



# 70% → 85%

# WRITING AUDIT™

**FIND THE 3 CHANGES THAT UNLOCK THE NEXT BAND**

*For kids stuck at 13–15/20 (Band 4) who want Band 5–6*



Transform Good Writing into Great Writing



# Who This Is For

Kids who always seem to sit around **13–15/20**, "**B / Band 4**" – solid, but not breaking into the top band.

This audit helps you identify exactly where you're 'ceilinged' and gives you **3 specific changes** to unlock Band 5–6 writing.

# STEP 1 – Fast Self-Audit (8 Questions)

Take one recent piece (narrative or persuasive), and answer honestly. Circle **Yes** / **Sometimes** / **No** for each.

## 1. IDEAS & DEPTH

- My main idea / message is crystal clear from the intro.  
→ *Yes / Sometimes / No*
- I move beyond obvious points (not just 'phones help us learn / keep us safe / are fun').  
→ *Yes / Sometimes / No*
- I include at least one specific, memorable idea or insight.  
→ *Yes / Sometimes / No*

## 2. STRUCTURE & PARAGRAPHS

- Every paragraph has one clear job (reason 1, reason 2, problem, turning point, etc.).  
→ *Yes / Sometimes / No*
- My writing doesn't wander or repeat; each paragraph adds something new.  
→ *Yes / Sometimes / No*

## 3. EVIDENCE / EXAMPLES / DETAIL

- For each big point, I give at least one concrete example (mini story, real situation, vivid detail).  
→ *Yes / Sometimes / No*
- In narratives, I show what actually happened with specific actions, not just tell feelings.  
→ *Yes / Sometimes / No*

## 4. SENTENCE VARIETY & FLOW

- I use a mix of short and long sentences, not just 'Subject + verb + object' over and over.  
→ *Yes / Sometimes / No*
- I occasionally start sentences with phrases like 'Even though...', 'When...', 'With my heart pounding...'.  
→ *Yes / Sometimes / No*

## 5. VOCABULARY & IMAGERY

- I avoid repeating words like 'good, bad, nice, very, really' and replace them with more precise words.  
→ *Yes / Sometimes / No*
- I use at least 2–3 sensory details (what I see/hear/feel) in important scenes.  
→ *Yes / Sometimes / No*

## 6. VOICE & TONE

- It sounds like me speaking with confidence – not like a robot copying a template.

→ *Yes / Sometimes / No*

- The tone fits the task (respectful for principal, reflective for challenge, creative for narrative).

→ *Yes / Sometimes / No*

## 7. EDITING & CLEAN-UP

- I leave 1–2 minutes at the end to quickly check capitals, full stops and obvious spelling.

→ *Yes / Sometimes / No*

- There are no constant tiny errors that distract the reader.

→ *Yes / Sometimes / No*

## 8. EXAM TECHNIQUE

- I use almost all the time given (don't finish 10 minutes early).

→ *Yes / Sometimes / No*

- I write enough: at least 1–1.5 pages of solid content.

→ *Yes / Sometimes / No*

## STEP 2 – Where Are You "Ceilinged"?

Now look back at your answers. Count how many **No / Sometimes** you have in each section:

Area	Q#	No / Sometimes? (Y/N)
1. Ideas & Depth	1–3	
2. Structure & Paragraphs	4–5	
3. Examples & Detail	6–7	
4. Sentences & Flow	8–9	
5. Vocab & Imagery	10–11	
6. Voice & Tone	12–13	
7. Editing	14–15	
8. Exam Technique	16–17	

**Your 70% ceiling is usually in the areas with the most "No / Sometimes".**

Now use the "ceiling profiles" below to see which one looks most like you.

# STEP 3 – 4 Common "70% Ceiling" Profiles

## CEILING 1 – "Safe But Shallow"

### Signs (from your audit):

- Most Yes for structure / editing
- Several No / Sometimes for Ideas (1–3) and Examples (6–7)
- Writing is neat and correct, but kind of predictable

### What the marker sees:

*"This is solid, but it doesn't surprise me or say anything beyond the obvious."*

### 3 changes to unlock 85%:

#### 1. Push one idea deeper.

For each main point, ask: 'So what? Why does this matter?'

