



# Welcome to WoLLOW:

[www.theworldoflanguages.co.uk](http://www.theworldoflanguages.co.uk)



# Welcome!

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1. What is WoLLoW?
2. WoLLoW Lessons
3. WoLLoW in Schools – Donna Horspool from Hamstead Hall Academy
4. Research into WoLLoW – Sophie Vauzour from UEA
5. SEND and Partnerships – Rachel Quick, The Wherry School
6. Accessing Resources
7. Q and A



# National Curriculum: the aspiration

‘A high-quality languages education **should** foster pupils’ **curiosity** and deepen their **understanding of the world**.

The teaching **should** enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

It **should** also provide opportunities for them to communicate for practical purposes, **learn new ways of thinking** and read great literature in the original language.

Language teaching **should** provide **the foundation for learning further languages**, equipping pupils to study and work in other countries.’

## The home languages of a Year 7 class in Birmingham

# Primary languages: the reality

What language did you do at primary school?

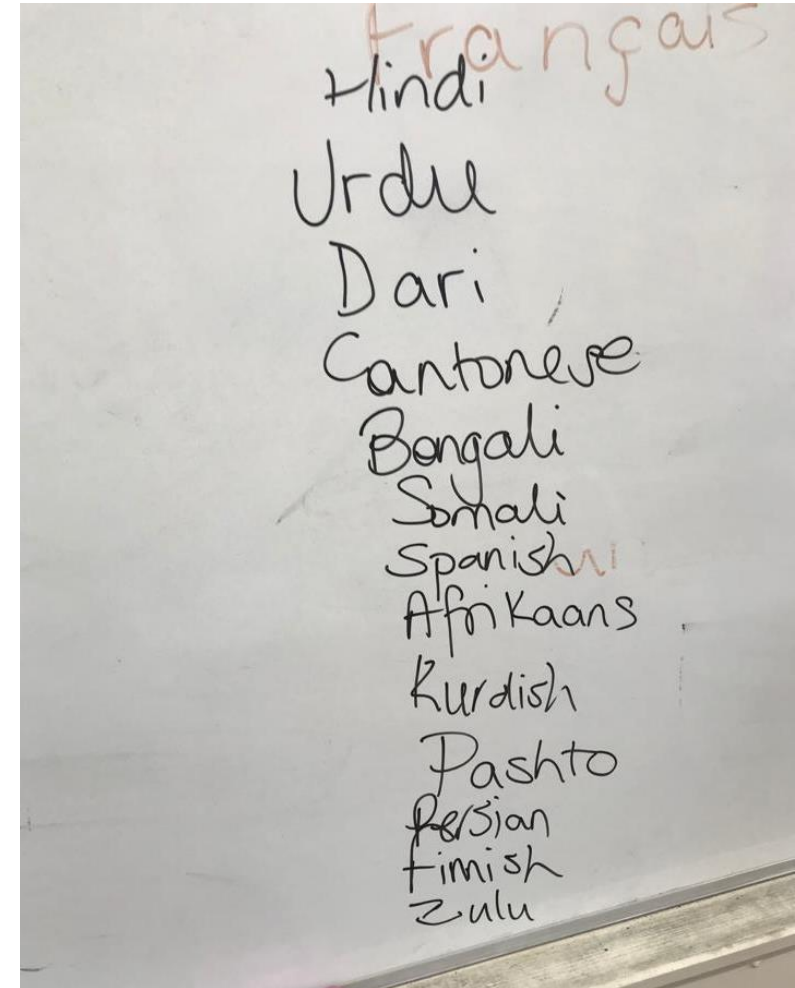
**'A little French/Spanish.'**

Was it any use in Year 7?

**'No.'**

Have you ever talked at school about your family language?

**'No.'**



# Our Aims



**Curiosity and excitement:** why languages are as they are, why they are similar and different.



**Structural understanding:** how languages work, individually and collectively.



**Celebration of linguistic and cultural diversity:** the value of multilingualism.



**The importance of languages:** their relation to and involvement in other subjects.



# WoLLOW Lessons

A course for KS2 and  
a course for KS3



# Links

|                  |        |          |           |            |          |          |          |
|------------------|--------|----------|-----------|------------|----------|----------|----------|
| <b>English</b>   | Monday | Tuesday  | Wednesday | Thursday   | Friday   | Saturday | Sunday   |
| <b>German</b>    | Montag | Dienstag | Mittwoch  | Donnerstag | Freitag  | Samstag  | Sonntag  |
| <b>French</b>    | lundi  | mardi    | mercredi  | jeudi      | vendredi | samedi   | dimanche |
| <b>Spanish</b>   | lunes  | martes   | miércoles | jueves     | viernes  | sábado   | domingo  |
| <b>Norwegian</b> | måndag | tysdag   | onsdag    | torsdag    | fredag   | laurdag  | sundag   |
| <b>Mandarin</b>  | 星期一    | 星期二      | 星期三       | 星期四        | 星期五      | 星期六      | 星期天      |
| <b>Hindi</b>     | सोमवार | मंगलवार  | बुधवार    | गुरुवार    | शुक्रवार | शनिवार   | रविवार   |

1. What do you notice?
2. What similarities and differences can you spot?
3. What is the German for "day"?
4. What is the Chinese character for the number 4?

