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WoLLoW



A language project that leads to all languages.

John Cloughton

Oxford, 27th March 2026



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‘I met a traveller from an antique land.’





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Bullock Report, A language for life 1975



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‘No child should be expected to cast off the language and culture of home as he/she crosses the school threshold.’

Forsdick and Bennett: 2025



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- A reformed curriculum must include **meaningful** and **inclusive** language education that exposes students to the **richness of different cultures, identities, and worldviews.**
- With this goal in mind, language education must go beyond traditional topics and instead include **contemporary global issues**, marginalised voices, and **diverse linguistic heritages.**
- Language learning must be reframed not just as a technical skill, but as a **critical and transformative educational practice**, essential to **preparing young people for life in a multilingual and multicultural world.**



Curriculum and Assessment Review 2025: 'a curriculum for all'



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'Our **diversity** and commitment to **equality of opportunity** and **fairness** are some of this country's greatest strengths. Throughout the Review we are seeking to deliver a curriculum that reflects **the issues and diversities of our society**, ensuring **all children and young people are represented**, whilst also exposing them to **a wide range of perspectives** that broaden their horizons. We make an overarching recommendation that the curriculum reforms should be guided by the principle that they **reflect the diversity of our society** and the contributions that have shaped it.'





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References to EAL in Curriculum and Assessment Review

0

References to multilingualism in Curriculum and Assessment Review

1 (footnote 229)





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English	French	Italian	German
Monday	lundi	lunedì	Montag
Tuesday	mardi	martedì	Dienstag
Wednesday	mercredi	mercoledì	Mittwoch
Thursday	jeudi	giovedì	Donnerstag
Friday	vendredi	venerdì	Freitag
Saturday	samedi	sabato	Samstag
Sunday	dimanche	domenica	Sonntag



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English	Polish	Urdu	Persian	Your language
Monday	poniedziałek	Peer	doshanbeh	
Tuesday	wtorek	Mangal	seshanbeh	
Wednesday	środa	Budh	chaharshanbeh	
Thursday	czwartek	Jumeraat	panjshanbeh	
Friday	piątek	Juma	jom'e	
Saturday	sobota	Hafta	shanbeh	
Sunday	niedziela	Itwaar	yekshanbeh	



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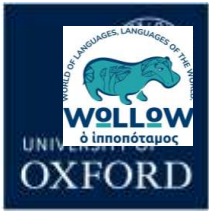


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Τηλεφωνη



Name your subject



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Ίστορια
Γηογραφια
Μαθηματικα
Φυσικα
Ψυχολογια

Βιολογια
Οικονομικα
Φιλοσοφια
Τεχνολογια





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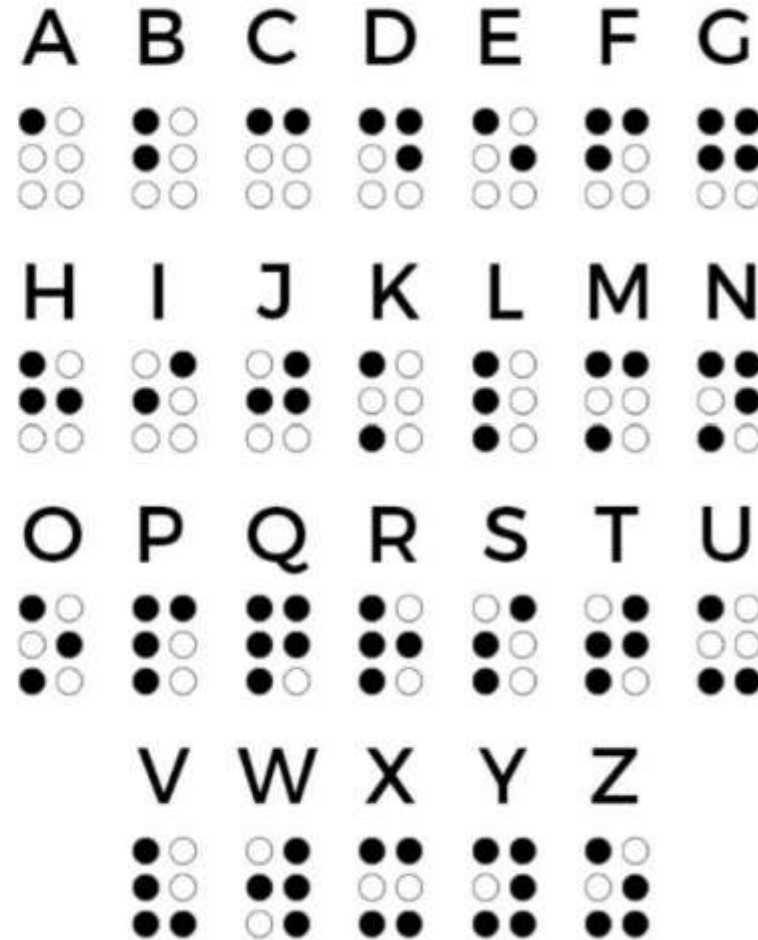
Loughborough



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?)



