What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

If you have the book, film or audio book read, watch or listen to Chapter 5 of Harry Potter and the Philosopher’s Stone. If you don’t you can still complete these activities.

1. Start with the grammar – Delicious Noun Phrases
   o Read the extract from Chapter 5 of Harry Potter and the Philosopher’s Stone AND/OR watch the film from 19min19 – 20m46).
   o Use the Noun Phrases Revision Cards to help you.

2. Complete the Modal Verbs activities. Follow the instructions.
   o Read the extract from Chapter 6.
   o Use the Modal Verbs Revision Cards to help you.

If you have the book, film or audio book read the rest of Chapter 6.
The journey to Hogwarts introduces many of the main characters and includes lots of details about their looks and personalities. Writers add extra information using relative clauses.

3. Complete Relative Clauses Part A and Part B. Follow the instructions.
   o Use the Relative Clauses Revision Cards to help you.

That’s Great! Work with a grown-up to check the answers.
Discuss any wrong answers. Can you see what went wrong?

4. Now for some writing. Write a paragraph explaining which Hogwarts house you think you should be in. Use modal verbs, noun phrases and relative clauses.

Try the Fun-Time Extras
There is lots to explore about the world of Harry Potter on the wizarding world website.
Design a fun fact sheet of things you have discovered there, e.g.
- Find out which house you would be in if you went to Hogwarts https://www.wizardingworld.com/news/discover-your-hogwarts-house-on-wizarding-world
- Try out the quizzes
- Check out JK Rowling’s archive and note down something interesting you have found out
‘Welcome,’ said Hagrid, ‘to Diagon Alley.’

He grinned at Harry’s amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back in to solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. **Cauldrons – All sizes – Copper, Brass, Pewter, Silver – Self-Stirring – Collapsible** said a sign hanging over them.

‘Yeah, you’ll be needin’ one,’ said Hagrid, ‘but we gotta get yer money first.’

Harry wished he had about eight more eyes. He turned his head in every direction as they walked up the street, trying to look at everything at once: the shops, the things outside them, the people doing their shopping. A plump woman outside an apothecary’s was shaking her head as they passed, saying, ‘Dragon liver, seventeen Sickles an ounce, they’re mad…’

A low, soft hooting came from a dark shop with a sign saying **Eeylops Owl Emporium – Tawny, Screech, Barn, Brown and Snowy.** Several boys of about Harry’s age had their noses pressed against a window with broomsticks in it. ‘Look,’ Harry heard one of them say, ‘the new Nimbus Two Thousand – fastest ever –‘ There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels’ eyes, tottering piles of spell books, quills and rolls of parchment, potion bottles, globes of the moon…

‘Gringotts,’ said Hagrid.

They had reached a snowy-white building which towered over the other little shops. Standing beside its burnished bronze doors, wearing a uniform of scarlet and gold, was –

‘Yeah, that’s a goblin,’ said Hagrid quietly as they walked up the white stone steps towards him. The goblin was about a head shorter that Harry. He had a swarthy, clever face, a pointed beard and, Harry noticed, very long fingers and feet. He bowed as they walked inside.

**JK Rowling builds a picture of the scene in front of Harry. Think about how she does this. Good writing builds description through interesting word choice, including building impactful noun phrases.**
Delicious Noun Phrases

- Invent new treats that might be enjoyed in the magical world of Harry Potter.
- Begin with a noun and develop, adding **adjectives**, **adverbs**, **determiners**, and **prepositional phrases** until you have a tempting expanded noun phrase.
- Check that the expanded noun phrase works by putting it in a sentence and replacing it with a pronoun.

Other useful Nouns:
- drops
- rings
- sticks
- mixture
- toffee
- pops
- twists
- pie

Remember – a noun phrase can be replaced by a pronoun.
Noun Phrases Revision Cards

**Nouns**
A noun names a person, place, idea, thing or feeling.

- a wand
- the cauldron
- an owl
- scales

In front of a noun, we often have a **determiner**
- a
- an
- the

A noun phrase adds extra detail to the noun.

**Adjectives**
An adjective is a describing word. It tells you more about a noun.

- a new magic wand
- the pewter cauldron
- a powerful owl
- brass scales

These noun phrases include nouns, adjectives and determiners.

We can test a noun phrase by seeing if it can be replaced by a pronoun.