| Western Europe | Roman Numerals | Chinese | Hindi | Western Arabic | Braille | Hebrew | Sinhala |
|----------------|----------------|---------|-------|----------------|---------|--------|---------|
| 0              |                | 零       | ०     | ٠              |         |        | ෦       |
| 1              | i              | 一       | १     | ١              |         |        | එ       |
| 2              | ii             | 二       | २     | ٢              |         |        | බ       |
| 3              | iii            | 三       | ३     | ٣              |         |        | ඹ       |
| 4              | iv             | 四       | ४     | ٤              |         |        | ඳ       |
| 5              | v              | 五       | ५     | ٥              |         |        | ඳී      |
| 6              | vi             | 六       | ६     | ٦              |         |        | ඳෙ      |
| 7              | vii            | 七       | ७     | ٧              |         |        | ඳෑ      |
| 8              | viii           | 八       | ८     | ٨              |         |        | ඳර      |
| 9              | ix             | 九       | ९     | ٩              |         |        | ඳඹ      |
| 10             | x              | 十       | १०    | ١٠             |         |        | ඳහ      |

# Patterns



1. What do you notice?
2. What similarities and differences can you spot?
3. Why is there no 0 for Hebrew or Roman numerals?
4. Look carefully at Western Arabic and Western Europe. Can you see a link between the numbers 1, 2 and 3?
5. How might you write 11 in numerals in these languages?
6. Do you know any others to add to the grid?

# Arabic v Persian: Numbers and Numerals

Even though the numerals look the same, the words for numbers are different to Persian!  
The top line is Arabic and the bottom line is Persian. **What do you notice?**

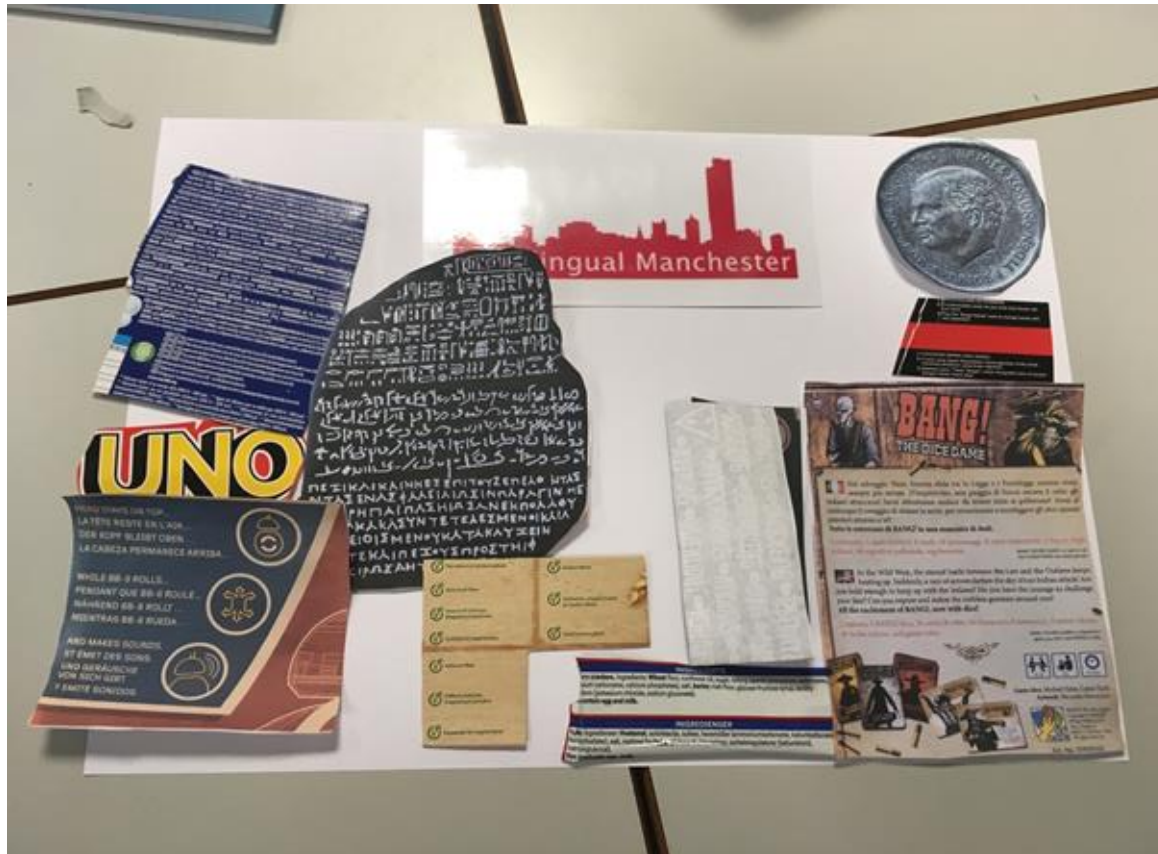
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|    |    |    |    |    |    |    |    |    |    |    |
| <u>sifr</u>                                                                         | <u>wahed</u>                                                                        | <u>ithnahn</u>                                                                      | <u>thalatha</u>                                                                     | <u>arbaah</u>                                                                        | <u>khamisa</u>                                                                        | <u>sieht'ta</u>                                                                       | <u>sibbah</u>                                                                         | <u>themahnia</u>                                                                      | <u>tissah</u>                                                                         | <u>ashra</u>                                                                          |
|  |  |  |  |  |  |  |  |  |  |  |
| sefr                                                                                | yek                                                                                 | do                                                                                  | seh                                                                                 | chahar                                                                               | panj                                                                                  | shesh                                                                                 | haft                                                                                  | hasht                                                                                 | noh                                                                                   | dah                                                                                   |

