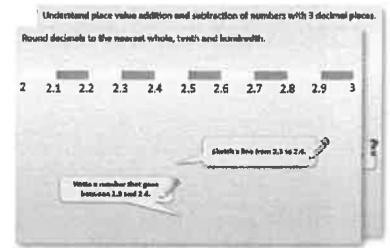


# Week 1 Day 1

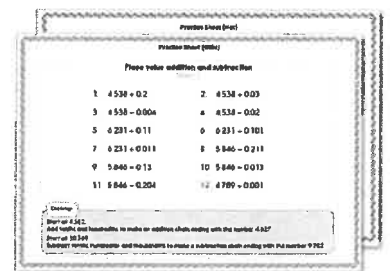
## Add whole numbers: Mental & Written strategies

Each day covers one maths topic. It should take you about 1 hour or just a little more.

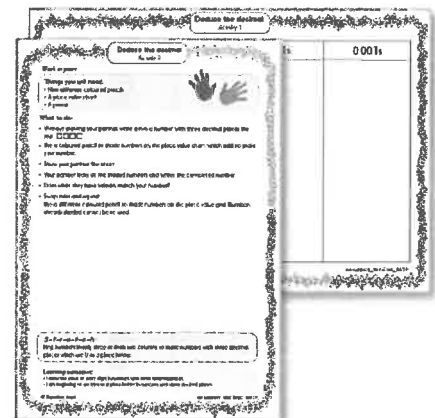
1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



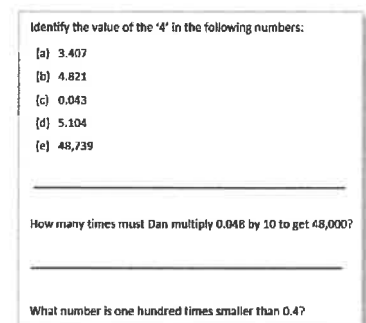
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



## Learning Reminders

**Add whole numbers: Mental & Written strategies.**

| Number  | 1000 more |
|---------|-----------|
| 46      | 1046      |
| 2279    | 3279      |
| 53,837  | 54,837    |
|         | 1256      |
| 120,348 |           |
|         | 24,873    |

What are the missing numbers?

## Learning Reminders

Add whole numbers: Mental & Written strategies.

Identify the missing numbers.

+300

$$- 300 = 4268$$



$$- 1000 = 40,278$$

We can use **PLACE VALUE** to answer these questions...

## Learning Reminders

Add whole numbers: Mental & Written strategies.

$$\begin{array}{r} 6 \boxed{7} 4 \\ + 3 \boxed{2} \boxed{6} \\ \hline 1 \boxed{1} \\ \hline 1000 \end{array}$$

Identify the missing digits.

$4 + 6 = 10$ , to give 0 in the 1s column, and so one 10 must have been added to the 10s.

$6 + 3 + 1 = 10$ , to give 0 in the 100s column and 1 in the 1000s column. That works!

$7 + 2 + 1 = 10$ , to give 0 in the 10s column, and so one 100 hundred must have been added to the 100s.

## Learning Reminders

Revise column addition of 4-digit and 5-digit numbers.

$$4267 + 2784 + 3832$$

$$\begin{array}{r} 4267 \\ 2784 \\ + 3832 \\ \hline 1111 \\ 10883 \end{array}$$

Remember to leave a blank row above the answer line.

Add the 1s, then the 10s, then the 100s, then the 1000s.

$$67,342 + 8,352$$

$$\begin{array}{r} 67342 \\ + 8352 \\ \hline 1 \\ 75694 \end{array}$$

Remember to leave a blank row above the answer line.

It's really important to align the numbers to the right, according to their place value.

**Practice Sheet Mild**  
**Adding 3-digit and 4-digit numbers**

1.  $3575 + 2718$       5.  $4578 + 234$

2.  $5671 + 1482$       6.  $8482 + 573$

3.  $4289 + 245$       7.  $7458 + 634$

4.  $6582 + 1998$       8.  $5678 + 3781$

**Challenge**

Write two additions with answers between 5000 and 10,000 where there are no 2s or 3s in any of the numbers.

**Practice Sheet Hot**  
**Adding 4-digit and 5-digit numbers**

1.  $63,789 + 24,845$       6.  $45,782 + 2845$

2.  $27,045 + 16,839$       7.  $28,341 + 5294$

3.  $34,578 + 26,284$       8.  $34,784 + 3997$

4.  $74,286 + 52,153$       9.  $72,458 + 8725$

5.  $58,482 + 34,619$       10.  $56,794 + 7537$

**Challenge**

Write two additions with answers between 20,000 and 30,000 where there are no zeros or fives in any of the numbers!

## Practice Sheets Answers

### Adding 3-digit and 4-digit numbers (mild)

1.  $3575 + 2718 = 6293$
2.  $5671 + 1482 = 7153$
3.  $4289 + 245 = 4534$
4.  $6582 + 1998 = 8580$  quicker to work out mentally
5.  $4578 + 234 = 4812$
6.  $8482 + 573 = 9055$
7.  $7458 + 634 = 8092$
8.  $5678 + 3781 = 9459$

#### Challenge

Write two additions with answers between 5000 and 10,000 where there are no 2s or 3s in any of the numbers.

e.g.  $4061 + 4694 = 8755$

### Adding 4-digit and 5-digit numbers (hot)

1.  $63,789 + 24,845 = 88,634$
2.  $27,045 + 16,839 = 43,884$
3.  $34,578 + 26,284 = 60,862$
4.  $74,286 + 52,153 = 126,439$
5.  $58,482 + 34,619 = 93,101$
6.  $45,782 + 2845 = 48,627$
7.  $28,341 + 5294 = 33,635$
8.  $34,784 + 3997 = 38,781$  quicker to work out mentally
9.  $72,458 + 8725 = 81,183$
10.  $56,794 + 7537 = 64,331$

#### Challenge

Write two additions with answers between 20,000 and 30,000 where there are no zeros or fives in any of the numbers!

e.g.  $11,226 + 8393 = 19,619$



## Check your understanding

### Questions

Two numbers add together to equal 10,000.

One of the numbers is 2308.

What is the other number?

---

At the start of June, there were 4548 toy cars in the shop.

During December, 8728 more toy cars were delivered and 9473 toy cars were sold.

How many toy cars were left in the shop at the end of December?

---

Write the four missing digits to make this addition correct:

$$\square 6 \square 8 + 3 \square 9 \square = 9019$$

---

Explain why it would be sensible to choose different methods to solve (a) and (b) below. Then solve both.

(a)  $67,493 + 21,561$

(b)  $50,005 + 9998$

---

Complete the addition by finding  $\square$ ,  $\oplus$  and  $\triangle$ :

$$\begin{array}{r} 12\square 62 \\ + 938\oplus \end{array}$$

---

$$2\triangle 251$$

---

## Check your understanding

### Answers

Two numbers add together to equal 10,000.

One of the numbers is 2308.

What is the other number? 7692

---

At the start of June, there were 4548 toy cars in the shop.

During December, 8728 more toy cars were delivered and 9473 toy cars were sold.

How many toy cars were left in the shop at the end of December? 3803

---

Write the four missing digits to make this addition correct:

$$5628 + 3391 = 9019$$

---

Explain why it would be sensible to choose different methods to solve (a) and (b) below. Then solve both.

(a)  $67,493 + 21,561$  89,054 best solved by column addition as there are lots of different digits in each number and several instances where 'carrying' will be needed.

(b)  $50,005 + 9998$  60,003 can be solved mentally with supporting jottings, by adding 10,000 and then subtracting 2.

---

Complete the addition by finding  $\square$ ,  $\oplus$  and  $\triangle$ :

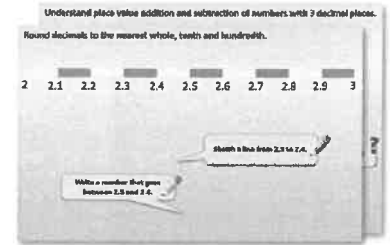
$$\begin{array}{r} 12862 \\ + 9389 \\ \hline 1111 \\ \hline 22251 \end{array}$$

# Week 1 Day 2

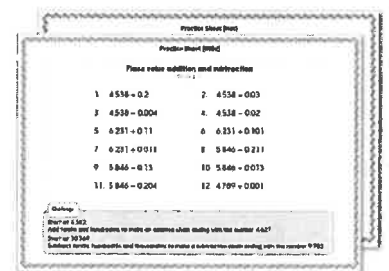
## Subtract whole numbers: Mental & Written

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



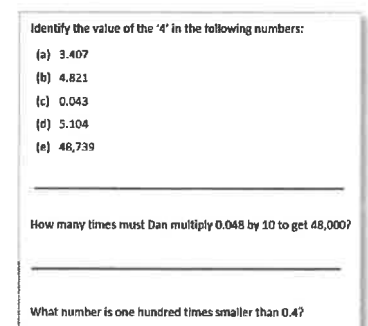
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



