

LIFE/work balance

CLASSROOM *Secrets* **#LIFE**workbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

Year 1 – Summer Block 2 – Singular and Plural – Adding ‘-s’

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

English Year 1: (1G6.3) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Terminology for pupils:

- (1G6.3) singular
- (1G6.3) plural

More resources from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to review it on our website.

Year 1 – Summer Block 2 – Singular and Plural – Adding ‘-s’

Notes and Guidance:

- Children should now have an understanding of the difference between singular and plural nouns, knowing that singular nouns are used to describe one person, place or object; plural nouns are used to describe more than one person, place or object.
- Children should now be familiar that most plural nouns are formed by adding ‘s’ and be able to correctly identify these in written form.
- Children will practise changing nouns from singular to plural by adding ‘s’, and use these in their writing to describe pictures or to complete sentences.

Focused Questions

- Write the correct word to describe the picture.
- Choose the correct word to complete the sentence, choosing between singular and plural nouns formed with ‘s’.

Step 3: Adding '-s'

Introduction

Circle the groups of animals that have more than one.



Introduction

Circle the groups of animals that have more than one.



Varied Fluency 1

Add an '-s' to the word below to match the picture.



sweet

Varied Fluency 1

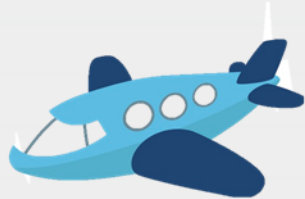
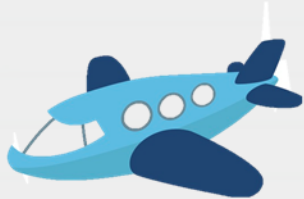
Add an '-s' to the word below to match the picture.



sweets

Varied Fluency 2

Match the pictures to the words.



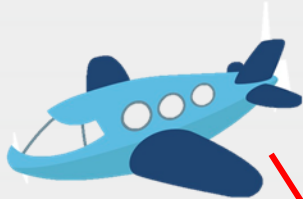
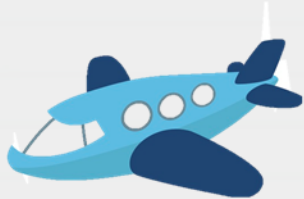
boys

grapes

planes

Varied Fluency 2

Match the pictures to the words.



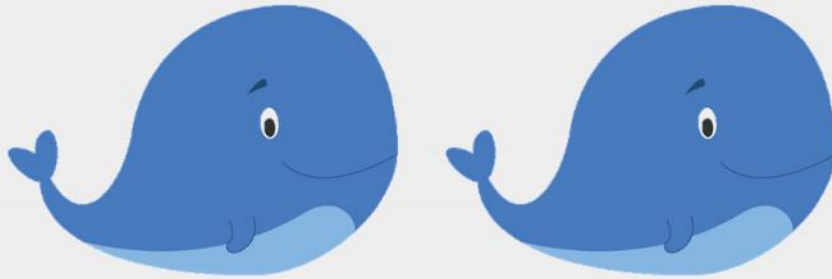
boys

grapes

planes

Varied Fluency 3

Circle the nouns that match the pictures.



whale

whales

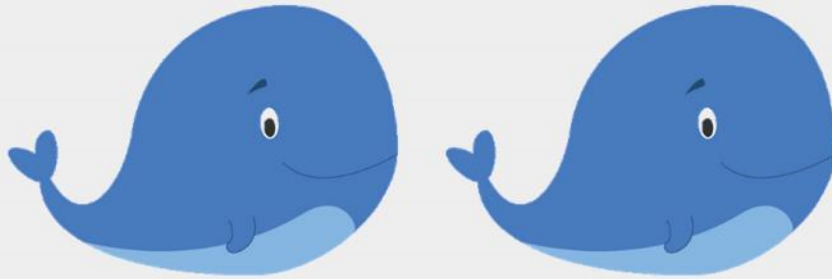


ropes

rope

Varied Fluency 3

Circle the nouns that match the pictures.



whale

whales

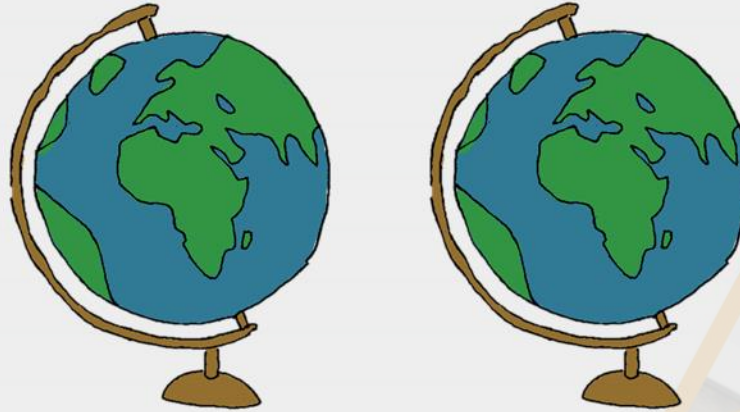


ropes

rope

Reasoning 1

Tom has written a noun under the picture.

