

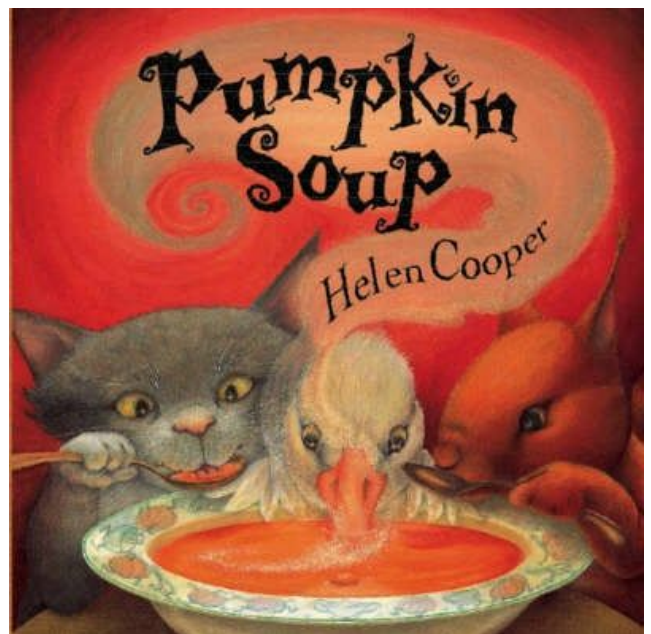
Peek at the Week

Preparing to make our Pumpkin Soup.



This week the children are preparing to make their class pumpkin soup. They will make it next week so they needed to learn an important skill to help them prepare the vegetables. They practised chopping this week. They rolled out some (tougher than usual) playdough into sausage / carrot shapes and learnt how to safely hold a vegetable while chopping the end and keeping our fingers safe. They are really eager to start chopping the real vegetables now!

The children also had a go at designing their own soup recipes, thinking carefully about the ingredients they would include. Some children challenged themselves further by writing the initial sounds they could hear in the words.