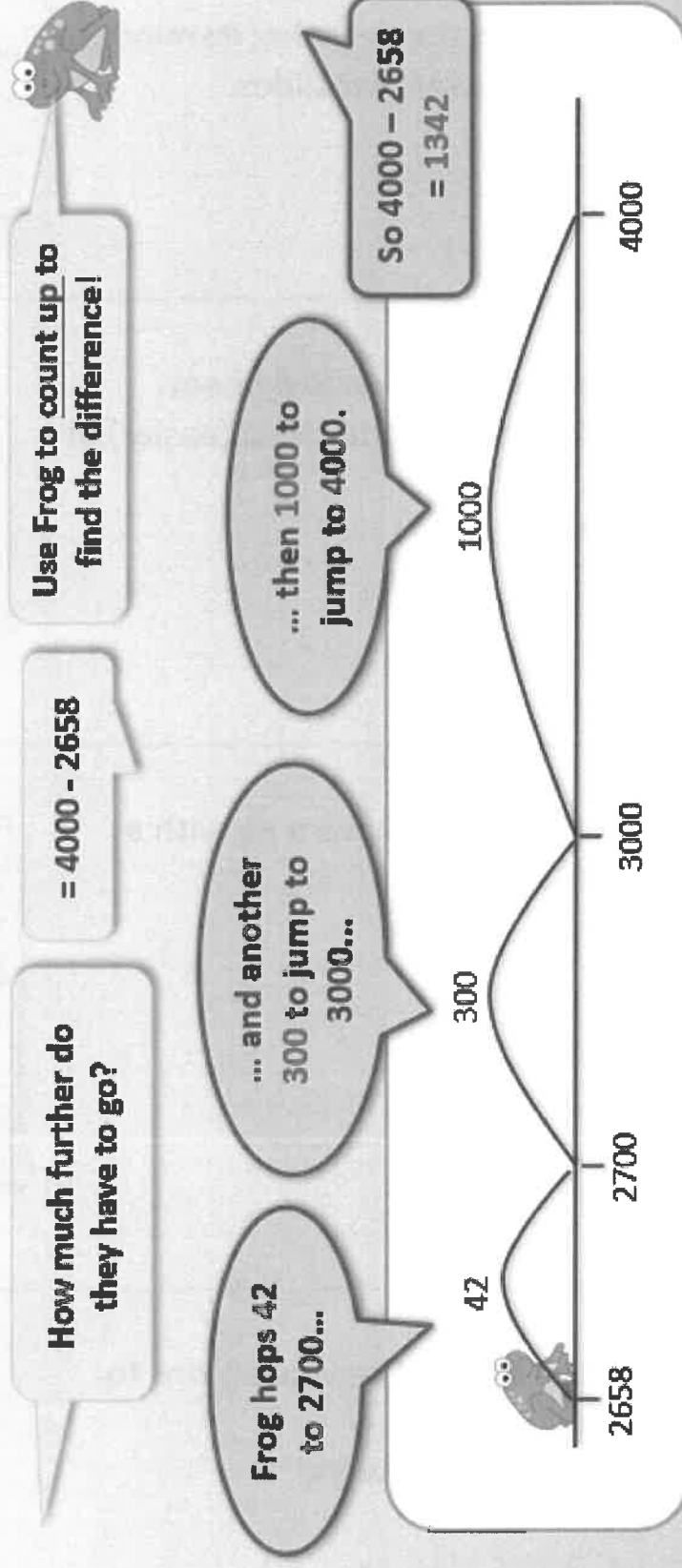
4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



## Learning Reminders

**Use counting up (Frog) to subtract from multiples of 1000**  
(a mental strategy with jottings)

A group of people are cycling 4000 miles across America to raise money for charity.  
So far they have travelled 2658 miles, so over half way.



## Learning Reminders

Written subtraction.

Calculate:  $64,783 - 35,327$

Let's remind ourselves how to use both expanded and compact column subtraction (decomposition).

First subtract the 1s, then 10s, then 100s, then 1000s.

|                   |                 |     |               |              |              |   |              |
|-------------------|-----------------|-----|---------------|--------------|--------------|---|--------------|
| 50,000            | 14,000          | 70  | 13            | 5            | 14           | 7 | 13           |
| <del>60,000</del> | <del>4000</del> | 700 | <del>80</del> | <del>6</del> | <del>4</del> | 7 | <del>8</del> |
| - 30,000          | 5000            | 300 | 20            | 7            | 3            | 5 | 3            |
| <hr/>             |                 |     |               | <hr/>        |              |   |              |
| 20,000            | 9000            | 400 | 50            | 6            | 2            | 9 | 4            |
| <hr/>             |                 |     |               | <hr/>        |              |   |              |
| 29,456            |                 |     |               | 5            |              |   |              |
|                   |                 |     |               | 6            |              |   |              |

# Learning Reminders

Written subtraction.

Use either expanded or compact decomposition to calculate  $72,846 - 47,063$ .

$$\begin{array}{r} 70,000 \quad 2000 \quad 800 \quad 40 \quad 6 \\ - 40,000 \quad 2000 \quad 0 \quad 60 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 2 \quad 8 \quad 4 \quad 6 \\ - 4 \quad 7 \quad 0 \quad 6 \quad 3 \\ \hline \end{array}$$

Answers here:

|                   |                 |                |               |              |              |              |              |
|-------------------|-----------------|----------------|---------------|--------------|--------------|--------------|--------------|
| 60,000            | 12,000          | 700            | 140           | 6            | 12           | 7            | 14           |
| <del>70,800</del> | <del>2000</del> | <del>800</del> | <del>40</del> | <del>6</del> | <del>7</del> | <del>2</del> | <del>8</del> |
| - 40,000          | 7000            | 0              | 60            | 3            | - 4          | 7            | 0            |
| 20,000            | 5000            | 700            | 80            | 3            | 2            | 5            | 7            |
| <u>25,783</u>     |                 |                |               |              | 7            | 8            | 3            |

## Practice Sheet Mild

### Multiples of 1000

Draw number lines to show Frog solving these problems:

1.  $1000 - 573$
2.  $2000 - 1958$
3.  $6000 - 5839$
4.  $4000 - 2748$
5.  $5000 - 2349$
6.  $9000 - 4275$
7.  $8000 - 5624$
8.  $7000 - 3453$
9.  $3000 - 2222$
10.  $6000 - 3333$

#### Challenge

Look at your number lines. Can you find some ways to solve the problems with fewer jumps?

## Practice Sheet Mild

### Subtracting 4-digit numbers

Complete each subtraction.

1.  $4582 - 2317$
2.  $9635 - 2381$
3.  $5056 - 3214$
4.  $8264 - 2327$
5.  $6523 - 3289$
6.  $8236 - 5460$
7.  $4562 - 1684$
8.  $9450 - 5728$

Choose two of your subtractions to check with addition.

#### Challenge

Find the missing digits in this subtraction:

$$\square 4 1 \square - 1 \square 3 6 = 7 0 \square 7$$



## Practice Sheet Hot Subtraction practice

1.  $64,784 - 21,529$
2.  $75,548 - 43,273$
3.  $86,347 - 33,720$
4.  $72,583 - 45,251$
5.  $56,421 - 24,175$
6.  $92,765 - 48,308$
7. 45,287 people live in South Oaktown. 38,145 people live in North Oaktown.  
What is the difference between their populations?
8. The odometer on a six-year old car shows 63,564 miles. In the first five years it had driven 52,382 miles. How many miles were driven last year?

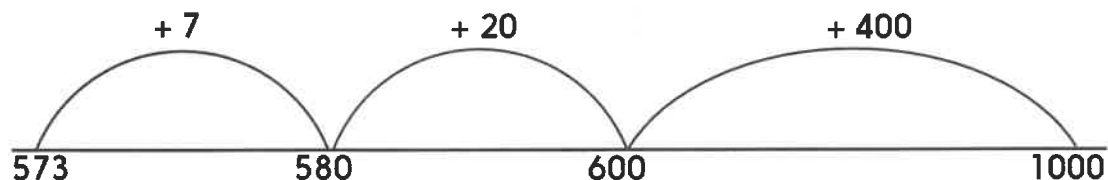
### Challenge

Write a word problem which involves subtracting 45,875 from 50,005. Then explain how you would do the subtraction if you were solving your own word problem!

## Practice Sheet Answers

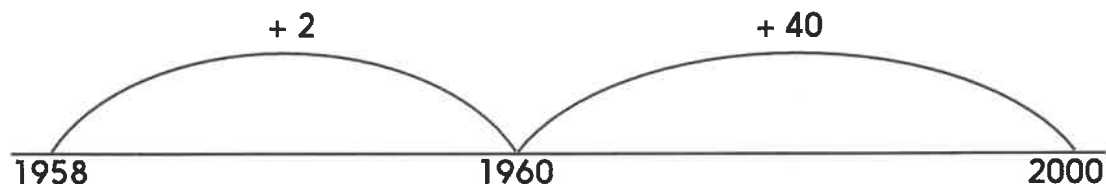
### Multiples of 1000 (mild)

