

English Home Learning Pack:

# Improve Spelling and Vocabulary



# Homophones

Words that sound the same, but are spelt differently and have different meanings are called homophones. Don't get caught out!

## Time filler:

To distinguish between the words "stationary" and "stationery", think of an **e** in envelope and pens for "stationery" and an **a** in cars when parked are "stationary". List homophones in your spelling journal (see page 5) and make phrases to distinguish between the different words.

1 Join the words that sound the same.

peace    knot    plain    main    heard  
 mane    plane    herd    piece    not

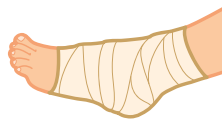
2 Write a sentence for each of the words "rode", "rowed" and "road".

.....  
 .....  
 .....

3 Fill in the missing words to complete these sentences.

heel    he'll    heal    too    two    to

The runner's ..... had a blister.  
 ..... need a bandage ..... let it .....  
 The runner had ..... cuts on his leg, .....



4 For each sentence, underline the correct word in brackets.

Turn (right/write) at the roundabout.  
 No one (new/knew) whose turn it was to wash up.  
 I can (hear/here) the birds singing.

5 In the table below, write these words next to their meanings.

aloud    allowed    compliment    complement  
 descent    dissent    precede    proceed  
 principal    principle    medal    meddle

Meaning	Word
Say out loud	
Permitted	
To make nice remarks	
To make something complete	
The action of going down	
A difference of opinion	
Most important person	
A truth or rule	
Go in front of	
Go onwards	
An award	
To interfere	



Extension Task: Think of what other homophones you may know and write them down e.g. There, Their, and They're.

Suitable for 7-11 years  
 Correct answers on last page of this pack

Content from:  
 10 Minutes a Day Spelling Ages 7-11  
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# Tricky spellings

There are some spelling patterns that make different sounds in different words. Watch out for these!

## Time filler:

How many words, with three or more letters, can you make with the letters in "breakthrough"? Here are three words to get you started: "throb", "great" and "grab".

- 1 The spelling pattern **ou** makes different sounds. Join the words with the same sound.

trouble      soup      house      found  
 shout      country      loud      coupon  
 cousin  
 boutique      young      route

- 2 The spelling pattern **au** mostly makes an "or" sound. Circle the words that make the "or" sound.

author      pause      aunt      sauce  
 laugh      haunt      launch

What sound does the **au** pattern make in the words not circled?  
**Note:** This does not occur very often.

.....

- 3 Underline the letters that make the "ay" sound in these words.

vein      weigh      eight      convey      obey

Is the "ay" sound in the words with letters **ey** stressed or unstressed?  
 .....

- 4 The "ite" sound at the end of a word is mostly spelt with the pattern **ight**, but sometimes the letters **ite** or **yte** are used. Complete the words in these sentences with **ight**, **ite** or **yte**.

Dan dressed in a wh..... sheet to give everyone a fr.....  
 The computer had one megab..... left.

- 5 The spelling pattern **ear** makes different sounds. Join the words with the same sound.

appear      near      early  
 wear  
 pear      rehearse      bear      ear      Earth

- 6 The letter string **ough** is tricky. Write each of the words in its rhyming group.

rough      tough      enough      cough      through      although      thought  
 bough      dough      plough      trough      ought      bought      though

Rhyme with <b>puff</b>	Rhyme with <b>toe</b>	Rhyme with <b>now</b>	Rhyme with <b>off</b>	Rhyme with <b>too</b>	Rhyme with <b>fort</b>

Colour the groups that only have two words or less red.



Extension Task: Using the words with similar sound on this page, have a go at writing your own tongue-twister!

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# English language words

Learning terms used in reading and writing help you write and talk confidently about books and stories.

