

KS1 Foundational Skills Checklist

Building directly upon the baselines established in our Early Years Foundation Stage, the Key Stage 1 framework at The Leys Primary and Nursery School ensures a seamless, progressive transition of skills across Communication and Language, Executive Function, and Academic Foundations (Reading, Writing, and Maths). We recognise that long-term academic success depends entirely on these early milestones evolving from basic readiness into fluent, independent automaticity. If a child enters Key Stage 1 with "shaky" prerequisites, their working memory becomes completely overwhelmed by the basic mechanics of tasks, leading to rapid cognitive overload. Rather than introducing premature complexity, this framework serves as our core instructional blueprint for Year 1 and directs targeted interventions across the primary phase. By deliberately aligning these milestones, we guarantee that the developmental gains made in EYFS are systematically secured, built upon, and sustained.

Communication and Language

<u>Physical Delivery</u>	
Can control the speed and volume of their voice when talking aloud	
Beginning to use gestures and expressions to help make their point	
Uses eye contact and faces the speaker when listening	
<u>Linguistic</u>	
Uses sentence stems to link others' ideas	
Uses new and appropriate (taught) vocabulary about a topic	
<u>Cognitive</u>	
Organises clearly what they want to say	
Asks relevant questions of others	
Gives reasons / justifies what or why they are saying something	
<u>Social and emotional</u>	
Take turns to talk and listen	
Begins to think about their audience when communicating	
Can retell and repeat a response	

Executive Function

<u>Working Memory</u>	
Remember and follow multi-step instructions involving three or more steps	
Recalls and applies the rules of games independently	
Holds in memory the information needed to solve simple puzzles	
Focuses on the right topic when contributing to discussions	
<u>Self-Regulation and Focus</u>	
Wait 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	
<u>Creative Thinking</u>	
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 (such as singing rounds)	
Adapts to unexpected changes in their daily routine	
Ability to assess their own individual strengths and next steps.	

Academic Foundations

Reading

<u>Word Reading</u>	
Apply phonics knowledge and skills as the route to decode words	
Respond speedily with the correct sound/grapheme for all 40+ phonemes	
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
Read aloud accurately and with increasing fluency books that are consistent with developing phonics knowledge	
Read common exception words without needing to blend	
<u>Comprehension</u>	
Check that 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	
Discuss word meaning and link those meanings to words already known	
Understand that non-fiction texts give factual information.	

Writing

<u>Transcription</u>	
Holds a pencil correctly using the tripod grip	
Forms lower-case letters in the correct direction, starting and finishing in the right place	
Forms capital letters correctly	
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly	
Correctly spells most Year 1 common exception words	
Leaves a space between words	
Says out loud what they are going to write about	
Composes a sentence orally before writing it	

Reads back what they have written	
Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words taught so far.	
Demarcates some sentences with capital letters and full stops	

Mathematics

Place value and the number system	
Count reliably with numbers from 1- 20	
Place numbers 1 -20 in order	
Say which is one more or one less than a given number.	
Operations	
Add and subtract two-single digit numbers, counting on or back	
Double numbers from 1-10	
Half even numbers from 1-10	
Language and vocabulary	
Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare objects	
Recognise and describe patterns	
Uses mathematical language and sentence stems taught	
Transcription	
Forms all numbers correctly	
Sets out work using one digit per square when recording	