# What does this mean?

# Τηλεφωνη

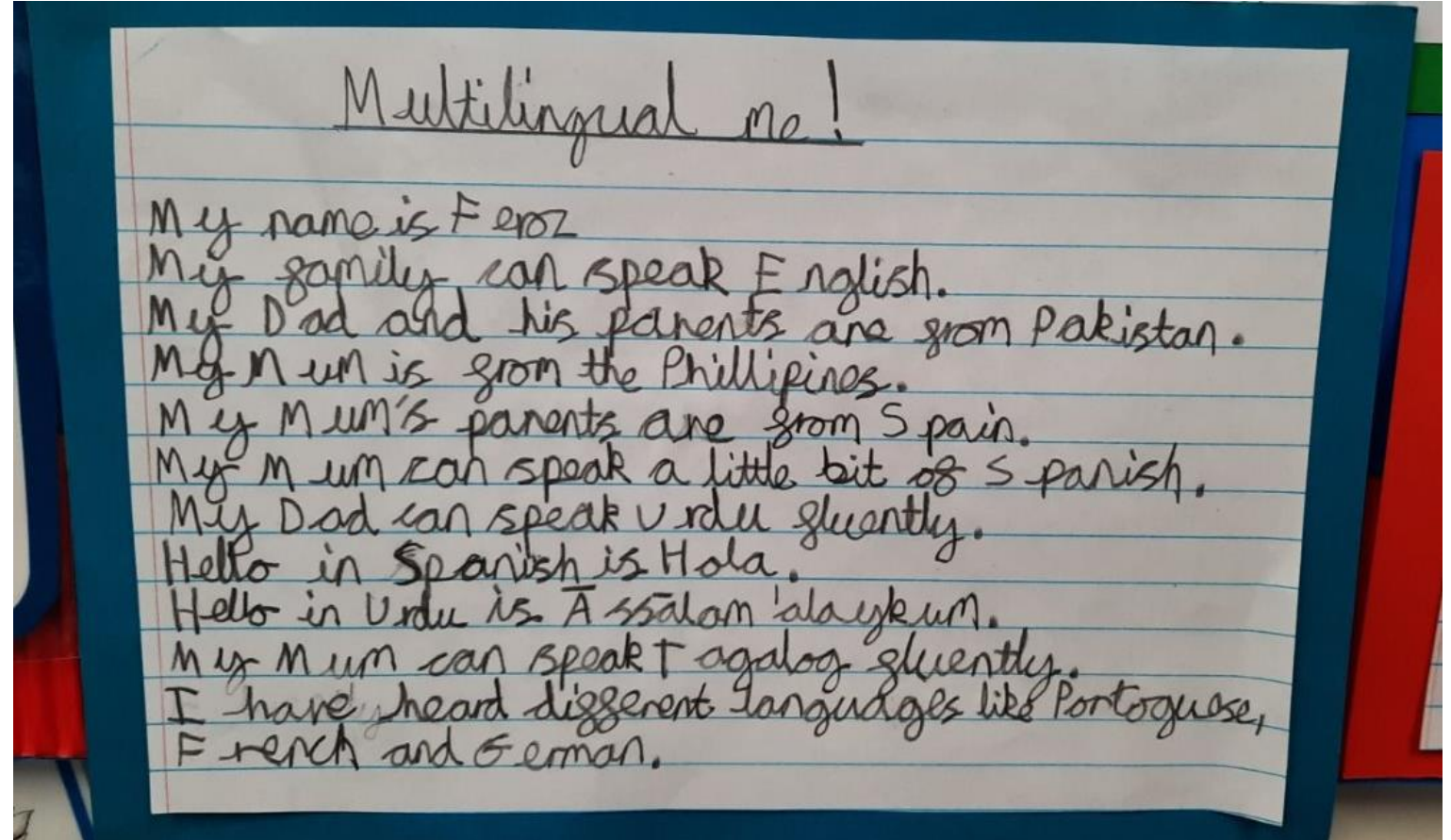


# Multilingual Manchester





## Feroz and his languages.





# WoLLOW in School

**Donna Horspool from Hamstead Hall  
Academy, Birmingham**



# “Future Proofing: A period of transition”

A key driver for this curriculum is for leaders to tackle stereotypical career-based destinations and broaden pupil's understanding of the global job market.

Spoken confidence and social confidence of all pupils is essential in order to compete in the world beyond the school gates.

Academic self concept needs nurturing during the transition period.

We wish to raise pupil's aspirations and increase the uptake of HHCL, broadening the examination offer to reflect the community that the school serves.



*“Success for All through Hard Work and Harmony”*

Pride

Persistence

Patience

Preparation

Progress

# A reminder of what WoLLoW does

- **Curiosity and excitement:** why languages are as they are, why they are similar and different.
- **Structural understanding:** how languages work, individually and collectively.
- **Celebration of linguistic and cultural diversity:** the value of multilingualism.
- **The importance of languages:** their relation to and involvement in other subjects.

