Sevensteps

Putting It All Together

NSW Textual Concepts Matching Grid

The NSW English K–10 Syllabus includes 15 core textual concepts. Students develop their understanding of these core concepts by engaging with a variety of texts and creating their own texts. This curriculum-matching grid shows how Seven Steps aligns with these core concepts.

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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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TEXTUAL CONCEPTS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Argument Argument is using persuasion to produce a position or resolution supported by evidence. Argument doesn't need to be combative, and can build collaboration to solve complex problems. **Outcomes:** EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URB-01, EN5-URB-01 **Literacy Learning Progressions:** UnT5, UnT7, UnT10, UnT11, CrT7, CrT10, CrT11	Using Seven Steps in persuasive writing helps develop students' logical thinking skills. They generate ideas, develop arguments and support those arguments through the ability to reason with evidence. Students learn to express personal likes and dislikes in their response to a topic using Seven Steps techniques. They understand the importance of looking at both sides of an argument before picking a side and can rebut counterarguments. Students look at examples of great persuasive writing in different forms such as advertising, political discourse, reviews, essays, etc and experiment with the techniques in their own writing.	●	●	●	●	●		●
Genre Genre is groups of texts that have similarities in form and function. They are not prescribed categories but have developed as the most effective way to achieve a purpose. **Outcomes:** EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URC-01, EN5-URC-01	Seven Steps demonstrates that texts all follow a similar basic structure. Students develop their understanding of text structure by analysing existing texts and creating their own using the story graph and writing templates. These scaffolds provide guidelines for structure and identifiable features. Once students gain confidence, these scaffolds are reduced and they are encouraged to deviate from conventional approaches for effect. The also learn the similarities and the differences between the text types and how to create hybrid texts using elements of all three text types for effect.	●	●	●				●
Intertextuality The relationships among texts that shape a text's meaning. Intertextuality is the echoes of other texts that add layers of meaning. **Outcomes:** EN4-URC-01, EN5-URC-01	Seven Steps uses writing samples and exemplars to model what great writing looks like. Students use these as a starting point to brainstorm ideas and then create their own texts. Students learn to compose their own texts based on their knowledge of others by experimenting with and adapting text features from the exemplars they have analysed.	●	●	●	●	●		●
Literary value Certain texts that have been designated as highly valued, as they have been declared by experts to have universal and timeless appeal. This does not include the values expressed in a text, but refers specifically to how one can attribute worth to a text in terms of its value. **Outcomes:** EN4-URC-01, EN5-URC-01	Seven Steps immerses students in examples of great writing across all text types. By exploring the use of techniques to engage, persuade and inform the reader, students learn how to attribute value to the texts they read and to create more effective texts themselves.	●					●	

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Narrative The communication of a sequence of related events into a story. A narrative is usually structured in such a way as to invite responder involvement. Narrative helps us make sense of our lives. **Outcomes:** ENE-UARL-01, EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT6, UnT9, UnT11, CrT5, CrT9	Research has shown that as humans we are 'hard wired' for story so this is the best way to introduce students to the joys of reading and writing. Using the Seven Steps in narrative writing is the ideal way to introduce the techniques, before applying them in persuasive and informative writing to engage the audience. Students learn about their own and others' lives through exploring different narrative texts and looking at how the techniques are used to convey information, values and ideas to the reader. They then use this understanding of existing texts as the basis for creating their own texts.	■	■	■	■	■	■	■
Perspective A lens through which we learn to see the world. Perspective provides a dynamic basis for the relationship between composer, text and responder. **Outcomes:** ENE-UARL-01, EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URB-01, EN5-URB-01 **Literacy Learning Progressions:** UnT5, UnT7, UnT8, UnT10, UnT11, InT2, CrT7, CrT8	Seven Steps develops students' critical thinking skills and encourages them to think more deeply about the texts they read. Students explore the techniques used in existing texts and the impact these have on the reader. This helps students think like an author when creating texts for different audiences and purposes.	■					■	
Point of view The position from which the subject matter of a text is designed to be perceived. The writer, speaker or director of the text controls what we see, and how we relate to the situation, character and ideas. **Outcomes:** EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT10	Students naturally write from their own point of view in the younger years but Seven Steps encourages students to look at other points of view when creating texts. Students learn to brainstorm ideas from different points of view to come up with unique and creative ideas. They use different techniques to build empathy, such as focusing on the perspective of one person or thing. Students learn to write in first and third person and explore how this affects the audience and their relationship with the writer.	■	■			■		
Style Style refers to the characteristic ways the composer chooses to express ideas in a variety of modes. Awareness of stylistic devices can support the development of strategies for reading. **Outcomes:** EN4-URB-01, EN5-URB-01	Seven Steps exposes students to lots of different writing styles and techniques through exemplars. Students analyse why writers choose to express their ideas and feelings in particular ways and how purpose, audience and context influence those decisions. This develops students' authorial writing skills and their individual writing style.	■	■	■				■

