

Conversation Model

Context

A visiting teacher poses a range of conversational questions in German. He throws a soft toy to individual children who must reply promptly as soon as they catch the toy. Children answer questions confidently, building up a short conversation.

Exploration

Use of the soft toy brings speed, surprise and fun to the lesson. Answering questions in front of the whole class can be daunting and may inhibit shy children. By concentrating on catching the toy children may be distracted from any nervousness in answering. Catching the toy prompts the children to reply quickly, spontaneously and in a relaxed way. As it is a fun activity, it is not so serious if they stumble over words.

Links to the KS2 Framework

The children:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences
- listen for specific words and phrases

O 3.2 O 3.3 O 4.2

[Oracy 3.2](#)

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[Oracy 3.3](#)

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- imitate pronunciation
- recognise question forms and negatives
- identify specific sounds, phonemes and words

KAL

[Knowledge about Language](#)

Page 79-83

- look at the face of the person speaking and listen attentively
- use a physical response

LLS

[Language Learning Strategies Communicating, Understanding and Being understood](#) Page 86

[Memorising](#)

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Next steps

Children answer a wide range of questions. This activity could be a routine activity for everyday use, using recently taught questions and revising those learned previously. In this way you can build on previous work, extending the length and complexity of the sentences and conversations.

Children might combine some of their conversations to perform in an assembly or record them to send to an e-pal.

- ask and answer questions on several topics

O 4.4

[Oracy 4.4](#)

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- make indirect or direct contact with the country/countries where the language is spoken

IU 3.4

[Intercultural understanding 3.4](#)

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They might also read simple conversations and write short pieces of text for speech bubbles to display on the wall.

- read and understand a range of familiar written phrases
- follow a short, familiar text, listening and reading at the same time
- write simple words and phrases using a model and some words from memory

L 4.1 L 4.2 L 4.4

[Literacy 4.1](#)

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[Literacy 4.2](#)

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[Literacy 4.4](#)

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Development

Questions and answers


It can be difficult for some children to answer an open ended question without help. Notice how the teacher gives a piece of information about himself as a lead-in to asking a question on the same topic. E.g. I am called Mr Pearson. What are you called? This gives the children a model for most of the answer they should give and eases them into answering the question.

Teaching and learning of questions and answers can be split into several stages.

- Example of staged teaching and learning of questions and answers:

1 Teacher: I live in Matlock. Do you live in Matlock or in Buxton?

Child: I live in Buxton. Child hears the model and the answer



2 Teacher: I live in Matlock. Where do you live?
 Child: I live in Buxton. Child hears most of answer.

3 Teacher: Where do you live?
 Child: I live in Buxton. Child forms the answer with help from the question.

4 Teacher: Where do you live?
 Child: I live in Buxton. And you? Child forms the answer from the question and asks a simple question in return.

5 Teacher: Where do you live?
 Pupil: I live in Buxton. Where do you live? Pupil forms the answer to the question and then poses the question.

6 Child: Where do you live? Child asks the question without help.
 Another child: I live in Bakewell.

- List other ways in which you can give children confidence in asking and answering questions, in a fun way. Look at the Teaching Activities for Oracy in the KS2 Framework and make a selection. While they are grouped according to Years, some activities from one year can be used in a different year, so it is worth looking at them all.

[Oracy Teaching Activities](#)

Year 3: Pages 23-25

Year 4: Pages 37-38

Year 5: Pages 49-50

Year 6: Pages 61-62

- Progressing through the Framework: using questions and answers you have recently taught, note how you could extend the length and complexity of the language. Use the overview pages of the KS2 Framework to help you find the next steps.

Overview of Oracy: pages 67-70

Overview of Literacy: pages 71-74

Overview of Knowledge about Language: pages 79-84

Overview of Language Learning Strategies: pages 85-90

[Oracy Overview](#)

[Literacy Overview](#)

[KAL Overview](#)

[LLS Overview](#)

- Explore ways of presenting simple, familiar words, highlighting specific sound spelling links, using an interactive whiteboard.