1.  $1000 - 573$



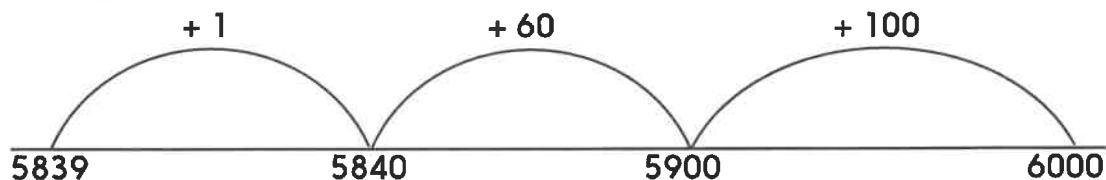
Add the hops:  $400 + 20 + 7 = 427$

2.  $2000 - 1958$



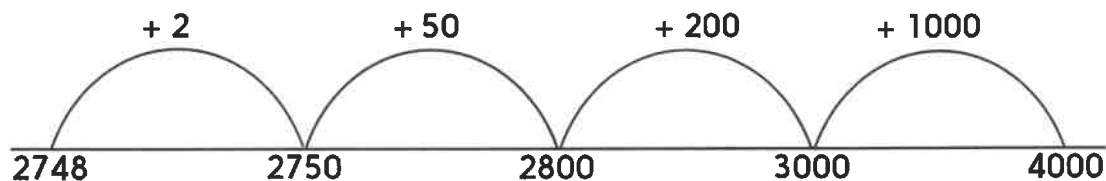
Add the hops:  $40 + 2 = 42$

3.  $6000 - 5839$



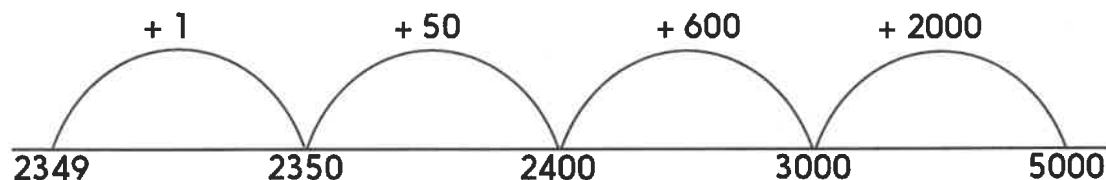
Add the hops:  $100 + 60 + 1 = 161$

4.  $4000 - 2748$



Add the hops:  $1000 + 200 + 50 + 2 = 1252$

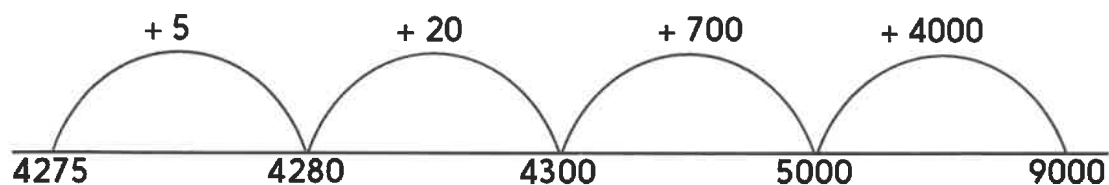
5.  $5000 - 2349$



Add the hops:  $2000 + 600 + 50 + 1 = 2651$

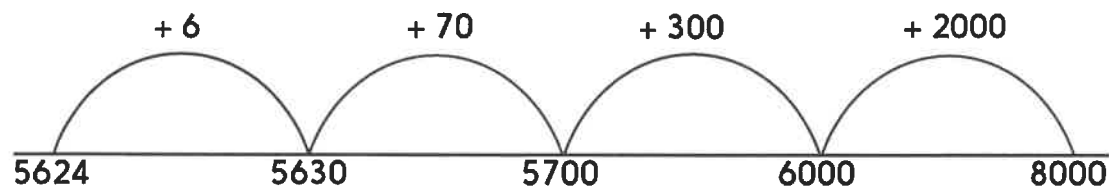
## Multiples of 1000 (mild) continued

6.  $9000 - 4275$



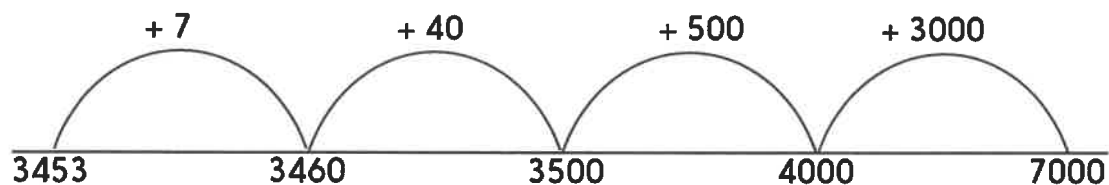
Add the hops:  $4000 + 700 + 20 + 5 = 4725$

7.  $8000 - 5624$



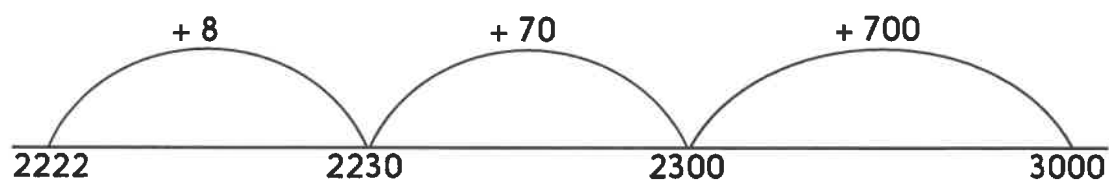
Add the hops:  $2000 + 300 + 70 + 6 = 2376$

8.  $7000 - 3453$



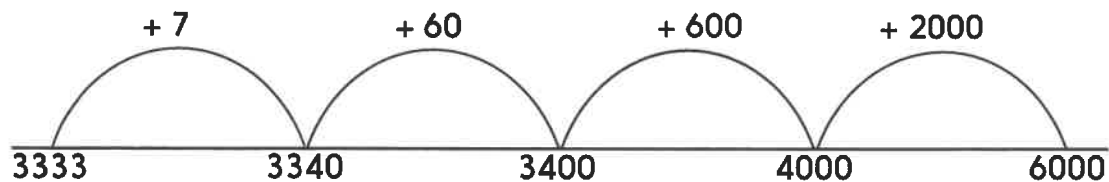
Add the hops:  $3000 + 500 + 40 + 7 = 3547$

9.  $3000 - 2222$



Add the hops:  $700 + 70 + 8 = 778$

10.  $6000 - 3333$



Add the hops:  $2000 + 600 + 60 + 7 = 2667$

### Subtracting 4-digit numbers (mild)

1.  $4582 - 2317 = 2265$
2.  $9635 - 2381 = 7254$
3.  $5056 - 3214 = 1842$
4.  $8264 - 2327 = 5937$
5.  $6523 - 3289 = 3234$
6.  $8236 - 5460 = 2776$
7.  $4562 - 1684 = 2878$
8.  $9450 - 5728 = 3722$

#### Challenge

$$8413 - 1336 - 7077$$

### Subtraction practice (hot)

1.  $64,784 - 21,529 = 43,255$
2.  $75,548 - 43,273 = 32,275$
3.  $86,347 - 33,720 = 52,627$
4.  $72,583 - 45,251 = 27,332$
5.  $56,421 - 24,175 = 32,246$
6.  $92,765 - 48,308 = 44,457$
7.  $45,287 - 38,145 = 7142$ . There is a difference of 7142 between their populations.
8.  $63,564 - 52,382 = 11,182$ . The car drove 11,182 miles in the last year.

#### Challenge

There are many possible answers here.

## A Bit Stuck? Hops, skips and jumps

Things you will need:

- A pencil



What to do:

- Choose at least four subtractions to work out.  
Draw a line from the smaller number to the bigger number.  
Use Frog to work out the difference between the two numbers.
- Remember to add up your hops and jumps at the end!

$$6000 - 5642$$

$$6002 - 6938$$

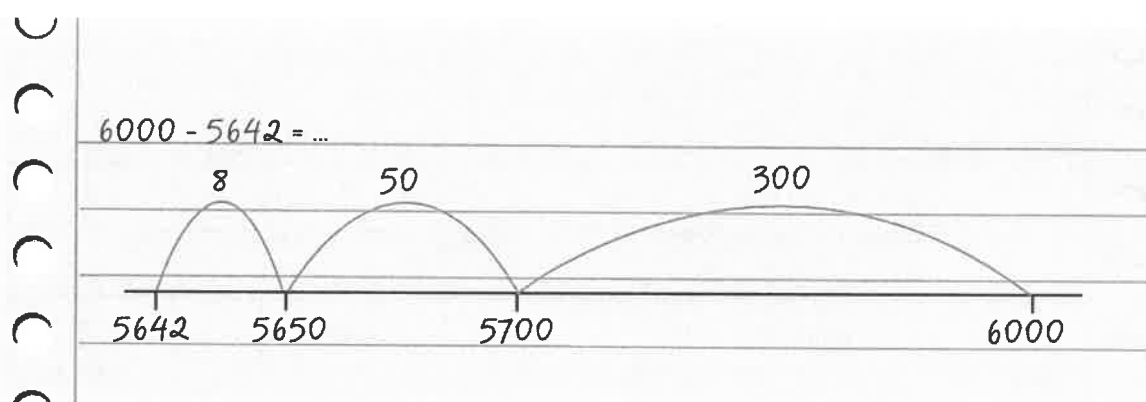
$$5000 - 3981$$

$$4005 - 3964$$

$$9000 - 4567$$

$$6001 - 4983$$

$$3004 - 2572$$



***S-t-r-e-t-c-h:***

Work out the answers to  $6003 - 4579$  and  $5010 - 3678$ .

Frog needs to work a bit harder for these!

Learning outcomes:

- I can use Frog to subtract 4-digit numbers from multiples of 1000 (e.g.  $4000 - 3786$ ).
- I can use Frog to subtract 4-digit numbers when the larger number has zeros (e.g.  $4002 - 3987$ ).
- I am beginning to use Frog to subtract pairs of 4-digit numbers which are further apart from each other.

