

Write Away!



celebrating
children's writing
in Primary Languages

Issue 23 April 2025

Write Away!



Issue 23

April 2025

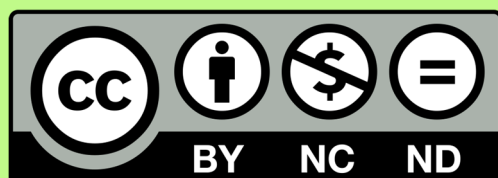
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Editor

Clare Seccombe



Hello and welcome to this bumper issue 23 of *Write Away!* There are plenty more pieces of writing for you to explore in this term's magazine. 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.

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

Enjoy issue 23!



Spanish

page 1



French

page 18



Teachers' Corner

page 39



Puzzle Corner

page 49



Our guest language for this issue is Norwegian.

Norwegian is spoken by about 5 million people, mainly in Norway.

From the 14th century until the 19th century, Norway was ruled by Denmark, and the Danish language was used. Now there are two forms of Norwegian: Bokmål ("book language") which is similar to Danish, and Nynorsk. Children have to learn both forms at school, and some people have to use both forms in their jobs.

The Norwegian alphabet has 29 letters. The extra letters are æ, ø and å.

Famous speakers of Norwegian include the footballers Erling Haaland and Ada Hegerberg, and the singers Sigrid, Aurora and Morten Harket.

goddag

god morgen

eg heiter Aksel

takk

vær så snill

ja

nei

hei

hade

Norsk

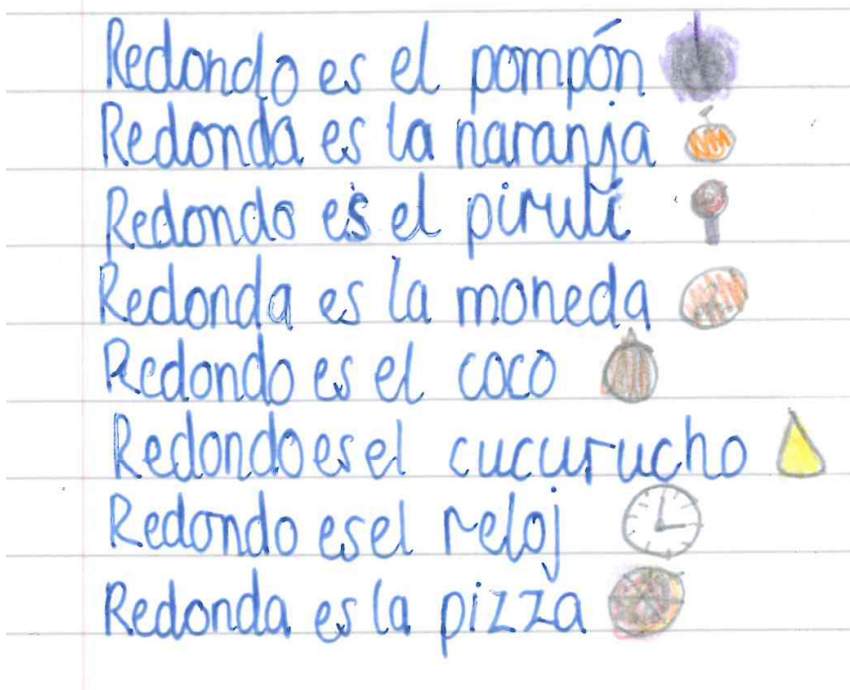


Redondo

by

Isla

Year 5, Sutton Coldfield

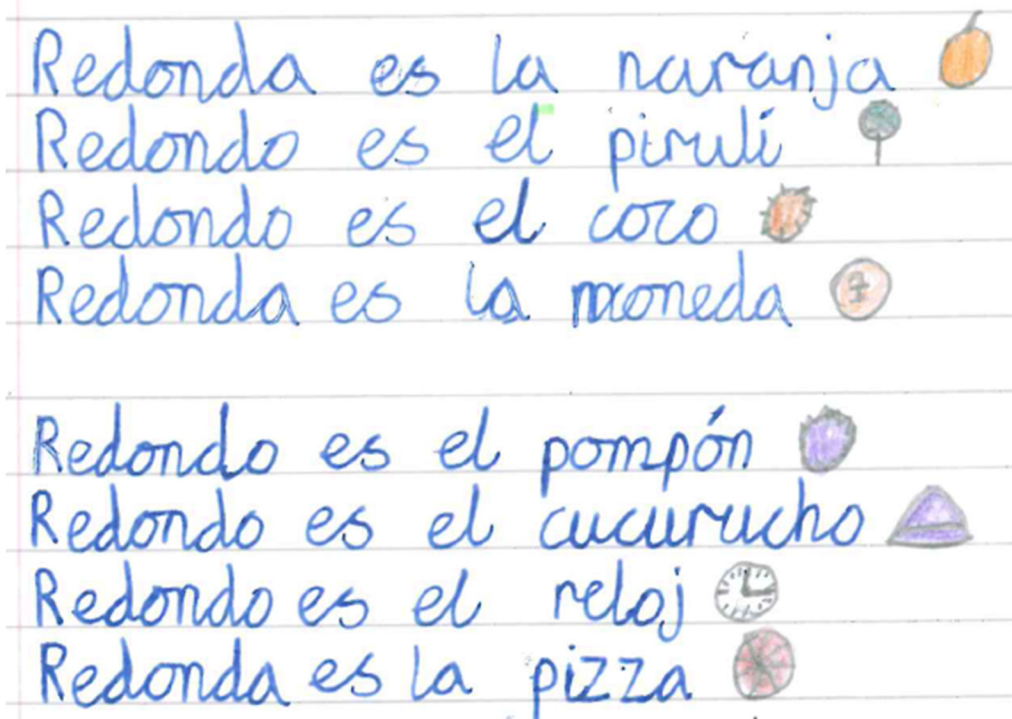


Redondo

by

Iris

Year 5, Sutton Coldfield



español

Vocabulario

coco (m.)	<i>coconut</i>
cucurucho (m.)	<i>cone</i>
es	<i>is</i>
moneda (f.)	<i>coin</i>
naranja (f.)	<i>orange</i>
pirulí (m.)	<i>lollipop</i>
pompón (m.)	<i>pompom</i>
redondo	<i>round</i>
reloj (m.)	<i>clock, watch</i>



español

Vocabulario

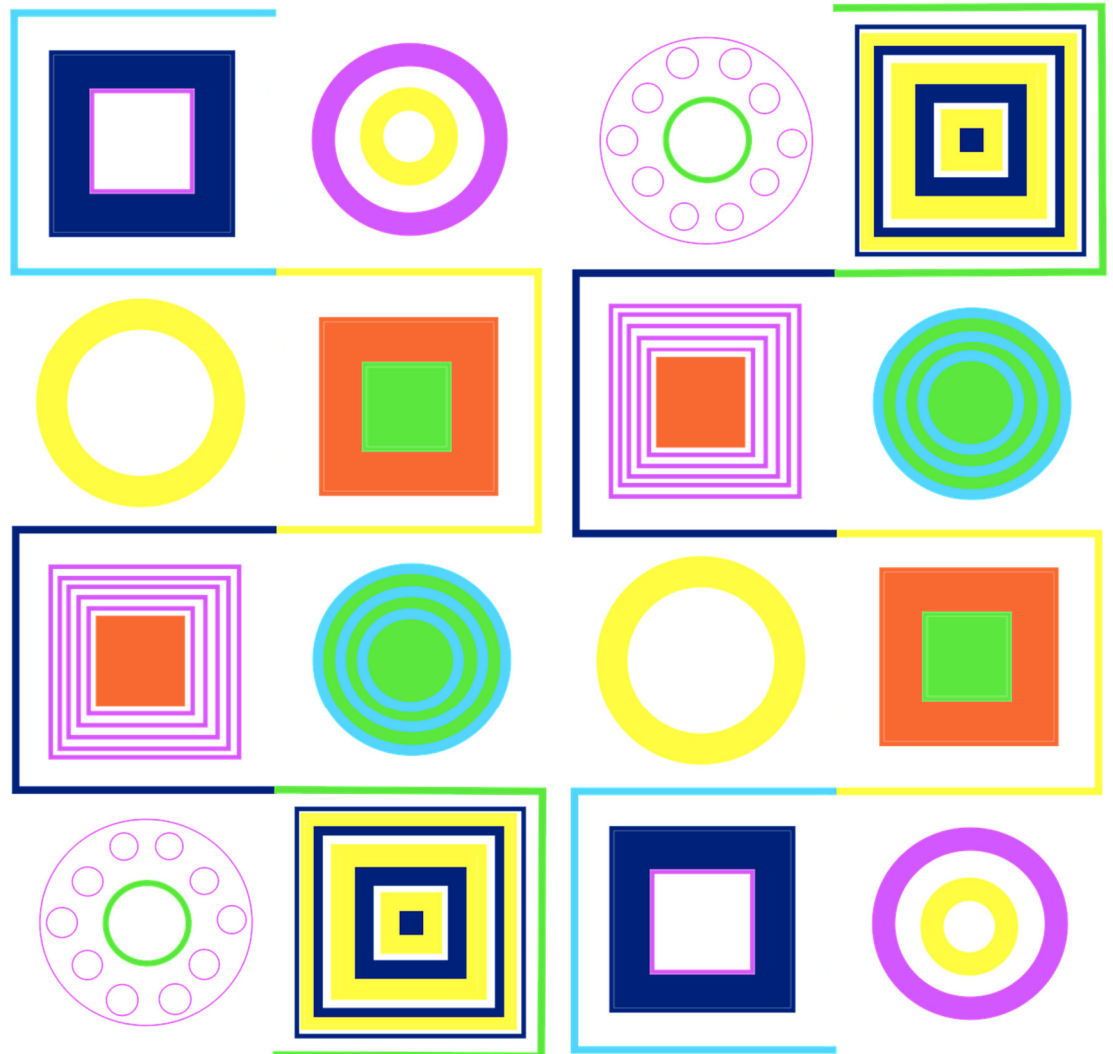
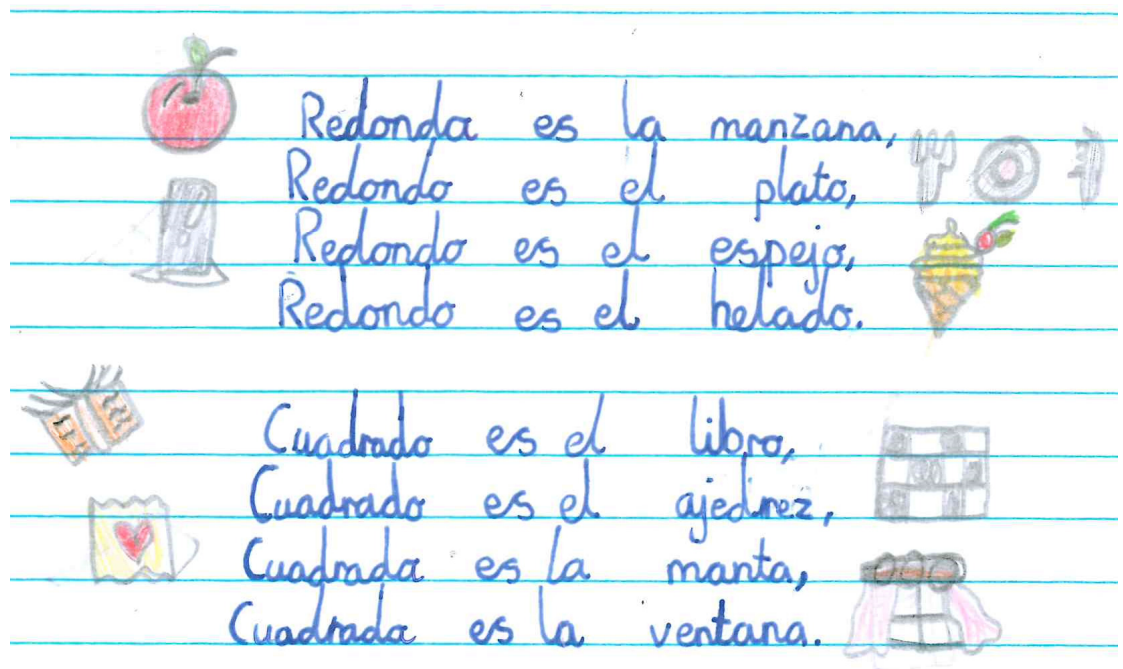
ajedrez (m.)	<i>chess</i>
cuadrado	<i>square</i>
es	<i>is</i>
espejo (m.)	<i>mirror</i>
helado (m.)	<i>ice cream</i>
libro (m.)	<i>book</i>
manta (m.)	<i>blanket</i>
manzana (f.)	<i>apple</i>
plato (m.)	<i>plate</i>
redondo	<i>round</i>
ventana (f.)	<i>window</i>

Redondo y Cuadrado

by

Daisy

Year 5, Sutton Coldfield



Los deportes

by

Aamna

Year 6, Handsworth

Me llamo Aamna, Me gusta el fútbol y NO Me gusta el Squash porque es bastante aburrido y me da igual el tenis y luego al fútbol porque es bastante fenomenal. odio el hockey porque es bastante aburrido y no es fenomenal.