## Time filler:

Make a tiny flip book that lists terms you want to remember. Use examples to remind yourself of the meaning of the term, such as **alliteration: slithering snakes.**

1 Draw a line from each word to its definition.

<b>motive</b>	note things that are different
<b>moral</b>	conclusion drawn based on facts
<b>compare</b>	reason for doing something
<b>contrast</b>	lesson to show what is the right behaviour
<b>inference</b>	note things that are similar

2 For each description below, write the element of a story from the box.

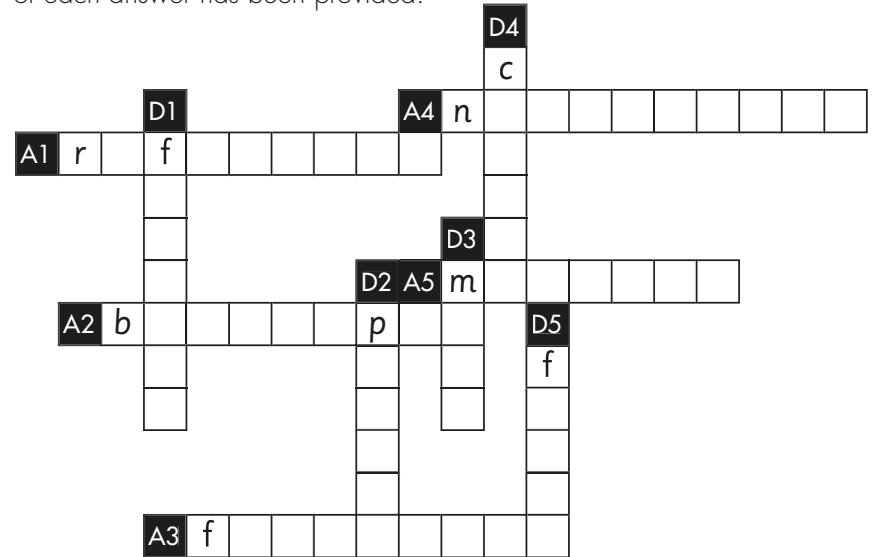
theme      character      setting      sequence      plot

- talkative, friendly and outgoing .....
- courage, kindness and hope .....
- problem, events and solution .....
- what happens first, next and finally .....
- time and place of a story .....

3 Draw a line from each kind of book to the reason you might need it.

<b>encyclopedia</b>	to look up the date of the next full moon
<b>dictionary</b>	to find information about the solar system
<b>thesaurus</b>	to find a map of Great Britain
<b>almanac</b>	to find the meaning of a word
<b>atlas</b>	to find a synonym for a word

4 Different types or styles of writing and books are called genres. To solve the crossword, read the clues to find different genres. **Hint:** the first letter of each answer has been provided.



### Across

- Book used for research and to find information
- Book written about a real person
- Story such as *Cinderella* or *Hansel and Gretel*
- Type of book that has facts and informs (3-7)
- Type of book in which characters look for clues to solve a problem

### Down

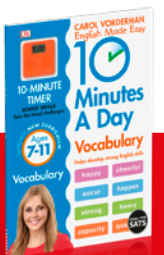
- Stories or novels
- Literature that may or may not rhyme
- A traditional story, often about ancient gods and monsters
- Humorous books intended to make people laugh
- Story that has a moral to teach a lesson



**Extension Task: Think about your favourite story. Write down what themes, characters, settings and plot it has.**

Suitable for 7–11 years  
Correct answers on last page of this pack

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*10 Minutes a Day Vocabulary Ages 7-11*  
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# More English language words

Knowing the different types of sentence and how to vary them makes you a better writer. You will also read with a better understanding of the text.

## Time filler:

Write out 10 random sentences from one of your favourite storybooks. Use the definitions of sentences in question 1 to work out which kind of sentence each one is.

- ① Sentences have different purposes.  
 A **declarative sentence** makes a statement.  
 An **interrogative sentence** asks a question.  
 An **imperative sentence** can be a command or a polite request.  
 An **exclamatory sentence** shows excitement or emotion.

