Coppull Parish
Church of England Primary School

Foundational Knowledge Progression

Purpose of Our Foundational Knowledge Progression

Our Foundational Knowledge Progression outlines the essential knowledge and skills we believe every child should develop during their early years of education. These foundations support children's communication and language, reading, writing, mathematical understanding and ability to become confident, independent learners.

Drawing on educational research and guidance from Ofsted, our progression is organised into five key areas, with clear expectations for Reception, Year 1 and Year 2. It identifies what children need to learn at each stage and how we support them through high-quality teaching, purposeful practice and carefully planned learning opportunities.

By building these foundations progressively, we aim to ensure that all children develop the knowledge, skills and confidence they need to succeed as they move through school and beyond.

How This Progression Relates to Our Wider Curriculum

Our Foundational Knowledge Progression does not replace the full Early Years Foundation Stage or Key Stage 1 curriculum. Instead, it identifies the essential knowledge and skills that underpin children's learning and help prepare them for the increasing demands of Key Stage 2.

These foundations are developed through our carefully planned curriculum, high-quality teaching and everyday learning experiences. Teachers continue to teach the full breadth of the curriculum, using this progression to recognise the knowledge that is particularly important to secure, identify gaps and provide additional teaching or practice where needed.

Our aim is not to narrow children's learning, but to ensure that every child develops the secure foundations needed to access, enjoy and succeed within a broad, ambitious curriculum.

Principles for Using Our Foundational Knowledge Progression

Our Foundational Knowledge Progression supports a consistent and carefully sequenced approach to teaching and learning across Reception, Year 1 and Year 2. It is underpinned by the following principles:

- **Explicit teaching and purposeful practice:** We ensure that essential knowledge and skills are taught clearly and systematically, with regular opportunities for children to practise, revisit and apply their learning so that it becomes secure.
- **Carefully sequenced learning:** Our progression builds on what children already know and can do. Each year group develops the foundations established in previous years, ensuring that learning is connected and prepares children for their next stage of education.
- **Responsive teaching and assessment:** We use everyday classroom activities, discussions, observations and children's work to understand what they know and can do. This enables us to identify gaps in learning and provide timely, targeted support where needed.
- **Inclusive teaching and high expectations:** We recognise that children develop at different rates and may require different approaches to learning. We maintain high expectations for all pupils, including those who are considered to be disadvantaged and those with special educational needs and disabilities (SEND), while providing appropriate adaptations and support to help every child succeed.

- **Recognising individual progress:** Our progression provides clear expectations for the knowledge and skills children should develop throughout Reception and Key Stage 1. We recognise children's individual starting points and use these expectations to support progress, rather than viewing them as rigid milestones that every child must achieve at exactly the same time.

Through these principles, we aim to ensure that every child develops secure foundations, grows in confidence and is well prepared for future learning.

The Five Areas of Foundational Knowledge

Our progression focuses on five interconnected areas:



For each area, we identify **what children need to know and be able to do** in Reception, Year 1 and Year 2, alongside **how we explicitly teach and practise** this knowledge.

These expectations provide a guide to the development of foundational knowledge across the early years of school. We recognise that children develop at different rates and use ongoing assessment to ensure teaching responds to their individual needs.

1. Communication and Language

Communication and language underpin children's learning across the curriculum. Developing secure listening, understanding, vocabulary and speaking skills enables children to express their ideas, understand others, participate in discussions and access increasingly complex learning.

What? Progression in Knowledge and Skills

Strand	Reception	Year 1	Year 2
Listening and Understanding	• Listen to a short story or explanation. • Respond to a relevant question. • Follow familiar two-part instructions with appropriate support.	• Follow classroom explanations and two- or three-part instructions. • Ask for clarification when unsure.	• Listen to a longer explanation and identify key information. • Follow a sequence of familiar instructions independently.
Vocabulary and Meaning	• Understand and use explicitly taught words linked to stories, routines and curriculum experiences.	• Explain and use taught topic vocabulary in sentences. • Connect new words with words already known.	• Use increasingly precise vocabulary in explanations, recounts and subject discussions. • Clarify the meaning of words.
Sentence Structure and Explanation	• Speak in understandable sentences to describe an event, idea or need. • Use basic connectives in spoken language.	• Sequence two or more spoken sentences to recount, describe or explain. • Give a simple reason using words such as 'because'.	• Organise a short spoken explanation with relevant detail, sequencing and reasons. • Adapt explanations for the listener.
Conversation and Narrative	• Take turns in a supported conversation. • Retell a familiar story using its main events.	• Build on another person's contribution. • Ask relevant questions. • Retell a story in the correct order.	• Sustain purposeful discussion and respond to others' points. • Retell or summarise information with key details.

