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PRIMARY SCHOOL

Pre-School Curriculum Meeting

Wednesday 18th November 2026

Pre-School Curriculum Meeting

- Areas of learning
- Phonics
- Maths
- Learning at Home
- Transition to Reception



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Learning and Development within The EYFS Framework

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

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Phonics Curriculum Intent





"To teach all children to read any given text before they reach the end of Key Stage 1"

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4+ Year Phonics & Early Reading Overview

	Autumn	Spring	Summer
Pre-School	**Unit 1 (12 weeks)** Developing phonological awareness: • General Sound Discrimination (Environmental, Instrumental and Body Percussion) • Rhythm and Rhyme • Alliteration • Voice Sounds • Oral Blending and Segmenting	**Unit 2 (12 weeks)** Developing phonological awareness: Phoneme/grapheme correspondence s a t p i n m d g o c k e u r h b f ff l ll s j v w x y z • Alphabet Chant • Hear Phonemes • Read GPCs • Present New GPC • Model Phoneme • Say it Fast • Break it Down • Write New Grapheme	**Unit 3 (12 weeks)** s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z qu sh ch th ng • Alphabet Chant • Hear Phonemes • Read GPCs • Stretch and Read (with previously taught GPCs) • Present New GPC • Model Phoneme • Say it Fast • Break it Down • Stretch and Read (with new GPC) • Write New Grapheme • Stretch and Count / Stretch and Spell
Rec	STEPS 1- 12 Short sound GPCs s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z Shared readers 1- 12 Read CVC words Reading Y1 Common Exception Words (CEWs) the I he she is to go of as we are you into Writing GPCs in upper- and lower-case	STEPS 13-24 Long vowel digraphs zz qu ch sh th ng ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) **Shared readers 13- 24** Read CCVC and CVCC words Two-syllable words. Reading Y1 CEWs be me his no so has do her my by ask our says they said was were put all there like Spelling and sentence writing with known GPCs Common alternative spellings/ pronunciations	STEPS 25-32 Long vowel digraphs or (corn), ur (purple), ow (cow), oi (boil), ear (clear) air (hair), ure (pure), er (term) Shared readers 25- 32 Reading Y1 CEWs here where today when what come some push pull friend school out one once your love house full little Decoding more challenging word structures (Consonant blends - es/-ed/-er endings & contraction words) *Review and consolidate all Rec content*
Year 1:	STEPS 33- 44 ay (play), ou (cloud), ie (dried), ea (cream), oy (boy) ir (girl), ue (blue), aw (jaw), ew (new) Shared readers 33-44 Long vowels, including split digraphs Read nonsense words Read CCVCC, CCCVC and CCCVCC words Prefix un- Reading Y2 CEW again, oh, their, last, poor, money, thought, should, class, mr, mrs, work, can't, pass, fast, climb, path, don't, people, after, great, break, any, many, who, could, because, water, path, bath, hour, two, door, different, Christmas, would, through, beautiful	STEPS 45- 56 a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute) -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Shared readers 45- 56 Read endings on split digraph words Suffix -ly Reading Y2 CEW Plant, floor, every, whole, only, move, father, grass, eye, busy, pretty, half, parents, everybody, sugar, prove, improve	STEPS 57- 68 ire (fire), are (care), tch (watch), oe (toe), ph (phone) Shared readers 57- 68 Reading Y2 CEW Suffix -less/ -ment *Review and consolidate all Y1 content*

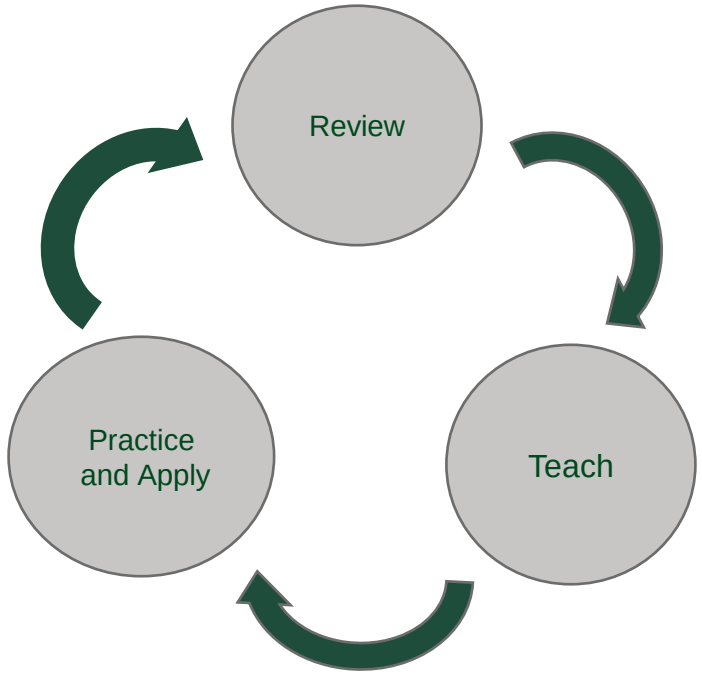
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How do we teach Phonics at Woodford Primary School?

