

IRREGULAR PLURALS PACK

Aim: The Child will understand and use irregular plurals

The child will need to be using regular plurals (where you add an 's' to the end of the word when there is more than one) before starting the activities in this pack. If they are not, work through the regular plurals pack first.

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

Some words stay the same but already sound like a plural
e.g. trousers

Some words stay the same when you are talking about more than one e.g. sheep

When some words become plurals we change the vowel sound e.g. foot-feet, man-men

Some words ending in 'f' change to 'ves'
e.g. scarf-scarves

Some words ending in 'o' change to 'oes'
e.g. potato-potatoes

Some nouns ending in -us have plural forms ending in 'i'
e.g. fungus-fungi

Work through each pattern one at a time. Some game and activity ideas can be found on the next page. This pack also includes a few pictures for each of the types to use in the games to get you started. You could also draw your own.

Strategies to use throughout the day

When your child has become more familiar with the irregular plurals you have been working on use the following strategies to help them transfer what they have learnt to everyday life:

- Give the child lots of praise when they remember to use irregular plurals, e.g. “well done, you used the word mice instead of mouses, well remembered!”
- Prompt the child to use them more consistently day-to-day by giving choices “Have you brushed your tooth or teeth?”
- Give your child choices, e.g. “Do you want to crunch in the leaf or the leaves?”
- Encourage your child to monitor and self-correct “You have foots? Does that sound right?”

Game Ideas

These activities should be completed little and often. Some pictures are included in this pack to get you started but you could also try drawing your own or cut out pictures from magazines, newspapers or catalogues. Try to make the activities fun and motivating.

1. Fill in the blank

There are a set of pictures with this pack that you can use in any of these activities. At the bottom of each picture there is a space for you or the child to write in the correct word for each picture e.g. one calf ... two calves. You can go through the pictures and support the child to think about which word would make sense for each picture and then you or the child can write the correct word in. The answers are at the bottom of each set.

2. Memory Pairs

Cut out the set of pictures that you are going to be working on and place them face down on the table. Take it in turns to turn two pictures over to try and find a matching pair e.g. one calf and two calves are a pair. When you turn a picture over talk about what you can see in the picture. If the two pictures are not a pair, turn them back over and let the next player have a turn. The winner is the person with the most pairs at the end of the game. Make sure you say the word every time you or your child put down or pick up a card, e.g. “foot” or “feet” so they hear lots of good examples.

3. Snap

Print out / photocopy several copies of the set you are working on and use these to play snap. As above, make sure you say the word every time you or your child put down or pick up a card, e.g. “foot” or “feet” so they hear lots of good examples.

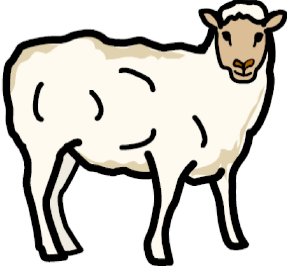
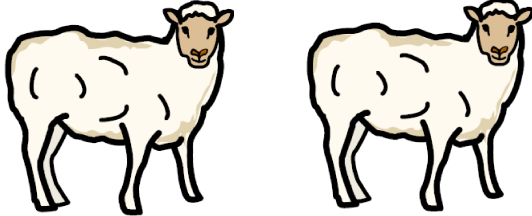

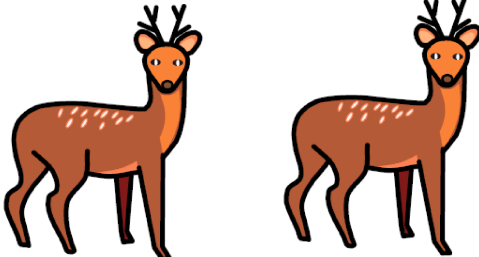
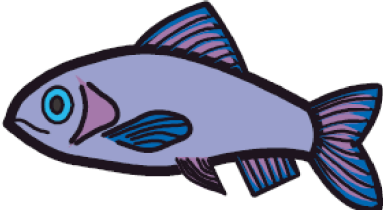
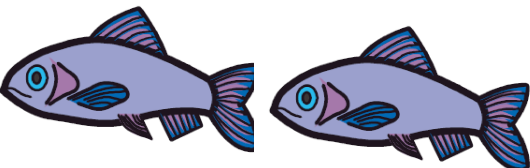
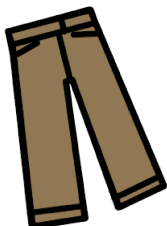
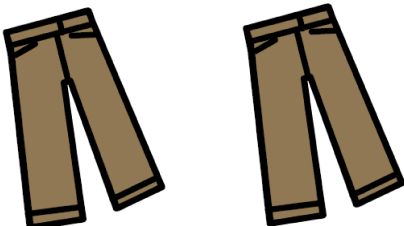