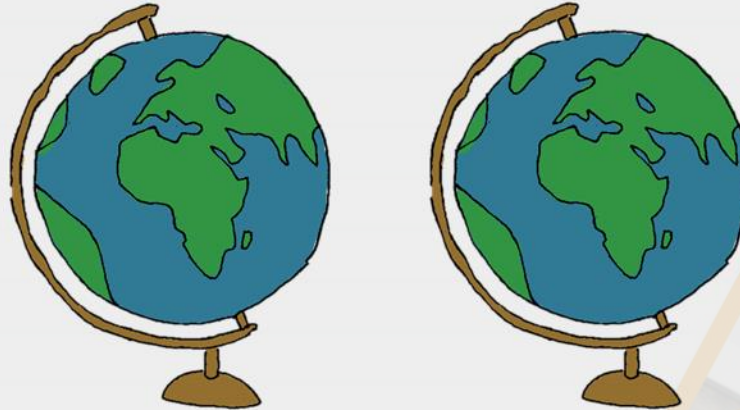


globe

Is he correct?
Explain your answer.

Reasoning 1

Tom has written a noun under the picture.



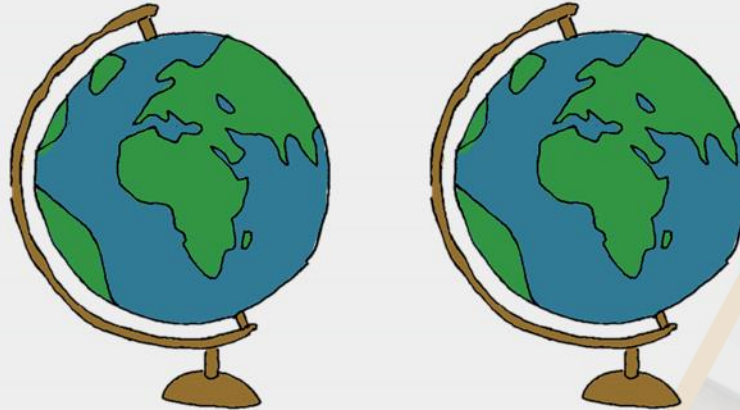
globe

**Is he correct?
Explain your answer.**

Tom is incorrect because...

Reasoning 1

Tom has written a noun under the picture.



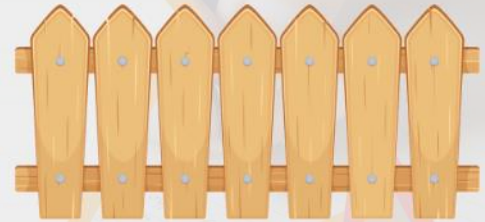
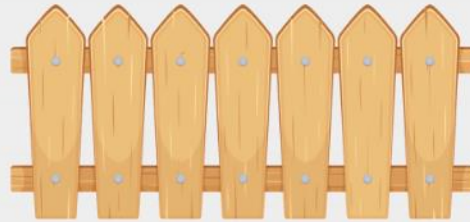
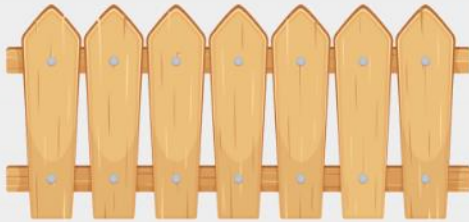
globe

Is he correct?
Explain your answer.

Tom is incorrect because there is more than one globe so his noun should say 'globes'.

Application 1

Complete the sentence to match the picture. Use the word bank.



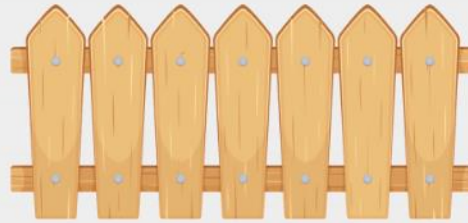
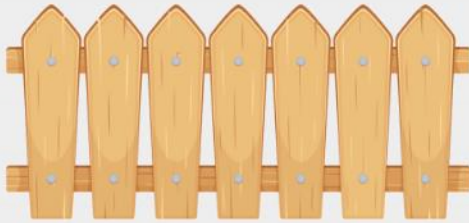
fence

fens

fences

Application 1

Complete the sentence to match the picture. Use the word bank.



fence

fens

fences

There are three **fences**.

Application 2

Sort the words into the table.

tie

slides

bones

dress

<u>Singular</u>	<u>Plural</u>

Application 2

Sort the words into the table.

tie

slides

bones

dress

<u>Singular</u>	<u>Plural</u>
tie	slides
dress	bones