Add 1–2 sentences explaining a consequence, insight, or new angle.

#### 2. Upgrade one example per paragraph.

Swap generic examples for specific mini stories:

*"Last term I fell asleep on the bus because I had stayed up finishing homework..."*

#### 3. Add one counter-idea (persuasive).

Use: *"Some people argue that..., and they are right to worry. However..."*

Showing the other side is a Band 6 move.

## CEILING 2 – "Good Ideas, Messy Org"

### Signs:

- Strong Yes for Ideas (1–3), but No / Sometimes for Structure (4–5)
- Marker comments like 'wanders', 'repetitive', 'hard to follow'

### What the marker sees:

*"There are great ideas buried in here, but they're in the wrong order or doubled up."*

### 3 changes:

#### 1. Label each paragraph's job in the margin before you write.

P1 = Intro • P2 = Reason 1 • P3 = Reason 2 • P4 = Counter-argument • P5 = Conclusion

#### 2. One main idea per paragraph.

If a paragraph has two big points, split it.

#### 3. Use linking phrases:

'Another reason...', 'On the other hand...', 'Finally...'

## CEILING 3 – "Choppy / Baby Sentences"

### Signs:

- Lots of No / Sometimes for Sentences & Flow (8–9) and Vocab & Imagery (10–11)
- Writing sounds like: *"I did this. Then I did that. It was fun. It was good."*

### What the marker sees:

*"Clear enough, but the language is primary level. Not sophisticated."*

### 3 changes:

#### 1. Upgrade 3 sentences using templates.

Examples:

- *Even though I was nervous, I walked onto the stage.*
- *With my heart pounding, I opened the envelope.*

#### 2. Ban the "dead five" in final draft.

Circle and replace: *nice, good, bad, very, really*

Swap with a more precise word each time.

#### 3. Add sensory detail to key scenes.

Add at least 2–3 senses in the most important moment (see, hear, feel, smell, taste).

## CEILING 4 – "Smart but Sloppy"

### Signs:

- Many Yes in content/ideas, but No / Sometimes in Editing (14–15) and Exam Technique (16–17)
- Comments like 'great ideas, but rushed / careless errors / doesn't finish'

### What the marker sees:

*"This student is bright, but they're giving me a draft, not a finished piece."*

### 3 changes:

#### 1. Plan for 2 minutes of editing.

On a 20-minute task: 2 min plan • ~15–16 min writing • 2 min edit (non-negotiable)

#### 2. Run an "edit line" at the end.

Finger under each line, look only for:

- Capitals for names / I / sentence starts
- Full stops at ends of sentences
- One obvious spelling mistake to fix

#### 3. Use all the time and fill the page.

If you finish early, add one more example or sharpen your ending.

Never just stop with 5–10 minutes left.

# STEP 4 – Your 3 Upgrade Targets

Use this box with each new writing piece:

For this piece, my 3 upgrade targets are:
1. _____
2. _____
3. _____

## Examples:

- "Add one counter-argument paragraph."
- "Upgrade three sentences using 'Even though / With my / When...' patterns."
- "Add one specific example per reason, not just generic statements."
- "Leave 2 minutes to edit capitals/full stops."

Stick this at the top of the page as a mini contract with yourself.



# How Parents Can Use This

## (Without marking like a teacher)

When your child brings you a writing piece:

1. **Ask them to do the audit themselves** (Step 1).

2. **Ask:**

*"Looking at this, what do you think your main ceiling is – Safe But Shallow, Messy Org, Choppy Sentences or Smart-but-Sloppy?"*

3. **Together, pick 3 upgrade targets** for the next piece only (Step 4).

**No huge lecture, no red-pen massacre** – just:

*"Here are the 3 things we're going to change next time."*

# CONCLUSION

That's how the **70% → 85% Writing Audit™** delivers the promise:

It shows exactly **why a script is stuck around 70%**, and turns that into **3 concrete, repeatable changes** that push it into the next band.

## KEY TAKEAWAYS

- ✓ Identify your specific ceiling (not just "write better")
- ✓ Focus on 3 changes only (not 10 things at once)
- ✓ Make changes repeatable and concrete
- ✓ Track progress piece by piece

*Good luck with your writing journey!*