How? Explicit Teaching and Deliberate Practice

- Read and discuss high-quality texts daily, deliberately introducing, explaining and revisiting vocabulary.

- Model complete spoken sentences, extend children's contributions and allow opportunities for oral rehearsal before writing.
- Plan partner talk, storytelling and structured discussion, ensuring that all children have opportunities to contribute.
- Explicitly teach listening routines and clarify instructions using accessible language, visual support or repetition where appropriate.

Recognising Secure Learning

We look for children demonstrating their knowledge and skills accurately on more than one occasion, including after a period of time and in different contexts. We use this information to identify where further teaching or practice may be needed, while recognising the importance of individual communication needs and opportunities to learn.

2. Early Reading

Early reading is fundamental to children's success across the curriculum. We prioritise the systematic teaching of phonics, accurate decoding, reading fluency and language comprehension so that children develop the skills and confidence to become successful readers.

What? Progression in Knowledge and Skills

Strand	Reception	Year 1	Year 2
Phonological Awareness and Phonics	• Hear and manipulate sounds in spoken words. • Recognise and say a sound for each letter of the alphabet and at least 10 digraphs, and apply known GPCs when blending to read words.	• Secure and rapidly recall taught GPCs, including alternative spellings introduced through the Little Wandle programme.	• Apply secure phonics knowledge to unfamiliar words and increasingly complex spelling patterns. • Address any remaining gaps in decoding knowledge.
Blending and Word Reading	• Blend taught phonemes to read words and simple sentences matched to current phonics knowledge.	• Accurately decode unfamiliar words in appropriately matched books. • Recognise taught common exception words.	• Read age-appropriate texts with increasing accuracy and automatic word recognition. • Continue to use decoding strategies when encountering unfamiliar words.
Reading Fluency	• Read simple, appropriately matched sentences with increasing accuracy and confidence.	• Reread matched texts to improve accuracy, pace and phrasing. • Read words using taught phonics knowledge rather than guessing from pictures.	• Read familiar and unfamiliar passages accurately. • Read at a suitable pace and with meaningful phrasing.
Language Comprehension	• Discuss characters, events and vocabulary in books read aloud. • Retell key events from familiar stories.	• Explain what has happened in a text. • Clarify the meaning of words. • Make simple predictions using information from the text.	• Retrieve and explain key information. • Make inferences supported by evidence from the text. • Discuss meaning across fiction and

			non-fiction texts.

How? Explicit Teaching and Deliberate Practice

- Teach the planned Little Wandle Reception progression systematically, including Phases 2, 3 and 4, with regular review, assessment and timely keep-up support.
- Follow our school's Little Wandle phonics programme consistently, including its assessment and additional support arrangements.
- Match decodable reading books to the GPCs children have been taught, providing frequent opportunities for supported reading and rereading.
- Read rich and engaging texts aloud to develop vocabulary, comprehension and a love of reading, alongside children's independent decoding practice.
- Listen to individual readers regularly, addressing inaccurate decoding promptly and encouraging children to apply their phonics knowledge.

Recognising Secure Learning

We look for children applying their phonics knowledge accurately and increasingly automatically, both when reading familiar material and when encountering unfamiliar words. Reading assessments, individual reading opportunities and classroom observations help us identify where further teaching and practice are needed.

3. Early Writing – Transcription

Secure transcription skills are essential for children to become confident and independent writers. We prioritise physical preparation, accurate letter formation, spelling and transcription fluency so that children can increasingly focus their attention on expressing ideas and composing written work.

What? Progression in Knowledge and Skills

Strand	Reception	Year 1	Year 2
Physical Preparation and Pencil Control	• Develop stable seating and appropriate paper positioning. • Develop a comfortable, effective pencil grip. • Make controlled marks and strokes.	• Use a functional pencil grip and writing posture that allow sustained and accurate letter formation.	• Maintain comfortable posture and efficient pencil control during longer writing activities without unnecessary fatigue.
Letter Formation	• Form taught lower-case letters with correct starting points, direction and orientation. • Form recognisable capital letters as taught.	• Form lower-case and capital letters accurately and consistently. • Use appropriate spacing between words.	• Write legibly with increasingly consistent letter size, spacing and fluency. • Develop letter joins when appropriate and in line with school policy.
Phoneme – Grapheme Spelling	• Segment spoken words and represent phonemes using taught graphemes in words and short phrases.	• Spell words using taught GPCs. • Spell taught common exception words. • Apply simple spelling conventions.	• Apply taught spelling patterns and rules, including suffixes and common exception words, in dictated and independent writing.
Dictation and Transcription Fluency	• Write taught words and short dictated phrases or sentences with support, using known phonics.	• Write dictated sentences containing taught GPCs and common exception words. • Attend to word spacing and basic punctuation.	• Write dictated sentences accurately and with increasing fluency. • Apply taught spelling and punctuation while retaining the sentence in mind.