Write "dec" for "declarative", "int" for "interrogative", "imp" for "imperative" or "ex" for "exclamatory" to describe each sentence.

Tony opened a new restaurant in town. ....  
 I haven't seen Tony in years! .....  
 Please tell me if you will be there. ....  
 Are you ordering pasta or pizza? .....

- ② Do you know a connective from an interjection or a preposition?  
**Connectives** join words or groups of words.  
**Interjections** express strong feelings.  
**Prepositions** connect nouns to other words and often tell you where something or someone is.

Write the letter **C**, **I** or **P** to describe the underlined word in each sentence.

Jake went to the concert and he bought a poster.   
Please stop pushing the lift button.   
On each line, write the title and author of the book.   
 Mary or Jen will show you where the library is.   
 The shop around the corner sells fresh fruit and vegetables.

- ③ Different kinds of devices are used in writing. Read the numbered definitions to find out about these devices. Then number the sentences that follow to show which device is used in each sentence.
- Alliteration** is the use of words in the same phrase or sentence that begin with the same sound.
  - Irony** is when something is not what was expected.
  - A **simile** compares one thing to another thing and uses the word "like" or "as".
  - A **metaphor** compares one thing to another without using the words "like" or "as".
  - Dialogue** is the words spoken by people in a story or a play.

They waited 45 minutes to be served in a fast-food restaurant.   
 That sharp metal edge is like a knife.   
 The pretty princess picked up her pink parasol.   
 Dave said, "Make sure you turn right at the light."

- ④ Draw lines to match the words used to describe the stages of writing a book to their definitions.

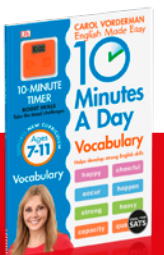
<b>Proofread</b>	Background reading and note-taking about a topic
<b>Draft</b>	Release a book or a piece of writing to the public
<b>Publish</b>	An early version of a piece of writing or book
<b>Research</b>	Final check for errors of a book or piece of writing before it is published



**Extension Task: Write a paragraph about what you see outside that includes alliteration, a simile, and a metaphor.**

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# Answers:

## Homophones

1 Join the words that sound the same.

peace knot plain main heard  
mane plane herd piece not


2 Write a sentence for each of the words "rode", "rowed" and "road".

Answers will vary.

3 Fill in the missing words to complete these sentences.

heel he'll heal too two to

The runner's heel had a blister.  
He'll need a bandage to let it heal.  
The runner had two cuts on his leg, too.



4 For each sentence, underline the correct word in brackets.  
Turn (right/write) at the roundabout.  
No one (new/knew) whose turn it was to wash up.  
I can (hear/here) the birds singing.

5 In the table below, write these words next to their meanings.

aloud	allowed	compliment	complement
descent	dissent	precede	proceed
principal	principle	medal	meddle

Meaning	Word
Say out loud	aloud
Permitted	allowed
To make nice remarks	compliment
To make something complete	complement
The action of going down	descent
A difference of opinion	dissent
Most important person	principal
A truth or rule	principle
Go in front of	precede
Go onwards	proceed
An award	medal
To interfere	meddle

Activities about homophones can be fun as children get to see how words sound the same, but are spelt differently and mean something different. They also demonstrate to children

how careful and aware they need to be when writing. Encourage children to use a dictionary to find the right words and check their answers.

## Tricky spellings

1 The spelling pattern **ou** makes different sounds. Join the words with the same sound.

trouble soup house found  
shout country loud coupon  
cousin boutique young route

2 The spelling pattern **au** mostly makes an "or" sound. Circle the words that make the "or" sound.

author pause aunt sauce  
laugh haunt launch

What sound does the **au** pattern make in the words not circled?  
Note: This does not occur very often.  
"ah" sound

3 Underline the letters that make the "ay" sound in these words.  
vein weigh eight convey obey

Is the "ay" sound in the words with letters **ey** stressed or unstressed?  
Stressed

4 The "ite" sound at the end of a word is mostly spelt with the pattern **ight**, but sometimes the letters **ite** or **yte** are used. Complete the words in these sentences with **ight**, **ite** or **yte**.  
Dan dressed in a white sheet to give everyone a fright.  
The computer had one megabyte left.

