

*Hanley Swan St. Gabriel's
with
St. Mary's C of E Primary School*



*Home Liaison Book
2020 - 2021*

Name:

School Information



Hanley Swan St. Gabriel's with St. Mary's C of E Primary School

Welland Road
Hanley Swan
Worcestershire
WR8 0EQ

Tel: 01684 310364

Web: www.hanleyswanprimaryschool.co.uk

Email: office@hanleyswanps.org.uk

Head teacher: Mr Adrian Pratley

Personal Details

My name is: _____

My class is: _____

My address is: _____

Term and Holiday Dates

Bank and Public Holidays

Christmas Day	Friday 25th December
Boxing Day	Saturday 26th December
New Year Bank Holiday	Friday 1st January
Good Friday	Friday 2nd April
Easter Monday	Monday 5th April
May Day Holiday	Monday 3rd May
Spring Bank Holiday	Monday 31st May
Summer Bank Holiday	Monday 30th August

Term Dates

Autumn Term 2020	
TED Days	Tuesday 1st & Wednesday 2nd September
Planned Closure	Monday 23rd November
Opens	Thursday 3rd September
Half Term Week	Monday 26th October - Friday 30th October
Closes Christmas	Friday 18th December

Spring Term 2021	
Opens	Monday 4th January
Half Term Week	Monday 15th February - Friday 19th February
Closes Easter	Thursday 1st April

Summer Term 2021	
TED Days	Monday 19th July -Wednesday 21st July
Opens	Monday 19th April
Half Term Week	Monday 31st May - Friday 4th June
Closes Summer	Friday 16th July

The Staff at School

Head teacher	Mr Pratley
Assistant Head teacher	Mr Bundy
School Administrator	Mrs Harrison
Assistant Administrator	Mrs Lakin
SEND Co-ordinator	Mrs Hulls
Class 1 Teachers	Mr Bundy and Mrs Dodd
Teaching Assistants	Miss Evans and Mrs Jones
Class 2 Teacher	Mrs Drinkwater
Teaching Assistants	Mrs Brown and Mrs Bundy
Class 3 Teachers	Mrs Charles
Teaching Assistant	Mrs Cairns
Class 4 Teachers	Miss Wilkins and Mrs Dodd
Teaching Assistant	Mrs Sauntson
PE Specialist	Mr Mathews
PE Assistant	Mr Craddock
Dinner Ladies	Mrs Buckle Mrs Southall Mrs Bundy Mrs Jones Miss Harris Mrs Turner
Cleaner in Charge	Mrs White
Assistant Cleaners	Mrs Buckle
Chair of Governors	Mrs Thorley

Our Vision and Values

Our Christian Values

respect, friendship, kindness, perseverance, love and compassion.

Vision

We are a happy, family school with a Christian ethos where staff, children and families enjoy working together to continuously seek improvement and promote high standards of achievement and success.

As a Church of England school, we aim to:

- Promote a love of learning within a safe and happy environment where children can succeed and reach their full potential.
- Promote Christian values of respect, honesty, friendship, kindness, responsibility and perseverance.
- Provide an engaging curriculum offering children a wide range of learning experiences, both inside and outside the classroom.
- Motivate the children to be confident in their own abilities, have high aspirations, and be independent in their learning and social skills.
- Encourage openness and courage in the face of challenge.
- Promote excellent behaviour and manners.
- Work in partnership with the church and promote Christian values by serving and supporting the local community.
- Give the children an awareness and tolerance of a variety of cultures and beliefs in the world around them.



About the Home Liaison Book

This book has been designed to help all our children plan, and encourage a sense of 'being organised'. Children enjoy having their own diary and are encouraged to use the diary effectively. This book is a valuable aid for communication between families and the class teacher. It should not replace the occasional need parents have to contact the school. Our contact details are provided on the first page.

Important notes

- This book contains a record of the reading progress your child is making in a daily diary format. Please keep a note of the pages that your child has read and if appropriate a comment on how it went and sign the relevant day.
- This book contains lots of useful pages that have been carefully selected by our staff to assist in your child's school life.
- Staff check the book regularly. To ensure more urgent messages and notes are received by staff, please remind your child to bring the message to the teacher's attention as soon as possible (For example: if the home time arrangements are different to usual).
- This home liaison book remains the property of school until the end of the academic year. Please encourage your child to look after it very carefully and bring it into school every day. If spoiled or lost, a replacement book can be purchased for £5 from the school office.

