

REGULAR PLURALS PACK

Aim: The child will understand and use the regular plural 's'

The activities and suggestions in this pack are to support children to be able to identify and talk about when there is more than one of something (e.g. a duck / the ducks).

In this pack we are only thinking about plurals that follow regular rules where you put an 's' at the end and not where the word changes altogether or where the word stays the same e.g. mouse/mice; trousers (these are known as "irregular plurals" as they don't follow a set rule).

Strategies to use throughout the day:

- 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".
- Model the correct use of regular 's' in everyday situations. Emphasise the 's' on the end at first.
- Story-time, the home corner, working on shapes and colours are all really good opportunities to let the children hear the regular plural form of a range of nouns. For example, after sorting shapes in small groups, encourage each child to count how many of a particular shape and comment e.g. "you have one circle and three squares".
- If the child asks for something and does not use the regular 's' plural then give them only one of the item e.g. if they ask for "grape please" then give them one grape. If they then ask for more you might then say "oh, you want some grapes" and put slight emphasis on the 's' sound.
- When shopping and choosing fruit and vegetables, count them into the bag (e.g. one apple, two apples, three apples).
- It is OK for the child to over-generalise the rule to words which wouldn't normally have an 's' at the end at first (e.g. 'fishes', 'breads') as they are still learning how to use the new rule.

Activities

These activities should be completed little and often. Make sure you have the child's full attention before giving each instruction. Try to make the activities fun and motivating.



Hand up when you hear 'sss'

Before you start the other activities, it is important to check that the child can hear and say the 'sss' sound at the end of the word.

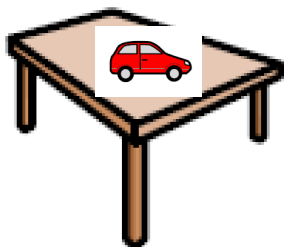
Write or use a symbol for the 's' sound (e.g. jolly phonics) and have this on the table. Tell the child you are going to say some words and that sometimes you might put an 's' (we say this as a long, quiet 'sss' rather than the letter name 'es') on the end and sometimes you might miss it off. Ask the child to put their hand up when they hear the 's' at the end of the word.

You can then say some regular plural 's' words. Sometimes say the word with the 's' at the end and sometimes leave it off. Be careful not to give them clues in the intonation of your voice or by saying the words in a pattern e.g. 'hat' 'hats' 'hat' 'hats' as they might work out the pattern and use this to guess what you will say next.

You could swap so that the child is the teacher to check they can say 's' at the end of words before you move on to the other activities.

Objects

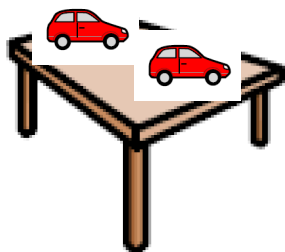
Gather together objects from around school or home that you could use for working on regular plurals. Where possible try to use objects that you think the child will find interesting / fun.



You could use a sign / gesture such as Makaton or Jolly Phonics sign for 's' when you use the regular 's' ending at first to help draw their attention to the 's' sound. Note: for some words the 's' sounds like a noisy 'z' sound so the child may need to be aware of this. 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.

Suggestions (choose no more than 6): brick(s), book(s), car(s), truck(s), square(s), doll(s), key(s), bead(s), shoe(s), sock(s)

1. On one table or tray put one of each object. In another tray / table put groups or pairs of the objects.
2. Give the child a short explanation of what regular plurals are and when we use them e.g. "When there is more than one we add 's' on the end."
3. Point to each item or group of items and name each, saying for example, "Here are the keys".
4. Ask the child to find different items or groups of items e.g. "where are the books?" "where is the car?"
5. You can also swap roles and let the child be the 'teacher' so that they can practice using regular plurals.



Variation – to make this game more interesting the child could post the object(s) down a chute or cardboard tube.

