Key components of our Foundational Knowledge strategy 2026/2027

The importance of foundational knowledge

Foundational knowledge refers to the core base of language, communication, reading, writing, and mathematical skills that pupils must secure to access the wider curriculum. It represents the vital building blocks required for children to **belong, thrive, and achieve** as they move through the curriculum and key stages.

Foundational knowledge provides the vital building blocks for all future learning, development, and critical thinking. When basics (e.g. phonics or number facts) become automatic, the brain doesn't have to work as hard on the mechanics of a task. This leaves room to focus on the deeper meaning and complexity of new subjects and supports cognitive development.

Foundational knowledge acts as a mental scaffold. Without it, pupils struggle to process and integrate new information.
When foundational facts such as phonics or basic arithmetic are mastered to the point of automaticity, cognitive load is reduced which frees up a child's working memory for higher-order critical thinking.

Key Components of Foundational Knowledge

These fundamental skills can be categorised into distinct, interrelated areas:

- **Literacy and Language:** Includes phonics, reading fluency, vocabulary, spelling, and handwriting.
- **Numeracy:** Covers core number facts, calculations, and basic problem-solving.
- **Knowledge of the World:**
  Essential scientific, social, and general knowledge that builds a context for future topics.
- **Executive Function and Personal Development:** The cognitive and social skills required for learning, such as focusing attention, managing emotions, memory, and self-regulation

Key actions which underpin this strategy:

A: Identify the non-negotiable "essential" knowledge and skills (e.g., key vocabulary, handwriting, reading, communication, number, literacy) that allows pupils to access the curriculum.

B: Sequential Curriculum Planning: Structure the curriculum to be hierarchical, where new knowledge is explicitly connected to prior learning and foundational concepts

Part 1 **IDENTIFICATION IS KEY, SPOTTING THE BARRIERS**

1. Know your pupils, know their gaps

Teachers need to be alert to what their pupils can and can't do. They should be able to name those pupils who still have gaps in their ability to speak, write and read with fluency.
As pupils move through the curriculum, the challenge increases. Insecurities in the foundations of writing fluency or reading accuracy may emerge. We need to be alert to checking for any signs that things have gone astray.

In class/ belong form time:

- Through live marking
- In depth marking / WWW & EBI
- Questioning
- Class tasks which support reading, writing and oracy
- QA visits including Book looks, lesson visits, pupil voice
- Low stakes assessment- MWB/ tests/ recall or retrieval/ homework
- Summative assessment points
- Formative assessment: in-depth marked pieces of work including extended writing

Whole school screening using data:

- English and Maths examinations on entry for mobile students
- NGRT reading tests repeated for lexonic graduates
- Maths baseline assessment and end of unit tests
- KS2 scores and transition data
- Pupil Progress & Attainment data termly
- Early report data (Year 7) identifies concerns with handwriting
- EAL proficiency screening on arrival/ referral to MEAS for assessment if required.
- Executive Skills assessment and ELSA feelings questionnaire conducted for targeted pupils.

2. Precision diagnostics

Once teachers have pinpointed where insecurities in foundational knowledge exist, we need to understand precisely what the issues are.
Diagnostic tests, whether looking at basic number, reading or writing skills, are used for all pupils who are found to be below what is expected. We can then select the right interventions at the right time.
For example, a pupil might be accurate in their decoding but not at speed, which therefore hinders their reading. Letter formation may be accurate for a pupil when a word or sentence is dictated to them, but they do not have fluency in this and so struggle when writing at length, especially when dealing with more complex information.
Similarly, in numeracy, they may have secured some of their multiplication tables, but when they are working with more complex numbers, they find it difficult to recall them with automaticity.

Individual pupil diagnostic tests include:

- Lexonic Leap diagnostics
- EAL baseline tests
- Dyslexia screening if appropriate- use diagnostic assessments of short-term (working) verbal and visual memories; phonological processing speed; oral reading fluency, accuracy, and speed; spelling; speed and quality of handwriting; sight word efficiency; phonemic decoding efficiency.
- Screening in visual difficulties/stress to establish overlay colour.
- Reading diagnostics (WRAT) - reading comprehension
- Free writing speed assessment
- Handwriting diagnostics -DCD dyspraxia screening as part of the dyslexia assessments
- Access arrangements assessments- verbal and visual working memories, processing speed, phonological memory, word reading efficiency, docs plus reader programme
- Specialist teacher service: outreach and advisory service operating in the school, conducts standardised assessments

Numeracy:

- Maths KS2 assessment Analysis
- Dyscalculia screener: Dyscalculia Screener - GL Assessment

3. Targeted support

Once we have determined which pupils need additional support and precisely what they need support with, we need to consider what the most effective intervention might be. Support should aim to address their biggest barrier. We invest in training staff who will deliver these interventions to ensure pupils are supported by experts in that area.

