



Carlton VC Church of England Primary School

English Policy 2024

Work hard, reach for the stars and you will go far'

Approved by:

Mrs J Bevis and the
Governing Body

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Written by:

Mrs A Frost, Mrs J Notaro &
Mrs C Williams

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Aims

This policy is for the staff in our school. It aims to set out:

Our approach to teaching, monitoring and assessing English and literacy knowledge and skills

How we will make sure our provision for the teaching of English and literacy is of consistently high quality

Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

Curriculum Vision

At Carlton Primary school we want to create a love for reading and writing that inspires and challenges all children to achieve their full potential, through engaging teaching and setting high expectations. We want to provide all of our children with the tools to enable them to feel successful in reading and writing, so that they can feel that sense of achievement. We want our children to immerse themselves within their reading and be transported to different places and to approach their writing as author's; composing writing that they automatically edit and improve showing their desire to be the best that can be.

'Reading is like breathing in; writing is like breathing out' Pam Allyn

What do we want to achieve?

At Carlton Primary School, we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum. We want our children to be focussed listeners and confident speakers who can share their opinions and verbalise their thinking and processes.

Our youngest children will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at Carlton Primary School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of

different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

How will we do this?

Our English curriculum at Carlton Primary School is delivered with the support of Twinkl Phonics, Accelerated Reader, VIPERS and 'The Write Stuff' sentence stacking approach. Planning is individualised to each class and the teachers adapt the resources to the needs of the class. The schemes are used to support teachers to deliver well-structured and exciting learning opportunities that enable our children to learn, revisit and progressively develop their skills in English at an age-appropriate level.

What outcomes do we want for our children?

At Carlton Primary School, all pupils make excellent progress in English. This starts with a firm foundation in EYFS, with 72.8% of pupils achieving their Early Learning Goals in literacy which is above the average in England being 68% in 2022.

Our end of KS1 assessments for 2022 show that the percentage of pupils achieving expected outcomes in Reading is 100% and for Writing it is 100%. Children that had greater depth in these subjects were 23.1% and 15% respectively. This is supported by the high number of pupils that pass the Phonics Screening Check at the end of year 1, with an 78% pass rate. This is a direct result of our excellent phonics curriculum and teaching.

The vast majority of our older pupils are equipped with the English skills they need to succeed at secondary school when they leave us. This is reflected in our end of KS2 assessments for 2022 with 84% of pupils meeting expected outcomes in Reading and 84% of pupils meeting expected outcomes in Writing.

Through evaluation of work in children's books at Carlton Primary School, it is clear to see the high quality of writing throughout the school. Children are able to confidently talk about their work in English lessons and can apply age-appropriate skills and knowledge in their work. They are willing to take risks and learn from their mistakes, showing both perseverance and resilience in English learning.

Our children leave us confident in all English skills and we hope they have a passion for reading and writing for life.

Roles and responsibilities

The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

The English Subject leader

Our English subject leaders are responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

Curriculum

Our English curriculum at Carlton Primary School is delivered with the support of Twinkl Phonics, Accelerated Reader, VIPERS and 'The Write Stuff' sentence stacking approach. Planning is individualised to each class and the teachers adapt the resources to the needs of the class. The Natural Curriculum is adapted to teach a daily SPAG focus (focused within the morning work) which will then be used within the Sentence stacking lessons. The schemes are used to support teachers to deliver

well-structured and exciting learning opportunities that enable our children to learn, revisit and progressively develop their skills in English at an age-appropriate level.

Phonics

The teaching of Twinkl phonics supports children in EYFS and KS1 to develop their phonic knowledge. The rest of the school continue to use phonics to aid with reading and learning spelling patterns. We use a synthetic approach which guides them step by step, from learning initial sounds to reading and writing sentences with confidence and fluency. As part of this, children in EYFS and KS1 also begin to learn correct letter formation, which help them to form a fluent and correctly joined handwriting style. We teach a pre cursive style. as attached and children are given time to practise writing letters with good adult modelling. Teachers in these year groups are regularly given CPD opportunities to update and refresh their phonics teaching in line with the school approach. Please also see the phonics policy for further details on phonics Education.

