**This Learning Progression begins at Level 3 of the Victorian Curriculum and concludes at Level 8. Four progressions are provided in this span. Please see Creating texts (Part A) for the preceding seven 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 Level 3** |  | **Victorian Curriculum Level 8** |
| --- | --- | --- |
| The student:* uses tense throughout the text that is mostly correct
* consistently writes compound sentences correctly and uses a greater range of complex sentences
* uses a variety of sentence structures and sentence beginnings
* spells some complex words correctly (correctly adds prefixes and suffixes to base words)
* uses all simple and some complex punctuation correctly
* uses articles accurately (a, an, the)
* uses adverbial phrases to support the staging of the text (before lunch, after midnight).
 | The student:* maintains appropriate tense throughout the text
* uses a range of sentences including correctly structured complex sentences
* spells simple, most complex and some challenging words correctly
* uses complex punctuation correctly (apostrophes of possession).
 | The student: * organises related information and ideas into paragraphs/sections
* uses a range of complex punctuation flexibly and correctly
* spells complex and most challenging words correctly
* uses a range of sentence types for effect
* writes paragraphs which develop one main idea.
 | The student:* spells a range of challenging words correctly.
 |
| **Informative text**  |
| **Crafting ideas** The student:* writes for a range of learning area purposes (explains a life cycle of a butterfly, recounts a process, describes an artwork)
* includes structural features appropriate to the type of text and task
* writes ideas which are relevant to the purpose of the text
* organises ideas to support the reader (groups ideas under headings).

**Text forms and features** The student:* uses cohesive devices to signpost sections of text to support the reader (word families: bear, cub, polar bear)
* uses present or timeless present tense consistently throughout text (bears hibernate in winter)
* selects multimodal features to expand ideas in written texts (diagrams, tables, images)
* uses adjectives in noun groups to create more accurate description (its long, sticky tongue).

**Vocabulary** The student: * uses a range of learnt topic words to add credibility to information (hibernate instead of sleep).
 | **Crafting ideas** The student:* writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an art work, document the materials and explain why it was created)
* selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes)
* develops ideas with details and examples
* uses ideas derived from research
* uses written and visual supporting evidence
* uses a topic sentence and supporting evidence or examples in a paragraph.

**Text forms and features** The student:* includes salient multimodal features to expand on written information (creates graphs and other technical diagrams from authentic data).

**Vocabulary** The student: * uses a range of learnt, technical and discipline-specific terms (adapt, survive)
* uses words to express cause and effect (therefore).
 | **Crafting ideas** The student: * writes to explain and analyse (analyses how artists use visual conventions in artworks)
* writes to compare and contrast phenomena (identify the differences between elements)
* orients the reader to the topic or concept (using a definition or classification in the opening paragraph)
* intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or synthesises)
* uses evidence and research including multimodal resources to expand upon information and concepts and add authority.

**Text forms and features** The student:* varies sentence structure for effect
* uses more elaborate noun groups that include classifying adjectives and specific nouns (mineral component of sedimentary rocks)
* creates cohesive flow by condensing previous information into a summarising noun (In history, A sequence of events which together...)
* uses passive voice and nominalisation strategically (the results were analysed).

**Vocabulary** The student:* uses discipline-specific terminology to provide accurate and explicit information (discipline metalanguage)
* uses a range of synonyms for frequently occurring words, in a longer text (repair, fix, remedy)
* uses vocabulary to indicate and describe relationships (additionally, similarly)
 | **Crafting ideas** The student:* writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
* uses structural features flexibly to organise ideas strategically (includes a defined, cogent conclusion /summation)
* uses classification to organise ideas and information (types of landscapes, Australian state government)
* writes texts with forms and features combined
* strategically for purpose (describes a historical event from the perspective of a secondary source)
* uses evidence and references
* writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts.

**Text forms and features** The student:* maintains tone appropriate to the audience
* uses extended noun groups including adjectival phrases (a sturdy construction with modern design features)
* judiciously uses language and multimodal resources to emotionally or intellectually affect audience.

**Vocabulary** The student: * uses complex abstractions (economic, sociocultural).
 |
| **Persuasive text indicators**  |
| **Crafting ideas** The student:* writes for a range of learning area purposes (designs a healthy food campaign)
* includes structural features appropriate to the type of text
* presents a position and supports it with one or two simply stated arguments
* writes ideas which are relevant to the purpose of the text
* organises persuasive ideas to support the reader (through the use of an introduction).

**Text forms and features** The student:* uses cohesive devices to link points in an argument (however, on the other hand)
* uses exaggeration as a persuasive device
* uses adjectives to persuade (dangerous)
* uses simple modal verbs and adverbs (should, will, quickly)
* selects multimodal features to expand argument in written texts (images, music).

**Vocabulary** The student:* uses a range of learnt topic words to add credibility to arguments.
 | **Crafting ideas** The student:* writes a persuasive text that takes a position and supports it with arguments (examines the benefits of physical activity to health and wellbeing)
* selects structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position)
* writes two or more elaborated arguments
* develops a clear persuasive line/perspective about a topic or premise
* concludes by restating.

**Text forms and features** The student: * includes salient multimodal features to complement written ideas
* uses vocabulary to position the reader (precise nouns and adjectives)
* uses a broader range of modal verbs and adverbs (definitely).

