



Brookvale Groby Learning Campus

Valuing Everyone, Achieving Excellence

Session 1

Learning Objective:

To be able to select and retrieve information from a text and infer meaning from it.



Harry Potter

Harry Potter



Listen carefully as we read the extract from the book *'Harry Potter and the Philosopher's Stone'* by JK Rowling.

As we read, you can actively participate by:

- Highlighting words and phrases you don't understand, ready to look them up later.
- Make little notes in the margins about what is happening in your own words.
- Pick out any words or phrases you really like.
- Make a note about how the text makes you feel.

Knut Challenge – I can retrieve information from a te



1. How long has Harry lived with the Dursleys?
2. What street did they live on?
3. How had the photos changed over the years?
4. What was special about that day?
5. Why was Harry used to spiders?
6. Why was it a mystery to Harry that Dudley wanted a bike for his birthday?
7. Why were Harry's glasses broken?
8. What unique feature does Harry have on his head?
9. Why did Harry look skinnier and smaller than he was?
10. What was Harry responsible for doing?
11. What was the first question ever Aunt Petunia asked Harry?

Sickle Challenge – I can select information from a text and make simple inferences:

Harry Potter

1. What time of day was it?
2. How old do you think Dudley might be?
3. How had the photos changed over the years?
4. Why was Dudley unable to punch Harry?
5. What exercise did Dudley enjoy?
6. Find four adjectives that describe Harry's appearance.
7. What do we know about the neighbourhood?
8. What do you think Dudley is like?
9. Why did Harry look skinnier and smaller than he was?
10. Why was the table almost hidden?
11. What was the first question ever Aunt Petunia asked Harry?

Galleon Challenge – I can infer from **Harry Potter** text, using evidence and terminology:

1. What impression do you get of Aunt Petunia? What makes you think this?
2. Why might Harry feel like he had had the same dream before?
3. Find all the adjectives that describe Harry's appearance.
4. What do you think is meant by the 'fateful news report'?
5. What language feature is used in Dudley's name?
6. How old do you think Dudley might be?
7. Why does the author say Aunt Petunia's voice is shrill? What impact does this have?
8. Why would the author say that the sun 'crept' into the living room?
9. What type of person is Dudley? Justify your response using examples from the text.
10. Why do you think Harry didn't look fast?
11. Find as many examples of alliteration as you can.

What skills have I demonstrated today?

Harry Potter





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Session 2

Learning Objective:

To be able to produce a letter that uses the appropriate structure and language.



Harry Potter

Harry Potter

Harry receives an avalanche of letters from Hogwarts but he isn't allowed to open even one!



Imagine what the letter could contain and write it up. Use the address below and the correct format.

Harry Potter

Features of a letter:

MR H POTTER
The Cupboard under the Stairs,
4 Privet Drive,
Little Whinging
SURREY.



Who would like to share their work?



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Session 3

Learning Objective:

To understand how to analyse language to explore the atmosphere created.



Harry Potter

Harry Potter



Listen carefully as we read the extract from the book 'Harry Potter and the Philosopher's Stone' by JK Rowling.

As we read, you can actively participate by:

- highlighting words and phrases you don't understand, ready to look them up.
- Make little notes in the margins about what is happening in your own words.
- Pick out any words or phrases you really like.
- Make a note about how the text makes you feel.

Harry Potter

BOOM. They knocked again. Dudley jerked awake.

‘Where’s the cannon?’ he said stupidly.

There was a crash behind them and Uncle Vernon came skidding into the room. He was holding a rifle in his hands – now they knew what had been in that long, thin package he had brought with them.

‘Who’s there?’ he shouted. ‘I warn you – I’m armed!’

There was a pause. Then –

SMASH!

The door hit with such force that it swung clear off its hinges and with a deafening crash landed flat on the floor.

A giant of a man was standing in the doorway. His face was completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair. The giant squeezed his way into the hut, stooping so that his head just brushed the ceiling. He bent down, picked up the door and fitted it back easily back into the frame. The noise of the storm outside dropped a little. He turned to look at them all.