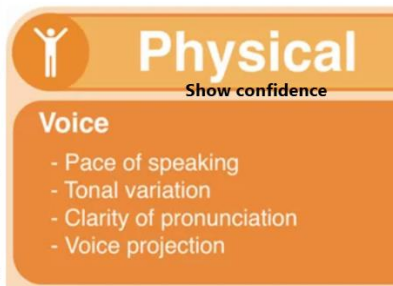
**Our WoLLoW offers an enriched experience:** a curriculum that is characterised by regular dialogue, including thought sharing, helping prepare confident speakers for the future



## How to perform your speech

You will be assessed on the following criteria:

|                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emerging</b> - Shows <u>little</u> awareness of tone and volume and <u>struggles to</u> maintain <u>eye contact with the audience</u> . |
| <b>Developing</b> - Starting to show an awareness of tone and volume and <u>attempts to</u> maintain eye contact.                          |
| <b>Secure</b> - Clear use of tone and volume and clearly uses gestures and eye contact for effect.                                         |
| <b>Mastery</b> - Deliberate use of tone and volume for effect and <u>maintains</u> regular eye contact with the audience.                  |



**Physical**  
Show confidence

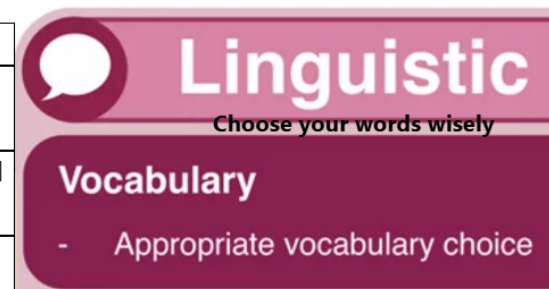
**Voice**

- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

## How to perform your speech

You will be assessed on the following criteria:

|                                                                                 |
|---------------------------------------------------------------------------------|
| <b>Emerging</b> - Does not use formal language.                                 |
| <b>Developing</b> - Starting to use more formal language.                       |
| <b>Secure</b> - Clear use of formal language and appropriate language selected. |
| <b>Mastery</b> - Carefully selected language choices.                           |



**Linguistic**  
Choose your words wisely

**Vocabulary**

- Appropriate vocabulary choice

# Easily adapted resources: Oracy assessment and progress

## How to structure a speech



Where does this language come from?  
Where is it spoken?  
How many people speak it across the world?

What is your opinion on your language? Do you like speaking it? Why?

How did it migrate  
Why is it spoken in the UK?  
How many people speak this language in the UK?

Are there any well known people who speak this language?  
How has this language influenced British culture?



What language is spoken at home?  
Who speaks it?

**TASK:** Listen to the model speech, following along with your copy. Look at headings above and identify the job of each paragraph in the speech.

A video thumbnail for BirminghamLive. The left side features a purple background with the text 'BirminghamLive' in white. Below it, three white boxes contain the text 'BIRMINGHAM VS', 'BLACK COUNTRY', and 'PRONUNCIATIONS' in purple. A white play button icon is centered over the text. The right side shows a video frame with two women: one with brown hair in a black top, and another with dark hair in a black top, both looking towards the camera.

**Learning questions:**  
Which language families are spoken in Birmingham?

[illegible]

| From                                         | Language                      | Area of Birmingham                                                                     |
|----------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------|
| Middle East, North Africa                    | Arabic                        | Sparkbrook, Small Heath, City Centre                                                   |
| Caribbean (Jamaica, Trinidad)                | English, Jamaican Patois      | Handsworth, Aston, <u>Lozells</u> , King Heath                                         |
| South Asia (Pakistan, India, Bangladesh)     | Urdu, Punjabi, Hindi, Bengali | Sparkbrook, Handsworth, <u>Lozells</u> , Small Heath, Alum Rock, Ladywood, Aston, Soho |
| Eastern Europe (Poland, Lithuania, Slovakia) | Polish, Lithuanian, Slovak    | Edgbaston, Sparkbrook, Digbeth                                                         |



**Include:**

1. Things to do
2. Places to visit
3. Places to eat



# What the students say!

- *Yr 7 pupils articulate the purpose of WOLLOW lessons, they say their learning about each other gives value to all of the languages spoken by their peers and their work celebrates the diversity of their school community.*
- *Yr 7 pupils say that racist incidents in school are rare, this is not the case outside of school. They describe Birmingham as an unfriendly city; however, their knowledge of the whole city is very limited in order to balance this opinion. They struggle to name other areas of the city or describe the differences between areas. Further exploration of the whole city could help to readdress this shared view and tackle stereotypical responses limited by pupils' immediate experiences.*  
April, 2025
- *Yr 7 pupils enjoy the presentation assessments about their own language and culture. Pupils have enjoyed preparing for these tasks with their parents to learn more about their heritage.*
- *Some pupils aligned their lessons in WOLLOW with geography lessons characterised by, thinking time, supportive discussion, making connection to the world and other subjects.*
- *Pupils suggest that the lessons are oracy rich, and they have enjoyed debates about their city , in particular, the bin strike and its impact on their community!*
- *Pupils report to be excited about dressing in their cultural attire and celebrating 'culture day' in front of their parents and wider community.*  
April, 2026

