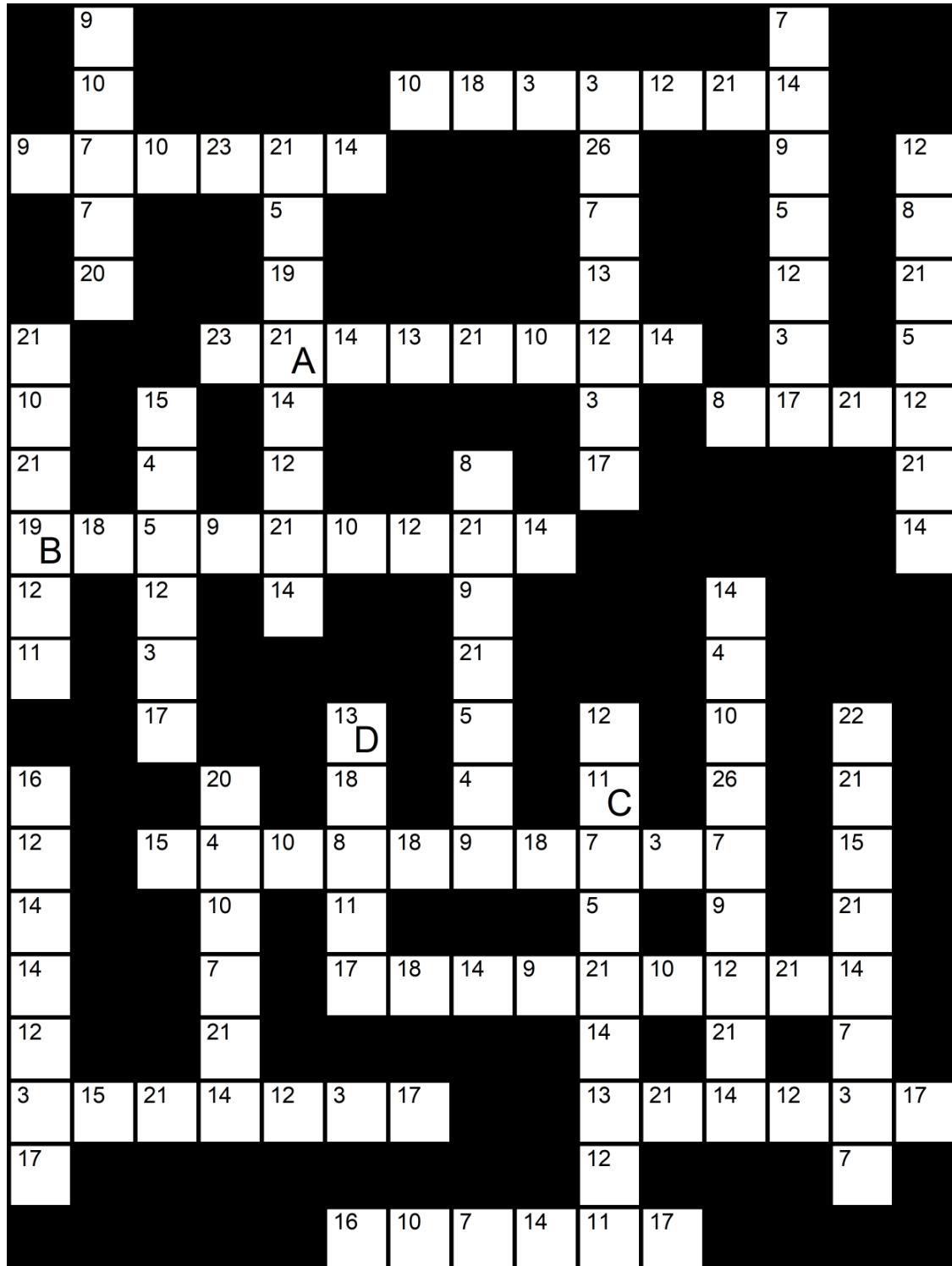
Their creativity, their motivation and initiative to write outside of the curriculum, and going above and beyond.



Puzzle Corner

Solve the Codeword. All the words are languages.

You have 4 letters to start you off. For example, 21 is always an A and 19 is always a B. Use the grid at the bottom to keep track of the letters you have worked out.

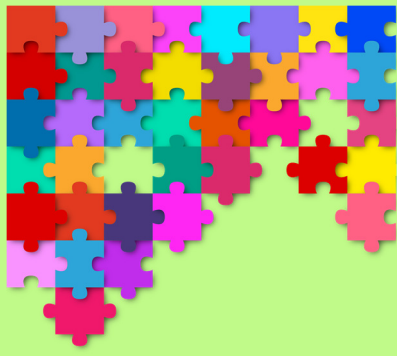


1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26

hogeita hamar



~~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



Puzzle Corner

Solution from issue 8

European Languages
Spanish
Portuguese
Finnish
French
German
Italian
Polish
Albanian
Bulgarian
Dutch

Asian Languages
Burmese
Mandarin
Bengali
Hindi
Japanese
Punjabi
Korean
Vietnamese
Indonesian
Persian

BONUS: African languages
Afrikaans
Malagasy
Swahili
Xhosa
Zulu



