



MASTERING THE FOUNDATIONS HANDBOOK

BEXTON PRIMARY SCHOOL
BLACKHILL LANE,
KNUTSFORD,
CHESHIRE
WA16 9DB

www.bexton.cheshire.sch.uk

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SECTION A: INTRODUCTION

Strong foundations. Lifelong success.

MASTERING THE FOUNDATIONS AT BEXTON

Every child should leave Bexton able to read fluently, write legibly and accurately without having to think about it, work with number confidently and flexibly, and understand and use the language of every subject they study. Those are the foundations. When they're secure, the rest of the curriculum opens up. When they aren't, everything else gets harder and it gets harder every year.

We have named five foundations of learning. We treat them as whole-school learning themes from Nursery to Year 6, with the same weight as each other, rather than as five separate subject concerns.

Foundation	What it means at Bexton	How it is taught
Early reading	Accurate, automatic decoding that becomes fluent reading with expression and understanding.	Floppy's Phonics (Nursery to Year 1), guided reading (Years 1 to 3), Ready Steady Read Together (Years 2 to 6).
Handwriting	A correct grip, good posture and accurate letter formation, building to a fluent, legible joined hand used in every book.	Motor development in Nursery, Ready Steady Handwrite (Reception to Year 6).
Spelling	Accurate spelling of taught sounds, rules and statutory words, applied in independent writing across the curriculum.	Floppy's Phonics (Reception and Year 1), Ready Steady Spell (Years 2 to 6).
Number sense	Fluent recall of number facts and a flexible understanding of how numbers are built and related.	Master the Curriculum (Nursery), NCETM Mastering Number (Reception to Year 6), Morning Maths.
Vocabulary	Understanding and using the words pupils need to learn, think and talk in every subject.	Planned in every subject, pre-taught in reading, collected and applied in writing, rehearsed through structured talk.

We chose these five because our own evidence points to them. Every subject depends on them. They are the skills our lowest attaining pupils most often lack. And they take years to become automatic so no single year group can secure them alone. In 2026 the lowest scoring early learning goals across our Reception cohort were word reading, writing and number. Writing is where our disadvantaged pupils have most ground to make up, and spelling was the thing they most often told us they find tricky. A handbook built around these five foundations is a response to what we know about our own children.

SECURE FIRST, THEN SUSTAIN

The work looks different at each end of the school, and it should.

In Nursery, Reception and Key Stage 1 the job is to secure the foundations first time. They are taught daily, in small steps, with fidelity to the programme, and checked often enough that no child slips behind for more than a day or two. We would rather a child takes an extra week to secure a sound than spends three years carrying the gap.

In Key Stage 2 the job is to keep them secure and use them. Pupils still have handwriting, spelling and Mastering Number every week. Reading fluency is still taught. Vocabulary is still planned. Expectations rise as pupils apply the foundations in longer writing, harder texts and more complex mathematics but nobody assumes a foundation is secure because it was taught two years ago. Where a gap remains, it's found and closed so it doesn't travel with the child to Year 7.

Phase	Focus	What success looks like
Nursery	Build the pre-skills: talk, listening, attention, hearing sounds, hand strength and early number.	Children talk in simple sentences, join in with rhymes and stories, hear and copy sounds, use tools with growing control and recognise small quantities without counting.
Reception	Secure first time.	Children read words and simple sentences using the sounds they know, form most letters correctly with a tripod grip, know the composition of numbers to 10 and recall bonds to 5 automatically.
Key Stage 1	Make it automatic.	Children pass the Phonics Screening Check, read age-appropriate books fluently, join letters, spell common exception words and recall addition and subtraction facts to 20.
Lower Key Stage 2	Sustain and apply.	Pupils read for meaning at pace, write in a joined hand at speed, apply spelling rules to unfamiliar words and recall multiplication facts to 12×12 by the end of Year 4.
Upper Key Stage 2	Sustain, apply and extend.	Pupils use all five foundations without thinking about them, so their attention goes on reasoning, interpretation and composition. No pupil leaves with a gap we haven't addressed.

WHERE THIS HANDBOOK SITS

The Curriculum Handbook sets out what we teach and why. The Teaching and Learning Handbook sets out how we teach, including C.L.E.A.R lessons and our classroom protocols. The Inclusion Handbook sets out how we identify and remove barriers. The Assessment Handbook sets out how we know what pupils have learned. The Reading, Writing and Mathematics Handbooks hold the subject detail.

This handbook takes the foundation-level detail from all of them and puts it in one place, with a clear statement of what every member of staff is expected to do. Where the detail lives elsewhere, we point to it rather than repeat it.

ONE PATHWAY. EVERY CHILD.

The Pathway is our whole-school framework for learning, culture and personal development, built around five Trails: Performance, Social, Community, Team and Communication. The foundations and The Pathway feed each other.

A child who reads fluently can read aloud to an audience with confidence (Performance). A child with the words to explain their thinking can take part in Team Talks, disagree respectfully and build on someone else's idea (Communication, Social and Team). Bright Beginnings experiences, from putting up a tent to making pancakes, give children something real to talk, read and write about and the vocabulary to go with it. The Communication Trail in particular is the place where vocabulary and oracy become visible across the school.

SECTION B: WHY THE FOUNDATIONS MATTER

The gateway to all future learning.

EVERY LESSON DEPENDS ON THEM

A Year 4 history lesson asks pupils to read a source, use words like invasion and settlement, and write an explanation. A Year 5 science lesson asks them to read a scale, calculate a difference and record a conclusion. If a pupil is still sounding out words, still forming letters slowly or still counting on their fingers to find $7 + 8$, most of their attention goes on that and very little is left for the history or the science.

That's why the foundations sit at the core of the curriculum rather than alongside it. The Curriculum Handbook describes an ambitious curriculum for every pupil. The foundations are what make that ambition reachable.

FLUENCY FREES THINKING

Working memory is small. A child can only hold a few things in mind at once. When reading, handwriting, spelling and number facts are automatic, they take up almost none of that space and the child can think about meaning, reasoning and ideas. When they aren't, the basics crowd out the learning.

So we teach to automaticity and we keep practising after pupils first get something right. Accuracy comes first, then ease and speed. Fluency means accurate, automatic and flexible: a child who knows $6 + 4 = 10$ can also tell you $10 - 4$, $60 + 40$ and $0.6 + 0.4$ without starting again.

GAPS DON'T CLOSE ON THEIR OWN

A child who can't blend by the end of the autumn term in Reception doesn't just stay behind. They read fewer books, meet fewer words, practise less and fall further behind each half term. The same is true of a Year 3 pupil who can't recall number bonds or a Year 5 pupil whose handwriting is so slow that they write half as much as their classmates.

