

Session 1: Homonyms and homophones

Task 1: Homonyms are words that share the same spelling but have different meanings. Choose 5 homonyms from the list below and write a sentence for each that includes both /all meanings. Use joined handwriting and add pictures to illustrate the different meanings.

Extension: Write above / below each homonym what kind of word it is: A noun? A verb?

E.g. The  grabbed the  and hit the ball.
 (noun) (noun)

Pick from:

bark	bowl	change	fence	fish
fly	glasses	match	palm	park
ring	roll	ruler	shake	wave

Task 2: Homophones are words that sound the same but have different spellings. Choose 5 pairs of homophones from the list below and write a sentence for each pair that includes both homophones. Use joined handwriting and add pictures to illustrate the different meanings.

Extension: Write above / below each one what kind of word it is: A noun? A verb? An adjective?

E.g. The  desperately wanted spiky .
 (noun) (noun)

Pick from:

hole	whole
I	eye
hour	our
knew	new
knight	night

red	read
right	write
see	sea
leak	leek
weak	week

SOUGHT IT OUT!

rein

The rider pulled on the *rain* (and got soaking wet for his trouble).
 He rowed to the key (it opened but he could not land).
 He tried to sew a pattern (but nothing grew in the field).
 He combed his hare (but it struggled to escape).
 He followed its cent (and had enough to pay for a pair.)
 He cooked fresh bread with flower (and ate a primrose leaf).
 He sheltered beneath an old yew (but its bleating woke him).
 He watched the night put on his spurs (they gleamed like stars).
 He climbed the Queen's stare to bed (and slept in her eyes).
 He was pleased to reach the end of the tail (to his surprise it wagged happily).

Task 3: Read this poem by Pie Corbett and decide which homophones are being used.

Then, write the other word for each pair.

E.g. *rain / rein*

Session 2: Revision and apostrophes for abbreviations

Task 1: Think back to the work you did yesterday on **homonyms** and **homophones**. Imagine you are trying to explain what they are to a child who has no idea about them.

Write a sentence or two for each one, explaining what they are and giving an example. Use the sentence stems below to help.

Homonyms are _____ . For example: _____ and _____ .

Homophones are _____ . For example: _____ and _____ .

Task 2: Using apostrophes for abbreviations (short forms of words). The apostrophe goes in place of the letter/letters that are missed out.

E.g. **They are** → **they're**

Remember: It often sounds like there is an e in certain words but **you don't need to add letters** when abbreviating.

E.g. **did not** → **didn't** (not **diden't**)

could not → **couldn't** (not **coulden't**)

Look at each sentence below and work out which words you could abbreviate. Circle / underline each of these words and then **rewrite each sentence** using abbreviations wherever you can.

1. *Do not tell Katy what I have got her for her birthday. It is meant to be a surprise.*
2. *I cannot tell what I am supposed to do.*
3. *We are going to be late if you do not hurry up!*
4. *The film was not very good.*
5. *If you have watched the film you will know why I did not like it.*

It's is short for **it is** or **it has**. **Its** means **belonging to it** – **its** has **no apostrophe**.

Look at each sentence and work out if you should use **its** or **it's**. Underline the correct one and then **rewrite the whole sentence**, making sure you use capital letters and punctuation correctly.

1. *(**Its / It's**) going to be a lovely day.*
2. *When I let the dog off (**it's / its**) lead, it went crazy.*
3. *(**It's / its**) running around the park at a hundred miles an hour.*
4. *This milk's been out so long that (**its / it's**) gone off.*
5. *The school is changing (**its / it's**) uniform policy so we can dress up as animals.*

Extension: How many other examples of abbreviations can you think of that you haven't used in your writing today? You can ask a sibling / friend / adult for help thinking of the abbreviations or look online, if you can.

Then, write a sentence for each one, underlining the abbreviation.

E.g. *I wouldn't like to swim with a great white shark because I would be frightened.*

Session 3: Revision and apostrophes for possession

Task 1: Think back to the work you did yesterday on using apostrophes for abbreviations. Read the passage below and circle or underline all the words that have been incorrectly abbreviated or where the apostrophe has been wrongly used. **There are 7 mistakes.**

When the boy wen't to school, he couldn't find his friends.

"Its not fair!" he complained to his teacher. "I cant find them anywhere."

"Im sure we'll find them. Dont worry," she reassured him.

