



Building the Foundations in Key Stage One

Parent information meeting

Monday 14th September 2026



Hedgehog Class Headlines

Our PE day is...

Friday

Your child needs:

PE Uniform

- Plain black shorts, jogging bottoms or leggings (no labels or slogans)
- School or red sweater/ cardigan or school sports hoodie
- Red T-Shirt with or without school logo
- Y6 children can wear specially designed red leavers hoodie on PE days.
- Black daps or trainers (white trainers can still be worn until too small!)



Hedgehog Class Headlines

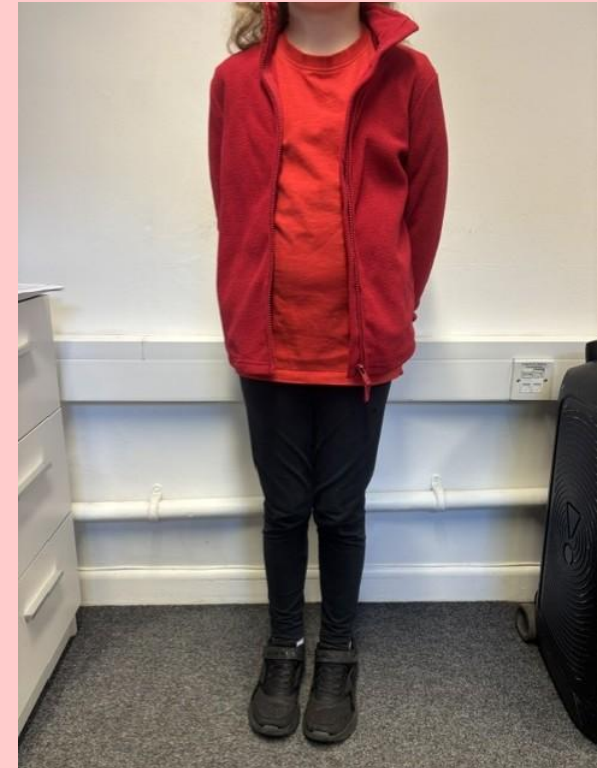
Our Forest School day is...

Thursday

Your child needs:

Forest School

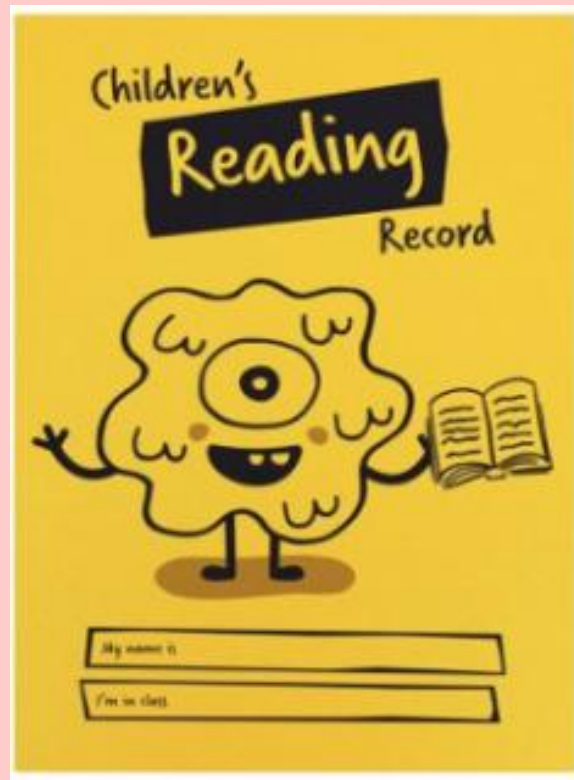
- Black leggings or joggers
- Red T-shirt
- Red hoodie/jumper
- Waterproof trousers
- Waterproof jacket
- Wellington boots
- Layers for underneath in winter





Hedgehog Class Headlines

We change reading books on/check reading records on...
Friday



Date	Book title and page number	Comments

What is Foundational Knowledge?



