



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!