High Quality Ordinarily inclusive practice (Our universal offer in the classroom)

Through our universal offer of adaptive teaching strategies and our planned principles of practice. For example:
Additional check ins
Chunking of instructions
Scaffolding and modelling of extended writing
Modelling fluency and reading aloud
Explicit teaching of vocabulary/ pre teaching vocabulary
Oracy tasks including high quality interactions
Questioning strategies which include Think, pair, share etc

Targeted support:

Reading intervention
Handwriting workshop
Communication intervention and play therapy (social skills intervention)
Numeracy intervention- Numeracy Buddies
Literacy intervention- Literacy Buddies (Reciprocal reading)
Curriculum adaptations (Bosco base)
Motor skills support (use of a WP/laptop in lessons and exams)
Touch typing support (touch type read and spell)

Specialist support:

Securing Foundations in Year 7 Maths.
Speech and Language therapy
EAL intervention: 1to1 and small group support
Specialist teacher support (LA)- implement direct 1:1 or small group intervention focusing on reading, spelling, writing and numeracy.

Part 2: Whole school strategies

Reading

A. **The importance of reading:**

Reading is a fundamental skill that underpins success across the curriculum and plays a vital role in pupils' academic achievement, personal development, and future opportunities. Ensuring that pupils' reading ages are in line with, or exceed, their chronological ages at Key Stage 3 (KS3), Key Stage 4 (KS4), and Key Stage 5 (KS5) is essential for enabling them to access increasingly complex texts, develop subject-specific vocabulary, and engage confidently with learning. High expectations for reading should be embedded within classroom practice, reflecting the principles of effective teaching and learning that promote challenge, aspiration, and equity for all learners. Through carefully planned schemes of work, reading opportunities should be explicitly integrated across subjects, exposing pupils to a broad range of high-quality texts and providing structured support where needed. This approach not only strengthens literacy but also develops critical thinking, comprehension, and independent learning skills, ensuring that all pupils are equipped to meet the demands of further education, employment, and lifelong learning.

<u>Non negotiables which strengthen reading in the classroom:</u>

1. Awareness of reading ages of all pupils in class and requirements for coloured overlays
2. Ruler reading for all pupils reading at length in all lessons at KS3,4 and 5 and in form time reading.
3. Teacher modelling of fluent reading outloud
4. Opportunities for independent reading in every subject
5. Explicit teaching of vocabulary (Tier 2&3) and key word definitions
6. Use subtitles when watching any video or clips

B. Identification of barriers:

Whole school identification	**In class identification**
Reading tests (NGRT via GL) on entry in Year 7 and late arrivals KS2 scores and transition data Comprehension in assessments Early report data (Year 7/12) EAL screening on arrival	Through live marking Through indepth marking Questioning and reciprocal reading Class tasks which support reading Book looks, class teacher marking Low stakes assessment- MWB/ tests/ quiz/starters/ homework

C. Precision diagnostics

Whole school:

- Any pupils who are categorised as a Red readers- those below stanine 3 on NGRT will be scheduled to complete the Lexonic Leap programme. Pupils complete a diagnostic assessment before and after the intervention to track their progress.
- Any pupils who are categorised as a Amber readers- those students between stanine 4-6 on NGRT will be scheduled to complete the Lexonic advance programme. Pupils complete a diagnostic assessment before and after the intervention to track their progress.
- When a pupil arrives in Year 7 or as an in-year transfer who is EAL, they will meet our EAL tutor who will assess their progress to date. Those EAL students who require support are then added to the Lexonic leap reading programme. If they require intervention, then this will take place on a weekly or fortnightly basis depending on their needs
- Any pupil who suffers from dyslexia and their needs can't be met in the classroom, may be referred to a specialist assessor.
- . This provides feedback to teachers and parents about strategies and next steps