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Representation The depiction of a thing, person or idea in texts. All representations carry personal and cultural meanings and have personal and social effects. **Outcomes:** EN1-UARL-01, EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT10, CrT10	By analysing texts as a class and in groups, Seven Steps opens students' eyes to the fact that texts can be interpreted in different ways. These interpretations are affected by the choices and decisions made by the author and by the reader's background and life experience. Students draw on this knowledge when making decisions about how to represent people, objects, experiences and ideas in their own writing. In narrative writing, they learn how to represent characters and settings more effectively through dialogue and description. In persuasive writing, they learn how to present their ideas and opinions through the effective use of persuasive devices. In informative writing, they learn how to select and represent information on a topic.	■		■	■	■		
Theme Theme is a statement about life, arising from the interplay of key elements of the text, that work together in a coherent way to achieve the text's purpose. Theme differs from the topic or idea addressed by a text, in that theme conveys an attitude or value. **Outcomes:** EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URB-01, EN5-URB-01 **Literacy Learning Progressions:** UnT10, CrT10	The concept of theme can be explored when planning a text, creating problems or conflict, and crafting an emotional resolution. Students learn how to weave the theme through the individual elements of a text to convey the underlying meaning of the text.	■		■				■
Code and convention The basic elements of speech, writing and visual language convey meaning when they combine in commonly understood arrangements or patterns. Code and convention help us find meaning in and through texts. **Outcomes:** EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT10, UnT11, CrT9, CrT10	As well as learning about the similarities and differences between the structure of different texts, Seven Steps also familiarises students with the key text and language features of narrative, persuasive and informative texts. By immersing students in text exemplars, Seven Steps teaches students what to expect when they read different types of text and also what they need to include when they create their own texts. More advanced students then learn to play with these expectations for impact and effect.	■					■	

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Authority The composer and responder create the authority over a text. There is always negotiation between the two. **Outcomes:** EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URB-01, EN5-URB-01 **Literacy Learning Progressions:** UnT7, UnT10, UnT11, CrT10, CrT11	Seven Steps encourages students to be active readers who approach texts with a critical eye. Students learn to analyse the author's intention and the impact on the reader in order to make judgements about a text. This helps them think more deeply about the audience and purpose when creating their own texts.	■					■	
Context To understand context we look beyond the text to consider the world in which it was produced and the worlds of its reception. Different contexts can have an effect on the meanings and values of similar content. **Outcomes:** ENE-UARL-01, EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URB-01, EN5-URB-01 **Literacy Learning Progressions:** UnT4, UnT5, UnT7, UnT8, UnT10, UnT11, CrT3, CrT5, CrT8	Seven Steps uses print and digital examples, mentor texts and story graphs to demonstrate how texts are influenced and shaped by the worlds in which they are created. A diverse range of literature is used to reflect the context, language and ideas of different people, places and times.	■	■	■	■	■		■
Character A construct of verbal and visual statement about a fictional identity. Analysis of characters contribute to our own personal judgements about self, morals and values. **Outcomes:** ENE-UARL-01, EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT4, UnT3	Believable characters are essential to any great story. Seven Steps teaches students to brainstorm lots of characters and develop their best ideas to create characters with depth. Students also learn to create characters with weaknesses so that there is the possibility that they might fail. Through dialogue, description and body language, students reveal the personality traits and motivations and voice of their characters.	■		■	■	■		
Connotation, imagery and symbol Words and images can extend beyond their literal meaning. **Outcomes:** ENE-UARL-01, EN1-UARL-01, EN2-UARL-01, EN3-UARL-01, EN3-UARL-02, EN4-URA-01, EN5-URA-01 **Literacy Learning Progressions:** UnT7, UnT9, UnT10, UnT11, CrT8, CrT9, CrT10, CrT11	Exemplars and mentor texts demonstrate how a variety of multimodal texts communicate meaning through inference, visual language and symbolism. Students analyse and discuss how these techniques are used to enrich a text and engage the audience before using them in their own writing.		■	■	■	■		■