He put the new cauldron in his pocket.

He put it in his pocket.

A noun phrase adds extra detail to the noun.

**Expanded Noun Phrases**
You can develop an expanded noun phrase by adding a prepositional phrase.

- the battered, pewter cauldron
- the battered, pewter cauldron in the shop
- the battered, pewter cauldron with silver handles
- the battered, pewter cauldron at the back

The prepositional phrase modifies the noun...

- and expands the image of the noun.

**Prepositions**
- with, of, by, from, on, under, below, between, inside, next to, over, by, in

**Now you try!**
Expand these head nouns:

- hat a creased, felt hat with a dusty smell
- telescope
- owl
- toad
- broomstick

Remember:
- noun phrases have head (main) noun
- noun phrases add detail about the head noun
- noun phrases can be replaced by a pronoun

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Year 6 Day 3 Harry Potter
Extract from Chapter 6 Harry Potter and the Philosopher’s Stone

Harry woke at five o’clock the next morning and was too excited and nervous to get back to sleep. He got up and pulled on his jeans because he didn’t want to walk into the station in his wizard’s robes – he’d change on the train. He checked his Hogwarts list yet again to make sure he had everything he needed, saw that Hedwig was shut safely in her cage and then paced the room, waiting for the Dursleys to get up. Two hours later, Harry’s huge, heavy trunk had been loaded into the Dursley’s car, Aunt Petunia had talked Dudley into sitting next to Harry and they had set off.

They reached King’s Cross at half past ten. Uncle Vernon dumped Harry’s trunk on to a trolley and wheeled it into the station for him. Harry thought this was strangely kind until Uncle Vernon stopped dead, facing the platforms with a nasty grin on his face.

‘Well, there you are, boy. Platform nine – platform ten. Your platform should be somewhere in the middle, but they don’t seem to have built it yet, do they?’

He was quite right of course. There was a big plastic number nine over one platform and a big plastic number ten over the one next to it, and in the middle, nothing at all.

‘Have a good term,’ said Uncle Vernon with an even nastier smile. He left without another word. Harry turned and saw the Dursleys drive away. All three of them were laughing. Harry’s mouth went rather dry. What on earth was he going to do? He was starting to attract a lot of funny looks, because of Hedwig. He’d have to ask someone.

He stopped a passing guard, but didn’t dare mention platform nine and three-quarters. The guard had never heard of Hogwarts and when Harry couldn’t even tell him what part of the country it was in, he started to get annoyed, as though Harry was being stupid on purpose. Getting desperate, Harry asked for the train that left at eleven o’clock, but the guard said there wasn’t one. In the end the guard strode away, muttering about time-wasters. Harry was now trying hard not to panic. According to the large clock over the arrivals board, he had ten minutes left to get on the train to Hogwarts and he had no idea how to do it; he was stranded in the middle of a station with a trunk he could hardly lift, a pocket full of wizard money and a large owl.

Hagrid must have forgotten to tell him something you had to do, like tapping the third brick on the left to get into Diagon Alley. He wondered if he should get out his wand and start tapping the ticket box between platforms nine and ten.

This is a tense time for Harry because there are so many uncertainties. He doesn’t know what to do or who to ask.

He will miss the train if he cannot find the platform. He should ask the guard but he might not know. He could try tapping his wand. That might work.

Can you remember what the verbs underlined above are called?
Modal Verbs Revision Cards

Modal Verbs

Modal verbs express **certainty**, **ability** or **obligation**.

- **Certainty**
  - may
  - might
  - would
  - shall
  - will

- **Ability**
  - can
  - could

- **Obligation**
  - must
  - should
  - ought (to)

You can use modal verbs to write predictively.

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Modal Verbs

I thought I **might** miss the Hogwarts train.
You **could** lose your ticket for the journey.
They **should** help new students find the platform.
Harry **could not** find anyone to help him at first.
He **must not** panic.

- The main verb is modified by the modal verb.
- Modal verbs are a type of helping verb (auxiliary verb).
- Add **not** to make a modal verb negative.
Modal Verbs

Section A – **Underline the modal verbs** in these sentences. **Circle the verb they are modifying**

I think Harry will fight Malfoy by the end of term.
Hermione can be a little bossy at times.
Ron should not try to do magic until he knows what he is doing.
Neville might find his toad eventually.
Harry cannot wait to get to Hogwarts.
Malfoy should be avoided at all costs.
No one could imagine how successful the Harry Potter books would be.