## A Bit Stuck?

### Hop to hundreds, and beyond!

*Work in pairs*

**Things you will need:**

- A pencil

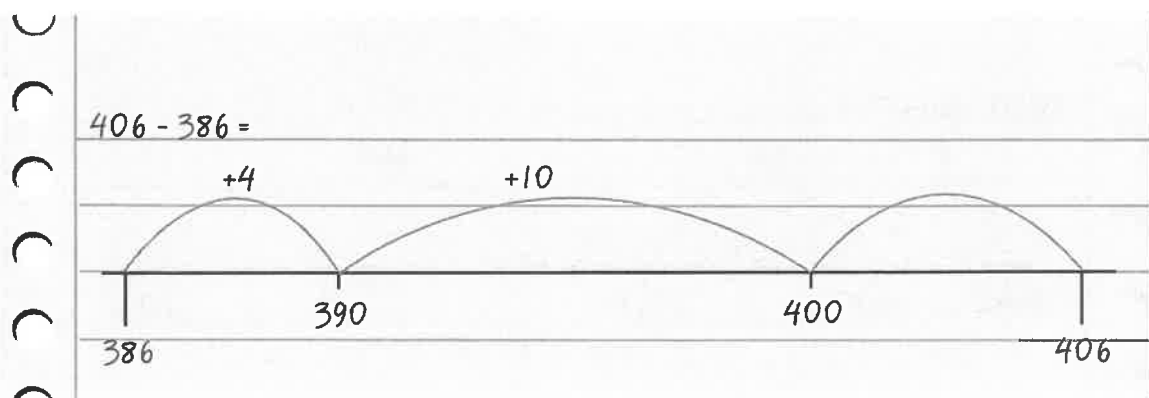


**What to do:**

- Take it in turns to be the teacher and to be the Frog.  
Choose a subtraction.  
Tell your partner, one step at a time, how to work out the answer to the subtraction.
- Work out as many subtractions as you can.

**Hop, hop**  
 $305 - 298$   
 $802 - 794$   
 $603 - 597$   
 $506 - 495$

**Hop, jump, hop**  
 $406 - 386$   
 $203 - 175$   
 $501 - 468$   
 $604 - 559$



***S-t-r-e-t-c-h:***

Choose two subtractions from the hop, hop section to check using addition.

**Learning outcomes:**

- I can use counting up (Frog) to subtract 3-digit numbers either side of a multiple of 100, e.g.  $304 - 297$ , then  $304 - 267$ .
- I am beginning to use addition to check subtraction.

## Check your understanding

### Questions

Use just the digits 4 and 5 to create a 5-digit – 5-digit subtraction to give an answer with at least two 9s.  
Can you get 9091?  
What is the smallest answer you can get?  
What is the largest?

---

Explain why it would be sensible to choose different methods to solve (a) and (b) below.

(a)  $67,493 - 21,561$

(b)  $50,005 - 44,878$

---

Find the missing numbers in this subtraction:

$$\begin{array}{r} 12 \star 62 \\ - 93 \blacksquare 8 \\ \hline 311 \blacktriangle \end{array}$$

*Fold here to hide answers:*

---

## Check your understanding

### Answers

Use just the digits 4 and 5 to create a 5-digit – 5-digit subtraction to give an answer with at least two 9s.  
e.g.  $55,544 - 44,555$ . Other answers are possible; the key is to have 4s in the first number in the same place as 5s in the second.

Can you get 9091?  $54,545 - 45,454$ .

What is the smallest answer you can get?  $55,555 - 55,554 = 1$ .

What is the largest?  $55,555 - 44,444 = 11,111$

---

Explain why it would be sensible to choose different methods to solve (a) and (b) below.

(a)  $67,493 - 21,561$  45,932. Probably best by column subtraction, since neither number is close to 10,000s and exchanges between columns are needed.

(b)  $50,005 - 44,878$  5127. Since 50,005 is just over 50,000 this can be solved by counting up (Frog) from 44,878

---

Find the missing numbers in this subtraction:

$$\begin{array}{r} 512 \\ 1246 \text{ ?} \\ - 9348 \\ \hline 3114 \end{array}$$



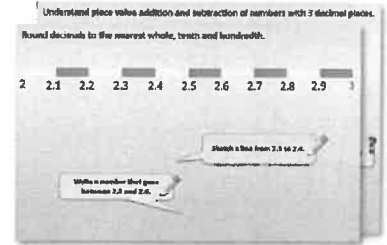


# Week 1 Day 1

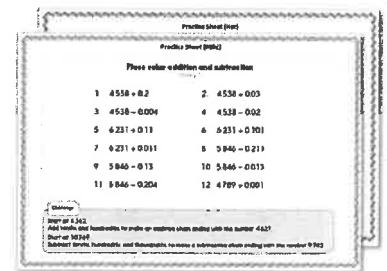
## Understanding decimals

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



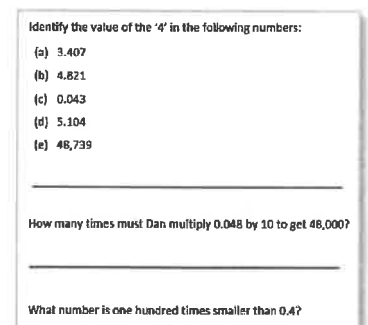
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



# Learning Reminders

Understand place value addition and subtraction of numbers with 3 decimal places.

4.735

What do the 7, 3 and 5 represent?

Place value grid

| 10s | 1s | 0.1s | 1/10s | 0.01s | 1/100s | 0.001s | 1/1000s |
|-----|----|------|-------|-------|--------|--------|---------|
|     | 4  | 7    |       | 3     |        | 5      |         |
|     | 4  | 8    |       |       |        |        |         |

What is 4.735 – 0.03?

Which is more, 4.735 or 4.8? Why?

## Learning Reminders

**Understand** place value addition and subtraction of numbers with 3 decimal places.

4.735

4.775

4.375

4.495

4.494

4.444

Add 0.04.

Write the new number.

Subtract 0.4

Add 0.12

Subtract 0.001

Subtract 0.05

What was your final number?

?

## Learning Reminders

Understand place value addition and subtraction of numbers with 3 decimal places.

3.626

**Add 0.03.**

**Write the new number.**

**Subtract 0.5**

**Add 0.14**

**Subtract 0.002**

**Subtract 0.08**

**What is your final number?**

## Practice Sheet

### Place value addition and subtraction

- |                     |                     |
|---------------------|---------------------|
| 1. $4.538 + 0.2$    | 2. $4.538 + 0.03$   |
| 3. $4.538 - 0.004$  | 4. $4.538 - 0.02$   |
| 5. $6.231 + 0.11$   | 6. $6.231 + 0.101$  |
| 7. $6.231 + 0.011$  | 8. $5.846 - 0.211$  |
| 9. $5.846 - 0.13$   | 10. $5.846 - 0.013$ |
| 11. $5.846 - 0.204$ | 12. $4.789 + 0.001$ |
| 13. $4.408 + 2.222$ | 14. $0.725 + 1.001$ |
| 15. $1.903 + 1.107$ |                     |

#### Challenge

Start at 4.362.

Add tenths and hundredths to make an addition chain ending with the number 4.627.

Start at 10.769.

Subtract tenths, hundredths and thousandths to make a subtraction chain ending with the number 9.782.

## Practice Sheet answers

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. $4.538 + 0.2 = 4.738$    | 2. $4.538 + 0.03 = 4.568$   |
| 3. $4.538 - 0.004 = 4.534$  | 4. $4.538 - 0.02 = 4.518$   |
| 5. $6.231 + 0.11 = 6.341$   | 6. $6.231 + 0.101 = 6.332$  |
| 7. $6.231 + 0.011 = 6.242$  | 8. $5.846 - 0.211 = 5.635$  |
| 9. $5.846 - 0.13 = 5.716$   | 10. $5.846 - 0.013 = 5.833$ |
| 11. $5.846 - 0.204 = 5.642$ | 12. $4.789 + 0.001 = 4.79$  |
| 13. $4.408 + 2.222 = 6.63$  | 14. $0.725 + 1.001 = 1.726$ |
| 15. $1.903 + 1.107 = 3.01$  |                             |

### Challenge

Accept answers where children have added both tenths and hundredths to reach the answer, e.g.  $4.362 + 0.2 + 0.065 = 4.627$  or  $4.362 + 0.18 + 0.085 = 4.647$

Accept answers where children have subtracted tenths, hundredths and thousandths to reach the answer, e.g.

$$10.769 - 0.9 - 0.08 - 0.007 = 9.782$$

## A Bit Stuck? Deduce the decimal

### Work in pairs

#### Things you will need:

- Nine different coloured pencils
- A place value chart
- A pencil



#### What to do:

- Without showing your partner, write down a number with three decimal places like this:  $\square.\square\square\square$
- Use a coloured pencil to shade numbers on the place value chart which add to make your number.
- Show your partner the chart.
- Your partner looks at the shaded numbers and writes the completed number.
- Does what they have written, match your number?
- Swap roles and repeat.

