

Lesson 1: Homophones or near homophones

Objectives

- To read and write homophones and know how to use context to identify the correct spelling
- To spell words that are homophones or near homophones

This Week's Words				
accept	except	knot	not	peace
piece	plain	plane	weather	whether

Suggested Timings:

Lesson 1
Slides 1.1-1.6

Lesson 2
Slides 1.7-1.10

Lesson 3
Slides 1.11-1.18

Lesson 4
Slides 1.19-1.23, plus 1.24-1.26 (optional)

Lesson 5
Hive Game

Revise

Starter:

- Share 1.1 and ask the children to climb the word ladder by swapping one sound each time to create a different word (ship > shop > chop > chip > chin > chick).
- 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 invite the children to sort this week's words according to the number of syllables.

Sound Buttons and Syllables:

- Show 1.8 and demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'weather', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. 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 by clapping/tapping each 'beat' in the word. Add a long syllable break to divide the word into syllables. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Then read out the individual sounds in the words 'peace', 'whether' and 'plane' and ask the children to follow the same process to add the sound buttons and syllables where necessary.
 - peace: p-ea-ce
 - whether: wh-e-th-er, wheth|er
 - plane: p-l-a_e-n
- Check answers and address misconceptions where needed.
- Show 1.9 and ask the children to map the syllables and phonemes 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.

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Independent

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

- **Simplify** - Using 1.11, ask the children to write the correct homophone underneath the picture, then choose the correct homophones to complete the sentences. Answers on 1.12.
- **Expect** - Using 1.13 and 1.14, invite the children to write a sentence about each picture. Then complete the word activities. Answers on 1.15 and 1.16.

Word Shed:

- Share 1.17 and ask the children to complete the Word Shed grid based on the word 'accept'. Possible answers on 1.18.

Consolidation

Homophone Sentences:

- Using 1.19-1.23, ask the children to write the homophone pairs that 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 1.24. Students can investigate other words on this week's list.

Word Match

Print the word cards and picture cards on 1.25 and 1.26. Place the cards out 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.

Optional Activities

Use the activities on slides 1.27-1.30 to allow children to engage with their new words. There are four slides, designed to reinforce skills or review previous lessons in a low-pressure way. They could be used as 'morning work' as the children arrive in the classroom, or at another time to suit your timetable.