At Oldbury, we want children to have really strong foundations. By foundations, we don't just mean reading, writing and maths. We also mean being able to listen, remember instructions, communicate clearly, concentrate, manage themselves and become increasingly independent learners. These are the things that make later learning possible.



Our approach in Key Stage One



Play-based learning remains paramount in Key Stage 1 because children's development does not suddenly change when they turn five. There is very little developmental difference between a Reception-aged child and a child entering Year 1; significant developmental changes that support more abstract thinking emerge closer to the age of eight.

Therefore, moving abruptly from an active, play-rich Reception environment to predominantly formal, adult-directed learning can be developmentally inappropriate.

A strong KS1 pedagogy should therefore build on, rather than abandon, the principles of EYFS: children need opportunities to explore, investigate, rehearse ideas, solve problems, communicate, collaborate and apply their learning through purposeful play.





Adult Led



Adult Supported



Play Projects!





A day in the life of a Key Stage One child

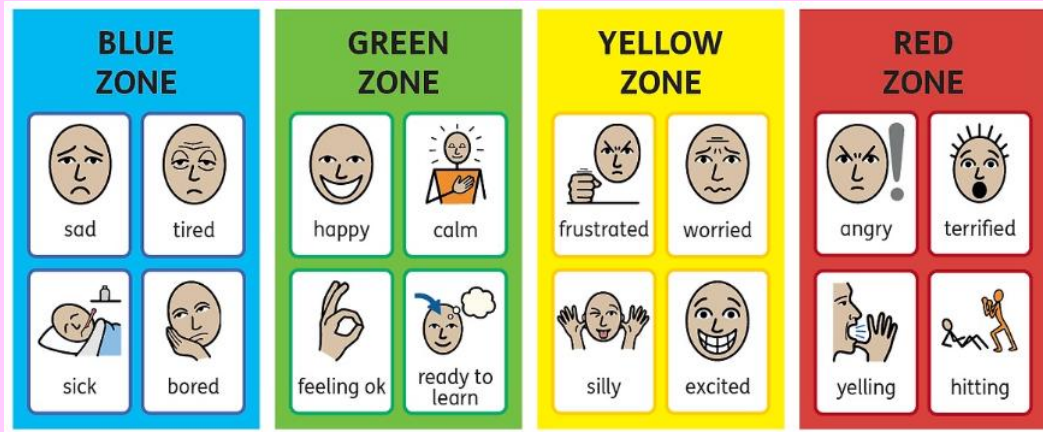


	8:45-9:00	9:00-9:30	9:30-10:15	10:15-10:30	11:30-12:00	12:00-1:00	1:00-1:20	1:20-2:40	2:40-3:00	3:00-3:30
	Welcome: Building the foundations	Phonics	Writing club	CP (rolling snack)	Reading	Lunch	Maths	CP	Curriculum	Assembly
Monday	Descender-y	Adding the suffix 'ing' to verbs	The Little Porridge Pot Character	Tch-group work TA- in play	Close Read		Use a number line	Tch-group work TA-in play	Topic- Oldbury is a village and the River Severn	Whole School
Tuesday	Descender-g	Adding the suffix 'ing' to verbs	The Little Porridge Pot Setting	Tch-group work TA- in play	Fluency Read		Estimate on a number line	Tch-group work TA-in play	PSHE- zones of regulation	Whole School
Wednesday	Descender-p	Adding the suffix 'ed'	The Little Porridge Pot Adventure time	Tch-group work TA- in play	Close Read		Less than, greater than and equal to	Tch-group work TA-in play	Science- identify materials	Class
Thursday	Descender-y	Adding the suffix 'ed'	The Little Porridge Pot Adventure time	Tch-group work TA- in play	Fluency Read		Forest School			
Friday	Descender-p	'er' to verbs to change them to a noun	The Little Porridge Pot Adventure time	Tch-group work TA- in play	Handwriting		Compare numbers	Tch-group work TA-in play	PE- fundamentals	Celebration