Sentence Readiness	• Orally rehearse a simple sentence before recording it using available transcription knowledge.	• Orally compose and write simple sentences. • Reread writing to check words and sentence boundaries.	• Transcribe several related sentences with increasing automaticity, allowing greater attention to be given to composition.

How? Explicit Teaching and Deliberate Practice

- Explicitly model letter formation, teaching correct starting points, direction, orientation and spacing.
- Provide short, frequent opportunities for handwriting practice and check that accurate formation transfers into independent writing.
- Teach spelling systematically in line with our phonics programme and the English curriculum, including regular practice in segmenting and retrieving taught spelling knowledge.
- Use carefully selected dictation activities to practise previously taught transcription skills.
- Manage the demands of writing activities carefully, reducing composition demands when practising handwriting or spelling, and vice versa.

Recognising Secure Learning

We look for children forming letters accurately, applying taught spelling knowledge and transcribing words and sentences with increasing fluency and independence. Children's everyday writing provides opportunities to identify where specific transcription skills require further teaching or practice.

4. Early Mathematics

Strong mathematical foundations enable children to understand numbers, recognise relationships, calculate efficiently and solve increasingly complex problems. We prioritise secure number sense, mathematical language, representations and fluency through explicit teaching and purposeful practice.

What? Progression in Knowledge and Skills

Strand	Reception	Year 1	Year 2
Counting and Cardinality	• Count objects reliably using one-to-one correspondence. • Understand that the final number counted represents the total quantity. • Verbally count beyond 20.	• Count, read, write and order numbers to at least 100. • Locate numbers on a number line.	• Count in steps of 2, 3, 5 and 10. • Compare and order numbers to at least 100 using place value understanding.
Subitising and Number Composition	• Subitise quantities to 5. • Explore and recall different compositions of numbers within 5 and some within 10.	• Recall number bonds within 10. • Use understanding of number composition to support calculation within 20.	• Recall and use addition and subtraction facts to 20. • Derive related facts within 100.
Place Value and Comparison	• Compare quantities up to 10 using language such as more, fewer and equal. • Use practical representations to demonstrate comparisons.	• Understand tens and ones in two-digit numbers. • Compare and order two-digit numbers.	• Use tens and ones to partition, compare and calculate with two-digit numbers.
Calculation and Number Relationships	• Combine and separate small sets of objects. • Explore one more and one less. • Explore doubles and sharing through practical activities.	• Add and subtract within 20 using known facts, number relationships and representations. • Recognise simple doubles.	• Use known facts and place value to add and subtract two-digit numbers. • Recall and use multiplication facts for the 2, 5 and 10 times tables.

Mathematical Language and Representation	• Explain quantities, patterns, shapes and position using taught mathematical language and concrete materials.	• Represent calculations using objects, drawings, symbols and number lines. • Explain a chosen method.	• Select and interpret appropriate mathematical representations. • Explain methods and recognise when an answer is unreasonable.

How? Explicit Teaching and Deliberate Practice

- Use structured mathematical representations, including fingers, five and ten frames, bead strings and number lines, to develop understanding.
- Explicitly teach precise mathematical language and make connections between spoken explanations, concrete models and written symbols.
- Plan frequent opportunities to retrieve and practise number compositions and facts while maintaining a strong focus on conceptual understanding.
- Identify misconceptions through questioning and practical demonstrations, revisiting prerequisite knowledge promptly when gaps are identified.

Recognising Secure Learning

We look for children demonstrating accurate mathematical understanding across different activities and representations. Children should increasingly recall important facts, explain number relationships and apply their knowledge independently. Assessment informs additional teaching where necessary.

5. Executive Function

Executive function refers to the mental processes that help children manage their attention, remember instructions, regulate responses, adapt to challenges and become increasingly independent learners.

These skills develop over time and are supported through explicit teaching, consistent routines, modelling and carefully structured learning experiences.

What? Progression in Knowledge and Skills

Strand	Reception	Year 1	Year 2
Working Memory	• Retain a short instruction or rule during a familiar activity, with visual or verbal support where appropriate.	• Hold and use a small sequence of familiar instructions or steps during a task.	• Hold a goal and sequence of steps in mind during a familiar multi-stage task. • Use taught reminders or strategies when helpful.
Inhibitory Control	• Practise stopping, waiting, taking turns and returning attention with adult modelling and cues.	• Use taught routines to pause, listen, wait and check work in familiar learning situations.	• Select an appropriate response, manage distractions and check actions against a task goal with growing independence.
Cognitive Flexibility	• Try an alternative approach when a familiar strategy does not work, with encouragement and support.	• Switch between two taught approaches. • Adapt to a small change in a task or routine.	• Compare possible approaches. • Respond to feedback and adjust a plan when circumstances change.
Independence and Self-Regulation	• Use familiar routines and seek help when needed. • Begin to identify feelings and helpful strategies with adult support.	• Prepare resources and begin familiar tasks. • Use agreed help-seeking or self-regulation strategies.	• Organise materials and monitor progress towards a short goal. • Use taught strategies to manage challenge and develop independence.