# Staff testimonials:

*“Pupils demonstrate strong engagement when discussing their home languages and when exploring the cultural and ethnic diversity of their local area, and reflecting on the etymological roots of language” Miss Cockcroft*

*“The Wollow curriculum has had a positive impact on my class as students have grown more confident in sharing sentimental memories about their cultures and identity. The lessons inspire curiosity and inquisitiveness in a way that fosters a sense of belonging and togetherness where students can take pride in learning about their local community and other communities” Miss Bhatoe*

*“WOLLOW has been a lesson that I have really enjoyed teaching over the past year. It has allowed me as an MFL teacher to really highlight the importance of languages and make the students proud of their community languages. The lessons are more animated than a usual curriculum lesson as the students are allowed to be inquisitive and discuss ideas presented. The students in my class contribute excellently and have made presentations about their community languages which have been a pleasure to listen to. I have encouraged the class to take their presentations home to share with their families. It was lovely to see the class engaging with it and I even have students ask if they could present in their community language.*

*I think it is really important that we create these opportunities for students to celebrate their background and heritage. Language is impactful on so many subject areas and giving the students the opportunity to celebrate this has created a lot of self-pride and determination” Miss Beech*

*April 2026*

# School Improvement Partner: Review

*“Teachers recognise the importance of celebrating pupil’s own languages as a resource and not as pupils see them as a ‘secret code’. Bringing home languages into school validates their importance, this is key to building pupils’ pride in Birmingham”*

*“Teacher pupil relationships are key to creating an environment where pupils will take risks and speak out in front of their peers. There are some examples where more challenging pupils are engaging in WOLLOW in a much more positive way than in their other subjects”*

*“Well done to all involved, a brave undertaking that is ambitious for the school’s community and the wider educational landscape”*

*H.W April 2025*



**Research into WoLloW**  
**Sophie Vauzour**  
**University of East Anglia**



# The study- methods

- Explored **pupils' responses** to a term of WoLLoW- one hour a week
- Three year 5 classes in two schools (one independent, one comprehensive)
- Four **semi-structured focus groups** (31 pupils interviewed)- safe peer environment allowing for follow-up and clarifications
- **Reflexive Thematic Analysis** (Braune and Clarke)- themes generated using the central organising concepts of **Self-Determination Theory** (Deci and Ryan, 2000), **Schema Theory** (Crowley 2022), and **Culturally and Linguistically Responsive** Practice (Hollie, 2011).
- Limitations: small scale study, convenience sample

# Results- Pupils' voices on WoLLoW and languages

- A meaningful and motivating experience that goes far beyond preparing for future work and travel
- An expression of wonder, curiosity and excitement about exploring new secret codes, the people and cultures behind them and the connections to own sense of self
- Enhanced motivation to learn languages explored through the programme
- Unrealistic expectations of linguistic competences at school level (both monolingual and multilingual children)
- Need for competence therefore often frustrated (link to decreased motivation)

## Results

### Pupils' voices on multilingualism

- Both EAL and monolingual pupils felt that home languages belong to the private sphere
- Embarrassment and discomfort at the thought of sharing this in school
- The higher the level of competence, the less likely to be shared in school
- EAL pupils tend to evaluate their linguistic competence in terms of deficit
- Monolingual pupils sometimes expressed suspicion towards the competence of EAL peers (or under evaluating competence)
- Before WoLLoW, no opportunity to talk about home languages in a meaningful way

## Results- WoLLoW as an opportunity to celebrate multilingualism and multiculturalism

- A safe and positive space where linguistic richness is valued
- No expectation of performance
- Home/heritage languages as part of the curriculum- a trigger to share
- Monolingual pupils expressed surprise and enthusiasm about their peers' multilingualism
- Helpful to unpick unconscious biases or stereotypes: 'I wouldn't, like, relate them to that language. So, I think it's really cool.'
- Provide positive and relatable role models (need for relatedness)