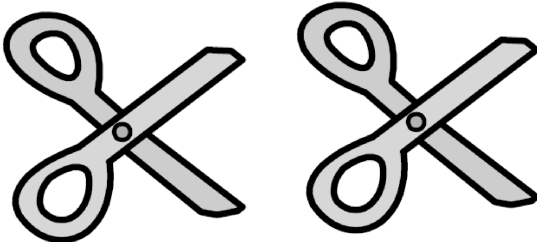
4. Skittles

Place one of the pictures under each skittle. Take turns to roll the ball and knock the skittles down. You and the child name the pictures under each skittle that is knocked down.

5. Make up a story

Use the pictures to make up a story e.g. “There was a woman who went to the park. Another woman came over to her and then there were two women”.

Words that stay the same

 one _____	 two _____
 one _____	 two _____
 one _____	 two _____
 one pair of _____	 two pairs of _____
 one pair of _____	 two pairs of _____

Words where the vowel changes


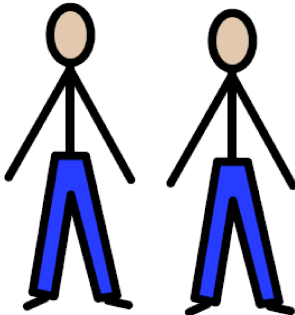
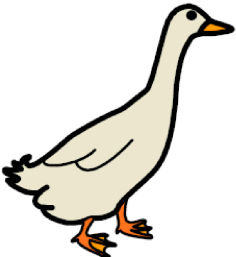

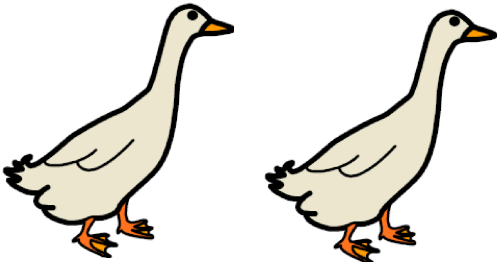
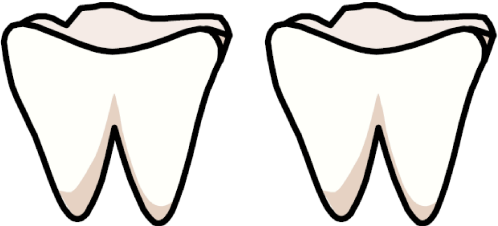
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working together
 always improving | respectful and kind | making a difference

v
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<p>one _____</p>	<p>two _____</p>
<p>one _____</p> 	<p>two _____</p> 
<p>one _____</p>  	<p>two _____</p> 
	

one _____ two _____

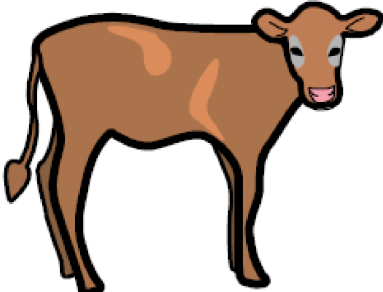
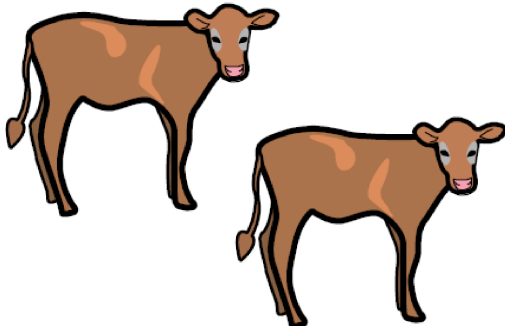



