How can I make my Personal Target(s) SMART?

**S**pecific Measurable Aspirational (stretch and challenge) Realistic Time

Please read your Individual Learning Plan (ILP) before completing this task.

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| By the end of the session / course  I will … | …identify…  …write…  …list…  …explain…  …find out…  …obtain…  …be able to…  … have…  …have attended… | …at least\_\_\_\_ …  …all… | …words…  …phrases…  …methods…  …examples of….  …ways…  …new skills…  …new ideas…  …sessions… | …that my child can…  …that I can …  …for encouraging my child to…  …that can be used…  …so that I can evidence… | …use at home.  …use to…  …with my child… |
|  | | | | |  |
| Examples: | | | | |  |
| By the end of the ***course*** I … | will be able to identify the number of phonemes in | at least 3 | given words | so that I can support my child | when reading new words at home. |
| By the end of the ***course*** I will … | be able to list | at least 3 | skills | that my child will use | when writing new words at home. |
| By the end of the ***course*** I will … | have attended | my | sessions on time | so that I can evidence | my time keeping and staying power skills. |

Although learners can set Personal Targets related to the course, they may wish to consider linking them to the Transferable Skills and Attributes. For example, if the learner feels they need to develop their communication/presentation skills, the tutor can help them set a SMART Personal Target relating to this. This could be: ‘By the end of the course I will produce a PowerPoint presentation based upon my personal interests and deliver it to the group.’