Mi amiga se llama Ayrak. le gusta el tenis de mesa y juega al badminton. le encanta el ciclismo y odia el atletismo porque es difícil y un rollo. le da igual la natación porque es bastante interesante. No le gusta la gimnasia porque es difícil pero interesante.



español

Vocabulario

aburrido	<i>boring</i>
amiga (f.)	<i>friend</i>
atletismo (m.)	<i>athletics</i>
bastante	<i>quite</i>
ciclismo (m.)	<i>cycling</i>
difícil	<i>difficult</i>
es	<i>(it) is</i>
es un rollo	<i>it is a drag</i>
fútbol (m.)	<i>football</i>
gimnasia (f.)	<i>gymnastics</i>
juega	<i>she plays</i>
juego	<i>I play</i>
le da igual	<i>she doesn't mind</i>
le encanta	<i>she loves</i>
le gusta	<i>she likes</i>
me da igual	<i>I don't mind</i>
me gusta	<i>I like</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no me gusta	<i>I don't like</i>
odia	<i>she hates</i>
odio	<i>I hate</i>
pero	<i>but</i>
porque	<i>because</i>
se llama	<i>she is called</i>
tenis de mesa (f.)	<i>table tennis</i>
y	<i>and</i>



español

Vocabulario

aburrido	<i>boring</i>
además	<i>in addition</i>
amiga (f.)	<i>friend</i>
boxeo (m.)	<i>boxing</i>
ciclismo (m.)	<i>cycling</i>
difícil	<i>difficult</i>
emocionante	<i>exciting</i>
fácil	<i>easy</i>
hace	<i>she does</i>
hago	<i>I do</i>
juega	<i>she plays</i>
juego	<i>I play</i>
le da igual	<i>she doesn't mind</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>
odia	<i>she hates</i>
odio	<i>I hate</i>
peligroso	<i>dangerous</i>
pero	<i>but</i>
porque	<i>because</i>
prefiere	<i>she prefers</i>
prefiero	<i>I prefer</i>
se llama	<i>she is called</i>
sin embargo	<i>however</i>
tenis de mesa (m.)	<i>table tennis</i>
vela (f.)	<i>sailing</i>
y	<i>and</i>

Los deportes

by

Aisha

Year 5, Handsworth

Me llamo Aisha, Juego al tenis Y al tenis de mesa porque es fenomenal Y fácil, Hago natación porque es muy emocionante además no es difícil, pero odio la vela porque es muy aburrida. Me encanta el ciclismo Sin embargo Me da igual el hockey pero prefiero el badminton.

Mi amigo Se llama Umarah, Juega al badminton Pero odia el boxeo. Hace la natación porque es muy fácil. Le da igual la gimnasia prefiere; el ciclismo, pero no le gusta el rugby porque es muy peligroso.

Se llama Jess

by
Ella

Year 4, Rudgwick

Se llama Jess

Tiene una boca morada

Tiene una oreja rosada y naranjada

Tiene un ojo amarillo y azul

Tiene una cabeza rosada y naranjada

Tiene una nariz naranjada

Tiene una garganta blanca



español

Vocabulario

amarillo	yellow
azul	blue
blanco	white
boca (f.)	mouth
cabeza (f.)	head
garganta (f.)	throat
morado	purple
naranja	orange
nariz (f.)	nose
ojo (m.)	eye
oreja (f.)	ear
rosa	pink
se llama	she is called
tiene	she has
y	and



español

Vocabulario

de	of
en	in
está lloviendo	it is raining
está nevando	it is snowing
este (m.)	east
hace buen tiempo	it is good weather
hace mucho viento	it is very windy
hace sol	it is sunny
norte (m.)	north
oeste (m.)	west
sur (m.)	south

¿Qué tiempo hace en España?

by

Nyah

Year 5, Peterborough



- En el norte de España hace sol
- En el este de España está lloviendo
- En el sur de España está nevando
- En el oeste de España hace mucho viento
- En el centro de España hace buen tiempo



¿Qué tiempo hace en España?

by

Ololade

Year 5, Peterborough



español

Vocabulario

de	of
en	in
está lloviendo	it is raining
está nevando	it is snowing
este (m.)	east
hace mucho viento	it is very windy
hace sol	is it sunny
hay tormenta	it is stormy
norte (m.)	north
oeste (m.)	west
sur (m.)	south



En el norte de España hace sol.
En el este de España hace mucho viento.
En el sur de España está lloviendo.
En el oeste de España está nevando.
En el centro de España hay tormenta.



español

Vocabulario

caballo (m.)	<i>horse</i>
dócil	<i>well behaved</i>
es	<i>is</i>
feroz	<i>fierce</i>
fuerte	<i>strong</i>
gato (m.)	<i>cat</i>
grande	<i>big</i>
morado	<i>purple</i>
negro	<i>black</i>
oso pardo (m.)	<i>brown bear</i>
oveja (f.)	<i>sheep</i>
pájaro (m.)	<i>bird</i>
pato (m.)	<i>duck</i>
pez dorado (m.)	<i>goldfish</i>
rana (f.)	<i>frog</i>
tímido	<i>shy</i>
verde	<i>green</i>

Caligramas: los animales

by

Ella

Year 4, Gateshead

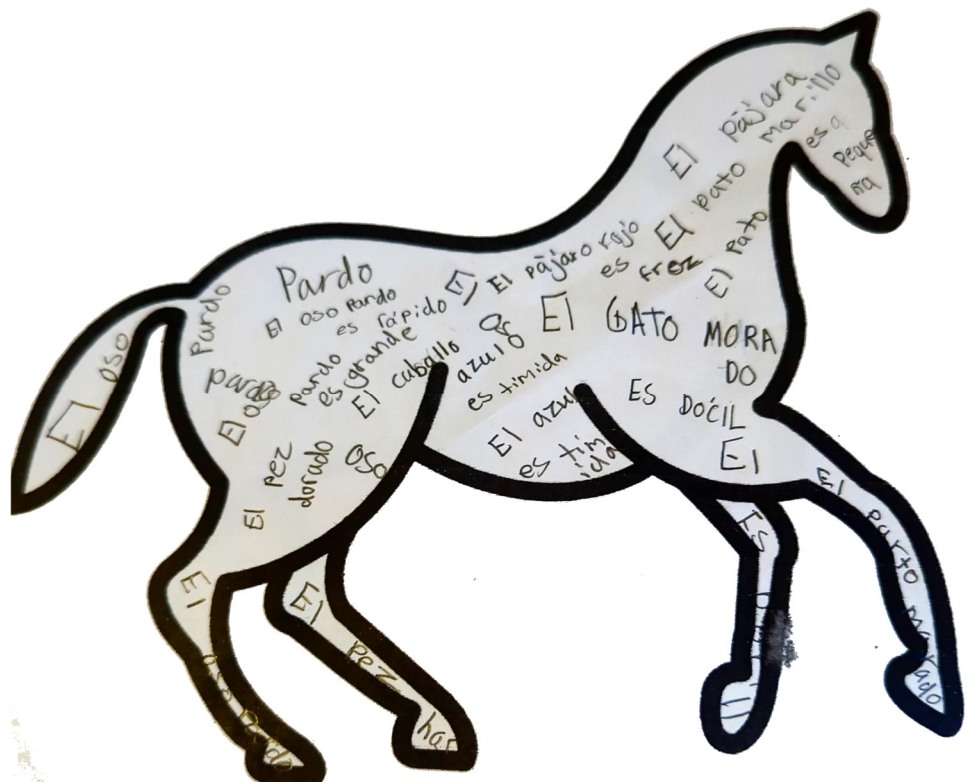


Caligramas: los animales

by

Eryn

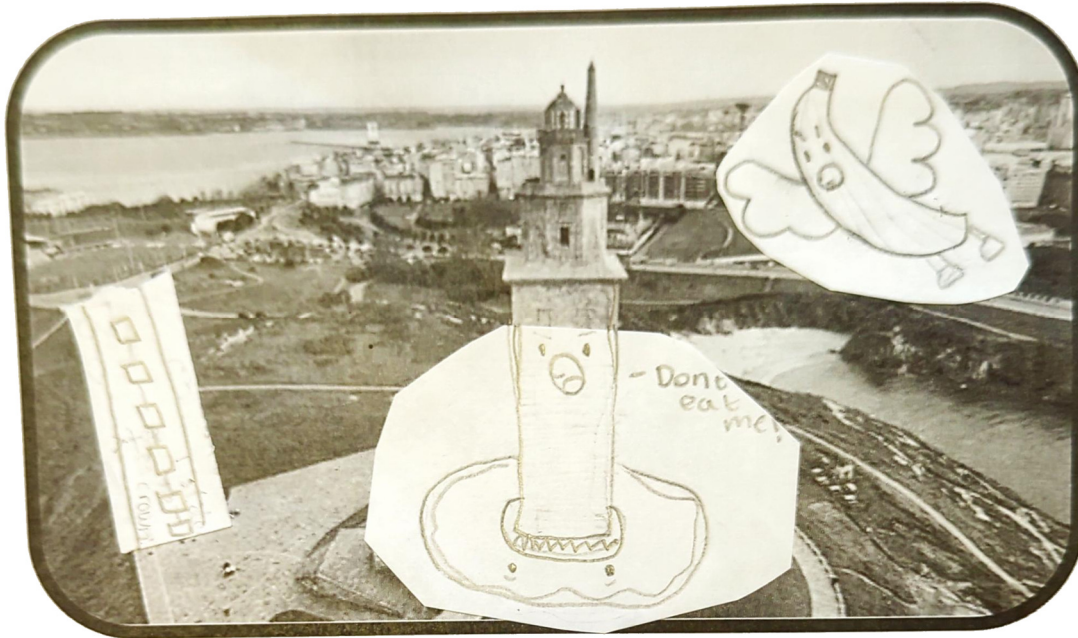
Year 4, Gateshead



Camera vs. Pencil

by
Yara

Year 6, Gateshead



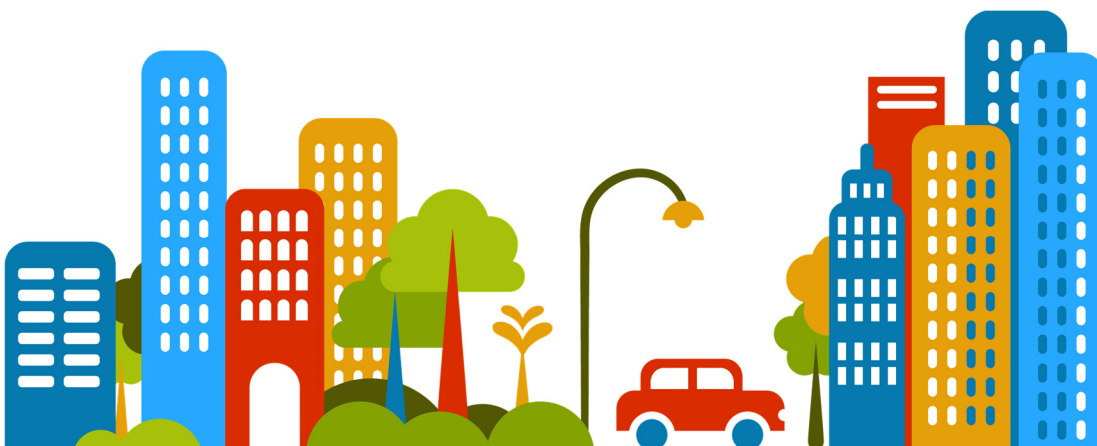
Hola me llamo Yara, tengo once años.
En mi pueblo hay un faro alto, histórico
y feo. También hay una cafetería y un
hospital grande y limpio



español

Vocabulario

alto	<i>high, tall</i>
faro (m.)	<i>lighthouse</i>
feo	<i>ugly</i>
grande	<i>big</i>
hay	<i>there is</i>
hola	<i>hello</i>
limpio	<i>clean</i>
me llamo	<i>I am called</i>
pueblo (m.)	<i>town</i>
también	<i>also</i>
tengo once años	<i>I am 11</i>
y	<i>and</i>





español

Vocabulario

amigo (m.)	<i>friend</i>
aquí	<i>here</i>
árbol (m.)	<i>tree</i>
con	<i>with</i>
es	<i>is</i>
escalar	<i>to climb</i>
hay	<i>there is</i>
jugar	<i>to play</i>
peligroso	<i>dangerous</i>
porque	<i>because</i>
se puede	<i>you can</i>
turista (m.)	<i>tourist</i>
y	<i>and</i>

Camera vs. Pencil

by

Emily

Year 6, Gateshead



En el parque Güell, hay muchos turistas.
Aquí se puede jugar con amigos y
familia. Aquí no se puede escalar
árboles porque es peligroso.



