



Putting It All Together

Achievement Standards Matching Grid

The Australian Curriculum: English achievement standards describe what students are expected to know and be able to do by the end of each year level.

This matching grid breaks down the achievement standards from the Australian Curriculum: English v9 and describes how each aspect is addressed by Seven Steps. The row headings are descriptive labels added to aid navigation, and the related Language (LA), Literature (LE) and Literacy (LY) sub-strands are listed as a guide to how each aspect of the standards connects to the curriculum content.

Please note, phonological awareness, phonic knowledge, reading fluency and transcription skills such as handwriting, spelling, punctuation and grammar are not explicitly covered by Seven Steps and therefore these are not referenced in the grid.

Seven Steps

Step 1: Plan for Success

Step 2: Sizzling Starts

Step 3: Tightening Tension

Step 4: Dynamic Dialogue

Step 5: Show, Don't Tell

Step 6: Ban the Boring

Step 7: Exciting Endings / Endings with Impact

SPEAKING AND LISTENING: FOUNDATION–YEAR 6

ACHIEVEMENT STANDARDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Interacting and creating spoken texts Related sub-strands: <i>Language for interacting with others (LA); Creating literature (LE); Interacting with others (LY)</i> F Listens to texts, interacts with others and creates short spoken texts, including retelling stories Y1 Interacts with others, and listens to and creates short spoken texts including recounts of stories Y2 Interacts with others, and listens to and creates spoken texts including stories Y3–4 Interacts with others, and listens to and creates spoken and/or multimodal texts including stories Y5–6 Interacts with others, and listens to and creates spoken and/or multimodal texts including literary texts	The Seven Steps approach encourages students to share their ideas verbally and learn from each other by listening to and interacting with peers. Students who can verbalise their ideas can write more effectively, so Seven Steps activities at all levels involve lots of collaboration before, during and after writing. Younger students retell familiar stories and share their own, while older students plan, rehearse and present spoken and multimodal texts. Learning from each other builds students' confidence when they move on to writing and presenting individually. Step 6: Ban the Boring helps students keep their listeners engaged by cutting unnecessary detail and getting straight to the most interesting part of the story, text or presentation.							
Sharing ideas and opinions Related sub-strands: <i>Language for interacting with others (LA); Engaging with and responding to literature (LE); Interacting with others (LY)</i> F Shares thoughts and preferences, retells events and reports information or key ideas to an audience Y1 Shares ideas and retells or adapts familiar stories, recounts or reports on events or experiences, and expresses opinions using a small number of details from learnt topics, topics of interest or texts Y2 Shares ideas, topic knowledge and appreciation of texts when recounting, informing or expressing an opinion, including details from learnt topics, topics of interest or texts Y3 Relates ideas; expresses opinions, preferences and appreciation of texts; and includes relevant details from learnt topics, topics of interest or texts Y4 Shares and extends ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts Y5 For particular purposes and audiences, shares, develops and expands on ideas and opinions, using supporting details from topics or texts Y6 For particular purposes and audiences, shares, develops, explains and elaborates on ideas from topics or texts	Seven Steps encourages students to share their thoughts, preferences and opinions about mentor texts and exemplars in class and group discussions. Students learn to relate new and familiar ideas to their own experiences, other texts and the responses of others. They also learn to evaluate and explain the impact of a particular technique on the reader. When brainstorming, students share and build on each other's ideas and explore different points of view, drawing on prior knowledge and texts they have studied in class. When expressing opinions, they learn to back them up with reasons and specific examples. Younger students retell and adapt familiar stories orally and use their own experiences as a source of ideas for writing. Older students share, develop and elaborate on ideas and opinions for particular purposes and audiences. Students of all ages can share their ideas and work with the class, learning to present to an audience with confidence.							

