**This Learning Progression begins at Foundation of the Victorian Curriculum and concludes at Level 3. Seven progressions are provided in this span. Please see Creating texts (Part B) for the remaining four progressions.**

*Description:* ThisLearning Progression describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students’ writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the different Victorian Curriculum learning areas. At the early levels, students experiment with the use of letters and words to convey meaning. The focus moves to control of the basic conventions of writing, as students begin to explore the features of texts for a limited range of purposes. At the higher levels, writing becomes a key tool for learning and develops for a broader range of purposes across the contexts of the learning areas.

The structure of the *Creating texts* Learning Progression changes at the eighth progression (presented as Part B for publication purposes). From that progression, indicators are grouped into three broad text types (informative, persuasive and imaginative) to show how language changes for different purposes. Informative texts include explanations, information reports, procedures and investigation reports. Persuasive texts include responses, arguments and discussions. Imaginative texts use literary language to entertain and to teach and affirm cultural values. An effective writer makes language choices appropriate to the purpose and audience. Throughout this Learning Progression, students will create hybrid texts by combining features from across different text types. Students’ texts may include components of print, image, sound, animations and symbolic representations.

*Related Learning Progressions*: Learning Progressions of *Spelling, Punctuation, Grammar* and *Handwriting and keyboarding* all provide detail to support teachers to focus on specific aspects of writing.

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

| **Victorian Curriculum Foundation Level**  |  | **Victorian Curriculum Level 3** |
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| **Crafting ideas** The student: * conveys messages through actions or talk
* shares information in different ways (uses illustrations, icons and images; innovates on familiar texts through play)
* observes others writing with interest and attention (asks what the writing is for and what it says).
 | **Crafting ideas** The student:* articulates or draws ideas for writing
* uses speech to dictate a written text
* differentiates between drawing and writing
* talks about why people write
* assigns messages to own texts (‘reads’ back own play writing, but with varying meanings)
* composes emergent texts for specific purposes (greetings on a birthday card, labels).
 | **Crafting ideas** The student:* expresses an idea drawing on familiar experiences and topics using attempted words and pictures
* experiments with familiar texts to achieve intentional purposes (birthday card or list).
 | **Crafting ideas** The student:* talks about the purpose and audience of familiar imaginative and informative texts
* writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing)
* writes texts in different forms (lists, story)
* combines visuals with written text where appropriate
* reads back own writing
* talks about own text and describes details.
 | **Crafting ideas** The student: * writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)
* writes two or three related ideas which may include other unrelated ideas
* uses ideas from informative and imaginative texts read or viewed for own writing.
 | **Crafting ideas** The student: * writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic)
* writes four or more sequenced and clearly connected ideas
* includes a simple orientation for the reader (At school we are learning about …)
* expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts)
* selects and discards ideas to make texts suitable for familiar audiences and purposes
* organises text logically (ideas in time sequence)
* uses key words from informative texts read or viewed in own writing.
 | **Crafting ideas** The student: * writes informative, imaginative and persuasive texts using evidence of structure (to recount a personal experience or a sequence of events; to describe a person, thing or process; to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings)
* writes using learnt ideas on a range of topics from learning areas
* supports ideas with some detail and elaboration
* uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader).
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| **Text forms and features**The student:* intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes)
* draws pictures and shapes.
 | **Text forms and features** The student:* writes some recognisable letters (one or two letters of own name)
* identifies symbols/letters written or drawn with prompting.
 | **Text forms and features** The student:* writes from left to right and top to bottom
* writes letters to represent words.
 | **Text forms and features** The student:* writes some appropriate letter combinations to represent words
* includes noun-verb agreement in sentence fragments
* writes from left to right using spaces between attempted words
* uses basic noun groups (my house).
 | **Text forms and features** The student:* structures ideas into simple sentences made up of basic verb groups, noun groups and phrases
* uses adjectives to add meaning by describing qualities or features (red, small, long)
* expresses feelings and opinions about people and things (nice)
* writes identifiable clauses often linked using ‘and’
* uses logical word order in sentences
* makes plausible attempts to write unfamiliar words phonetically (enjn for engine)
* uses upper-case letters correctly to indicate proper nouns
* uses capital letters and full stops correctly at the start and end of sentences.
 | **Text forms and features** The student:* writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when)
* maintains tense within a sentence
* selects images to complement writing
* spells simple and many high-frequency words correctly
* intentionally uses simple punctuation (!, ?)
* uses noun groups to develop ideas (new baby chicken)
* uses simple. Cohesive language (then, after, and)
* uses adverbs to give precise meaning to verbs (talking loudly).
 | **Text forms and features** The student:* expands ideas through intentional use of simple and compound and occasional complex sentences (
* uses pronouns correctly to link to an object or person across the text
* uses images to reinforce ideas in written text
* maintains consistent tense within and between sentences
* organises ideas coherently (rudimentary paragraphing structure)
* uses cohesive vocabulary to indicate order, cause and effect (next, since)
* uses some irregular spelling patterns (cough)
* applies learnt spelling generalisations
* accurately spells most high-frequency words
* consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike).
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| Please note: there is no vocabulary section in this progression. | **Vocabulary** The student:* asks about words used in the environment (signs, labels, titles, captions)

• searches for and sometimes copies words of personal significance found in written texts.  | **Vocabulary** The student:* writes own name and other personally significant words (family names, dog, house).
 | **Vocabulary** The student:* writes a small range of familiar common words
* writes two- and three-letter high-frequency words
* includes learnt vocabulary in own texts
* asks for help with less familiar words.
 | **Vocabulary** The student:* uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)
* borrows words from other writers
* uses common and proper nouns particular to students’ contextual knowledge
* uses high-frequency words
* uses modifying words (very).
 | **Vocabulary** The student:* uses words to indicate quantity (every, some, a few)
* uses specific learning areas topic vocabulary
* uses common homophones (two, to).
 | **Vocabulary** The student:* uses expressive words to describe action and affect the reader (tiptoed, instead of walked)
* uses creative wordplay to affect the reader (repetitive patterns)
* intentionally substitutes common or generic words with synonyms (excited for happy)
* uses words with multiple meanings correctly, according to context (right, bark).
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Student learning in literacy has links beyond English in the Victorian Curriculum F–10.  Teachers are encouraged to identify links within their teaching and learning plans.