**Vocabulary** The student: * uses words to express cause and effect (consequently, thus)
* uses words to introduce an argument (obviously).
 | **Crafting ideas**The student: * writes to discuss, evaluate and review (evaluates and reviews design ideas)
* orients the reader to the persuasive premise of the text
* includes persuasive points with effective elaborations and
* supporting evidence
* uses multimodal resources to add impact to written text
* intentionally selects structural elements for effect (includes an appropriate conclusion that sums up, recommends or reiterates)
* includes counterargument or refutation if appropriate.

**Text forms and features** The student: * uses rhetorical devices such as rhetorical questions or repetition
* uses research including multimodal resources to add authority
* varies sentence structure for effect
* skillfully uses a range of cohesive devices to makes connections between arguments (foreshadows key points in introduction and reinforces key points in topic sentences)
* judiciously selects evidence and language to strengthen arguments
* uses modal language to illustrate shades of meaning
* uses passive voice and nominalisation strategically (an expectation of failure became common).

**Vocabulary** The student:* uses a range of synonyms for frequently occurring words, in a longer text (impact, consequence, result)
* uses topic-specific vocabulary to add credibility and weight to arguments (cadence, interplanetary, silt)
* uses language that evokes an emotional response (the netballers triumphed).
 | **Crafting ideas** The student: * writes sustained, robust arguments on complex learning area topics (should bushrangers be afforded hero status?)
* anticipates reader knowledge and possible bias and accommodates these in development of arguments (you may have thought that …)
* uses structural features flexibly to organise ideas strategically (uses citation and

referencing from authoritative source) * positions the reader effectively by previewing the arguments
* develops a cohesive argument with an effective conclusion
* strategically selects multimodal resources to position the

reader/viewer (a video clip of an authoritative source).**Text forms and features** The student: * uses evaluative language devices such as allusion, evocative vocabulary and metaphor
* uses language devices for persuasive effect
* uses sophisticated evaluative language (the damaging report, conclusive research)
* judiciously uses language and multimodal resources to emotionally or intellectually affect audience.

**Vocabulary** The student:* uses vocabulary for precision (the underwhelming performance of the opening batsmen).
 |
| **Imaginative text indicators**  |
| **Crafting ideas** The student:* writes for a range of learning area purposes (narrates a historical event)
* includes structural features appropriate to the type of text
* adapts a familiar text for a new audience
* writes ideas which are relevant to the purpose of the text
* organises ideas to support the reader (uses chronological
* sequencing).

**Text forms and features** The student: * uses cohesive devices such as repetition, synonyms and antonyms to link ideas
* uses pronouns to track multiple characters (Peter and Leanne … he … they … she … them)
* writes predominantly in first person
* uses adjectives in noun groups to uses adjectives in noun groups to create more accurate description (that crazy little cattle dog)
* selects action verbs (jumped) and saying verbs (screamed) to affect the reader
* selects multimodal features to expand ideas in written texts (matches images to points in a text)
* uses time connectives to show the passage of time
* uses figurative language (simile).

**Vocabulary** The student: * uses a range of learnt topic words and words from other authors
* chooses alternative words to add variety (replied for said).
 | **Crafting ideas** The student:* writes imaginative texts that experiment with textual features (reinterprets or creates alternative versions of songs or stories)
* narrates with connected characters and events
* uses ideas that support an underpinning theme or concept (survival or friendship)
* selects structural elements to suit the purpose (a narrative may include an orientation, evidence of complication).

**Text forms and features** The student:* includes salient multimodal features integrated with written ideas
* uses expressive verbs and less common emotive adjectives.

**Vocabulary** The student:* intentionally tightens a text by leaving out words that can be readily inferred from the context (Kokou must be hungry. But he was not [hungry])
* writes in third person.

**Vocabulary** The student:* uses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk)
* accurately uses vocabulary that has different meanings in different contexts
* uses vocabulary to evoke humour (pun).
 | **Crafting ideas** The student:* writes imaginative texts with less predictable features to emotionally and intellectually engage the reader (writes to convey character perspective)
* includes relevant rich, evocative description
* orients the reader to the imaginative premise of the text
* uses literary techniques such as dialogue and vivid

description, to carry the plot * generates, selects and crafts ideas to support a recognisable theme
* selects text form or type to effectively support ideas (adventure story, short video which provides a fictional perspective on a real event)
* includes multimodal resources to support the development of ideas throughout the text (uses audio to complement mood of text)
* intentionally selects structural elements to organise and stage the text (stanzas, scenes).

**Text forms and features** The student:* uses language features to engage reader (uses sensory description to build atmosphere)
* uses imagery and figurative devices appropriately (metaphor)
* varies sentence structure for effect.

**Vocabulary** The student:* uses words that invite connotations (startled, dismayed)
* substitutes precise vocabulary for common or everyday words (stinging, icy for cold)
* uses language that evokes an emotional response (a piercing scream echoed through the valley).

  | **Crafting ideas** The student:* writes sustained texts that develop more abstract themes or concepts in imaginative ways
* uses structural features flexibly to organise ideas strategically (deliberate repetition to reinforce a point or create a rhythmic flow)
* develops an imaginative text around a theme or social issue.

**Text forms and features** The student: * uses stylistic features for effect (narrates from an omniscient point of view)
* uses recurring imagery for cohesion
* uses a range of literary techniques such as personification
* uses language to create humour (irony, satire)
* uses complementary noun and verb groups (through narrowed eyes she scrutinised the haggard face).

**Vocabulary** The student: * uses vocabulary for precision (shrouded for covered)
* uses figurative language to create subtle and complex meaning (offering a silent prayer to the deaf sky).
 |

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.