Mi familia

by

Salome

Year 5, Gateshead

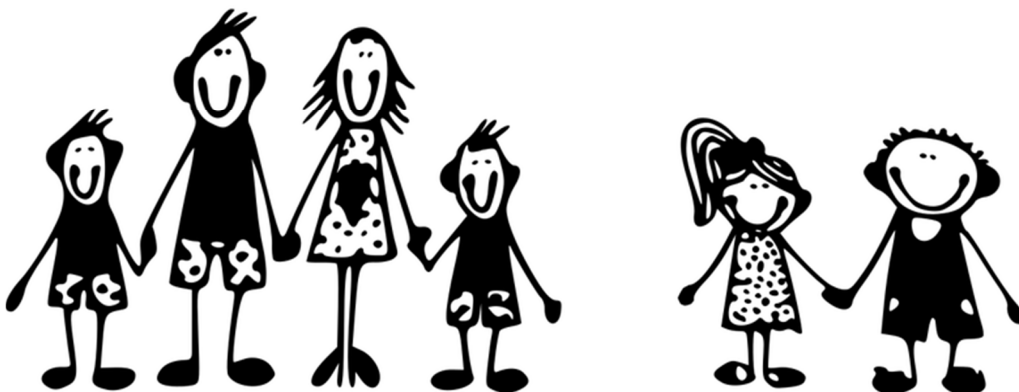
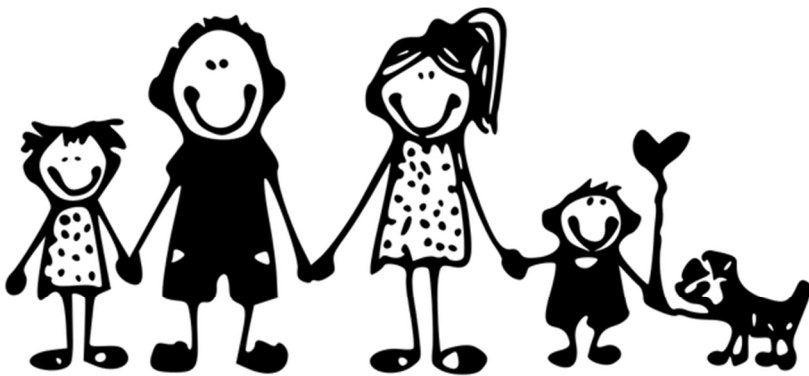


español

Vocabulario

abuela (f.)	grandmother
abuelo (m.)	grandfather
alto	tall
cinco	5
cuatro	4
es	it is
guapo	good-looking
madre (f.)	mother
padre (m.)	father
perro (m.)	dog
primo (m.)	cousin
prima (f.)	cousin
se llama	is called
tengo	I have
tiene...años	he/she is ... years old
tres	3
y	and

Tengo una madre, tres abuelos, un padre, cinco primas, tres abuelos, 2 perros y cuatro primos. Mi madre se llama Paula y tiene 30 años, Mi abuela se llama Marta y tiene 99 años, Mi padre se llama Diego y tiene 36 años, Mi prima se llama Nabeelah y tiene 10 años, ella es alta y guapa, Mi abuelo se llama Martin y tiene 84 años y es alto, y mi Perro se llama Apdo y es inteligente.



Editor's
Pick

elleve





español

Vocabulario

baloncesto (m.) *basketball*

ciclismo (m.) *cycling*

fútbol (m.) *football*

hago *I do*

juego *I play*

me encanta *I love*

me llamo *I am called*

natación (f.) *swimming*

pero *but*

prefiero *I prefer*

tenis de mesa (m.)

table tennis

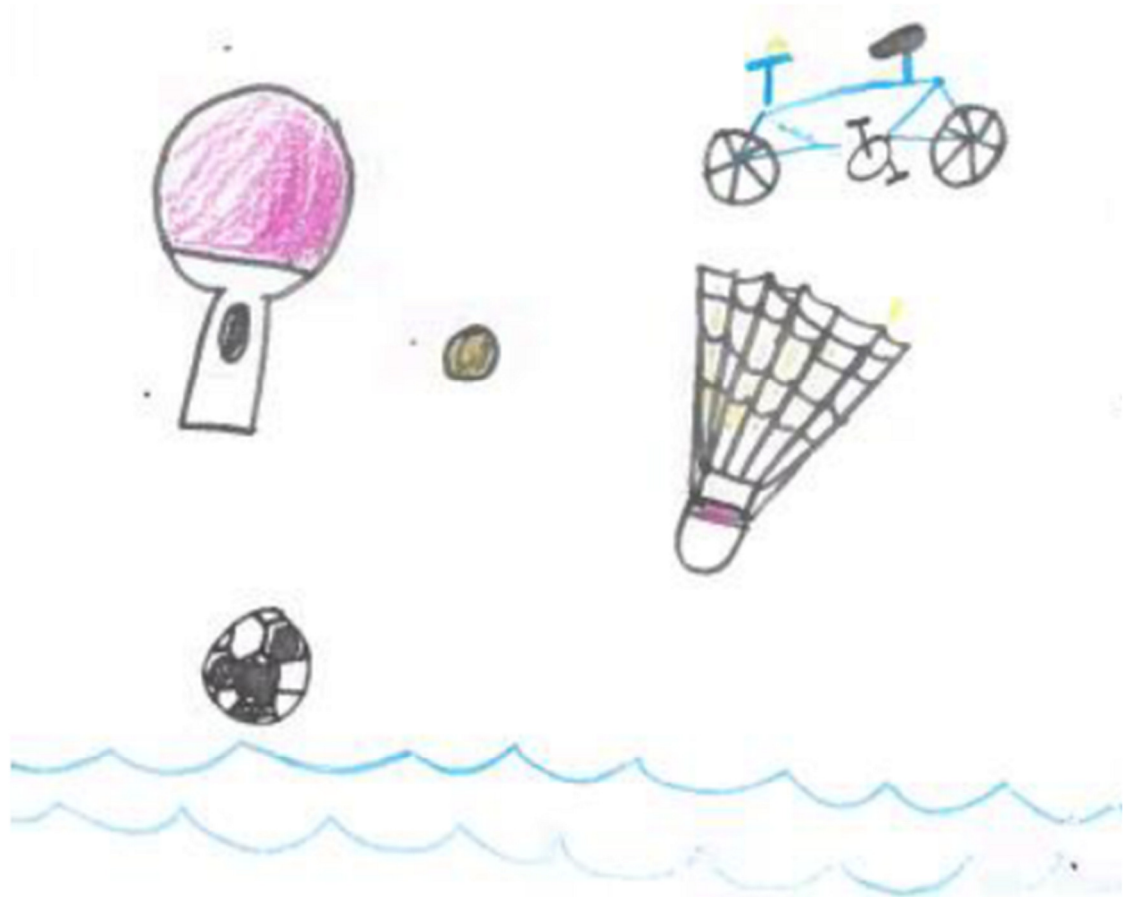
y *and*

Los deportes

by

Adhvik

Year 6, Ascot



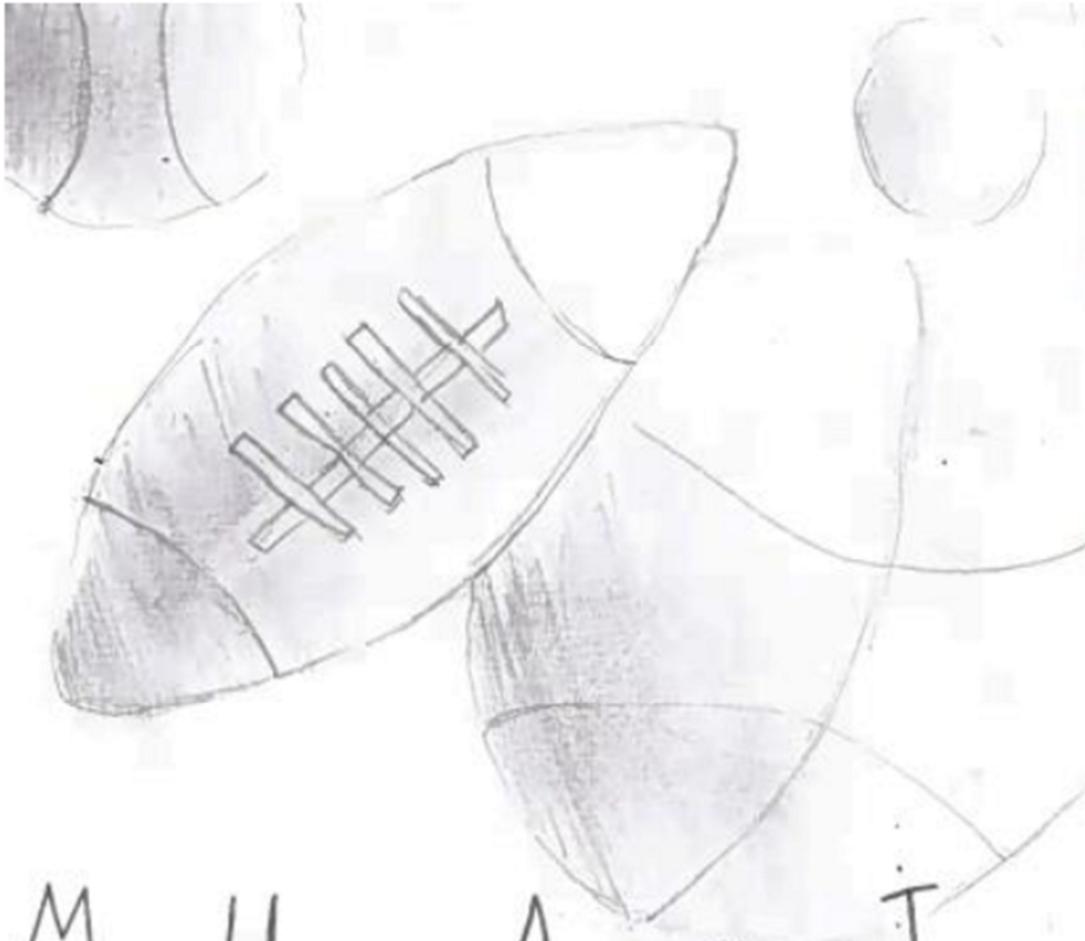
Me llamo Adhvik. Juego al fútbol
y al badminton. Hago natación y
ciclismo. Me encanta el baloncesto
pero prefiero el tenis de mesa.

Los deportes

by

Agrim

Year 6, Ascot



Me llamo Agrim. Juego al rugby pero no juego al baloncesto. Hago ciclismo y no hago equitación. Juego al tenis de mesa. No Juego al tenis.



español

Vocabulario

baloncesto (m.)	<i>basketball</i>
ciclismo (m.)	<i>cycling</i>
equitación	<i>horse riding</i>
hago	<i>I do</i>
juego	<i>I play</i>
me llamo	<i>I am called</i>
pero	<i>but</i>
tenis de mesa (m.)	<i>table tennis</i>
y	<i>and</i>



español

Vocabulario

baloncesto (m.)	<i>basketball</i>
ciclismo (m.)	<i>cycling</i>
fútbol (m.)	<i>football</i>
me da igual	<i>I don't mind</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no hago	<i>I don't do</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
sin embargo	<i>however</i>
y	<i>and</i>

Los deportes

by

Prisha

Year 6, Ascot



Me llamo Prisha. Me gusta la natación pero me no gusta el fútbol. Me encanta el hockey sin embargo odio el baloncesto. Me gusta el badminton y me da igual el ciclismo. Juego al tenis y no hago ciclismo.

Los deportes

by

Merna

Year 6, Ascot



español

Vocabulario

atletismo (m.)	<i>athletics</i>
ciclismo (m.)	<i>cycling</i>
hago	<i>I do</i>
juego	<i>I play</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
sin embargo	<i>however</i>
también	<i>also</i>
vela (f.)	<i>sailing</i>

el rugby



el hockey



el tenis



La vela



la natación



Me llamo Merna. No me gusta el atletismo pero me encanta el ciclismo y el hockey. También me gusta la vela. Sin embargo odio el rugby. Juego al hockey y también juego al tenis. Hago natación y vela.