SPEAKING AND LISTENING: FOUNDATION–YEAR 6

ACHIEVEMENT STANDARDS		HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Organising and linking ideas Related sub-strands: <i>Text structure and organisation (LA); Interacting with others (LY)</i> Y1 Sequences ideas Y2 Organises and links ideas Y3 Groups, logically sequences and links ideas Y4 Uses text structures to organise and link ideas Y5 Uses different text structures to organise, develop and link ideas Y6 Uses and varies text structures to organise, develop and link ideas		Students use the planning techniques and writing graphs to sequence, group and link their ideas before telling a story, sharing an opinion or giving a presentation. Younger students sequence their ideas into a clear beginning, middle and end, while older students group, link and develop ideas using different structures for specific purposes. Individual Steps show students how to open with a hook, build tension and finish with impact. Students also learn that narrative, persuasive and informative texts are structured differently depending on their purpose, for example escalating the problems in a story, grouping reasons in a persuasive talk or ordering facts in an informative presentation.							
Language features and features of voice Related sub-strands: <i>Language for expressing and developing ideas (LA); Interacting with others (LY)</i> F Uses language features including words and phrases from learning and texts Y1–2 Uses language features including topic-specific vocabulary and features of voice Y3 Uses language features including topic-specific vocabulary, and/or visual features and features of voice Y4 Uses language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice Y5 Uses language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice Y6 Uses and varies language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice		Students explore how authors use carefully chosen words and phrases, literary devices and multimodal features to engage an audience, then experiment with these in their own spoken texts. Younger students borrow vivid words and phrases from mentor texts when retelling stories, while older students use precise, topic-specific vocabulary when creating a story, conveying information or presenting an argument. Students learn how language changes based on the purpose, using subjective, opinion-based language to persuade and objective, factual language to inform. They also learn how images, props and other visual and multimodal features can support and strengthen a spoken text. When telling stories and presenting, students learn how features of voice such as volume, tone, pace and pause can grab the listener’s attention from the opening line, build suspense or momentum, and leave a lasting impression. As they progress, they learn to vary their language and delivery to suit different purposes and audiences. Step 6: Ban the Boring encourages students to replace vague, overused words and clichés with fresher, more precise language, and to vary their delivery so their listeners stay engaged.							

continued on next page →

READING AND VIEWING: FOUNDATION–YEAR 6

ACHIEVEMENT STANDARDS		HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Reading, viewing and comprehending texts Related sub-strands: <i>Engaging with and responding to literature (LE); Examining literature (LE); Texts in contexts (LY); Analysing, interpreting and evaluating (LY)</i>		By immersing students in a wide variety of narrative, persuasive and informative texts, Seven Steps develops students' comprehension skills as well as their writing. Students use the writing graphs to analyse texts, record key details and make connections between characters, settings and events. They also learn to read like a writer, identifying the techniques authors use and their impact on the reader. Younger students make connections between characters, settings and events and to their own lives, while older students identify literal and inferred meaning and recognise how texts are crafted for a purpose and audience. Step 5: Show, Don't Tell in particular teaches students to read between the lines, inferring a character's feelings or motivations in a narrative, or a writer's perspective and underlying message in a persuasive or informative text. They also learn to explain their inferences using evidence from the text.							
F	Reads, views and comprehends texts, making connections between characters, settings and events, and to personal experiences								
Y1	Reads, views and comprehends texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences								
Y2	Reads, views and comprehends texts, identifying literal and inferred meaning, and how ideas are presented through characters and events								
Y3	Reads, views and comprehends texts, recognising their purpose and audience; identifies literal meaning and explains inferred meaning								
Y4–6	Reads, views and comprehends texts created to inform, influence and/or engage audiences								
Ideas and contexts Related sub-strands: <i>Literature and contexts (LE); Examining literature (LE); Texts in contexts (LY)</i>		Seven Steps uses print and digital examples, mentor texts and texts plotted on the writing graphs to demonstrate how stories are developed through characters, settings and events. Students explore how authors introduce and develop believable characters through description, dialogue and body language, how settings create mood and atmosphere, and how tension and resolution drive a story forward. As they progress, students learn to look beyond the plot to explore the themes and messages a text conveys. They also explore how texts are shaped by the worlds in which they are created. A diverse range of literature drawn from First Nations, wider Australian and world authors reflects the historical, social and cultural contexts of different people, places and times. Older students compare how different authors present similar ideas and how context shapes their choices.							
Y3	Describes how stories are developed through characters and/or events								
Y4	Describes how ideas are developed including through characters and events, and how texts reflect contexts								
Y5	Explains how ideas are developed including through characters, settings and/or events, and how texts reflect contexts								
Y6	Identifies similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts								

