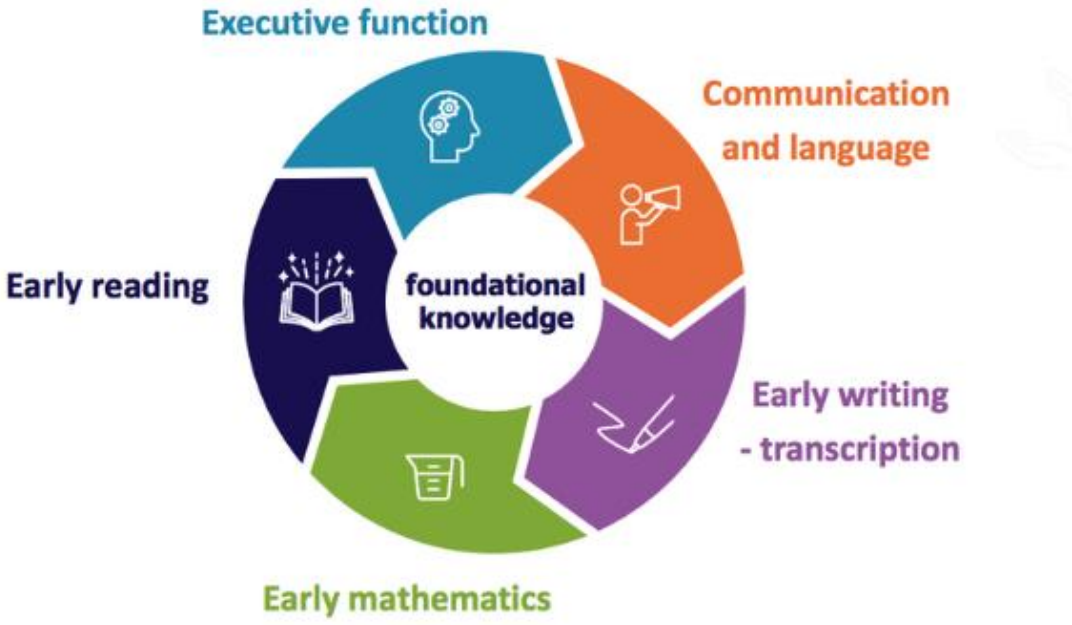
Foundational Knowledge at Alvanley and Manley Village School



Our approach to securing foundational knowledge

Drawing on key national guidance and evidence-based research, we have identified the essential foundational knowledge every child must master to progress successfully across the curriculum throughout their school life. We have identified this knowledge within the following areas in the attached documents: Executive function, Communication and language, Early writing - transcription, Early mathematics, and Early reading.

These non-negotiable standards have been shaped through professional discussion, research, and core educational benchmarks, including:

- EEF – Key Stage 1 Literacy Guidance Report
- Voice 21 – Student-Friendly Oracy Framework
- DfE – Development Matters & Early Learning Goals (EYFS)
- DfE – The National Curriculum
- Ofsted – *Strong Foundations* Research Report
- Alvanley and Manley Village School - Curriculum Maps

Purpose & Implementation

This document defines the specific core knowledge and skills required for lifelong academic success. While implemented primarily across the Infant years to ensure strong curriculum knowledge, these standards also:

- Underpin our EYFS provision.
- Guide targeted interventions in Year 2 and Key Stage 2 for any pupils requiring further consolidation.

Key Stage 1 Teaching Principles

To support this approach, our teaching and learning approach will adhere to four core principles:

1. Small steps: Presenting new material in manageable, incremental steps.
2. Language first: Placing vocabulary and language development at the heart of comprehension.
3. Targeted support: Prioritising focus and resources where they are needed most.
4. Adaptive practice: Recognising that children progress through the curriculum at different stages.

Note: Pupils with identified gaps in foundational knowledge will receive more explicit, direct instruction to help them acquire and secure essential skills and concepts.

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
Show appropriate body language and face 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 and be willing to change their opinion
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

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
Self Control
Waits their turn without showing impatience
Sustains focus on an activity for an extended period
Reflects before responding or reacting
Expresses feelings without acting out emotions
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
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 or other acceptable grip
Forms lower-case letters in the correct direction, starting and finishing in the right place
Forms capital letters correctly
Form letters and numbers of a correct and relative size
Recognise and name the letters of the alphabet in order
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly
Correctly spells most Year 1 common exception words
Leaves a space between words
Says out loud what they are going to write about
Composes a sentence orally before writing it
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
Begin to demarcate some sentences with question marks and exclamation marks

Early Mathematics

Place Value and the Number System
Count accurately 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
Automatic recall of number bonds up to 10
Show a basic understanding of partitioning numbers
Language and Vocabulary
Use everyday language to talk about size, weight, capacity, position, distance, time, money and estimation to compare objects
Recognise and describe patterns
Uses mathematical language and sentence stems taught
Transcription
Forms all numbers correctly and in a relative size
Sets out work using one digit per square when recording