

Smart Target Examples

My support plans and SEND plans need to have smart targets. Guidance is available on how to write these on the [Early Years Team SEND page](#), using this simple format will help you ensure your targets are SMART;

Child's name will (describe what the child will do) on? out of? occasions

Below are examples for communication and interaction and cognition and learning. This is not an exhaustive list of SMART targets as there is an infinite number of targets that could be used, these are to give you ideas and starting points to write appropriate targets for the children you work with.

Communication and interaction

Listening

- ✓ Child will respond to sounds by turning to look for it on 3 out of 5 occasions in a quiet environment.
- ✓ Child will respond to their name by turning to look at speaker on 3 out of 5 occasions in a quiet environment
- ✓ Child will respond to simple one-word instructions such as sit or stand in context on 3 out of 4 occasions
- ✓ Child will follow simple instruction such as get your coat or give me the ball in context when the object is visible on 3 out of 5 occasions
- ✓ Child will follow simple instructions delivered to the whole class in context such as line up or sit on the carpet on 3 out of 4 occasions
- ✓ Child will respond appropriately to simple where is questions by finding the object when it is visible on 3 out of 5 occasions
- ✓ Child will respond by naming objects in response to what is it questions on 3 out of 5 occasions
- ✓ Child will respond to simple why questions when given two alternatives on 3 out of 5 occasions

Attention

- ✓ Child will give eye contact to a familiar adult talking to them on a one-to-one basis for a few seconds on 3 out of 4 occasions
- ✓ Child will look towards and give eye contact to an adult who calls their name on 3 out of 5 occasions
- ✓ Child will show anticipation during a simple game of boo by holding eye contact with an adult on 3 out of 5 occasions
- ✓ Child will maintain focus on a motivating activity for up to 1 minute with adult support on 3 out of 5 occasions
- ✓ Child will maintain focus on child chosen task for up to 5 min on 4 out of 5 occasions
- ✓ Child will maintain focus on an adult chosen task for up to 5 minutes on 3 out of 5 occasions
- ✓ Child will maintain focus in a small groups session with an adult talking for up to 3 minutes on 3 out of 5 occasions

Communicating needs

- ✓ Child will demonstrate likes and dislikes through body language and facial expressions to a familiar adult on 3 out of 5 occasions
- ✓ Child will use eye contact to ask for more when playing with a familiar adult on a one-to-one basis with a motivating game on 3 out of 5 occasions
- ✓ Child will use gesture or vocalisation to ask for more when playing with a familiar adult on a one-to-one basis with a motivating game on 3 out of 5 occasions
- ✓ Child will use the Makaton sign for more to ask for more when playing with a familiar adult on a one-to-one basis with a motivating game on 3 out of 5 occasions
- ✓ Child will pull an adult by the hand to something they want on 3 out of 5 occasions
- ✓ Child will use eye pointing to choose between two offered objects on 3 out of 5 occasions
- ✓ Child will point to a preferred object when offered two alternatives on 3 out of 5 occasions
- ✓ Child will choose an object or activity by pointing to a photograph or a symbol on a choice board with 2 choices on 3 out of 5 occasions
- ✓ Child will say a word to make a choice between two objects when adult has named both on 3 out of 5 occasions
- ✓ Child will ask for an object they want using one word when it's a familiar object on 3 out of 5 occasions.

Initiating interactions

- ✓ Child will smile a familiar adult 3 out of 5 occasions
- ✓ Child will vocalise or give eye contact to attract familiar adults' attention on 3 out of 5 occasions
- ✓ Child will use gestures such as waving or tapping a familiar adult's arm to gain their attention on 3 out of 5 occasions
- ✓ Child will use a name of the person to get their attention on 3 out of 5 occasions
- ✓ Child will copy others game s as a way of joining play on 3 out of 5 occasions
- ✓ Child will make suggestions about a game or activity as a way to join in play on 3 out of 5 occasions
- ✓ Child will bring object to show people as a way to initiate interactions on 3 out of 5 occasions
- ✓ Child will ask questions as a way to initiate an interaction on 3 out of 5 occasions

Social communication

Turn taking

- ✓ Child will respond to adult when they initiate an interaction by smiling pulling a face or vocalising on 3 out of 5 occasions
- ✓ Child will use vocalisation eye pointing or movement to indicate they want more of an interaction they enjoy on 3 out of 5 occasions
- ✓ Child will pause to wait for an adults turn in simple interaction games such as boo showing anticipation on 3 out of 5 occasions
- ✓ Child will take turns vocalising or doing simple actions when playing one to one with an adult on 3 out of 5 occasions
- ✓ Child will turn take with adults prompts on a one to one during familiar simple games on 3 out of 5 occasions
- ✓ Child will turn take on a one to one without a prompt during simple familiar game on 3 out of 5 occasions
- ✓ Child will wait their turn in small group of children with adult support on 3 out of 5 occasions
- ✓ Child will wait their turn in small group without adult support on 3 out of 5 occasions

