This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 9. Eight progressions are provided in this span.

*Description:* This Learning Progression describes how a student becomes increasingly proficient using punctuation to ensure clarity and ease of reading in the texts they produce. As students write more complex and technical texts they will use increasingly complex punctuation to support meaning.

*Related Learning Progressions:* This Learning Progression should be used with the *Creating texts* Learning Progression.

*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 9** | | |
| The student:   * identifies capital letters * identifies full stops. | The student:   * writes basic sentence boundary punctuation (capital letter at beginning, full stop at end) * writes capital letters for some proper nouns. | | The student:   * uses sentence boundary punctuation including question marks or exclamation marks * consistently writes capitals appropriately for names of people. | The student:   * uses commas in lists of nouns (add the sugar, lemon, water and juice) * uses apostrophes for regular single possessives (girl’s) * capitalises key events, geographic names, titles (Easter, Sydney, Ms). | The student:   * uses quotation marks for simple dialogue (‘I can’t see it,’ he said.) * uses apostrophes for plural possessives (planes' wings) * follows conventions of use of capitals in headings. | The student:   * writes commas to separate clauses where appropriate * punctuates more complex dialogue correctly (‘The team have made some interesting recommendations,’ she said, nodding. ‘But I do not want to act upon them before I have read the full report.’). | | The student:   * uses complex punctuation conventions (colons, semicolons, brackets) * uses punctuation conventions for quotations and referencing. | The student:   * uses punctuation to clarify meaning in complex sentences, drawing on their knowledge of sentence structure (commas before introductory words, phrases or clauses; semicolons; colons; and dashes). |

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.