How? Explicit Teaching and Deliberate Practice

- Explicitly teach and regularly rehearse classroom routines and task sequences, rather than assuming children already know them.
- Use visual reminders, worked examples and manageable steps to reduce unnecessary demands on working memory.
- Model planning, self-talk, checking and flexible problem-solving, gradually reducing support as children become more independent.
- Recognise that children may demonstrate attention, engagement and self-regulation in different ways. We do not use eye contact, stillness or a single expected attention span as universal indicators of successful learning.

Recognising Secure Learning

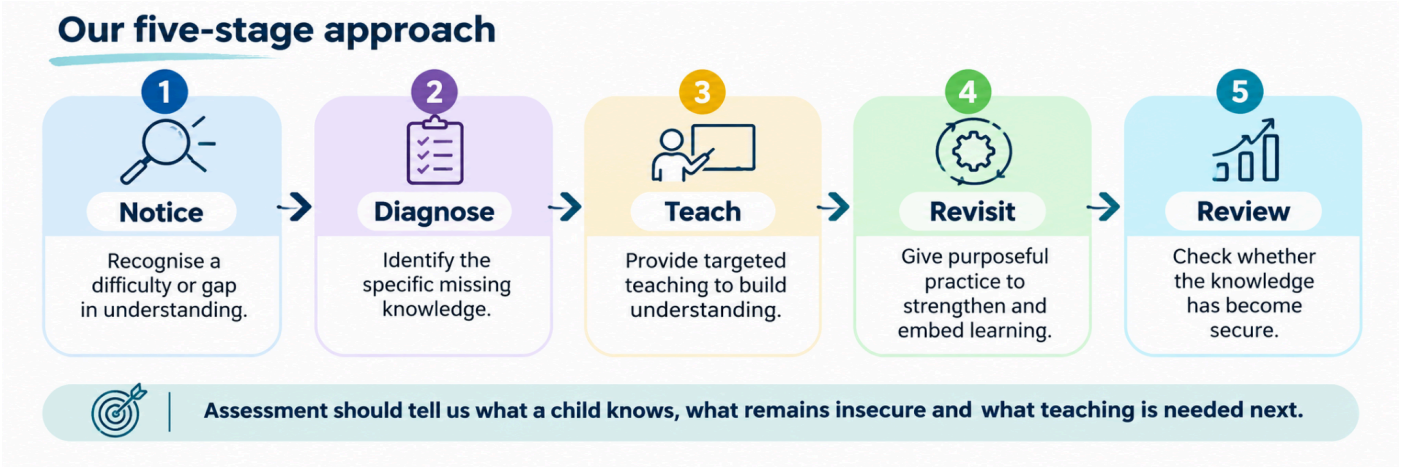
We observe how children use taught strategies during everyday classroom activities, including their ability to follow routines, manage tasks, respond to challenges and seek support appropriately. We recognise individual differences and provide adaptations to help all children develop these important skills.

Assessment, Intervention and Transition

Our Approach to Assessment and Additional Support

Assessment is an important part of ensuring that children develop secure foundational knowledge. We use information gathered through everyday teaching, observations, discussions and children's independent work to understand their strengths and identify areas requiring further support.

Our approach follows five key stages:



Supporting Successful Transitions

Our Foundational Knowledge Progression supports continuity in teaching and learning as children move from Reception into Year 1 and from Year 1 into Year 2.

Through effective communication between staff, we aim to:

- Share information about the foundational knowledge and skills children have secured.
- Identify any essential knowledge that requires further teaching or consolidation.
- Share successful teaching approaches, strategies and representations that support individual pupils.
- Recognise children's strengths and achievements alongside their next steps in learning.

This helps ensure that teaching builds on children's previous learning and that additional support can be provided promptly where needed.

Our Commitment

At Coppull Parish Church of England Primary School, we believe that strong foundations are essential for every child's future success.

Through carefully sequenced teaching, purposeful practice, responsive assessment and high expectations for all, we aim to ensure that every child develops the knowledge, skills and confidence needed to thrive throughout their education.

References and Further Reading

Our approach to foundational knowledge has been informed by educational research, national guidance and examples of effective practice.

- **Ofsted (2024):** *Strong foundations in the first years of school* https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school
- **Department for Education:** *Statutory framework for the Early Years Foundation Stage*
- **Department for Education:** *National curriculum in England: primary curriculum*
- **Department for Education:** *Mathematics guidance: key stages 1 and 2*