español

Vocabulario

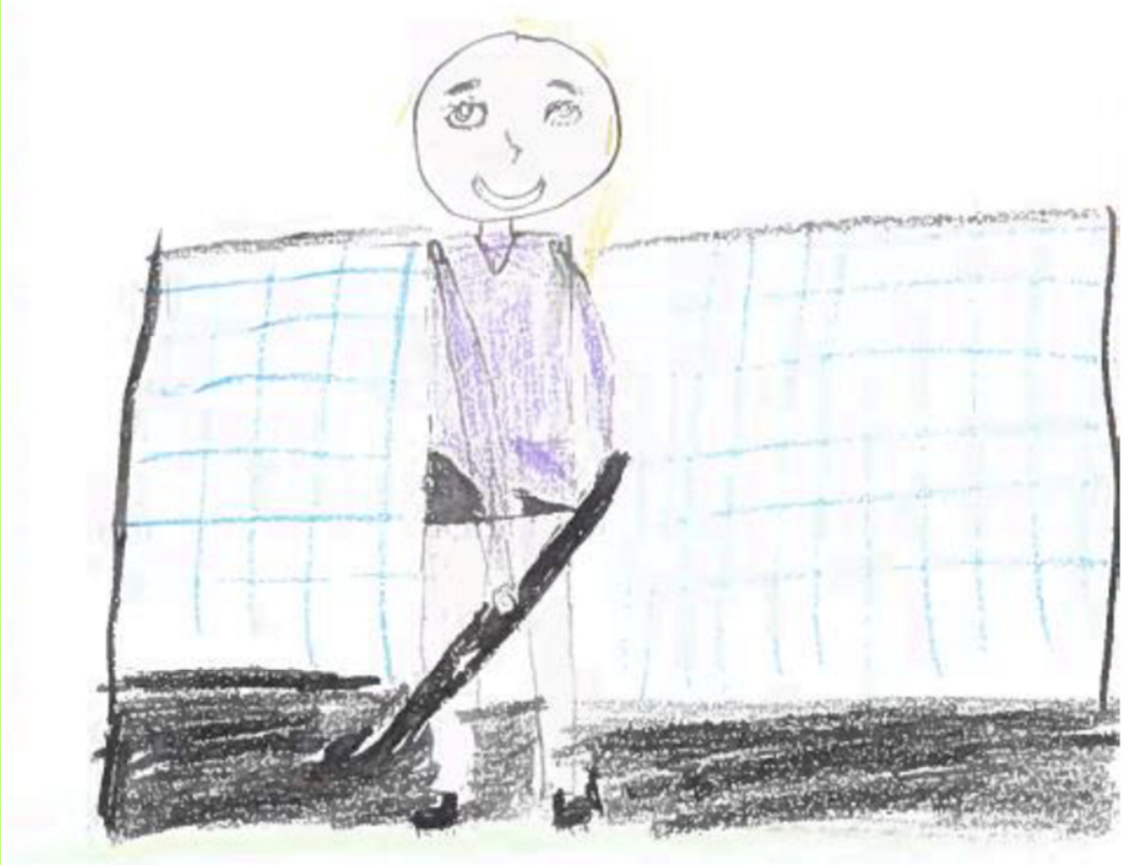
atletismo (m.)	<i>athletics</i>
baloncesto (m.)	<i>basketball</i>
fútbol (m.)	<i>football</i>
hago	<i>I do</i>
juego	<i>I play</i>
me da igual	<i>I don't mind</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
me llamo	<i>I am called</i>
natación (f.)	<i>swimming</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
prefiero	<i>I prefer</i>
y	<i>and</i>

Los deportes

by

Sienna

Year 6, Ascot



Me llamo Sienna. Me encanta el hockey pero odio la natación. Me gusta el fútbol y no me gusta el baloncesto. Me da igual el atletismo pero prefiero el hockey. Juego al hockey y hago natación.

Los deportes

by

Camden

Year 6, Ascot



español

Vocabulario

atletismo (m.)	<i>athletics</i>
equitación (f.)	<i>horse riding</i>
fútbol (m.)	<i>football</i>
hago	<i>I do</i>
juego	<i>I play</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
me llamo	<i>I am called</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pero	<i>but</i>
sin embargo	<i>however</i>
y	<i>and</i>

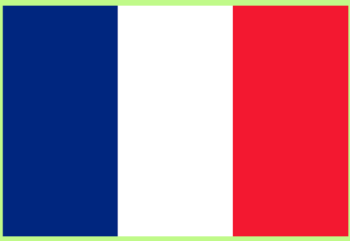
Me llamo Camden. Me encanta el fútbol.

Pero odio la equitación. Me gusta el hockey.

Sin embargo no me gusta el squash. Juego

al fútbol y al rugby. Hago atletismo.

No juego al netball y no hago equitación.



français

Vocabulaire

blanc	<i>white</i>
champ (m.)	<i>field</i>
comme	<i>like</i>
flocon de neige (m.)	<i>snowflake</i>
fraise (f.)	<i>strawberry</i>
jambon (m.)	<i>ham</i>
jaune	<i>yellow</i>
jonquille (f.)	<i>daffodil</i>
marron	<i>brown</i>
mûre (f.)	<i>blackberry</i>
myrtille (f.)	<i>blueberry</i>
noir	<i>black</i>
rose	<i>pink</i>
rouge	<i>red</i>
singe (m.)	<i>monkey</i>
vert	<i>green</i>

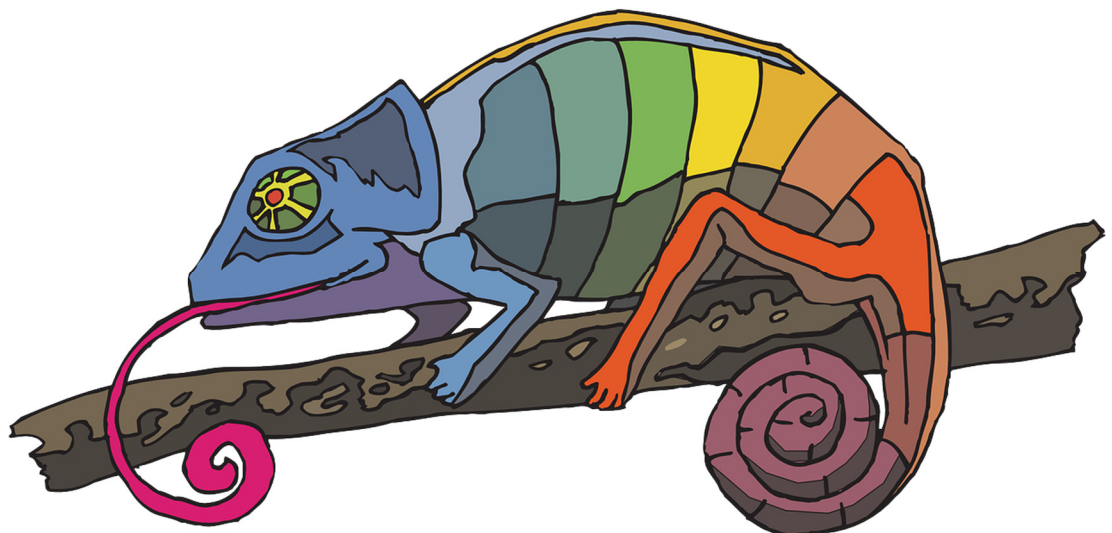
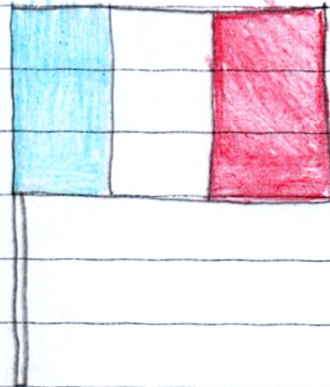
Léon le Caméléon

by

Theo

Year 4, Arundel

Rose comme un jambon
Jaune comme une jonquille
Blanc comme un flocon de neige
Vert comme un champ
Rouge comme une fraise
Bleu comme une myrtille
Marron comme un singe
Noir comme une mûre
Orange comme une orange

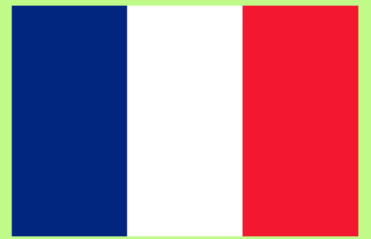


Léon le Caméléon

by

Eliza

Year 4, Arundel



français

Vocabulaire

arbre (m.)	<i>tree</i>
blanc	<i>white</i>
comme	<i>like</i>
jambon (m.)	<i>ham</i>
jaune	<i>yellow</i>
marron	<i>brown</i>
noir	<i>black</i>
papier (m.)	<i>paper</i>
rose	<i>pink</i>
rouge	<i>red</i>
soleil (m.)	<i>sun</i>
vert	<i>green</i>

Rose comme un jambon.



Jaune comme le soleil.



Blanc comme un papier.



Vert comme un arbre.



Rouge comme une tomate.



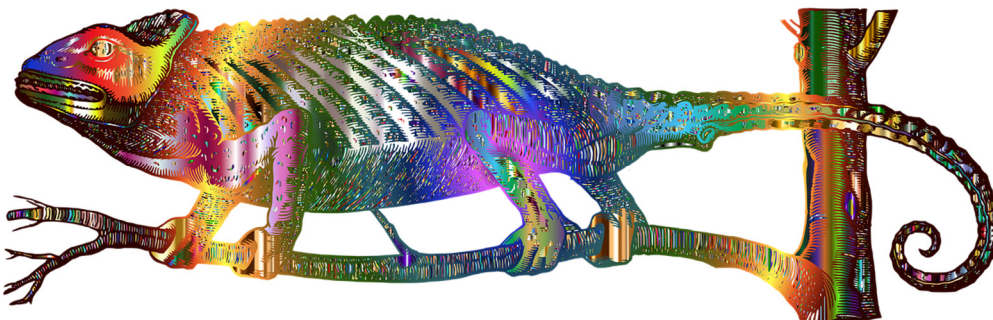
Bleu ou bien Marron.

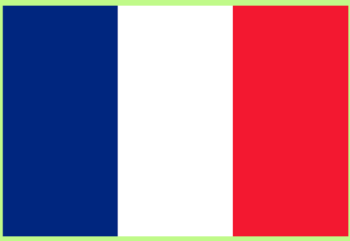


Noir comme un panthere.



Orange comme une orange.





français

Vocabulaire

amusant	<i>funny</i>
assez	<i>quite</i>
aussi	<i>also</i>
citron (m.)	<i>lemon</i>
cuisiner	<i>to cook</i>
deuxième	<i>2nd</i>
elle adore	<i>she loves</i>
elle n'aime pas	<i>she doesn't like</i>
et	<i>and</i>
féroce	<i>fierce</i>
gentil	<i>kind</i>
il aime	<i>he likes</i>
il déteste	<i>he hates</i>
il est	<i>he is</i>
joli	<i>pretty</i>
lire	<i>to read</i>
méchant	<i>wicked</i>
mignon	<i>cute</i>
nager	<i>to swim</i>
petit	<i>small</i>
premier	<i>1st</i>
sympa	<i>nice</i>
troisième	<i>3rd</i>
un peu	<i>a bit</i>
vert	<i>green</i>
voici	<i>here is</i>

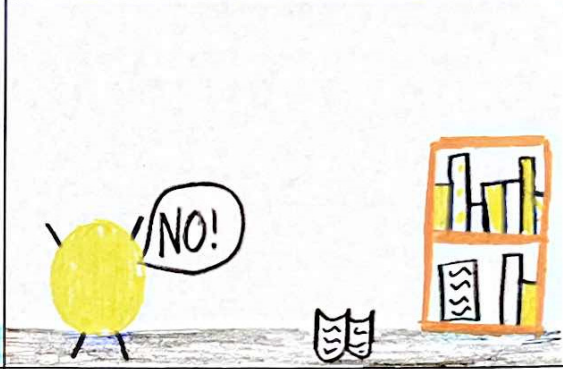
Les trois petits citrons

by

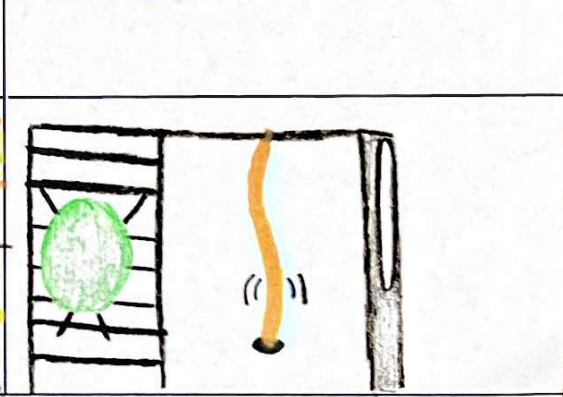
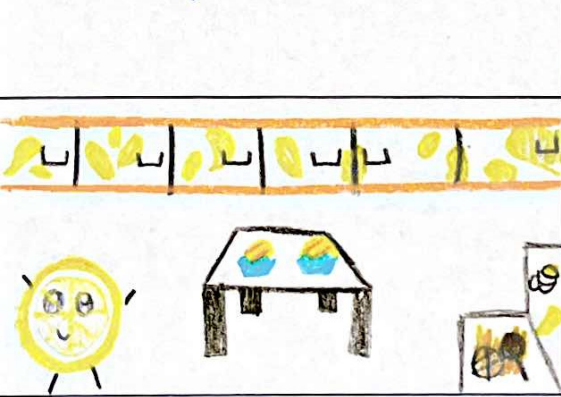
Emi

Year 6, London

Voici le premier petit citron. Il aime nager et est amusant et sympa. Aussi, il est assez joli.	Voici le deuxième petit citron. Elle n'aime pas lire et est mignonne.
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Voici le troisième petit citron. Elle adore cuisiner et est gentille et un peu méchante.	Voici le géroc citron vert. Il déteste les citrons et est vert et sportig.
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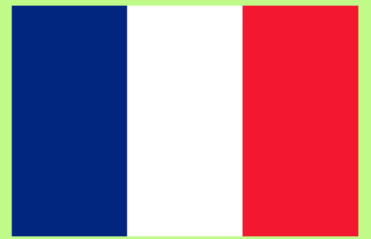


Les trois petites baguettes

by

Freya

Year 6, London



français

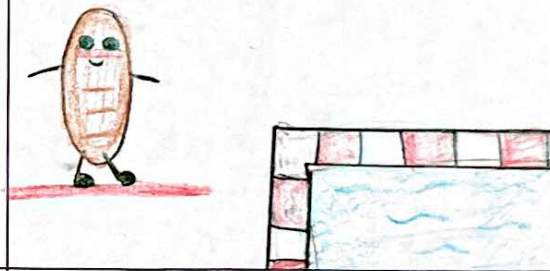
Vocabulaire

aussi	also
cuisiner	to cook
deuxième	2nd
elle adore	she loves
elle aime	she likes
elle est	she is
équitation (f.)	horse riding
et	and
femme (f.)	woman
féroce	fierce
fou	crazy
gros	fat
lire	to read
mais	but
manger	to eat
méchant	wicked
nager	to swim
petit	small
premier	1st
très	very
troisième	3rd
voici	here is
vraiment	really

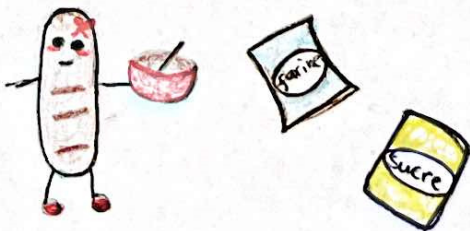
Voici la première petite
baguette. Elle aime vrai-
ment manger et elle est
grosse et très
grosse.



