Frogwell Primary School - Foundational Knowledge Base

Executive Function

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Memory						
Remember and 1, then 2 instructions	Remember and follow multi-step instructions	Remember and follow multi-step instructions involving three or more steps				
Begins to follow rules in a game – with adult support	Recalls and apply the rules of games with increasing independence	Understands the rules of more complex games independently				
Holds in memory 1 new piece of information e.g. a new letter in a phonics session Use technique: Teacher says / does We say / do I say / do	Holds in memory the information needed to solve simple puzzles e.g. memory game Use technique: Teacher says / does We say / do I say / do	Holds in memory the information needed to complete new learning Use technique: Teacher says / does We say / do I say / do	Identify knowledge from long- term memory that will support with new learning.			
Can contribute to a discussion, sticking to the topic (ShREC)	Focuses on the right topic when contributing to discussions	Contributes to class discussion using sentence stems taught, leading on from a previous comment e.g. I agree because…				

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inhibitory control						
Starting to wait their turn with support	Waits their turn without support	Waits their turn without showing impatience				
Sustains focus on an activity for 5 minutes +	Sustains focus on an activity for longer periods of time	Sustains focus on an activity for an extended period	Stay focused despite minor interruptions.			
Starting to think before speaking – adults to model this out loud.	Reflects before responding or reacting	Reflects and strategises before responding or reacting				
Expresses feelings using a communication board and words, use of chill out zone when needed – adult to model, less co-regulation as the year goes on	Expresses feelings without acting out emotions – using strategies to self-calm e.g. chill out zone, zones of regulation	Expresses feelings without acting out emotions	Use agreed strategies to regulate behaviour independently.			
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Cognitive Flexibility						
Solve a problem, starting to solve these problems in different ways using different resources – adult to model this I wonder…	Thinks of more than one way to solve a problem or complete a task - adult to model this I wonder…	Thinks of different and creative ways to solve a problem or complete a task	Try a different strategy when the first one does not work with adult support.	Compare different approaches	Evaluate different approaches, explaining why one may be more effective than another.	Reflect critically on their thinking and explain how adapting their approach improved the outcome

Participates in activities which require listening to others and contributing at the right time – I say, we say, you say Show and Tell	Participates in activities which require listening to others and contributing at the right time (such as singing rounds)	Active listening – focus and attention for longer periods of time	Able to actively listen and then reflect on what has been said			
Starting to accept small changes to routine without concern – discussed in advance with the adults and shown on the visual timetable	Adapts to unexpected changes in their daily routine – discussed in advance whenever possible.	Adapts to unexpected changes in their daily routine				
Talk about what they like, what they are good at	Talk about what they like, what they are good at, and what they want to get better at	Ability to assess their own individual strengths and next steps	Identify their own strengths across different areas of learning. Use success criteria to check whether they have met learning expectations.	Set realistic next steps and begin to plan how they will achieve them.		

Early Reading

EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Word Reading						

Apply phonic knowledge and skills as the route to decode words - using Little Wandle SSP Phase 2, 3 and 4	Apply phonic knowledge and skills as the route to decode words - using Little Wandle SSP Phase 2, 3, 4 and 5	Apply phonic knowledge and skills automatically to decode words - using Little Wandle SSP Phase 2, 3, 4 and 5	Read most unfamiliar words accurately using decoding strategies when needed	Read most words automatically without overt decoding.	Use knowledge of prefixes, suffixes and root words to read unfamiliar words.	Read fluently with automatic word recognition, allowing full attention to meaning.
Respond with the correct sound/grapheme for all phase 2 and 3 phonemes / graphemes	Respond speedily with the correct sound/grapheme for all 40+ phonemes (Phase 2, 3 and 5)	Respond automatically with the correct sound/grapheme for all 40+ phonemes (Phase 2, 3 and 5)				
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; phase 2 (dog), phase 3 (rain) and phase 4 (frog)	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; phase 2, 3, 4 and 5 (gate, played)	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far (all phase 5 and Year 2 Spelling Shed)	Recognise an increasing number of words automatically.			
Read aloud with accurately and developing fluency books that are consistent with developing phonic knowledge Use the I say, we say, you say model reading the same book through the week daily	Read aloud with accurately and increasing fluency books that are consistent with developing phonic knowledge Phase 2, 3, 4 and 5 books (matched to phonics knowledge)	Read aloud with accurately and fluency books that are consistent with developing phonic knowledge (Phase 5 and beyond)	Use punctuation to support fluent reading aloud	Read aloud confidently with expression	Read aloud with appropriate pace, intonation and expression for audience and purpose	