D. Targeted support

In class support:
Through our universal offer of adaptive teaching strategies and specific Ruler reading and use of overlays Use of phonics or root words where appropriate Use of reciprocal reading strategies where appropriate Reading with Prosody - modelling
Internal support:
Reading intervention (Lexonic Leap/ Advanced /Reciprocal reading programme) Assisi curriculum support Access arrangements for internal and external assessments/ examinations including docs plus reader
External support:
EAL Tutor Dyslexia Assessor and Exam Concessions

Training and Support for Staff:

Whole school teaching and learning briefings specifically for Reading
Whole school professional development focus on literacy
Prosody training for all teaching staff

Wider Opportunities for Reading:

- Belong time reading programme
- Reading Routes Yr7 and Yr8
- Access to the Library at lunchtime and Librarian Team
- Meet the author events
- World Book Day
- Reading in Schemes of Work
- Annual Book Fair
- Sponsored Read with Usborne Books (Y7)

Writing:

A. **Importance of writing:**

Improving writing standards across all subjects is essential to ensuring that students can communicate their knowledge, understanding and thinking effectively. Consistent expectations for the quality of written communication will support high standards of literacy throughout the curriculum, enabling students to use subject-specific vocabulary accurately, construct appropriate sentence structures and apply correct spelling and grammar. Regular monitoring and periodic checks of students' written work will help ensure that presentation, legible handwriting and overall quality of communication remain a priority in every subject, fostering pride, clarity and precision in students' work.

<u>Non negotiables which strengthen writing in the classroom:</u>

1. Live marking with green pen using whole school marking codes
2. Whole school marking codes:

    Marking for Literacy Codes:

    a. Capital letter (CP) and full stops (P)
    b. Spelling (SP) Paragraph (//)

3. Formative assessment: one indepth marked piece of extended writing per unit of work line with departmental marking policy
    - SPAG identified in work
    - Whole school literacy marking codes applied as above
    - Clearly identified in LTP

4. Spelling mistakes corrected by teacher and reinforced by student completion pupil- written out 3 times
5. Planning of high value written tasks
    1. Use of high order command words: explain, describe, evaluate, analyse (as appropriate to the subject)
    2. Worksheets are of a high quality and purposeful.

6. Three summative assessments per year which include:
    - Minimum of 1 extended piece of writing- minimum of 5 marks
    - Whole school marking codes applied
    - SPAG marks awarded within the extended piece of writing- 3 marks
    - Handwriting clarity
        - Illegible
        - Some concern
        - No concern

(Concerns raised through referral system)

Marking and Feedback

Please refer to marking and feedback policy for further guidance.

B. Identification of barriers:

Whole school identification	**In class identification**
KS2 scores and transition data Pupil Progress data- assessed writing tasks, spelling and handwriting Early data (Year 7/ 10/12) English- first indepth marked piece. EAL assessment on arrival	Through live marking and feedback policy Quality of tasks provided for independent practice Writing and extended writing tasks Book looks and teacher marking Pre-teach terminology and vocabulary tasks Low stakes assessment- MWB/ starters/ homework/ spelling tests Review of baseline task in classcharts

C. Precision diagnostics

Whole school:

- Free writing speed assessment (where necessary)

- Access arrangements assessments- verbal and visual working memories, processing speed, phonological memory, word reading efficiency.

D. Targeted support

In class support:
Through our universal offer of adaptive teaching strategies and principles of practice Modelling and use of wagolls/ visualisers Pre teaching vocabulary Developing writing and extended writing Assessing writing and extended writing (pupil progress and deep marked tasks) Marking policy with clear, common framework Sentence starters; vocab lists; word banks created by student; writing frames and structures; topic sentences and paragraphs; mind maps and planning tools.
Internal support:
Curriculum adaptations Access arrangements including word processor and typing support and Docs plus reader programme Handwriting intervention: Apps and Tips for Teaching or Helping with Handwriting
External support:
EAL tutor Specialist teacher Occupational Therapy if required.

Training and Support for Staff:
Whole school professional development focus on literacy
Apps and Tips for Teaching or Helping with Handwriting

Wider Opportunities for Writing:
- Comic youth creative CIS workshop.