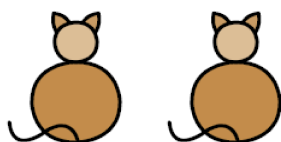


Bubbles

Have a pot of bubbles and have a go at blowing 'one bubble' or 'lots of bubbles'. If the child asks for 'bubble' just blow one. You could offer the child a choice "do you want bubble or bubbles?" and put a slight emphasis on the 's' at the end of the word.

Listening Game - Resources on page 4 and 5.

1. Stick one big cat to a piece of paper. On another piece of paper stick two big cats. Have these pieces of paper in front of the child.
2. Cut out the smaller separate cards of "A Cat" and "The Cats". Shuffle them so that they are in random order. Place them in a pile on the table in front of the adult.
3. The adult takes the top card from the deck and names it (e.g. "A Cat" or "The Cats").
4. The child then points to the correct piece of paper.
5. Show the card to the child so that they can see whether they were correct.



6. Encourage and reward the child by showing you are pleased if they were right. If they were not right this time say something like “good try” and remind them of the rule (‘s’ for more than one or lots).

Scrapbook

Make a plurals scrapbook. On each double page you could stick a picture or one of the object on the left page and a picture of or group of the same object on the right page. You can then look through the scrapbook together and the adult can comment on the objects / pictures e.g. “Here’s a cow and here are the cows”.

You can support the child to talk about the pictures by pausing and letting them fill in the gap e.g. “Here’s a cow and here’s the....”

Art stamps

If you have some art stamps at home / school you can use these in a listening game by asking the child to stamp “a stamp” or “the stamps” on a sheet.

If you have stamps with pictures that are regular plural nouns you can also ask them to stamp particular pictures e.g. stamp a car / stamp some cars etc.

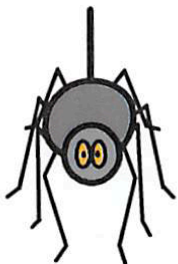


“Simon says ...”

You can play a regular plurals version of the game “Simon says” by asking the child to “point to the windows” / “point to the chairs” / “point to a door” etc.

Hide the spider

You will need the pairs of pictures and the spider on page 6. You could use a sticker or counter instead of the spider.



1. Put a couple of pairs of pictures on the table face up e.g. pig/pigs, ball/balls etc.
2. Ask the child to close their eyes and then hide the spider under one of the pictures. When you have done this, ask them to open their eyes.
3. The child then has to guess which picture the spider is under. Prompt them to tell you rather than turn the pictures over.
4. If they do not use the ‘s’ sound then turn over the picture of one of the objects, even if you think they were trying to talk about the picture showing more than one as this gives them feedback that they left the ‘s’ sound off.

You can take it in turns to hide the spider as this gives the child opportunities to hear good examples as well as practice using the ‘s’ at the end of the word for more than one.