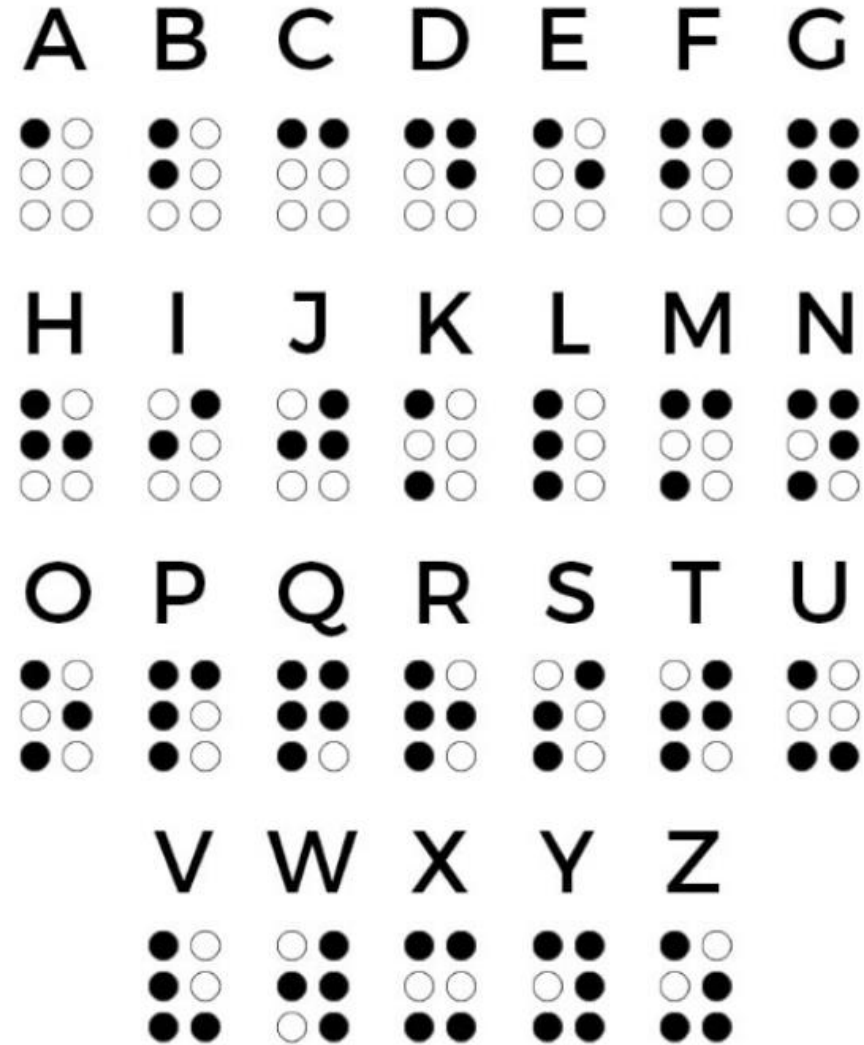
# SEND Inclusion Partnerships



# What patterns can you spot?

## HINT:

- Look at A to J. Compare it with K to T.
- Now compare A to E with U to Z (but not W)
- Why do you think W is the odd one out?
- What do you think happens in languages with accents or umlauts? (Such as German ü or French é?)



**Well, fancy  
that:  
the words of  
Mukhtar.**

‘I remember in one class I was teaching, there was a whole table of kids, who were sat next to each other for almost half a year, but it was not until our sessions together that they found out that they all spoke the same language, Farsi!

This is one example of many that demonstrate this huge disconnect between personal linguistic identity and school, and it has really opened my eyes to the need for more linguistic education of the type that WoLLoW offers.’

# Accessing Resources



# What we offer: Primary

|   | WoLloW Primary Unit           | Content                                                                                                                                                      | Skills                                                                                                                               | Cross-curricular links                                                                   | Resources                                                                         |
|---|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1 | <b>My World of Languages</b>  | 1. Looking for Clues<br>2. Language Detective<br>3. Multilingual Me!<br>4. Communicating without words<br>5. and 6. A Celebration of Languages               | Problem Solving<br>Pattern Spotting<br>Communication<br>Empathy<br>Presenting<br>Creativity<br>Active Listening<br>Literacy<br>Oracy | Geography, Languages, Citizenship, English, Sociology, Drama, Music, Science, Psychology | Primary Unit 1 Lessons 1-6 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 2 | <b>The History of English</b> | 1. Lovely Latin<br>2. Gorgeous Greek<br>3. Nifty Norse<br>4. Clever Celtic<br>5. Fantastic Norman French<br>6. The History of Writing<br>7. <i>Alphabets</i> | Problem Solving<br>Pattern Spotting<br>Creativity<br>Literacy<br>Oracy                                                               | Classics, History, English, Geography, Languages, Citizenship                            | Primary Unit 2 Lessons 1-7 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 3 | <b>Wonderful Words</b>        | 1. Loanwords<br>2. Cognates<br>3. Made-Up Words<br>4. Prefixes, Roots and Suffixes<br>5. Cryptic Hidden Meanings                                             | Problem Solving<br>Pattern Spotting<br>Creativity<br>Literacy<br>Oracy                                                               | Classics, History, English, Geography, Languages, Citizenship, Maths, Science            | Primary Unit 3 Lessons 1-7 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

|   |                                              |                                                                                                                                                                     |                                                                                                              |                                                                              |                                                                                   |
|---|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|   |                                              | 6. Loughborough: Spelling and Its Problems<br>7. Days of the Week and Months of the Year                                                                            |                                                                                                              |                                                                              |                                                                                   |
| 4 | <b>How Language Works</b>                    | 1. What is a Verb?<br>2. What is Gender?<br>3. Question Words<br>4. Word Order<br>5. Vowel, Consonants and Phonics<br>6. What is a Noun?<br>7. Numerals and Numbers | Problem Solving<br>Pattern Spotting<br>Creativity<br>Literacy<br>Oracy<br>Numeracy                           | English, Classics, Languages, Citizenship, Psychology, Science, Maths        | Primary Unit 4 Lessons 1-7 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 5 | <b>A Linguistic Journey Around the World</b> | 1. The Language Tree<br>2. Romance Languages<br>3. Germanic Languages<br>4. Sanskrit, Hindi and Urdu<br>5. What is Idiom?<br>6. Idiom and Culture                   | Problem Solving<br>Pattern Spotting<br>Creativity<br>Literacy<br>Oracy                                       | History, Geography, Classics, Languages, Sociology                           | Primary Unit 5 Lessons 1-6 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 6 | <b>Creating a Language</b>                   | 1. Forming a Language<br>2. Choosing Sounds<br>3. Choosing Words<br>4. Writing Words<br>5. Making Sentences<br>6. My Language                                       | Problem Solving<br>Pattern Spotting<br>Creativity<br>Teamwork<br>Collaboration<br>Presenting<br>Adaptability | English, Classics, Geography, History, Art, Music, Drama, Science, Languages | Primary Unit 6 Lessons 1-6 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