Departmental good practice for writing: see Appendix B
Oracy and communication:

A. **Importance of oracy:**
Oracy is a vital component of teaching and learning throughout KS3-5 5 because it enables students to develop the communication, critical thinking, and collaborative

skills needed for academic success and life beyond the classroom. High-quality classroom talk helps students deepen their understanding of subject knowledge, articulate their reasoning, and engage with different perspectives, while also supporting confidence, inclusion, and social development. By embedding clear principles of practice—such as purposeful discussion, active participation, explicit teaching of speaking and listening skills, and high expectations for communication—teachers create environments where all students can contribute meaningfully to learning. Integrating oracy objectives and opportunities for structured talk within schemes of work ensures the progressive development of these skills across subjects and year groups, making spoken language an essential tool for learning, achievement, and future employability.

<u>Non negotiables which strengthen oracy in the classroom:</u>

1. Cold calling with no hands up policy in classrooms
2. Whole school questioning strategies including Think, Pair, Share

B. Identification of barriers:

Whole school identification	**In class identification**
Transition Information from Primary Feeders SEND pupils with their profile identified with Speech, language and communication needs Pupils known to services such as SALT Pupils who are EAL	Teacher circulation during pair or group tasks TA raising concerns to teacher as a result of observations Learning Walks/QA Concerns from Form Tutor or Pastoral Team

C. Precision diagnostics

Whole school:
A whole-school identification for pupils struggling with oracy is used across the entire school to identify students who have difficulties with speaking, listening, discussion, vocabulary, verbal reasoning, presentation skills, or social communication.

The goal is to ensure that pupils with oracy needs are identified early such as at Year 6 transition meets and/or new pupil intake meetings, rather than relying solely on individual teacher observations.

Staff can review the following during class circulation:

- Verbal fluency
- Listening comprehension
- Confidence in speaking
- Turn-taking and discussion skills

Indicators or poor oracy might include:

- Limited participation in class discussion.
- Difficulty explaining ideas verbally.
- Poor understanding of verbal instructions.
- Limited subject-specific vocabulary.
- Struggles with group work and collaborative talk.
- Frequent use of very short responses.

If concerns are present, then escalation can occur with a referral to the SEND/Inclusion team.

D. Targeted support

In class support:
Asking pupils to answer again but with use of effective vocabulary and/or full sentences “Say it Again but Better” Probing questions (find out more) Process question (the why behind answer) Random pupil generator, , positive point given for accurate response Think Pair Share Group work and presentations Use of mini-whiteboards – a springboard for pair discussion or whole-class discussion “321, Show me” Check for Understanding – 1-2-1 or via whiteboards/whole class discussion/group work presentation Cold Colding and Pose, Pause, Pounce, Bounce (PPPB) Live modelling – use of visualisers Seating plans on Arbor talk partners, groups, home/away groups Reciprocal reading strategies The-Oracy-Framework-2021-1-1.pdf

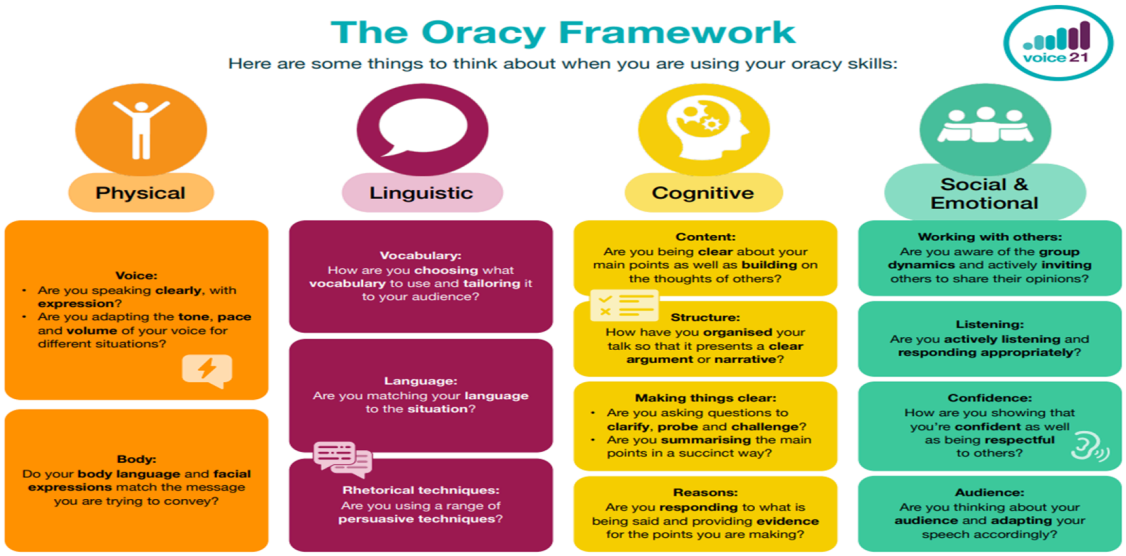
Internal support:
Curriculum adaptations TA support in the classroom where available Talk Circles CPD with Voice 21 - https://oracy.voice21.org/talk-circles Verbal reasoning) with activities such as Problem-solving discussions/Role-play
External support:
Referral to SALT - Community Speech and Language Therapy - Alder Hey Children's Hospital Trust ASD/ADHD Pathway in conjunction with SEND team