5 The spelling pattern **ear** makes different sounds. Join the words with the same sound.

appear near early  
pear wear ear Earth  
rehearse bear

6 The letter string **ough** is tricky. Write each of the words in its rhyming group.

Rhyme with puff	Rhyme with toe	Rhyme with now	Rhyme with off	Rhyme with too	Rhyme with fort
rough	although	bough	cough	through	thought
tough	dough	plough	trough	ought	ought
enough	though				bought

Colour the groups that only have two words or less red.

Encourage children to say the words aloud as they complete them, so that they connect the spelling pattern with the sound used. If children are keeping a spelling

journal, encourage them to list these words as same-sounding words and then add to each list as they come across words in their reading and other language work.

## English language words

1 Draw a line from each word to its definition.

motive note things that are different  
moral conclusion drawn based on facts  
compare reason for doing something  
contrast lesson to show what is the right behaviour  
inference note things that are similar

2 For each description below, write the element of a story from the box.

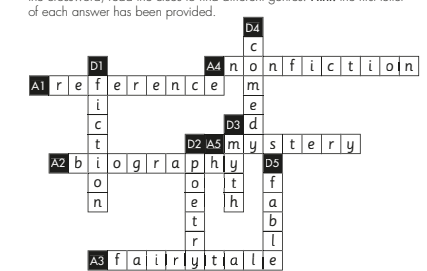
theme character setting sequence plot

talkative, friendly and outgoing ..... character  
courage, kindness and hope ..... theme  
problem, events and solution ..... plot  
what happens first, next and finally ..... sequence  
time and place of a story ..... setting

3 Draw a line from each kind of book to the reason you might need it.

encyclopedia to look up the date of the next full moon  
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Across

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Down

- Stories or novels
- Literature that may or may not rhyme
- A traditional story, often about ancient gods and monsters
- Humorous books intended to make people laugh
- Story that has a moral to teach a lesson

Share with your child different types of reading material, such as cookbooks, magazines and story books. Ask your

child to point out some examples of the different types of sentence as outlined in question 1 on page 40.

## More English language words

1 Sentences have different purposes. A **declarative sentence** makes a statement. An **interrogative sentence** asks a question. An **imperative sentence** can be a command or a polite request. An **exclamatory sentence** shows excitement or emotion.

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I haven't seen Tony in years! .... ex  
Please tell me if you will be there. .... imp  
Are you ordering pasta or pizza? .... int

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Write the letter **C**, **I** or **P** to describe the underlined word in each sentence.

Jake went to the concert and he bought a poster. C  
Please stop pushing the lift button. I  
On each line, write the title and author of the book. P  
Mary or Jen will show you where the library is. C  
The shop around the corner sells fresh fruit and vegetables. P

3 Different kinds of devices are used in writing. Read the numbered definitions to find out about these devices. Then number the sentences that follow to show which device is used in each sentence.

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They waited 45 minutes to be served in a fast-food restaurant. 2  
That sharp metal edge is like a knife. 3  
The pretty princess picked up her pink parasol. 1  
Dave said, "Make sure you turn right at the light." 5

4 Draw lines to match the words used to describe the stages of writing a book to their definitions.

Proofread Background reading and note-taking about a topic  
Draft Release a book or a piece of writing to the public  
Publish An early version of a piece of writing or book  
Research Final check for errors of a book or piece of writing before it is published

These pages include only some of the terms people use when discussing English language. Knowing these terms will help your child understand the

different purposes of sentences, the types of words used in sentences and figures of speech.