Phase 2 and 3 books						
Read common exception words (tricky words Phase 2, 3, 4) without needing to blend	Read common exception words (tricky words Phase 2, 3, 4 and 5) without needing to blend Read all Year 1 CEW by sight	Read common exception words (tricky words Phase 2, 3, 4 and 5) without needing to blend Read all Year 1 and 2 CEW by sight	Read some Year 3 and 4 CEWs by sight	Read all Year 3 and 4 CEWs by sight	Read some Year 5 and 6 CEWs by sight	Read all Year 5 and 6 CEWs by sight
Comprehension						
Check the text makes sense to them as they read and correct any errors with adult support, adult to model this	Check the text makes sense to them as they read and correct any errors with growing independence	Check the text makes sense to them as they read and correct any errors independently				
Re-tell familiar stories with adult prompt and use of props when needed (use of Drawing Club for this weekly)	Re-tell familiar stories with some detail	Re-tell familiar stories with increasing detail				

Predict what might happen next – adult to model this in daily reading	Predict what might happen based on what has been read so far Discuss why a character might feel a certain way	Predict what might happen on the basis of what has been read so far Make simple inferences about why a character might feel a certain way	Infer characters' thoughts, feelings and motives using clues from the text.	Make increasingly secure inferences, supported by evidence.	Draw more complex inferences about characters, relationships and themes.	Make perceptive inferences supported by well-chosen evidence
Discuss word meaning and link those meanings to words already known - Teacher says, we say, I say Drawing Club vocabulary daily (used throughout the day), daily reading group	Discuss word meaning and link those meanings to words already known – daily reading group and new vocabulary introduced in Drawing Club, used throughout the day	Discuss word meaning and link those meanings to words already known – daily reading group and new vocabulary introduced across the curriculum	Explain the meaning of unfamiliar words using context.	Explain how vocabulary choices contribute to meaning.	Explain how authors use language and structure to influence the reader.	Analyse the impact of language, structure and author's intent.
Sort and identify fiction (story) and non-fiction (information texts)	Understand that non-fiction texts give factual information	Understands where to look for information (library / online with adult supervision)	Evaluate the source of information			

Early Writing

EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Transcription						

Holds a pencil correctly using the tripod grip – use of a wide pencil	Holds a pencil correctly using the tripod grip – narrow pencil, growing stamina	Holds a pencil correctly using the tripod grip – narrow pencil -strong grip and stamina for writing	Holds a pencil or pen correctly using the tripod grip – strong grip and stamina for writing	Holds a pen correctly using the tripod grip –strong grip and stamina for writing		
Forms most lower-case letters in the correct direction, starting and finishing in the right place - use Little Wandle Mantras	Forms lower-case letters in the correct direction, starting and finishing in the right place – develop the cursive style letter formation Write on the line with ascenders and descenders clear.	Forms lower-case letters in the correct direction, starting and finishing in the right place – develop the cursive style letter formation and some joining in handwriting	Joined handwriting – cursive style with growing fluency	Joined handwriting – cursive style with fluency		
<u>Composition</u>						
Forms some capital letters correctly	Forms capital letters correctly	Forms capital letters correctly – knowing <u>not</u> to join capital letters				
Segments spoken words into phonemes (oral blending) and represent these by graphemes, spelling some correctly - use of a sound mat to scaffold writing (Phase 2, 3 and 4)	Segments spoken words into phonemes and represent these by graphemes, spelling some correctly – use of a sound mat to scaffold writing (Phase 2, 3, 4 and 5 as taught)	Segments spoken words into phonemes and represent these by graphemes, spelling some correctly – use of a sound mat to scaffold writing (Phase 2, 3, 4 and 5)				