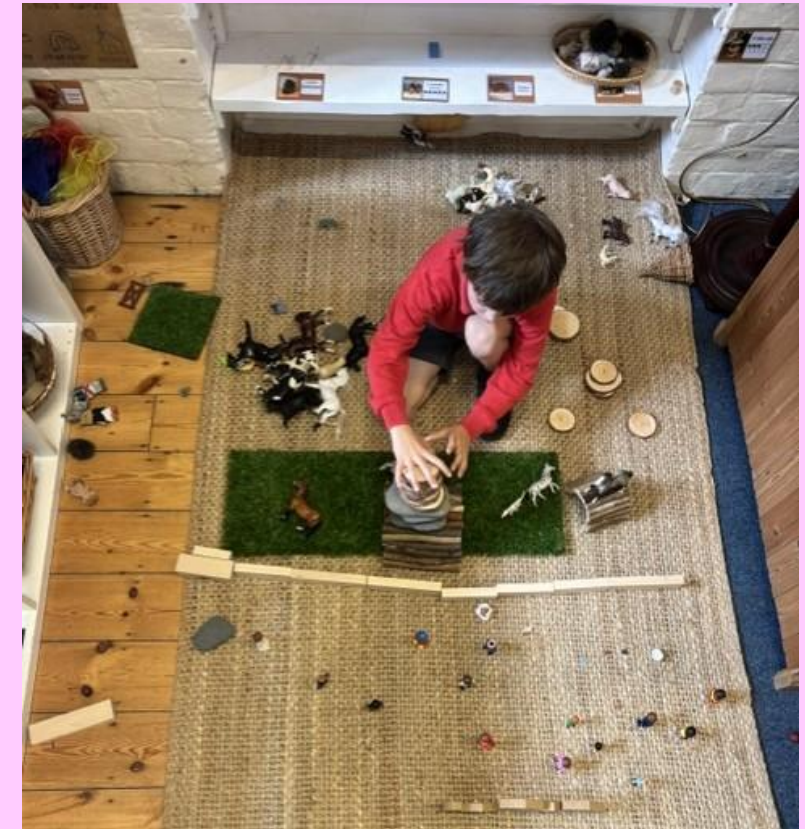


What is Foundational Knowledge?

Executive Function = Readiness to learn



- Listening
- Attention
- Memory
- Self-regulation
- Independence





What is Foundational Knowledge?

Talk

- Vocabulary
- Speaking in sentences
- Conversation
- Explaining ideas





What is Foundational Knowledge?



Reading

- Phonics
- Automatic word reading
- **Fluency**
- Understanding

Unlocking
Letters & Sounds
Individual Assessment Record

Name of child: _____
Date of assessment and colour of highlighting: _____

Phase 1 Oral blending	m-a-n s-o-ck c-u-p p-e-g f-i-sh h-a-n-d t-e-n-t f-l-a-g	
Phase 2 Set 1	s a t p	sat tap sap pat
Set 2	i n m d	pan pin sit tip mad
Set 3	g o c k	got pod cat can kit
Set 4	ck e u r	run sick deck red den
Set 5	h b f f f l l l s s	hit hiss huff bill fun but
Phase 2 Common exception words	I no go to the into	
Phase 3 Set 6	j v w x	jam van wet box
Set 7	y z z z qu	yet zip fuzz quit
Set 8	ch sh th ng	chip shop thing
Set 9	ai ee igh oa	rain sheep high boat
Set 10	oo ar or ur	book hoot farm fork hurt
Set 11	ow oi ear air	cow coin dear hair
Set 12	ure er	pure corner
Phase 3 Common exception words	me we be he she was you they all are my her	
Phase 4 Words with adjacent consonants	spot trip gloss track swim bend lost went damp green train smart growl spoil chest tenth best paint boost	
Polysyllabic words	handstand shampoo starlight floating lunchbox pondweed	