Reading

Our reading scheme, Rhino Readers, in EYFS and KS1 is created to build incrementally alongside the Twinkl Phonics progression levels. In addition to this we also use phonically decodable books from other schemes which have been carefully matched to the Twinkl phonics levels. This ensures that children are reading books that they are able to decode with the level of phonics they have been taught. In this way we build confidence as children expect to be successful when reading. Children use these "reading" books both at home and in school. Teachers listen to children read regularly. This is not a passive process it is a time when teachers are able to work with children in a 1 to 1 context teaching key skills, assessing progress and supporting children in their next steps and targets. Children are treated as individuals and can practise the skills, that they need to work on in a supportive context.

In addition to the levelled "reading" books the children in EYFS and KS1 can take home a "sharing" book. These books are not levelled and children are not expected to read these books independently. "Sharing" books are intended to be shared. Adults or older children should read these books to the children looking at the pictures acting out stories and having fun. In this way reading is shown to be a pleasurable activity not a chore. To support adults in this process Mrs Williams has produced an information leaflet (see appendix) which is distributed to all parents. She also holds a Reading and Phonics Workshop each Autumn term where parents can learn about how to support their child and ask any questions too.

Within Year R and Year 1 the focus of reading is based around Twinkl phonics, the children have a story which develops across the week within their Phonics lesson, retrieval and inference are used within these. From year 2- 6 the VIPERs approach is developed further. We use materials from the Literacy Shed and Ninja comprehension to develop the children's comprehension skills. Within Key Stage 2 there is a daily focus on these either through discussion or through a written assessment.

As soon as children are ready, usually during Year 2, we move them onto the Accelerated Reader Programme. Accelerated reader provides children with a wide range of levelled books which they can choose within a set range. After reading each book the children answer online comprehension questions about it. Children continue to be heard to read by adults in school on a regular basis. Children are rewarded with certificates if they achieve personal targets on Accelerated Reader or within their class reading. These are the Reading Champion Certificates and are celebrated in the Friday Celebration assembly.

Writing

In EYFS the children access writing in a variety of ways. Writing for young children should be meaningful, purposeful and fun. If we fail in this at this point we can put children off writing for life. Writing is a complex process and involves the combination of a variety of skills including: motor skills, phonological awareness, communication and language skills, PSED skills, spatial awareness etc. It should not be seen in isolation but as a part of a much bigger whole. Children do not develop within subject areas but in a wholistic and multidisciplinary way. Success in writing is only possible if success in all other areas is promoted and valued too.

We offer opportunities to write throughout the learning environment. Writing is seen as part of our play and our learning. Writing notes to each other, signs, recipes in the mud kitchen, names on work, labeling things that are important to us, lists of things we need etc. Role play is a particularly strong stimulus for writing – food orders in the café, shopping lists, police reports, doctors notes and prescriptions, receptionist's appointment books etc.

In addition to this we also run Helicopter stories. This is a system which brings to life children's story writing. Children are natural story tellers, you only need to listen to them play to realise this. Through Helicopter stories we support children in recording their stories and later telling them to the other children. It begins by the adult scribing the child's story. We scribe exactly what the child says. We do not correct grammar. We repeat the words as we write them showing the child as we write. We encourage the child to slow down so we can write exactly what they say and check with them that we have it right. Later in the week we then take the opportunity to create a stage area and children choose actors to help them tell their story. In this way there is a magic, a purpose and a motivation for their story being written. Over time the children develop confidence and begin to 'help' to write the stories and then eventually will write them independently.

For more information on early writing please see the EYFS progression of skills documents.