Week beginning: 31 August 2020



Day	Title	Pages read and comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		

This week's spellings

Spelling test result

Home/school messages...

Week beginning: 7 September 2020



Day	Title	Pages read and comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		

This week's spellings

Spelling test result

Home/school messages...

Week beginning: 14 September 2020



Day	Title	Pages read and comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		

This week's spellings

Spelling test result

Home/school messages...

Notes

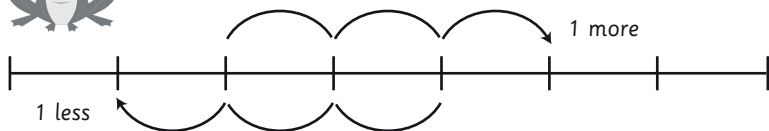
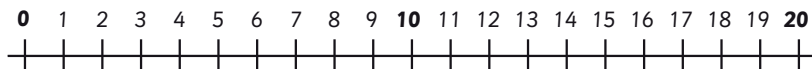
[illegible]

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Line

Units



Multiplication Tables

1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36	1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48
1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72	1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84	1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96
1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120	1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144

History

- 1066** The battle for the English throne after the death of Edward the Confessor. William I conquered England
- 1086** William ordered a survey of England. This was known as the Domesday Book
- After 1100** The Normans began building their castles from stone and they were usually square in shape
- 1215** King John was forced to sign the Magna Carta, which gave rights and freedoms to the people
- 1348** The Black Death caused many people to die, resulting in a shortage of workers
- 1509** Henry VIII became King of England at the age of 18
- 1558** Elizabeth I became Queen of England
- 1588** The Spanish Armada
- 1603** King James VI of Scotland became King James I of England
- 1605** The Gunpowder Plot. A group of Catholics plotted to blow up the Houses of Parliament
- 1666** The Great Fire of London
- 1825** First railway to carry passengers as well as coal was opened linking Stockton and Darlington
- 1837** Queen Victoria began her reign
- 1851** The Great Exhibition took place at Crystal Palace. It was designed to show the dominance of British trade and expertise

Kings and Queens

HOUSE OF WESSEX

Edward the Elder	899-924
Athelstan	924-939
Edmund the Magnificent	939-946
Eadred	946-955
Eadwig All-Fair	955-959
Edgar the Peaceable	959-975
Edward the Martyr	975-978
Ethelred II	978-1016
Edmund II (Ironside)	1016

DANISH

Cnut (Canute)	1016-1035
Harold I	1035-1040
Harthacnut (Harthacanute)	1040-1042

SAXONS

Edward the Confessor	1042-1066
Harold II	1066

NORMANS

William I	1066-1087
William II	1087-1100
Henry I	1100-1135
Stephen	1135-1154
Empress Matilda	1141

PLANTAGENETS

Henry II	1154-1189
Richard I	1189-1199
John	1199-1216
Henry III	1216-1272
Edward I	1272-1307
Edward II	1307-1327
Edward III	1327-1377
Richard II	1377-1399

HOUSE OF LANCASTER

Henry IV	1399-1413
Henry V	1413-1422
Henry VI	1422-1461, 1470-1471

HOUSE OF YORK

Edward IV	1461-1470, 1471-1483
Edward V	1483
Richard III	1483-1485

TUDORS

Henry VII	1485-1509
Henry VIII	1509-1547
Edward VI	1547-1553
Mary I	1553-1558
Elizabeth I	1558-1603

STUARTS

James I	1603-1625
Charles I	1625-1649

COMMONWEALTH

Oliver Cromwell	1649-1658
Richard Cromwell	1658-1659

STUARTS

Charles II	1660-1685
James II	1685-1688
William III	1689-1702
Mary II	1689-1694
Anne	1702-1714

HOUSE OF HANOVER

George I	1714-1727
George II	1727-1760
George III	1760-1820
George IV	1820-1830
William IV	1830-1837
Victoria	1837-1901

SAXE-COBURG AND GOTHA

Edward VII	1901-1910
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WINDSOR

George V	1910-1936
Edward VIII	1936
George VI	1936-1952
Elizabeth II	1952-present

Phonics - A Guide for the Reading Helper

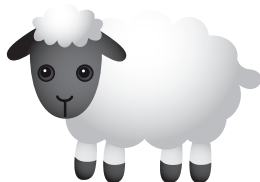
d-o-g



b-oo-k



sh-ee-p



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent (e.g. 'ch' or 'ai')
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words.