Wider Opportunities for Oracy:

- School Council
- Drama Club, School Productions and Winter/Summer Concerts
- Competitions such as Spelling Bees
- External Speaking Competitions
- Faith in Action opportunities.
- Prayer in the morning - teacher or pupil led
- Career Events - speaking with employers, work experience (Y10)

Training and Support for Staff:

Voice 21 - Voice 21 | Oracy | United Kingdom
Speech and Language UK - tct_univspeak_11-18_update.pdf - Google Drive
Typical Talk at Secondary (S&L UK) whats-typical-talk-at-secondary.pdf - Google Drive
Prosody training for all teachers



The-Oracy-Framework-2021-1-1.pdf

Numeracy

A. Importance of numeracy:
Strong numeracy skills are essential for students' academic achievement, personal development, and future success. Numeracy is not just the ability to perform mathematical calculations; it involves understanding and applying mathematical concepts confidently and effectively in a variety of contexts. Numeracy is a key building block for learning, providing the essential skills and understanding that support achievement across the curriculum and in everyday life.

Developing numeracy across all areas of learning helps students recognise the relevance of mathematics in real-world situations and strengthens their ability to transfer skills between subjects. A consistent approach to teaching numeracy across all subjects is crucial in supporting student progress. When teachers use common mathematical language and methods students experience greater clarity and confidence in their learning. Consistency reduces misconceptions, reinforces key concepts, and enables students to build upon prior knowledge more effectively. It also ensures that numeracy is viewed as a shared responsibility across the school, rather than being confined solely to mathematics lessons. By providing rich opportunities for students to engage with numeracy across the curriculum, we encourage confidence, independence, and a positive attitude towards learning.

We are committed to delivering high-quality teaching and learning experiences that support all students in developing strong numeracy skills. Through effective planning, evidence-informed teaching strategies, and appropriate challenge and support, we strive to meet the needs of every learner. We maintain high expectations for all students in every classroom, fostering a culture where effort, perseverance, and achievement are valued. For these reasons, the development of strong

numeracy skills, supported by high-quality teaching, high expectations, and a consistent collaborative approach to learning, is fundamental to ensuring that all students can achieve their full potential.

Students who are numerate are more confident when dealing with numbers and real-world situations. This confidence encourages independence and helps them participate fully in school and community activities.

In summary, numeracy is a fundamental skill that supports learning, problem-solving, and decision-making. It equips students with the knowledge and confidence needed for academic success, everyday life, and future careers. Developing strong numeracy skills is therefore a key goal.

<u>Non negotiables which strengthen numeracy in the classroom:</u>

1. There is regular retrieval of core mathematical skills built into the start of every lesson.
2. Students have consolidation tasks and multiplications built in to all of their homework set on Sparx
3. Students are taught clear, efficient and consistent methods for calculations. All teachers use an agreed approach.Written methods are modelled explicitly and reinforced.
4. Students are expected to show full working out, and check their answers for accuracy and make sensible estimations for their answers. They are expected to use the correct mathematical notation and language.
5. Students should regularly practise mental and written calculations throughout lessons, where appropriate
6. Students are given the opportunity to practice fluency before moving on to more complex problems.
7. Teachers are continually identifying gaps in knowledge through the whiteboard activities, unit assessments and summative assessments.