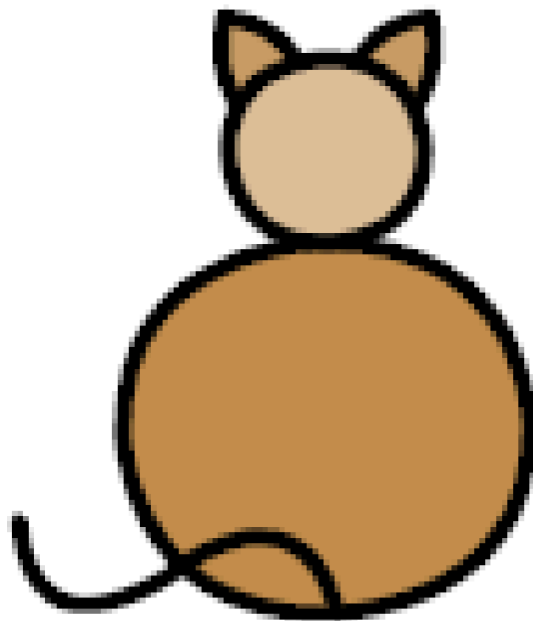
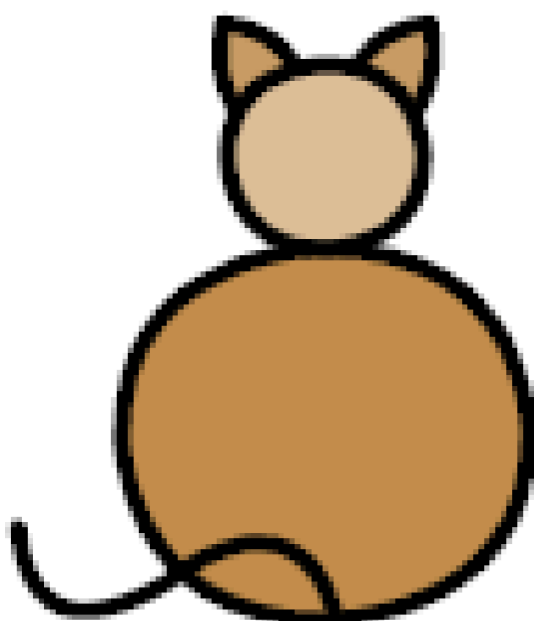
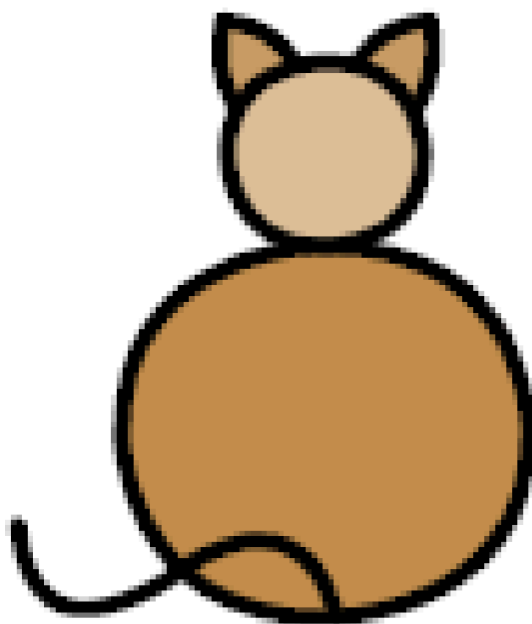
Next Steps

There is one more type of regular plural that the child will need to practice. There are some nouns which have “-es” (sounds like “ez”) at the end, for example:

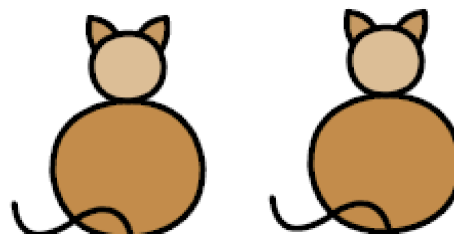
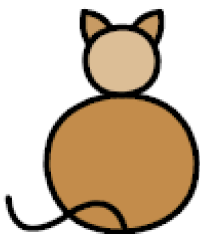
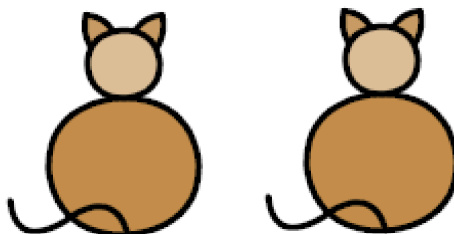
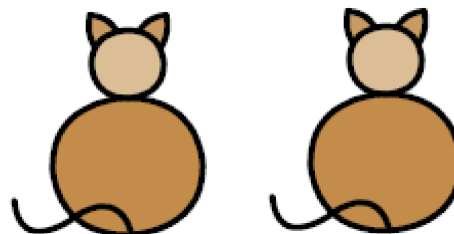
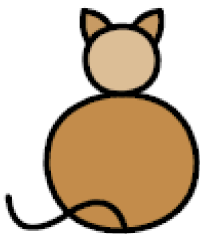
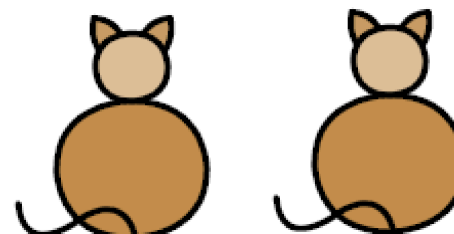
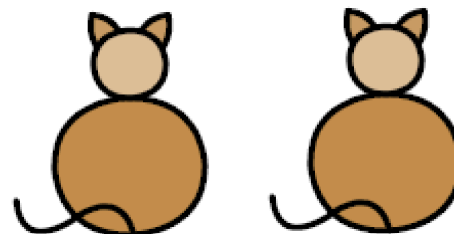
horse(s)
match(es)
badge(s)
box(es)
dress(es)
nose(s)