ENI / Jada



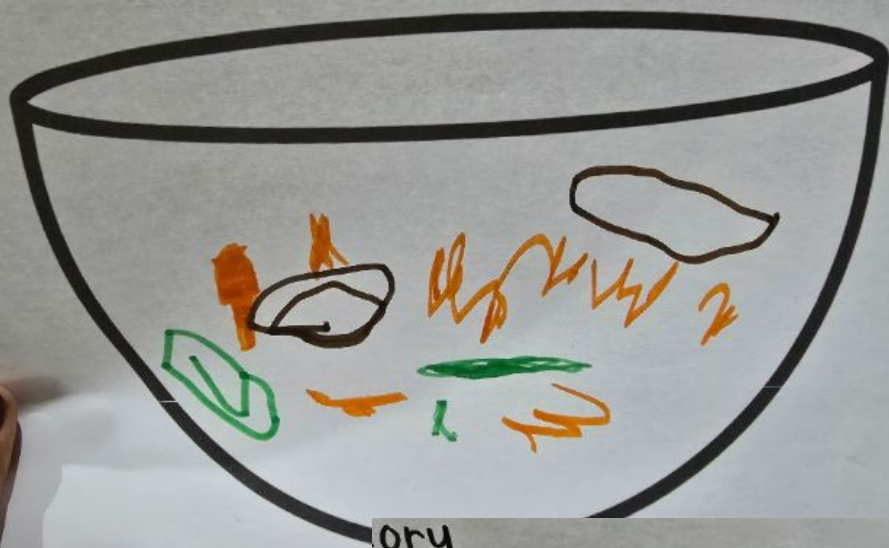
Gabriel



George



Antabelle



ory



Enzo





Sophie



Elsie



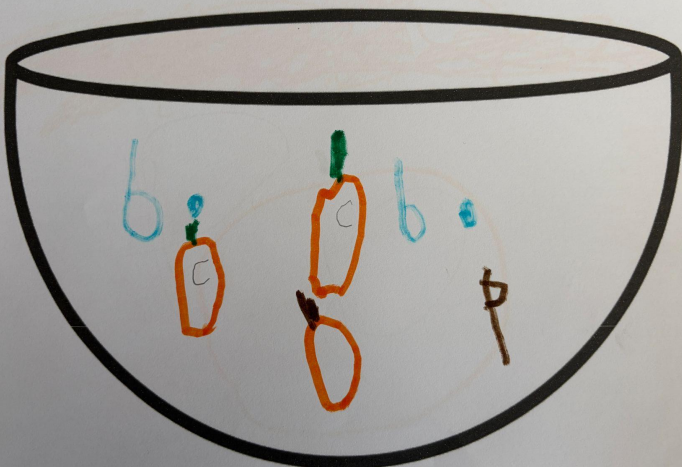
Mila



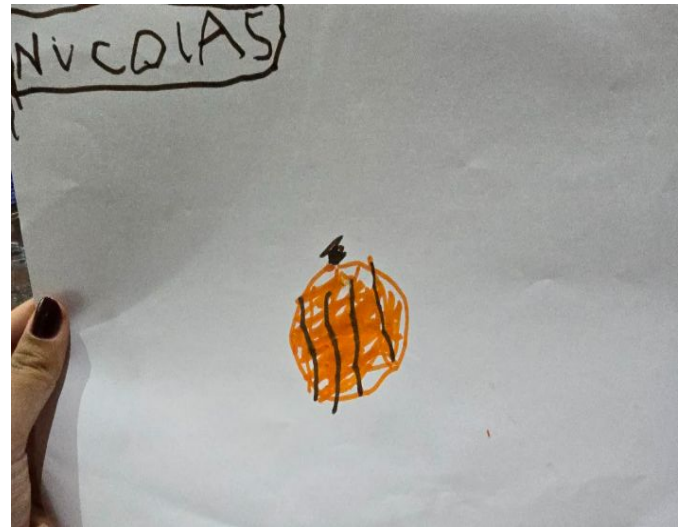
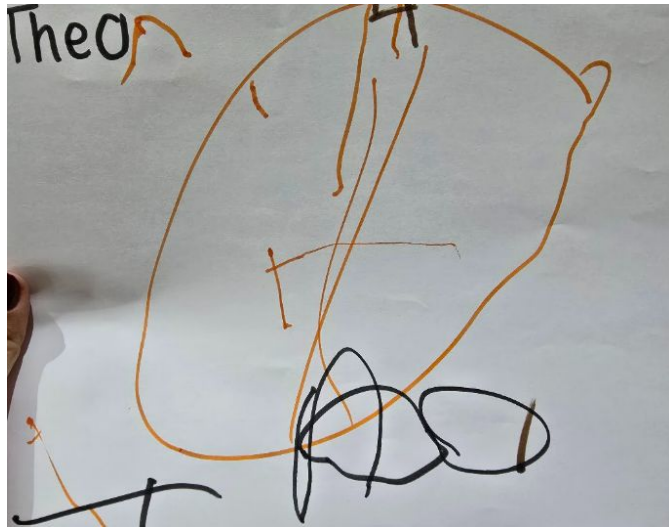
Leo



Oliver

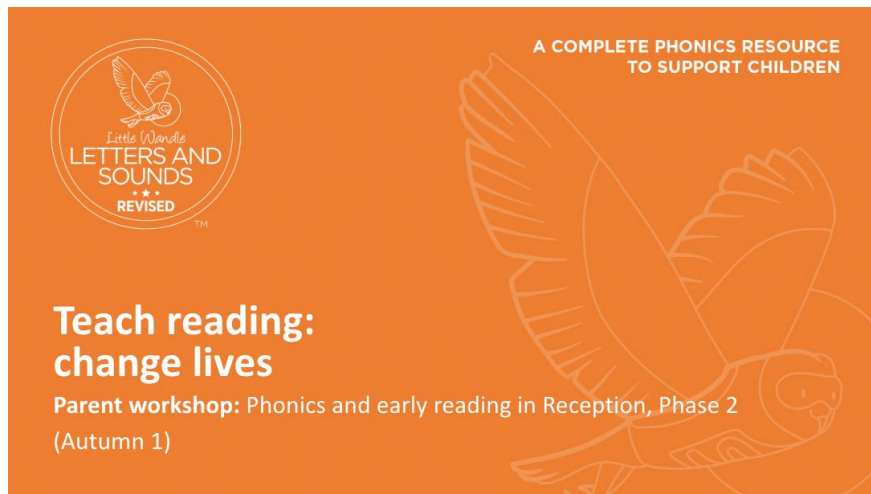


Ayden



Look at our amazing pumpkin drawings!

Thank you to all the parents who came to the phonics workshop this morning. The phonics slides and handouts are included in this Peek. If you have any questions, please speak to or email your class teacher.



