

Lesson 1: Homophones or near homophones

Objectives

- To use and apply phonological and morphological knowledge to read and write multisyllabic words
- To spell words that are homophones or near homophones

This week's words

accept
piece

except
plain

knot
plane

not
weather

peace
whether

Revise

Starter:

- Share 1.1 and ask the children to add the sound buttons to a selection of words from Stage 3.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

Introduction

This Week's Words:

- Introduce this week's words on 1.2. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **Note:** a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words are homophones or near homophones. Homophones sound the same (or nearly the same) as another word but have different meanings and spellings.
- Invite the children to find this week's homophone pairs.

Word Meaning:

- Using 1.3-1.5, explore the different meanings of the homophones.

Etymology:

- Share 1.6 and discuss the etymology of the word 'peace'.

Main Teaching Input

Word Sort:

- Show 1.7 and ask the children to sort this week's words according to the number of syllables.
- You may wish for children to work as a whole class or in smaller groups.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

Syllables and Sounds:

- Using 1.8, ask the children how many sounds they can hear in the word, 'weather'. Establish that there are four sounds, so we will need four sound buttons.
- Show children how to add the sound buttons for the word 'w-ea-th-er'. Use a dot for individual sounds, red dots for consonant blends, and a line for digraphs or trigraphs.
- Now model how to split the word 'weath|er' into syllables. Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowel sounds heard in each word.
- Draw a long line for the syllable break. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Invite the children to work with a partner to map out the syllables and sounds in the words 'peace', 'wheth|er', and 'plane'.
- Show 1.9 and ask the children to map the syllables and sounds for a selection of week's words. **Note:** in the word 'accept', the 'cc' represents the two sounds /k/ and /s/ and is not a digraph. Answers on 1.10.
- Check answers and address misconceptions where needed.

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Independent

Choose the activity that best matches the abilities of the children in your class:

- **Simplify** - Using 1.11 and 1.12, ask the children to choose the correct homophones to complete the sentences. Answers on 1.13 and 1.14.
- **Expect** - Using 1.15 and 1.16, invite the children to write sentences about the pictures. Then complete the word activities. Answers on 1.17 and 1.18.

Word Shed:

- Share 1.19 and ask the children to complete the Word Shed grid based on the word 'accept'. Possible answers on 1.20.

Consolidation

Homophone Sentences:

- Using 1.21-1.25, ask the children to write which homophone pairs complete the sentences.
- Share answers and address misconceptions where necessary.

Optional Independent Extended Learning

Word Shed

Print additional copies of the blank Word Shed on 1.26. Students can investigate other words on this week's list.

Word Match

Print the word cards and picture cards on 1.27 and 1.28. Place the cards face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.