Our principle is keep up, not catch up. Gaps are spotted in the lesson, addressed the same day or the next, and tracked until they close. Section H sets out how.

WHO THIS MATTERS MOST FOR

Pupils with SEND and disadvantaged pupils have the least margin. They are more likely to arrive with gaps in early language, reading and number, and less likely to have those gaps filled at home. Strong foundations, taught well and checked often, do more for these pupils than anything we add later.

SECTION C: DELIBERATE DECISIONS

Every choice has a reason.

Some of the ways we organise foundation teaching are different from what a visitor might expect or what a published scheme suggests. Each one is a decision we made on purpose. Every teacher should be able to explain the reasoning behind the decisions that affect their year group.

1. MASTERING NUMBER IS THE NUMBER CURRICULUM IN RECEPTION

Reception does not follow the White Rose Reception scheme for number. Number is taught through the NCETM Mastering Number programme, four times a week across 31 weeks and carried into continuous provision and daily routines. White Rose units are used only for shape, space and measure.

Why: Mastering Number is built around exactly what the number early learning goals ask for, which is subitising, the composition of numbers to 10 and automatic recall of number bonds. It works like phonics does for reading: a systematic, cumulative programme that builds the code before children are asked to use it. Short, frequent sessions with rekenreks and carefully chosen representations give children models they will use for years and because the same programme continues into Year 1 and beyond, children meet the same models and the same language when they get there.

2. DRAWING CLUB IN RECEPTION, READY STEADY WRITE FROM YEAR 1

Ready Steady Write could start in Reception. We have chosen not to. Reception follows Drawing Club, which builds what writing depends on: oral storytelling, vocabulary, imagination and the physical act of mark making. Each week centres on a shared text. Children talk about the story, use its vocabulary in their own talk and represent it through drawing before they write. Alongside it, Ready Steady Handwrite teaches letter formation and Floppy's Phonics teaches the sounds children need to spell.

Why: a child who can tell a story, hold a pencil correctly and hear the sounds in a word is ready for a writing scheme. A child who can't isn't, however good the scheme is. By the summer term, Reception children write simple sentences with finger spaces, attempt capital letters and full stops, re-read their writing and use drawing to plan. That is precisely what Ready Steady Write builds on in Year 1.

3. NURSERY BUILDS THE PRE-SKILLS, NOT A WATERED-DOWN RECEPTION

Formal phonics doesn't start until the summer term of Nursery and then only Floppy's Phonics Level 1, when children are developmentally ready. Before that, Nursery concentrates on language, listening and attention, hearing differences between sounds, rhythm and rhyme, and a planned spine of stories, rhymes and songs. Mathematics follows Master the Curriculum, with a weekly nursery rhyme and practical, hands-on lessons. Handwriting starts with the body, not the pencil: Dough Disco, Squiggle Whilst You Wiggle, threading, weaving, cutting and construction build the strength, control and hand preference that letter formation depends on. Children in our pre-school year are taught by a qualified teacher.

Why: pushing formal teaching down into Nursery produces children who can recite things they don't understand and hold pencils they can't control. Building the pre-skills properly means Reception can teach the code quickly and securely.

4. YEAR 2 PRIORITISES FLUENCY BEFORE COMPREHENSION

Ready Steady Read Together begins in Year 2, but it doesn't take over straight away. In the autumn term, the daily reading session before lunch is split across the fortnight as two Ready Steady Read Together sessions and eight guided reading sessions. Guided reading in small groups lets the teacher hear every child read, correct errors as they happen and build accuracy, pace and expression with books matched to the group.

As fluency secures, the balance shifts towards whole-class shared reading, term by term, so that by the end of the summer term pupils are ready for the Year 3 pattern. The English leads agree the spring and summer balance with the Year 2 team, using fluency assessments, and it is recorded on the Year 2 timetable.

Why: comprehension depends on fluency. Year 2 is the year pupils move from decodable books to banded books and from learning to read towards reading to learn. If we rush to comprehension before decoding is automatic, the pupils who most need fluency practice get the least of it, and they spend comprehension lessons stuck on the words.

5. YEAR 3 STILL MAKES TIME FOR FLUENCY

Year 3 has four Ready Steady Read Together sessions a week and one session of consolidated guided reading and one-to-one reading. The fifth session is used to hear pupils whose fluency isn't yet secure and to consolidate the week's text with groups. From Year 4, shared reading runs daily.

Why: some pupils arrive in Key Stage 2 with accurate but slow reading. If nobody hears them read aloud regularly, that slowness hides inside whole-class lessons until it shows up as a comprehension problem in Year 5. The weekly guided and one-to-one session keeps it visible while independence builds.

6. MASTERING NUMBER IN EVERY YEAR GROUP, AS ITS OWN SESSION

Mastering Number was established in EYFS and Key Stage 1. From September 2026 it runs across the whole school. Key Stage 1 has four 10-minute sessions a week and Key Stage 2 has a daily 15-minute session. These are separate from the main maths lesson and from the 20-minute Morning Maths session.

Why: number sense needs short, frequent, focused practice, and that practice is the first thing to disappear when it is folded into a 60-minute lesson that runs over. A separate session protects it and gives teachers a natural slot for small-group work with pupils at risk of falling behind.

7. TRANSCRIPTION IS TAUGHT ON ITS OWN

Handwriting, spelling and sentence accuracy each have protected time. Ready Steady Spell is taught four times a week in Year 2 and three times a week in Years 3 to 6. Sentence accuracy is taught at the start of the writing lesson at least three times a week. Ready Steady Handwrite runs in short, frequent, modelled sessions from Reception to Year 6.

Why: a child who has to think about how to form a letter or spell a word has less attention left for what they want to say. The strand most likely to be squeezed out is the one without its own time so we give every strand its own time.

8. ONE FAMILY OF PROGRAMMES FOR ENGLISH

From May 2026 our English Leadership Team researched schemes, visited schools and trialled materials. They chose the Literacy Counts Ready Steady family (Write, Read Together, Spell and Handwrite) because the four strands align with each other and with the five foundations. Pupils meet the same language, routines and expectations every year. Ready Steady Go, the matched intervention material, is available for keep-up, so extra help practises the same content in the same way as the lesson.

9. KEEP-UP SITS ON TOP OF THE CORE OFFER

No pupil misses phonics, shared reading, story time or the main maths lesson in order to receive support. Keep-up and intervention are timetabled in addition to the core offer. A child who is behind needs more of the good teaching, not a replacement for it.

SECTION D: THE FIVE FOUNDATIONS IN PRACTICE

What we teach, how we teach it and how we know.