continued on next page →

READING AND VIEWING: FOUNDATION–YEAR 6

ACHIEVEMENT STANDARDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Text structures Related sub-strands: <i>Text structure and organisation (LA); Examining literature (LE); Analysing, interpreting and evaluating (LY)</i>	Seven Steps helps teachers model how narrative, persuasive and informative texts are structured based on their purpose and audience. Students plot existing texts on the writing graphs to help them visualise that underlying structure. Students learn the key features of each text type, such as the Sizzling Start, build-up of tension or momentum, and the ending. They explore how these features differ in each type of text, for example the resolution in a story compared with a call to action in a persuasive text. They also learn how texts are presented, including the use of paragraphs, headings and images. Younger students identify the beginning, middle and end of familiar stories, persuasive and informative texts. Older students compare different texts, such as a story and a factual text, and explain how different structures suit different purposes. Students then use this knowledge when planning their own texts.							
Y1 Identifies the text structures of familiar narrative and informative texts Y2 Describes how similar topics and information are presented through the structure of narrative and informative texts Y3 Describes how texts are structured and presented Y4 Describes the characteristic features of different text structures Y5 Explains how characteristic text structures support the purpose of texts Y6 Identifies how texts have similar and different text structures to reflect purpose								
Language features and visual features Related sub-strands: <i>Language for expressing and developing ideas (LA); Examining literature (LE); Analysing, interpreting and evaluating (LY)</i>	By focusing on each aspect of a text in isolation, Seven Steps helps students identify, describe and explain the language features and literary devices authors use. These include hooks, suspense, dialogue, sensory details, figurative language and powerful closing lines. In persuasive and informative texts, students learn how authors use precise, topic-specific vocabulary to explain ideas clearly and add authority. Students explore how words and images work together, for example how illustrations in picture books can extend meaning by showing what the words leave unsaid, and how diagrams, infographics and labelled images convey information and support the text. Younger students identify language features and notice how pictures and words work together, while older students explain how these choices shape meaning and influence audiences. They then experiment with the same features in their own writing.							
F Identifies the language features of texts including connections between print and images Y1 Identifies language features and visual features of familiar narrative and informative texts Y2 Identifies language features and visual features of narrative and informative texts Y3 Describes the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning Y4 Describes how language features including literary devices, and visual features shape meaning Y5 Explains how language features including literary devices, and visual features contribute to the effect and meaning of a text Y6 Explains how language features including literary devices, and visual features influence audiences								