Correctly spells some Phase 2, 3, 4 tricky words	Correctly spells most Phase 2, 3, 4 tricky words and Year 1 common exception words	Correctly spells Phase 2, 3 and 4 tricky words and most Phase 5 tricky words Correctly spells most Year 2 NC common exception words	Correctly spells Year 1 and Year 2 common exception words. Correctly spells some Year 3 and 4 CEWs	Correctly spells all Year 3 and 4 CEWs	Correctly spells some Year 5 and 6 CEWs	Correctly spells all Year 5 and 6 CEWs
Beginning to leave a space between words – use of a finger spacer stick to support	Leaves a space between words – use of a finger spacer stick	Leaves a space between words				
Demarcates a sentence with capital letters and full stops – adult prompting when necessary.	Demarcates most sentences with capital letters and full stops	Demarcates 90% of sentences with capital letters and full stops Using ? ! with some prompting	Demarcates 95% of sentences with capital letters and full stops Using ? ! “__” correctly		Demonstrate 90% accuracy using advanced punctuation ; : () -	Demonstrate 95% accuracy using advanced punctuation ; : () -
Says out loud what they are going to write about Writes a simple dictated sentence e.g. I can fun fast. (matched to phonics) – starting to use some phase 2 tricky words	Composes a sentence orally before writing it Writes a dictated sentence e.g. The coat is put on the peg. (matched to phonics) – using some tricky words	Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words / tricky words taught so far	Organise ideas into paragraphs around a theme.	Organise ideas into clear, cohesive paragraphs.	Build cohesion within and across paragraphs.	Write confidently and independently for a wide range of purposes and audiences.

Reads back what they have written – with adult support	Reads back what they have written – with some prompting	Reads back what they have written				

Communication and Language

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical						
Can say sounds correctly – developmentally (speech and language) Can say words correctly (speech sounds)	Can begin to control the speed and volume of their voice when talking aloud	Can control the speed and volume of their voice when talking aloud				
Beginning to use gestures and expression to help make their point	Beginning to use gestures when talking e.g. pointing, use of hands	Able to frequently use gestures and expression when talking	Able to use gestures and expression to help make their point			
Uses eye contact and faces the speaker when listening	Beginning to use some eye contact when listening	Uses eye contact and can now face the speaker when listening (may need prompting)	Uses eye contact and faces the speaker when speaking and listening			

Linguistic						
Beginning to use some basic sentence stems to share and link ideas	Uses sentence stems to share ideas	Uses a wider range of taught sentence stems to share ideas and link others' ideas				
Uses new vocabulary (taught) in daily routines – with adult prompts and modelling. Use ShREC to develop vocabulary to use	Uses new and appropriate (taught) vocabulary about a topic / learning – use throughout the day	Uses new and appropriate (taught) vocabulary about a topic / learning – use throughout the day – in context	Use increasingly precise vocabulary to explain ideas	Use sophisticated and subject-specific vocabulary confidently.	Communicate using precise, varied and purposeful vocabulary	Manipulate syntax to achieve clarity, emphasis and effect.
Cognitive						
Beginning to organise what they what to say – using taught sentence stems e.g. in show and tell	Organises clearly what they want to say using taught sentence stems	Organises clearly what they want to say	Adapt explanations depending on the listener's needs.			
Beginning to ask simple questions e.g. in show and tell, using sentence stems e.g. Who__? Where__?	Asks questions using a range of question words	Asks relevant questions of others				
Begin to explain why e.g. I like ___ because ___ Use of range of taught sentence stems	Gives reasons why using because, when etc… Use of wider range of taught sentence stems	Gives reasons / justifies what or why they are saying something				

Social and Emotional						
Take turns to talk and listen	Begin to take turns when playing, sharing and talking – adult prompts	Take turns when playing and more often taking in turns when talking and listening	Take turns to talk and listen			
Can repeat a response (Teacher says, we say, I say)	Begins to think about their audience when communicating	Able to think about their audience when communicating, adapting as necessary				