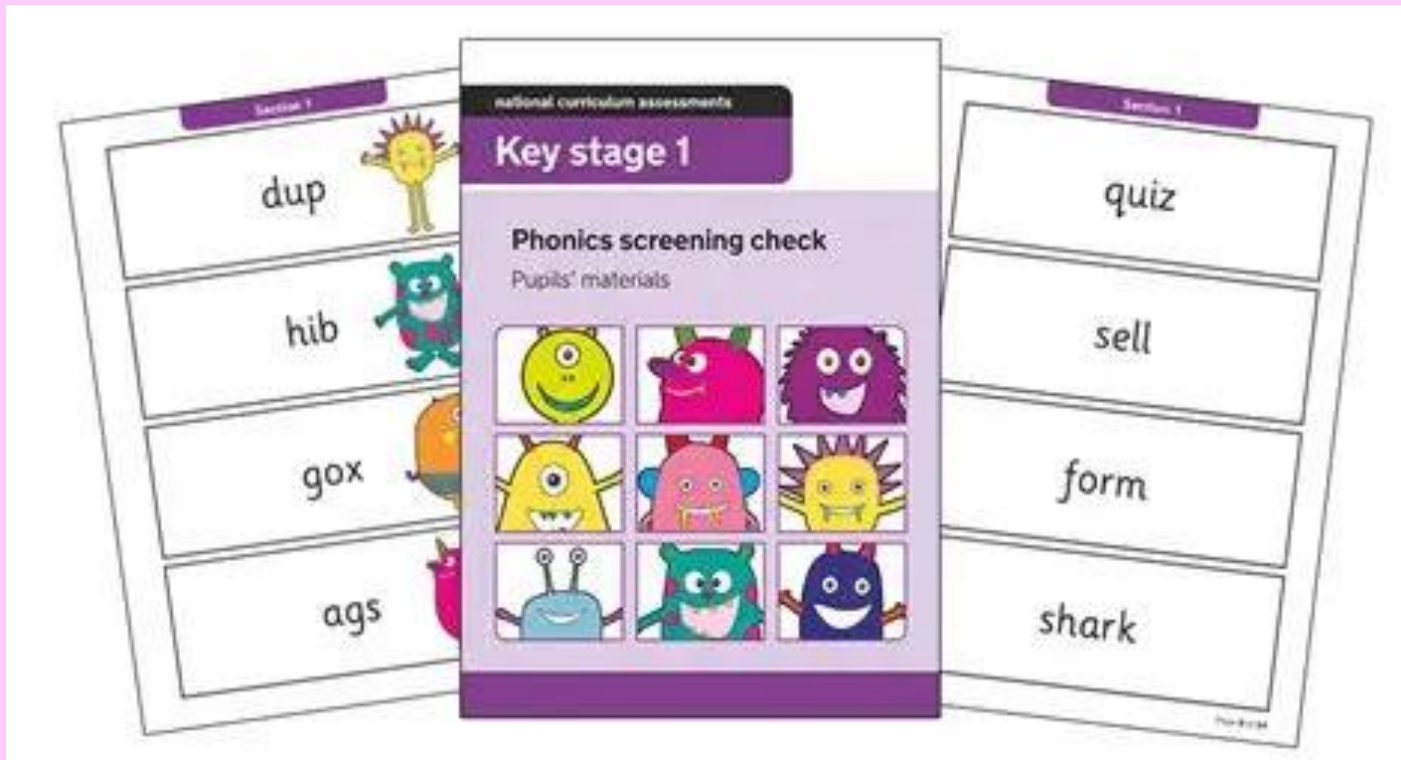




What is Foundational Knowledge?

Reading

- Phonics





What is Foundational Knowledge?

Writing

- Handwriting
- Spelling
- Sentence writing
- Checking

Posture



Position

Left-handed children should place the paper slightly over to the left-hand side and tilt the page slightly to the right.



Right-handed children should place the paper slightly over to the right-hand side and tilt the page slightly to the left.





What is Foundational Knowledge?

Writing

- Handwriting
- Spelling
- Sentence writing
- Checking

Pencil Grip

Pupils are taught how to use the correct pencil grip with the strategy 'Point, Pinch and Flip'.

