

English at St Paul's C of E School in KS1 2026

Intent

At St Paul's, we believe that English is at the heart of learning. Through reading, writing, speaking and listening, children develop the knowledge, vocabulary and confidence they need to understand the world around them and to express their own ideas, thoughts and creativity.

Our English curriculum aims to develop **confident, fluent and enthusiastic readers and writers** who are able to communicate effectively for a range of purposes and audiences. We want every child to discover the pleasure and power of language and to develop a lifelong love of books, reading and writing.

In EYFS and KS1 our focus is on children's secure acquisition of phonics, early reading skills and early writing skills.

We're teaching
every child to
read with



Little Wandle
**LETTERS AND
SOUNDS**

★ ★ ★
REVISED

TM

A complete SSP validated by
the Department for Education



St. Paul's
C of E Primary School

Let's help every child
thrive



Phonics and Early Reading KS1

We believe that becoming a successful reader begins with strong foundations.

From EYFS, children follow the **Little Wandle Letters and Sounds Revised** programme, providing a systematic and consistent approach to phonics and early reading.

As children develop their decoding and fluency, we nurture a love of reading through a rich and diverse range of high-quality texts.

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Useful terminology - used across the whole school



Phoneme - The smallest unit of sound that can be identified in words.

Grapheme - A letter or group of letters used to represent a particular phoneme when writing.

Digraph - A grapheme using two letters to represent one phoneme.

Trigraph - A grapheme using three letters to represent one phoneme.

Split vowel digraph – A digraph representing a vowel sound where its two letters are split by an intervening consonant.

take

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.

Teaching order – 4 new sounds a week + a review lesson



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code:



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCVCC CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words and compound words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

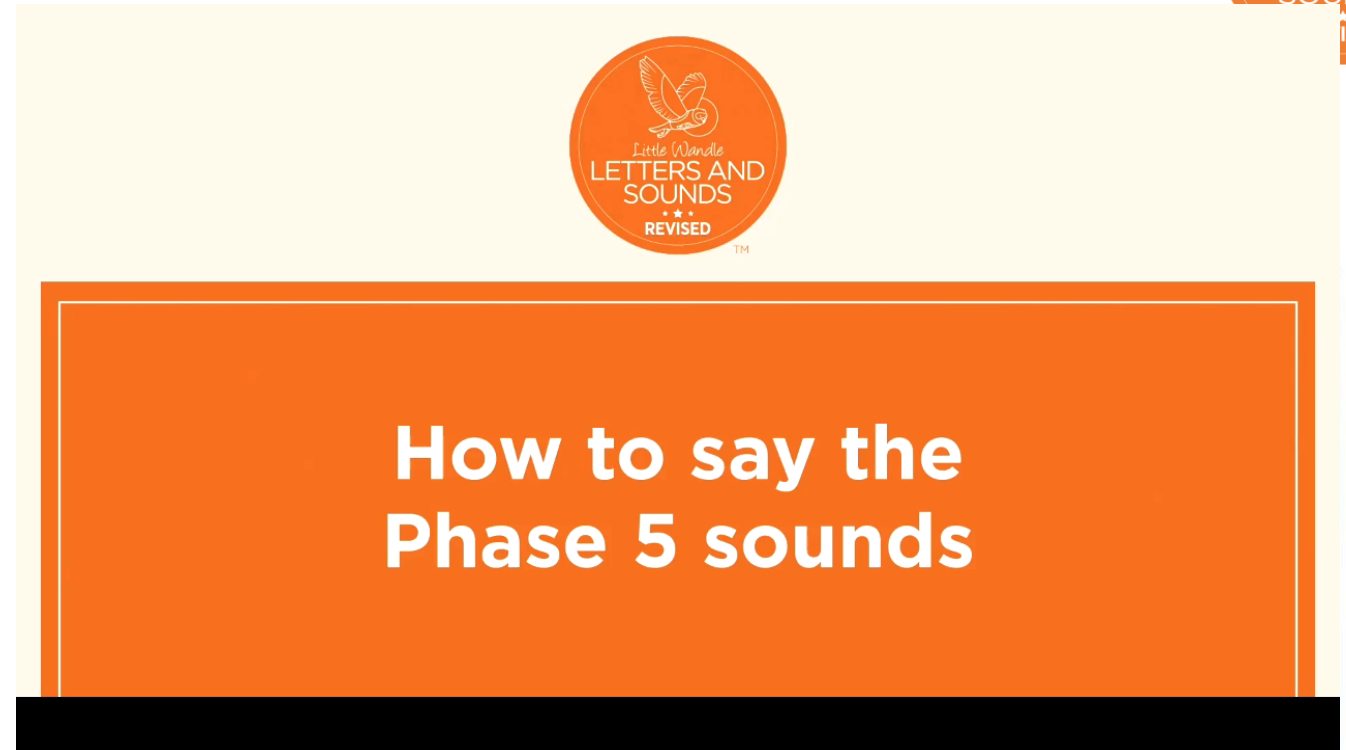
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