“

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

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

”

How many times have you
already read today?



- *Just think about how many times you have already read things today. More than ever, we are surrounded by text and reading is a vital skill.*
- *We want all of our children to become confident readers who can navigate the world of reading around them.*

Phonics

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



- *The National Curriculum specifies that all schools must teach children to read using phonics in Reception.*



“

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

”

Terminology

Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.

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. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

Trigraph

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'

Blend

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

Segment

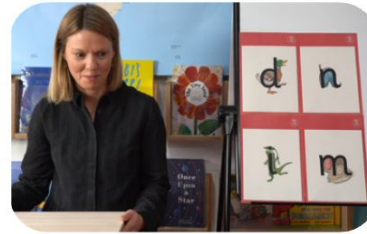
To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.



This term we are teaching Phase 2



- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order



Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phase	Formation phase
s s		Down your teeth and up to the s. Not out across space.	Under the snake's chin, slide down and round to left.
a a		Open your mouth wide and make the 'a' sound in the back of your mouth. a a a	Around the ant's head, and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press. t t t	From the tiger's nose to its tail, then follow the stripes across the tiger.
p p		Bring your lips together and push them open and say p p p	Draw the penguin's back, up and round to head.
i i		Put your lips back and make the 'i' sound at the back of your mouth. i i i	Draw the igloo's body, then draw a dot on the top of the igloo.
n n		Open your lips a bit, put your tongue behind your teeth and make the 'n' sound. n n n	Draw the nose, up and over the nose.

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phase	Formation phase
j j		Push your lips and draw your mouth out your tongue as you say j j j	All the way down the jellyfish. Don't go to head.
v v		Put your teeth against your bottom lip and make a hissing 'v' sound. v v v	Down to the bottom of the vase, and back up to the top.
w w		Push 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 x		Push open then push the stick round through as you say 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.
z z		Slide tongue in the top of your mouth and say z z z	Down and round the zebra. Don't go to the head.

Links to website are below this slide

Link to these sheets:

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>

Let's say the Phase 2 sounds



s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	ck	rr
h	b	f	l	j	v	w	x	y
bb	ff	ll	jj	vv	ww	xx	yy	
z	qu	ch	sh	th	ng	nk		
zz								
s								
a	e	i	o	u				



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2

Links to website are below this slide

Links:

Phase 2 sounds taught in Reception Autumn 1

https://www.youtube.com/watch?v=-ZtjFlvA_fs

Phase 2 sounds taught in Reception Autumn 2

<https://www.youtube.com/watch?v=qDu3JAjf-U0>

We teach blending so your child learns to read



- Teacher-led blending is taught throughout Phase 2.
- Our aim is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



- *Teacher-led blending is teaching children how to blend, directed and demonstrated by the teacher.*
- *It is repeated daily in the Autumn term.*

Blending to read words



- *Some children learn to blend really quickly, and others take a little longer.*
- *If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!*
- Show parents the 'How we teach blending' video from 'For parents' area of the website:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Tricky words



- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



The handout for tricky words can be found at the end of this slideshow

- Watch the 'How we teach tricky words' video on the website:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Our progression



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that are taught term by term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational: get achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately, through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k d e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
j f i t s j v w x z z q u o h s h t h n g n s • words with -ts /t/ added at the end (bats sits) • words ending -s /z/ (this) and with -s /z/ added at the end (bags)	put* put* full* as and has to her go no to into the put* he of we me be
*The tricky words 'put', '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
l c o u g h o a o o o o r o r u o w a i e a r a r • words with double letters • words with -es /z/ at the end • longer words	was you they my by all are same pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with -es /z/ in the middle • words with -es /z/ at the end • words with -s /z/ and /z/ at the end	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCVC CVCVC CVCVC CVCVC CVCVC • longer words and compound words • words ending in suffixes -ing, -ed /t/, -ed /t/, -ed /t/	said so have live some come love so were here little says there when what one out today