On the following pages, you will find a list of the common letters and letter groups. There are pictures and example words to show the common sound linked to each one.















The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme (e.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**).
- Some graphemes represent more than one phoneme (e.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**).
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
s <u>s</u> un		a <u>a</u> nt	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
t <u>t</u> ap		p <u>p</u> ig	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
i <u>i</u> gloo		n <u>n</u> et	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
m <u>m</u> ug		d <u>d</u> og	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
g bu <u>g</u>		o <u>o</u> t	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
c <u>c</u> at		k <u>k</u> ick	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ck du <u>ck</u>		e <u>e</u> gg	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	

☒ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
u	bu<u>s</u> 	r	ra<u>t</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
h	ha<u>t</u> 	b	ba<u>t</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
f	fr<u>o</u>g 	ff	pu<u>ff</u>in 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
l	li<u>p</u>s 	ll	do<u>ll</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ss	gr<u>ass</u> 	j	ja<u>m</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
v	va<u>n</u> 	w	we<u>b</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
x	fo<u>x</u> 	y	ya<u>k</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	


☒ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
z <u>z</u> ebra		zz p <u>zz</u> le	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
qu <u>qu</u> een		ch <u>ch</u> ip	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
sh <u>sh</u> ip		th mo <u>th</u>	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
th <u>th</u> e		ng ri <u>ng</u>	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ai s <u>ai</u> l		ee b <u>ee</u>	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
igh n <u>igh</u> t		oa b <u>oa</u> t	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
oo m <u>oo</u> n		oo b <u>oo</u> k	
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	

☒ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ar	<u>car</u> 	or	<u>fork</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ur	<u>curl</u> 	ow	<u>owl</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
oi	<u>coin</u> 	ear	<u>ear</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
air	<u>hair</u> 	ure	<u>picture</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
er	<u>hammer</u> 	ay	<u>play</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
a-e	<u>cake</u> 	ea	<u>beach</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
e-e	<u>these</u> 	ie	<u>tie</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	

☒ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
i-e	ti <u>me</u> 	oe	to <u>e</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
o-e	pho <u>ne</u> 	ue	bl <u>ue</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
u-e	tun <u>e</u> 	ew	thr <u>ew</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ou	hou <u>se</u> 	oy	bo <u>y</u> 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
ir	gi <u>rl</u> 	aw	saw 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
wh	w <u>he</u> l 	ph	ph <u>o</u> to 
✓ <input type="checkbox"/>		✓ <input type="checkbox"/>	
au	sau <u>ce</u> 		
✓ <input type="checkbox"/>			



Tick to show the reader knows the sounds

Word List - Years 1 and 2

the	here	climb	hour
a	there	most	move
do	where	only	prove
to	love	both	improve
today	come	old	sure
of	some	cold	sugar
said	one	gold	eye
says	once	hold	could
are	ask	told	should
were	friend	every	would
was	school	everybody	who
is	put	even	whole
his	push	great	any
has	pull	break	many
I	full	steak	clothes
you	house	pretty	busy
your	our	beautiful	people
they	door	after	water
be	floor	fast	again
he	poor	last	half
me	because	past	money
she	find	father	Mr
we	kind	class	Mrs
no	mind	grass	parents
go	behind	pass	Christmas
so	child	plant	
by	children	path	
my	wild	bath	

Word List - Years 3 and 4

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Word List - Years 5 and 6

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Homophones

allowed

have permission

aloud

can be heard

break

to damage

brake

to slow down

buy

buy/sell

by

near to/beside

'bye

see you later

bye

cricket extra

course

GCSE course, golf course

coarse

rough texture

due

owing

dew

condensed moisture

hear

hear with your ear

here

walk over here

know

understand

no

yes/no

new

new/old

knew

understood

practise

I practise yoga - verb

practice

a dental practice - noun

sight

to be seen

site

to park your caravan on!