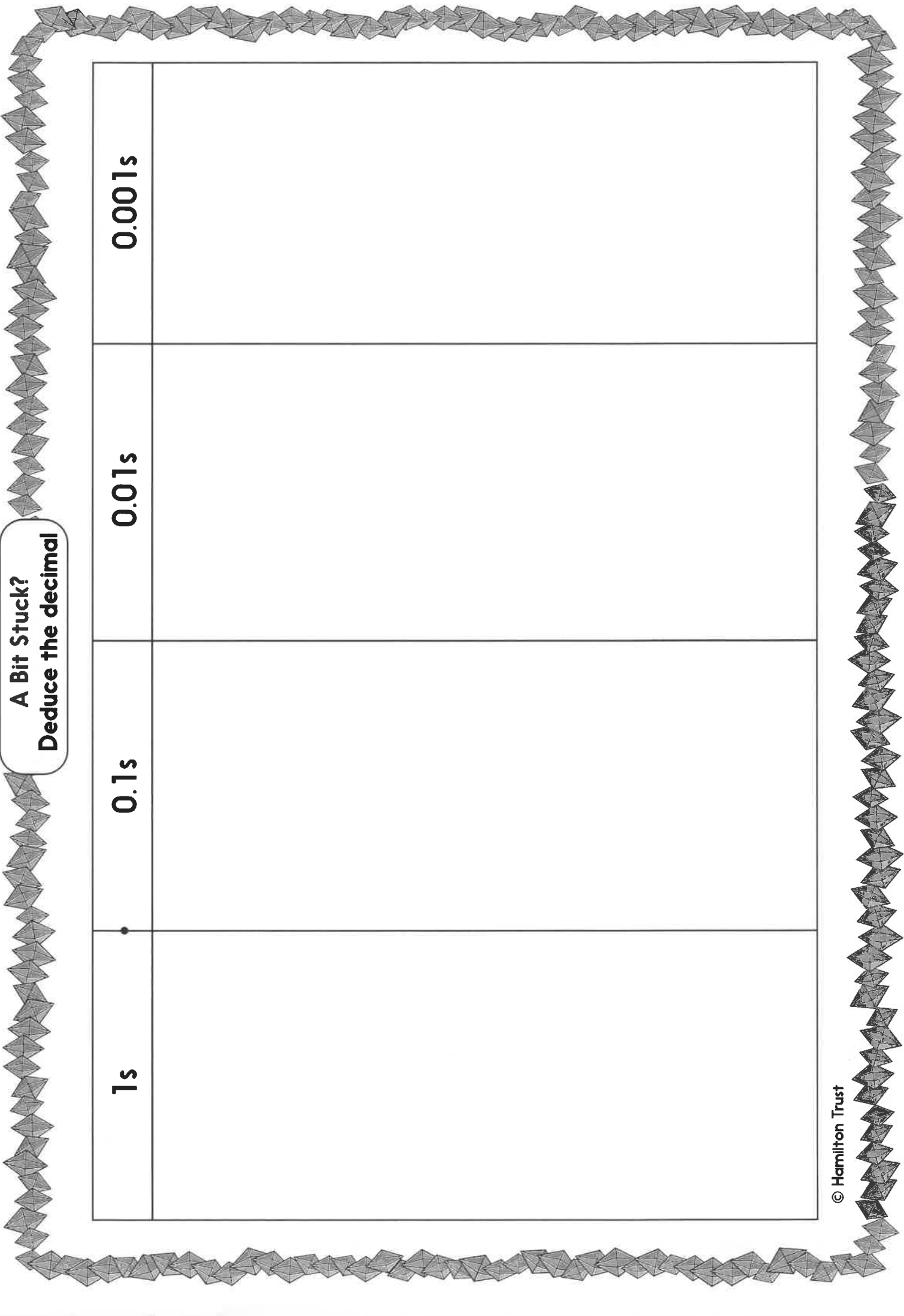
Use a different coloured pencil to shade numbers on the place value grid. Numbers already shaded cannot be re-used.

#### *S-t-r-e-t-c-h:*

Ring numbers in only three or even two columns to make numbers with three decimal places which use 0 as a place holder.

#### Learning outcomes:

- I know the value of each digit in numbers with three decimal places.
- I am beginning to use zero as a place holder in numbers with three decimal places.



**A Bit Stuck?**  
**Deduce the decimal**

| 1s | • | 0.1s | 0.01s | 0.001s |
|----|---|------|-------|--------|
|    |   |      |       |        |



## A Bit Stuck?

Deduce the decimal

Place value chart

|   |     |      |       |
|---|-----|------|-------|
| 1 | 0.1 | 0.01 | 0.001 |
| 2 | 0.2 | 0.02 | 0.002 |
| 3 | 0.3 | 0.03 | 0.003 |
| 4 | 0.4 | 0.04 | 0.004 |
| 5 | 0.5 | 0.05 | 0.005 |
| 6 | 0.6 | 0.06 | 0.006 |
| 7 | 0.7 | 0.07 | 0.007 |
| 8 | 0.8 | 0.08 | 0.008 |
| 9 | 0.9 | 0.09 | 0.009 |

## Check your understanding

### Questions

Identify the value of the '4' in the following numbers:

- (a) 3.407
- (b) 4.821
- (c) 0.043
- (d) 5.104
- (e) 48,739

*Fold here to hide answers:*

---

## Check your understanding

### Answers

Identify the value of the '4' in the following numbers:

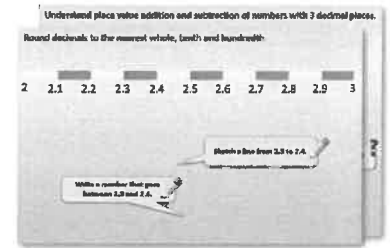
- (a) 3.407 4 tenths
- (b) 4.821 4 or 4 ones
- (c) 0.043 4 hundredths
- (d) 5.104 4 thousandths
- (e) 48,739 40 thousand

# Week 1 Day 4

## Adding Decimals

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our PowerPoint slides.



2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

| Practice Sheet (Mild)                |                     |
|--------------------------------------|---------------------|
| Place value addition and subtraction |                     |
| 1. $4.538 + 0.2$                     | 2. $4.538 + 0.03$   |
| 3. $4.538 - 0.004$                   | 4. $4.538 - 0.02$   |
| 5. $6.231 + 0.11$                    | 6. $6.231 + 0.101$  |
| 7. $6.231 + 0.011$                   | 8. $5.846 + 0.211$  |
| 9. $3.846 - 0.12$                    | 10. $5.846 - 0.013$ |
| 11. $5.846 - 0.204$                  | 12. $4.799 + 0.001$ |

Question 1: Round 4.512 to the nearest hundredths to find an addition then round with the number 4.67  
 Question 2: Round 10.748 to the nearest hundredths to find a subtraction then round with the number 9.92

3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?

Question 1: Write a number that goes between 2.3 and 2.4  
 Question 2: Sketch a line from 2.3 to 2.6

4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!

Identify the value of the '4' in the following numbers:  
 (a) 3.407  
 (b) 4.821  
 (c) 0.043  
 (d) 5.104  
 (e) 48,739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

## Learning Reminders

Use written addition to add numbers with 3 decimal places.

Use written addition to calculate  $4.72 + 3.45$ .

$$45.7 + 3.45$$

What is wrong with this layout?

$$\begin{array}{r} 45.7 \\ + 3.45 \\ \hline \end{array}$$

The columns need to be aligned correctly; we need to align tenths with tenths, etc. The easy way to do this is to align the decimal point in each number.

$$\begin{array}{r} 45.7 \\ + 3.45 \\ \hline 49.15 \end{array}$$

## Learning Reminders

Use written addition to add numbers with 3 decimal places.

A young cat was 3.382kg and has gained 1.347kg.  
How much does it now weigh?

$$\begin{array}{r} 3.382 \text{ kg} \\ + 1.347 \text{ kg} \\ \hline 4.729 \text{ kg} \end{array}$$

This is just the same as before but now we have an extra column for 0.001s.

## Learning Reminders

Use written addition to add numbers with 3 decimal places.

**A jogger ran 2.936km in the morning and 1.532km in the afternoon. How far did she run altogether?**

$$\begin{array}{r} 2.936 \text{ km} \\ + 1.532 \text{ km} \\ \hline 4.468 \text{ km} \end{array}$$

$$0.9\text{km} + 0.5\text{km} = 1.4\text{km}$$

Now write the answer in km and m, then in metres only.

## Practice Sheet

### Adding measures

#### Part A

Find three pairs of distances with a total between 9 and 10 metres.

|       |       |       |       |       |       |       |      |
|-------|-------|-------|-------|-------|-------|-------|------|
| 6.34m | 2.26m | 2.89m | 4.75m | 3.18m | 6.68m | 5.04m | 4.2m |
|-------|-------|-------|-------|-------|-------|-------|------|

#### Part B

Find three pairs of masses/weights with a total of between 15 and 16 kilograms.

|          |         |         |         |         |         |         |
|----------|---------|---------|---------|---------|---------|---------|
| 10.252kg | 5.826kg | 9.421kg | 5.213kg | 4.934kg | 7.853kg | 7.729kg |
|----------|---------|---------|---------|---------|---------|---------|

#### Part C

Find three pairs of capacities with a total of between 10 and 11 litres.

|              |              |              |              |            |             |             |
|--------------|--------------|--------------|--------------|------------|-------------|-------------|
| 8.234 litres | 4.872 litres | 6.123 litres | 1.836 litres | 1.9 litres | 5.67 litres | 2.45 litres |
|--------------|--------------|--------------|--------------|------------|-------------|-------------|

## Practice Sheet answers

### Part A

$$6.34 + 2.89 = 9.23 \text{ m}$$

$$6.34 + 3.18 = 9.52 \text{ m}$$

$$2.89 + 6.68 = 9.57 \text{ m}$$

$$4.75 + 5.04 = 9.79 \text{ m}$$

### Part C

$$8.234 + 1.836 = 10.07 \text{ litres}$$

$$8.234 + 1.9 = 10.134 \text{ litres}$$

$$8.234 + 2.45 = 10.684 \text{ litres}$$

$$4.872 + 6.123 = 10.995 \text{ litres}$$

$$4.872 + 5.67 = 10.542 \text{ litres}$$

### Part B

$$10.252 + 5.213 = 15.465 \text{ kg}$$

$$10.252 + 4.934 = 15.186 \text{ kg}$$

$$5.826 + 9.421 = 15.247 \text{ kg}$$

$$7.853 + 7.729 = 15.582 \text{ kg}$$

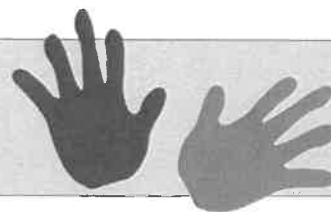


## A Bit Stuck? Pyramid pile-up

*Work in pairs*

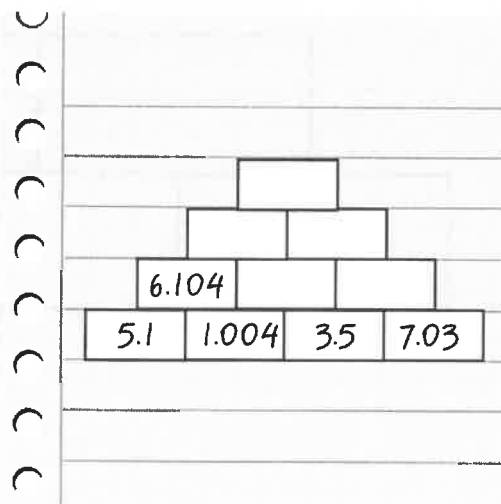
**Things you will need:**

- blank 'addition pyramids'



**What to do:**

- Take a blank pyramid, then choose any four of these numbers to place in any order along the bottom row: 3.05, 2.006, 5.1, 1.07, 4.002, 7.03, 3.5, 1.004.
- Add pairs of numbers, writing the sum in the block above, until you find the total in the top block.
- Discuss the addition strategies you have chosen (e.g. PV, counting on, partitioning, add and adjust, column...) with your partner.



