

**Learning objective**

NLS Term 1

- W6: To distinguish between the spelling and meanings of common homophones.

**Resources**

'Homophones' flipchart file; individual whiteboards and pens; copy of photocopiable page 46 'Letter from Britain' for each child.

**Links to other subjects****History**

QCA Unit 6A 'Why have people invaded and settled in Britain in the past?'

- Link the lesson to work on the Roman invasion of Britain.

**Whiteboard tools**

Remove unwanted objects by clicking on the Delete button in the Object edit toolbox.



Highlighter tool



Marquee select tool



Delete button



Pen tool



Eraser tool



Activote (optional)

# Homophones

**Starter**

Look at page 2 of the flipchart 'Homophones'. Ask the children what the three words under the pictures have in common (they are pronounced the same way). Point out that although they are said the same way, they are spelled differently.

Explain that you want to sort the words on page 3 into small groups by playing *Sound Snap*. Drag one word into one of the circles, and ask a volunteer to identify another that sounds the same. If the answer is wrong, the turn passes to someone else. If correct, say *Snap* and drag the matching word to the circle.

Some of the words are in groups of three. In these cases, highlight a word in a circle for the children to guess the third one of the group. Keep going until all the words are in circles. If the children find the sound matching difficult, play the game more than once.

**Whole-class shared work**

- Point to the word *Homophone* on page 4. Ask the children what they think it means. Reveal the definition behind the red box.
- Explain that the words they played *Sound Snap* with are homophones.
- Encourage the children to suggest other examples and add them to the page 3 in the remaining three circles.
- Play *Solve my Riddle* by asking the children to tell you which word on page 3 fits the clue. For example:
  - *I am very wet.* (sea)
  - *I get fried in batter.* (plaice)
  - *I am more than one.* (four)
  - *I say baa.* (ewe)
- Allow partner collaboration and thinking time as children write their answers on individual whiteboards. Highlight words as they are identified. Encourage the children to make up some riddles of their own.
- Discuss whether the children confuse particular homophones. Ask: *How do you remember the correct one?* Share helpful memory tips.
- Display page 5 of the flipchart. Work together to invent mnemonics (devices to aid memory).

**Independent work**

- Give each child a copy of the photocopiable sheet. Explain that the Roman soldier, writing a letter from Britain, has all the words he needs in the box.
- The children must decide which word goes where.
- Advise less able learners which set of homophones to choose from.
- As an extra challenge, encourage more able learners to compose their own Roman letter containing between 10 and 15 deliberate mistakes. Can someone else spot the mistakes?

**Plenary**

- Display page 6 of the flipchart. Discuss possible answers before allowing children to drag the correct words from the *Homophones* box into the text. Delete incorrect words. Move the spyglass to reveal the correct answers.
- If time allows, use pages 7 and 8 to assess the children's learning with a quick voting session.