How to develop:

How to develop grammar - use of regular ("-s" and "-es") and irregular plural endings

What is "grammar"?

Grammar consists of the rules that explain how words are used in a language e.g. verb tenses, plurals, pronouns etc.

Strategies

- **Build opportunities into everyday moments** – using what the child sees, does, hears everyday.
- **Use visual support** - gesture, objects, photographs, symbols.
- **Use items/games the child enjoys** to keep the activity motivating.
- **Model accurate grammar in day-to-day life** – : Children need to hear language modelled in the right way for them to understand and use it.
- **Choices or forced alternatives**: if the child has difficulty, offer two choices e.g. "mouses or mice?".
- **Repeat back in the right way**: If a child makes an error, repeat the word/phrase/sentence back to them in the right way for them to hear. You do not need to tell them they were wrong or ask them to repeat you.

Activities

Regular ("-s" and "-es") plural endings

Regular plurals matching game:

Play Snap (label each picture as you place it on the table) or Matching Pairs using a mixture of pictures that have just one object shown and lots of objects shown. Children are encouraged to add final "*-s* " to differentiate between pictures e.g. *"I've got dogs and dog. They don't match.* "

Regular plurals Lotto:

Play a Lotto game where each child has a sheet with various pictures of objects in singular and multiple form e.g. a dog, some dogs, a cat, some cats, etc. (Draw or cut the objects out of a magazine.) Children take it in turns to pick a picture from a pile and describe to the rest of the group e.g. *"some dogs* ". If they describe incorrectly, adult to

repeat back and encourage child to self correct e.g. "*a dogs or a dog?*" If a child has the matching picture on their Lotto sheet, they must put up their hand/call out.

Irregular plural endings

Irregular plurals with pictures:
Gather pictures of irregular plurals. Encourage the children to make sentences with the plurals using the pictures initially e.g. "I've got wolves." Once the children can construct sentences independently, encourage them to make sentences without pictures. e.g. "*My feet are size 3.*" Encourage the children to use irregular plurals correctly in written work and in conversation.

Irregular plurals pairs:
Gather irregular plural pictures and play matching pairs e.g. players to describe the pictures they turn over, "*I've got wolves and mice. That's not a pair*". If errors are made, adult to encourage self correction. e.g. "*You've got mouses or mice?*".