Then, rewrite the passage, correcting all the mistakes. Make sure you use capital letters and punctuation correctly, especially around the speech. Don't forget to start a new line each time someone new speaks.

Using apostrophes for possession (when something belongs to someone)

Task 2: When the **noun** that something belongs to is **singular** (only one person or thing), we usually just **add an apostrophe and an s**.

E.g. The torch that belongs to Sam → Sam's torch.

If the **singular noun ends in an s already**, you **usually add an apostrophe and another s**.

E.g. The torch that belongs to James → James's torch.

Read these sentences and circle / underline where you need to add an apostrophe. Then, rewrite the sentence, including the apostrophe. Make sure you use capital letters and other punctuation correctly.

- 1) *Marks mum is taking Mark, Kelly and Joe to the match.*
- 2) *Which one is Sarahs dog?*
- 3) *Robs new short haircut looks cool.*
- 4) *I'm wearing Lewis woolly scarf.*
- 5) *Chris shoes were filthy so he took them off at the door.*

Task 3: When the **noun** that something belongs to is **plural** (more than one person or thing) and **ends in an s already**, you **just need to add an apostrophe**.

E.g. The wheels of the bikes were flat. → The **bikes'** wheels were flat.

If the plural noun **doesn't end in an s**, you **add an apostrophe and an s**.

E.g. The jumpers of the **children** are red. → The **children's** jumpers are red.

Read these sentences and circle / underline where you need to add an apostrophe. Then, rewrite them, including the apostrophe. Make sure you use capital letters and other punctuation correctly.

- 1) *The wolves howls sounded spooky and eerie.*
- 2) *All the rats tails were long and leathery.*
- 3) *The womens cars were parked along the road.*
- 4) *Bob didn't want to be the lions breakfast.*
- 5) *The sheeps coats were covered in mud.*

Extension: Make a list of other singular and plural nouns, and write sentences in which things 'belong' to them.

E.g. *My shoes' laces snapped so I took some from my brother's trainers.*

Session 4: Revision of apostrophes and using adverbs

Task 1: Think back to the work you did yesterday on using apostrophes for possession.

For each sentence below, **match the sentence to the reason** why the apostrophe has been used in that way.

Note: there are more sentences than reasons so you will need to link more than one sentence to the same reason.

Sentence	Reason why the apostrophe has been used
<i>The book's cover was very colourful.</i>	It's a singular noun that doesn't end in s
<i>The children's voices could be heard for miles.</i>	It's a singular noun that does end in s
<i>The cats' bowls were empty.</i>	It's a plural noun that doesn't end in s
<i>The ship's sails were flapping in the breeze.</i>	It's a plural noun that does end in s
<i>The ships' sails were flapping in the breeze.</i>	
<i>Charles's sister is at secondary school already.</i>	

Task 2: Be careful **not to use apostrophes where they're not needed**, e.g.

- when it's just a plural with nothing belonging to it
- when you means **its** (something that belongs to something), rather than **it's** (short for it is)
- when you mean **your** (something that belongs to you), rather than **you're** (short for you are)

Read through the passage below and circle/underline where **apostrophes have been used incorrectly / not used when they are necessary**. Then, rewrite it, correcting the mistakes and using joined handwriting. **There are 6 mistakes.**

The cat's ran to their bowl's when they were filled.

"Your greedy boys!" said the man, pushing the larger cat back. It responded by baring it's teeth.

When theyd eaten everything they wanted, they slept under the tree's in the garden.

Task 3: Adverbs can tell you how, when or where something happens. Find the **eight** adverbs in this passage and circle / underline each one.

The horse was trotting steadily along the street when a dog, eagerly chasing a rat, appeared suddenly in its path. The startled horse reared up immediately, causing the rider to slip swiftly from his saddle. People living locally rushed to help, but the rider was unhurt and, thanking them kindly, he finally rode away.

Now, list the adverbs in their 3 groups:

How:

When:

Why:

Extension: Adverbs often end with the -ly suffix (word ending). Change these adjectives (words that describe a noun) into adverbs (words that describe a verb) and then use them in a sentence.

E.g. *careful* → *carefully*. The child carefully crossed the road.

Choose from these adjectives:

<i>bad</i>	<i>bright</i>	<i>odd</i>	<i>usual</i>	<i>Lazy</i>
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