

Warthill CE Primary School Whole-School Foundational Knowledge Progression and Tracking – EYFS to Year 6

Purpose

At our school, we recognise that secure foundational knowledge is essential for children to access the wider curriculum and become increasingly independent learners.

Foundational knowledge begins in the Early Years Foundation Stage and continues to develop throughout primary school. We therefore identify and track key foundational skills beyond EYFS, particularly where gaps in these areas may affect a child's ability to access learning.

Our tracking focuses on five areas:

1. **Speech, Language and Communication**
2. **Early Reading**
3. **Early Maths**
4. **Early Writing**
5. **Executive Function**

Assessment is based on professional knowledge, classroom observation, children's work, discussion and targeted assessment where appropriate.

1. Speech, Language and Communication

The EYFS identifies communication and language as a prime area of learning. Development Matters describes spoken language as underpinning all seven areas of learning and emphasises vocabulary, back-and-forth interaction, listening, attention and understanding. The National Curriculum continues this expectation through statutory spoken-language requirements across primary school.

Key indicators to track

- Listening and attention
- Understanding spoken language
- Following instructions
- Vocabulary
- Sentence structure
- Expressive language
- Narrative/recount
- Questioning
- Conversation/discussion
- Explaining and reasoning

2. Early Reading

The foundations of reading begin in EYFS through communication, stories, rhyme, phonological awareness, print awareness and early phonics. The DfE Reading Framework emphasises the importance of systematic synthetic phonics, word reading, fluency and comprehension from Reception onwards. The National Curriculum defines reading as two connected dimensions: **word reading and comprehension**.

Key indicators to track

- Phonological awareness
- Phonics/GPC knowledge
- Blending
- Segmenting
- Word reading
- Common exception words
- Reading fluency
- Vocabulary
- Literal comprehension
- Inference
- Prediction
- Retrieval
- Explanation/evaluation
- Reading stamina and independence

3. Early Maths

The EYFS mathematical foundations include number sense, counting, cardinality, subitising, comparison, composition, numerical relationships, shape, space, measure and pattern. The National Curriculum subsequently requires pupils to become fluent in the fundamentals of mathematics and to recall and apply knowledge accurately.

Key indicators to track

- Counting
- Number recognition
- Cardinality
- Subitising
- Number bonds
- Number facts
- Place value
- Calculation fluency

- Multiplication/division facts
- Fractions
- Mathematical vocabulary
- Reasoning
- Problem-solving

The National Curriculum states that pupils who are not sufficiently fluent with earlier material should consolidate their understanding before moving on. This makes tracking foundational mathematical knowledge particularly important beyond EYFS.

4. Early Writing

Early writing develops from mark-making, gross and fine motor development, oral language, phonological awareness and transcription. As children move through school, foundational writing skills continue to underpin composition.

The National Curriculum requires pupils to develop transcription alongside composition, including spelling, handwriting and the application of phonics.

Key indicators to track

- Fine motor control
- Pencil control
- Letter formation
- GPC application
- Segmenting for spelling
- Common word spelling
- Handwriting fluency
- Sentence construction
- Grammar
- Punctuation
- Vocabulary
- Independent writing

5. Executive Function

Executive function is particularly important when considering why a child may struggle to access otherwise familiar knowledge.

Development Matters specifically identifies executive-function skills including:

- holding information in mind
- focusing attention
- thinking flexibly
- inhibiting impulsive behaviour

- planning
- monitoring
- adapting
- regulating emotions
- persisting when things become difficult.

These skills should therefore be considered alongside academic foundational knowledge.

Key indicators to track

- Attention
- Working memory
- Following instructions
- Task initiation
- Organisation
- Planning
- Inhibition/impulse control
- Cognitive flexibility
- Self-monitoring
- Persistence
- Independent problem-solving

Whole-School Tracking Approach

Autumn – Baseline

Identify secure knowledge, gaps and potential barriers.

Spring – Review

Evaluate progress and the impact of additional teaching/intervention.

Summer – End-of-year

Identify secure knowledge, remaining gaps and priorities for transition.