In KS1 the children begin by focusing upon key skills, handwriting, using their phonics within their writing and have daily English sessions. Initially, at the start of the year Year 1 will revisit foundational writing skills with the progression towards completing Jane Considine writing units like the rest of the school. To facilitate this, Year 2 children will be taught English separately by one teacher following the Jane Considine unit, while Year 1 lessons will adopt an approach more aligned with Early Years Foundation Stage (EYFS) methods, rather than the Jane Considine scheme. This is to aid the transition from EYFS to a more formal KS1 setting. Once children have developed their core skills, they will join the Year 2s for Jane Considine sentence stacking lessons.

In KS2 'The write Stuff' (sentence stacking) approach continues. The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the

structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

This research informed and evidence based systems provide structures for success, enabling teachers to deliver outstanding results, through the systematic approach used within the plans. The sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

Speaking and Listening

In EYFS Communication and Language is a prime area of learning and is key to all other areas. It is intrinsic in all we do. Playing and talking with the children we model speaking and listening skills, help them to build their vocabulary and develop their phonological awareness. Helicopter stories is also a key component to developing the children's communication and language skills. It provides purpose to talk and opportunity to share and perform, gradually building ability and confidence.

In KS1 children continue with continuous provision which provides huge opportunities for speaking and listening. Children are able to discuss their ideas, negotiate solutions, share their thoughts, role play, tell stories, recount their experiences. This is in addition to structured speaking and listening activities led by an adult such as Show and tell, performing in school productions, listening games etc.

Children have many discussions in class and children are taught how to present and to debate having respect for others as speakers and reflect upon the opinions of others. Within 'The Write stuff' approach as part of the initiate lesson speaking and listening is focused heavily upon. The children take part in drama, discussions and experience sessions. Children also have the opportunities across the year to take part in class assemblies and performances to practise their skills to an audience.

Spelling

In EYFS spelling is part of the Twinkl phonics programme. Children are taught the phonic system and how to segment words to spell them. They are taught some spelling rules as they progress to help them distinguish between different graphemes for the same phoneme and choose the correct one. The twinkl phonics programme also provides a structured approach to teaching the spelling of common exception and tricky words. These words are taught as part of the class lessons and also sent home to practice with parents.

In KS2 use the Twinkl Spelling Programme which complements the Twinkl Phonics Program thus providing continuity for our children. Spellings are taught explicitly

each week and Look, Say, Cover, write. Check completed nightly for regular practice. Children are tested each week by using the words in dictated sentences.

Handwriting

We use the Twinkl cursive joined script and all work typed or written for children is modelled in this style. Regular handwriting sessions take place and children know that presentation is very important

In EYFS and Year 1 children learn the correct formation of letters and the simple lead out strokes.

Reading

In Key stage 2, the school has daily VIPER sessions for at least 30 minutes. Fiction, non-fiction and poetry are on a 3 week cycle. Each session is structure differently to ensure coverage and development of each skill.

- 1) Monday – long comprehension focusing on summerising and sequencing.
- 2) Tuesday – quick comprehension focusing on stamina and short bursts of all the VIPERS skills.
- 3) Wednesday – echo reading focusing on expression, reading fluency, retrieval and explaining/prediction
- 4) Thursday – long comprehension (same text as Monday) focusing on vocabulary.
- 5) Friday – pleasure for reading to promote a love.

KS1 have five small focus groups that each take part in a targeting VIPERS sessions using the quick comprehension which is suitable to their reading level. After Christmas, the years 2 will build on accessing on more in-depth text and using their VIPERS skills with these.

Timetabling

The school teaches writing daily focusing upon SPAG, composition and independent writing. In Key stage 1 Twinkl phonics is taught for at least 45 minutes a day and is then also followed up upon throughout the day whenever any reading and written work is completed.

Spag timetable:

- 1) Monday – handwriting
- 2) Tuesday – up-level a sentence

- 3) Wednesday – spot a spag feature in a book (children will work through the spag focus for their key stage within these sessions – supporting Jane Considine).
- 4) Thursday – spelling focus (including statutory spellings).
- 5) Friday – spelling test and new spelling rule for the next week.

