

FOUNDATIONAL KNOWLEDGE

The essential building blocks to learning.

It's really important for children to learn the essential skills and knowledge as they move through school. This helps them get prepare and understand what comes next.

This is especially true in their first few years. That's when children learn to read, write, and count. When they build a strong foundation in these areas, they can more easily learn everything else and get ready for a lifetime of learning.

In October 2024, Ofsted shared some helpful ideas about these important skills in their '**Strong Foundations**' research. In this research they identified 5 areas of Foundational Knowledge highlighted in the diagram below.



As a school, we have used this research to create our very own list of essential foundational knowledge for our pupils. We want to make sure every child at Ellwood Community Primary School has the strong building blocks they need to succeed in the future.

We use these targets alongside the EYFS curriculum and the National curriculum to help all our learners. This ensures children do not move on until they are ready and have the foundations to succeed in life.

Using the report we have identified what we believe are the foundational knowledge essentials every child needs to secure so they can effectively progress across the entire curriculum through their school lives.

These non-negotiables have been created through discussion, research and supporting documentation including:

- EEF – Literacy KS1 Guidance Report
- Oracy progression
- Development matters
- Early Learning Goals
- The National Curriculum
- Ofsted – Strong foundations report

The school curriculum

The purpose of this document is to outline the specific non-negotiables to be taught to our pupils to provide the foundational knowledge for success. They will be used primarily across Year 1 to ensure every child has the prerequisites to achieve success across the curriculum. However, they will also underpin the EYFS offer as children near transition to Y1 and be used as intervention and targeted support in Y2 / KS2 if they have not yet been fully achieved.

Teaching at KS1 will ensure:

1. New material is delivered in small steps
2. Writing matches the child’s reading / phonic stage
3. Language is key to understanding
4. Focus will be on those who need it most
5. Recognition that children are at different stages of the curriculum

Children with gaps within their foundational knowledge may need more explicit teaching to develop the skills and knowledge they require

Executive function	
Working memory	
Remember and follow multi-step instructions involving three or more steps	
Recalls and apply the rules of games independently	
Holds in memory the information needed to solve simple puzzles	
Focuses on the right topic when contributing to discussions	
Inhibitory Control	
Waits their turn without showing impatience	
Sustains focus on an activity for an extended period	
Reflects and strategies before responding or reacting	
Expresses feelings without acting out emotions	
Cognitive flexibility	
Thinks of more than one way to solve a problem or complete a task	
Participates in activities which require listening to others and contributing at the right time (such as singing rounds)	

Adapts to unexpected changes in their daily routine	
Ability to assess their own individual strengths and next steps.	

Early Reading	
Word Reading	
Apply phonic knowledge and skills as the route to decode words	
Read aloud accurately and with increasing fluency books that are consistent with developing phonic knowledge	
Respond speedily with the correct sound/grapheme for all 40+ phonemes	
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
Read common exception words without needing to blend	
Comprehension	
Check the text makes sense to them as they read and correct any errors independently	
Re-tell familiar stories with increasing detail Predict what might happen and the basis of what has been read so far	
Make simple inferences about why a character might feel a certain way	
Discuss word meaning and link those meanings to words already known	
Understand that non-fiction texts give factual information	

Communication and Language	
Physical	
Can control the speed and volume of their voice when talking aloud	
Beginning to use gestures and expression to help make their point	
Uses eye contact and faces the speaker when listening	
Linguistic	
Uses sentence stems to link others' ideas	
Uses new and appropriate (taught) vocabulary about a topic	
Cognitive	
Organises clearly what they want to say	
Asks relevant questions of others	
Gives reasons / justifies what or why they are saying something	
Social and emotional	
Take turns to talk and listen	
Begins to think about their audience when communicating	
Can retell and repeat a response	

Early writing	
Transcription	
Holds a pencil correctly using the tripod grip	
Forms lower-case letters in the correct direction, starting and finishing in the right place	
Reads back what they have written.	

Forms capital letters correctly
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly
Correctly spells most Year 1 common exception words Leaves a space between words
Says out loud what they are going to write about
Composes a sentence orally before writing it
Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words taught so far
Demarcates some sentences with capital letters and full stops

Early Mathematics	
Place value and the number system	
Count reliably with numbers from 1- 20 Place numbers 1 -20 in order	
Place numbers 1 -20 in order	
Say which is one more or one less than a given number.	
Operations	
Add and subtract two-single digit numbers counting on or back	
Double numbers from 1-10	
Half even numbers from 1-10	
Language and vocabulary	
Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare objects	
Recognise and describe patterns	
Uses mathematical language and sentence stems taught	
Transcription	
Forms all numbers correctly	
Sets out work using one digit per square when recording	