

The Principals of Foundational Knowledge

Strong Foundations ensure that there is a clear platform on which future learning can build. The Ofsted research report 'Strong foundations in the first years of school' (October 2024) states:

'By the end of key stage 1, all children need foundational knowledge: how to communicate, read, write and calculate. This includes the general knowledge that will help them to understand the world around them. Their physical, emotional and social development are also important. Finally, developing executive function is crucial for both learning and well-being.'



Communication and Language

- Organises clearly what they want to say
- SHREC model – Share attention, Respond, Expand conversation
- Oral composition – say and hold a sentence
- Call and respond – my turn, your turn
- Stories, songs and rhymes regularly
- Uses sentence stems to link words and ideas

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Hindon Primary School

'Where happy children learn'



Early Writing – Transcription

- Posture and position
- Pencil grip – holds pencil correctly using the tripod grip
- Regular Kinetic Letters handwriting practice and teaching
- Forms letters in the correct direction, starting and finishing in the right place.
- Errors and misconceptions identified in letter and number formation across the curriculum
- Feedback leads to impact – evidence of improvements in books over time
- Children continue to practice until secure – practice makes permanent

Spelling

- Progressive curriculum building from Little Wandle into Bridge to Spelling
- Regular teaching
- Teachers address misconceptions and ensure corrections lead to improvement
- Opportunities to proof read and improve own errors as age appropriate

Punctuation

- Sentence structure taught through oral rehearsal
- Punctuation taught in line with the school's progression
- Feedback ensures accuracy
- Time built in to proof read, conference and edit own work as age appropriate

Early Maths

- Ability to subitise
- Number bonds – quick recall to 10 and 20
- Teachers ensure number formation is accurate

Fluency

- At all stages pupils secure accuracy in the four key mathematical operations - addition, subtraction, multiplication and division
- Children secure accuracy in written operations - practice makes permanent

Multiplication Facts

- Securing facts from Year 1 through to Year 4
- Keep up for pupils as needed
- Multiplication facts are the foundations for effective division, fractions and ratio work

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Early Reading

- Phonics First – daily phonics teaching
- Fidelity to Little Wandle programme
- Books match sounds
- Rapid catch up – keep up interventions in place
- Daily reading to children from a designed book spine

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read accurately, with increasing fluency and by blending sounds, 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

Executive Function

Working memory

- Remember and follow multi-step instructions involving 3 or more steps
- Holds in memory the information needed to solve simple problems
- Focuses on the right topic when contributing to discussions

Inhibitory Control

- Waits their turn without showing impatience
- Sustains focus on an activity for an extended period
- Reflects and strategises before responding or reacting
- Expresses feelings without acting out emotions

Cognitive flexibility

- Thinks of more than one way to solve a problem or complete a task
- Participates in activities which require listening to others and contributing at the right time
- Adapts to unexpected changes in their daily routine
- Ability to assess their own individual strengths and next steps
- Developing a Growth Mindset.

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