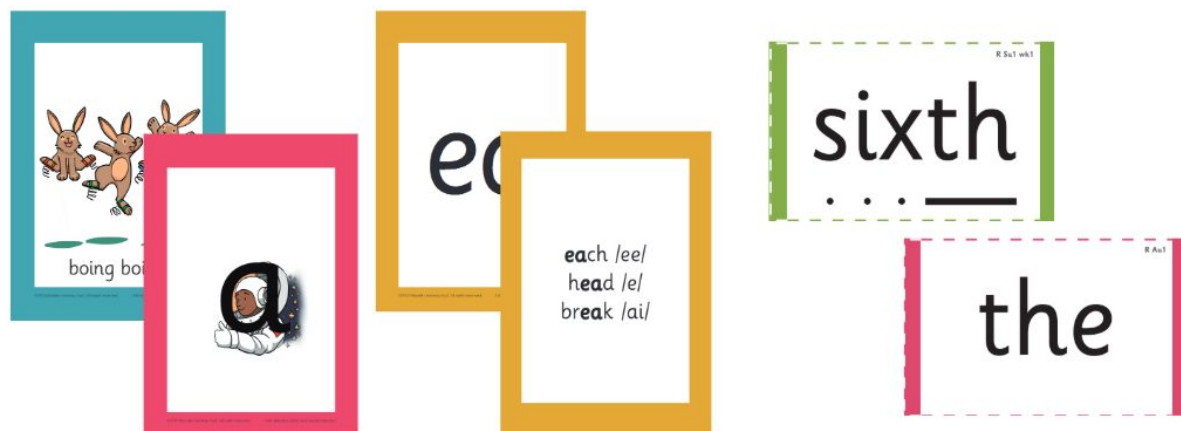
Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r	Phases 2-4, the put* put* full* push* to into I no go of he she we me be was you they all are my by sure pure safe have like so do some come love were there little one when out what says here today
*The tricky words 'put', '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
l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r	their people oh give M-Mrs Ms ask could would should our house mouse water went
*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
l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r l o u g h o a o o o o r o r u o w a i e a r a r	any many again who whole where two school out different thought thought found more

- We will work our way through the whole Little Wandle Programme until your child can read fluently.



How we make learning stick



- There are specific resources for the Little Wandle Programme which the children will be very familiar with.
- Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.
- Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned.
- We then go on to reading a sentence containing some of those words.
- We have displays in the classroom and on the tables to support the children throughout the day.

Reading and spelling



Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture used	Presentation phrase	Formation phrase
s s		Show your teeth and put on the s You are ssssssss	Under the snake's chin, slide down and round to tail
a a		Open your mouth wide and make the a sound at the back of your mouth a a a	Around the ant's head and down into space
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head



Link to these sheets:

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>



How do we teach spelling?

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



Say the word: cat

Segment the sounds: c - a - t

Count the sounds: 1 - 2 - 3

Write them down: cat

How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



- The children read the same book three times in a week at school.
- The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and the third time we look at comprehension - what does the child understand about what they have just read..
- We read the books three times at school because we want to develop the fluency.
- The more children see words, the more they begin to read them automatically without having to sound them out.

How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

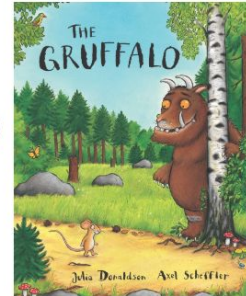
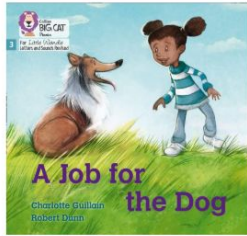
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck



- We assess your child every six weeks to check progress.
- Any child who needs extra support has Daily Keep-up sessions planned for them.

Reading at home

Books going home



- As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you.
- This shared book is SO important. This is how we are going to give them the WILL to read.
- Please read with your child as often as you can – at least once a day if possible.

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- 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 book is 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

- *It is really important that you pronounce the sounds correctly at home if you are supporting your child.*
- *Use the videos we saw earlier for support.*



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2

Links:

Phase 2 sounds taught in Reception Autumn 1

https://www.youtube.com/watch?v=-ZtjFlvA_fs

Phase 2 sounds taught in Reception Autumn 2

<https://www.youtube.com/watch?v=qDu3JAjf-U0>

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...

- *Celebrate your child's success at school.*
- *Make time for reading at home!*

- 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.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvire, J



“

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

Carl Sagan

”

Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . This is a rare spelling for this sound. Learning so far: Your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.





Your child's reading journey

Reception Autumn term

Welcome to the beginning of the most wonderful journey in which your child, whatever their starting point, will become a fluent, confident reader who loves books!

For many children at the start of Reception, letters look like squiggles on the page and have no connection to sounds. Learning that letters and sounds are linked – phonics – is the key to reading.