In Year 1 (and 2) your child will be taught:

- Phase 5 graphemes
- new graphemes for the Phase 2 and 3 sounds
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent





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Phonics Screening Check

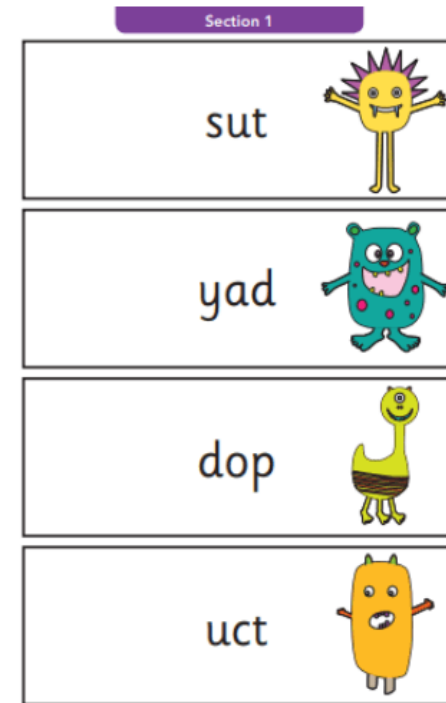
In the summer term, Year 1 children will have the Phonics Screening Check



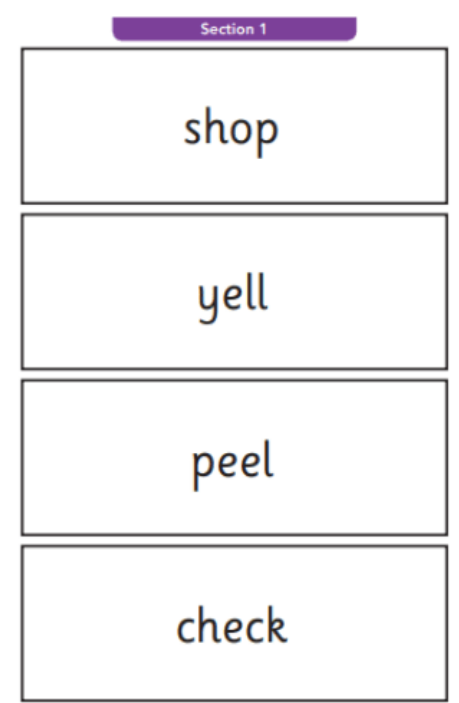
What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.



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How does the check work?

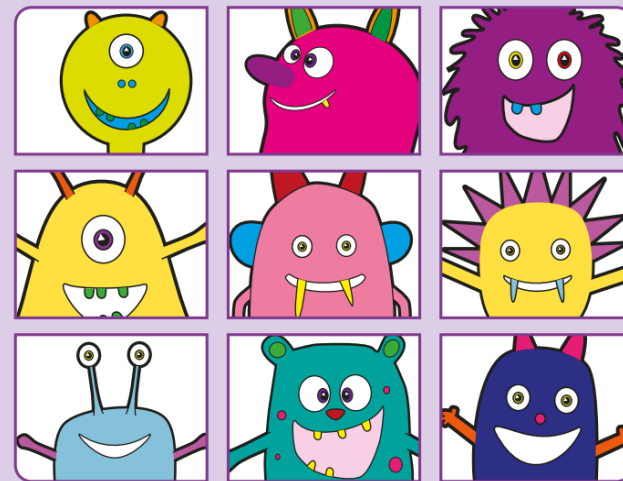
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials





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Reading in KS1

All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.



