



## Putting It All Together

# Western Australian Curriculum Matching Grid

The Western 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

LANGUAGE								
SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
<b>Language for interacting with others</b> Students learn that language varies according to relationships, social setting, purpose and audience, and is a means for expressing personal and social identity.	The Seven Steps approach encourages students to share and talk about their ideas. Students interact with 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.							
<b>Text structure, organisation and features</b> Students learn how texts are structured for different audiences and contexts, and to achieve particular purposes. They learn the techniques that authors use to guide and influence the reader or viewer through effective use of resources at the level of the whole text, paragraph and sentence.	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 exemplar texts. From these exemplars, student learn the techniques authors use to create a compelling text, paragraph or sentence and what effect the have on the reader.							
<b>Language for expressing and developing ideas</b> Students learn how authors control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They build vocabulary and learn how to understand and use words according to context.	Seven Steps uses exemplars and mentor texts to demonstrate how authors convey meaning at word and sentence level, as well as through visual language, contextual information and specialised vocabulary.  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.							
<b>Phonic and word knowledge</b> Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to write words by using combinations of these letters. They apply their knowledge of phonemes and graphemes to decode words. Students learn that patterns and generalisations relate to the spelling of words in English. They learn to apply phonic knowledge to decode text, especially from Pre-primary to Year 2. From Year 7, the sub-strand is called Word knowledge to reflect that students have progressed beyond phonic development.	This sub-strand is not explicitly covered by the Seven Steps.							

LITERATURE								
SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
<b>Literature and contexts</b> Students learn how characters, events, perspectives and issues in literary texts are shaped by the historical, social and cultural contexts in which they were 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.							
<b>Engaging with a responding to literature</b> Students learn to respond personally to literary texts and make connections to their own lives, other texts and the responses of others.	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.							
<b>Examining literature</b> Students learn how to explain, analyse and evaluate the ways in which stories, characters, ideas, experiences, opinions and contexts are reflected in texts. They learn to compare and appraise the ways authors use language and literary devices to influence readers. They also learn to understand, evaluate, interpret and discuss how certain stylistic choices can create multiple layers of interpretation and effect.	By focusing on each aspect of a text in isolation, Seven Steps helps students explain, analyse and evaluate the key features of a text and how they work together.  Students explore the use of language and literary devices in existing texts and the impact they have on the reader before using them in their own writing.							
<b>Creating literature</b> Students learn how to use personal knowledge and literary texts as starting points to create texts. They create texts with imaginative and literary qualities in different genres and forms, and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues, and heighten engagement and impact.	By immersing students in exemplars, Seven Steps improves students' understanding of language and literature, helping 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.							

LITERACY								
SUB-STRANDS	HOW DOES SEVEN STEPS COVER THIS?	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
<b>Texts in context</b> Students learn that texts are influenced by historical and cultural contexts, and particular purposes and audiences.	A diverse range of texts are used to show different historical and cultural contexts. These exemplars expose students to different world views, cultures and opinions, which builds their understanding, empathy and creativity when creating their own texts for particular purposes and audiences.							
<b>Interacting with others</b> Students learn how language is used to express ideas, arguments and opinions in spoken and written presentations by selecting and using linguistic and multimodal elements.	The focus on collaboration in Seven Steps activities provides opportunities for students to work in groups to express ideas, arguments and opinions.  Students develop their understanding of linguistic and multimodal elements by creating and sharing formal and informal spoken and written texts.							
<b>Analysing, interpreting and evaluating</b> Students learn to apply text processing skills and strategies to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources. Students explore how conventions and structures are used in written, digital, multimedia and cinematic texts. They use their growing knowledge of text structures, language and visual features, and literary devices to explain how texts influence different audiences.	Seven Steps resources expose students to a range of multimodal exemplars and encourage them to analyse and interpret the techniques they use to engage, inform and persuade the audience. In doing so, students gain an in-depth knowledge of conventions and structures across all three text types and how they relate to purpose and audience.  Students evaluate how text structures, language and visual features, and literary devices influence the audience and construct meaning.							
<b>Creating texts</b> Students apply knowledge and skills they have developed in other strands and sub-strands to create spoken, written and multimodal texts. They create these texts with clarity, authority and novelty. They do so by selecting key aspects of a topic as well as language and multimodal features. As part of the process of creating texts, students learn to edit for enhanced meaning and effect. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.	Seven Steps equips students with a range of writing techniques that they can use to create effective and engaging spoken, written and multimodal texts.  Students also 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.							