their

their coats - possession

there

over there - place

they're

they are - shortened

through

walk through the crowd

threw

she threw the ball

wear

wear clothes

where

Where are you?

we're

we are - shortened

weir

a low dam across a river

your

belongs to

you're

you are - shortened

Common Contractions

There are a number of often-used abbreviations where missing letters are replaced by apostrophes.

aren't	are not
can't	can not or cannot
couldn't	could not
could've	could have - NEVER could of
didn't	did not
doesn't	does not
don't	do not
hasn't	has not
haven't	have not
mustn't	must not
shan't	shall not
should've	should have - NEVER should of
they're	they are
wasn't	was not
we're	we are
weren't	were not
won't	will not
would've	would have - NEVER would of
you're	you are

Confusing Words

of

bowl of chips

off

turn off the tap

our

our house

are

there are three of them

to

I walked to the park

two

he is two years old

too

too much chocolate

borrow

I need to borrow some cash

lend

I will lend you my pen

where

Where are you?

were

If I were you

teach

I will teach you a lesson

learn

you will learn the hard way

court

a court of law

caught

Joe caught the ball

roll

the car rolled silently along

role

acting the part

turn

twist around

tern

a seabird

bow

bend at the waist

bow

tie a bow

bough

a tree branch

bought

purchased

brought

I brought my books to school

law

a legal rule

lore

traditional learning

tire

to become weary

tyre

a car tyre

Conjunctions and Other Connective Devices

Adding

and
also
as well as
moreover
too
in addition

Emphasising

above all
in particular
especially
significantly
indeed
notably

Cause and effect

because
so
therefore
thus
consequently
as a result

Illustrating

for example
such as
for instance
as revealed by
in the case of
it is evident that

Sequencing

next
then
first, second, third...finally
meanwhile
after

Comparing

equally
in the same way
similarly
likewise
as with
like

Qualifying

however
although
unless
except
if
as long as

Contrasting

whereas
instead of
alternatively
otherwise
unlike
on the other hand

Reading at Home

To help your child progress with their reading, it is vital that they read for at least 10 mins every day, including the weekends too.

Here are some helpful tips...

- Do encourage your child to guess what the story is about.
- Do praise your child when an idea is used that you know will come up in a story.
- Do ask questions like:
“What can you tell me about the story from the picture?”
- Do read from the pictures, encouraging your child to build up a story before looking at the text.
- Do talk about the start of the story, what happened by the end of the story, the people in the story, etc.
- Do mention things like:
(The person that writes the story) - the author.
(The person who did the pictures) - the illustrator.

Finishing a Book

Children could be asked any of the following questions when they have finished reading a book.

- Did you enjoy the book? Why?
- How did you choose it?
- Who were the characters?
- Which was your favourite? Why?
- How could you describe this character?
- Was there anything about the book you did not like?
- Could you reread your favourite piece?
- Could you think of another ending?
- Did you come across any unusual words? (Can you find them?)
- Are there any words you did not know the meaning of?
- Can you retell the story?

Handwriting

It is **VERY** important that you always use your best handwriting. Use this checklist to think about your own handwriting.

- Can other people read your writing easily?
- Does your handwriting look neat?
- Do you leave spaces between your words?
- Do you mix capital letters and lower case (small) letters up?
- Is it easy to see where you have used capital letters?
- Does your handwriting join up?
- Are you proud of your handwriting?
- Has your handwriting improved since last year?
- Is it as good as your friends'?



Cursive handwriting

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The quick brown fox jumps
over the lazy dog.

When Using the Internet - THINK SMART!

Before you type...		On the internet...	
T	Is it true?	S	Safe Keep safe by not giving out any personal information
H	Is it helpful?	M	Meeting Never arrange to meet an online friend.
I	Is it inspiring?	A	Accepting Never open an email from an unknown source.
N	Is it necessary?	R	Reliable Is what you are reading reliable? Always double check information.
K	Is it kind?	T	Tell If you are in any doubt tell an adult!

www.thinkuknow.co.uk

www.saferinternet.org

www.kidsmart.co.uk

Notes

Mini White Board