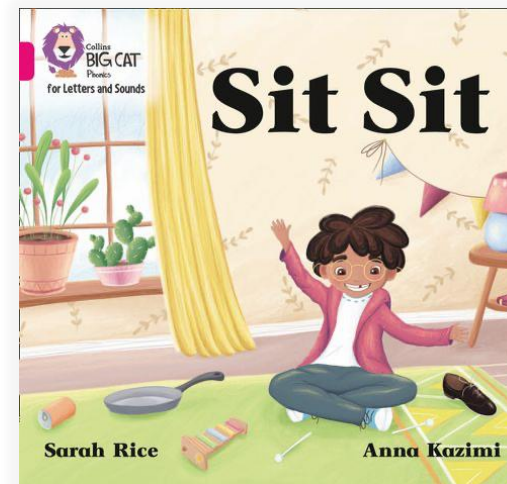
*A love of reading is
the biggest indicator
of future academic
success.*

OECD (The Organisation for Economic Co-operation
and Development)

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



-
- Little Wandle**
- Fluency
Levels 1-10



Writing in KS1



'We believe in the power of stories to shape understanding, spark curiosity and transform learning.'

At St Paul's we recognise that learning to write is complex and requires both **transcription and composition**.

Our approach places strong emphasis on developing firm foundations in the skills that enable children to write fluently.

We take a **mastery approach to the foundations of writing**, explicitly and systematically developing children's skills in **handwriting, spelling and sentence construction**.

"Beginner writers are required to think consciously about everything they are doing while writing, from holding the pen correctly to forming letters legibly, combining them accurately in words, before they can even think about using those words to express ideas."

The writing Framework 2025



Across EYFS to Year 6, we use **Literacy Tree** to support our English curriculum.

Carefully selected, engaging books provide the stimulus for reading, discussion, vocabulary development and writing. Through exploring high-quality literature, children encounter a wide range of authors, characters, cultures, experiences and perspectives.

We want every child to see themselves as a writer

Handwriting at St Paul's



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“The importance of handwriting in developing pupils’ writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils.” The Writing Framework 2025



Handwriting will be taught regularly and explicitly in every year group.



‘Ready to write’ routines will be used at the start of each session.



EYFS –children will developing fine and gross motor skills before introducing letter formation.

Year 1 – children will focus on correct letter formation.

Year 2 – Children will start to use some of the diagonal and horizontal strokes to join letters.

Year 3&4- Children will improve legibility, consistency and quality of joined handwriting.

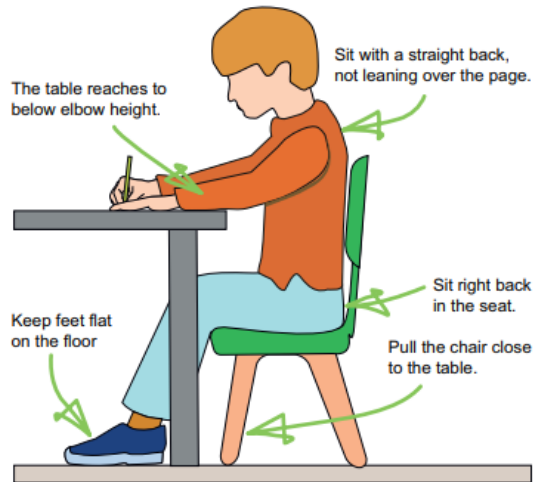


Year 5 & 6 – children will continue to practise handwriting discretely to develop fluency and automaticity.