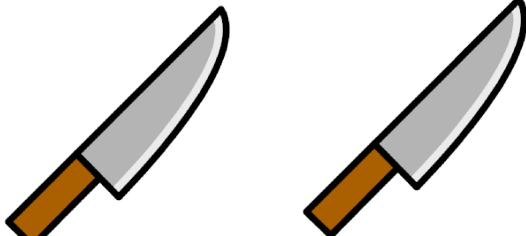

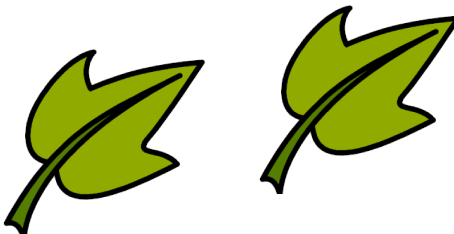
woman / women

man / men


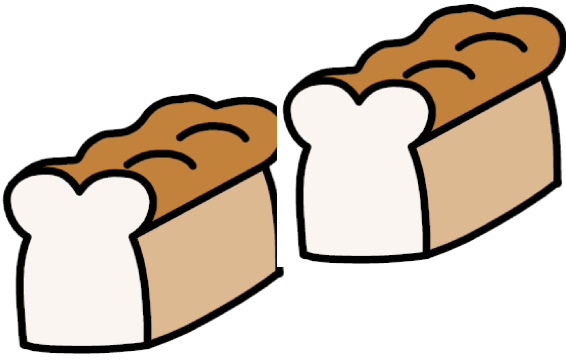


goose / geese

tooth / teeth

Words ending in 'f' that change to 'ves'

 <p>one _____</p>	 <p>two _____</p>
 <p>one _____</p>	 <p>two _____</p>
 <p>one _____</p>	 <p>two _____</p>
	

one _____	two _____
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 <p>one _____</p>	 <p>two _____</p>
 <p>one _____</p>	 <p>two _____</p>

calf / calves

knife / knives

loaf / loaves

wolf / wolves

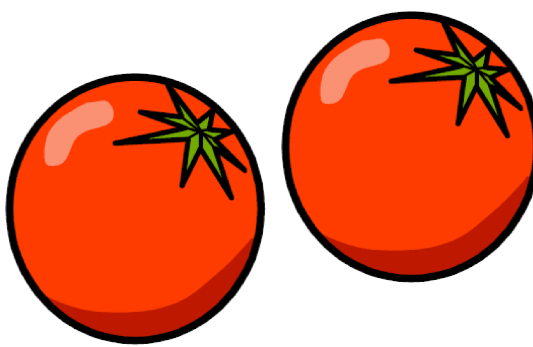
leaf / leaves

elf / elves

Words ending in 'o' that changes to 'oes'



