The VCOP booklet
When you write, write your best.

In every subject, every lesson, every day!
If you can spell accurately, you must.

- Read what you have written and check your spelling
- Use a spell checker or a dictionary for any words you’re not sure about
- Check common mistakes like homophones - there, their and they’re
- Don’t use speech words like gonna or wanna
If you can write neatly, you must.

Use a black or blue pen. Try to use joined up writing. Try to keep your letters the same size and on the same line. Underline titles using a ruler. Don’t doodle or scribble.
If you can use accurate grammar, you must.

Grammar: The set of structural rules that govern the composition of clauses, phrases and words.
If you can punctuate accurately, you must.

Use a comma before and, but, or, for, so and yet, when they join independent clauses.

Example: The story gets off to a slow start, but it becomes more exciting towards the end.
Talk Homework

If you can talk it, you can write it

Before you begin a piece of writing, make sure you:

- Talk through what you are going to write about with an adult — Find a quiet place to do this, turn off the TV / computer / phone
- Find out any more information you need and then talk about it some more
- Write some simple notes after you have talked it through — simple sentences are fine
- Organise these notes into order
- Use VCOP to begin building up these simple sentences into complex sentences and then paragraphs.
Use a thesaurus to find exciting **WOW** words.
Try not to repeat yourself and avoid boring words.

**Vocabulary**

Try to learn as many new words as possible.

**Adj ectives**
- beautiful
- awful
- enormous
- worst
- fierce
- gigantic
- hideous
- freezing
- thunderous
- ugly
- marvellous
- attractive
- unusual

**Adverbs**
- quietly
- silently
- bravely
- generously
- nervously
- carelessly
- thoughtfully

**Nouns**
- adventure
- accident
- happiness
- joy
- sadness
- fear
- wasteland
- transport
- shelter
- baggage
- companion
- vehicle
- feelings
- courage
Even better **Vocabulary**

**Adjectives**
- sensitive
- timid
- aggressive
- imaginative
- unfortunate
- murderous
- echoing
- doubtful
- tender
- formidable
- outspoken
- stern
- comical
- pathetic
- outstanding
- wondrous
- sensitive
- timidly
- aggressively
- sternly

**Verbs**
- prefer
- nourish
- demonstrate
- enjoy

**Nouns**
- emotion
- anxiety
- longing
- progress
- system
- communication
- apparel
- ingredient
- vibration
- premonition
- silhouette
- terrain
- vision
- ideas
# Simple Connectives

Join clauses and simple sentences together using connectives

<table>
<thead>
<tr>
<th><strong>Give more information</strong></th>
<th><strong>Time and order</strong></th>
<th><strong>Comparing</strong></th>
<th><strong>Cause and effect</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>then</td>
<td>but</td>
<td>because</td>
</tr>
<tr>
<td>also</td>
<td>next</td>
<td>although</td>
<td>therefore</td>
</tr>
<tr>
<td>for example</td>
<td>first</td>
<td>however</td>
<td>so</td>
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<td></td>
<td>later</td>
<td></td>
<td></td>
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<td></td>
<td>meanwhile</td>
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<tr>
<td></td>
<td>suddenly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>finally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Even better Connectives

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>furthermore</td>
<td>while</td>
<td>whereas</td>
<td>as a result</td>
</tr>
<tr>
<td>which</td>
<td>as</td>
<td>yet</td>
<td>consequently</td>
</tr>
<tr>
<td>as well as</td>
<td>until</td>
<td>despite</td>
<td>since</td>
</tr>
<tr>
<td>for example</td>
<td>before</td>
<td>unless</td>
<td>so</td>
</tr>
<tr>
<td></td>
<td>previously</td>
<td></td>
<td>if</td>
</tr>
<tr>
<td></td>
<td>eventually</td>
<td></td>
<td>so that</td>
</tr>
<tr>
<td></td>
<td>when</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>soon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>once</td>
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</tr>
</tbody>
</table>
Openers

Showing sequence or order
First...
Then...
Next...
Soon...
After that...
Lastly...

Linking ideas and events
Last time...
Also...
After...
Soon...

Connectives
So...
Because...
If...
Even better **Openers**

**Connectives**
- Although...
- After a while...

**Adjectives**
- The golden sun shone...
- Jane’s favourite book...
- Barking dogs...

**Noun phrases**
- The little, old man who...

**Comparing**
- Although I had thought that...
- I discovered...
- Despite John’s plan to...
- In reality he...

**Verbs**
- Walking...
- Having...
- muttering...
- Wondering...
- Staggering...
<table>
<thead>
<tr>
<th>Level</th>
<th>Word Focus</th>
<th>Punctuation</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can hold and use my pen properly.</td>
<td>I can write letters on the page that my reader can recognise.</td>
<td>The letters I write are usually the correct size and shape.</td>
</tr>
<tr>
<td></td>
<td>I can write letters on the page that my reader can recognise.</td>
<td>I can read my own writing.</td>
<td>Most words I write are in the correct order</td>
</tr>
<tr>
<td></td>
<td>The letters I write are usually the correct size and shape.</td>
<td>I use full stops correctly in simple sentences.</td>
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**Word Focus**

- I can spell most CVC words.

**Punctuation**

- I try to write neatly.
- I can use a full stop in a simple sentence.

**Structure**

- I can use at least one connective in a sentence.
- I can write some sentences which make sense.