Each foundation follows the same pattern: what secure looks like, how it is taught from Nursery to Year 6, what you should see in every classroom and what happens when a child begins to fall behind. Full subject detail is in the Reading, Writing and Mathematics Handbooks and the subject progression documents.

FOUNDATION 1: EARLY READING

Secure early reading means a child decodes accurately and automatically, recognises common words at sight and reads aloud with the pace and expression that show they understand. Early reading is the first foundation we secure because every other subject depends on it.

Year group	Reading provision
Nursery	Language, listening and attention. Hearing environmental sounds, rhythm and rhyme. A planned spine of key stories, rhymes and songs. Floppy's Phonics Level 1 from the summer term. Daily story time.
Reception	Daily Floppy's Phonics, Levels 1+ to 3. Fully decodable books matched precisely to the sounds taught. Daily reading practice. A weekly shared text through Drawing Club. Daily story time.
Year 1	Daily Floppy's Phonics, Levels 4 and 5. Decodable books, then book banded books once the programme is complete. Guided reading. Statutory Phonics Screening Check in June.
Year 2	Autumn: two Ready Steady Read Together and eight guided reading sessions per fortnight, shifting towards shared reading term by term. Phonics keep-up groups for anyone who needs them. Phonics Screening Check re-check.
Year 3	Four Ready Steady Read Together sessions a week, plus one session of consolidated guided reading and one-to-one reading.
Years 4 to 6	Daily Ready Steady Read Together. Fluency modelled and practised in every unit. Phonics keep-up and fluency support for any pupil who still needs it.
Every class	Daily story time. Every child reads aloud to an adult regularly, with the lowest 20 per cent heard most often. Home reading recorded in the home school reading diary.

Phonics follows Floppy's Phonics with fidelity. The routine introduces the focus sounds and graphemes, then practises and applies them to reading, writing and spelling. Every session follows the same teaching sequence: revisit and review, teach, practise, apply, consolidate and read. Every adult who teaches phonics has completed Floppy's Phonics training, uses pure sounds and follows the same routines so a child hears the same thing from every adult who works with them.

Fluency is taught explicitly once decoding is secure. Teachers model expression, pace, intonation and prosody, then ask pupils to imitate them. Echo reading, choral reading and repeated reading of the same text are used in guided and shared reading. Pupils return to texts more than once so they read for meaning rather than for the first time.

WHAT YOU SHOULD SEE

- Phonics taught daily in Nursery (summer term), Reception and Year 1, following the teaching sequence, with every child participating.
- Reading books that match the sounds the child has been taught. If a child can't decode most of their book, it's the wrong book.
- Errors corrected in the moment, with the child re-reading the word correctly.
- Teachers modelling fluent reading aloud and pupils practising it, from Year 1 to Year 6.
- The lowest 20 per cent in each class named on the class context sheet and heard read more often than anyone else.

When a child begins to fall behind, keep-up is delivered the same day or the next day. It targets the specific grapheme-phoneme correspondences the child doesn't yet know, rather than repeating a whole level. It is short, frequent and continues beyond Key Stage 1 for any pupil who needs it. Further support includes phonics intervention, one-to-one reading, precision teaching and IDL, with DIBELS used to monitor fluency in Key Stage 2.

We check early reading through Floppy's Phonics assessments, practice screening checks, the statutory Phonics Screening Check in Year 1 and the re-check in Year 2, NTS reading assessments termly from Year 1 to Year 6 and above all by listening to children read.

FOUNDATION 2: HANDWRITING

Secure handwriting means a child holds a pencil correctly, sits well, forms every letter from the right starting point and, by Key Stage 2, writes in a fluent, legible joined hand without having to think about it. Handwriting that is fast in a handwriting lesson and falls apart in a science book is not yet secure.

Year group	Handwriting provision
Nursery	Strength, control and hand preference through Dough Disco, Squiggle Whilst You Wiggle, threading, weaving, cutting and construction. Staff model how to hold and use tools.
Reception	Ready Steady Handwrite: air writing, gross motor patterns and pre-writing shapes, then letter formation grouped by shared movement. Working towards a tripod grip in almost all cases by the end of the year.
Year 1	Letter families, capital letters and digits, formed correctly and consistently.
Year 2	The four joins introduced and practised.
Year 3	Joining extended, including from descenders and rounded letters.
Years 4 to 6	A fully joined style consolidated, using statutory word list words so that handwriting practice reinforces spelling at the same time.

These are our agreed whole-school handwriting expectations. They apply in every classroom and every book, from Reception to Year 6.

Expectation	What we expect of pupils	What adults do
Pencil grip	A tripod grip: pencil held between thumb and first finger, resting on the middle finger, a little above the sharpened point.	Model the grip in every handwriting session. Correct it every time, in every subject. Record any pupil who needs a grip or triangular pencil on the provision map.

Expectation	What we expect of pupils	What adults do
Posture and seating	Feet flat on the floor, back against the chair, chair tucked in, both forearms on the table, the non-writing hand holding the paper still.	Check posture before writing starts. Make sure furniture is the right height. Seat left-handed pupils so their writing arm isn't knocking a right-handed partner.
Paper position	Book or paper slightly tilted in line with the writing arm, with left-handed pupils tilting it the other way.	Show pupils how to position their book. Provide writing slopes where they are on the provision map.
Letter formation	Every letter and digit started and finished in the right place, as taught in Ready Steady Handwrite.	Never let incorrect formation go unchallenged, in any subject. Re-model the letter and ask the pupil to write it again.
Fluency	From Year 2, joins applied in all writing. By Year 6, a joined hand that is legible at speed.	Expect the taught joins in every book, not only the handwriting book. Notice pupils whose speed is limiting how much they write.
Presentation	Date and title as agreed, underlined with a ruler, neat crossing out, purple pen for improvements.	Follow the Books and Presentation expectations in the Staff Handbook. Model the standard on the board.

When handwriting is a barrier, pupils receive fine motor and handwriting groups, occupational therapy programmes where a referral is in place, and equipment such as grips, writing slopes and wedge cushions. Ready Steady Go provides matched keep-up material. A pupil whose ideas outrun their handwriting is still taught handwriting but is also given a way to get those ideas down, such as a scribe or typing for extended pieces, so that a transcription barrier doesn't become a composition barrier.

We check handwriting through presentation scrutiny in every year group each term, starting in Autumn 1, and by looking at handwriting across the curriculum, not only in handwriting lessons.

FOUNDATION 3: SPELLING

Secure spelling means a child spells the sounds they have been taught, the common exception words and the statutory word lists correctly, and applies the rules they have learned to words they haven't met before. Spelling is taught as a system of rules and patterns not as weekly lists of unrelated words to memorise for a test.

