AUTHOR'S INTENT AND IMPACT
WHOLE-SCHOOL APPROACH TO WRITING AT THE BATT

The Batt School believes that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught within our school. Our aim is to provide children with key transferable writing skills to build on so that they can be used throughout each phase of their education and prepare them for secondary school. At The Batt, we are writing for a range of purposes and audiences; selecting the appropriate form and drawing independently on what we have read as models for our own writing.

At The Batt we are:

- **BEING INSPIRED TO WRITE**
- **ENJOYING WRITING FOR PLEASURE**
- **WANTING TO WRITE BETTER**
- **STEALING FROM OTHER WRITERS**
- **USING LIFE EXPERIENCES**
- **SHARING WRITING TECHNIQUES**
- **SEEING HOW A WRITER WRITES**

At The Batt we ask:

- **HOW DO WE PROVIDE OPPORTUNITIES FOR PUPILS TO MAKE CHOICES?**
- **HOW DO WE TEACH AND MODEL THESE CHOICES?**

At The Batt we think and focus on the:

- **AUTHOR'S INTENT** - why are we writing and who are we writing it for
- **AUTHOR'S IMPACT** - what to write, how to write it and how to organise it
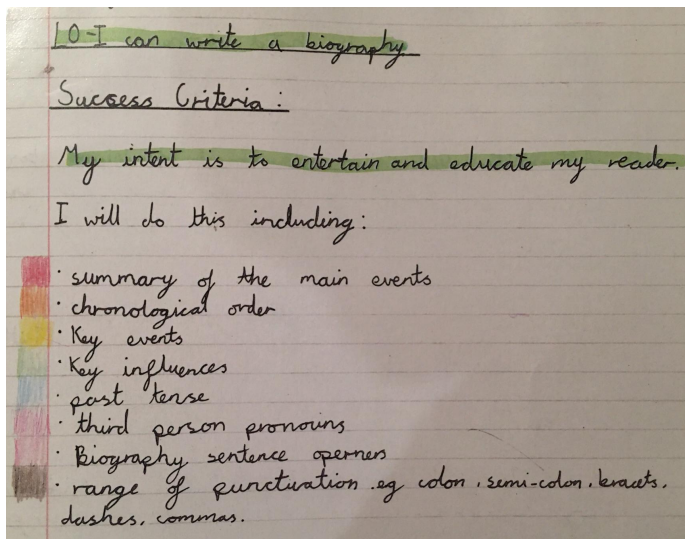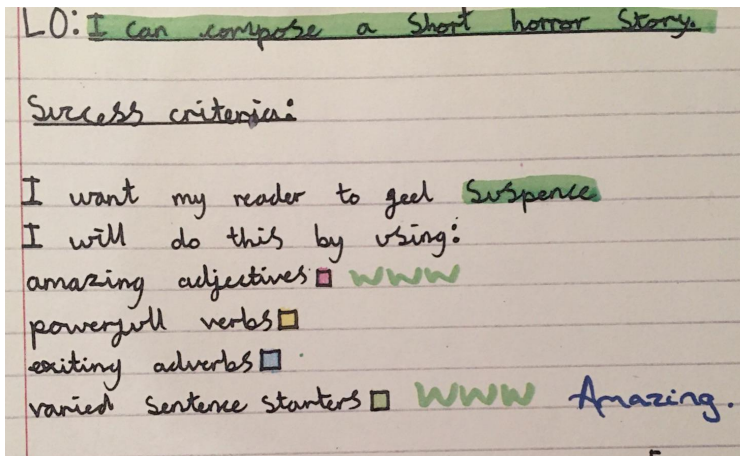- **HOW SUCCESSFUL WE HAVE BEEN AS AUTHORS**

- At The Batt we are:

- **CRITICAL THINKERS** and assess our own and others' writing

At The Batt we create:

- **PURPOSE-LED SUCCESS CRITERIA**
  Author intent and impact

I want my reader to feel…
I want my reader to be…
I want my reader to know…
I want my reader to think…
I want to create…

