Regular Plurals

General Advice

- Activities should be completed little and often
- Gain the child’s full attention before giving an instruction
- Start by using real objects or people, then move onto using pictures or photos
- Gather together objects from around school that you could use for working on regular plurals e.g. pencils, cups, keys etc
- Where possible try to use objects that are motivating for the child
- Make the activities fun and use them during the daily routine
- Explain regular plurals and why they are important i.e. “When there is more than one we add ‘s’ on the end.”
- Explain to the child that sometimes the extra sound at the end of the word is quiet and soft e.g. cups and that sometimes it is louder and buzzier e.g. cars
- When the child makes a mistake repeat the child’s sentence back to them using the correct structure e.g. “I got two cup” - “Yes you have two cups”.

Activities to Teach Regular Plurals

Activity 1 – Real Items

Use no more than six items of things that have regular plural forms, for example, key(s), cup(s), ball(s), sock(s).

1. Put groups of each of the objects on one table, and single items of each on another table.
2. Point to each item or group of items and name each, saying for example, “Here are the keys”.
3. Get the child to respond by indicating (eye/finger/head pointing or gesture) when you ask “Where are the cups?”
4. Praise him when he does this correctly.
5. Then move on to the next item, e.g. 'Where is the key? '

Letting the child be the ‘teacher’ will allow them to work on their spoken language skills
Activity 2 – Look at the things on this page. Which words need ‘s’ at the end? Say the words and try to put them in a sentence.
Activity 3 – Drawing Together

You will need a pencil and paper to do some rough drawings

1. Draw some pictures and miss out parts e.g. house without windows, face without eyes or ears, people without heads, fish without tails, a road with no cars etc

2. Ask the child to complete the picture. Ask them to tell you what they have drawn.