Year group	Spelling provision
Reception and Year 1	Spelling is taught through daily Floppy's Phonics, which teaches encoding alongside decoding. Children segment words into sounds and represent each sound with the grapheme they have been taught.
Year 2	Ready Steady Spell, four lessons a week. The Year 1 objectives are revisited within the Year 2 units so that nothing is lost in the move from phonics.
Years 3 to 6	Ready Steady Spell, three lessons a week, covering the statutory rules and guidance, the common exception words and the statutory word lists. From Year 4, handwriting practice uses word list words.

Spelling has to show up in pupils' writing as well as in spelling lessons. Taught spellings are expected to be spelt correctly in independent writing and key subject vocabulary is expected to be spelt correctly in foundation subject books. Whole class feedback picks up spelling errors that matter, and pupils correct them

in purple pen. Weekly spellings are displayed on the English working wall, and pupils record spelling and vocabulary work in their small yellow books.

When a child begins to fall behind, Ready Steady Go provides matched keep-up. Precision teaching and IDL are used for pupils with persistent difficulty and dictated sentences are used both in Ready Steady Spell and as an adaptation in writing lessons. Pupils who are not yet secure use the previous year's objectives for revision.

We check spelling through the Ready Steady Spell assessments at the designated points, NTS GPS assessments each term and most importantly through how accurately pupils spell in their extended writing. Because disadvantaged pupils told us spelling is the thing they find hardest, pupil voice in 2026-27 asks them about it again.

FOUNDATION 4: NUMBER SENSE

Secure number sense means a child understands how numbers are built and how they relate to each other, recalls key facts without counting and uses that knowledge flexibly. In Reception that looks like subitising to 5, knowing the composition of each number to 10 and recalling number bonds to 5 automatically. In Key Stage 1 it means fluent addition and subtraction facts to 20 and the 2, 5 and 10 times tables. By the end of Year 4 it means all multiplication facts to 12×12 , and in upper Key Stage 2 it means using all of this without effort while solving harder problems.

Year group	Number sense provision
Nursery	Master the Curriculum, with a weekly nursery rhyme and practical, hands-on lessons. Number carried through continuous provision, songs and routines.
Reception	Mastering Number as the main number teaching, four times a week across 31 weeks, carried into continuous provision. White Rose units for shape, space and measure in the summer.
Key Stage 1	Mastering Number in four 10-minute sessions a week, separate from the main lesson. White Rose Maths nine lessons a fortnight. Morning Maths daily.
Key Stage 2	Mastering Number in a daily 15-minute session, new across Key Stage 2, focusing on multiplication and division facts and the relationships between them. White Rose Maths nine lessons a fortnight. Morning Maths daily. Times Table Rock Stars. Statutory Multiplication Tables Check in Year 4.
Rainbow Room	Maths for Life, developing practical mathematical skills, alongside number sense work at each pupil's level.

Number sense is built through representations that expose the structure of the maths: rekenreks, Numicon, ten frames, base ten and place value counters, used so that pupils see the maths rather than use the equipment to do it for them. Teachers use precise mathematical language and stem sentences and all pupils work on the same content, with support and challenge through scaffolding and questioning rather than different tasks.

WHAT YOU SHOULD SEE

- Mastering Number taught at its agreed time in every class, every week.
- Pupils using the same models and stem sentences from Reception to Year 6.
- Pupils recalling facts rather than counting on their fingers, and explaining how they know.
- Misconceptions picked up during the lesson and addressed the same day, often in the Mastering Number session or Morning Maths.

When a child begins to fall behind, intervention happens the same day or the next, before, during or after the lesson. The Mastering Number session itself gives a slot for small-group work. Further support includes White Rose Infinity, 1-Minute Maths, Fluency Bee and precision teaching for specific facts.

We check number sense through Mastering Number monitoring (timetable reviews, lesson visits, teacher feedback and pupil discussion), White Rose end-of-unit assessments, where appropriate, NTS maths assessments each term and the Multiplication Tables Check. In 2026 our four disadvantaged Year 4 pupils averaged 23.5 out of 25, above the national average for all pupils. That is what short, frequent practice achieves, and it is what we want to see across every year group.

FOUNDATION 5: VOCABULARY

Secure vocabulary means pupils understand the words they meet in lessons and use them accurately in their own speaking and writing. It is the foundation that runs through every subject and the one most closely tied to disadvantage: children who start school with fewer words learn new words more slowly unless we teach them deliberately.

We plan for two kinds of words. Subject-specific words, such as photosynthesis, monarch or denominator, are identified in subject progression documents and in the waypoints of each humanities unit. High-utility words that work across subjects, such as compare, evidence, significant and suggest, are the ones pupils need to explain and reason, and they are often the ones nobody teaches because adults assume children already know them.

When a new word matters, teach it properly. Say the word and have pupils say it back. Show it written down. Give a pupil-friendly definition with an example and, where it helps, a non-example. Use it in a sentence, then ask pupils to use it in theirs. Put it on the working wall. Come back to it in the Connect phase of later lessons. A word met once is forgotten. A word met, used and revisited is learned.

Where	How vocabulary is taught
Early Years	Language-rich adult interaction, which our Early Excellence review recognised as a strength. A planned story spine in Nursery. Drawing Club vocabulary in Reception, used in children's own talk and play. Attention Autism, Colourful Semantics and Blank's Levels of Questioning for children who need them.
Reading	Ready Steady Read Together pre-teaches vocabulary, locates it in the text and revisits it, and pupils are expected to use it when discussing what they have read. Daily story time widens the words pupils hear.
Writing	Ready Steady Write units provide word banks. Pupils gather words, explore what they mean and apply them. Where pupils struggle, teachers offer a choice of words, including some that don't fit, so pupils have to think about why a word works.
Mathematics	Precise mathematical vocabulary and stem sentences in every lesson, with imprecise language corrected.
Wider curriculum	Key vocabulary identified in progression documents, explicitly taught in the Learn phase of C.L.E.A.R, rehearsed aloud in Connect, and displayed with pupil-friendly definitions and visuals on working walls, where appropriate.
Talk	Think-Pair-Share, Build Together and Everyone Thinks, so every pupil uses new vocabulary aloud. Full sentences expected where appropriate. Fortnightly Team Talks.

For pupils with language barriers, including pupils with EAL and those with speech, language and communication needs, key words are pre-taught before the lesson, supported with visuals and word banks, and practised again afterwards. Speech and language therapy targets are followed up where a therapist is involved.