|    |                               |                                                                                                                                                     |                                                                                                                                    |                                                                     |                                                                                   |
|----|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|    |                               |                                                                                                                                                     | Leadership<br>Self-direction<br>Literacy<br>Oracy                                                                                  |                                                                     |                                                                                   |
| 7  | <b>Away from Europe</b>       | 1. <i>Arabic</i><br>2. <i>The Languages of Ghana</i><br>3. <i>The Languages of Kenya</i><br>4. <i>Xhosa: The Click Language</i>                     | Oracy<br>Active Listening<br>Teamwork<br>Collaboration<br>Creativity<br>Inquiry<br>Pattern Spotting<br>Problem Solving<br>Literacy | History, Geography, Classics, Languages, Sociology, Citizenship     | Primary Unit 6 Lessons 1-4 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 8  | <b>Code Breaking</b>          | 1. The Atbash Cipher<br>2. <i>Cracking Codes</i><br>3. <i>Fun with Codes</i><br>4. <i>Reading is Code Breaking</i><br>5. <i>Coding and Decoding</i> | Pattern Spotting<br>Problem Solving<br>Creativity<br>Literacy                                                                      | Science, Maths, Languages, Classics, English, History, Citizenship. | Primary Unit 6 Lessons 1-5 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 9  | <b>Movement of People</b>     | 1. Home<br>2. <i>Journey</i>                                                                                                                        | Literacy<br>Oracy<br>Communication<br>Active Listening<br>Creativity<br>Debate<br>Empathy                                          | Geography, History, Citizenship, English, Languages                 | Primary Unit 6 Lessons 1-2 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 10 | <b>Language and Inclusion</b> | 1. Braille<br>2. <i>British Sign Language: Why we sign</i><br>3. <i>British Sign Language: Learning to Sign</i>                                     | Pattern Spotting<br>Literacy<br>Collaboration<br>Inquiry<br>Perseverance                                                           | Citizenship, Languages, English                                     | Primary Unit 6 Lessons 1-3 PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

# What we offer: Secondary

| WoLLOW Secondary Unit | Content                                                                                                                                                                                                                  | Skills                                                                                                    | Cross-Curricular Links                                                      | Resources                                                                                 |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 0                     | <b>Welcome to WoLLOW</b><br>Introductory Lesson:<br>1. Welcome to WoLLOW                                                                                                                                                 | Pattern Spotting<br>Informed Guessing<br>Inferring<br>Problem Solving<br>Curiosity<br>Inquiry<br>Literacy | Languages, Classics, Geography, History, English                            | Secondary Unit 0<br>Lesson 1<br>PowerPoint<br>Worksheet<br>Crib Sheet                     |
| 1                     | <b>My World of Languages</b><br>1. Languages in my Life<br>2. Multilingual Britain<br>3. What Makes Language<br>4 and 5. Variation<br>6. Code-switching                                                                  | Communication<br>Collaboration<br>Teamwork<br>Active Listening<br>Leadership<br>Literacy<br>Oracy         | Geography, Languages, Citizenship, English, Sociology, Science, Psychology. | Secondary Unit 1<br>Lessons 1-6<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 2                     | <b>The History of English</b><br>1. Celtic<br>2. Anglo-Saxon/Old English<br>3. The Vikings: Villages and Violence<br>4. The Normans/ Middle English<br>5. Early Modern English<br>LINK to unit 11 The History of Writing | Problem Solving<br>Pattern Spotting<br><u>Organisation</u><br>Critical Thinking<br>Creativity<br>Literacy | Classics, History, English, Geography, Languages, Citizenship.              | Secondary Unit 2<br>Lessons 1-5<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

|   |                                                                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                           |                                                                                             |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 3 | <b>How Language Works</b><br>1. Infinitives<br>2. Verb Conjugation<br>3. What is Tense?<br>4. Cases and Declension<br>5. Deconstructing a Sentence<br>6. Word Order and Meaning<br>7. Semantics<br>8. <i>Punctuation and Meaning</i>                                                       | Inquiry<br>Curiosity<br>Collaboration<br>Problem Solving<br>Pattern Spotting<br>Communication<br>Literacy<br>Oracy                 | English, Classics, Languages, Citizenship, Psychology, Science.           | Secondary Unit 3<br>Lessons 1-8<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets   |
| 4 | <b>A Linguistic Journey Around the World</b><br>1. Loanwords<br>2. The Language Tree<br>3. Romance Languages<br>4. Germanic Languages<br>5. Proto-Indo-European<br>6. <i>Arabic</i><br>7. <i>Languages of Ghana</i><br>8. <i>Languages of Kenya</i><br>9. <i>Xhosa: The Click Language</i> | Oracy<br>Active Listening<br>Teamwork<br>Collaboration<br>Creativity<br>Inquiry<br>Pattern Spotting<br>Problem Solving<br>Literacy | History, Geography, Classics, Languages, Sociology, Citizenship           | Secondary Unit 4<br>Lessons 1 - 9<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 5 | <b>Back to School</b><br>1. Back to School<br>2. The Language of Science<br>3. The Language of Music<br>4. The Language of Computing<br>5. The Language of Mathematics                                                                                                                     | Problem Solving<br>Pattern Spotting<br>Creativity<br>Literacy<br>Numeracy                                                          | Science, Maths, Music, Computing, Geography, Languages, Classics, English | Secondary Unit 5<br>Lessons 1-5<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets   |