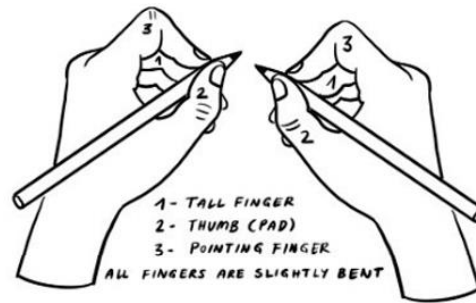
“Ready to write” checklist: the four Ps

Posture	☒
Pencil grip	☒
Paper position	☒
Pressure	☒

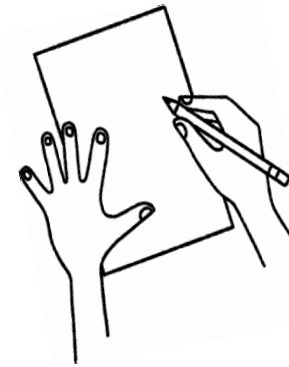
Posture



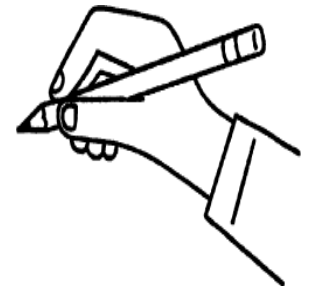
Pencil grip



Paper position



Pressure



lowercase letter formation and rhymes



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 Around the astronaut's helmet, and down into space.	 Down bear's back, up and round his big tummy.	 Curl around the cat.	 Round the duck's body, up to its head and down to its feet	 Around the elephant's eye and down its trunk	 Down the flamingo's neck, all the way to its foot, then across its wings.	 Round the goat's face, up to his ear; down and curl under his chin.	 Down, up and over the helicopter	 Down the iguana's body, then draw a dot [on the leaf] at the top.
 All the way down the jellyfish. Dot on its head.	 Down the kite, up and across, back and down to the corner.	 All the way down the lollipop.	 Down, up and over the mouse's ears, then add a flick on the nose.	 Down the stick, up and over the net.	 All around the octopus.	 Down the penguin's back, up and round its head.	 Round the queen's face, up to her crown, down her robe with a flick at the end	 From the cloud to the ground, up the arch and over the rainbow
 Under the snake's chin, slide down and round its tail	 From the tiger's nose to its tail, then follow the stripe across the tiger.	 Down and around the umbrella, stop at the top and down to the bottom and flick	 Down to the bottom of the volcano, and back up to the top	 From the top of the wave to the bottom, up the wave, down the wave, then up again.	 Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	 Down and round the yo-yo, then follow the string round.	 Zip across, zag down and across the zebra	

Little Wandle
Handwriting

Capital letter formation

A	G	M	S	Y
B	H	N	T	Z
C	I	O	U	
D	J	P	V	
E	K	Q	W	
F	L	R	X	



Digits 0 – 9 formation

0	4	8
1	5	9
2	6	10
3	7	

Pre-Cursive letter formation

Introduced in Year 2

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



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Spelling in KS1

Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Year 2 Spelling program

BUILDING ON THE ALPHABETIC CODE
SO CHILDREN SPELL WITH CONFIDENCE



Little Wandle Spelling: Programme progression

Spelling units

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -ll or -el?	Review	to/too/two

Term	Weeks of teaching	Programme focus
Year 2 Autumn 1	5 weeks	Phase 5 review
Year 2 Autumn 2	5 weeks	Bridge to spelling
Year 2 Spring and Summer	20 weeks	Spelling

Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
	Week 5				

- In Year 2, your children are now beginning to learn spelling rules as detailed in the National Curriculum.
- The children will look at a new rule each week
- A paper copy of the words will be sent home.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Tricky Words or Common exception words:

- have irregular spelling patterns and cannot be decoded for reading and writing using phonics.
- Need to be able to 'sight' read and spell off by heart.

Exemplification - Summer Term

'Working at' Year 1 : Peggy

Piece A: Narrative

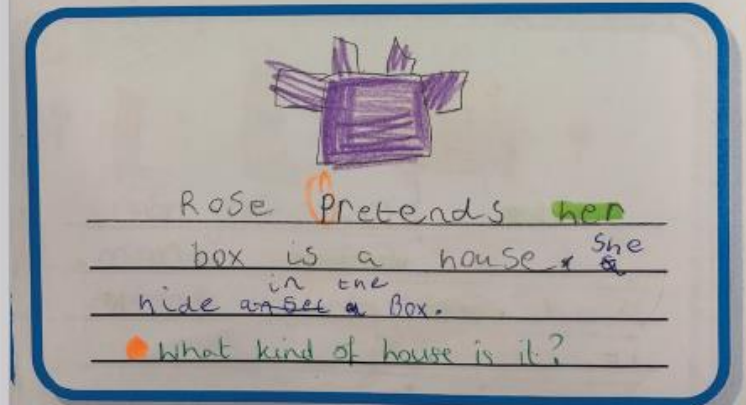
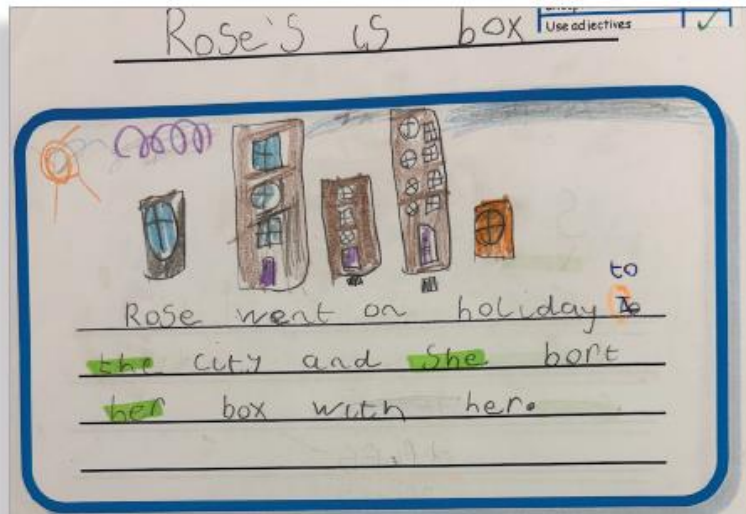


The child has written a narrative following a sequence of learning using the book 'The Sea Saw' by Tom Percival.

C = Composition

GP = Grammar and Punctuation

T = Transcription



Piece B: Poster

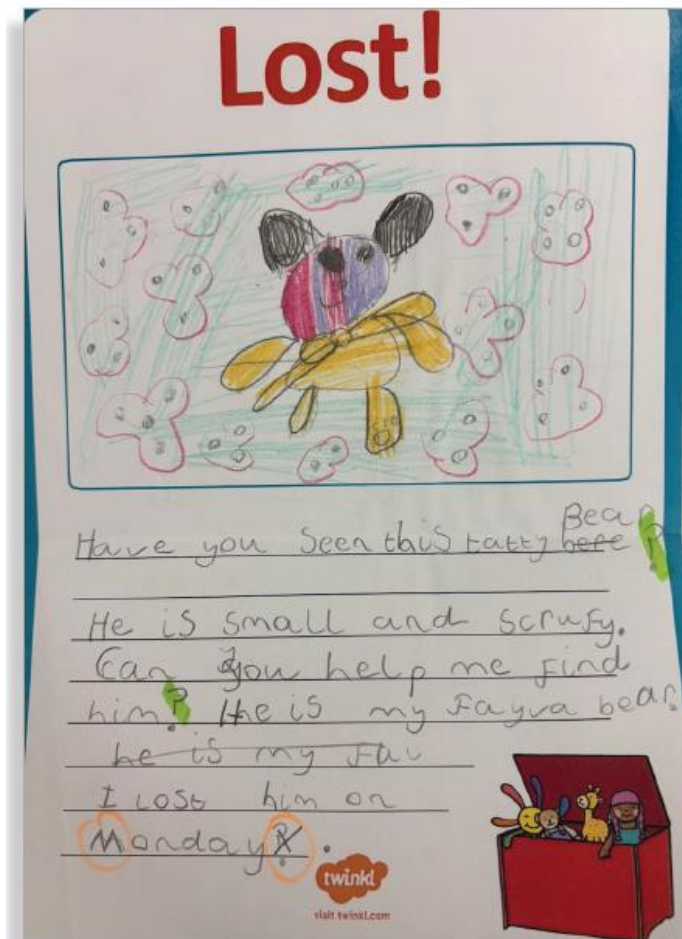


The child has created a 'lost' poster for a teddy bear following a sequence of sessions using the book 'The Sea Saw' by Tom Percival.