Voici la deuxième petite
baguette. Elle adore l'é-
quitation et nager. Elle
est grosse mais aussi
grosse.

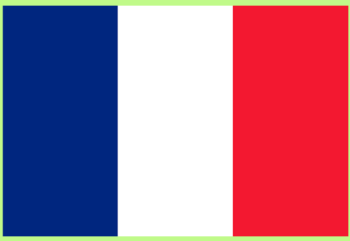


Voici la troisième
petite baguette. Elle
adore lire et aime cui-
siner. Elle est très
chic.



Voici la grande méch-
ante femme. Elle ado-
re manger les
baguettes. Elle est
méchante.





français

Vocabulaire

ananas (m.)	pineapple
deuxième	2nd
elle adore	she loves
elle aime	she likes
elle déteste	she hates
elle est	she is
et	and
féroce	fierce
gentil	kind
grand	big
il est	he is
jeux video (m.pl.)	video games
méchant	wicked
petit	small
pomme (f.)	apple
premier	1st
sportif	sporty
travailler	to work
très	very
troisième	3rd
voici	here is

Les trois petites pommes

by

Rufus

Year 6, London

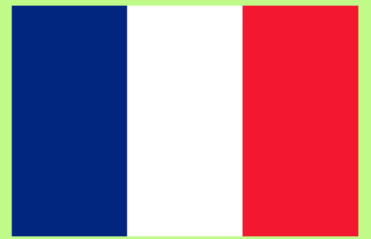
voici la première petite pomme. Elle aime le sport et elle est sportive.	voici la deuxième petite pomme. Elle adore les jeux vidéo et elle est gentille.
voici la troisième petite pomme. Elle déteste travailler et elle est méchante.	voici le grand méchant ananas. Il est très méchant et il est féroce.

Les trois petits chats

by

Sozia

Year 6, London



français

Vocabulaire

chat (m.)	cat
et	and
fou	crazy
il adore	he loves
il déteste	he hates
il est	he is
il s'appelle	he is called
manger	to eat
mauvais	bad
méchant	wicked
mignon	cute
paresseux	lazy
petit	small
premier	1st
regarder	to look
souris (f.)	mouse
travailler	to work
très	very
troisième	3rd
un peu	a bit
voici	here is

Voici le premier petit

chat. Il s'appelle Peire.

Il adore regarder la télé-
vision et il est un
peu fou.



Voici le deuxième petit

chat. Il joue du violon et

vraiment adore la musique
classique. Il est extravagant
et il s'appelle Arthur.



Voici le troisième petit

chat. Il s'appelle Jack.

Il est très timide et
mignon. Il déteste travailler et
est paresseux.



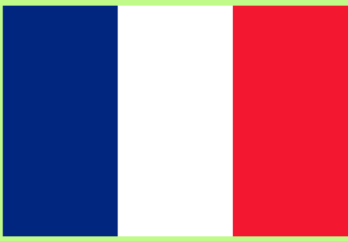
Voici la grande

mauvaise souris.

ELLE EST MÉCHANTE

et adore manger
les chats!





Les trois petites licornes

by

Theodora

Year 6, London

français

Vocabulaire

amusant	<i>funny</i>
cheval (m.)	<i>horse</i>
deuxième	<i>2nd</i>
elle aime	<i>she likes</i>
elle déteste	<i>she hates</i>
fou	<i>crazy</i>
gentil	<i>kind</i>
jouer	<i>to play</i>
licorne (f.)	<i>unicorn</i>
méchant	<i>wicked</i>
mais	<i>but</i>
nager	<i>to swim</i>
noir	<i>black</i>
petit	<i>small</i>
premier	<i>1st</i>
travailler	<i>to work</i>
très	<i>very</i>
troisième	<i>3rd</i>
voici	<i>here is</i>
vraiment	<i>really</i>

Voici la première

petite licorne. Elle

aime la musique

mais déteste nager.

Elle est gentille.



Voici la deuxième

petite licorne. Elle

aime travailler mais

déteste vraiment

nager. Elle est ^{amusante} ~~amusant~~



Voici la troisième

petite licorne. Elle

aime nager mais

déteste jouer du

piano. Elle est noire.



Voici le méchant

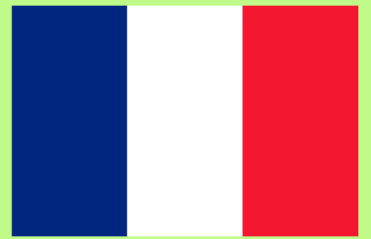
cheval. Il est très

& fou.



Les trois petites bananes

by
Stanley
Year 6, London



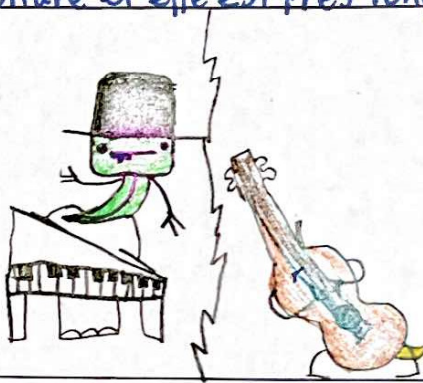
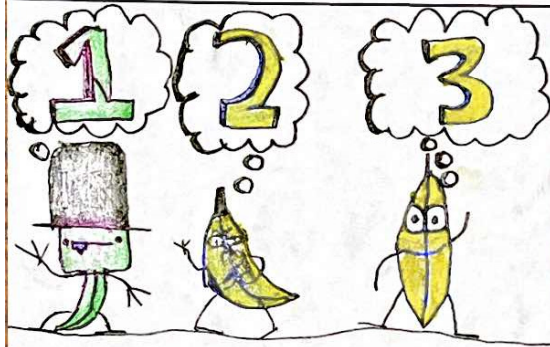
français

Vocabulaire

amusant	funny
assez	quite
aussi	also
bonjour	hello
c'est nul	it is rubbish
cuisiner	to cook
dessiner	to draw
deuxième	2nd
elle adore	she loves
elle aime	she likes
elle est	she is
elle joue	she plays
elle n'aime pas	she doesn't like
equitation (f.)	horse riding
et	and
histoire (f.)	story
mais	but
méchant	wicked
nager	to swim
parce que	because
petit	small
premier	1st
très	very
trois	3
troisième	3rd
voici	here is

Bonjour! Voici l'histoire des
trois petites bananes.

voici la première banane. Elle
joue du piano et elle est assez
amusante. voici la deuxième
petite banane. Elle joue de la
guitare et elle est très longue.

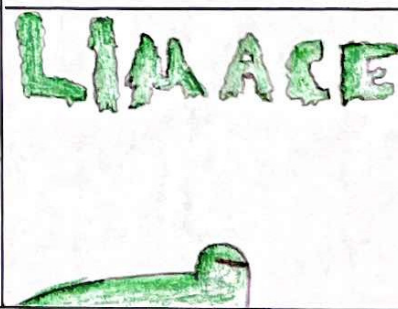
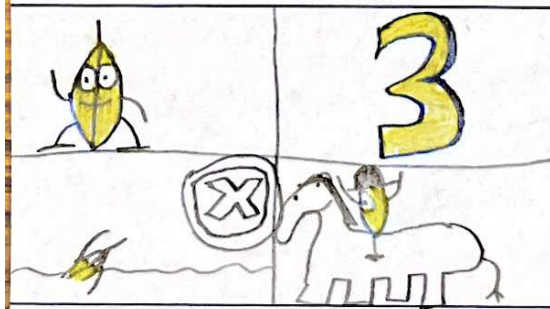


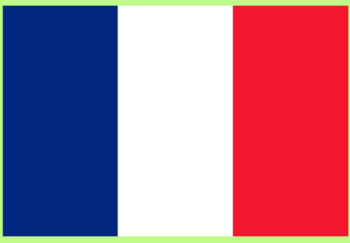
Voici la troisième petite banane.

Elle adore l'équitation mais aussi
elle n'aime pas nager.

voici la Limace! Elle est

méchante. Elle aime cuisiner
mais n'aime pas dessiner parce
que c'est nul.





français

Vocabulaire

amusant	<i>funny</i>
canard (m.)	<i>duck</i>
c'est	<i>it is</i>
chèvre (f.)	<i>goat</i>
et	<i>and</i>
ferme (f.)	<i>farm</i>
il y a	<i>there is</i>
je n'aime pas	<i>I don't like</i>
je préfère	<i>I prefer</i>
mais	<i>but</i>
moche	<i>ugly, awful</i>
parce que	<i>because</i>
poule (f.)	<i>hen</i>

À la ferme

by

Elijah

Year 2, London

À la ferme il y a
un canard, six chèvres et la poule.
Je préfère le canard parce que
c'est amusant et actif, mais je n'aime
pas la chèvre parce que c'est moche.

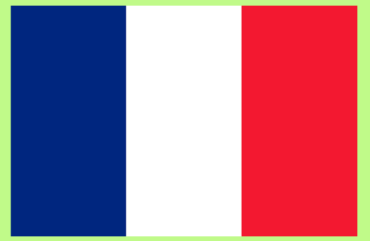


À la ferme

by

Jashwitha

Year 2, London



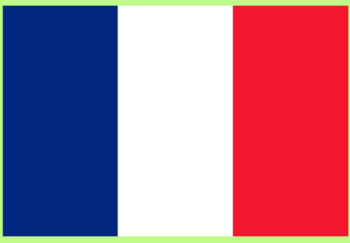
français

Vocabulaire

bruyant	<i>noisy</i>
canard (m.)	<i>duck</i>
c'est	<i>it is</i>
cheval (m.)	<i>horse</i>
et	<i>and</i>
ferme (f.)	<i>farm</i>
il y a	<i>there is</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
je n'aime pas	<i>I don't like</i>
mignon	<i>cute</i>
mouton (m.)	<i>sheep</i>
parce que	<i>because</i>
sale	<i>dirty</i>
vache (f.)	<i>cow</i>

À la ferme il y a un canard, un mouton
et un cheval. J'adore le mouton
parce que c'est mignon et j'aime le
cheval. Je n'aime pas la vache
parce que c'est bruyant et sale.





français

Vocabulaire

amusant	<i>funny</i>
âne (m.)	<i>donkey</i>
aussi	<i>also</i>
canard (m.)	<i>duck</i>
c'est	<i>it is</i>
cheval (m.)	<i>horse</i>
et	<i>and</i>
ferme (f.)	<i>farm</i>
il y a	<i>there is</i>
j'adore	<i>I love</i>
j'aime	<i>I like</i>
mais	<i>but</i>
mignon	<i>cute</i>
mouton (m.)	<i>sheep</i>
oie (f.)	<i>goose</i>
parce que	<i>because</i>

À la ferme

by

Taryn

Year 2, London

À la ferme, il y a
un cheval, un âne et
un canard. J'aime
le cheval parce que
c'est mignon et amusant.
Aussi j'aime l'oie, mais
aussi j'adore le
mouton.

