

CASE STUDY

NORWICH SCHOOL

Independent, mixed, day school
Primary (Lower School) from Pre-Reception to Year 6
Secondary (Senior School) from Year 7 to Year 13
Norwich, England



How we use WoLLoW

WoLLoW is taught to each year group from Year 3 (ages 7/8) through to Year 8 (ages 12/13).

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Lower School – Year 3 to 6

In the Lower School, pupils are taught WoLLoW on rotation. We rotate WoLLoW teaching and Mandarin teaching on a half-termly basis. Pupils are also taught French, German and Spanish on a rotation basis. Lessons last for 35 minutes.

We begin in Year 3 with Unit 1 and work through the Scheme of Work finishing in Year 6 with Unit 6. We find that the lessons often lead to class discussions where the pupils and their experiences take centre stage. This is particularly true of our pupils that have a different home language as they get to teach their friends about their language experience and knowledge. Lessons are taught by primary classroom specialists or by a language teacher from the Senior School. In Years 3 and 4, we often focus on discussion and questioning. We use the WoLLoW worksheets in some lessons. In Years 5 and 6, each pupil has a WoLLoW workbook. This allows us to show evidence of progress.

We carry out WoLLoW project work alongside WoLLoW lessons, such as creating a poem in another language; creating a brochure about Multilingual Norwich; inviting parents in to talk about their heritage stories of language and culture; creating films of pupils greeting one another in their heritage language or a language they are learning. We celebrate Chinese New Year, Refugee Week and UNESCO International Mother Language Day using WoLLoW resources. Pupils enjoy the fact that we touch on aspects of so many subjects and the staff body is on board. In 2026, we are re-branding all our language teaching to fall under the WoLLoW heading.

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Senior School – Year 7 to 13

In the Senior School, WoLLoW lessons are taught to each pupil in Years 7 and 8, once a week for a single lesson lasting 40 minutes.

We follow the Secondary Scheme of Work starting at Unit 1. We set homework from the homework options for each unit. Homework is aimed at building pupils' curiosity of languages they encounter in their daily lives. We use WoLLoW workbooks in every lesson so pupils have a record of their studies and so we can evidence progress being made. During assessment week at the end of the year, pupils sit a WoLLoW assessment. This is skills-based, as well as testing their knowledge. We ask pupils to crack codes, spot patterns and notice similarities and differences, similar to the type of activity in WoLLoW lessons.

We have teamed up with the English department and the library in school to promote reading through WoLLoW, for example through promoting the reading of dual-language or foreign language books and magazines as well as works of translation. We run a WoLLoW reading challenge that runs through years 7 and 8. Pupils receive a WoLLoW certificate for completing this.

We work alongside the languages departments to ensure the skills and knowledge they have from their languages lessons are echoed in WoLLoW lessons. Asking, for example, how a particular grammar rule or sentence structure works in the language they are studying.

We have engaged teachers in other subject areas so the whole school understands the aims of WoLLoW and how it can help build confidence in communication and literacy in every subject as well as increasing the cultural capital of our staff and pupils. We make links to, for example, mathematics, science and music, where pattern spotting and informed guessing are essential skills.

TEACHER FEEDBACK

“WoLLoW lessons are **easy and enjoyable to teach**. The crib sheets are very useful. I like the **flexibility**: we have gone off on tangents about other foods, clothes and music. We are always referring to the world map and **pupils are full of questions and observations about words, languages and cultures.**”

- C Parr, Year 4 teacher and ECT

PUPIL FEEDBACK

“I have **learnt a lot about my friends and the languages his family speaks**. I’ve decided to learn some Ukrainian because of WoLLoW lessons.”

- Year 5 pupil

“Through WoLLoW, I **have seen that I have the ability to figure problems out alone** instead of having to ask someone else.”

- Year 8 pupil

PARENTAL FEEDBACK

“I wish I had learnt something like WoLLoW when I was at school. My son comes home **full of ideas and interest** in other languages after having WoLLoW that day.”

- J Parker, Parent

GOVERNOR FEEDBACK

“This is such a **worthwhile and important initiative**, and one close to my heart. I am pleased that WoLLoW is **helping to re-ignite an interest in languages and how they help people connect.**”

- M Jarrod, Governor

