

The Literacy Learning Progressions outline a sequence of observable indicators of increasingly sophisticated understanding and skills in 12 key literacy concepts. They provide all teachers with a comprehensive view of literacy learning within these key concepts. The Progressions can also be used as a tool to facilitate professional learning in literacy development within Victorian schools The Literacy Learning Progressions are not a curriculum and teachers should refer to the [Victorian Curriculum: English](https://victoriancurriculum.vcaa.vic.edu.au/english/english/curriculum/f-10) for Content Descriptions and Achievement Standards.

Each Learning Progression has a series of developmental steps provided in a span and each step illustrates an observable progression of learning. For example, *Phonological awareness* has five steps in a span from Foundation to Level 1, while *Understanding texts* has eleven steps in a span from Foundation to Level 8.

Please note:

* There is no set number of developmental steps within each span nor do they start and end at the same time. The number of steps was determined by the research underpinning the Learning Progressions.
* The steps do not describe equal intervals of time in students’ learning. As learning can be very rapid in the early years of school, the initial steps within a progression tend to be shorter and more detailed than the later steps.
* Each step within a Learning Progression has one or more indicators and is more sophisticated or complex than the preceding step.
* The indicators describe what a student says, does or produces.

To support teachers to use the Literacy Learning Progressions within Victorian schools, each Literacy Learning Progression has been mapped to the levels of the Victorian CurriculumF–10: English continuum. Each row illustrates the number of steps in the Learning Progression and their approximate location in relation to each level.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of steps in each span | Foundation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Level 9 | Level 10 |
| Reading and Viewing |  |  |  |  |  |  |  |  |  |  |  |
| Phonological awareness | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Phonic knowledge and word recognition | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fluency | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Understanding texts  | Part A 6/11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part B 5/11 |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating texts | Part A 7/11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part B 4/11 |  |  |  |  |  |  |  |  |  |
| Grammar | 7 |  |  |  |  |  |  |  |  |  |
| Punctuation | 8 |  |  |  |  |  |  |  |  |  |
| Spelling | 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Handwriting and keyboarding | 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking and Listening |  |  |  |  |  |  |  |  |  |  |  |
| Listening  | 8 |  |  |  |  |  |  |  |  |  |
| Interacting  | 7 |  |  |  |  |  |  |  |  |
| Speaking | 8 |  |  |  |  |  |  |  |  |  |

For more information, and to download the Literacy Learning Progressions, please visit: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/Pages/Literacy.aspx>