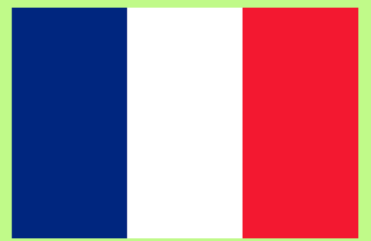


Ma couronne de l'épiphanie

by

Sara

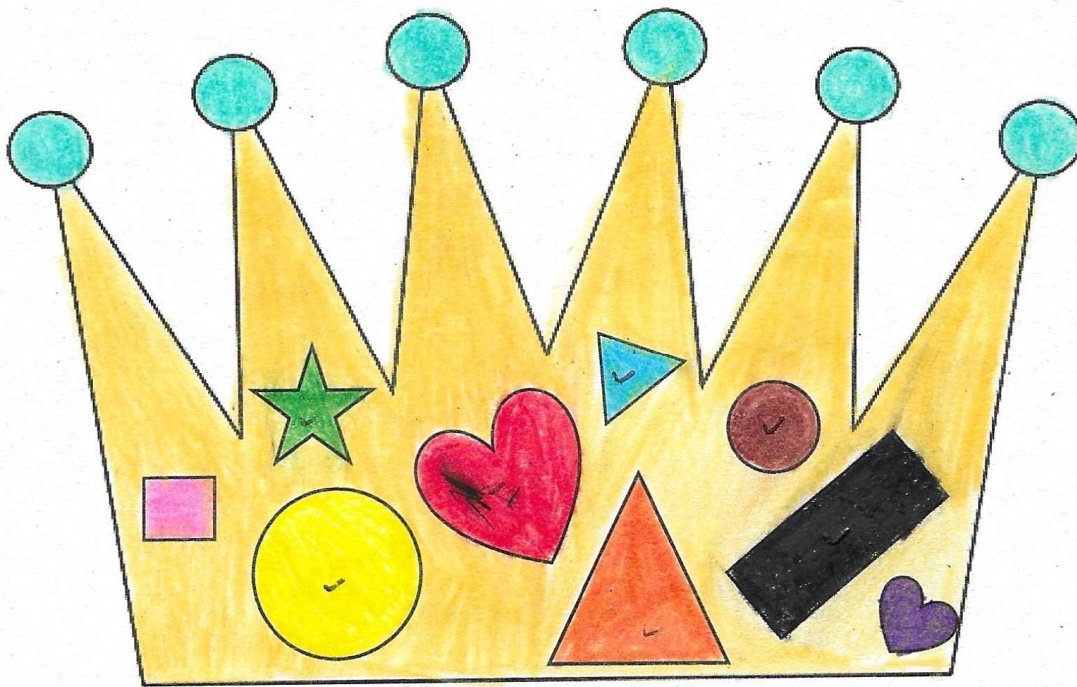
Year 5, Bradford



français

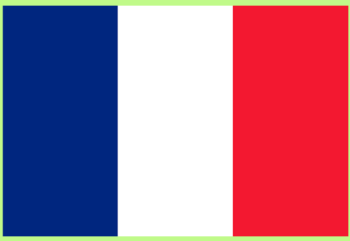
Vocabulaire

aussi	also
carré (m.)	square
cœur (m.)	heart
(elle) a	(it) has
couronne (f.)	crown
et	and
étoile (f.)	star
grand	big
jaune	yellow
marron	brown
noir	black
petit	small
rouge	red
vert	green



Ma couronne a une petite étoile verte, un grand triangle orange, un petit triangle bleu. Elle a aussi un grand cercle jaune, un petit cercle marron, un grand cœur rouge, un grand rectangle noir et un carré rose. Elle a six petits cercles bleus.





français

Vocabulaire

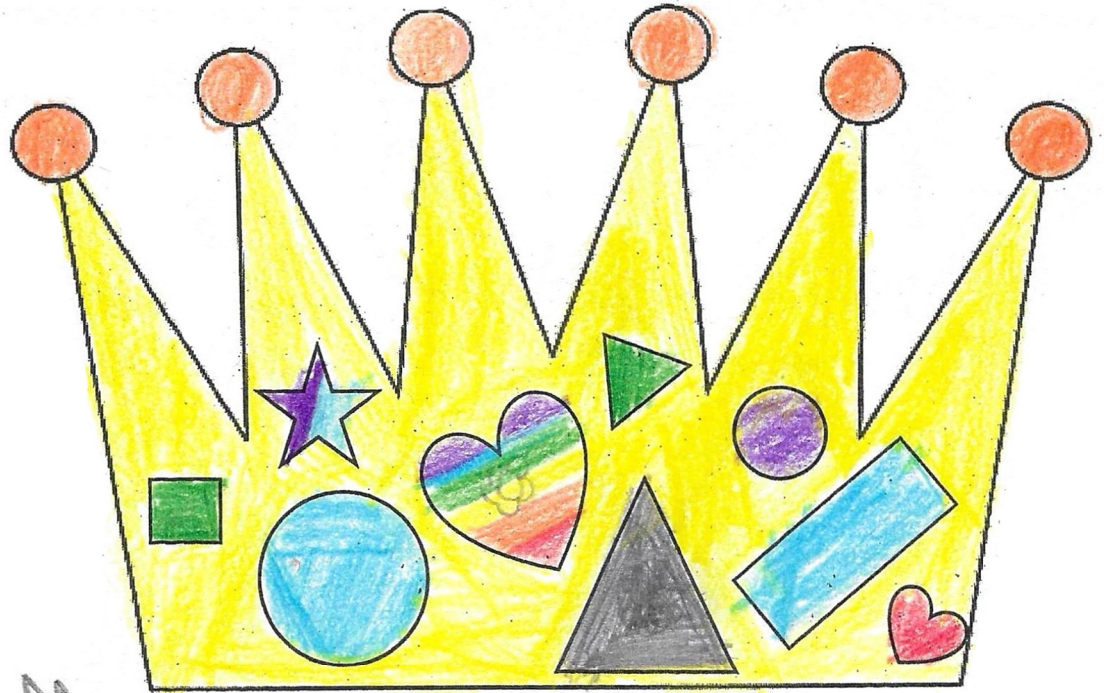
aussi	<i>also</i>
carré (m.)	<i>square</i>
cœur (m.)	<i>heart</i>
couronne (f.)	<i>crown</i>
(elle) a	<i>(it) has</i>
et	<i>and</i>
étoile (f.)	<i>star</i>
grand	<i>big</i>
petit	<i>small</i>
vert	<i>green</i>

Ma couronne de l'épiphanie

by

Inaarah

Year 4, Bradford



Ma couronne a six coeurs rouges. Elle a aussi
un petit carré vert et un grand triangle. Ma couronne
a une grande étoile. Elle a aussi un petit coeur
vert.

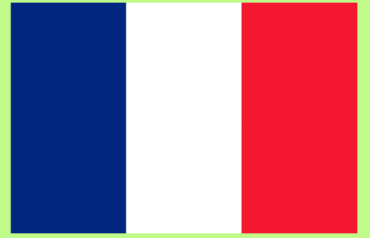


Entre ombre et lumière

by

Isaac

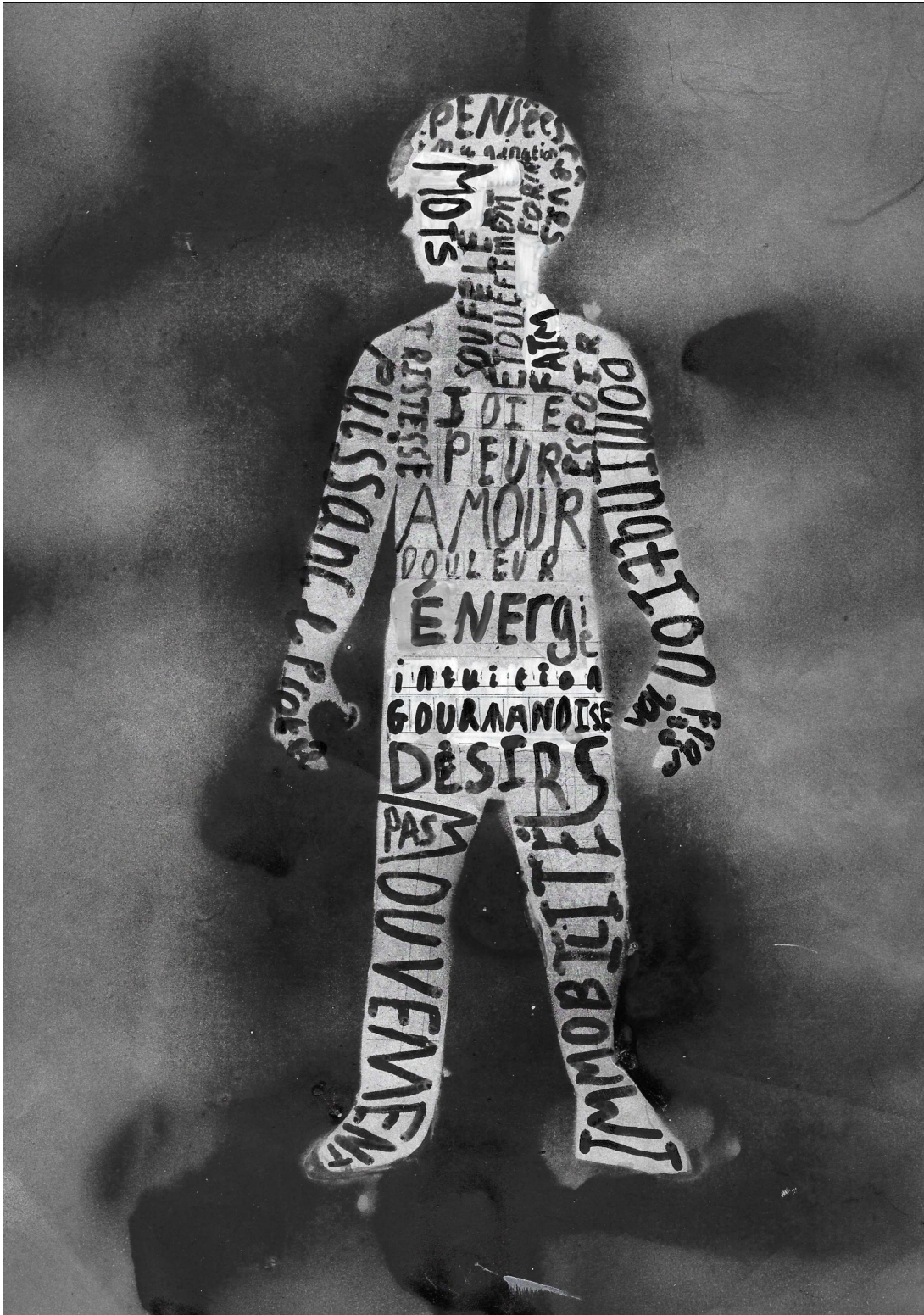
Year 3, Bradford

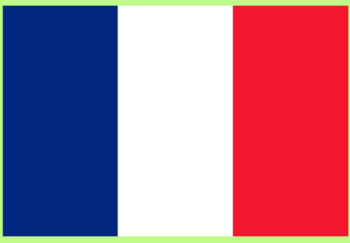


français

Vocabulaire

amour (m.)	<i>love</i>
douleur (f.)	<i>pain</i>
espoir (m.)	<i>hope</i>
faim (f.)	<i>hunger</i>
gourmandise (f.)	<i>greed</i>
mot (m.)	<i>word</i>
pensée (f.)	<i>thought</i>
peur (f.)	<i>fear</i>
puissance (f.)	<i>power</i>





français

Vocabulaire

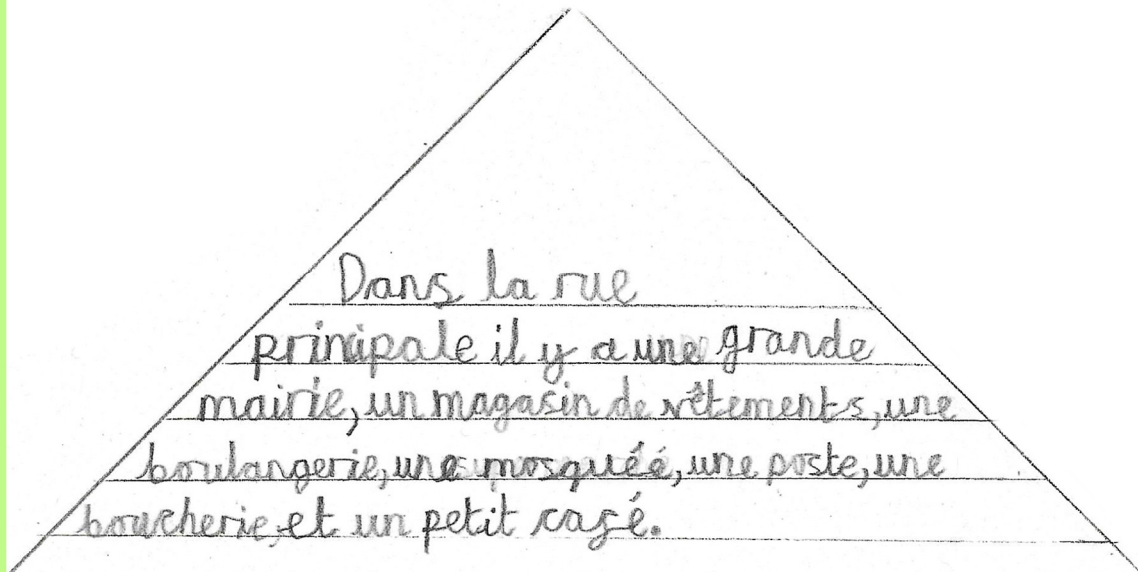
boucherie (f.)	<i>butcher's</i>
boulangerie (f.)	<i>bakery</i>
dans	<i>in</i>
et	<i>and</i>
grand	<i>big</i>
il y a	<i>there is</i>
magasin (m.)	<i>shop</i>
mairie (f.)	<i>town hall</i>
mosquée (f.)	<i>mosque</i>
petit	<i>small</i>
poste (f.)	<i>post office</i>
principal	<i>main</i>
rue (f.)	<i>road, street</i>
vêtements (m.pl.)	<i>clothes</i>

Dans la rue principale

by

Saahil

Year 5, Bradford



Dans la rue
principale il y a une grande
mairie, un magasin de vêtements, une
boulangerie, une mosquée, une poste, une
boucherie et un petit café.