We check vocabulary through lesson visits, book looks, pupil voice (can pupils explain the words they have been taught, and use them?) and analysis of pupils' spoken and written vocabulary.

SECTION E: EARLY YEARS: WHERE THE FOUNDATIONS ARE SECURED

Every child starts strong.

Most of the work in this handbook is done in Nursery and Reception. If we get the early years right, Key Stage 1 consolidates and Key Stage 2 sustains. If we don't, every year after that is spent catching up and the children who pay for it are the ones with the least to fall back on.

NURSERY: BUILDING THE PRE-SKILLS

Our Nursery (Cygnets and Swans) builds the foundations underneath the foundations. Children are immersed in talk, stories, rhymes and songs. They learn to listen, to take turns in conversation and to hear the differences between sounds. They develop the strength and control in their hands and bodies that writing will need. They explore number, pattern and quantity through Master the Curriculum and through play.

Children in our pre-school year are taught by a qualified teacher, which means early learning is shaped by secure subject knowledge and a clear understanding of what comes next. Floppy's Phonics Level 1 starts in the summer term, when children are ready for it.

Vocabulary and communication have been strengthened in Cygnets planning and disadvantaged children are tracked from Nursery so that any additional support in early language, reading or number is in place before Year 1.

RECEPTION: SECURING FIRST TIME

Reception is where the five foundations are first taught systematically. Each one has protected time every day or most days and each is carried into continuous provision so that children practise what they have been taught while they play.

Foundation	Taught through	How often
Early reading	Floppy's Phonics Levels 1+ to 3, decodable books, reading practice, story time	Phonics, reading practice and story time daily
Handwriting	Ready Steady Handwrite, plus fine motor work in provision	Short, frequent modelled sessions
Spelling	Floppy's Phonics, applied in Drawing Club writing	Daily through phonics
Number sense	Mastering Number, carried into continuous provision and routines	Four times a week across 31 weeks
Vocabulary	Drawing Club shared text, story time, adult interaction in provision	Drawing Club weekly cycle, story time daily, every interaction

Continuous provision is planned so the foundations show up in it. The mark-making area has the letters the class is learning. The reading area has the decodable books children can actually read. Rekenreks and ten frames are out where children will pick them up. Adults in provision model the vocabulary from the week's Drawing Club text and the sentence structures children are learning to use.

WHAT WE EXPECT BY THE END OF RECEPTION

Foundation	By the end of Reception, children can
Early reading	Say a sound for each letter and at least 10 digraphs. Read words by sound-blending. Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words.
Handwriting	Hold a pencil effectively using a tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.
Spelling	Spell words by identifying the sounds and representing them with a letter or letters. Write simple phrases and sentences that others can read.
Number sense	Show a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds to 5 and some to 10, including doubles.
Vocabulary	Use recently introduced vocabulary when retelling stories, in discussion and in role play. Talk about their ideas in well-formed sentences.

OUR EARLY YEARS EVIDENCE

In 2026, 87% of our Reception children reached a good level of development, against 68% nationally. Early Excellence reviewed our EYFS in 2025-26 and recognised the quality of adult interactions, children's confidence and motivation as learners, and a progressive, coherent curriculum.

The same data tells us where to look harder. The lowest early learning goals across the cohort were word reading, writing and number, three of our five foundations. Two of our four disadvantaged Reception children reached a good level of development (one of the two who didn't has an EHCP with needs in communication and language and PSED). That is why phonics keep-up, handwriting and Mastering Number are the Reception priorities for 2026-27, and why every disadvantaged child is tracked individually. The internal environment developments from the Early Excellence review are being completed this year, with the outdoor development to follow, so that every area of provision supports the foundations and is accessible for children with SEND.

SPOTTING NEED EARLY

Early years staff assess continuously through observation and record whether each child is on track or not on track for a good level of development. A child who isn't keeping up with phonics gets keep-up the same day or the next. A child whose language is a barrier is picked up as a first concern and given targeted support in the classroom, with a referral to speech and language therapy where the evidence supports it. We don't wait for a pattern to become a problem.

INTO YEAR 1

Transition into Year 1 is designed so that nothing restarts. Floppy's Phonics continues at Level 4. Mastering Number continues with the same models and the same language. Ready Steady Handwrite continues with letter families. Ready Steady Write begins, building on Drawing Club. Reception teachers pass on each child's phonics position, Mastering Number progress and handwriting needs, and any child not on track at the end of Reception has their provision agreed before September, not after the first assessment point.

SECTION F: KEY STAGE 1: MAKING THE FOUNDATIONS AUTOMATIC

From accurate to automatic.

In Key Stage 1, pupils move from getting it right to getting it right without thinking. The provision stays tightly structured because this is the stage where small gaps become large ones if they aren't caught.

YEAR 1

Year 1 completes Floppy's Phonics, Levels 4 and 5, with daily teaching and same-day keep-up. Pupils move from decodable books to book banded books once the programme is complete and guided reading builds early fluency. Spelling is taught through phonics. Ready Steady Handwrite teaches letter families, capitals and digits. Ready Steady Write begins, nine lessons a fortnight, with sentence accuracy at least three times a week. Mastering Number runs in four 10-minute sessions a week alongside White Rose Maths. The Phonics Screening Check is taken in June.

YEAR 2: THE BRIDGE YEAR

Year 2 sits on the boundary between learning to read and reading to learn, which is why both English leads hold Year 2 reading jointly. It is also the year that most clearly shows our approach to the foundations because several things change at once and we have deliberately slowed some of them down.

Reading starts the year led by guided reading, with two Ready Steady Read Together sessions and eight guided reading sessions per fortnight in the autumn term, moving towards shared reading as fluency secures (see Section C). Phonics keep-up groups run for any pupil who needs them and the Phonics Screening Check re-check is taken by any pupil who didn't meet the standard in Year 1. Ready Steady Spell begins, four lessons a week, revisiting the Year 1 objectives. Pupils learn the four handwriting joins. In mathematics, pupils work towards fluent recall of addition and subtraction facts to 20 and the 2, 5 and 10 times tables.

SECURE BY THE END OF KEY STAGE 1

By the end of Year 2 we expect pupils to decode automatically and read age-appropriate books aloud fluently and with expression, form all letters correctly and use the four joins, spell common exception words and the patterns they have been taught, recall addition and subtraction facts to 20 and the 2, 5 and 10 times tables, and use the vocabulary they have been taught when they talk about their learning. Any pupil who isn't there is named at the summer pupil progress meeting and their provision in Year 3 is agreed before they arrive.

SECTION G: KEY STAGE 2: SUSTAINING AND APPLYING

Strengthened, never assumed.

