

Homophones

Objective

To spell homophones and near-homophones, and distinguish between homophones.

Background knowledge

The children will be familiar with homophones and know that they are words that sound the same (or almost the same with 'near homophones') but have different spellings and meanings, confidently using many simple homophones in their writing. This section introduces homophones that may be new to them, including several that continue to cause problems for many adults, notably *accept/except*, *affect/effect* and *whose/who's*. When asked to make choices, some children may benefit from using a dictionary to check meanings to help them.

Activities

● Photocopiable page 84 'Easily confusable'

The game on the photocopiable sheet requires children to use the words correctly in context as well as to create a visual representation of the word to help them to remember it. Explain the rules of the game: roll the dice to move the counters along the board, stopping to use the words that are landed on correctly within a sentence, as well as drawing a visual clue for it. Incorrect use of a word means go back to the last place you landed on! Before playing the game, use the poster page 82 'Homophones' to ensure the children can read the words and to give them a chance to find the meanings of any that are new to them. Pay particular attention to *accept/except* and *affect/effect* which are near-homophones and whose meanings are often confused.

● Photocopiable page 85 'Secret message'

This activity allows the children to embed the words they explored in the 'Easily confusable' game on photocopiable page 84. Some children may benefit from doing this activity orally and making their choices on

individual whiteboards before completing the text as a group. Follow up by asking the children to write what happens next as a cloze procedure, using words they have found confusing.

● Photocopiable page 86 'Write the right word'

After completing this cloze procedure activity, challenge the children to use pairs of homophones from the sentences to create their own. Focus particularly on *whose/who's*, referring to previous work on the use of apostrophes for omission. Extend this by introducing further homophones (such as *weather/whether*; *cellar/seller*; *grease/Greece*).

Further ideas

● **Which one?:** Children write one of each of a pair of given homophones on either side of their individual whiteboards. Call out a sentence and children show the word which fits in correctly. Repeat with different pairs of words.

● **Homophone match:** Make sets of cards with all the homophones from the poster, plus any others you feel need further consolidation. Working in pairs, the children lay the cards face down on the table and take turns to turn over two cards, looking for a match. If a match is not made the cards are placed face down once again. Players must try to remember where each word is located in order to match them. The winner is the player with the most matches.

Digital content

On the digital component you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'Secret message' and 'Write the right word'.
- Interactive version of 'Write the right word'.

Homophones

Easily confusable

■ You will need: dice, counters, paper, pencils.

24		23	he'll	22	peace	21	piece	20		19	meddle
13		14		15	effect	16		17	missed	18	
12	scene	11	rain	10	accept	9		8	reign	7	heel
1		2	affect	3	except	4	heal	5	rein	6	

Homophones

Secret message

■ Some of the words in this secret message have been left out. Can you work out the missing words and discover the secret? The missing words can all be found in the box below.

October 1642

What a _____ I witnessed yesterday! And _____ for myself, no one else saw this _____ of history, for I was hidden well.



I'm not one to _____ in the king's affairs, but his _____ will soon end if he refuses to _____ parliament's terms. I hate to think of the _____ – there would be war in place of _____ for sure. That would _____ us all. _____ have to think carefully.

Although the _____ soaked me and the _____ obscured my vision, I wouldn't have _____ overhearing that conversation. My horse slipped on my ride home. I lost the _____, fell and injured my _____, but I hope it will _____ soon, as I am eager to find out what occurs next, though I expect no _____ for the dangers I risk.

he'll piece rain missed scene rein
 heel mist peace meddle reign accept
 effect heal except affect medal

Homophones

Write the right word

Remember that **homophones** are words that sound the same but have different spellings and different meanings!



- Draw lines to match up the homophones. Then read each sentence below and fill the spaces using the correct homophone from the box.

except	pause	wait	wood	ball
would	whose	mist	paws	accept
missed	who's	weight	bawl	

- _____ you like some fresh _____ for your log burner?
- During a _____ on their walk, the dog licked its _____.
- "_____ name is this on the wall? And _____ responsible for it?"
- We almost _____ the turning due to the heavy _____ that came down.
- "If we _____ loudly enough do you think they'll throw our _____ back?"
- I would _____ your kind offer, _____ for the fact that I'll be away that week.
- "_____ for me! I'm carrying this really heavy _____!"