***S-t-r-e-t-c-h:***

Do you get the same total if you put your four numbers in different places on the bottom row?

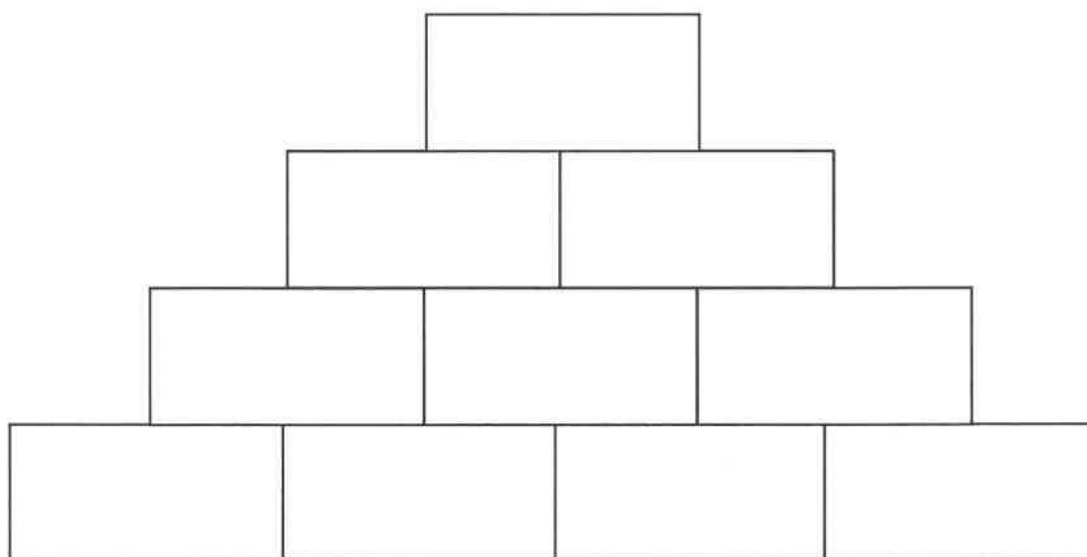
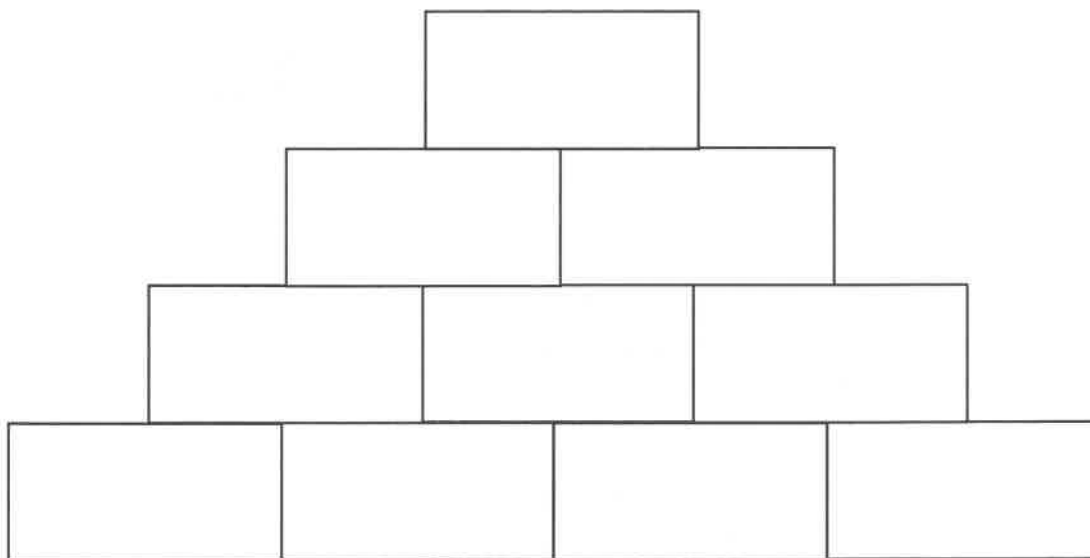
Given these eight numbers to choose from, what is the smallest possible total at the top of the pyramid?

And the largest possible total at the top of the pyramid?

**Learning outcomes:**

- I can add any pair of numbers with up to three decimal places.
- I can choose an appropriate method for addition to make calculation efficient and error-proof.

# A Bit Stuck? Pyramid pile-up



## Check your understanding

### Questions

Add 3.21 and 32.1

Add 4.32 and 43.2

Add 5.43 and 54.3

BEFORE doing the addition, can you predict the answer to 6.54 and 65.4?

---

Write the missing digits in this addition calculation:

$$\begin{array}{r} \square.6\square8 \\ + 26.\square56 \\ \hline \square1.39\square \end{array}$$

*Fold here to hide answers:*

---

## Check your understanding

### Answers

Add 3.21 and 32.1 35.31

Add 4.32 and 43.2 47.52

Add 5.43 and 54.3 59.73

BEFORE doing the addition, can you predict the answer to 6.54 and 65.4? 71.94 - The answers increase by 12.21 each time.

If children are setting out in columns, a common error is a mis-aligning of the digits.

---

Write the missing digits in this addition calculation:

$$\begin{array}{r} 4.638 \\ + 26.756 \\ \hline 11 \quad 1 \\ \hline 31.394 \end{array}$$

As well as the missing digits, children should be recording the extra 1s digits when the digits in a column total more than 10.

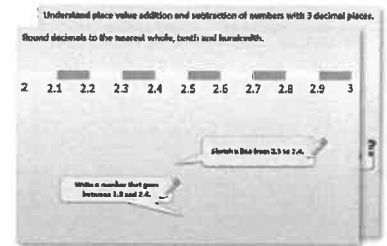


# Week 1 Day 5

## Finding a difference: decimals and change

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!

Identify the value of the '4' in the following numbers:

- 3.407
- 4.821
- 0.043
- 5.104
- 48,739

---

How many times must Dan multiply 0.048 by 10 to get 48,000?

---

What number is one hundred times smaller than 0.4?

---

## Learning Reminders

### Finding a difference: decimals and change

Visit to a theme park  
 Paint balling, with set of paint balls  
 Climbing session with instruction

£16.22

£15.48

£25.79

£100

£16.22

£15.48

£25.79

?

How much **money** is left?

£57.49

Frog hops  
 51p to £58...

51p



£57.49

£58

... and another £42 to jump  
 from £58 to £100.

£42

So how much is left?  
 Add the **hops**!

£100

## Learning Reminders

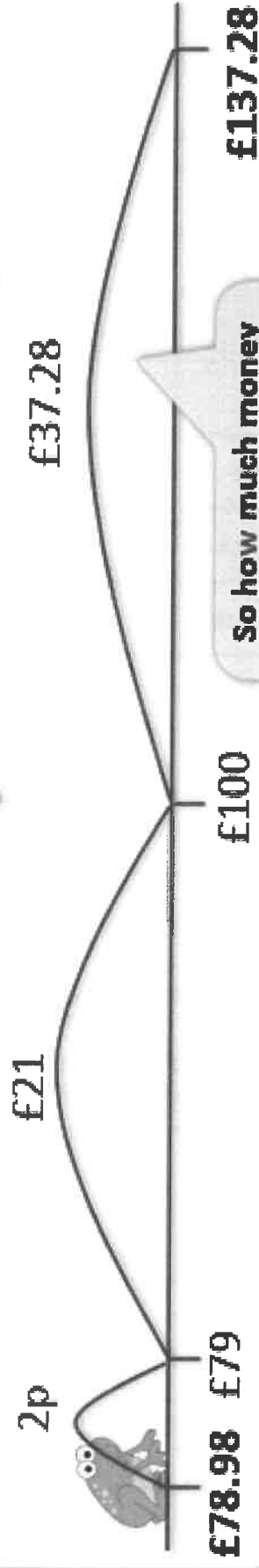
### Calculating decimal differences.

I went shopping, and to start with I had  
£137.28 in my bank account.  
I spent £78.98.  
How much did I have left?

Frog's first hop is tiny:  
2p to £79...

... then £21 to hop from  
£79 to £100.

... then £37.28 to hop from  
£100 to £137.28.



So how much money  
is left?  
Add the jump and  
hops!

## Practice Sheet Mild

### Bargain hunt

After joining the local athletics club, you decide to stock up on some essential kit.

Team kit is only stocked in SportWorld and InLine Events, so you need to shop in one or both of those stores.

