Lesson 1: **Words that are homophones or near homophones**

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are homophones or near homophones

This week's words				
accept	knot	peace	plain	weather
except	not	piece	plane	whether

Revise

- **Starter:** Share **1.1** and recap grapheme-phoneme correspondence (GPC) by asking the children to identify the phonemes in a selection of Stage 3 words.
- Model where to put the sound buttons in the word 'address'. Then allow the children time to add sound buttons to the words 'great', 'sprout', 'tongue' and 'mane'.
- **Note**: 'Mane' has the split digraph 'a_e'. This is represented by underlined letters joined by a curved line.
- Share answers and correct where necessary.

Introduction

- **This Week's Words:** Share this week's words on **1.2**. Check for understanding and correct pronunciation. What do all these words have in common? Establish that all of this week's words are homophones.
- Check for understanding of the term 'homophone' and clarify, if necessary, that homophones sound the same (or nearly the same) as another word but have different meanings and spellings.
- **Etymology:** Share **1.3** explaining the etymology of 'peace'.

Main Teaching Input

- **Syllable Maps:** Ask the children to work with a partner to clap out the syllables in this week's words on **1.4**. Click the slide for the syllables for each word to appear.
- Eve wants to know the most common number of syllables. (Most words have one syllable.) James wants to know if there are any words with three syllables. (There are no words with three syllables.)
- Share **1.5** and look at where the syllable breaks are in this week's two syllable words. Clap out and map the syllables for 'ac|cept' and 'weath|er'.
- Ask children to then work with a partner/individually to identify where the syllable breaks are in 'ex|cept' and 'wheth|er'. Answers can be written on whiteboards for ease of assessment.
- Share answers and correct where necessary.
- **Phoneme Maps**: Share **1.6** and focus on the sounds made by some of our new words.
- Model how to identify these sounds and add sound buttons using 'piece', 'knot' and 'plane'. Draw a dot underneath each individual sound. Where multiple letters make one sound, a line should be drawn. A split digraph is shown as the single letters underlined and joined by a 'curved line.
- Ask the children to add sound buttons to 'whether', 'plain' and 'weather'. They can work either independently or with a partner. Check answers and correct where necessary. Answers also on **1.6**.
- Share **1.7-1.9** and invite children to discuss the differences between the homophones. Ask the children to match a picture and brief description to the correct homophone. Click the picture for it to move to the correct word
- Share **1.10** and **1.11** and ask the children to choose the correct homophone and write it in the sentence. Answers on **1.12** and **1.13**.

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Independent

Dictionary Skills: Share **1.14** and **1.15**.

Activity 1: Discuss pictures for 'knot' and 'not'. Invite children to write a sentence to match each picture that includes the word.

Activity 2: Children write this week's words in alphabetical order.

Activity 3: Find the dictionary definition for the three selected words. Then write their own sentence for each.

Possible answers on **1.16** and **1.17**.

Share **1.18** with the children. Explain that they are going to complete the Word Shed grid based on the word 'accept'.

Possible answers on **1.19**.

Ask the children to complete the four sections:

- Definition
- In a sentence
- Antonyms
- Synonyms

Consolidation ⟶ Show **1.20**. Ask the children to identify which words have been represented by their phoneme maps. Some of the words have the same phoneme map.

Note: the 'cc' in accept makes two separate sounds (/k/ and /s/) and so is not represented as a digraph.