

Communication Tasks for the Primary EFL Classroom aligned to the Oracy Framework

Here you can find a series of communication tasks organised into three sections: *Learning 'To Talk'*, *Learning 'Through Talk'*, and *Mixed: 'To Talk' and 'Through Talk'*, while also linking them to the Oracy Framework strands with explanations of why each task fits those strands and identifying their focus on either exploratory or presentational talk. This framework aids in planning and embedding oracy into the curriculum, ensuring that pupils not only practise speaking and listening skills but also reflect on their communication methods.

Learning 'To Talk' Tasks

Task	Description	Strands	Focus
Show and Tell	Pupils bring an item from home and talk about it in simple sentences.	Physical (voice projection, clarity), Linguistic (vocabulary, sentence structure)	Presentational Talk <i>Presenting information to the class</i>
Picture Description	Pupils describe a picture using basic vocabulary and sentences.	Physical (clarity), Linguistic (descriptive language, sentence structure)	Presentational Talk <i>Describing visual information to an audience</i>
Role-Playing	Pupils act out simple dialogues in everyday situations (e.g., shopping, greeting).	Physical (body language, voice use), Linguistic (dialogue structure, vocabulary), Social & Emotional (interaction)	Exploratory Talk <i>Practising conversational skills</i>
Story Retelling	Pupils listen to a short story and then retell it using key vocabulary.	Linguistic (narrative structure, vocabulary), Cognitive (memory, sequencing)	Presentational Talk <i>Retelling a story to an audience</i>
Sentence Starters	Provide pupils with sentence starters to practise forming complete sentences.	Linguistic (sentence formation)	Presentational Talk <i>Constructing and presenting complete sentences</i>

Daily Weather Report	Pupils take turns giving a short weather report using simple sentences.	Physical (voice clarity), Linguistic (specific vocabulary, sentence structure)	Presentational Talk <i>Reporting weather information to the class</i>
Classroom News	Each day, a different pupil shares one piece of news about the class or school.	Physical (clarity), Linguistic (vocabulary, sentence structure)	Presentational Talk <i>Sharing news with the class</i>
What's Missing?	Place several items on a table, then cover them and remove one. Pupils describe the missing item.	Cognitive (memory, problem-solving), Linguistic (descriptive language)	Exploratory Talk <i>Practising description and memory skills</i>
Alphabet Games	Pupils think of and say a word that starts with each letter of the alphabet.	Linguistic (vocabulary)	Presentational Talk <i>Saying words aloud to the class to gain confidence</i>
Telephone Game	Pupils pass a simple message around the class by whispering it to the next person.	Linguistic (listening, speaking), Social & Emotional (interaction)	Exploratory Talk <i>Practising listening and speaking skills</i>

Learning 'Through Talk' Tasks

Task	Description	Strands	Focus
Think-Pair-Share	Pupils think about a question, discuss with a partner, and then share with the class.	Cognitive (critical thinking), Social & Emotional (interaction), Linguistic (expressing ideas)	Exploratory Talk <i>Discussing and sharing ideas</i>
Group Story Creation	In small groups, pupils collaboratively create a simple story.	Cognitive (creativity, sequencing), Social & Emotional (collaboration), Linguistic (narrative language)	Exploratory Talk <i>Collaborating to create a story</i>
Problem-Solving Discussion	Groups discuss a simple problem and suggest solutions.	Cognitive (problem-solving), Social & Emotional (collaboration), Linguistic (expressing solutions)	Exploratory Talk <i>Discussing problems and solutions</i>
Discussion Circles	Pupils sit in a circle and discuss a topic with each taking turns to speak.	Social & Emotional (turn-taking, respect), Linguistic (discussion language), Cognitive (critical thinking)	Exploratory Talk <i>Discussing topics in a group setting</i>
Classroom Debate	Pupils participate in a simple debate on an age-appropriate topic.	Cognitive (argumentation), Social & Emotional (persuasion, listening), Linguistic (debate language)	Exploratory Talk <i>Debating and arguing points</i>
Opinion Line	Pupils line up according to their opinion on a statement and discuss their position.	Cognitive (critical thinking), Social & Emotional (persuasion), Linguistic (expressing opinions)	Exploratory Talk <i>Expressing and discussing opinions</i>