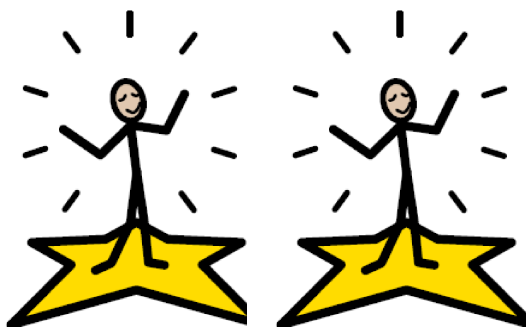
one



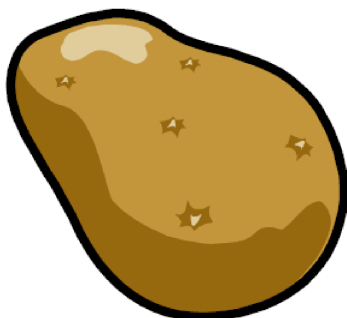
two



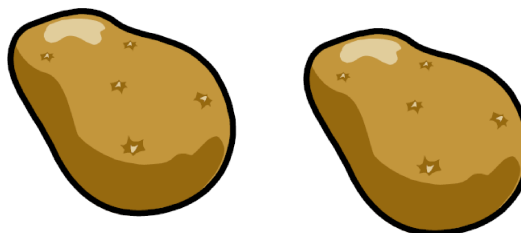
one



two



one




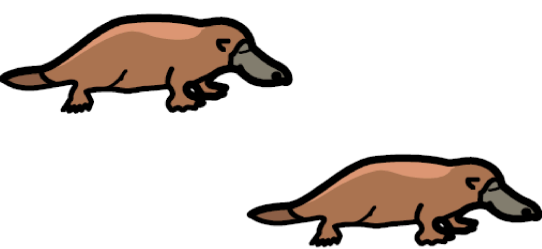
two

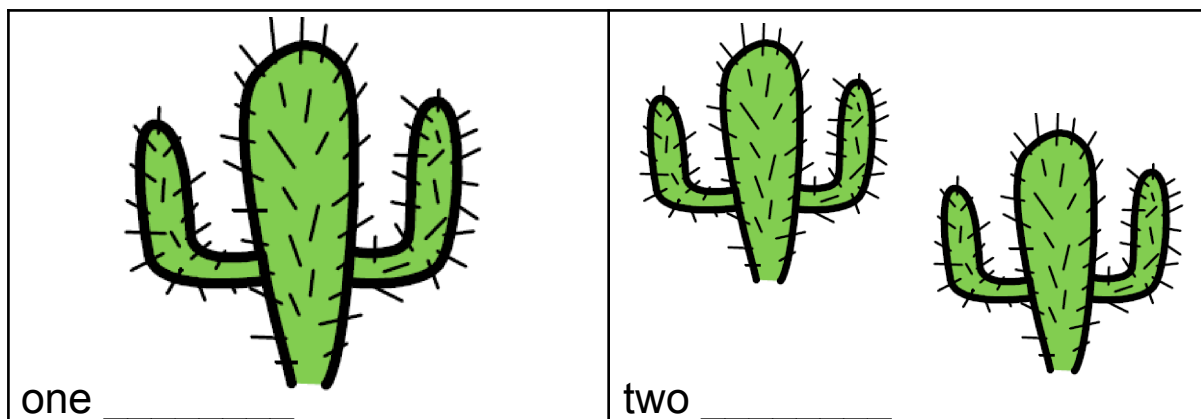
tomato / tomatoes

hero / heroes

potato / potatoes

Words ending in 'us' that change to 'i'

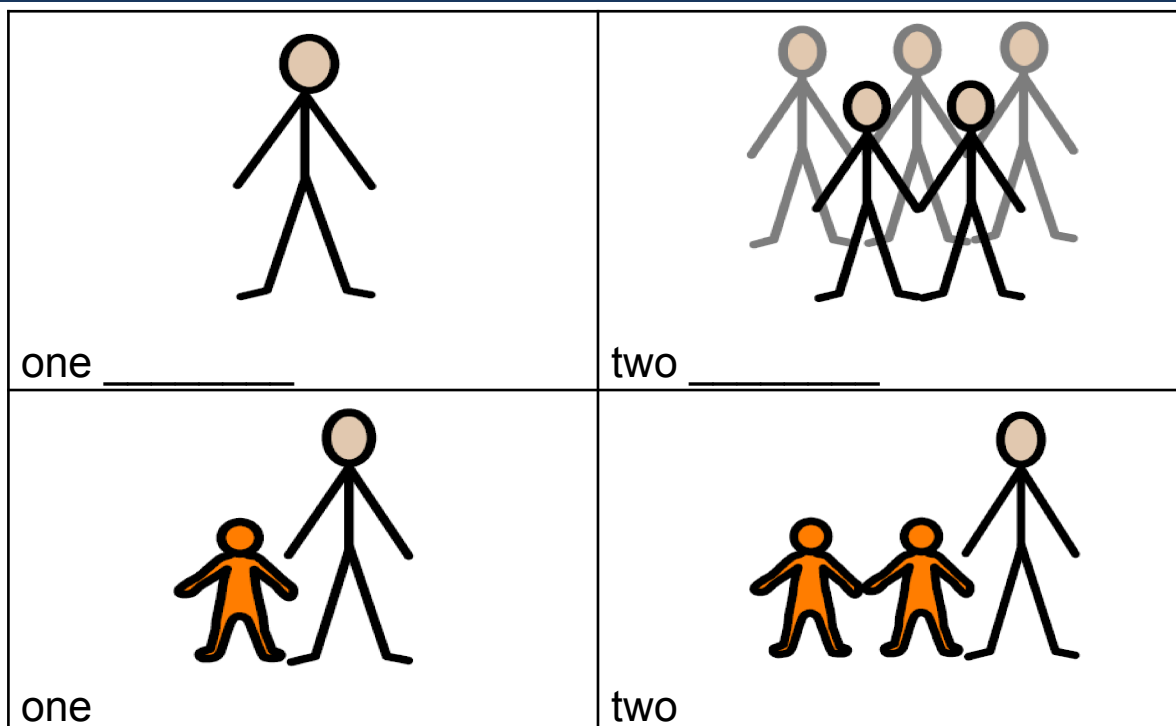
 <p>one _____</p>	 <p>two _____</p>
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platypus / platypi

cactus / cacti

Additional



Person / people

child / children