

Section 5.10

Using simple plurals/plural forms

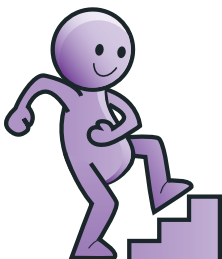


Why is this important?

Children need to understand and use plurals to be able to identify and describe more than one of something (e.g. duck vs. ducks; house vs. houses). It is fine for children to over-generalise the rule to begin with (e.g. ‘fishes’, ‘breads’).

What to do

- Make a scrapbook together.
- On one page, put a picture of an object and on the other page, put a picture of several objects (e.g. one dog on one side; lots of dogs on the other page).
- Either draw, print out, cut out, use stencils, etc. to prepare the pictures.
- Whilst the child is drawing/sticking, take the opportunity to refer to ‘dog’/‘dogs’.
- Talk about what you can see in the pictures, encouraging the child to say ‘a dog’/‘lots of dogs’.



Step up

- Encourage the child to put plurals into sentences. As you share books and talk about what’s happening, refer to plurals (e.g. ‘The *dogs* are barking’, ‘The *cats* are miaowing’).

Step down

- Give the child a choice, e.g.
 - ★ ‘Are there lots of cats or lots of dogs?’
 - ★ ‘Is it a dog or dogs?’
- Use a phrase to encourage the child to use the plural, e.g.
 - ★ ‘Here’s one dog, here are lots of ...’
- Only use plurals that follow regular rules (e.g. not mouse/mice; trousers).
- Model the correct use in everyday situations (e.g. if the child says ‘grape please’ give him/her one grape. When the child looks surprised say ‘Oh, you wanted grapes’).
- Emphasise the ‘s’ on the end initially.
- When shopping and choosing fruit and vegetables, count them into the bag (e.g. one apple, two apples, three apples).

