Sevensteps

Putting It All Together
NSW Syllabus Matching Grid

The NSW English Syllabus highlights the connection between Understanding Texts and Creating Texts across all focus areas. Students develop their understanding of texts by engaging with a variety of mentor texts and then use this knowledge as the basis for creating their own texts.

This curriculum-matching grid shows how Seven Steps aligns with the focus areas, related outcomes and literacy learning progressions. Please note, phonological awareness, print conventions, phonic knowledge, reading fluency, spelling and handwriting are not explicitly covered by Seven Steps and therefore these focus areas are not included 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

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K–2 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Oral language and communication • Listening for understanding • Social and learning interactions • Oral narrative **Outcomes:** ENE-OLC-01, EN1-OLC-01 **Literacy Learning Progressions:** LiS1, LiS3, LiS4, LiS6, InT3, InT4, InT5, SpK2, SpK3, SpK4	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. Students practise and develop their speaking and listening skills by planning, creating and sharing formal and informal spoken and written texts in groups. Learning from each other builds students' confidence when they move on to writing solo.	■	■	■	■	■	■	■
Vocabulary • Learning and using words **Outcomes:** ENE-VOCAB-01, EN1-VOCAB-01 **Literacy Learning Progressions:** SpK3, CrT3, GrA1	Seven Steps uses a range of exemplars to demonstrate how texts communicate meaning at a word and sentence level, as well as through wordplay, rhyme and subject-specific vocabulary. Students also learn the importance of selecting words and phrases carefully for impact and effect when creating their own texts and revising their work.					■	■	
Reading comprehension • Understanding and connecting sentences • Understanding whole text • Recalling details **Outcomes:** ENE-RECOM-01, EN1-RECOM-01 **Literacy Learning Progressions:** UnT4, UnT5, UnT6	By discussing and analysing a wide variety of texts as a class and in groups, Seven Steps develops students' reading comprehension skills. It also improves their ability to recall details from the text, including the techniques used by the author and the impact those have on the reader.	■	■	■				■

K–2 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Creating written texts • Text features • Sentence-level grammar • Word-level language • Planning and revising **Outcomes:** ENE-CWT-01, EN1-CWT-01 **Literacy Learning Progressions:** CrT5, CrT6, CrT7, GrA4, GrA5, CrT4	By immersing students in exemplars, Seven Steps familiarises students with the key features of a text and models what great writing looks like. Students use these exemplars as a starting point when brainstorming ideas and planning their own texts. Students then experiment with the text and language features from existing texts when creating their own texts. Students learn how to revise their work for enhanced meaning and effect by refining ideas, reordering and rewording paragraphs and sentences for clarity, and removing unnecessary or irrelevant content.	▓	▓	▓	▓	▓	▓	▓
Understanding and responding to literature • Context • Narrative • Character • Imagery, symbol and connotation • Perspective and argument • Representation **Outcomes:** ENE-UARL-01, EN1-UARL-01 **Literacy Learning Progressions:** UnT3, UnT4, UnT5, UnT6, CrT3, CrT5, CrT7, InT2	Seven Steps resources expose students to a range of multimodal exemplars. Students are introduced to different text and language features and explore how they vary based on purpose, audience and mode. Students then use this knowledge as a starting point for creating their own texts. Creating and recreating the texts they have experienced helps students think like an author and write more effectively. See also the NSW Textual Concepts Matching Grid for more detail on how Seven Steps covers these key concepts.	▓	▓	▓	▓	▓		▓

3–6 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Oral language and communication • Interacting • Listening for understanding • Presenting **Outcomes:** EN2-OLC-01, EN3-OLC-01 **Literacy Learning Progressions:** InT4, InT5, InT6, LiS6, LiS7, SpK5, SpK6, UnT7	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. Students practise and develop their speaking and listening skills by planning, creating and presenting formal and informal spoken and written texts in groups for a variety of audiences. Learning from each other builds students' confidence when they move on to writing and presenting solo.							
Vocabulary • Learning and using words • Defining and analysing words **Outcomes:** EN2-VOCAB-01, EN3-VOCAB-01 **Literacy Learning Progressions:** UnT7, UnT8, UnT9, CrT7, CrT9	Seven Steps uses a range of exemplars to demonstrate how texts communicate meaning at a word and sentence level, as well as through figurative language and wordplay. Students also learn how to infer meaning and to select words and phrases carefully for impact and effect when creating texts and revising their work.							
Reading comprehension • Reading for interest and wide purposes • Comprehending text structures and features • Comprehending language **Outcomes:** EN2-RECOM-01, EN3-RECOM-01 **Literacy Learning Progressions:** UnT7, UnT8, UnT9, GrA4	Seven Steps exposes students to a wide variety of persuasive, informative and imaginative texts. Students learn how text structure, features and language vary based on purpose and audience and how those elements can be enhanced for maximum impact. By analysing texts as a class and in groups, Seven Steps continues to develop students' reading comprehension skills.							