To achieve the correct pencil grip, children must do the following:

- 1) Place the pencil on a flat surface, with the sharp end of the pencil pointing towards their body.



- 2) Use their thumb and index finger on their writing hand to pinch near the pointed end of the pencil. This should be approximately 2-3cm above the tip.



- 3) Use their non-dominant hand to push the blunt end up and over to flip the pencil into position.





What is Foundational Knowledge?



Maths

- Number sense
- Number facts
- Calculation
- Mathematical language





What is Foundational Knowledge?



Oldbury on Severn Primary School

Foundational Knowledge Progression in Key Stage One



Area	EYFS – Develop	Year 1 – Secure	Year 2 – Apply & Deepen
Executive Function – Working Memory	Follow 1–2 step instructions. Remember familiar routines. Recall key information from stories and experiences. Keep a simple goal in mind during play.	Follow 2–3 step instructions. Recall taught facts and routines. Hold information in mind to complete a task. Remember and apply familiar rules.	Independently follow multi-step instructions. Retain and use information while solving problems. Recall and apply rules and taught knowledge independently. Maintain the focus of a discussion.
Executive Function – Impulse Control	Begin to wait and take turns. Stop and listen when asked. Sustain attention for increasing periods. Name feelings and begin to regulate responses.	Wait appropriately without interrupting. Sustain focus on a chosen or directed task. Begin to pause and think before responding. Use taught strategies to manage emotions.	Sustain focus independently for extended periods. Think before acting or responding. Select strategies to regulate. Express feelings appropriately.
Executive Function – Flexible Thinking	Try another way when something does not work. Cope with small changes with adult support. Begin to recognise what they are good at.	Suggest different ways to solve a problem. Adapt to changes in familiar routines. Begin to reflect on what worked.	Independently consider different ways to solve a problem. Adapt to unexpected changes. Identify own strengths and weaknesses.
Communication & Language – Listening, Attention & Understanding	Listen in a small group. Attend to the speaker. Respond to simple questions. Take turns to talk and listen.	Listen attentively. Ask relevant questions. Understand and respond appropriately to questions. Take turns in discussions.	Sustain attention in longer conversations. Ask and answer relevant questions. Build on others' contributions. Listen and respond appropriately.
Communication & Language – Speaking	Speak in increasingly complete sentences. Use newly taught vocabulary. Retell familiar events and stories. Use talk during play.	Organise ideas before speaking. Use correct vocabulary and pronouns. Use increasingly accurate tenses. Give simple reasons for ideas.	Speak clearly for different purposes. Explain and justify ideas. Use taught vocabulary confidently. Use sentence stems to build on others' ideas.
Communication & Language – Social Communication	Use basic manners. Take turns in conversation. Engage in storytelling and role play. Develop friendships.	Maintain back-and-forth conversations. Participate in group talk. Listen and respond to others. Develop and maintain friendships.	Confidently participate in group conversations. Build on others' ideas. Adapt communication to different situations. Independently maintain positive relationships.
Early Reading – Word Reading	Develop phonological awareness. Learn taught GPCs. Blend to read simple words. Begin to recognise taught tricky/common exception words.	Respond speedily to taught graphemes. Blend unfamiliar words containing taught GPCs. Apply phonics as the main route to decoding. Read taught common exception words.	Apply phonics automatically. Read an increasing range of words. Self-correct when reading. Develop automatic word recognition.
Early Reading – Fluency	Read simple decodable words and sentences. Reread familiar texts. Begin to notice punctuation when reading aloud.	Read simple decodable words and sentences. Reread familiar texts. Begin to notice punctuation when reading aloud.	Read accurately. Develop appropriate pace and pausing. Begin to read with expression.
Early Reading – Comprehension	Talk about stories. Recall characters and events. Answer simple questions. Make simple predictions.	Talk about stories. Recall characters and events. Answer simple questions. Make simple predictions.	Retell familiar stories. Retrieve simple information. Make predictions. Discuss vocabulary and sequence events.
Early Writing – Transcription & Handwriting	Develop hand strength and pencil control. Establish an effective pencil grip. Form taught letters. Hear and record sounds in words.	Develop hand strength and pencil control. Establish an effective pencil grip. Form taught letters. Hear and record sounds in words.	Form lower-case and capital letters correctly. Use spaces between words. Apply phonics to spelling. Spell taught common exception words. Form numerals correctly.
Early Writing – Sentence Writing & Composition	Orally compose ideas. Write words, phrases and increasingly simple sentences. Begin to use capital letters and full stops. Read back simple writing.	Orally compose ideas. Write words, phrases and increasingly simple sentences. Begin to use capital letters and full stops. Read back simple writing.	Orally rehearse sentences before writing. Write simple sentences that make sense. Use spaces, capital letters and full stops. Reread writing to check meaning.
Early Maths – Place Value & Number	Develop a deep understanding of numbers to 10. Subitise. Compare quantities. Explore number composition. Count beyond 20.	Develop a deep understanding of numbers to 10. Subitise. Compare quantities. Explore number composition. Count beyond 20.	Count reliably to 100 forwards and backwards. Order numbers. Find one more/one less. Read and write numbers. Count in 2s, 5s and 10s.
Early Maths – Operations	Explore the composition of numbers. Recall some number bonds within 5. Develop understanding of bonds within 10. Explore doubling, sharing and halving.	Explore the composition of numbers. Recall some number bonds within 5. Develop understanding of bonds within 10. Explore doubling, sharing and halving.	Know number bonds within 10. Add and subtract using counting strategies. Double numbers to 10. Find half of small even numbers.
Early Maths – Language & Vocabulary	Use mathematical language through play relating to number, size, weight, capacity, position, distance, time and pattern.	Use mathematical language through play relating to number, size, weight, capacity, position, distance, time and pattern.	Use taught mathematical vocabulary and sentence stems. Use equal to, more than and less than. Recognise and describe patterns. Recognise halves and quarters.
Early Maths – Recording	Make marks, pictures and symbols to represent mathematical thinking. Form numerals increasingly accurately.	Make marks, pictures and symbols to represent mathematical thinking. Form numerals increasingly accurately.	Form all numerals correctly. Write numbers to 20 in words. Begin to record calculations clearly. Use one digit per square when appropriate.