|   |                                                                                                                                                                                                                |                                                                                                                                                    |                                                                              |                                                                                           |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 6 | <b>Codes and Cryptography</b><br>1. The Atbash Cipher<br>2. The Greek Alphabet<br>3 and 4. Secret and Constructed Languages<br>5. Braille                                                                      | Pattern Spotting<br>Problem Solving<br>Creativity<br>Literacy                                                                                      | Science, Maths, Languages, Classics, English, History, Citizenship.          | Secondary Unit 6<br>Lessons 1-5<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 7 | <b>Creating a Language</b><br>1. Forming a Language<br>2. Choosing Sounds<br>2. EXTRA: The Sounds We Make<br>3. Choosing Words<br>4. Writing Words<br>5. Making Sentences<br>6. My Language                    | Social Skills<br>Communication<br>Teamwork<br>Collaboration<br>Creativity<br>Curiosity<br>Adaptability<br>Leadership<br>Self-direction<br>Literacy | English, Classics, Geography, History, Art, Music, Drama, Science, Languages | Secondary Unit 7<br>Lessons 1-6<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 8 | <b>Language in Literature</b><br>1. <i>Languages in Literature</i><br>2. Being a Literary Critic<br>3. Harry Potter and Latin<br>4. <i>Road Dahl's Blended Words</i><br>5. <i>Shakespeare's Compound Nouns</i> | Creativity<br>Problem Solving<br>Literacy<br>Oracy                                                                                                 | History, Art and Design, English, Classics, Languages                        | Secondary Unit 8<br>Lessons 1-5<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 9 | <b>Reasoning, Rhetoric and Translation</b><br>1. What is Rhetoric<br>2. Rhetoric Around the World<br>3. Rhetoric in Action<br>4. <i>A Taste of Translation</i>                                                 | Critical Thinking<br>Communication<br>Analysis<br>Literacy                                                                                         | English, History, Classics, Languages, Sociology                             | Secondary Unit 9<br>Lessons 1-6<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

|    |                                           |                                                                                                                                                   |                                                                                                               |                                                     |                                                                                            |
|----|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------|
|    |                                           | 5. <i>Translating the Untranslatable</i><br>6. Idiomatic Phrases                                                                                  | Oracy                                                                                                         |                                                     | Teacher Crib Sheets                                                                        |
| 10 | <b>The Movement of People</b>             | 1. Home<br>2. <i>Journey</i>                                                                                                                      | Empathy<br>Literacy<br>Oracy<br>Communication<br>Active Listening<br>Creativity<br>Debate<br>Pattern Spotting | Geography, History, Citizenship, English, Languages | Secondary Unit 10<br>Lessons 1-2<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 11 | <b>The History of Writing and Reading</b> | 1. Why Did Humans Begin to Write?<br>2. Early Forms of Writing<br>3. How Did Writing Spread?<br>4. <i>Writing to Reading: Phonics and the IPA</i> | Innovation<br>Creativity<br>Curiosity<br>Teamwork<br>Problem Solving<br>Literacy                              | English, History, Languages, Geography, Classics    | Secondary Unit 11<br>Lessons 1-4<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |
| 12 | <b>Language and Inclusion</b>             | 1. Braille<br>2. <i>BSL: Why We Sign</i><br>3. <i>BSL: Learning to Sign</i>                                                                       | Pattern Spotting<br>Civic Literacy<br>Collaboration<br>Inquiry<br>Perseverance                                | Citizenship, Languages, English                     | Secondary Unit 12<br>Lessons 1-3<br>PowerPoints<br>Pupil Worksheets<br>Teacher Crib Sheets |

## WoLLoW does....

- Curiosity, exploration, thinking, sharing – fun!
- Literacy
- Oracy
- Equality
- Diversity
- Inclusion
- Empire, migration
- History, Geography, RE, Maths, science
- EAL/multilingualism/family languages
- Cultural understanding/community cohesion: 'It's a civic issue'
- SEND
- Partnerships
- Enthusiasm for languages – and language take-up.

# How WoLLoW Could Work in Your School?

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- Follow the Scheme of Work with a weekly lesson: KS2 or KS3.
- Add WoLLoW to your languages provision.
- Take WoLLoW as a tool for improving literacy and add it to your literacy or English provision.
- Add WoLLoW to your PSHE curriculum.
- Work on a rotation with languages.
- Use WoLLoW as the basis for partnership with other schools: senior pupils teaching younger pupils.
- Use WoLLoW resources at particular time of the year: start of Year 7, post exams, post-SATS, post 11+.
- Use WoLLoW resources for language and cultural celebration events.
- Start up a language or linguistics club.
- Share with parents.

# References – Sophie Vauzour

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# Accessing WoLLOW Resources

Free, accessible and adaptable –  
and anyone can teach it.

[www.theworldoflanguages.co.uk](http://www.theworldoflanguages.co.uk)

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Follow us on LinkedIn

In-person WoLLOW conference at Highgate  
School on June 3rd.