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3–6 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Creating written texts • Imaginative purposes • Informative purposes • Persuasive purposes • Text features for multiple purposes • Sentence-level grammar • Word-level language **Outcomes:** EN2-CWT-01, EN2-CWT-02, EN2-CWT-03, EN3-CWT-01 **Literacy Learning Progressions:** CrT7, CrT8, CrT9, GrA4, GrA5, GrA6	By immersing students in exemplars, Seven Steps familiarises students with the key features of different text types and models what great imaginative, informative and persuasive writing looks like. Students use these exemplars as a starting point when brainstorming ideas and planning their own texts. Students experiment with the text and language features from existing texts when creating their own texts and adapt these to suit different contexts, audiences and purposes. Students learn how to revise their work for enhanced meaning and effect by refining ideas, reordering and rewording paragraphs and sentences for clarity, and removing unnecessary or irrelevant content.							
Understanding and responding to literature • Narrative • Characterisation • Imagery, symbol and connotation • Genre • Theme • Perspective and context • Argument and authority **Outcomes:** EN2-UARL-01, EN3-UARL-01, EN3-UARL-02 **Literacy Learning Progressions:** UnT7, UnT8, UnT9, CrT8, CrT9	Seven Steps resources expose students to a range of multimodal exemplars. Students build on their knowledge of different text and language features and explore how they vary based on purpose, audience and mode. Students learn to evaluate how text structure and language features influence the audience and construct meaning. Students then experiment with these text and language features when creating their own texts. Creating and recreating the texts they have experienced helps students think like an author and write more effectively. See also the NSW Textual Concepts Matching Grid for more detail on how Seven Steps covers these key concepts.							

7–10 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Reading, viewing and listening to texts • Reading, viewing and listening for meaning • Reading for challenge, interest and enjoyment • Reflecting **Outcomes:** EN4-RVL-01, EN5-RVL-01 **Literacy Learning Progressions:** UnT9, UnT10, UnT11, InT7	Seven Steps exposes students to a wide variety of multimodal texts to model how different texts are structured based on their context, purpose and audience. From these exemplars, students learn how the various elements work together to help the reader construct meaning and influence the reader. A diverse range of literature, including First Nations texts, is used to reflect the context, language and ideas of different people, places and times. These exemplars expose students to different world views, cultures and opinions, which builds their understanding, empathy and creativity when creating their own texts. By analysing texts as a class and in groups and reflecting on their learning, students develop their reading comprehension skills, their understanding of the techniques used by different authors and the impact they have on the reader.		●	●	●	●		●
Understanding and responding to texts • Representation • Code and convention • Connotation, imagery and symbol • Point of view • Characterisation • Narrative • Theme • Perspective and context • Argument and authority • Style • Genre • Intertextuality • Literary value **Outcomes:** EN4-URA-01, EN4-URB-01, EN4-URC-01, EN5-URA-01, EN5-URB-01, EN5-URC-01 **Literacy Learning Progressions:** UnT9, UnT10, UnT11, CrT9, CrT10, CrT11	Seven Steps resources expose students to a range of multimodal exemplars. Students continue to build on their knowledge of different text and language features and explore how they vary based on purpose, audience and mode. Students learn to evaluate how text structure and language features influence the audience and construct meaning. Students then experiment with and adapt these text and language features when creating their own texts. Creating and recreating the texts they have experienced helps students think like an author and write more effectively. See also the NSW Textual Concepts Matching Grid for more detail on how Seven Steps covers these key concepts.	●	●	●	●	●		●

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7–10 FOCUS AREAS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Expressing ideas and composing texts • Writing • Representing • Speaking • Text features • Text features: imaginative • Text features: informative and analytical • Text features: persuasive • Sentence-level grammar and punctuation • Word-level language • Planning, monitoring and revising • Reflecting **Outcomes:** **EN4-ECA-01, EN4-ECB-01, EN5-ECA-01, EN5-ECB-01** **Literacy Learning Progressions:** **CrT9, CrT10, CrT11, InT7, SpK7, SpK8, GrA6, GrA7, PuN7, PuN8, SpG13, SpG14**	Students apply their understanding of model texts when planning and creating their own written and spoken texts. Seven Steps teaches students how to think like an author and select appropriate text and language features for different topics, purposes and audiences. Seven Steps helps teachers to model how narrative, persuasive and informative texts are structured based on their purpose and audience. Students are exposed to a wide variety of multimodal texts. From these exemplars, students learn how the various elements of a text work together to create a cohesive text and how those elements can be enhanced for maximum impact. They also learn to create hybrid texts using elements from all three text types for effect. Students also learn the importance of selecting words and phrases carefully to develop plot, character, voice, mood and meaning. They can summarise, evaluate and synthesise information when creating informative texts or structuring an argument. Students learn how to revise their work for enhanced meaning and effect by refining ideas, reordering and rewording paragraphs and sentences for clarity, and removing unnecessary or irrelevant content.							