



Nessy Rule

Homophones are words that sound the same but have different meanings and are spelt differently, e.g. 'there' and 'their'.

Homophones can be very hard to learn so they are addressed towards the end of the programme. Many homophones have been introduced gradually in lessons covering all the different phonemes that make the same sound, e.g. sounds saying 'a' (a-e-/ai/ay/ei/ea).

Lesson Plan

	activity	time
1	Explain what a homophone is and why they are difficult for dyslexics to learn. Use the word list to identify which homophones are causing difficulty.	5 minutes
2	Worksheet: match word to picture.	4 minutes
3	Card game: play homophones Bingo.	8 minutes
4	Computer game: play a spelling game with the 'homophones' word list.	6 minutes
5	Worksheet: homophones spell missing word.	4 minutes



Nessy Tip

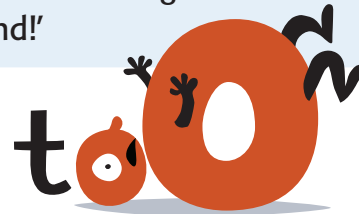
Homophones are particularly difficult for students with poor visual memories for letter patterns and may never be learnt accurately. Don't be too strict. Try to encourage these students to spell the way it sounds (phonetically).

'too' strategy

Use for 'too much' of anything.

It suggests something bad, e.g. 'too fat'.

You can remember this one with a mnemonic drawing where the 'oo' is the head and body of someone 'too fat to stand!'



Nessy Tip

Some words are not homophones but are commonly confused: were/where, quite/quiet, are/our. Use tricky word strategies to help remember the difference, e.g. to remember the 'h' in 'where' draw it as a stick man sat on a chair and say 'Where is the chair?'

'There', 'there' and 'they're' are particularly tricky homophones.



Nessy Tip

Use the mnemonic
'**t**heir **h**appy **e**lephant **i**s **r**ed'
to remember how to spell 'their'.

Strategy 1

Use **their** before a '**thing**' (noun).
e.g. **Their** clothes were on the floor.
They wanted **their** lunch.
What do you think of **their** idea?

Strategy 2

Use **there** before (connected to) an **action** (verb),
e.g. **There** were clothes on the floor.
They wanted to go **there**.
There are lots of ants on the pavement.
Go over **there**!

Strategy 3

Use **they're** when it is **short for 'they are'**
(always try replacing it with 'they are').
e.g. **They're** on the floor.... **They are** on the floor.
I am sure **they're** not in.... I am sure **they are** not in.

Lesson Plan

	activity	time
1	Explain the strategies for when to use there/their/they're. Draw the mnemonic 'their happy elephant is red' to spell 'their'.	5minutes
2	Worksheet: there/their spell missing word page 1.	4 minutes
3	Computer game: play there/their House of Fear in Tricky Mountain with word list 4a.	6 minutes
4	Worksheet: there/their spell missing word page 2.	4 minutes

