Sevensteps

Putting It All Together
Australian Curriculum Matching Grid

The Australian Curriculum: English comprises three interrelated strands: language, literature and literacy. Students develop their writing skills in all three strands by communicating with peers, engaging with a variety of texts and creating their own texts.

This curriculum-matching grid shows how Seven Steps aligns with these strands and the related sub-strands.

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

Sevensteps

LANGUAGE

SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Language for interaction • **Language for social interactions** How language used for different formal and informal social interactions is influenced by the purpose and audience • **Evaluative language** How language is used to express opinions and make evaluative judgments about people, places, things and texts	The Seven Steps approach involves encouraging students to share and talk about their ideas. Writing doesn't need to be a silent, solo activity! Seven Steps resources give students the opportunity to collaborate and learn from each other before, during and after they write. Students also learn how to evaluate existing texts and how to express their ideas and opinions more effectively in group discussions.	■	■	■	■			■
Text structure and organisation • **Purpose, audience and structures of different types of texts** How texts serve different purposes and how the structures of types of texts vary according to the text purpose • **Text cohesion** How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns • **Concepts of print and screen** Different conventions that apply to how text is presented on a page or screen	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 texts both print and online. From these exemplars, student 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.	■	■	■				■
Expressing and developing ideas • **Sentences and clause-level grammar** What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex) • **Word-level grammar** Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups • **Visual language** How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound • **Vocabulary** Meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text	Seven Steps uses exemplars and mentor texts to demonstrate how a variety of multi-modal texts communicate meaning at word and sentence level, as well as through visual language, contextual information and specialised vocabulary. Seven Steps activities are constructed to model and discuss the techniques used before students experiment with them in their own writing. Students learn the importance of selecting words and phrases carefully for impact and effect as well as to develop character, voice, mood and meaning. Students learn how to express and develop their ideas more effectively when editing their work. They also learn what to leave out and how to have control over their text.		■	■		■	■	■

Sevensteps

LITERATURE

SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Literature and context • How texts reflect the context of culture and situation in which they are created	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, including First Nations texts, is used to reflect the context, language and ideas of different people, places and times.	✓	✓	✓	✓	✓		✓
Responding to literature • **Personal responses to the ideas, characters and viewpoints in texts** An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences • **Expressing preferences and evaluating texts** Expressing personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Seven Steps encourages students to explore the ideas, characters and viewpoints in existing texts as a starting point for creating their own texts. Students are encouraged to relate new and familiar literary ideas to their individual experiences and to express their personal preferences for different types of text.	✓	✓	✓			✓	✓
Examining literature • **Features of literary texts** The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme • **Language devices in literary texts, including figurative language** Language devices that authors use and how these create meanings and effects in literary texts, especially devices in poetry	By focusing on each aspect of a text in isolation, Seven Steps helps students understand the key features of a text and how they work together. Students explore the use of language devices in existing texts and the impact they have on the reader before using them in their own writing.	✓	✓	✓	✓	✓		✓
Creating literature • **Creating literary texts** Creating their own literary texts based on ideas, features and structures of texts experienced • **Experimentation and adaptation** Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	By immersing students in exemplars, Seven Steps improves students' understanding of language and helps them to express and develop their own ideas more effectively. Writing samples and exemplars model what great writing looks like and students use these as a starting point to brainstorm ideas and then create their own texts. Students learn to experiment with and adapt text features from these exemplars in their own writing to effectively convey meaning and engage the reader.	✓	✓	✓	✓	✓	✓	✓

Sevensteps

LITERACY

SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Texts in context • **Texts and the contexts in which they are used** How texts relate to their contexts and reflect the society and culture in which they were created	Seven Steps uses print and digital examples, mentor texts and story graphs to demonstrate the power of story and the way texts reflect the author and their world. A diverse range of texts are used to show a wide variety of characters, 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.	■	■	■	■	■		■
Interacting with others • **Listening and speaking interactions** Purposes and contexts through which students engage in listening and speaking interactions • **Listening and speaking interactions** Skills students use when engaging in listening and speaking interactions • **Oral presentations** Formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	The focus on collaboration in Seven Steps activities provides opportunities for students to work in groups to talk, laugh and share ideas. Learning from each other builds student confidence in engaging in a range of interactions. Students practise and develop their speaking and listening skills by creating and sharing formal and informal spoken and written texts.	■	■	■	■	■	■	■
Interpreting, analysing, evaluation • **Purpose and audience** Recognising and analysing differences between different types of texts • **Reading processes** Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, cross-checking, self-correcting, skimming and scanning • **Comprehension strategies** Strategies of constructing meaning from texts, including literal and inferential meaning • **Analysing and evaluating texts** Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	By analysing texts as a class and in groups, Seven Steps develops students' comprehension skills. Seven Steps resources expose students to a range of multimodal exemplars and encourage them to explore the techniques they use to engage, inform and persuade the audience. In doing so, students gain an in-depth knowledge of text features across all three text types and how they relate to purpose and audience. Students evaluate how text structure and language features influence the audience and construct meaning.	■	■	■	■	■	■	■

LITERACY

SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Creating texts • **Creating texts** Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features • **Editing** Editing texts for meaning, structure and grammatical features • **Use of software** Using a range of software applications to construct, edit and print multimodal texts	Seven Steps equips students with a range of writing techniques that they can use to create effective and engaging texts. Students then learn how to review and redraft their work for enhanced meaning and effect by refining ideas, reordering and rewording paragraphs and sentences for clarity, and removing unnecessary or irrelevant content. The use of technology is incorporated and encouraged in the creation and editing processes.							