

Achievement – Foundational Knowledge Audit

Focus area	Actions	Evidence	RAG	Next steps
Pupils have the age- and phase-appropriate knowledge and skills	<p>Map progression in language, reading, writing, spelling, handwriting, and maths.</p> <p>Prioritise explicit teaching of handwriting, spelling and composition.</p> <p>Use phonics, fluency, writing moderation, and arithmetic assessments to track mastery.</p> <p>Provide early, precise interventions.</p>	<p>Curriculum progression maps for English and maths.</p> <p>Work samples showing handwriting, spelling, composition, and problem-solving.</p> <p>Assessment data (phonics, arithmetic).</p> <p>Moderation records.</p>		
Pupils read widely and often, with age-appropriate comprehension	<p>Embed daily reading opportunities (guided, independent, cross-curricular).</p> <p>Explicitly teach comprehension strategies.</p> <p>Provide diverse, age-appropriate texts.</p>	<p>Reading timetables (guided/shared/independent).</p> <p>Reading age and comprehension results.</p> <p>Library borrowing logs.</p> <p>Pupil voice surveys.</p>		



	Track reading age data and intervene swiftly.			
A strong culture of reading is embedded across the school	<p>Leaders and staff consistently model reading.</p> <p>Celebrate reading with events and clubs.</p> <p>Invest in diverse library resources and inviting spaces.</p> <p>Ensure struggling readers have positive reading experiences.</p>	<p>Photos, displays and newsletters promoting reading.</p> <p>Logs of events (World Book Day, assemblies, author visits).</p> <p>Staff CPD records.</p> <p>Case studies of improved reader engagement.</p>		