Some (of the 200+) WoLLoW lessons



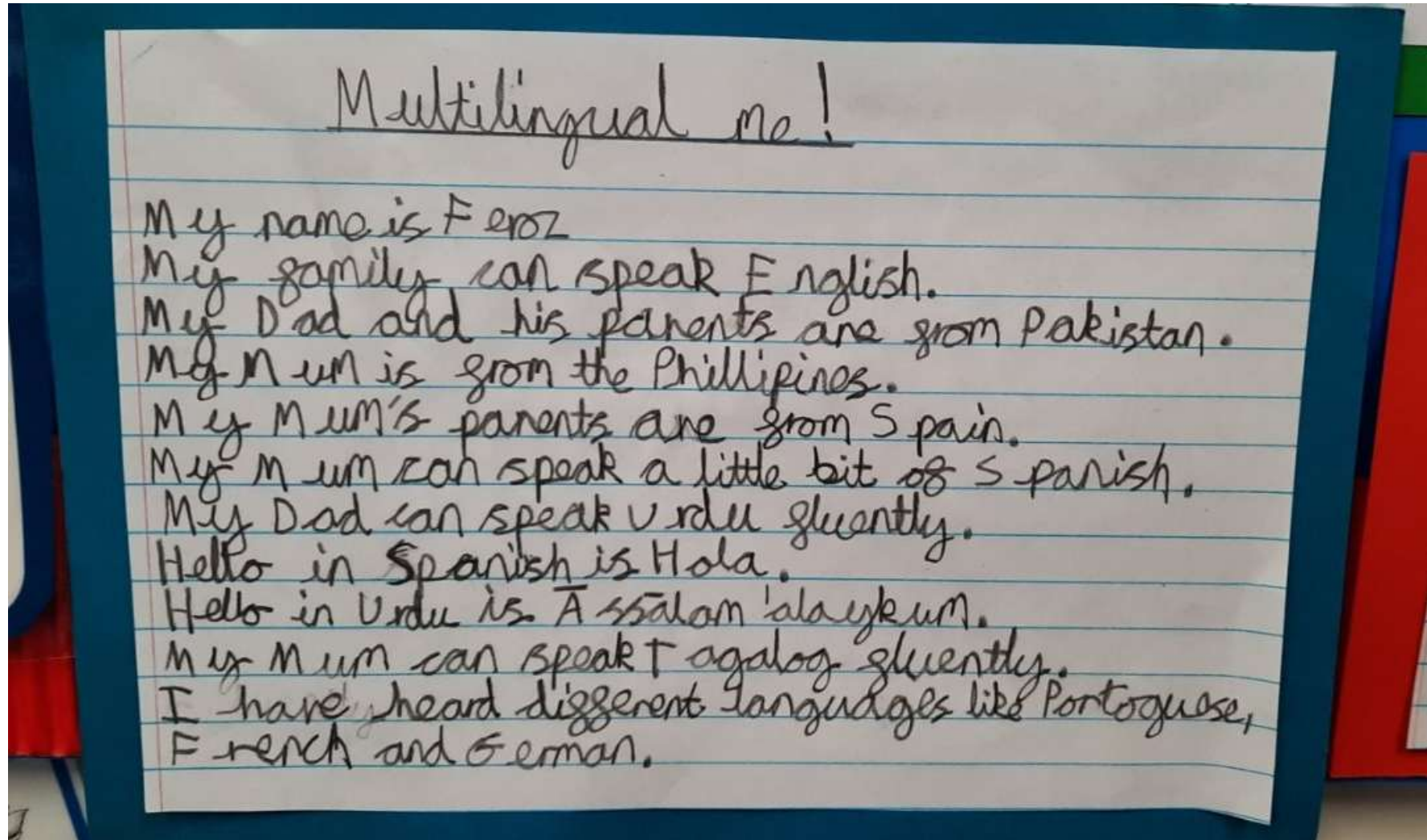
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- Multilingual Me
- Language Detective
- Clever Celtic
- Nifty Norse
- Alphabets
- Writing
- Nouns, verbs and word order
- Language Trees
- Germanic and Romance Languages
- Sanskrit, Hindi and Urdu
- Xhosa
- Arabic
- Languages of Ghana and Kenya
- Making a language
- Code-breaking
- Braille
- Sign language
- Language and Literature



Multilingual me.





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1. WoLLoW does Language Awareness (LA) Knowledge about Languages (KAL), languages preparation, metalinguistics and metacognition.
2. WoLLoW does curiosity, code-breaking, problem-solving and fun.
3. WoLLoW does oracy and dialogue.
4. WoLLoW does literacy, grammar, spelling, vocabulary.
5. WoLLoW does interdisciplinarity.
6. WoLLoW does inclusion.
7. WoLLoW does diversity.
8. WoLLoW does mutual understanding.
9. WoLLoW does multiculturalism.
10. WoLLoW does multilingualism.
11. WoLLoW does a sense of belonging.
12. WoLLoW does a sense of identity.
13. WoLLoW does parental engagement.
14. WoLLoW does migration, empire, colonialism.





Woore, Molway, Mutton Oxford October 2025



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We recommend dropping the requirement for pupils to make ‘substantial progress in one language’ at KS2. Instead, **the focus of the primary school Languages curriculum could be on developing an understanding of Language** more broadly, igniting pupils’ **curiosity** about **world languages and cultures**, and building **transferrable skills** to support the learning of individual languages later in their school career. **A recent, concrete example of this approach is WoLLOW.** It would enable classrooms to draw on the **diverse linguistic expertise** of their members (for example, heritage and home languages); and it would open up possibilities for community investment. The approach would also significantly reduce the issues currently encumbering primary-to-secondary transition.



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Sophie Vauzour (UEA): Language Learning Journal, January 2026

The World of Languages and Languages of the World (WoLLoW): a pupils' voice study on primary languages and multilingualism

<https://www.tandfonline.com/doi/full/10.1080/09571736.2025.2591315#abstract>

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