The biggest risk in Key Stage 2 is assuming. A pupil who passed the phonics check in Year 1 may still read slowly in Year 4. A pupil who learned the joins in Year 2 may have drifted back to print. A pupil who knew their bonds to 10 may have been quietly counting on ever since. So the foundations keep their own time in every Key Stage 2 timetable.

Foundation	Weekly provision in Key Stage 2
Reading	Ready Steady Read Together daily in the protected session before lunch (four sessions plus one guided and one-to-one reading session in Year 3). Fluency modelled and practised. Lowest 20 per cent heard most often.
Handwriting	Ready Steady Handwrite, short and frequent, with a fully joined style consolidated from Year 4. Taught joins expected in every book.
Spelling	Ready Steady Spell three times a week. Sentence accuracy at least three times a week at the start of the writing lesson.
Number sense	Mastering Number in a daily 15-minute session. Morning Maths daily. Times Table Rock Stars, with at least 15 minutes a week at home.
Vocabulary	Planned and taught in every subject through C.L.E.A.R. Pre-taught in shared reading. Collected and applied in writing.

APPLYING THE FOUNDATIONS

In Key Stage 2 the foundations are increasingly used for something bigger. Pupils read to find information and to interpret, write at length to explain and persuade, use number facts inside multi-step problems and use subject vocabulary precisely. The test of a secure foundation is whether it holds up when the pupil's attention is elsewhere so we look for it in history books, science books and extended writing, not only in the lesson that taught it.

FINDING THE GAPS THAT REMAIN

Some pupils reach Key Stage 2 with a foundation that isn't secure and some lose security along the way. These pupils are found through the lowest 20 per cent analysis after each NTS assessment, through whole class feedback and through pupil progress meetings. Support includes phonics keep-up for pupils who still need it, DIBELS fluency monitoring, comprehension support, precision teaching, IDL and Ready Steady Go.

Because specialist PE teaching covers PPA in Years 3 to 6, a teacher in each junior year group is released for a day a fortnight to teach targeted groups and individuals. This puts qualified teachers with the pupils who need them most. Our Key Stage 2 HLTA works with disadvantaged pupils on writing and the foundations that sit underneath it, with the pupils and focus agreed each term with the Pupil Premium lead.

SECTION H: KEEPING UP, NOT CATCHING UP

Gaps are found early and closed quickly.

ATTENDANCE: THE FIRST INTERVENTION

Every foundation in this handbook is built through short, daily, cumulative teaching. That makes attendance the first intervention. A child can't keep up with sessions they aren't in. A pupil at 90% attendance misses around 19 days a year. In Reception or Year 1 that is roughly 19 phonics sessions and 15 Mastering Number sessions, plus the story times, handwriting sessions and keep-up groups that went with them. Because each sound and each number fact builds on the last, those gaps don't stay small. Lateness matters too: Morning Maths runs during registration so it is the first thing a late pupil loses.

Whole-school attendance is consistently strong and above national averages. Disadvantaged pupils attend less well than their peers and a higher proportion of them are persistently absent. These are the pupils who can least afford to miss foundation teaching, which is why attendance has its own place in our Pupil Premium Strategy and SQM.

Hannah Franklin, our Pastoral Care and Attendance Lead, is the designated Attendance Lead. Attendance is checked regularly, and families are contacted early when a pupil's attendance falls to 95% or below. Under the Inclusion Handbook, attendance that begins to affect learning is a first concern so it triggers the same graduated response as any other barrier. The attendance team meets every half term to review whole-school, year group and individual attendance, with disadvantaged pupils a standing item, and agrees attendance plans wherever a pattern gives cause for concern. The Attendance Lead works with the SENDCos so that attendance support sits alongside provision maps and pastoral support and case studies record what was done and what difference it made. Every family receives their child's attendance each half term with a clear explanation of what it means and pupil premium funding removes practical barriers such as uniform or equipment.

WHAT CLASS TEACHERS DO

- Raise a pattern of absence or lateness with the Attendance Lead as soon as it is noticed.
- When a pupil returns after absence, check which foundation sessions they missed (the sounds taught, the Mastering Number sessions, the spelling rule) and target keep-up at exactly those, where appropriate.
- Make sure pupils who are often late aren't routinely missing the same morning foundation session. If they are, tell the Attendance Lead and plan how the missed practice is made up.

LAYERS OF SUPPORT

Once a child is in school, keeping up starts in the lesson. Most gaps are closed by a teacher who notices, re-explains and checks again. When that isn't enough, support is layered on top, quickly and precisely, and reviewed to see whether it worked. This follows the Bexton Graduated Inclusion Model in the Inclusion Handbook.

Layer	What it looks like	Who and when
1. Being in school	Attendance and punctuality tracked. Early contact with families, attendance plans where needed, and missed foundation sessions picked up on return, where appropriate.	Pastoral Care and Attendance Lead with class teachers, from the first sign of a pattern.
2. In the lesson	Responsive teaching through C.L.E.A.R and the protocols. Show Me and Everyone Thinks surface errors. The teacher re-teaches, adapts the scaffold or works with a group during Explore Together.	Class teacher, every lesson.

Layer	What it looks like	Who and when
3. Same day or next day	Phonics keep-up on the specific sounds. Maths intervention before, during or after the lesson. Small groups in the Mastering Number session or Morning Maths. Ready Steady Go for spelling and handwriting, where appropriate.	Class teacher or trained teaching assistant.
4. Targeted and time-limited	Phonics intervention, one-to-one reading, precision teaching, IDL, fine motor and handwriting groups, 1-Minute Maths, White Rose Infinity, Fluency Bee. Teacher release groups in Key Stage 2. HLTA support.	Agreed through pupil progress meetings and recorded on the class provision map.
5. SEND Support and specialist	A SEND Support Plan with SMART targets on the specific foundation. EHCP provision. Rainbow Room provision for pupils placed there.	Class teacher with the SENDCos, following Assess, Plan, Do, Review.

HOW WE RUN INTERVENTIONS

Interventions on a foundation has an entry point (what the assessment shows the pupil can't yet do) and an exit point (what they will be able to do when it ends). It uses the same language, models and routines as the classroom. It runs in addition to the core lesson, never instead of it. It is time-limited, recorded on the class provision map and reviewed regularly. If it isn't working, we change it or stop it. Interventions led by teachers are noted in whole class feedback books so the impact can be seen alongside the pupil's classwork.

The target matters more than the label. Compare these.