Section B – **Can you choose the best modal verb?**
(For greater challenge – do not reuse modal verbs!)

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Harry __________ start Hogwarts when he is eleven.  [**certain**]
He __________ be sorted into Slytherin. [**not certain**]
He __________ use an owl to send messages. [**ability**]
Ron __________ take better care of his rat. [**obligation**]
Students __________ stay out of the Forbidden Forest. [**obligation**]
Harry __________ not avoid being recognised. [**ability**]
He __________ change into his robes before they arrive. [**obligation**]

Section C – **Now write your own predictions and thoughts about the book.**
(Use modal verbs)
**Relative Clauses** can give more information about a **noun** or **pronoun**.
They usually begin with a relative **pronoun**.

**Hagrid** searched in his pockets.

Tell me more about Hagrid.

Hagrid, **who had squashed the cake in earlier**, searched in his pockets.
Hagrid, **who had lost his keys**, searched in his pockets.

Tell me more about the pockets.

Hagrid searched in his pockets **which were larger than potato sacks**.
Hagrid searched in his pockets **that wriggled with unknown horrors**.

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**Relative clauses** can also relate to a whole clause.

*Neville lost his toad.*

*Neville lost his toad which meant he was in trouble.*

This is a clause.

It was not the toad which got Neville in trouble: it was the losing of the toad. The relative clause relates to the whole clause.

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**Punctuating Relative Clauses**

When the order is **main clause** + **relative clause** → **no comma**.

- **main clause**
- **relative clause**
- **subordinate clause**

*Harry held an old wand which he did not know how to use.*

A comma would create an unnecessary break in the sentence. The relative clause tells us information needed to make sense of the main clause. We know which wand he is holding.

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**Punctuating Relative Clauses**

When the relative clause splits the **main clause** → **commas**.

- **main, relative clause, clause**
- **main clause**
- **relative clause**
- **subordinate clause**
- **main clause**

*Ron, who has five brothers and a sister, often wears old clothes.*

Commas separate the relative clause from the main clause.
Relative Clauses
Part A

Identify the relative clause and relative pronoun in each sentence.

1) Hedwig, who was Harry’s owl, hooted irritably.
2) Hermione had read all of the books which bulged in her bag.
3) Harry wore glasses that were scratched and battered.
4) Dudley piled up his presents which he got on his birthday.
5) The hut, where Vernon had taken them, shook in the wind.
6) Aunt Petunia, who was rather nosey, flicked the curtains.

Continue identifying relative clauses and pronouns.
Also, add commas where they are needed.

7) Dudley who was going to Smeltings School waved his stick proudly.
8) Harry who could not find his train asked for help.
9) The platform which was hidden was only for non-muggles.
10) The letters which were addressed to Harry arrived every day.
11) Waiting at the corner was a cat which was no ordinary cat.
12) He who must not be named gave Harry his scar.

Relative Pronouns (& Relative Adverbs)
who, which, whom, whose, that, (where, when)
Part B

Try adding your own relative clauses to the sentences below.
Write your new sentences, thinking carefully about punctuation.

Harry and Hagrid arrived at Gringotts bank.

It was a snowy-white building.

They walked inside the bank.

A goblin showed them through some silver doors.

Harry and Hagrid were now in a vast marble hall.

About a hundred more goblins were working behind a long counter.

Hagrid showed his key.

Griphook led them to a place.

They all climbed in a small cart.

It hurtled through twisting passages.

Harry felt his eyes watering.

Hagrid went green.
Writing Task

Read, watch or listen to Chapter seven – The Sorting Hat. Write a paragraph which explains which Hogwarts house you think you might be sorted to and why.

- Try to use **modal verbs** and include reasons why you would *not* be suitable for the other houses.
- Try to include noun phrases and relative clauses to add detail to your writing.
ANSWERS Modal Verbs

Section A – Can you spot the modal verbs in these sentences?
Circle the verb are they modifying?

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Students must stay out of the Forbidden Forest. [obligation]
Harry could not avoid being recognised. [ability]
He should change into his robes before they arrive. [obligation]

Section C – Now write your own predictions and thoughts about the book.
(Use modal verbs)
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