Playing alongside others

- ✓ Child is aware of other children around them and will watch them play on 3 out of 5 occasions
- ✓ Child will happily play with another child next to them if they both have their own resources on 3 out of 5 occasions
- ✓ Child will play alongside a group of other children if they each have their own resources on 3 out of 5 occasions
- ✓ Child will play with one other child cooperating with the same game i.e. building a tower together on 3 out of 5 occasions
- ✓ Child will play in small group sharing resources on 3 out of 5 occasions

Imaginative play

- ✓ Child will show interest in and explore a variety of different toys on 3 out of 5 occasions
- ✓ Child will show a preference for some activities or toys over others on 3 out of 5 occasions
- ✓ Child will use simple real objects for their purpose in play i.e., put spoon to mouth or use hairbrush on hair on 3 out of 5 occasions
- ✓ Child will play with small world or transport toys by putting them in appropriate places i.e., train on a track or dolls in the house
- ✓ Child can copy simple play routines with adult support i.e., feeding the baby or putting doll to bed on 3 out of 5 occasions
- ✓ Child will play simple imaginative play routines they have learnt independently on 3 out of 5 occasions
- ✓ Child will extend imaginative play in to new and different scenarios e.g., baby is naughty and does not want to go to bed or food is making baby sick etc on 3 out of 5 occasions
- ✓ Child will talk about imaginative situations telling stories about what is happening in their play on 3 out of 5 occasions

Cognition and Learning

Perseverance and focus

- ✓ Child will focus on motivating activity for a few seconds on 3 out of 5 occasions
- ✓ Child will maintain focus on an activity they chose for up to a minute on 3 out of 5 occasions
- ✓ Child will maintain focus on an activity they chose for over 5 minutes on 3 out of 5 occasions
- ✓ Child will maintain focus on an adult directed task for a minute with adult support on 3 out of 5 occasions
- ✓ Child will maintain focus on an adult directed task for a minute without adult support on 3 out of 5 occasions
- ✓ Child will maintain focus on an adult directed task for over 5 minutes on 3 out of 5 occasions
- ✓ Child will stick at a task they find difficult with adult support and reassurance on 3 out of 5 occasions
- ✓ Child will persevere with a task they find difficult without adult support on 3 out of 5 occasions

Exploring their environment

- ✓ Child will explore objects by bringing them to their mouths on 3 out of 5 occasions
- ✓ Child will visually explore objects they hold in their hands on 3 out of 5 occasions
- ✓ Child will watch and show interest in things happening around them on 3 out of 5 occasions
- ✓ Child will explore messy play activities with their hands on 3 out of 5 occasions
- ✓ Child will demonstrate they understand object permanence by looking for an object hidden on 3 out of 5 occasions
- ✓ Child will repeat the same action over and over and enjoy the same reaction each time on 3 out of 5 occasions
- ✓ Child will demonstrate they understand cause and effect i.e., know if they press a button a sound will happen on 3 out of 5 occasions
- ✓ Child will begin to experiment with cause and effect trying different actions to see what will happen on 3 out of 5 occasions
- ✓ Child will be able to make simple predictions about what will happen next when playing with familiar resources on 3 out of 5 occasions
- ✓ Child will ask questions using why about the world around them on 3 out of 5 occasions
- ✓ Child will begin to ask and answer how questions when exploring how things work on 3 out of 5 occasions

Sorting matching and sequencing

- ✓ Child will recognise familiar people on 3 out of 5 occasions
- ✓ Child will recognise their own possessions i.e., coat shoes etc on 3 out of 5 occasions
- ✓ Child will be able to find the same object from a choice of two with adult support on 3 out of 5 occasions
- ✓ Child will complete a simple shape sorter through experimentation on 3 out of 5 occasions
- ✓ Child will sort two objects on one simple concept when all other variables are the same i.e., red or green teddies on 3 out of 5 occasions
- ✓ Child will match simple pictures on 3 out of 5 occasions
- ✓ Child will sort by more than one concept i.e., colour and size on 3 out of 5 occasions
- ✓ Child will sort by more abstract concepts such as farm or zoo animals on 3 out of 5 occasions

Sequencing

- ✓ Child will show anticipation of favourite activities on 3 out of 5 occasions
- ✓ Child will follow simple routines with adult support i.e., sit for lunch on 3 out of 5 occasions
- ✓ Child will follow simple routines without adult support on 3 out of 5 occasions
- ✓ Child will follow routines independently i.e., hanging up their coat on 3 out of 5 occasions
- ✓ Child will be able to say or point to what is happening next in a familiar routine on 3 out of 5 occasions
- ✓ Child will say what will happen next in a familiar story on 3 out of 5 occasions
- ✓ Child will sequence three things from a familiar story on 3 out of 5 occasions