



Foundational Skills Curriculum Statement

Intent

At Ham Dingle Primary Academy, our Foundational Skills Curriculum is designed to ensure that every pupil, regardless of starting point, develops the essential knowledge, language, behaviours and learning habits required to access the full curriculum and succeed in life.

The curriculum is underpinned by a coherent, highly sequenced progression from 18 months to Year 3, ensuring that pupils build knowledge cumulatively and securely over time across key domains:

- Oracy
- Literacy (reading and writing)
- Mathematics (number and structure)
- Self-regulation and behaviour
- Physical development

This progression ensures that pupils move systematically from:

early development → fluency → independence → application → reasoning

We are explicit that securing these foundational skills is not an end point, but a deliberate foundation for future scholarship. By ensuring pupils achieve fluency and automaticity in the basics, cognitive capacity is freed to think deeply, reason, and engage with increasingly complex knowledge. This enables pupils to move beyond surface-level understanding towards genuine proficiency, where knowledge is applied flexibly, connections are made across the curriculum, and pupils are able to think, articulate and learn with independence. In this way, the Foundational Skills Curriculum lays the essential groundwork for academic excellence and intellectual curiosity.

Our intent is that pupils:

- Develop high levels of communication and language, enabling them to articulate, reason and engage confidently in a range of contexts
- Secure automaticity in reading, writing and number, removing barriers to the wider curriculum
- Acquire strong transcription and composition skills, aligned precisely with the DfE Writing Framework
- Build executive function, including attention, self-regulation, resilience and independence
- Develop the physical readiness for learning, including posture, core strength and fine motor control

Inclusion is central to our curriculum design. In line with the SEND White Paper:

- Needs are identified early, precisely and systematically
- High quality first teaching and adaptive practice is prioritised for all pupils.
- All pupils access the same ambitious curriculum, supported through adaptive teaching rather than lowered expectations
- Scaffolds are designed to remove barriers and build independence over time

By extending into Year 3, the curriculum ensures pupils are not only ready for KS2, but are secure, fluent and increasingly independent learners able to apply knowledge with confidence and depth.

Implementation

The Foundational Skills Curriculum is implemented through highly consistent, evidence-informed pedagogy and rigorous curriculum design.

1. Sequenced progression and curriculum coherence

- The curriculum is fully mapped from early development to Year 3, ensuring clear small steps and cumulative knowledge building
- Teachers have a precise understanding of 'what comes before and what comes next, enabling responsive teaching and targeted support
- Curriculum design is tightly aligned to:
 - EYFS Framework
 - National Curriculum
 - DfE Writing Framework (transcription, sentence construction, composition)

2. Oracy-led, language-rich classrooms

- Oracy is prioritised as the foundation for all learning
- Pupils engage in:
 - Explicit vocabulary instruction
 - Structured talk routines
 - Opportunities to explain, justify and reason
- This directly supports progression into Year 3 expectations of reasoning, explanation and academic language

3. Evidence-informed reading and writing

- Reading is taught through:
 - Systematic phonics
 - Explicit fluency and comprehension teaching
- Writing is built through:
 - Strong transcription (handwriting, spelling, sentence accuracy)

- Oral rehearsal prior to writing
 - Structured progression towards extended and independent composition
- By Year 3, pupils:
 - Write with fluency, structure and purpose
 - Apply grammar, spelling and sentence construction consistently

4. Precision teaching and adaptive practice (SEND)

- The progression model enables teachers to:
 - Identify gaps rapidly
 - Provide targeted, evidence-informed intervention
- Adaptations include:
 - Pre-teaching vocabulary
 - Chunking learning
 - Structured modelling and repetition
- Pupils with SEND:
 - Access the same ambitious curriculum
 - Are supported to achieve independence, not dependence

5. Explicit teaching of behaviour and self-regulation

- The curriculum explicitly teaches:
 - Attention, listening and focus
 - Emotional regulation
 - Independence and resilience
- By Year 3, pupils:
 - Sustain attention in extended learning
 - Plan, organise and complete tasks independently

6. Continuous assessment and responsive teaching

- Assessment is:
 - Ongoing and formative
 - Closely aligned to the progression model
- Teachers adapt teaching in real time to ensure:
 - Misconceptions are addressed quickly
 - Learning is secured before moving on
- Leaders ensure strong consistency and sharp identification of need

Impact

The impact of the Foundational Skills Curriculum is seen in pupils' fluency, independence, depth of understanding and readiness for future learning.

1. Strong and sustained progress for all pupils

- Pupils move securely through the progression, demonstrating:
 - Fluent communication
 - Secure reading and writing
 - Strong mathematical understanding

2. Strong outcomes for disadvantaged and SEND pupils

- Gaps are identified early and diminish rapidly
- Pupils demonstrate:
 - Increasing independence
 - Secure access to the full curriculum
- Provision reflects national ambition for inclusive, high-quality teaching

3. High levels of communication, language and thinking

- Pupils:
 - Speak fluently and confidently
 - Use ambitious vocabulary
 - Explain and justify ideas using reasoning

4. Strong writing outcomes (DfE-aligned)

- Pupils demonstrate:
 - Accurate spelling and transcription
 - Fluent handwriting
 - Increasingly detailed and structured composition
- By Year 3, writing is:
 - Coherent, purposeful and increasingly independent

5. Strong behaviour and self-regulation

- Pupils:
 - Sustain attention
 - Follow complex instructions
 - Regulate behaviour independently
- Learning is characterised by:
 - Resilience

- Independence
- Engagement

6. Readiness for Key Stage 2 and beyond

- By the end of Year 3, pupils:
 - Read fluently and with deep understanding
 - Write with increasing sophistication and independence
 - Apply mathematical reasoning flexibly
 - Demonstrate strong executive functioning and learning behaviours

Pupils are therefore exceptionally well prepared to succeed across Key Stage 2 and beyond.