Core Principles					
Systematic progression	Regular Assessment	Early Intervention	Multisensory approach	Cooperative Learning	Application of Skills

Success for All Phonics

First Steps to Phonics



Dedicated curriculum time

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Autumn Term – Phonological Awareness

We have learnt a poem a week and through this we have practiced some key skills during our 10-15 minute phonics lessons.

- Voice Sounds
- Body Percussion
- Onomatopoeia
- Alliteration
- Rhythm and Rhyme
- Sound Discrimination
- Oral Blending and Segmenting
- Initial sounds



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Spring and Summer Term

- Lessons remain around 15 minutes in length.
- Lessons build up gradually.
- Children begin to read and write graphemes.
- 35 Grapheme Phoneme Correspondence (GPCs) are taught and these will be re-covered in Reception.
- Routines and language used are the same in Reception to support transition.

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Sample Lesson...



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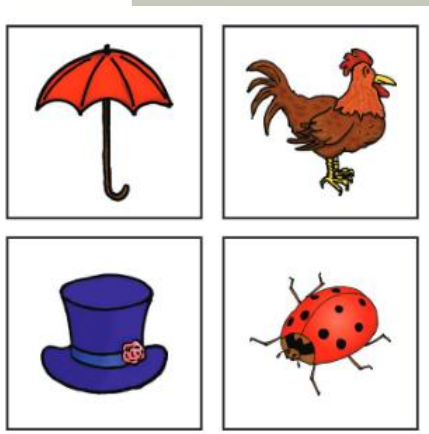
The Alphabet Chant

- **The adult points to each grapheme as the children chorally recite the chant.**



Review Previously learnt graphemes

- **Listening to phonemes**
- **Reading phonemes**



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Present New Phoneme

- Listen to the phoneme
- Adult models correct pronunciation and mouth movements
- Say and repeat the phoneme
- Learn and repeat the alliterative rhyme



Say it Fast

- Adult breaks down a word which includes the focus phonemes



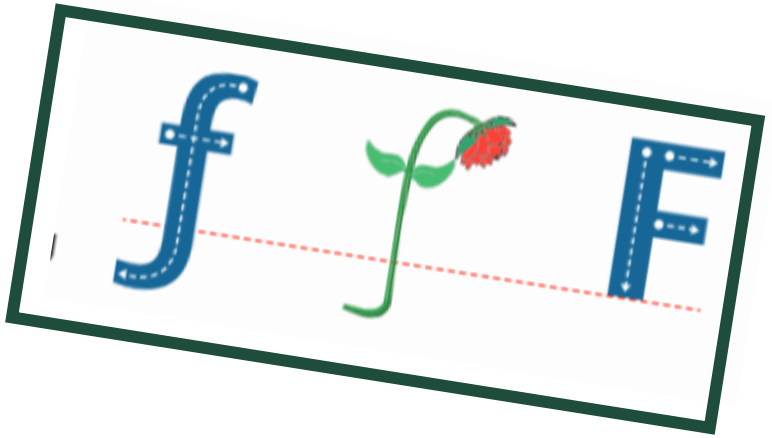
- Repeat the phonemes and blend together

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Write New Grapheme

- Learn the letter formation rhyme
- Practice forming the grapheme in the air
- Sit at tables using the correct posture and pencil grip
- Write the new grapheme





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Supporting your child with Phase One Phonics at home

- Reading rhyming stories at home
- Playing I – spy games
- Singing and poems
- Phonics Play games





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Supporting your child with Phase Two Phonics at home

- Noticing letters in the environment or in books
  - especially the letters in your child's name

- Breaking down words in a request
  "Can you find your 'C – oa- t"



- Encouraging correct letter formation

- Reading together to promote a love for reading

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Phonics Glossary

- Grapheme – The letter
- Phoneme – The sound the letter makes
- GPC – Grapheme Phoneme Correspondence