Early Mathematics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place value and the number system						
Count reliably with numbers from 1-20, then 1-30	Count reliably with numbers from 1-100, starting from different points	Count reliably with numbers from 1-100, starting from different points forwards and backwards	Count and represent numbers to 1000	Count and represent numbers to 10,000	Count and represent numbers to 1,000,000	Count and represent numbers beyond 1,000,000
Place numbers 1-10 in order	Place numbers 1-20 in order	Place numbers 1-100 in order	Order numbers to 1000	Order numbers to 10,000	Order numbers to 1,000,000	Order numbers beyond 1,000,000
Say which is one more or one less than a given number to 10	Say which is one more or one less than a given number to 20 and beyond	Say which is one more or one less than a given number to 100				
Operations						
Add and subtract single digit numbers	Add and subtract a single digit number	Add and subtract 2-digit numbers using	Add and subtract larger numbers			

using facts learnt so far e.g. I know 3+3=6, 5+2=7	to a 2-digit numbers using facts learnt so far e.g. I know 3+3=6, so 23+3=26 Begin to use known facts to work out related facts I know 3+3=6, so 3+4=7 Know number bonds to 10	resources to support e.g. using tens and ones, with increased fluency and using known facts e.g. I know 4+5=9 so 40+50=90	using known methods			
Double numbers from 1-10	Double numbers from 1-20	Double numbers from 1-20 and use to work out related facts e.g. 4+4=8 so 40+40=80, 20+20=40 so 20+21=41				
Half even numbers from 1-10 (1/2 of 10 is 5) Recognise odd / even using Numicon	Half even numbers from 1-20 (1/2 of20 is 10) Recognise odd / even numbers	Half even numbers from 1-20 and beyond using related facts e.g. ½ of 100 is 50.				
Count in 2s to 10 and 10s to 100 (number pattern only)	Count in 2s to 20, 5s to 100 and 10s to 100 using equipment to support	Count in 2s to 30, 5s to 100, 10s to 100 and 3s to 36 Begin to recall X facts for the 2X 3X 5X and 10X tables	Recall times tables facts 2x, 3x, 4x, 5x, 6x, 8x 10x	Recall all times table facts		

Early practical experience of grouping and sharing equally	Grouping using equipment and the array method Sharing practically using equipment and the bar model	Grouping using equipment and the array method Sharing practically using equipment and the bar model, starting to see the relationship between multiplication and division				
<u>Language and Vocabulary</u>						
In play, use everyday language to talk about size, weight, capacity, position, distance, time and money to compare e.g. longer, shorter, full, empty, in front behind	Use everyday language to talk about length – begin to use cm, weight, capacity, position, direction, money (recognise coins) , time (o'clock, half past)	Use everyday language to talk about length (cm / m), weight (g / kg), capacity (ml / l), position, direction, money (recognise and total coins) , time (o'clock, half past, quarter past, quarter to)				
Recognise and describe simple patterns (2 then 3 repeat)	Recognise and describe more complex patterns involving shape and number 2 4 6 8 1 3 5 7 9 5 10 15 20	Recognise and continue simple number patterns	Recognise and continue more complex number patterns			

Use early mathematical language and sentence stems taught so far e.g. 3 is a part and 1 is a part, the whole is 4.	Use mathematical language and sentence stems taught so far e.g. 5 plus 3 is equal to 8. 10 subtract 5 is equal to 5	Use a wider range of mathematical language (from Year 2 NC) and sentence stems taught so far e.g. 5 multiplied 3 times is 15	Use a wider range of mathematical language (from Year 3 NC) and sentence stems taught so far	Use a wider range of mathematical language (from Year 4 NC) and sentence stems taught so far	Use a wider range of mathematical language (from Year 5 NC) and sentence stems taught so far	Use a wider range of mathematical language (from Year 6 NC) and sentence stems taught so far
Transcription						
Forms 0-10 correctly	Forms all numbers correctly					
Mathematical recording in the learning environment e.g. using toys to represent, painting etc..	Set out work using one digit per square when recording (from Easter Year 1) Before this, large square books are used	Set out work using one digit per square when recording, beginning to use a ruler when needed	Set out work using one digit per square when recording, use a ruler when needed			