B. Identification of barriers:

Whole school identification	**In class identification**
KS2 data provided by primary schools Early teacher assessment in year 7. Controlled assessments after each unit. Data provided through QLA on Pupil Progress	Whiteboard tasks throughout the lesson providing instant feedback Regular check ins with pupils PCPs provided by SEND department Class teacher analysis of controlled homework QLA

	Through teachers observations of the pupils in the class Through diagnostic questions

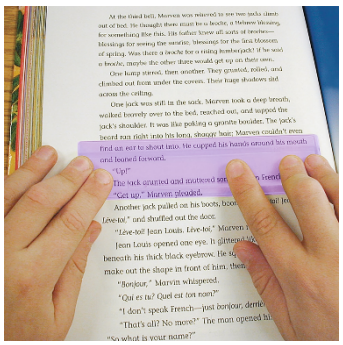
C. Targeted support

In class support:
Modelling of examples Check ins Visualisers with good examples I do, we do , you do. Corrections following assessment Key vocabulary taught Recall starters to aid retention Fluency of skills before moving on to problem solving and reasoning Teaching specific methods for problem solving Adaptive teaching based on needs of students Time to practice and think Teaching to ensure depth of understanding though visual aids and explanations Use of manipulatives Gaps identified through controlled assessments form the basis of starters. Starters also focus on the previous unit.
Internal support:
Curriculum Adaptations Numeracy Buddies intervention programme Resources sent to students and parents Adaptations based on pupil passport
External support:
Securing Foundations in Yr7 programme

Training and Support for Staff:

Use of manipulatives.
Dyscalculia training for all Maths staff (Autumn Term 2026)

Appendix A

<table>
<tr>
<td></td>
<td>1. <u>Ruler Reading</u>

When the teacher reads aloud, students follow with a ruler or coloured overlay.

Students read the word as it is being read to them.

Post-reading – cold calling to check for understanding.</td>
<td>As I am reading this text, I want to follow along with a ruler…

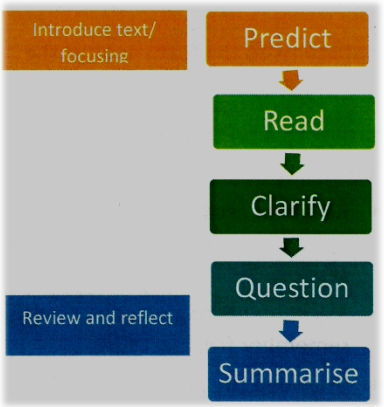
Ensure you have an overlay if you use one…</td>
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<td rowspan="2">
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<td>2. <u>Use of Phonics</u>

If pupils struggle over reading specific words, use phonics to break up the word.</td>
<td rowspan="2">I can see you’ve struggled with that word, lets break it down…

Repeat the word after me…

I say, you say…</td>
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<td>Use morphology e.g. prefix bio = life.

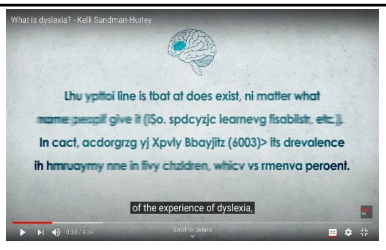
Use etymology (history of words) where appropriate (e.g. Sandwich)

Pupil/whole class to read back the correct pronunciation.</td>
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<td>3. <u>Reciprocal Reading</u>

When reading a large text to the class or small group differentiated reading, you may choose to use the Reciprocal Reading Strategies.

Cold calling to check for understanding

Think/Pair/Share for each section.</td>
<td>Can we predict what might happen in this paragraph/opening?
Can we clarify some words/vocabulary we have come across?
What questions might we ask about this text/section/opening?
Can we review/reflect/summarise what we have read?</td>
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<tr>
<td></td>
<td>4. <u>Students Read Silently and Independently</u></td>
<td>On the board is the set of questions you will be answering once you have read the text.</td>
</tr>
</table>