In Reception this term, we will teach children the sounds of the first set of letters in the *Little Wandle Letters and Sounds Revised* programme (Phase 2) so they can begin to use phonics to read.

All for the love of reading

Reading enables children to function successfully in our increasingly text-filled world. But research also tells us that:

- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success!

Little Wandle Letters and Sounds Revised teaches children to read *and* to love reading.

What will my child be taught in school this term?

- This term, your child will be taught phonics for 10-15 minutes every day.
- They will learn to say and read all the single letter sounds (for example, s and m) and some consonant digraphs. A digraph is where two letters make one sound (for example qu and sh).
- We will work really hard to teach your child to blend sounds together to read words.
- They will start reading wordless books and, when they can blend sounds into words, will read Phase 2 books.
- We will provide your child with daily additional practice if they need it.



How can I read a wordless book?!

- Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not yet blending.
- Talk to your child about what they can see in the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their own experiences.

What about words that can't be read easily with phonics?

- Some common words are unusual and do not make sense with phonics until much later in your child's reading journey, for example, 'was' and 'the'.
- We call these words 'tricky words' and we teach these words differently. We help children to identify the bit that does make sense and the part that is tricky.
- The 'Phase 2 tricky words' document provides more information. You will find this in the 'For parents' area of the Little Wandle website.

What can I do to support my child at home?

- Ask them what sounds they have learned each day and point out objects in the environment or in books that start with that sound.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start!
- Listen to them practise reading their phonics book to develop their fluency.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

Grown-up homework!

Here are some quick activities and links to give you the confidence to support your child with phonics.

1. Match the words to the definitions

- | | |
|-------------|--|
| 1. phoneme | a. putting sounds together to read a word |
| 2. grapheme | b. another word for a sound |
| 3. blend | c. another word for a letter or group of letters |

2. Watch the videos for parents

Go to the 'For parents' area of the Little Wandle website (see link, right) and watch the following videos:

- Phase 2 sounds taught in Reception Autumn 1
- Phase 2 sounds taught in Reception Autumn 2
- How we teach blending
- Books coming home

3. Help your child to develop a love of reading

Try to do one or more of the following with your child this term:

- Visit your local library.
- Find a book to buy in your local charity shop.
- Learn a nursery rhyme together.
- Make a special time every day for sharing books.

Find further resources and information for parents and carers at:
www.littlewandlelettersandsounds.org.uk/resources/for-parents

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



INTRODUCING.....

Mystery Readers!



SHHHHHH.....DO NOT TELL YOUR CHILD!

Children LOVE mysteries and they also love their families! We need your help! We have a lovely tradition in Reception. Every week we ask for a family member (Mum, Dad, Aunt, Uncle, Gran, Granddad, older sibling), to come and read a story to their child's class.

Maybe your child's favourite bedtime story?
Maybe a story from your own childhood?
It could be in your home language.

This would be at the end of the day
for no more than 10-15 minutes!



If you would like to volunteer, or just want to know more details, please secretly talk to or email your class teacher.

Remember – DO NOT TELL YOUR CHILD! This is to be a surprise for them too!



Handwriting Practice

This week we are sending home handwriting practice sheets. The children have been practising how to write these graphemes (letters), this week. Please do not practise directly on the sheets but put them in the Dry-Wipe folders you were given in your child's Welcome Pack.

That way they can practise them as often as they need to. They should still have their names in those packs. We will be asking the children to practise writing their names over the half term holiday.



It is important that the children form their letters correctly. Here is a link to the Little Wandle Website where you can download two sheets one is Reception Autumn 1 sounds, and the other is Reception Autumn 2 sounds.

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

All the letters that are in your child's name will be there, along with a formation rhyme, which will help your child to form the letters. They do not know all the formation rhymes yet but it will not do them any harm to learn the ones for the letters in their name.



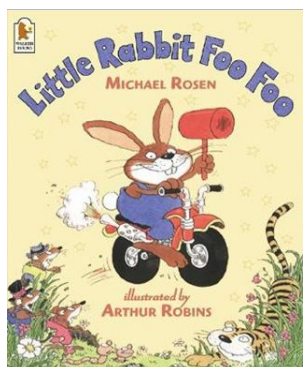
The sheets for this week,
have the formation
rhyme written on
the bottom.

If you have lost your original dry wipe pack, replacements can be bought on Amazon <https://amzn.eu/d/0cHadSNN> They may be obtainable at a cheaper price, in other shops.