Reading:

In Key stage 2, the school has daily VIPER sessions for at least 30 minutes. Fiction, non-fiction and poetry are on a 3 week cycle. Each session is structure differently to ensure coverage and development of each skill.

- 6) Monday – long comprehension focusing on summerising and sequencing.
- 7) Tuesday – quick comprehension focusing on stamina and short bursts of all the VIPERS skills.
- 8) Wednesday – echo reading focusing on expression, reading fluency, retrieval and explaining/prediction
- 9) Thursday – long comprehension (same text as Monday) focusing on vocabulary.
- 10) Friday – pleasure for reading to promote a love.

KS1 have five small focus groups that each take part in a targeting VIPERS sessions using the quick comprehension which is suitable to their reading level. After Christmas, the years 2 will build on accessing on more in-depth text and using their VIPERS skills with these.

Writing:

At the completion of a unit of work the children follow 'The Write Stuff' approach and spend a week planning and writing their own independent write. This is then used as assessment to identify next steps and areas of misconception that need to be revisited. For spelling, Key stage 1 use the spellings from their phonics level and in Key stage 2 Twinkl spellings is used. Alongside this the common expectation words are intertwined and form part of the morning spag sessions when relevant to the writing. SPAG is then interwoven into the 'The write Stuff' approach and sequentially builds over the year. Spoken language is addressed through drama, debates, class discussions, assemblies and productions, school council, PSHE and the experience sessions within 'The Write stuff' approach.

Cross-curricular links

- We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:
- Annotating sources
- Group discussions
- Comprehension
- Topic research

Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson. Blooms Taxonomy is used throughout our planning to facilitate differentiation.

Marking and feedback

All marking and feedback is carried out using our marking policy and this enables the children to have quality feedback.

- Feedback will be through both written and oral means so that pupils know what they are doing well, and what they need to do next to continue to improve their work. See marking and feedback policy for more detailed information about this.

Monitoring, assessment and moderation

Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

The headteacher/subject leader will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

Assessment

We track pupils' progress using a variety of methods:

In EYFS key workers work with their key children developing close relationships and getting to know the child very well. Through interaction and observation, the key worker is then able to assess the child's development against the Birth to 5 Matters statements. They record this in a progressive assessment document ascribing dates for best fit with in the ranges. These assessments then feed into the child's next steps and the key worker is able to plan enhancements to support those next steps. This close professional relationship also allows the key worker to make professional judgements which feed into the pupil profile at the end of the Reception year.

In KS1 and KS2 a combination of formative and summative assessment is undertaken. Formative assessment is completed daily and recorded onto Sonar (the school tracker) and assessments takes place half termly in Key Stage 2 and termly in Key Stage 1. Assessments in Key stage 1 will not necessarily be through a formal assessment they maybe through observation, discussion with the children, book scrutiny.

Formal assessments undertaken are:

- The 2 year old progress check – prime areas (communication and language)
- EYFS Pupil profile at the end of Reception year
- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS2
- We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report at the end of the year

Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work
- We will refer to the Standards and Testing Agency (STA)'s exemplification materials for KS1 and KS2 to support with this.
- We will moderate teacher assessments of reading and writing through the National Curriculum.
- Moderation will be completed within staff meetings to check for consistency and accurate feedback and assessments.

- Evidence is collected through observation, scrutiny of independent work and class work and discussions with class teachers in pupil progress meetings

Learning Environment

Pupils will learn English in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme
- Display 'The Write Way' Pictorial symbols, the working wall for that topic and support cards for children to access throughout the lesson.
- Children's work will also be displayed to celebrate all children's work

Resources

Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

- It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.
- Once we've chosen our books, we will:
- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories
- Share the list with parents, and explain its purpose, so they can buy or borrow the books

Book Corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there
- When arranging the book corner, teachers will:
- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include around 20 of the children's favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

Rhymes and Poems

We will choose rhymes and poems that will develop pupils' language skills. These will include:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes
- Nonsense rhymes
- Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils' vocabulary in different areas of learning

Dictionaries and Thesauruses

- To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses. In key stage 2 the children have at least enough for 1 between 2. In key stage 1 there are selection of different levelled dictionaries and thesaurus to suit the need to the learner. For children whose reading age is not age at expected there is also a selection of levels within the key stage 2 class. The iPad are also used, particularly within year 5 and 6 to provide children with an even wider range of vocabulary.