	Differentiate independent reading. Give clear focus points for pupils prior to reading (questions) Students to seek out evidence/information required Post-reading check understanding via cold calling	Independent reading is an important skill for all exams and tests so please read this yourself. I will be using the random pupil on Classcharts/cold calling to ask you these questions after you have read.
	**5. <u>Tier 2 & 3 Vocabulary</u>** Prioritise which Tier 2 & 3 vocabulary you need to pre-teach or focus on in the lesson/week/topic. Students should have the opportunity to explore the meaning and use them in their own writing or response.	This is a starter with key vocabulary we will be covering, please use these words in your own sentence. Please write down the definitions of these key words. Use the key words to answer the following questions – written or verbal.
CL – Capital Letters **SP – Spelling** **P – Punctuation** **// – New paragraph**	**6. <u>Think Pink</u>** Note student errors in SPAG in Pink Pen when live marking in class. Use the SPAG marking codes in the Marking Policy for Assessments or PPEs.	I have highlighted some words in your book, please write them 3 times correctly with a purple pen. Amend your punctuation where I have highlighted.
	**7. <u>Subtitles</u>** The use of subtitles for any video or film used in lessons or extra-curriculum. Research has shown having subtitles on when a child is watching television can double the chances of them becoming a good reader.	If you miss anything, use the subtitles to help you…

Appendix B Department good practice for writing

Writing strategies e.g. use of PEE or variant for paragraph structures

- **English**: PEE - Point evidence explain (KS3)
- **English:**What, how and why & SEAS (Statement / evidence and analysis / Zooms (KS4)
- **Geography** - PEEL
- **Media**: PEA (point / evidence / analysis) (KS4, KS5)
- **RE**: KSI (Knowledge Source and Impact) (KS3)
- **RE:** PEEDJ (Point , explain , evidence, develop, judgement (KS4)
- **Spanish:** PLA (people/location/activity)
- **History:** PEE (Point / evidence and explain (KS3)
- **History:** PEEL (Point / evidence/ explain/ link (KS4)

Appendix C Assisi base curriculum

Enhanced transition.

Pupils entering the Assisi Base experience enhanced transition at the end of Yr6 and the start of Yr7, this helps to identify their individual strengths, barriers to learning and areas requiring targeted support. These assessments help staff personalise provision and measure progress over time.

Prior to entry, pupils go through an enhanced transition with the Base Co-ordinator to assess key areas of executive functioning, including working memory, emotional control, sustained attention, organisation, planning, time management, flexibility, metacognition and stress tolerance. This information is used to identify specific areas for development and to inform individual support strategies.

Enhanced transition also enables pupils to communicate their views, identify any social, emotional or sensory needs and helps establish positive relationships with staff from the outset. The assessment may identify additional support requirements such as sensory resources, emotional regulation strategies or classroom adaptations.

Baseline information is further informed by:

- GL Reading Test scores and reading ages.
- KS2 SATs outcomes (for Year 7 entrants).
- Current subject assessment data.
- Information from SEND Pupil Profiles.

- Recommendations and reports from external professionals, including Educational Psychology, Speech and Language Therapy, CAMHS, Social Care and Health Services.

Appendix D Writing vs handwriting:

Differentiate by separating **composition** from **transcription**:

Possible issue	Evidence to look for
Handwriting/fine motor	Slow output, pain/fatigue, poor letter formation, inconsistent sizing/spacing, better oral ideas than written output
Spelling/transcription	Weak phoneme-grapheme mapping, high-frequency word errors, good ideas but many spelling barriers
Writing/composition	Weak sentence structure, limited vocabulary, poor organisation, difficulty generating or sequencing ideas
Language/EAL	Stronger performance in first language, vocabulary gaps, grammar linked to English acquisition

Dyslexia and writing

Most pupils with dyslexia struggle with the executive functions used to write. They find it hard to keep more than one idea in their head, get distracted easily, ‘lose’ their ideas, cross out and have to start again, need sentence starters, have difficulties finding the right words to present their knowledge, find it hard to think and write at the same time, confuse words for others, writing sometimes does not make sense or represent their ideas, difficulties planning, organising and prioritising.

Dyslexic learners also usually struggle with handwriting as most report they have to write slowly and methodically to maintain legibility (even those who don't appear to have motor skills and coordination issues). Most have hypermobility/pen grip issues which cause physical strain and handwriting issues. These students should have had OT at a very early stage in education (EYFS). KS1 and 2 children who cannot correct their pen grip as it is too established so options for improvement in secondary are quite limited. Dyslexia is also impacted by orthographic processing difficulties, where learners struggle with letter formation, and this needs to be addressed before the age of 8.

Research used:

Delivering foundational knowledge- Zoe Enser article

https://www.tes.com/magazine/teaching-learning/general/what-is-foundational-knowledge-in-schools

EEF Toolkit
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit