

# Literacy at Vandyke Upper School

A Guide for Parents.

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We hope this guide has been helpful. If you have any questions or comments please do not hesitate to contact  
Miss K Murray, Literacy Co-ordinator.

At Vandyke Upper School, every teacher is a teacher of literacy and we strive to ensure that all students make progress in all areas of the curriculum through teaching and learning. Skills in literacy are vital for students to achieve well, whether these are reading, writing or verbal activities.

We hope that this guide for parents will enable you to help your son or daughter to enjoy their learning and to allow you to understand the expectations we place on students to share the responsibility for the development and improvement of their literacy skills.

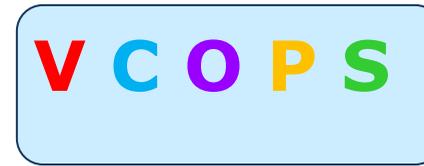


Reading is an excellent way to support students development and progress across the curriculum. Sharing and encouraging reading allows students to develop their imagination, vocabulary and resilience. All kinds of reading, from newspapers, specialist magazines to your favourite novel, will develop your child's confidence and sophistication of commanding the English language.

Your son or daughter will become a member of Vandyke's library as soon as they start in September; there is a wealth of materials and Ms D Lord, our Librarian, is always happy to help!

Across the academic year the library also hosts a variety of different activities and events which students can be involved in, from World Book Day to the Carnegie award. We love our students to get involved!

 <b>Vocabulary</b>	Evidence 1	Evidence 2	Evidence 3
I experiment with new, interesting vocabulary			
I can find alternatives to commonly used words			
I am able to use subject specific vocabulary effectively			
I am able to write at least two paragraphs without repeating the same adjective			
 <b>Connectives</b>			
I am able to use <b>and, or, but, so</b> correctly in a compound sentence			
I can use time focused connectives			
I am able to use connectives to present both sides of an argument			
I effectively use a variety of connectives, according to purpose			
 <b>Openers</b>			
I avoid repetition of <b>the, there, it</b> at the beginning of sentences			
I vary my sentence starters throughout a piece of writing or a speech/discussion			
I am able to use connective phrases as effective sentence starters			
I use a range of impressive vocabulary as appropriate sentence starters			
 <b>Punctuation</b>			
I consistently use capital letters and full stops accurately			
I can use commas in a list			
I use commas to separate clauses in a sentence			
I am able to use at least four types of punctuation accurately and effectively			
 <b>Sentence structure</b>			
I can use simple sentences accurately			
I can use compound sentences accurately			
I can use complex sentences accurately, varying the position of subordinate clauses			
I can use a variety of sentence structures to create different effects			



<b>Bronze</b>	Up to 12 stamps
<b>Silver</b>	Up to 24 stamps
<b>Gold</b>	Up to 36 stamps
<b>Platinum</b>	36 stamps or more

At Vandyke Upper School students are introduced to VCOPS from their first day. This is a whole school policy used to develop students literacy skills. VCOPS is used to break down the key skills students need to be developing: Vocabulary, Connectives, Openers, Punctuation and Sentence structure.

Within their student diaries they will find the following passport, this allows students to clearly identify literacy targets within all of their subjects. As they develop there are incentives related to each level of achievement from Bronze to Platinum.

VCOPS is integral to their progress and is supported within classrooms by:

- Use of learning objectives, described and explored in lessons and topics.
- Classroom displays and icons.
- Target and goal setting in exercise books.
- Marking directly linked to VCOPS.



## Literacy at Vandyke

At Vandyke Upper School every student is exposed to the VCOPS concept, with both class and home learning allowing students to develop their literacy skills. From subject specific terminology to word classes VCOPS is a valuable tool in supporting your child's progress.

### Whole school marking policy

**SP** spelling– underline and correct.

// new paragraph needed.

**C** capital letter needed or used incorrectly.

**P** punctuation needed or used incorrectly.

**Exp** unclear expression; error underlined and explained.

**Gr** incorrect grammar ( e.g subject-verb, plurals, tense, word order)

**Punctuation** is one area of VCOPS students are reminded to use accurately.

#### **Full Stops**

~ end of a sentence that is not a question or statement

#### **Question Mark**

~ Indicate a question/express disbelief:

~ Who else will be there?

#### **Exclamation Mark**

~ Interjection/surprise/strong emotion

~ What a triumph!

#### **Comma**

~ separates lists/phrases/words

~ sentence adverbs ('however', 'moreover' etc.) from the rest of the sentence.

#### **Semi-Colon**

~ Show thoughts on either side of it are balanced and connected.

~ separates words or items within the list.

#### **Colon**

~ Introduces a list/dialogue/definition or for emphasis.

#### **The Dash (or hyphen)**

~ separates elements within a sentence – long, dramatic pause.

~ abrupt break in sentence, or a change in thought

~ acts as brackets

~ shows an interruption or hesitancy in speech

#### **Ellipsis**

~ indicate that a word/words have been left out.

#### **Brackets (Parenthesis)**

~ Enclose separate information.

#### **The Apostrophe**

~ to show that letters have been left out.

~ to show possession.

