**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

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

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

Some nouns that end in *-us* have plural forms ending in ‘I’ e.g. fungus-fungi

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

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 tooths 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.

1. **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.

1. **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.

1. **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.

1. **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**

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_\_\_ |

**woman / women**

**man / men**

**goose / geese**

**tooth / teeth**

**Words ending in ‘f’ that change to ‘ves’**

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |

**calf / calves**

**wolf / wolves**

**knife / knives**

**leaf / leaves**

**loaf / loaves**

**elf / elves**

**Words ending in ‘o’ that change to ‘oes’**

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |

**tomato / tomatoes**

**hero / heroes**

**potato / potatoes**

**Words ending in ‘us’ that change to ‘i’**

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |

**platypus / platypi**

**cactus / cacti**

**Additional**

|  |  |
| --- | --- |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |
| one \_\_\_\_\_\_\_\_ | two \_\_\_\_\_\_\_\_ |

person / people

child / children