Vague	Precise
Phonics intervention.	Reads and writes words containing ai, ee and igh accurately in a decodable sentence, in 4 out of 5 attempts, by the end of the half term.
Improve handwriting.	Forms the c-family letters (c, a, d, g, o, q) from the correct starting point in independent writing across subjects, by the end of the half term.
Learn times tables.	Recalls the 6 and 7 times tables, including related division facts, within 3 seconds each, by the spring assessment point.

THE LOWEST 20 PER CENT

After each assessment point, the lowest attaining 20 per cent in reading in every class are identified and the SENCO reviews them. They are heard read more often than anyone else, they are first in line for keep-up and their progress is discussed at every pupil progress meeting. This information is passed on at transition so that provision continues without a gap in September.

SECTION I: PUPILS WITH SEND AND DISADVANTAGED PUPILS

Strong foundations matter most for the pupils with the least margin.

OUR STRONGEST INCLUSION STRATEGY

The Inclusion Handbook is clear that great teaching is the strongest inclusion strategy. For the foundations, that means the same ambitious programme for every pupil, taught with fidelity, with adaptations that remove barriers rather than lower expectations. A pupil with SEND follows the same phonics programme at the same pace as their class, with keep-up to stay with it. A pupil who can't yet decode a Ready Steady Read Together text still thinks deeply about it because it is read to and with them. A pupil who finds number hard works on the same content, with more representations and more guided practice.

ADAPTING EACH FOUNDATION

The SENDCos work with the English and maths leads to make sure each foundation is adapted and scaffolded appropriately. The table below shows what that typically looks like. What is actually in place for each pupil is recorded on the class provision map.

Foundation	Adaptations in the classroom	Additional support
Early reading	Same programme and pace with keep-up. Pre-taught vocabulary. Texts read aloud to and with pupils. Reading rulers, overlays, enlarged or coloured text, extra processing time.	Phonics intervention, one-to-one reading, precision teaching, IDL, DIBELS fluency monitoring.
Handwriting	Grips, triangular pencils, writing slopes, wedge cushions, appropriately sized lines, left-handed provision.	Fine motor and handwriting groups, occupational therapy programmes, Dough Disco continued beyond Nursery. Scribe or typing for extended pieces where needed.
Spelling	Word banks, spelling mats, dictated sentences, the previous year's objectives for revision.	Ready Steady Go, precision teaching, IDL.
Number sense	Manipulatives, number squares, multiplication grids, worked examples, stem sentences, strategic seating.	Prompt support, small groups in the Mastering Number session, 1-Minute Maths, White Rose Infinity, Fluency Bee. Maths for Life in the Rainbow Room.
Vocabulary	Pre-teaching, visuals, word banks, sentence stems, oral rehearsal, talking tins.	Colourful Semantics, Blank's Levels of Questioning, Attention Autism, speech and language therapy follow-up.

ACADEMIC, SOCIAL AND EMOTIONAL BARRIERS

When a pupil isn't securing a foundation, the first question is why. The Assessment Handbook asks teachers to distinguish between a gap in learning, a wider barrier and a possible special educational need, because each needs a different response. A child who can't blend because they missed two weeks of phonics needs keep-up. A child who can't blend because they are anxious, dysregulated or carrying something from home needs that addressed first or the keep-up won't stick.

Barrier	How it can show up in the foundations	Who supports
Academic	Insecure sounds or number facts, slow handwriting, spelling errors on taught patterns, limited vocabulary. Sometimes linked to SEND.	Class teacher, teaching assistants, HLTAs, teacher release groups, SENDCos.
Social	Missed sessions through absence or lateness. Fewer books, words and experiences at home. Less practice outside school. Cost limiting clubs and trips.	Pastoral Care and Attendance Lead, class teacher, HLTAs. The Pathway and Bright Beginnings.
Emotional	Anxiety about reading aloud or getting answers wrong, low confidence, difficulty regulating, worries that crowd out learning.	Pastoral Care and Attendance Lead, our two ELSAs, class teacher, SENDCos where needs persist.

Most pupils have more than one of these at once, which is why the Deputy Headteacher meets the Pastoral Care and Attendance Lead and the two HLTAs every term to review progress, needs and logistics for individual pupils.

OUR HLTAs

Our two Higher Level Teaching Assistants, one for Key Stage 1 and one for Key Stage 2, work with disadvantaged pupils in class and in small groups. Their main focus is writing and the foundations underneath it: handwriting, spelling and vocabulary, alongside reading fluency and number where a pupil needs it. Each term they meet the Pupil Premium lead to agree the individual pupils they will support and the specific focus for each, drawn from pupil progress meetings, so their time goes where it will make most difference.

They work under the direction of class teachers, using the same programmes, language and models as the classroom, including Ready Steady Go, precision teaching and phonics keep-up. Support is designed to build independence and fade as confidence grows. They keep individual records of the support each pupil receives, updated as it is given, so its impact can be tracked pupil by pupil and discussed at pupil progress meetings.

PASTORAL CARE AND ATTENDANCE LEAD

Hannah Franklin, our Pastoral Care and Attendance Lead, removes the barriers that sit outside the curriculum but stop the foundations being learned. Alongside attendance (Section H), she provides targeted support for pupils who need help managing their emotions, including ELSA sessions using structured programmes, pastoral check-ins and nurture time. She receives regular ELSA supervision and training, including trauma-informed practice. Our Nursery Manager, Kirsty Ruff, is our second trained ELSA so this support is available from the earliest years and doesn't depend on one person.

She works closely with families and outside agencies, helps families check and register their free school meals entitlement and keeps individual records of the support each pupil receives. From autumn 2026 every class completes Jigsaw REST, our resilience screening, each autumn and summer, which gives her and class teachers an early picture of which pupils may need support.

Pastoral support is timed so that it doesn't routinely take pupils out of phonics, shared reading or Mastering Number. A child who is regulated and ready to learn but missing the session that teaches the foundation hasn't been helped as much as they could be.

DISADVANTAGED PUPILS

Our Pupil Premium Strategy 2026-29 names the five foundations as central to closing the gaps for disadvantaged pupils, particularly in writing. In practice this means the following.

- Every disadvantaged child is tracked individually from Nursery, so additional support in early language, reading or number is in place before Year 1.
- Every disadvantaged pupil is discussed by name at every pupil progress meeting, using class context sheets, provision maps and termly assessment data.
- Our two HLTAs, one in each key stage, focus on writing and the foundations underneath it (see above).
- Disadvantaged pupils are prioritised for teacher release groups in Key Stage 2, for stretch as well as for catch-up.
- Our aim is that every disadvantaged pupil passes the Phonics Screening Check by the end of Year 2, unless disapplied in line with their EHCP.
- Where a pupil doesn't read at home, they are heard read more often in school. Progress in the foundations should never depend on what happens at home.