Task	Description	Strands	Focus
Picture Sequencing	Groups receive a set of pictures, put them in order, and describe the sequence to the class.	Cognitive (sequencing), Linguistic (descriptive language)	Exploratory Talk <i>Sequencing and describing events</i>
Story Jigsaw	Each group gets a different part of a story and they have to discuss and figure out the full story.	Cognitive (problem-solving), Social & Emotional (collaboration), Linguistic (narrative language)	Exploratory Talk <i>Collaborating to complete a story</i>
Shared Book Reading	In pairs, pupils take turns reading a book and discussing what they think will happen next.	Cognitive (prediction), Social & Emotional (interaction), Linguistic (reading, discussing)	Exploratory Talk <i>Reading and discussing stories</i>
Circle Time	Pupils share their thoughts and feelings about a given topic.	Social & Emotional (expressing emotions, listening), Linguistic (discussion language)	Exploratory Talk <i>Sharing thoughts and feelings</i>
Concept Cartoons	Pupils analyse and discuss a cartoon featuring characters with different viewpoints on a topic or problem. They debate which character they agree with and why.	Cognitive (critical thinking), Social & Emotional (interaction), Linguistic (discussion language)	Exploratory Talk <i>Discussing different viewpoints and reasoning.</i>
Understanding Cartoons: Peppa Pig Episode	Pupils watch a "Peppa Pig" episode, discuss key scenes, and use sentence stems to enhance their cognitive language skills.	Cognitive (comprehension, sequencing), Social & Emotional (interaction), Linguistic (vocabulary, expression)	Exploratory Talk <i>Watching, discussing, sequencing scenes</i>

Task	Description	Strands	Focus
Emotion Match Game	Pupils match emotion cards with sentence stems to describe characters' feelings, enhancing their ability to recognise and articulate emotions.	Cognitive (emotional recognition), Social & Emotional (interaction), Linguistic (expressing emotions)	Exploratory Talk <i>Identifying emotions, discussing scenarios</i>
Take Five	Pupils list familiar items in different categories to practise vocabulary and speaking skills.	Cognitive (categorisation), Linguistic (vocabulary)	Exploratory Talk <i>Listing items, sharing in groups, discussing</i>
Hands Up!	Pupils practise asking and answering simple questions using gestures and body language.	Social & Emotional (interaction), Linguistic (questioning, responding), Physical (gestures)	Exploratory Talk <i>Asking questions, responding with gestures</i>
Emotion Scenario Picture Point	Pupils identify and discuss emotions related to scenarios presented as pictures, promoting emotional awareness and expression.	Cognitive (emotional recognition), Social & Emotional (interaction), Linguistic (expressing emotions)	Exploratory Talk <i>Identifying emotions, discussing scenarios</i>

Mixed 'To Talk' and 'Through Talk' Tasks

Task	Description	Strands	Focus
Peer Interviews	Pupils interview each other and present their findings.	Cognitive (questioning, summarising), Social & Emotional (interaction), Linguistic (asking and answering questions)	Exploratory & Presentational Talk <i>Asking questions and presenting findings</i>
Description and Drawing	One pupil describes a picture to a partner who draws it.	Cognitive (describing, interpreting), Linguistic (descriptive language)	Exploratory Talk <i>Describing and interpreting information</i>
Charades	Pupils act out words or phrases without speaking while classmates guess.	Physical (body language), Social & Emotional (interaction), Linguistic (interpreting actions)	Exploratory Talk <i>Acting and interpreting gestures</i>
Show and Tell Partner Feedback	After a Show and Tell, partners give simple feedback using prompts.	Cognitive (giving feedback), Social & Emotional (interaction), Linguistic (expressing opinions)	Exploratory & Presentational Talk <i>Giving feedback and presenting opinions</i>
Mystery Bag	A pupil describes an item from a bag without showing it, while others guess what it is.	Cognitive (describing), Linguistic (descriptive language)	Presentational Talk <i>Describing items to an audience</i>
Story Cubes	Pupils roll story cubes with pictures and create a story together based on the images.	Cognitive (creativity), Social & Emotional (collaboration), Linguistic (narrative language)	Exploratory Talk <i>Creating and narrating a story together</i>

Task	Description	Strands	Focus
Find Someone Who...	Pupils move around the classroom asking peers simple questions to find someone who matches a description.	Cognitive (questioning), Social & Emotional (interaction), Linguistic (asking and answering questions)	Exploratory Talk <i>Asking questions and finding matches</i>
Team Building Challenges	Groups complete a task and discuss their strategy and process.	Cognitive (problem-solving), Social & Emotional (collaboration), Physical (manipulating objects)	Exploratory Talk <i>Solving problems and discussing strategies</i>
Pass the Ball	Pupils pass a ball around and take turns adding a sentence to a story.	Social & Emotional (turn-taking, listening), Linguistic (storytelling), Cognitive (creativity)	Exploratory Talk <i>Collaboratively creating a story</i>
Board Games	Use simple board games that require pupils to ask and answer questions or describe actions.	Cognitive (strategy), Social & Emotional (interaction), Linguistic (questioning, describing)	Exploratory & Presentational Talk <i>Asking questions and describing actions</i>

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