C = Composition

GP = Grammar and Punctuation

T = Transcription



Piece C: Narrative innovation

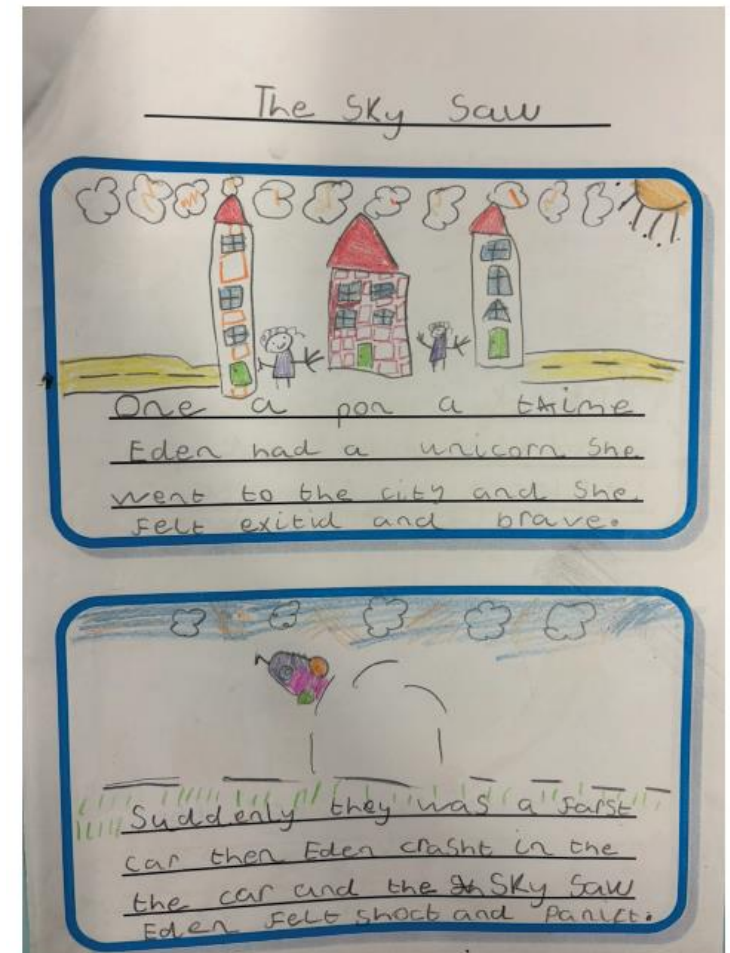


The child has written a poem following a sequence of learning on the text 'The Sea Saw' by Tom Percival. In the sequence they have discussed toys and how it feels to lose a toy, they have developed descriptive language and created a 'lost' poster. This is a final outcome of a narrative innovation, bringing together their skills.

C = Composition

GP = Grammar and Punctuation

T = Transcription



Key stage 1 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 1](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

End of KS1 (Yr 2)

Example of writing levelled as 'Working at' the age related expected level.

Piece E: Description

This was part of a topic on the Great Fire of London and based around the book *Tell me a Dragon* by Jackie Morris. Earlier in the week, the pupils had looked at fronted adverbials in an oral grammar lesson and pupils were applying this knowledge in this writing. Kim has edited and proof-read the work.

Key

[C] composition
[GP] grammar and punctuation
[T] transcription

The pupil has engaged well with describing the dragon and enjoyed using similes such as 'sizzle like dynamite'. As the piece develops, the dragon is increasingly described as the sun rather than being described as simply 'like the sun'. The reader is told that 'When he goes to sleep, the fire in the sun goes out.'

The different sentence structures in this writing contribute to its variety and interest. The dragon's powers are listed in sentence 7: turning things to stone, making people catch fire and making things explode. The pupil punctuates this multi-clause sentence correctly throughout.

The present tense is correct and consistent throughout the description. Modal verbs are used to suggest possibility in terms of the dragon's likely behaviour: *If you make him angry, he will breath rings of fire at you and when he gets angry, he will thow you in the sun.*

[C] [GP]

My dragon is a fire dragon. his breth can make cars sise like dinamite. If you make him angry, he will breath rings of fire at you. Wen wWhen v he flys; he lights up the sky li like the sun. hHe lives in the center of the sun. wWhen, he gese goes to sleep the fire in sthe the sun goesout. He can turn things to stone, make people catch fire and make things explode. He can aliso turn any ting into food or when he gets angry he will thow yowu in the sun!

