

Plurals - Irregular

Plurals let us know that there is more than one of something. Usually when we are talking about more than one item we add an 's' to the end of the noun (object word). For example, two cats; lots of birds. Not all nouns follow this rule though. Nouns that don't follow the rules are called *irregular* plurals.

- Some words change substantially.
 - One mouse, several *mice*
 - One child, two *children*
- Other words stay the same whether they are singular or plural.
 - One sheep, a flock of *sheep*
 - One fish, twenty *fish*
- Words ending in 'f' change to -ves.
 - One knife, two *knives*
 - One leaf, lots of *leaves*
- Sometimes the vowels in the word change.
 - One foot, two *feet*
 - One woman, three *women*

When working on irregular plurals make sure your child first understands regular plurals (i.e. adding an 's' if there is more than one item).

Introduce irregular plurals in small groups. For example, start by learning words that stay the same, then move onto words that change from 'f' to 'ves'.

Activities for working on Irregular Plurals

- I can see: Look around the room or look at a busy picture and say what you can see. For example, 'I can see three *children*'.
- Bean bag throw: Spread out pictures of plurals on the floor (e.g. a picture of three scarves, a picture of two wolves and a picture of elves). Throw a bean bag onto one of the pictures. Then say what you can see in the picture.
- Treasure Hunt: Hide pictures around the room and ask your child to find them. To make this more exciting you could turn off the lights and hunt for the pictures using a torch. When you find a picture say what you can see (e.g. two pairs of scissors, four deer).
- Snap: Each have a pile of pictures showing different plurals (e.g. a picture of two people / dice / mice). When it is your turn, turn over the top card on your pile and say what you can see. If your picture is the same as the other person, try to say 'snap' before they do to win those pictures.

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Tips for Working on Irregular Plurals:

- If your child makes a mistake, model what they should have said.
- To help your child use plurals in everyday conversations, practice using real life situations. For example, count the number of *people* on the bus ('one person, two people, three people...').