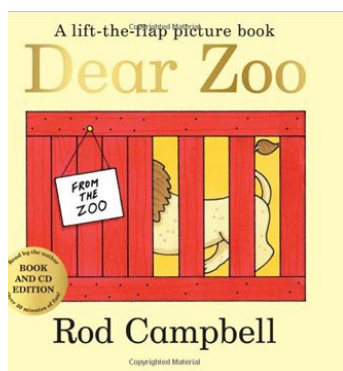
3-a-day Stories

Every half term we focus on three stories which the children learn to recite with us at key points. The stories introduce various story elements such as, repetition and rhyme as well as helping them to learn to tell a story in the correct order.

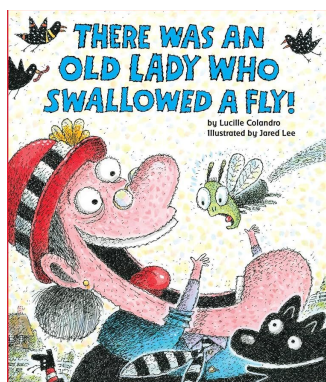
This half term we are reading :



Little Rabbit Foo Foo by Michael Rosen,
A mischievous rabbit ignores the Good Fairy's warnings to stop using his hammer to bop characters on the head...



Dear Zoo by Rod Campbell
A child writes to the zoo to ask for a pet, but what arrives...

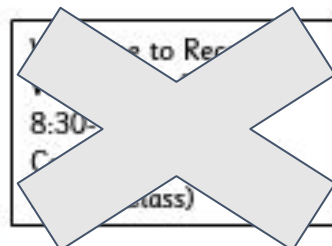


There Was an Old Lady Who Swallowed a Fly!
By Lucille Colandro
An old lady swallows a fly and then tries to swallow a series of other animals to catch it...

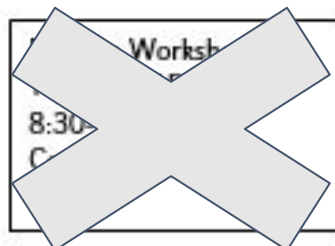
Reception Parent/Carer Events 2026-27



September



October



November

Early Birds: Fine Motor Activities
Tuesday 10th
8:30-9:15am
Bronze and Silver Classrooms.

December

Maths Workshop
Thursday 3rd
8:30-9:15am
Copper Class

January

Live Phonics
Wednesday 20th
8:45-9:30am
Bronze and Silver Classrooms

February

Writing Workshop
Thursday 11th
8:30-9:15am
Copper Class

March

Early Birds: Maths
Wednesday 17th
8:30-9:15am
Bronze and Silver Classrooms

April

Live Maths Meeting
Thursday 15th
2:45-3:15pm
Bronze and Silver Classrooms.

May

Proud Moments and Wow Books
Wednesday 5th
2:45-3:15pm
Bronze and Silver Classrooms

June

Family Reading Celebration
Thursday 17th
2:45-3:15pm
Bronze and Silver Classrooms

July

Early Birds Summer Holiday Activities
Tuesday 13th
8:30-9:15am

August

SUMMER HOLIDAYS

School Dinner Menu

The school dinner menu can be found on the school website at:

<https://www.dorchesterprimary.com/page/?title=School+Lunch&pid=114>

Important Dates - 2026-2027

INSET Day - Friday 23rd October

Half term holiday - Monday 26th - Friday 30th October

First Day Autumn 2 - Monday 2nd November

Early Birds - Fine Motor Activities - 10th November (see Events Calendar)

Nursery Rhyme Dress up Day - Friday 13th November

Individual (and sibling) Photos - Wednesday 18th and Thursday 19th November

Forest School

The children will have Forest School sessions on a Thursday morning with Riad. The classes will go every other week. We are looking for parents who would be available to support us with these sessions either weekly or on a rota basis. If you think you can help please contact your class teacher (see email addresses below).

Forest School timetable:



October

22 - Silver

November

5 - Bronze

12 - Silver

19 - Bronze

26 - Silver

Thank you to all the parents who have helped at Forest School. The children are loving having parents come to help. We can always take more!

Contact emails

If you would like to contact any of us by email. We will reply as soon as possible within school working hours.

Miss Munaza Ahmad - Silver Class

mahmad68@suttonmail.org

Mrs Tammy Rich- Bronze Class

trich18@suttonmail.org

Mrs Annabel Glover-EYFS lead/Nursery

aglover13@suttonmail.org