Many words are spelled correctly: *dragon, angry, lights, when, things, turn, catch, stone, explode*. The pupil's attempt to spell 'sizzle', 'centre' and 'also' are phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

Errors in some other words are minor, including *breth* for 'breath' and *breath* for 'breathe'. These two errors show the pupil actively thinking about the differences between these two closely related words; the spellings distinguish between the sounds heard.

The common exception words listed as examples for year 1 and year 2 are correct here, including *people* from year 2.

[T]

The subordinating conjunction, *If*, opens this subordinate clause. In the next sentence, a similar subordinating conjunction, *When*, adds variety.
[GP]

This correction, done in the process of the writing, shows the pupil actively monitoring spelling and recognising the error straightaway. Other errors are also picked up in proof-reading.
[T]

The spelling of 'also' shows the pupil applying spelling knowledge, albeit it with an incorrect result.
[T]

Capital letters are clearly distinguished from lower-case letters, although they vary in size, especially where the pupil has proof-read and changed them.

The lower-case letters vary in size across this piece, although they are always orientated correctly. As in Piece D, the quality of the handwriting is less consistent as the pupil appears to become interested in the content.

The spacing between words reflects the size of the letters.
[T]

All but one of the sentences are correctly demarcated with capital letters and either full stops or an exclamation mark. The pupil has also used some commas correctly to separate subordinate clauses from main clauses (part of the KS2 programme of study).
[GP]



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Supporting your child: reading and phonics at home



The most important thing you can do is read with your child



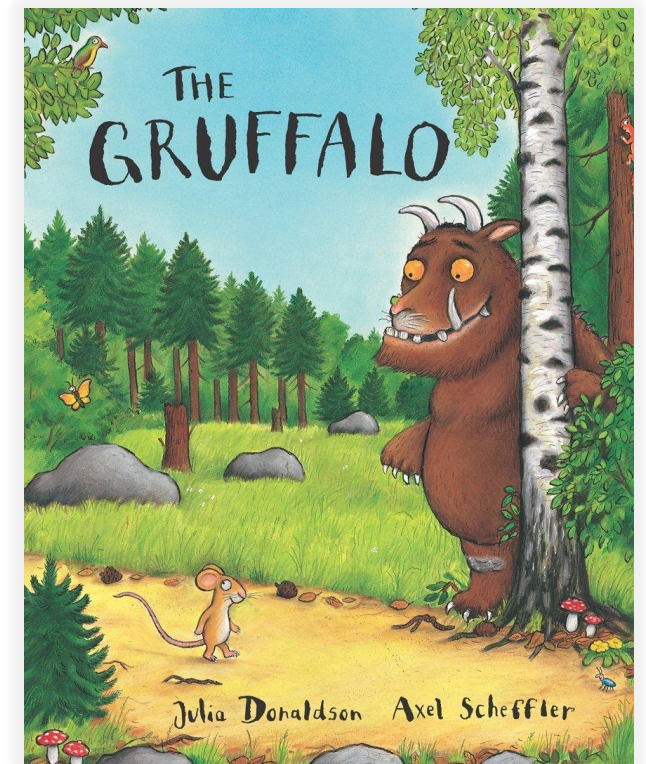
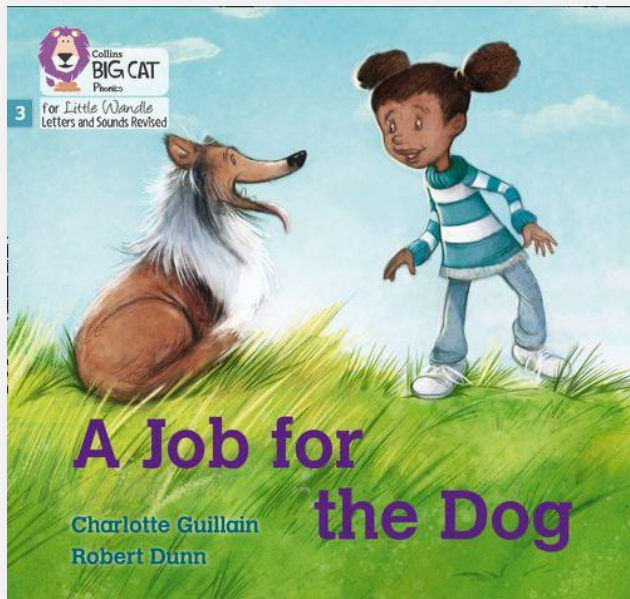
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