Review

- This policy will be reviewed every year by the Head Teacher, English lead and Governors. At every review, the policy will be shared with the full governing board.

Links With Other Policies

- This policy links with the following policies and procedures:
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- Phonics Policy

Appendix

1. Reading Together Leaflet

Reading Together

How to help Your child learn to read and love books



Say the sounds Talk about the pictures Recognise the letters
 Play Games Love Reading
 Discuss the story Act it out
 Build vocabulary Follow the instructions Say the rhymes

Have fun!

This Leaflet will help you to deepen your child's learning and enjoyment when reading "real" books.

Sharing "Real" Books

Reading is so much more than learning to decode the words: it is about enjoyment, opening up new worlds, building vocabulary, exploring new ideas and ways of life, developing imagination and learning new facts and ways to think. Reading is for purpose and also for pleasure.



In order to encourage your child to become a lifelong reader it is important that they learn to read for pleasure.

The "sharing book" is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them.

Enjoy the story

- Ask them to join in with repetitive text such as "we're going on a bear hunt..." "Oh Grandma what big eyes you have!"
- Spot rhyming words and think of more that could rhyme with them.
- Laugh at the funny bits
- Act it out
- Do actions
- Do voices for the characters.



Talk about the vocabulary

- "What does that word mean?"
- "Can we say it in a sentence?"
- Let's find a picture of one on the internet

Discuss the pictures

- What can they see?
- What is happening in the background?
- How do you think the pictures were made? Paint, Pen, Crayon, Computer?
- Are there things happening in the pictures that aren't in the words?
- Play I spy
- Is there any text in the pictures? What does it say?
- Talk about speech bubbles



Talk about the story

- Predict what might happen next.
- Discuss why a character might have done something.
- Discuss what a character might be thinking or feeling.
- Ask if they have ever done anything like that or felt that way?
- Have they ever been anywhere like that?
- What do they think it would be like?



Non-fiction

- Enjoy the new facts, be amazed and interested (even if inside you are not)
- Encourage them to draw pictures of the things they have learned.
- Let them "write" about it, even if you can't read it back for them.
- Let them tell you what they wrote and praise their efforts
- Try our new recipes
- Try our experiments
- Follow instructions to make something




How else can I help my child learn to read?

Tricky Words

Help your child learn the tricky words by:

- Playing Snap
- Playing the memory game
- Uprong the words in different media in different places
- Spot the word in their sharing book and in text around them
- Play hide and seek with the words



Phonics

- Sound out words orally e.g. "Can you get your C, o, a, t?"
- Learn and say the pure sounds without an "ai" on the end e.g. sssssssss not sub-
- Use the mnemonics to remind your child of the sounds
- Play I spy
- Help them practise writing the letters with the correct sequence of movements.

Doing

Make reading and books part of everyday life even if the actual book is not with you e.g.

- Go on a "Bear Hunt" walk, using repetitive language from the story, "we're going through some mud, squelch, squelch"
- Remind them of stories you have read together which are relevant to what you are doing e.g. going to the dentist "Do you remember that story called Open Wide? Do you think there will be any animals at the dentist today?"
- Recite a favourite poem with them
- Visit a museum and read the labels on the exhibits
- Follow a recipe together
- Listen to Audio books in the car
- Make a shopping list for them to help with food shopping

We are here to help! Please talk to us if you have any questions.

Download at:

<https://www.carltoncofeprimary.co.uk/page/?title=Squirrels&pid=13>