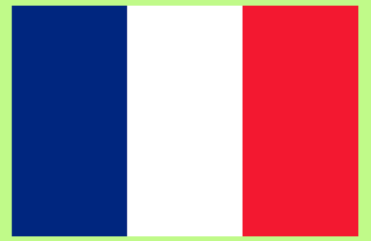


Dans la rue principale

by

Kamran

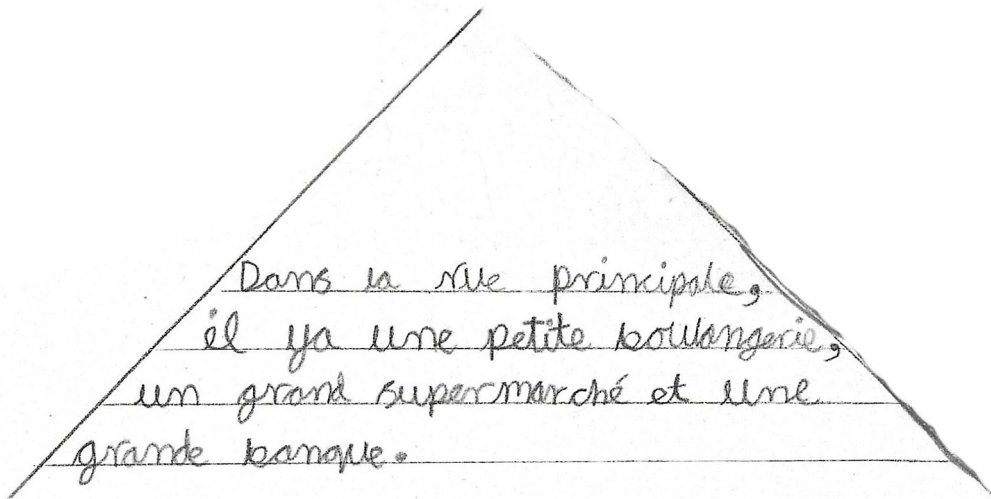
Year 5, Bradford

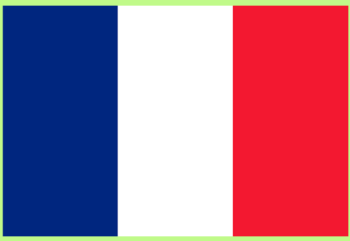


français

Vocabulaire

banque (f.)	<i>bank</i>
boulangerie (f.)	<i>bakery</i>
dans	<i>in</i>
et	<i>and</i>
grand	<i>big</i>
il y a	<i>there is</i>
petit	<i>small</i>
principal	<i>main</i>
rue (f.)	<i>road, street</i>





français

Vocabulaire

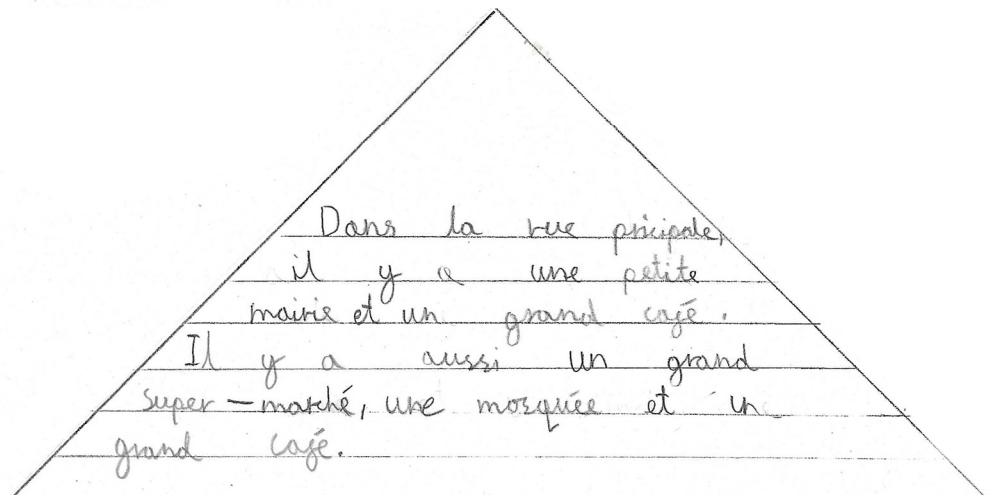
aussi	<i>also</i>
dans	<i>in</i>
et	<i>and</i>
grand	<i>big</i>
il y a	<i>there is</i>
mairie (f.)	<i>town hall</i>
mosquée (f.)	<i>mosque</i>
petit	<i>small</i>
principal	<i>main</i>
rue (f.)	<i>road, street</i>

Dans la rue principale

by

Safwan

Year 5, Bradford

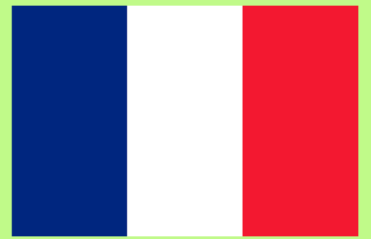


Les émotions

by

Ayaan

Year 6, Birmingham



français

Vocabulaire

bébé (m.)	<i>baby</i>
ciel (m.)	<i>sky</i>
comme	<i>like</i>
content	<i>happy</i>
dame (f.)	<i>woman</i>
effrayé	<i>frightened</i>
enfant (m.)	<i>child</i>
faible	<i>weak</i>
fatigue	<i>tired</i>
garçon (m.)	<i>boy</i>
gêné	<i>embarrassed</i>
gris	<i>grey</i>
heureux	<i>happy</i>
homme (m.)	<i>man</i>
jaune	<i>yellow</i>
je suis	<i>I am</i>
jour (m.)	<i>day</i>
lumière (f.)	<i>light</i>
parfois	<i>sometimes</i>
petit	<i>small</i>
qui dort	<i>who sleeps</i>
qui jouent	<i>who play</i>
rouge	<i>red</i>
sale	<i>dirty</i>
soleil (m.)	<i>sun</i>
triste	<i>sad</i>
vivant	<i>alive</i>

Les Emotions.

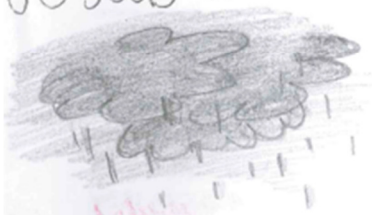


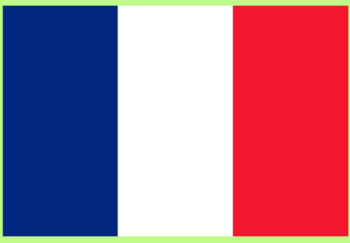
Parfois je suis furieux, comme la flamme rouge.
Je suis timide comme le petit garçon.
Je suis triste comme le jour gris.
Je suis calme comme le violon.



Parfois je suis content comme le soleil jaune.
Je suis effrayé comme l'enfant faible.
Je suis heureux comme la lumière dans le ciel.
Je suis amoureux comme l'homme et la dame.

Parfois je suis fatigué comme le bébé qui dort.
Je suis gêné comme le garçon sale.
Je suis vivant comme les enfants qui jouent.





français

Vocabulaire

apaisant	<i>calming</i>
aujourd'hui	<i>today</i>
car	<i>because</i>
c'est	<i>it is</i>
comme	<i>like</i>
et	<i>and</i>
été (m.)	<i>summer</i>
fier	<i>proud</i>
jaune	<i>yellow</i>
je me sens	<i>I feel</i>
nuage (m.)	<i>cloud</i>
satisfait	<i>satisfied</i>
soleil (m.)	<i>sun</i>
sûr de moi	<i>sure of myself</i>
surtout	<i>especially</i>
temps (m.)	<i>time</i>

Je suis calme

by

Yahya

Year 6, Birmingham

Je me sens Calme Comme un nuage, Surtout en été.

Je passe du temps dans la nature car C'est apaisant.

Aujourd'hui Je suis Satisfait Comme le soleil jaune.

Je me Sens fier Comme une Victoire.

Aujourd'hui Je me sens sûr de moi et je suis calme.



Mon uniforme scolaire

by

Caleb

Year 6, Ramsbottom

Je porte un pantalon bleu. Je porte
une chemise noire, des baskets marrons.
Je porte une cravate noire. Je porte
un pull marron.



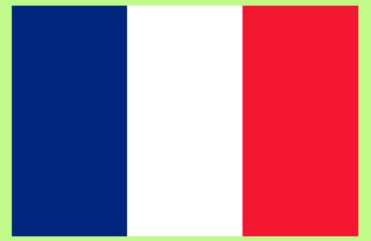
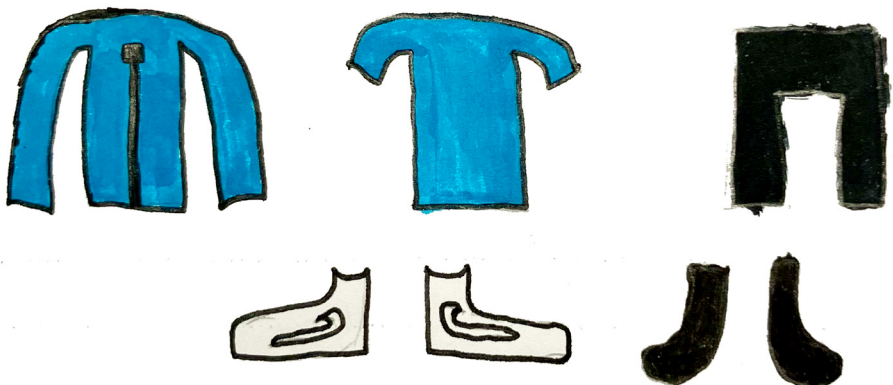
Mon uniforme scolaire

by

Max

Year 6, Ramsbottom

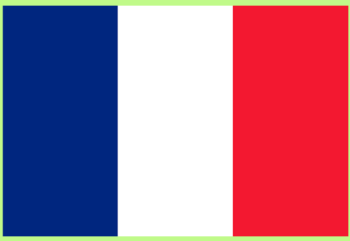
Je porte une chemise bleue et
un pantalon noir. Je porte une
veste bleue et des baskets blanches.
Je porte des chaussettes noires.



français

Vocabulaire

baskets (f.pl.)	<i>trainers</i>
blanc	<i>white</i>
chaussettes (f.pl.)	<i>socks</i>
chemise (f.)	<i>shirt</i>
cravate (f.)	<i>tie</i>
et	<i>and</i>
je porte	<i>I wear</i>
marron	<i>brown</i>
noir	<i>black</i>
pantalon (m.)	<i>trousers</i>
pull (m.)	<i>jumper</i>
veste (f.)	<i>jacket</i>



français

Vocabulaire

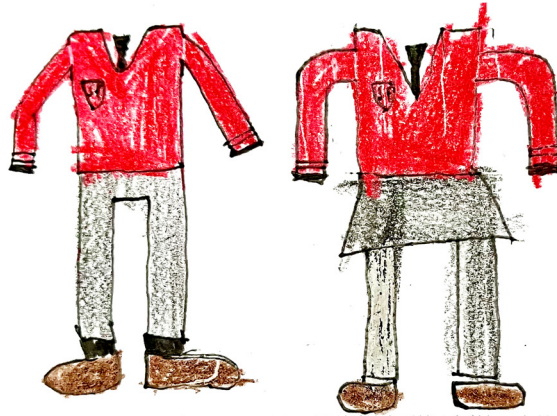
blanc	<i>white</i>
chaussettes (f.pl.)	<i>socks</i>
chaussures (f.pl.)	<i>shoes</i>
chemise (f.)	<i>shirt</i>
cravate (f.)	<i>tie</i>
elle porte	<i>she wears</i>
gris	<i>grey</i>
il porte	<i>he wears</i>
jupe (f.)	<i>skirt</i>
marron	<i>brown</i>
noir	<i>black</i>
pantalon (m.)	<i>trousers</i>
pull (m.)	<i>jumper</i>
rose	<i>pink</i>
rouge	<i>red</i>
veste (f.)	<i>jacket</i>
violet	<i>purple</i>

Mon uniforme scolaire

by

George

Year 6, Salford



Il porte un pull rouge, un pantalon gris, des chaussures marron, des chaussettes et une cravate noire. Elle porte un gilet rouge, une jupe grise, des chaussettes grises, des chaussures marron et une cravate noire.

Mon uniforme scolaire

by

Bella

Year 6, Whitefield





Teachers' Corner

Find out more information about the writing featured

pages

1-2

Lisa Stevens

How long have the children been learning Spanish?

They started learning Spanish in Year 3. Year 5 have been learning for two and a half years.

How long are their language lessons?

Lessons are an hour weekly in Year 3 and Year 4, then 40 minutes a week in Year 5 and Year 6.

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

We had looked at the poem *Redondo* by Gloria Fuertes to introduce adjectival agreements then innovated our own versions.