Here are their prices for the seven things on your shopping list:

| Item                       | SportWorld | InLine Events | Cost difference |
|----------------------------|------------|---------------|-----------------|
| Trainers                   | £109       | £105.55       |                 |
| Team hoodie                | £44.79     | £45.20        |                 |
| Team rucksack              | £32.75     | £29.79        |                 |
| Annual track pass          | £101.50    | £98.75        |                 |
| Water bottle               | £3.75      | £2.89         |                 |
| Energy bars<br>(box of 24) | £31.64     | £33.05        |                 |
| Cross-country<br>shoes     | £97.35     | £111.29       |                 |

1. Find the difference in cost for each item.
2. If you had to go to just one of the shops, which would it be? Why?
3. If you 'shop around' to buy every item as cheaply as possible:
  - a) How much will you spend?
  - b) What is the maximum saving you will make compared to shopping in either one of the stores?

#### Challenge

InLine Events decides to try to be more competitive with its prices, reducing all shoes by £3.49 per pair.

Does this make them cheaper than SportWorld for all your kit?

If so, by how much?



## Practice Sheet hot Bank Holiday leisure

Some families are planning activities and treats for the Bank Holiday weekend. The prices are shown below.

| Activity               | Adult  | Child  | Family Ticket  |
|------------------------|--------|--------|----------------|
| Visit to wildlife park | £18.75 | £12.50 | £59.90         |
| Craft day              | £15.99 | £10.66 | £42.40         |
| Activity adventure     | £17.23 | £11.79 | £53.60         |
| Science museum         | £7.62  | £3.81  | £20.10         |
| Doughnut and drink     | £4.79  | £4.79  | pay per person |

Each family has a budget of £100. Work out the answers to the questions.

1. How much does Rob have left after he takes himself and two children to the activity adventure?
2. Suzanne pays for herself and her three grandchildren to visit the wildlife park.
  - a. How much money does she have left?
  - b. If she had bought a family ticket how much would she have saved?
3. Hugh buys family tickets for the activity adventure and science museum.
  - a. How much money does he have left?
  - b. Later, he buys a doughnut and drink for 5 people. How much is left now?
4. Four families buy family tickets for two different activities. How much money will each family have left over?
  - a. Peterson family: wildlife park and science museum.
  - b. McCartney family: craft day and activity adventure.
  - c. Singh family: craft day and science museum.
  - d. Novak family: activity adventure and science museum.

### Challenge

Louise wants to take her two boys on a day out. She says none of the family tickets will save her any money. Is she right? Show your reasoning.

# Practice Sheets answers

## Bargain hunt (mild)

| Item                    | SportWorld | InLine Events | Cost difference |
|-------------------------|------------|---------------|-----------------|
| Trainers                | £109       | £105.55       | £3.45           |
| Team hoodie             | £44.79     | £45.20        | 41p             |
| Team rucksack           | £32.75     | £29.79        | £2.96           |
| Annual track pass       | £101.50    | £98.75        | £2.75           |
| Water bottle            | £3.75      | £2.89         | 86p             |
| Energy bars (box of 24) | £31.64     | £33.05        | £1.41           |
| Cross-country shoes     | £97.35     | £111.29       | £13.94          |

2. Go to SportWorld, because the total cost is less there:

Total cost of all the items in SportWorld = £420.78

Total cost of all the items in InLine Events = £426.52

So you save £5.74 in SportWorld.

3. a) £410.76  
b) Maximum saving is £15.76  
[£426.52 (total in InLine Events) - £410.76 (cheapest total)]

### Challenge

Making shoes cheaper reduces the cost of trainers and cross-country shoes, saving £6.98 (2 x £3.49).

This decreases the total cost at InLine Events to £419.54 (£426.52 - £6.98).

This means that the total cost at InLine Events is now £1.24 less than SportWorld.

## Bank Holiday leisure (hot)

1. £100 - £40.81 = £59.19 left.  
2. a. £100 - £56.25 = £43.75 left.  
b. The family ticket would have been an additional £3.65.  
3. a. £100 - £73.70 = £26.30 left.  
b. £4.79 x 5 = £23.95. £26.30 - £23.95 = £2.35 left.  
4. a. £100 - £80 = £20 left. b. £100 - £96 = £4 left.  
c. £100 - £62.50 = £37.50 left. d. £100 - £73.70 = £26.30

### Challenge

Wildlife Park £43.75 versus £59.90

Craft day £37.31 versus £42.40

Activity adventure £40.81 versus £53.60

Science museum £15.24 versus £20.10

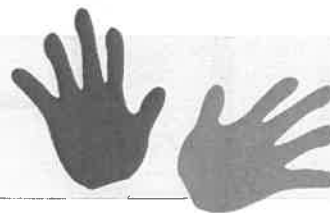
All of the family tickets are more expensive than buying 1 adult and 2 child tickets.

## A Bit Stuck? Dream shopping

**Work in pairs**

**Things you will need:**

- Dream shopping web page



**What to do:**

- You have £100 but you don't need to spend it all! Choose an item from the dream shopping webpage.
- Work out how much change you would get from £100 if you bought your chosen item.
- Use frog to count up from the cost of the item to £100. Remember this should be a '3-hop frog'. Jump from the pence to the next pound and then to the next multiple of ten pounds and finally to 100.
- Add the hops being careful not to mix up the pounds and the pence. (The first hop should be in pence.)
- Check your partner's work to see if they have the right amount of change from £100. Your partner should check your work too.
- Do this again choosing a different item and so working out the change from £100 using frog/counting up subtraction.



£62.25



£45.23



£25.59



£82.16



£39.95



£71.68

***S-t-r-e-t-c-h:***

Find two items you would like to buy? Add together the cost of the two items using column addition. Remember they need to cost under £99 for both. Now work out how much change you would get from £100 using Frog subtraction. You should check your answer using column addition and adding your change and the total cost of the items together, this will equal £100 if all your calculations are correct!

**Learning outcomes:**

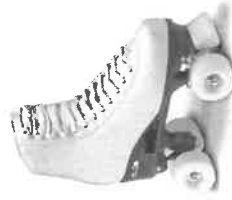
- I can work out change in pounds and pence from £100.
- I know my bonds to 10 (6+4, 5+5, 1+9, etc.).
- I know my multiple of ten bonds to 100 (20+80, 70+30, 90+10, etc.).
- I know my bonds to 100 (48+52, 95+5, 12+88, etc.).

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& Gaming](#)[Home  
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Scooter  
**£89.99**

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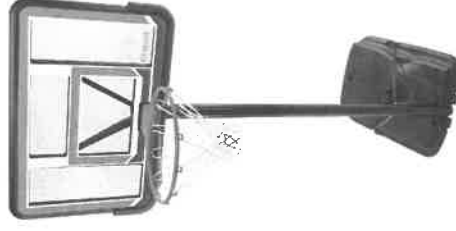
Skateboard  
**£35.00**

[Add to basket](#)

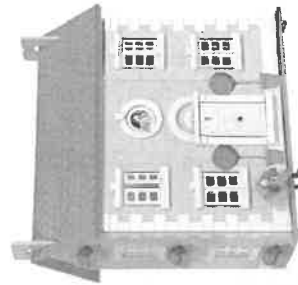
Skates  
**£55.00**

[Add to basket](#)

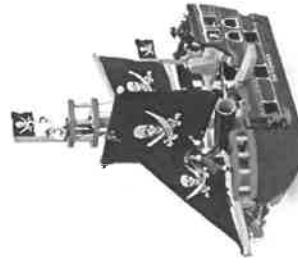
Pogo stick  
**£60.00**

[Add to basket](#)

Basketball net  
**£90.00**

[Add to basket](#)

Doll's house  
**£70.00**

[Add to basket](#)

Pirate ship  
**£29.99**

[Add to basket](#)

Doll's pram  
**£25.00**

[Add to basket](#)

Xbox One Sims4  
**£44.50**

[Add to basket](#)

Collector cards  
**£20.00**

[Add to basket](#)

## Check your understanding

### Questions

Drinks are £2.99 each. A bag of crisps is 49p. Burgers are £4.99 each.

Find the total of two drinks, a burger and a bag of crisps.

Find the change from £20.

---

Frog does three hops: 51p, £2 and £10 to find change from £50.

How much was the item bought?

---

Write the missing number in this bar model:

| £100   |       |     |   |
|--------|-------|-----|---|
| £43.25 | £9.65 | £14 | ? |

*Fold here to hide answers:*

---

---

## Check your understanding

### Answers

Drinks are £2.99 each. A bag of crisps is 49p. Burgers are £4.99 each.

Find the total of two drinks, a burger and a bag of crisps. £11.46

Find the change from £20. £8.54.

---

Frog does three hops: 51p, £2 and £10 to find change from £50.

How much was the item bought? £37.49. Best solved by working backward from £50, effectively solving  $£50 - £10 - £2 - 51p$ .

---

Write the missing number in this bar model:

| £100   |       |     |        |
|--------|-------|-----|--------|
| £43.25 | £9.65 | £14 | £33.10 |

Add the three given amounts; then use counting up (Frog) to find the missing number.



## 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.

*Harry Potter – If you have the book / audio book / film of Harry Potter and the Philosopher's Stone it would be great to watch, read or listen up to the beginning of Chapter 4.*

### 1. Start by reading the extracts which tell us about when Hagrid first appears.

- Read *Extract A* – then answer the questions on it.
- Read *Extract B* – then answer the questions on it.
- If you can, challenge yourself by reading *Extract C* and answering the questions. Don't give up too easily!

Wow! Well done! Now work with a grown-up to check the answers. Discuss any answers which you didn't quite get. Can you see what went wrong?

### 2. Now for some writing

First watch Ron getting a howler!