Read with pace and automaticity. Use appropriate pausing and rhythm. Read with expression, intonation and emphasis. Self-correct independently.	Retrieve information efficiently. Make supported inferences. Explain predictions using the text. Discuss word meanings. Understand the purpose of fiction and non-fiction texts.	Develop automatic and correctly sized handwriting. Apply spelling knowledge increasingly independently. Use accurate spacing consistently. Take care with presentation.	Sequence sentences to form coherent short texts. Reread and check writing independently. Discuss and improve writing. Use sentence punctuation increasingly consistently.	Apply place-value understanding to numbers to 100. Compare, order and partition numbers. Use place value when calculating and solving problems. Recall number sequences efficiently.	Develop fluent recall of addition and subtraction facts. Select efficient calculation strategies. Apply known facts to solve problems. Use doubling and halving relationships confidently.	Use precise mathematical vocabulary to explain thinking. Compare and reason using mathematical language. Justify answers using appropriate sentence stems. Apply fraction vocabulary confidently.	Record mathematical thinking clearly and independently. Organise calculations accurately. Use mathematical symbols appropriately. Present recorded work clearly.
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How can parents help?

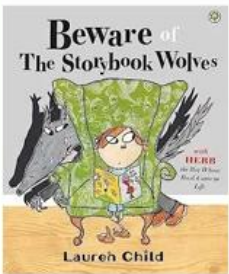
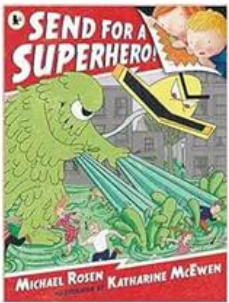
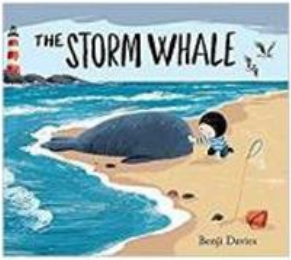
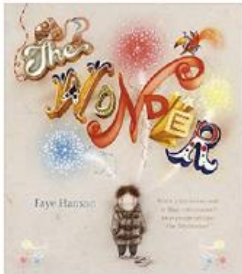
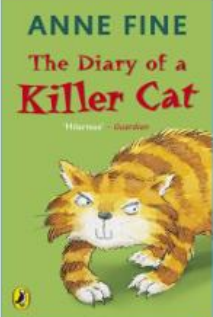
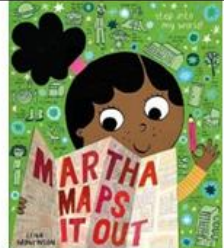
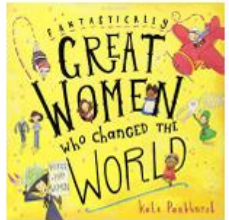
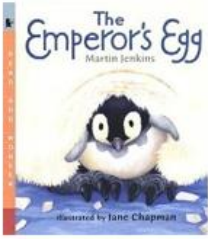
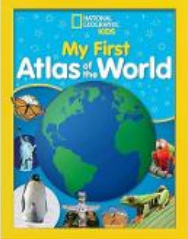
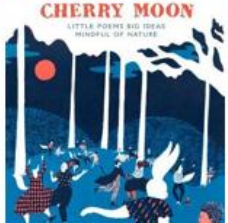
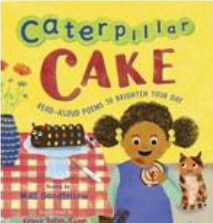
- **Read together at least five times each week** — including rereading for fluency.
- **Talk lots** — explain words, ask children to explain their thinking and give reasons.
- **Practise number facts little and often** — aim for quick, confident recall rather than lengthy worksheets.
- **Encourage independence** — give instructions, expect children to remember routines, tidy up and persevere before stepping in.
- **Value practice and repetition** — explain that becoming fluent means doing important things many times until they become easier and more automatic.



The Year ahead...



Oldbury School-Reading Curriculum Spine-Years 1-6

Years 1 and 2 Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Mighty , Mighty Oldbury	I need a hero	Planes, Trains and automobiles	Would you believe it?	What Bristol Built	Whole world in our hands
