

Regular and Irregular Plurals

General Advice for Learning about Plurals

- Activities should be completed little and often
- Gain the child's full attention before giving an instruction
- Start with regular plurals and only move onto irregular forms when regular forms are fully established
- Gather together multiple 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 as well as structured tasks
- 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 buzzy 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".

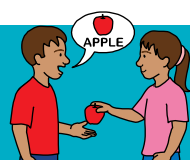
Activities to Teach Regular Plurals

Activity 1 – Real Items

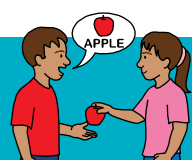
Use no more than six items of things that have regular plural forms, for example, key(s), cup(s), ball(s), sock(s).

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.

Irregular Plurals

Some words don't follow the pattern of adding an 's' when talking about more than one item, these are called irregular plurals.

The same activities can be used for regular and irregular plurals however it is important to explain the different patterns irregular plurals can follow:

- Some words will stay the same when you are talking about more than one e.g. sheep, fish.
- Some words stay the same but already sound like a plural e.g. trousers, scissors.
- Some words already end in an 's' sound e.g. horse, dress and we add an extra 'es' to make them plural i.e. horses, dresses.
- Some words end in 'f' and when we talk about more than one of these we change the 'f' to 'ves' e.g. leaf- leaves, scarf- scarves.
- When some words become plurals we change the vowel sounds e.g. foot-feet, man-men, mouse-mice.

Work through each pattern and use the activities above to practice using them.

