

At Frogston, we use the City of Edinburgh’s Literacy Rich Phonics Programme across Primaries 1 – 3



Edinburgh Sound Chart

f ff ph	l ll le	m mm mb	n nn kn gn	r rr wr	s ss se c ce ci	v ve	z zz s se	sh ti ci	th	ng
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b bb	c ck ch	d dd ed	g gg	h	j g ge dge	p pp	qu	t tt ed	w	wh	x	y	ch tch
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a	e ea	i	o aw au	u	ay ai a-e ea	ee ea e-e y e	igh ie i-e i y	oa ow o-e o	oo ew u-e ue oul	ou ow	oi oy
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The Programme is arranged into **8** blocks:

Block 1	26 individual letter sounds	Block 5	Soft 'c' and soft 'g'
Block 2	Consonant / vowel digraphs	Block 6	Compound words
Block 3	Final consonant blends	Block 7	'ing'
Block 4	Silent 'e'	Block 8	'ed'

Overview of the Literacy Rich Edinburgh Phonics Programme

Word level	Sentence level	Text level
BLOCK 1		
Introduction to letters/sounds within the context of a three-letter word atpn ism reh dog fub lcck jvw quxyz Block 1 common words Concepts of print	Introduction to letter/word/phrase/sentence in conjunction with word-building and Big Books	Questioning and discussion to encourage a personal oral response to a variety of texts read Using play contexts to promote writing
BLOCK 2		
Consonant/vowel digraphs sh ch th wh ai/ay ee/ea igh/-y oa/ow oo/ew oi/oy ou/ow au/law Block 2 common words	Introduction to capital letters/full stops within the context of a sentence dictated by the teacher	Reading continuous text (introduction to Block 1 Readers) Introduction to character using Readers
BLOCK 3		
Final consonant blends including ng nk Initial consonant blends Block 3 common words	Consolidating the use of capital letters/full stops within the context of a sentence dictated by the teacher	Reading continuous text (introduction to non-fiction) Discussion of content Story sequencing (in picture form) Giving an oral recount Interactive writing Using play contexts to promote writing Personal writing (account/report) Functional writing (report/poster) Using play contexts to promote writing
BLOCK 4		
Silent e a-e e-e i-e o-e u-e Block 4 common words	Consolidating the use of capital letters/full stops within the context of a sentence dictated by the teacher	Reading continuous text (fiction/non-fiction) Discussion of content Simple story writing Personal writing (account/report) Functional writing (report poster)

Overview of the skills progression in blocks 1 – 4

This table outlines the skills and interactive learning opportunities necessary to develop early literacy.

Word level	Sentence level	Text level
BLOCK 1		
Link 26 sounds with their corresponding letters Recognise the five vowel letters/sounds Understand that words are made up of individual sounds (phonemes) Blend sounds together to read three-letter words Segment sounds in order to write three-letter words Read Block 1 common words Understand the directionality of print and the vocabulary of reading	Write (with help) a simple sentence dictated by the teacher	Make a personal oral response to a variety of texts read by the teacher Engage in purposeful writing within a 'play' context
BLOCK 2		
Link digraphs with their corresponding sounds Blend sounds together to read words containing consonant and/or vowel digraphs (controlled to three phonemes) Segment sounds in order to write words containing consonant and/or vowel digraphs Read Block 2 common words	Write (with help) a simple sentence dictated by the teacher using capital letters and full stops	Read continuous text with some understanding Be familiar with characters from Block 1 Readers Sequence a story, in picture form, into beginning, middle and end, and give a simple oral recount Produce a short piece of writing with teacher support Engage in purposeful writing within a 'play' context
BLOCK 3		
Blend sounds together to read words containing final and/or initial consonant blends Segment sounds in order to write words containing final and/or initial consonant blends (controlled to four phonemes) Read Block 3 common words	Write (with help) a simple sentence dictated by the teacher using capital letters and full stops	Read continuous text with some understanding Be familiar with the format of simple non-fiction texts Engage in both personal and functional writing supported by direct interactive teaching Engage in purposeful writing within a 'play' context

Overview of the Literacy Rich Edinburgh Phonics Programme

Blocks 5 - 8

Block 5

Introduce words of one syllable with soft **c** and soft **g**

Teach segmenting and blending, eg **ace grace ice chance fence chance budge**

Block 5 common words

Connective **and**

Block 6

Segmenting and word-building two-syllable compound words, eg **rainbow banknote speedboat**

Other two-syllable words, eg **adult camel dentist never**

Block 6 common words

Connective **and**

Block 7

Segmenting and word-building two-syllable words ending in **ing**:

- short vowel – eg **camping gasping burning**
- long vowel – eg **failing raining**
- long vowel – eg **flying drawing**
- short vowel – eg **hopping skipping**

Block 7 common words

Connectives **but because**

Block 8

Two-syllable words dropping the **e** and adding **ing**, eg **baking rising sloping**

Segmenting and word-building words ending in **ed**:

- ending sounds like **ed** – eg **belted heated**
- ending sounds like **d** – eg **killed saved**
- ending sounds like **t** – eg **wished reached**
- **y** changing to **i** before **ed** – eg **cried married**

Block 8 common words

Connectives **and but because**