Fiction						
Non Fiction						
Poetry				Cat Rap – Grace Nichols		



The Year ahead...Writing



Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Use capital letters Use full stops Use a subject and a verb to write a sentence Use capital letters and full stops for sentences Use a subject and a verb to write a sentence	Use a subject, a verb and 'and' to add detail in a series of linked sentences Use full stops, capital letters (<i>inc</i> proper nouns), question marks Use or as a co-ordinating conjunction.	Use 'and' to list Use capital letters and full stops Use a subject a verb and an adjective to write a sentence Use a subject a verb and an adjective to write a sentence Capital letters for proper nouns <i>inc. I</i>	Use but as co-ordinating conjunctions in a sentence Use past tense verbs Use commas to list adjectives in a noun phrase Use so as co-ordinating conjunctions Use present tense verbs	Use a subject, a verb and 'and' to list adjectives in a sentence Use exclamation marks Capital letters for proper nouns <i>inc. I</i> Use a subject, a verb and 'and' to list adjectives in a sentence Use capital letters	Use because to join clauses in a sentence Use commas to list adjectives in a noun phrase Use past tense verbs Use commas to list nouns in a sentence Use because to join clauses in a sentence	Use 'and' as a co-ordinating conjunction Use a subject, a verb and 'and' as a coordinating conjunction in a sentence Use full stops, capital letters and exclamation marks Use question marks Use a subject, a verb and	Use when to join clauses in sentences Use singular possessive apostrophe Use exclamation marks Use singular possessive apostrophe Use present tense verbs	Use a subject, a verb and 'and' as a coordinating conjunction in a sentence Capital letters for proper nouns <i>inc. I</i> Use full stops, capital letters and exclamation marks Use question marks Use a subject, a verb and	Use when to join clauses in sentences Use progressive form of verbs (past tense) Write sentences with a subject and a verb including the taught conjunctions apply the progressive verb form Use question marks	Use a subject, a verb and 'and' to add detail in a series of linked sentences Capital letters for proper nouns <i>inc. I</i> Use full stops, capital letters and exclamation marks Use a subject, a verb and 'and' to add detail in a	Use if to join clauses in a sentence Use progressive form of verbs (past tense) Write sentences with a subject and a verb including the taught conjunctions Use if to join clauses in a sentence Write sentences



