**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.*

|  |  |  |
| --- | --- | --- |
| **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.