Move on to these when the child is secure with the 's' regular ending. You can use any of the game ideas in this pack to work on this word ending. Some pictures are included on page 6 of this pack.

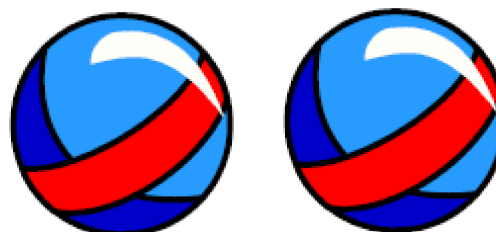
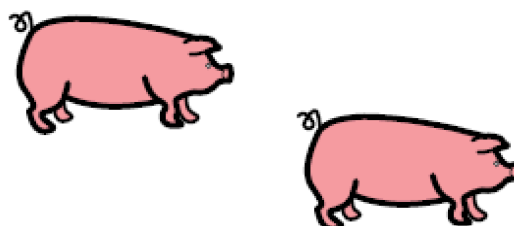
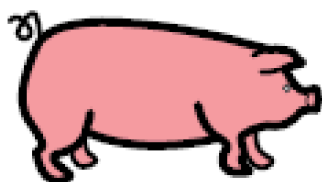
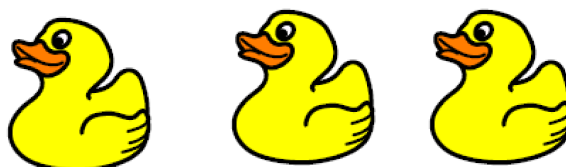
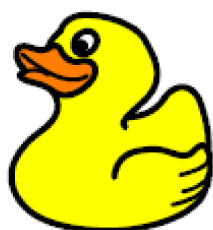
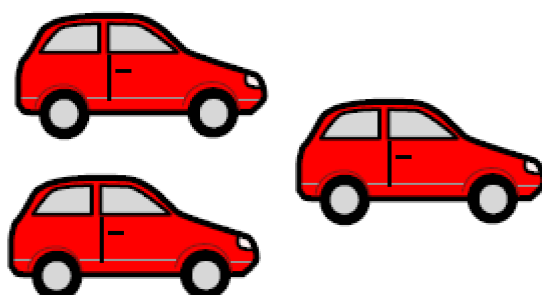
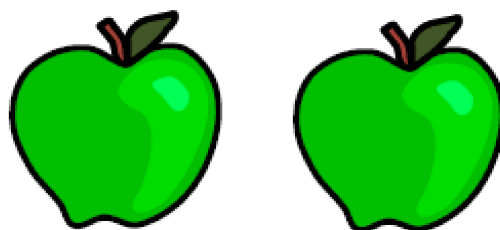
Cat pictures to stick on separate pieces of paper



Cat cards for listening games



Hide the Spider Pictures





Pictures for '-es' ending

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Cat pictures to sitck on separate pieces of paper

Text sample

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