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

They had the original poem and dictionaries!

What do you particularly like about these pieces of work?

They have all applied the rules we'd learned about adjectival agreement and chosen some interesting things to add to their poems. They've also presented their work well with illustrations. Daisy in particular impressed me as she had innovated and added a verse using *Cuadrado* (square).

pages

3-4

Lisa Stevens

How long have the children been learning Spanish?

They started learning in Year 3. Year 6 have been learning for 3 years as they missed half of Year 4 due to music lessons.

How long are their language lessons?

Lessons are an hour weekly.

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

We had spent a several weeks working on sports, saying which we played and which we did, and then

reviewing opinions and adding justifications for those opinions. Having worked on 1st person, we looked at 2nd and 3rd person verbs and then wrote these paragraphs as our final celebration of the unit.

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

They had their exercise books so could look back on all work we'd done and their previously marked snippets, as well as their learning organiser and some scaffolds that had been used throughout the unit. Dictionaries were available too.

What do you particularly like about these pieces of work?

I like the care taken over their presentation but also over the accuracy of their work, and the thought that has gone into making the sentences flow.

page
5

Anouck Ngueudam

How long have the children been learning Spanish?

Two and a half years, alternately with French

How long are their language lessons?

35 minutes

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

The children learned parts of the body and revised the colours. Then they were introduced to Picasso (and his very long name!) and some of his pieces of work.

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

The children had a writing frame with the key words, and an instruction sheet showing them how to draw a face in the style of Picasso.

What do you particularly like about this piece of work?

How hands on the children were when we worked on the project. They thought their drawing through carefully. Although they had the same writing frame for support, their resulting pieces of work are very individual.

pages

6-7

Emma Trolove

How long have the children been learning Spanish?

Since Year 3

How long are their language lessons?

30 minutes a week

førti



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

Having previously learned the four seasons, we spent half a term learning how to say what the weather is like in Spanish. We focused on the question *¿Qué tiempo hace?* using lots of repetition and actions. The children learned a variety of weather phrases to fit the four seasons, and practised these with a variety of games and other activities. They even designed their own weather calligrams. When setting the task, I asked children to draw a map of Spain, add at least four different types of weather and write sentences describing what their drawing showed. After writing this piece of work children presented a verbal weather report using this piece of writing and a word mat to support.

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

Children used their knowledge organiser with weather and compass points vocabulary to support them with this piece of writing.

What do you particularly like about these pieces of work?

I love how creative the children were with their maps, their depiction of various types of weather and that some even added a little compass.

page

8

Leticia Davis

How long have the children been learning Spanish?

Since Year 3

How long are their language lessons?

One hour per week

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

The children were learning how to use a variety of adjectives to describe animals. To help with this, we used Eric Carle's story *Oso Pardo* to teach them how to name animals in Spanish. Since they were already familiar with some colours, we introduced a few new adjectives, and the children began composing sentences to describe the animals' characteristics.

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

The children used their workbooks to assist in creating these beautiful calligrams.

What do you particularly like about these pieces of work?

I love to see how each individual student showcases their creativity whilst writing in Spanish.

How long have the children been learning Spanish?

Since Year 3

How long are their language lessons?

One hour per week

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

Year 6 students have been practising how to describe their towns using a rich variety of adjectives and to explain the different activities available in their cities.

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

Students used sentences builders and previous knowledge to produce these written pieces.

What do you particularly like about these pieces of work?

I appreciate how, despite receiving the same set of instructions, each student produced a unique piece, showcasing their ability to work independently.

How long have the children been learning Spanish?

Since Year 3

How long are their language lessons?

One hour per week

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

Year 5 students have been writing descriptions since the end of Year 4, when they learned how to describe animals. In Year 3, they learned how to introduce themselves and say their age. This year, they built on that knowledge to talk about their families.

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

To support their writing, students used their workbooks

What do you particularly like about this piece of work?

I love seeing the look on their faces when they realize they can now write a rather large paragraph almost independently!

How long have the children been learning Spanish?

2 or more years

How long are their language lessons?

1 hour

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

The children have been learning about sports, and this was their independent writing which encompasses all of their learning. We focused on using phrases to express likes and dislikes as well as the verbs *jugar* and *hacer* to accurately write about the sports the pupils like/dislike and play/do.

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

The pupils started the topic developing their vocabulary with recall activities to consolidate word level understanding before using word cards and knowledge organisers to focus on sentence level work. Pupils then used this scaffold to write independently and create their final pieces about sports.

What do you particularly like about these pieces of work?

The pieces of work are personal to the pupils and allow them to express themselves in Spanish. We then included this piece of writing in our letters to our Spanish pen friends!

How long have the children been learning French?

Since Year 1

How long are their language lessons?

45 minutes a week

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

The children recapped their colours in French using phonics. They then looked at the song *Léon le Caméléon*, looking at the nouns and colours linked to them. The children then wrote their own versions of the song using bilingual dictionaries to change the nouns.

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

The children used their knowledge organisers with key vocabulary to help them. They also had a couple of sentence templates to start them off, and the lyrics of the song which they'd filled in from a previous activity.

What do you particularly like about these pieces of work?

The children really enjoyed the song and therefore were very enthusiastic with this activity. They were able to use the dictionaries well and they found a range of different nouns to put into their own versions.

pages
20-25 Caroline Woolley

How long have the children been learning French?

5 years

How long are their language lessons?

45-60 minutes

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

The children learned how to introduce the main characters from the story of *Les Trois Petits Cochons* and acted out the first part of the story in French. They then rewrote the story, choosing different characters, describing each character using adjectives and their likes and dislikes.

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

Children used a writing frame to manipulate the language introducing each character, with the option of using connectives and intensifiers to extend their writing.

What do you particularly like about these pieces of work?

I particularly like how each student's story is unique. Using the structure of a well-known story showed the children how writing in another language can be fun and creative. The work also enabled the children to apply a range of grammar elements in their writing: using different subject pronouns, adjective agreement, negative sentence structures, using connectives and intensifiers.

pages
26-28 Nicky Edwards

How long have the children been learning French?

1 year

How long are their language lessons?

45-60 minutes a week

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

I introduced ten farm animals one by one and played games on Linguascope to practise the vocabulary further. The children then carried out a class speaking survey about farm animals they like or do not

like, by asking, “*Tu aimes...?*” and were encouraged to answer with opinion sentences. The children completed lots of puzzles about the animals, from word level to sentence level. To prepare for the task, the class worked together to build a simple information sentence up to a final ‘WOW!’ paragraph, so they could see a good example.

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

The children were given a vocabulary sheet with the opinion phrases (which they had used before), connectives and reasons. The animals were displayed on the board and were also on a previous worksheet in their folders.

What do you particularly like about these pieces of work?

It was great to see the children use familiar language as well as experiment with extended sentences using connectives and reasons. It was also good to see Elijah use a plural noun in his work, which we had practised in a previous unit. The children were very pleased with the amount they wrote in another language.

pages
29-30 Stéphanie Puisségur

How long have the children been learning French?

Since Year 3, and I have been their teacher since September.

How long are their language lessons?

45 minutes to an hour a week.

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

Jane Birtwistle shared this idea at an ALL event. I decided to give it a go with my classes. I introduced the Epiphany, explaining the tradition, passing round *fèves* and paper crowns I had brought from France. I wasn’t able to bake for all the classes I teach, but I had baked for the adults in school. The children were really excited to see if their teacher or the other adults in class were wearing their crown and had a *fève*. Colleagues were great sports and wore their crowns all afternoon. There was a real buzz in school that day. The following week, the children were asked to design their own epiphany crown and were invited to choose their own challenge to do so. We had already worked on word order when using adjectives, including those of size.

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

A writing frame was provided to help the children with word order and with the spelling of the shapes as this was completely new vocabulary. The work was scaffolded by giving different crown templates (one with masculine shapes only, one with masculine and feminine, a third one with masculine and feminine shapes as well as different sizes). The children were really keen to challenge themselves and we discussed how they could avoid repetition using *elle a*. They also remembered they could use *et* and *aussi*.

What do you particularly like about these pieces of work?

Inaarah used a variety of sentences and made great use of adjectives. Sara challenged herself to use adjective agreement for masculine, feminine and plural. She varied her sentences and used *aussi* very well.

page

31

Stéphanie Puisségur

How long have the children been learning French?

Since September 2024

How long are their language lessons?

Half an hour a week

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

This piece was submitted for the Association for Language Learning Calligram competition. There was no specific teaching to support the children. I introduced the competition in assembly and shared examples of calligrams.

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

Because this was an independent activity that children were expected to do outside of school time, there was no support provided. Children were encouraged to use words they already knew or to be curious and use dictionaries.

What do you particularly like about this piece of work?

I love the unique look of this calligram. I am also impressed that Isaac spent time researching words for his piece, including a very fitting title.

pages

32-34

Stéphanie Puisségur

How long have the children been learning French?

Since Year 3. I have been their teacher since September.

How long are their language lessons?

45 minutes to an hour per week.

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

The children were introduced to individual words first, with a lot of oral practice as well as reading and spelling. Adjectives of size were introduced, and we practised simple phrases through listening, reading and writing activities. We then moved to full sentences. We did a lot of manipulation of the language

through human sentences. The children really enjoyed translating sentences and listening exercises too.

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

Because we did a lot of practice with simple phrases, the children got feedback in their books about word order and spellings. They also had models of effective sentences in the reading and translating activities. A substitution table was provided for those who wanted.

What do you particularly like about these pieces of work?

Saahil's design is lovely, and Saahil used a dictionary to find words we had not learnt in class. I was really impressed with how Safwan used adjectives correctly, as well as connectives. I was really pleased to see Kamran work independently and use adjectives correctly.

pages
35-36 Emma Parker

How long have the children been learning French?

4 years

How long are their language lessons?

40 minutes

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

The pupils had been learning about feelings using the book *Aujourd'hui je suis*.

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

We wrote a simile poem as a class using a dictionary to look up nouns to compare our feelings to so that they had an example. They had a word mat with feelings words and sentences where we talked about what we do to protect our mental health.

What do you particularly like about these pieces of work?

It reflects our theme of talking about and looking after our mental health. It shows skill in using a bilingual dictionary. The boys have been able to apply grammar rules such as order of adjectives and have used some complex vocabulary.

pages
37-38 Jane Birtwistle

How long have the children been learning French?

Since Year 3

How long are their language lessons?

30 - 45 minutes a week

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

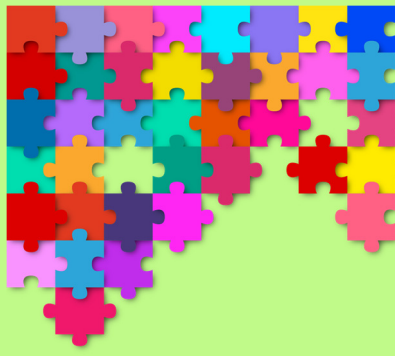
The children had previously learnt how to name some items of clothing. We recapped colours and rules of adjectival placement and adjectival agreement in the masculine/feminine and singular/plural forms.

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

Knowledge organisers and sentence builders (both teacher prepared and from the Lightbulb Languages scheme) and the WordReference online dictionary.

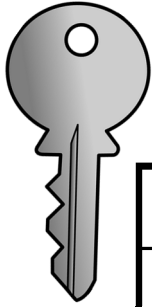
What do you particularly like about these pieces of work?

The children were highly motivated to design and describe a new school uniform. Several children even wanted to ask the Headteacher if their design could replace the current uniform! It allowed them to be creative and to link languages to art. The children took great pride in illustrating their work and also did fantastic oral presentations!



Puzzle Corner

Crack the code to reveal the names of 12 gods and goddesses from Roman mythology.



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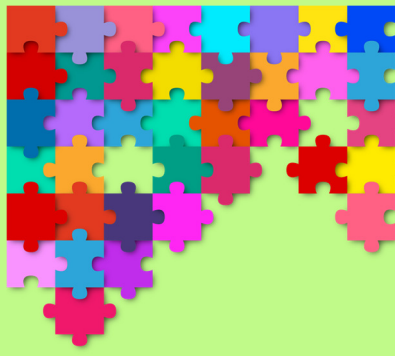
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Puzzle Corner

Solution from issue 22

Icelandic	Xhosa	Mandarin	Basque
74	French	11	Esperanto
Latin	about 340	Afrikaans	Mexico
about 300	Argentina	Bulgarian	German

- Which of the languages is a Romance language? French
- Which of the languages was the first ever printed? German
- How many sign languages are there in the world? about 300
- Which of the languages is one of the world's oldest? Basque
- How many languages are spoken in Papua New Guinea? about 840
- Which of the languages is a Germanic language? Icelandic
- How many official languages does South Africa have? 11
- Khmer has the longest alphabet. How many letters does it have? 74
- Which of the languages is a Slavic language? Bulgarian
- Which alphabet does English use? Latin
- Which of the languages uses clicks? Xhosa
- Which country has the most Spanish speakers? Mexico
- Which of the languages is the world's most spoken? Mandarin Chinese
- Which of the languages is the youngest? Afrikaans
- Which of the languages is artificial? Esperanto
- Which country has a community of Welsh speakers? Argentina