Varied sentence lengths

Violent language

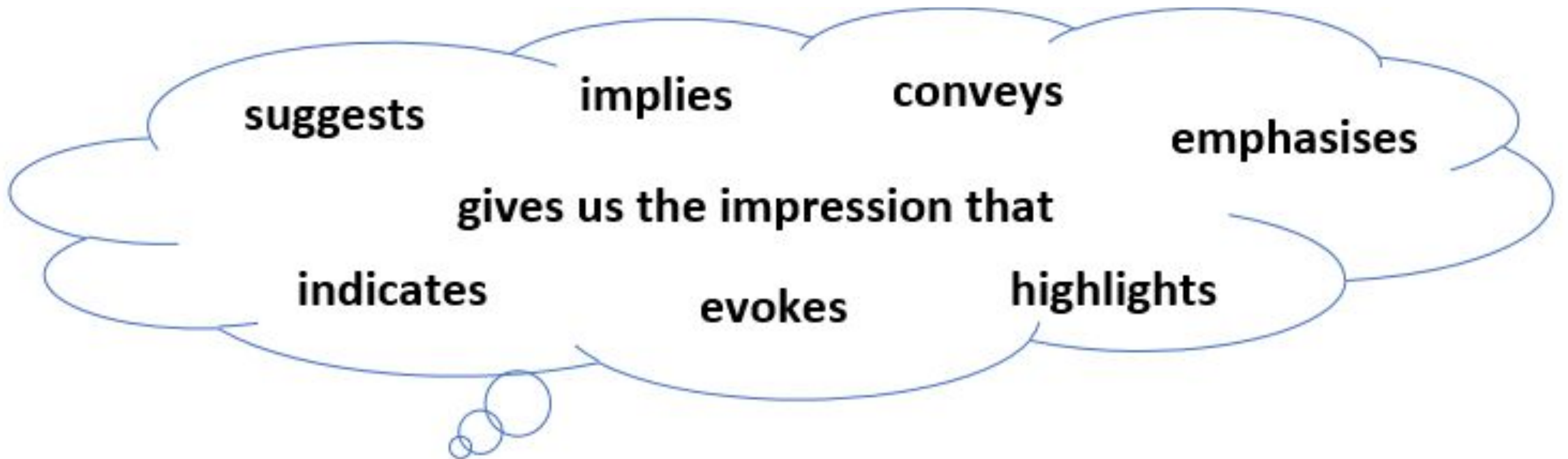
**Wild, animalistic
characterisation**

Imagery

**Extreme strength
and size**

Now use what you have found in the text to answer the question. Write in full paragraphs and try to explain WHAT the writer has done, HOW they have done it and WHY they have done it (the effect on the reader).

Here are some words and phrases to help you:



Harry Potter



Who would like to share their work?



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Session 4

**Learning Objective:
To be able to create your own wizard.**



Harry Potter

LO: to be able to describe your own wizard character

Harry Potter

Do now:

- 1. Draw a quick sketch of what you expect a wizard to look like. Label it with your thoughts.**
- 2. Make a list of things you expect a wizard to do.**
- 3. Create a spider diagram of personality traits you would expect a wizard to have.**

WIZARD

LO: to be able to describe your own wizard character

Harry Potter



Albus Dumbledore

Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

1. What in this description suggests this man is magical?

2. What in this description suggests this man is worldly?

3. What in this description suggests this man is a force for good?

Read the text carefully and discuss the answers to the questions with a partner. Write down your answers, ready to feed back to the rest of the class.

LO: to be able to describe your own wizard character

Harry Potter

Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

LO: to be able to describe your own wizard character

Harry Potter

1. Now think about the list you created at the start of the session - what would your own wizard be like?
2. Think about his appearance, his personality and his history. How can you bring those to life in only one paragraph?
3. Write that paragraph now, using a range of punctuation, sentence structures and exciting vocabulary.



Need some help?

You could sense there was something unusual about...;

Have you ever noticed someone and wondered...?

If ____ was a kind of weather, he would be...

____, ____ and ____: the man was a ____ figure.



LO: to be able to describe your own wizard character

Harry Potter



Who would like to share their work?



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Session 5

**Learning Objective:
To be able to plan and produce a creative
piece of writing.**

Harry Potter

Harry Potter

“Every Ollivander wand has a core of a powerful magical substance, Mr. Potter. We use unicorn hairs, phoenix tail feathers and the heartstrings of dragons. Try this one. Beechwood and dragon heartstring. Nine inches. Nice and flexible. Just take it and give it a wave.”



Harry Potter



VOLDEMORT



HARRY



HERMIONE



RON

Design and label your own wand.

- Give it a suitable **name**. (Names that suggest magic and wonder)
- What kind of wood is it made from?
- What does it have for its core?
- How long is it?
- What kind of spells is it especially good for?
- Any other **special design features**? (For example, an extra-comfort grip, detailed carvings, an anti-rebound feature.)
- An advertising **slogan**.