I can do this by…

At The Batt we create:

- **SELF - REFLECTIVE ASSESSMENTS**- independently assessing against the purpose-led success criteria.
  e.g. I have engaged my reader and made them emphathise with the protagonist by using phrases such as…
- **PEER ASSESSMENTS** - independently assessing against the purpose-led success criteria.
  e.g. I did feel scared/informed/empathise with… because you used/told me/created a character who…

I was engaged by your writing because…
What stood out for me was…
I like the way you…
It was effective when you…

I feel I have created suspence because I used amazing vocabulary such as: trying to wipe the sneaky grin of his face, in and making the strange house more homely. Aly My friends agree with me.

I definetly felt suspence because of all the AMAZING adjectives you have used like: mysterious, cunning and charming. I loved it!
Felicity

I felt suspance because you did alot of amazing adjectives and vaired sentence starters tire it was amazing and of couse alot of verbs. my favorite part is. trying to wipe the sneaky grin of his, face WELL DONE!! Great

I felt Suspence beca you used a lot of Amazing vocabluary Such as: Not wanting to lose a moment of his game the mysterious creature quickly welcomed the innocent prey into his dark den.

HEAD TEACHER'S AWARD

I have created suspiciousness by using amazing phrases
and ~~amazing~~ adjectives like: Grey, gloomy clouds strangled the
moon and also ancient, gnarled trees my friends agree with this

I feel suspicious
and worried because
you used
amazing adjectives
such as gnarled,
feeble and sneaky
WELL DONE

Alicia ♥

I did feel suspicious
because you used
vocabulary such as
cunningly the sneaky
spindly creature held
up the shimmering
mirror in front of the scared
foolish fly.

I loved how you described the
moon and the clouds: "Grey gloomy
clouds strangled the moon." - that
I love that!
definitely made me feel suspicious
and worried. I loved this!

WeLL
Done!

From Holly !♥

I have created suspence and horror by using words ~~and of~~ such
as gloomy, mysterious, enticing and innocent. i also think that I
have created horror and suspence by using the phrases devilish smile
and shoved into the spiders top hat. I wish I could of ~~mad~~ put in
a few better words in.

H.F
Well done -
amazing
handwriting!

Ⓐ×

This was AMAZING I
loved the 1st paragraph you
~~was~~ added so much detail
in it well done. You used
alot of verbs, adjectives and
adverbs well done
Naomii

Surrender" - Churchill.
I think I did educate
my reader with all
the interesting facts
I used like his
last words. My
friends agree →
with this.

I did feel educat
ed
because of all the
great imformation - for
example I did not know
that his brothers nag
was Jack (there is more
but I can't fit it) - So
I loved it.

Summer ;;

it was great I loved
the part whilst
at bording school, and
the rest of the
sentance. I felt educated
and entertaind. great!
I didnt know
he died from a heart
attack. 😊 very good
thanms w.r. Emily
XX

At The Batt we:

- ALWAYS FOCUS ON **HOW** THE WRITER'S CHOICES FULFIL THE PURPOSE OF THE TEXT AND IMPACT THE READER.

At The Batt we consider the

- **Effectiveness - Why am I writing and who is it for? Purpose and audience.**

When we consider the effectiveness of a piece of writing, we need to consider how the **content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.**
For writing to be effective, the writer needs to:

- Make choices based on the impact they will have on the reader
- Aim for precision in vocabulary choice - specific nouns, verbs, adverbs, adjectives, e.g. I am incredibly sorry.
- Understand how conjunctions work in multi-clause sentences
- Vary sentence structure, not relying heavily on a repeated structure/style
- Use grammatical techniques intentionally, e.g. a question directed to the reader in order to engage them.
- Maintain the purpose of writing throughout the piece - entertain, inform, persuade, discuss - and the related tone of writing.
- Use additions to sentences (e.g. noun phrases, relative clauses, parenthesis) to provide detail.
- Coherence - understandable, connects across the logical sequence of events or information. This is achieved through word, sentence and text level features.