



Foundational Knowledge

Foundational knowledge refers to the essential skills and understanding children need by the end of Key Stage 1 to access the wider curriculum and thrive in their education. Acquiring these skills has a profound and lasting affect on outcomes for all children on their journey through school and beyond. Strong early foundations are particularly important for children who are disadvantaged and or have special educational needs.

Foundational knowledge encompasses the core skills children must secure in the early years, particularly in Reception and Key Stage 1.

This includes:

- Literacy and language skills: Reading fluency, phonics, vocabulary, and writing proficiency.
- Numeracy: Number facts, calculation, and basic problem-solving.
- Knowledge of the world: Science, social concepts, and general knowledge to help children understand their environment.
- Personal development: Social, emotional, and physical skills, including executive function such as focus, memory, and adaptability.



These skills form the foundation for later learning, enabling children to access a broad curriculum in Key Stage 2 and beyond. To consolidate foundational knowledge it is important that we, at St Bridget's, are clear about what knowledge and skills need to have been achieved in the EYFS and Key Stage 1. We have produced knowledge and skills progression documents for all year groups in school which make clear what children need to be able to achieve when. This includes social and emotional foundations in KS1 and the EYFS.

The EYFS knowledge and skill documents can be found as a separate document in this section of the website. A summary of the key foundational knowledge for KS1 is below. Skill and progression documents for all subjects up to year six are available in school.

Adults give children plenty of practise to repeat and embed early knowledge and move them on when appropriate. As early as possible, we identify those who are not where they are expected to be through ongoing assessment, formative and summative. We then target with adapted activities and interventions, extra practice and adult support, as appropriate.

Foundational Knowledge Summary KS1

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

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 flexibilities

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
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 aloud accurately and with increasing fluency books that are consistent with developing phonic knowledge
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.

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

Segments spoken words into phonemes and represent these by graphemes, spelling some correctly

Correctly spells most Year 1 then Year 2 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

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 some 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

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