PUPILS WITH SEND

Our SENDCos, Gemma Kilshaw (SEND Support) and Mel McGrorey (EHCPs and the Rainbow Room), oversee how each foundation is adapted for pupils with SEND. Where a pupil's barrier sits in a foundation, their SEND Support Plan target names it precisely (see the examples in Section H). Class context sheets and provision maps are live documents, updated termly and monitored for impact rather than completion. Pupils with EHCPs who are working below age-related expectations are tracked in small steps on TrackAble so progress in a foundation is recognised even when it doesn't yet show in a national standard.

The Rainbow Room works on the same five foundations, at each pupil's level, and pupils join mainstream foundation teaching wherever that is purposeful.

SECTION J: CONSISTENCY IN EVERY CLASSROOM

The same expectations, whichever classroom a child is in.

A child shouldn't meet a different handwriting standard, a different set of phonics sounds or a different model for addition because they have moved class or because a different adult is teaching them that afternoon. Consistency is what makes the foundations stick.

WHAT YOU WILL SEE IN EVERY CLASSROOM

- Foundation sessions (phonics, reading, Mastering Number, spelling, handwriting and sentence accuracy) taught at their agreed times and not dropped or shortened.
- Every adult using the programme's language: pure sounds in phonics, the Ready Steady Handwrite formation language, Mastering Number models and stem sentences.
- Correct pencil grip, posture and letter formation expected in every subject, and corrected when they slip.
- Taught spellings and key vocabulary spelt correctly in books, with errors that matter picked up through whole class feedback.
- Reading books matched to what the child can decode and the lowest 20 per cent heard read most often.
- Key vocabulary taught explicitly, displayed with pupil-friendly definitions and used by pupils aloud.
- Errors in the foundations addressed in the lesson and keep-up happening as close to the learning as possible.
- Working walls showing current vocabulary, weekly spellings, sentence models and maths representations.

PROTECTED TIME

The agreed morning times for Morning Maths, Mastering Number, phonics and spelling, English and reading are followed consistently, as set out in the Staff Handbook. Shared reading sits in the protected slot before lunch so that it is never the lesson that gets cut when the morning overruns.

EVERY ADULT

Teaching assistants and our two HLTAs are as important to the foundations as teachers. They deliver much of the keep-up, hear many of the readers and sit next to the pupils whose handwriting most needs correcting. A programme of training and short briefings led by senior leaders and the SENDCos covers many areas of training, such as, Ready Steady Go, Mastering Number, scaffolding that builds independence and the use of class provision maps, so every teaching assistant knows which pupils they support and why. PPA cover teachers follow the same routines and record what they notice in the whole class feedback book.

SECTION K: WORKING WITH FAMILIES

What happens at home should reinforce what happens in school.

At annual Meet the Teacher sessions, staff explain how reading, spelling, handwriting and number are taught in their year group and what families can do to help. Parents and carers of younger children are shown how to listen to their child read, how to encourage blending and how to say the pure sounds used in phonics so that home practice reinforces school teaching rather than confusing it. Every child has a home school reading diary, which parents are asked to sign.

Families are encouraged to use Times Table Rock Stars for at least 15 minutes a week from Year 2. Parents of pupils on SEND Support are offered extended meetings, separate from parents' evenings, where foundation targets are shared and discussed.

We know that not every family can give the same support at home. Where that is the case, we make up the difference in school. A child's progress in the foundations should never depend on their circumstances.

SECTION L: LEADERSHIP, MONITORING AND EVALUATION

How we know it is working.

WHO LEADS WHAT

Role	Who	Responsibility for the foundations
SQM Project 3 leads	Katie Parker and Tracey Lasham, Assistant Headteachers	Lead the five foundations across the Infants and Juniors, coordinate monitoring and report on impact.
Strategic oversight	Tris Marchington, Deputy Headteacher	Manages the project, links it to curriculum, assessment and the Pupil Premium Strategy, and reports to governors.
English leads	Amy Day (Infants) and Amy Yardley-Goldrick (Juniors)	Early reading, spelling, handwriting and vocabulary within English. Hold Year 2 jointly.
Maths leads	Rosie Rea (Infants) and Rob Evans (Juniors)	Mastering Number and number sense from Reception to Year 6.
Pastoral Care and Attendance Lead	Hannah Franklin	Leads attendance and the attendance strategy and removes social and emotional barriers so pupils are in school and ready to learn.
HLTAs	One for Key Stage 1 and one for Key Stage 2	Support disadvantaged pupils with writing and the foundations underneath it, with pupils and focus agreed termly with the Pupil Premium lead.
SENDCos	Gemma Kilshaw (SEND Support) and Mel McGrorey (EHCPs and Rainbow Room)	Make sure each foundation is adapted and scaffolded for pupils with SEND, and monitor provision maps for impact.
Subject leaders	All subject leaders	Identify and monitor key vocabulary in their subject and check that handwriting and spelling expectations hold in their subject's books.
Class teachers and teaching assistants	Everyone	Teach the foundations daily, apply the expectations in every lesson and act quickly when a child falls behind.

HOW WE CHECK EACH FOUNDATION

Foundation	Evidence	When
Early reading	Floppy's Phonics assessment. Phonics Screening Check and re-check. NTS reading. Hearing children read. Lowest 20 per cent analysis.	Phonics assessments regularly through the programme. NTS each term. Screening Check in June.
Handwriting	Presentation scrutiny in every year group, looking at handwriting across subjects as well as in handwriting books.	Termly.
Spelling	Ready Steady Spell assessments. NTS GPS. Spelling accuracy in extended writing. Pupil voice.	At the designated points.

Foundation	Evidence	When
Number sense	Mastering Number lesson visits, timetable reviews and pupil discussions. White Rose end-of-unit assessments, where appropriate. NTS maths. Multiplication Tables Check.	Fluency evaluated termly. MTC in June.
Vocabulary	Lesson visits, book looks, pupil voice and analysis of pupils' spoken and written vocabulary.	Vocabulary monitoring cycle.
Attendance	Attendance and persistent absence by group, individual attendance plans, case studies.	Half termly.
All five	Pupil progress meetings, provision map reviews, Insight and TrackAble data by group, HLTA and pastoral records, Jigsaw REST, staff survey.	Termly.

KEEPING IT MANAGEABLE

Monitoring the foundations uses the systems we already have: whole class feedback books, Insight, TrackAble, provision maps, book looks, pupil progress meetings and learning walks. Teachers are not asked to keep separate foundation trackers or produce evidence for this handbook. The best evidence that the foundations are secure is in what pupils can do and the best place to see it is in their books, their reading and their talk.