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**Writing Level Tracker**

- (✔️ Secure)
- (✗ working towards)
- (❓ Unsure)
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<th>Level</th>
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<th>Punctuation</th>
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</tr>
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<tr>
<td>3C</td>
<td>I can spell all HFW and CVC words correctly.</td>
<td>I can use question marks (?) correctly at the end of sentences.</td>
<td>My work has a simple opening / ending.</td>
</tr>
<tr>
<td></td>
<td>I can use adjectives and adverbs in my descriptions.</td>
<td>I can use exclamation marks (!) correctly at the end of sentences.</td>
<td>I use connectives to join my sentences. E.g. when, because, while also, as well.</td>
</tr>
<tr>
<td>3B</td>
<td>I always use key words to add interest.</td>
<td>I am beginning to know when to use speech marks.</td>
<td>I use a range of connectives to join my sentences.</td>
</tr>
<tr>
<td></td>
<td>I can spell correctly days of the week, months of the year and the seasons.</td>
<td>I can use full stops, capital letters, ? and ! correctly.</td>
<td>I understand how to plan to paragraph my writing.</td>
</tr>
<tr>
<td>3A</td>
<td>I can read and spell all medium frequency words.</td>
<td>I can use ellipsis to add excitement and tension to my writing. E.g. The door creaked ominously...</td>
<td>I am able to paragraph using time, place, new subject, new speaker.</td>
</tr>
<tr>
<td></td>
<td>I can spell words that begin with a double or triple consonant.</td>
<td>I am using speech marks and starting a new line for a speaker.</td>
<td>I can link events together using words such as afterwards, before, also, after a while, eventually.</td>
</tr>
<tr>
<td>Level</td>
<td>Word Focus</td>
<td>Punctuation</td>
<td>Structure</td>
</tr>
<tr>
<td>4C</td>
<td>I can spell words that begin with th, ch and sh.</td>
<td>I understand how to use commas to separate ideas in a sentence.</td>
<td>I understand how to write in many different styles and be more aware of my audiences.</td>
</tr>
<tr>
<td></td>
<td>I use unusual adjectives and adverbs in my descriptions.</td>
<td>I can use commas to separate items in a list / ideas in a sentence.</td>
<td>I know different presentational devices. E.g. Headings, fonts, letter formats, bullet points.</td>
</tr>
<tr>
<td>4B</td>
<td>I can spell words with different paired vowels. E.g. oa, ai, ea.</td>
<td>I can use a comma to mark off the opening word / phrase of a sentence.</td>
<td>I can use the passive voice. E.g. The cake was eaten by the dog.</td>
</tr>
<tr>
<td></td>
<td>I am beginning to spell subject words accurately.</td>
<td>I can use the apostrophe to show who or what is the owner. E.g. Tom’s cat.</td>
<td>I am beginning to write in a range of styles for different audiences.</td>
</tr>
<tr>
<td>4A</td>
<td>I can spell unfamiliar words accurately.</td>
<td>I can now use the apostrophe confidently for different purposes.</td>
<td>I use sophisticated connectives. E.g. Furthermore, consequently, nevertheless, contrary to.</td>
</tr>
<tr>
<td></td>
<td>I am confident about the spelling of subject specific words for each of my topics.</td>
<td>I can use inverted commas / question marks in my writing correctly.</td>
<td>I can use alliteration and onomatopoeia to bring my writing to life.</td>
</tr>
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<tr>
<td>5C</td>
<td>I can spell words with common prefixes.</td>
<td>I can use punctuation to show separate parts of my sentences. E.g. The dog, which lived next door, barked all night.</td>
<td>I always use paragraphs effectively.</td>
</tr>
<tr>
<td></td>
<td>I can spell words with common suffixes.</td>
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</tr>
<tr>
<td>5B</td>
<td>I can spell homophones correctly. E.g. They’re, there, their.</td>
<td>I can use the hyphen to join words together. E.g. Pick-me-up.</td>
<td>I can use complex sentences effectively.</td>
</tr>
<tr>
<td></td>
<td>I can spell the ends of words correctly. E.g. -ies, -ing</td>
<td></td>
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</tr>
<tr>
<td>5A</td>
<td>I can use appropriate words for informal and formal writing styles. E.g. Colloquial / standard English</td>
<td>I can use the semi-colon to separate two closely related statements in the same sentence. E.g. There are fourteen students here; last year there were nineteen.</td>
<td>I can use a range of narrative techniques to create an effect (action, dialogue, quotation).</td>
</tr>
<tr>
<td></td>
<td>I can select words from a wide range of ambitious vocabulary and use these precisely.</td>
<td>I can use a semi-colon to join two sentences which are in contrast to each other. E.g. I really like chips; I hate cauliflower.</td>
<td>I can vary sentence length in order to interest the reader.</td>
</tr>
<tr>
<td>Have I...</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
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</table>
| **V**     | - Used ambitious vocabulary (*WOW words*)?  
|           | - Checked that I have not used a word twice (unless for effect)?  
|           | - Used a thesaurus to find interesting and ambitious synonyms and antonyms?  
|           | - Used a spell checker or a dictionary to check spellings?  
| **C**     | - Used connectives to link two simple sentences together?  
|           | - Used connectives to link my paragraphs?  
|           | - Used connectives to create compound and complex sentences in order to make my writing more interesting?  
| **O**     | - Started a sentence with a connective?  
|           | - Started a sentence with an adverbial (*‘ly’ word*)?  
|           | - Started a sentence with a verb (*‘ing’ word*)?  
| **P**     | - Used full stops and capital letters?  
|           | - Organised my writing into paragraphs?  
|           | - Used a range of punctuation marks (*., ?, ! “ ” ( ) - ; : ‘ ‘...*) correctly?  
|           | - Used speech marks around spoken words?  |