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Maths Curriculum Intent



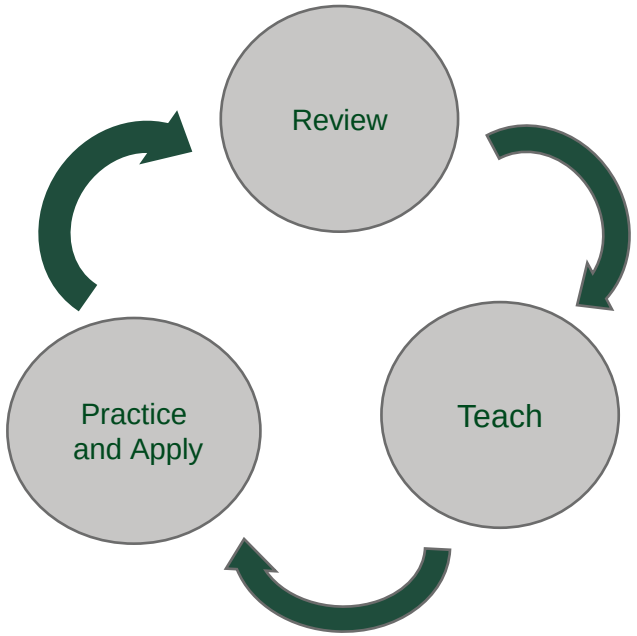




“To provide an ambitious, connected curriculum accessible to all pupils so that they become fluent in the fundamentals of mathematics, are able to reason and can solve problems.”

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How do we teach Maths in Pre-School at Woodford Primary School?



Dedicated curriculum time

Maths Champions

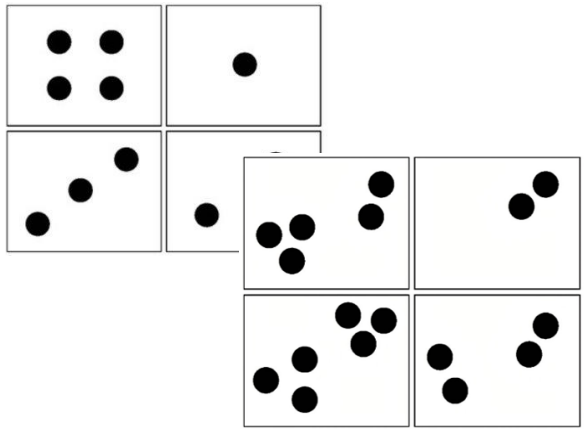
2026

Championing maths in early years

NDNA Programme

Continuous Provision supported by adults who question and challenge

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Supporting your child with Maths at home

Number	Geometry	Measure
Dice Games	Jigsaws	Using the vocabulary **"Full and Empty"**
Counting at home	Finding shapes around the house, are they 2D or 3D?	Making playdough or baking
Number Songs	Describing real life objects. **"This tin of beans is a cylinder."**	Bath-time using jugs and cups. **"How many cups will it take to fill this jug?"**
What do you see?	Wooden Bricks or Duplo	Using time vocabulary **"Today is Tuesday so tomorrow will be Wednesday."** **"Before we go to bed, we will brush our teeth"**
1 Minute Maths: White Rose app (subitising)		

Supporting learning at home through Tapestry

Next Steps on Observations

"To practice holding a pencil in a tripod grip."

Home learning Grids


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Pre-School Home Learning Grid: Spring Term

Spring Scavenger Hunt Can you complete our spring scavenger hunt?	**Listening Game** Can you play I – Spy? Have a go at listening to the first sounds in words. Maybe you could play on the way to school!	**Maths** What shapes can you spot around your house? Maybe a triangle pizza slice or a circle on a tin of beans!
World Book Day Can you make a crown or a hat to show your favourite character from a book?	**My Baby Photo** This term, our theme is **'growth'**. Please could you post a photograph of your child on tapestry as a baby, as we are going to make a special baby book to share in the classroom.	**Children's Mental Health Week** What do you like to do to relax? Post a photograph to tapestry showing us how you like to relax and we can talk about it during circle time, and maybe try it ourselves.
Spring Picture Can you draw, paint or colour some daffodils? What colours do you notice? What shapes can you see?	**Den building** Can you build a den? You could use cushions or blankets – maybe you could read a story to your teddies inside.	**Food Tasting** Can you try a food you have never tasted before? Upload a picture to tapestry and tell us what it smelt, tasted like and if you enjoyed it.

Adding Photographs of activities or learning you have done at homes

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Transition to Reception

Listening and story times

Independence

Turn Taking and Sharing



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Supporting your child with their transition to school at home

- Independently using the toilet and washing their own hands
- Fastening their own coat and shoes
- Getting changed independently
- Independently peeling fruit
- Using a knife and fork
- Speaking positively about school





Thank you

And Questions

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