Hello,

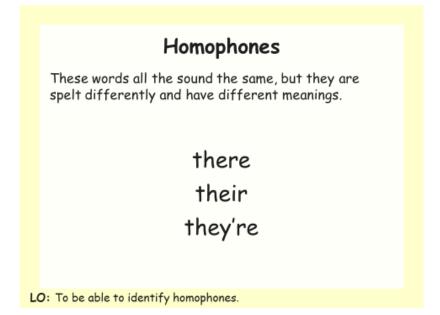
I have set you some tasks to help you identify and use homophones as they are tricky to spell and use correctly when writing.

Work can be completed electronically or handwritten. Then, it can be emailed to us via the email below. For the handwritten work, take a photo of the handwritten work and send it in this way.

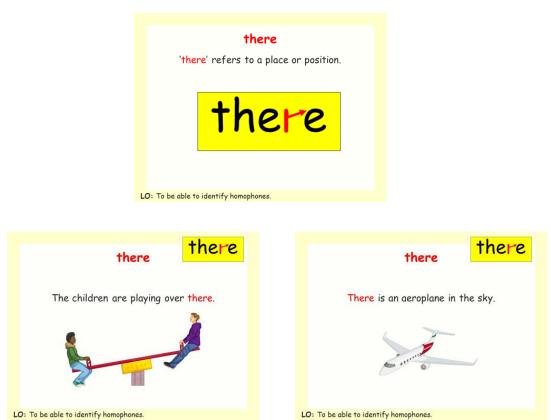
**Do not worry if do not understand all of the tasks, do what you can**. If you have any questions about his work, or you would like to send the work, please email: <u>office@grangepark.kent.sch.uk</u>.

Mrs Dixon

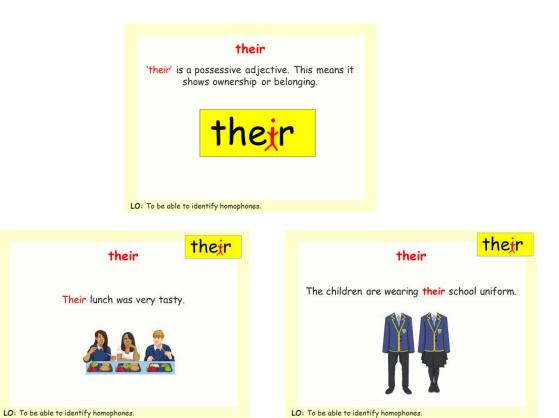
## LO: To be able to identify homophones.

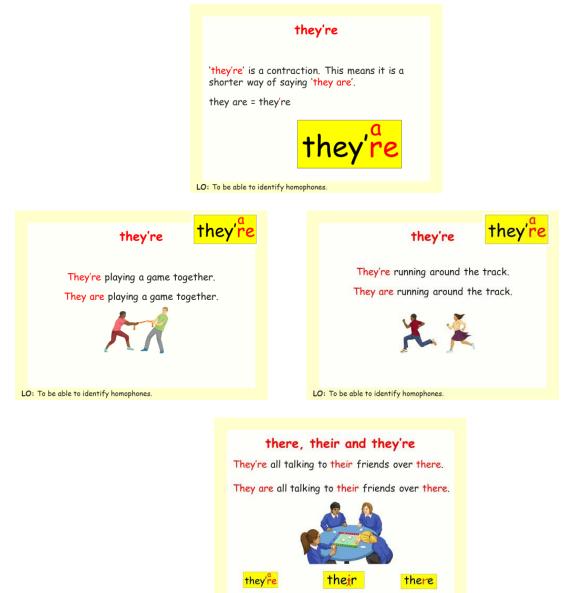


1. Read through what each of the words above mean (there, their, they're).



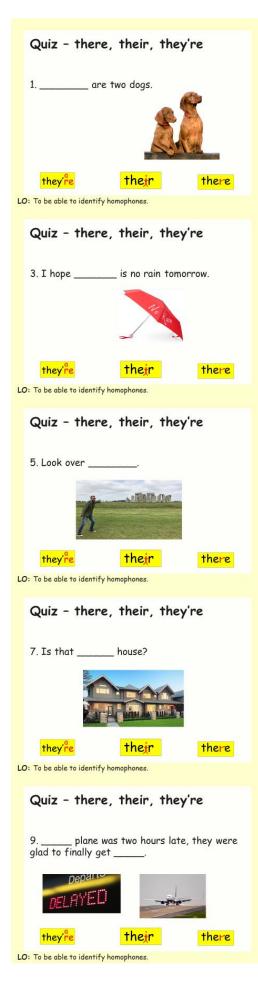
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## 2. Complete the quiz below (if you did not attend the Zoom lesson).





# 4. Write a sentence using each of the homophones below. An example has been done for you.

Homophone	Sentence
their	Their house is huge.
eight	
ate	
knight	
night	
pear	
pair	

### 5. Choose the correct homophone.

a) I had a little \_\_\_\_\_ around the shops.

browse brows

b) Whilst, I was browsing around the shops, I bumped into a friend in the vegetable

aisle isle

c) I did not know which words to \_\_\_\_\_ today.

chews	choose
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d) I like to read \_\_\_\_\_ to my mum.

allowed	aloud
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e) I like to add \_\_\_\_\_ to my cooking.

chilli	chilly
Chini	Chilly

#### Extension task:

1. Create a list of as many homophones as you can think of.

You could ask an adult to come up with a list, too. Then, see how many you both found that were the same.

#### AND/OR

2. Create a brightly coloured poster to either to explain and to give examples of common homophones.