continued on next page →

WRITING: FOUNDATION–YEAR 6								
ACHIEVEMENT STANDARDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Creating texts for purposes and audiences Related sub-strands: <i>Creating literature (LE); Creating texts (LY); Texts in contexts (LY)</i> F Creates short written texts, retelling stories and reporting information, thoughts, feelings and ideas, using words and images where appropriate Y1 Creates short written and/or multimodal texts, including recounts of stories with events and characters, to report information and experiences, express opinions and convey informative or imaginative ideas Y2 Creates written and/or multimodal texts, including stories, to inform, express an opinion, adapt an idea or narrate for audiences Y3 Creates written and/or multimodal texts, including stories, that inform, narrate, explain or argue for audiences Y4 Creates written and/or multimodal texts, including stories, for particular purposes and audiences Y5–6 Creates written and/or multimodal texts, including literary texts, for particular purposes and audiences	Seven Steps breaks writing down into seven key techniques that apply across all text types, so students of all ages can create complete, engaging texts with confidence. Students learn to write like a reader, using techniques they have learnt from mentor texts to plan, draft and edit their writing. Younger students begin by planning and telling stories orally. They then write short texts using words and pictures to retell familiar stories, recount their own experiences and share information. They also learn to adapt familiar stories, for example by giving them a new Sizzling Start or a different ending. Older students create longer written and multimodal pieces, including literary texts. Techniques such as Step 2: Sizzling Starts and Step 7: Endings with Impact help them engage their audience from the first line to the last, across narrative, persuasive and informative texts.							
Ideas and details Related sub-strands: <i>Language for expressing and developing ideas (LA); Creating literature (LE); Creating texts (LY)</i> F Uses words and phrases from learning and texts Y1–2 Includes a small number of details from learnt topics, topics of interest or texts Y3 Includes ideas and relevant details from learnt topics, topics of interest or texts Y4 Develops ideas using details from learnt topics, topics of interest or texts Y5 Develops and expands on ideas with supporting details from topics or texts Y6 Develops, explains and elaborates on relevant ideas from topics or texts	Step 1: Plan for Success teaches students to brainstorm ideas, select and develop their best ideas, and then plot them on the writing graph to plan a cohesive and compelling text. Younger students include a few words, phrases or details from topics and texts they have studied in class, while older students develop, explain and elaborate on their ideas with supporting details. Step 5: Show, Don't Tell teaches students to develop and elaborate on their ideas further by including specific details that show the reader what's happening in the story or why they should care about a topic or issue. Step 6: Ban the Boring helps students decide which details add value and which to leave out, so their writing stays focused and relevant.							

continued on next page →

WRITING: FOUNDATION–YEAR 6								
ACHIEVEMENT STANDARDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Text structures and paragraphs Related sub-strands: <i>Text structure and organisation (LA); Creating texts (LY)</i> Y2 Uses text structures to organise and link ideas Y3 Uses text structures including paragraphs Y4 Uses paragraphs to organise and link ideas Y5 Uses paragraphs to organise, develop and link ideas Y6 Uses text structures and varies paragraphs to organise, develop and link ideas	Students learn how the structure of a text supports its purpose. The writing graphs help them organise their ideas into a clear and cohesive structure, while individual Steps focus on how to craft a great opening, build tension or momentum, and wrap up the text with an effective ending. Students learn to group related ideas into paragraphs, such as one paragraph for each argument in a persuasive text or each subtopic in an informative text, and to develop each idea with supporting details. They use linking words and phrases to connect ideas within and between paragraphs, so their writing flows logically. Younger students organise their ideas into a clear beginning, middle and end, while older students group ideas into paragraphs and vary paragraph length and structure for effect.							
Language features, including vocabulary, literary devices and multimodal features Related sub-strands: <i>Language for expressing and developing ideas (LA); Creating literature (LE); Creating texts (LY)</i> Y1–2 Uses topic-specific vocabulary Y3–4 Uses language features including topic-specific vocabulary and literary devices, and/or visual features Y5 Uses language features including topic-specific vocabulary and literary devices, and/or multimodal features Y6 Uses and varies language features including topic-specific vocabulary and literary devices, and/or multimodal features	Each Step explores the language features and literary devices used by published authors, including hooks, suspense, dialogue, sensory details, figurative language and powerful closing lines. Students explore how vocabulary can be used to engage the reader, build tension and paint vivid word pictures. Students identify these features in mentor texts and discuss their effect on the reader. They then experiment with them in their own writing, choosing precise, topic-specific vocabulary to explain a topic, strengthen an argument or bring a story's setting and events to life. Step 6: Ban the Boring encourages students to replace vague or overused words with language suited to their topic, audience and purpose. More advanced writers also vary their vocabulary and devices for effect. Younger students add illustrations, diagrams and labels to support their writing, while multimodal exemplars show older students how images, sound and layout work together with words to create meaning.							

F = Foundation, Y1–Y6 = Year 1 to Year 6. Year ranges show where the same standard applies across several year levels.