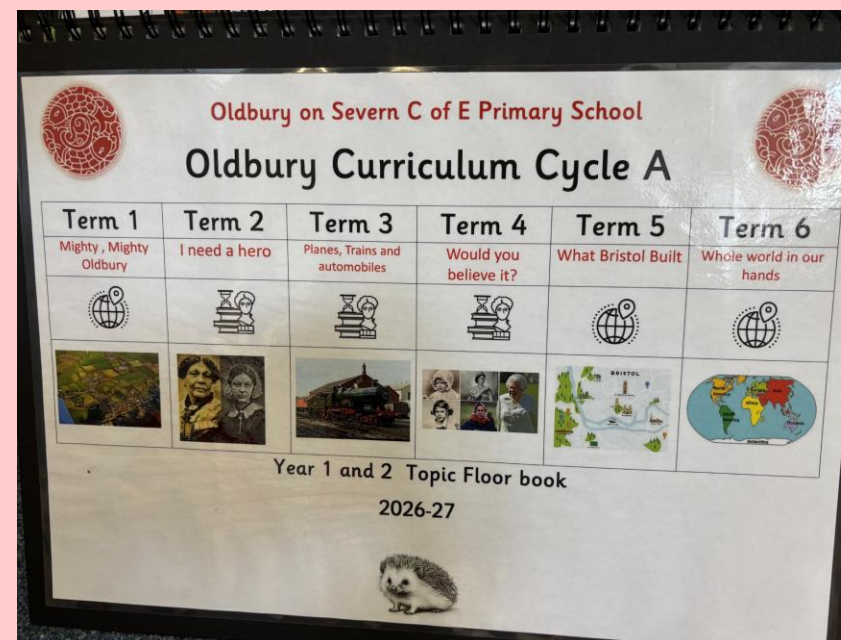
The Year ahead...Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 20) Free trial VIEW				Number Addition and subtraction (within 20) VIEW		Number Place value (within 100) VIEW			Geometry Shape VIEW		
Spring	Number Addition and subtraction (within 100) VIEW				Number Multiplication and division VIEW			Measurement Length and height VIEW		Statistics VIEW	Consolidation	
Summer	Measurement Money VIEW	Number Fractions VIEW			Measurement Time VIEW			Measurement Mass, capacity and temperature VIEW		Geometry Position and direction VIEW	Consolidation	



The Year ahead...



Oldbury Curriculum Cycle A

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
<u>Mighty</u> , Mighty Oldbury		I need a hero		Planes, Trains and automobiles		Would you believe it?		What Bristol Built		Whole world in our hands	
 3b 2 (i) 4c 4d	1. Our School -mapping -physical/human geography -What can be found in Oldbury- coast/river/hill	 3	1. People who Help us -Florence Nightingale and Mary Seacole	 4	1.Travel in Bristol Aviation-Concorde and GWR	 1	1. Life During Queen Elizabeth II's reign Changes in living <u>memory</u> (fashion, transport, music, dance)	 Ab1 Ab2 4b 4c	1.Bristol's physical and human geography.	 1a 4a 3a	1. The 7 continents and 5 oceans of the world



Home Learning



- Home Reading 5x per week
- Num Bots
- Common Exception Word Spelling-these will come out every Friday

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please