A young boy with dark hair and round glasses is shown from the chest up, holding a long, thin wooden wand. He is wearing a plaid shirt over a dark t-shirt. The background is dark and atmospheric, with a glowing spherical object on the left and a doorway or opening in the background. The lighting is warm and focused on the boy.

HD CLIP

Planning:

PRODUCT NAME

Harry Potter

WOOD TYPE/ COLOUR

CORE MATERIAL

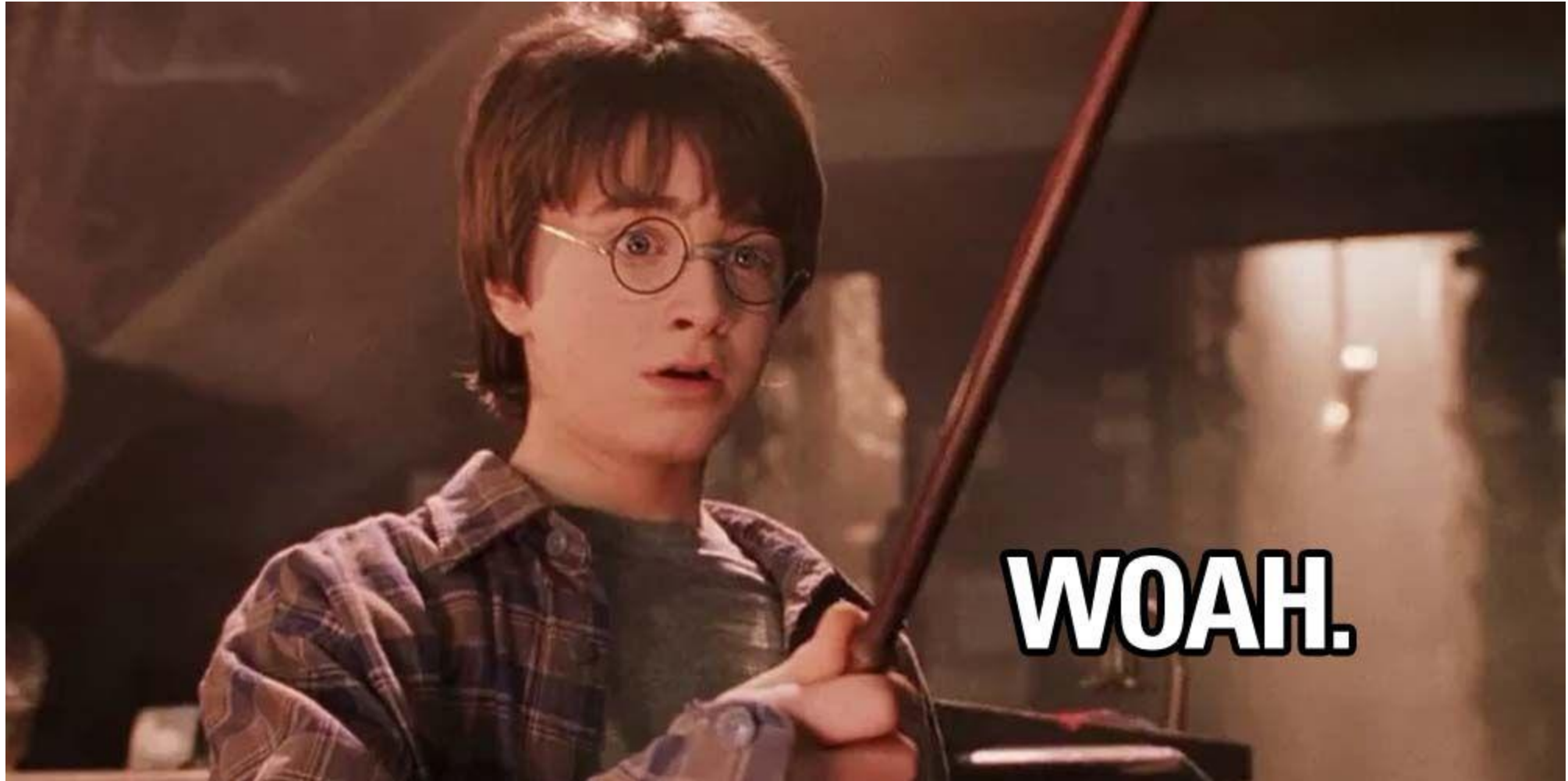
LENGTH OF WAND

SPELLS IT'S PARTICULARLY GOOD FOR

SPECIAL DESIGN FEATURES

SLOGAN

Harry Potter



Who would like to share their work?