Foundational Knowledge Frogwell Primary School

The essential building blocks to learning

The Ofsted research report 'Strong Foundations in the First Years of School (October 2024), emphasised how it is key for children to secure strong foundational knowledge across the Early Years Foundation Stage / Key Stage 1 (and if necessary into Key Stage 2), to give children the best chance of educational success. The report states: 'By the end of key stage 1, all children need foundational knowledge: how to communicate, read, write and calculate. This includes the general knowledge that will help them to understand the world around them. Their physical, emotional and social development are also important. Finally, developing executive function is crucial for both learning and well-being.'



The report highlighted that some schools were:

- Introducing complex tasks too early
- Emphasising activities rather than what children need to learn
- Not taking enough notice of children's starting points
- Overloading children's working memory
- Not building effectively on previous learning

Based on this report, we have identified the foundational knowledge every child at Frogwell Primary School needs to secure so they can effectively progress through the school and successfully transition into their next stage of education. These principles have been created through discussion, research and supporting documentation including:

● The DfE Writing Framework (2025)

● EEF – Literacy KS1 Guidance Report

● Voice 21 – Student Friendly Oracy Framework

● Development Matters

● Early Learning Goals

● The National Curriculum

● Ofsted – Strong foundations report

● Harvard University - Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

● DfE – Mathematics Guidance KS1 and 2

The purpose of this document is to outline the specific foundational knowledge to be taught at Frogwell Primary School, and embedded across the curriculum to all our pupils from their wide range of starting points. These principles of foundational knowledge acquisition are used primarily across EYFS and Key Stage 1 to ensure every child has the prerequisites to achieve success, but do continue into Key Stage 2.

Principles of foundational knowledge at Frogwell Primary School

1. Our school emphasises the vital importance of these foundational skills for our children

2. Our curriculum clearly identifies foundational knowledge and skills, as outlined in the EYFS and national curriculum that our children will need for later learning

3. Across all key stages, we will make sure that formative assessment picks up children's misunderstandings quickly, and gives our teachers early opportunities to help children who need extra teaching and practice

4. Any identified gaps in children's foundational knowledge are quickly identified, addressed and are closing

5. We will give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent

6. We will choose teaching methods that are suited to what is being taught, incorporate over learning, and consider what children already know. New material is delivered in small steps.

7. We recognise that our children will have a wide range of starting points and are often at different stages of the curriculum and we will focus on those children who need it most.

Foundational Knowledge Base

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 strategises 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 - using Little Wandle SSP	
Respond speedily 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	

Read aloud accurately and with increasing fluency books that are consistent with developing phonic knowledge	
Read common exception words (tricky words Phase 2, 3, 4 and 5) 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	

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	
Forms capital letters correctly	
Composition	
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly	
Correctly spells most Year 1 NC common exception words and most Phase 2, 3, 4 tricky words	
Correctly spells some Year 2 NC common exception woes and most Phase 5 tricky words	
Leaves a space between words	
Says out loud what they are going to write about Composes a sentence orally before writing it	

Reads back what they have written	
Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words taught so far	
Demarcates most sentences with capital letters and full stops	

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 Mathematics

Place value and the number system	
Count reliably with numbers from 1- 20, then 1-30	
Place numbers 1-20 in order	
Say which is one more or one less than a given number to 10, then to 20.	
Operations	
Add and subtract single digit numbers using facts learnt so far e.g. I know 3+3=6, so 3+4=7 (EYFS)	
Add and subtract a single digit number to a 2-digit numbers using facts learnt so far e.g. I know 3+3=6, so 23+3=26 (Year 1)	
Add and subtract 2-digit numbers using resources to support e.g. using tens and ones (Year 2)	
Double numbers from 1-10	
Half even numbers from 1-10	
Count in 2s to 20, 5s to 100 and 10s to 100 (Year 1)	
Early practical experience of grouping and sharing equally	
Language and vocabulary	
Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare objects	
Recognise and describe patterns	
Use mathematical language and sentence stems taught	
Transcription	
Forms all numbers correctly	
Set out work using one digit per square when recording (from Easter Year 1)	