**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 5. Eight progressions are provided in this span.**

*Description:* This Learning Progression describes how a student uses handwriting and keyboarding skills with increasing speed, accuracy and fluency to compose and edit text, or complete tasks for different purposes. It describes how a student develops a fluent, legible handwriting style, beginning with unjoined letters and transitioning to joined handwriting. Students become increasingly confident, proficient and flexible with keyboarding and handwriting.

*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.*

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| **Victorian Curriculum Foundation Level** | |  | | | | | **Victorian Curriculum Level 5** | | |
| The student:   * produces simple handwriting movements * experiments with pencils, writing implements or devices * writes letters which resemble standard letter formations. | The student:   * uses pencils or writing implements appropriately * writes or types some letters or words correctly. | | The student:   * correctly forms most lower-case letters * correctly forms some upper-case letters * writes or types a few words * uses numeral keys. | The student:   * correctly forms all letters * uses spaces between handwritten words * positions letters and words on a line * demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my) * types using spaces between words and sentence punctuation. | The student:   * fluently writes clearly formed, unjoined letters * writes all letters with consistent size and spacing between words * begins to use joined letters * maintains legible handwriting throughout a text * uses some features of text editing applications * recognises and uses keys to show more complex punctuation or symbols. | The student:   * writes using joined letters of consistent size * slopes writing if appropriate to script * begins to develop quick finger action when keying * fluently handwrites and types to produce a range of texts. | | The student:   * writes with a legible, fluent, personal handwriting style * uses a range of digital applications to compose and edit * self-corrects using appropriate keyboard and screen functions. | The student:   * uses handwriting efficiently in formal and informal situations * demonstrates automaticity when using keyboarding and screen functions. |

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.