

## Setting targets around NARRATIVE

Below are some examples of how narrative work can be targeted across curriculum subjects and across the Key Stages. The aim of this document is to show how the narrative principles we covered in the webinar can be applied throughout a child's school day. Please take these as a starting point that you can 'adopt, adapt and improve' to best suit the child you are working with.

Targets should be SMART:

Specific

Measurable

Achievable

Relevant

Time-bound

<b>Narrative area of focus: Orientation</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	To identify 3 characters in their reading book by the end of the week when asked 'WHO is in your book?'
<b>KS2</b>	By May half term, be able to give 3 facts about the Victorians, including 1 key person from that period, where they lived and when the Victorian era was.
<b>KS3</b>	At least once a week, identify the equipment needed for a specific science experiment (optional next step: and assemble these before starting the experiment)
<b>KS4</b>	By the end of the Autumn term, give a 2 minute presentation on Rasputin, including information on who he was, where he lived and when he was politically active.

<b>Narrative area of focus: Complicating Action</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	To be able to talk about 1 game that they played in the playground during break time each day.
<b>KS2</b>	Once a week during guided reading, read a page from their book and recognise one action that has happened.
<b>KS3</b>	By the end of the current topic, write their own poem based on 'The Highwayman' by Alfred Noyes which contains 3 key events.
<b>KS4</b>	

<b>Narrative area of focus: Resolution</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	To understand how a board game (e.g. snakes and ladders) is won, by May half term.

<b>KS2</b>	To be able to explain verbally the result of mixing the following colour paints: red and yellow, yellow and blue, blue and red; by the end of the week.
<b>KS3</b>	By the end of the term, write a conclusion to a maths project which shows what the project demonstrated and what they have learned.
<b>KS4</b>	By the end of the term, be able to recognise the conclusion of an example GCSE history essay and highlight it to show this.

<b>Narrative area of focus: Evaluation</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	To identify 1 thing they like and 1 thing they don't like about a story once a week.
<b>KS2</b>	To be able to describe a character in a story using 3 different adjectives by the end of the topic.
<b>KS3</b>	To separate fact from opinion in a newspaper article by the end of the term.
<b>KS4</b>	To be able to write the 'explain' section of 'Point, Evidence, Explain' for every point they make when completing GCSE English practice papers.

<b>Narrative area of focus: Centring/Topic</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	To stay on topic when reporting their 'weekend news' at the start of each school week.
<b>KS2</b>	By the end of the Summer term, be able to recognise when another person drifts off topic when telling a story.
<b>KS3</b>	To independently ensure every paragraph in their English essays refers back to the initial essay question, by the end of the academic year.
<b>KS4</b>	To be able to summarise the topic of each poem in their GCSE Anthology by the end of Year 10 (one sentence per poem).

<b>Narrative area of focus: Chaining/Sequencing</b>	
<b>Key Stage</b>	<b>Example target</b>
<b>KS1</b>	By the end of the Autumn term, be able to put 3 pictures in the correct order to show an everyday activity (e.g. pictures of a child opening their lunchbox, eating their lunch, then with an empty lunchbox) (next step may involve language such as 'first', 'next', etc).
<b>KS2</b>	To be able to tell a short story with a clear beginning, middle and end, by the end of the academic year.
<b>KS3</b>	To be able to sequence the key events of a volcanic eruption in a flow diagram by the end of the term.
<b>KS4</b>	To be able to list key events from the Korean War in the order in which they happened, by the end of the term.