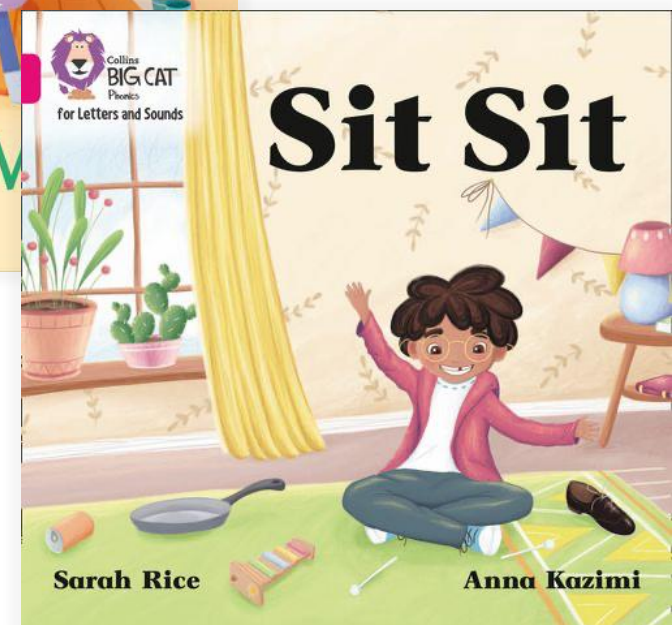
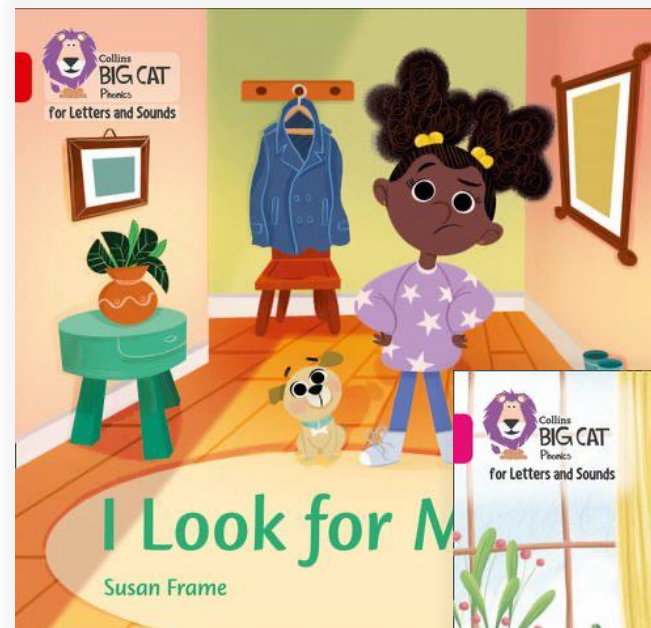


Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared books are for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Supporting your child with phonics – Little Wandle parent videos on the website...



**Phase 2 sounds taught in
Reception Autumn 1**

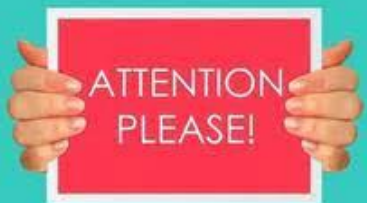


**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



All book bags must be brought into school on a TUESDAY with the phonic reading book, reading diary and reading for pleasure books inside.

Year 1 books are sent home on a **Thursday** following Reading Practice sessions.

2A - books are sent home on a **Thursday** following Reading Practice sessions.

On the days you do not have the school reading books at home you can support your child to read using books from the library, and by reading their familiar books at home. Remember that repetition always helps support their language and reading development.

<https://stpaulswarwick.secure-primariesite.net/class-pages-2026-2027/>

Class Pages 2026-2027

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**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”



A love of reading is the
biggest indicator of future
academic success!



St. Paul's
Cof E Primary School

Let's help every child
thrive