[https://www.youtube.com/watch?v=7vYW\\_05kvJ8](https://www.youtube.com/watch?v=7vYW_05kvJ8)

*Parents - you may wish to avoid expletive by missing first few seconds of clip  
Or let children watch the film from 34 mins 02 to 35 mins 10*

**Write a howler** from one of the characters to another.

### Try the Fun-Time Extras

- Read back through the extracts introducing Hagrid. Draw your own labelled picture of him with his huge coat laden with useful items. Include as many of the things mentioned in the text as you can.

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 the 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 was hit with such force that it swung clean 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 almost 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 easily into its frame. The noise of the storm outside dropped a little.

He turned to look at them all.

‘Couldn’t make us a cup’o’tea, could yeh? It’s not been an easy journey...’

He strode over to the sofa where Dudley sat frozen with fear.

‘Budge up, yeh great lump,’ said the stranger.

Dudley squeaked and ran to hide behind his mother, who was crouching, terrified, behind Uncle Vernon.

‘An’ here’s Harry!’ said the giant.

Harry looked up into the fierce, wild, shadowy face and saw that the beetle eyes were crinkled in a smile.

‘Las’ time I saw you, you was only a baby,’ said the giant. ‘Yeh look a lot like yer dad, but yeh’ve got yer mum’s eyes.’

Uncle Vernon made a funny rasping noise.

‘I demand that you leave at once, sir!’ he said. ‘You are breaking and entering!’

‘Ah, shut up, Dursely, yeh great prune,’ said the giant. He reached over the back of the sofa, jerked the gun out of Uncle Vernon’s hands, bent it into a knot as easily as if it had been made of rubber, and threw it into a corner of the room.

Uncle Vernon made another funny noise, like a mouse being trodden on.



## Reading Comprehension A



- Read the extracts from Chapter 4.
- Answer the questions.
- Work through each section at a time, reading **Extract A** first and answering the **Questions in Box A**.

### Box A – Questions 1-6 are about Extract A

1) *The giant squeezed his way into the hut, stooping so that his head just brushed the ceiling.*

Which word is closest in meaning to *stooping*? Tick one.

walking ☐    slouching ☐    strolling ☐    trailing ☐

1 mark

2) *Uncle Vernon came skidding into the room.*

What does the word *skidding* suggest about how Vernon is feeling?

---

1 mark

3) Give one reason why Hagrid might seem frightening when he first appears?

---

---

1 mark

4) When does Hagrid tell Harry that he last saw him?

---

1 mark

5) Why do you think Harry is not scared of Hagrid?

---

1 mark

6) In what ways is Vernon shown to be quite a ridiculous character in this section? Give an example.

---

---

1 mark

‘Anyway – Harry,’ said the giant, turning his back on the Dursleys, ‘a very happy birthday to yeh. Got sommat fer yeh here – I mighta sat on it at some point, but it’ll taste all right.’

From an inside pocket of his black overcoat he pulled a slightly squashed box. Harry opened it with trembling fingers. Inside was a large, sticky chocolate cake with *Happy Birthday Harry* written on it in green icing.

Harry looked up at the giant. He meant to say thank you, but the words got lost on the way to his mouth, and what he said instead was, ‘Who are you?’

The giant chuckled.

‘True, I haven’t introduced meself. Rubeus Hagrid, Keeper of the Keys and Grounds of Hogwarts.’

He held out an enormous hand and shook Harry’s whole arm.

‘What about that tea then, eh?’ he said, rubbing his hands together. ‘I’d not say no to summat stronger if yeh’ve got it, mind.’

His eyes fell on the empty grate with the shrivelled crisp packets in it and he snorted. He bent down over the fireplace; they couldn’t see what he was doing but when he drew back a second later, there was a roaring fire there. It filled the whole damp hut with flickering light and Harry felt the warmth wash over him as though he’d sunk into a hot bath.

The giant sat back down on the sofa, which sagged under his weight, and began taking all sorts of things out of the pockets of his coat: a copper kettle, a squashy package of sausages, a poker, a teapot, several chipped mugs and a bottle of some amber liquid which he took a swig from before starting to make some tea. Soon the hut was full of the sound and smell of sizzling sausage. Nobody said a thing whilst the giant was working, but as he slid the first six fat, juicy, slightly burnt sausages from the poker, Dudley fidgeted a little. Uncle Vernon said sharply, ‘Don’t touch anything he gives you, Dudley.’

The giant chuckled darkly.

‘Yer great puddin’ of a son don’ need fattenin’ any more, Dursley, don’ worry.’

He passed the sausages to Harry, who was so hungry he had never tasted anything so wonderful, but he still couldn’t take his eyes off the giant. Finally, as nobody seemed about to explain anything, he said, ‘I’m sorry, but I still don’t know who you are.’

The giant took a gulp of tea and wiped his mouth with the back of his hand.

‘Call me Hagrid,’ he said, ‘everyone does. An’ like I told yeh, I’m the Keeper of the Keys at Hogwarts – yeh’ll know all about Hogwarts, o’course.’

‘Er-no,’ said Harry.

Hagrid looked shocked.

‘Sorry,’ Harry said quickly.

## Reading Comprehension B

### Box B – Questions 7-12 are about Extract B

7) What is the first thing that Hagrid gives to Harry?

---

1 mark

8) *He held out an enormous hand and shook Harry's whole arm.*

What two clues to the fact that Hagrid is a giant are given in the sentence above?

a. 

---

b. 

---

1 mark

9) *He bent down over the fireplace; they couldn't see what he was doing but when he drew back a second later, there was a roaring fire there.*

What does the word *drew* mean in this context?

---

1 mark

10) Why does Rowling list the contents of Hagrid's pockets?

---

---

1 mark

11) How can the reader tell that Harry is confused or astonished by Hagrid? Write one example below.

---

1 mark

12) What is unusual about the way that Hagrid speaks? Give an example.

---

---

1 mark

'Sorry?' barked Hagrid, turning to stare at the Dursleys, who shrank back into the shadows. 'It's them who should be sorry! I knew yeh weren't gettin' yer letters but I never thought yeh wouldn't even know about' Hogwarts, fer cryin' out loud! Did yeh never wonder where yer parents learnt it all?'

'All what?' asked Harry.

'ALL WHAT?' Hagrid thundered. 'Now wait jus' one second!'

He had leapt to his feet. In his anger he seemed to fill the whole hut. The Dursleys were all cowering against the wall.

'Do you mean ter tell me,' he growled at the Dursleys, 'that this boy – this boy! – knows nothin' about' – about ANYTHING?'

Harry thought this was going a bit far. He had been to school, after all, and his marks weren't bad.

'I know *some* things,' he said. 'I can, you know, do maths and stuff.'

But Hagrid simply waved his hand and said, 'About *our* world, I mean. *Your* world. *My* world. *Yer* parents' world.'

'What world?'

Hagrid looked like he was about to explode.

'DURSLEY!' he boomed.

Uncle Vernon, who had gone very pale, whispered something that sounded like 'Mimblewimble'. Hagrid stared wildly at Harry.

'But yeh must know about yer mum and dad,' he said. 'I mean they're *famous*. *You're* famous.'

'What? My – my mum and dad weren't famous, were they?'

'Yeh don' know...yeh don' know...'

Hagrid ran his fingers through his hair, fixing Harry with a bewildered stare.

'Yeh don' know what yeh *are*?' he said finally.

Uncle Vernon suddenly found his voice.

'Stop!' he commanded. 'Stop right there, sir! I forbid you to tell the boy anything!'

A braver man than Vernon Dursley would have quailed under the furious look Hagrid now gave him; when Hagrid spoke, his every syllable trembled with rage.

'You never told him? Never told him what was in the letter Dumbledore left for him? I was there! I saw Dumbledore leave it, Dursley! An' you've kept it from him all these years?'

'Kept *what* from me?' said Harry eagerly.

‘STOP! I FORBID YOU!’ yelled Uncle Vernon in panic.

Aunt Petunia gave a gasp of horror.

‘Ah, go boil yer heads, both of yeh,’ said Hagrid. ‘Harry – yer a wizard.’

There was silence inside the hut. Only the sea and the whistling wind could be heard.

‘I’m a *what?*’ gasped Harry.

‘A wizard, o’course,’ said Hagrid, sitting back down on the sofa, which groaned and sank even lower, ‘an’ a thumpin’ good’un, I’d say, once yeh’ve been trained up a bit. With a mum an’ dad like yours, what else would yeh be? An’ I reckon it’s abou’ time yeh read yer letter.’

## Reading Comprehension C

### Box C – Questions 13-15 are about Extract C

13) Find 2 **speech verbs** which show that Hagrid is angry and write them below.

a) \_\_\_\_\_ b) \_\_\_\_\_

1 mark

14) *'Do you mean ter tell me,' he growled at the Dursleys, 'that this boy – this boy - knows nothin' about – about ANYTHING?'*

How does Harry misunderstand Hagrid's words? What is Hagrid referring to?

---

---

2 marks

15) Find the words, *'STOP! I FORBID YOU!'* yelled Uncle Vernon in panic.  
*Aunt Petunia gave a gasp of horror.*

What does Vernon not want Hagrid to do and why do you think this might be?

---

---

2 marks

16) Now think about all three extracts. Name two adjectives which could describe Hagrid's personality using evidence from the text to support your answer.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

## Write a Howler!

First, make notes of some ideas, discussing these.

Maybe your howler could be ...

- from Dumbledore to one of the Dursleys on mistreatment of Harry;
- from the Dursleys to Dumbledore for leaving them with Harry;
- from Dumbledore to Hagrid for using magic on Dudley;
- from McGonagall to Vernon for destroying her letters.

How will the Howler be phrased? What type of language will be used? How will you describe what the person receiving it did wrong?

A large rectangular box with a decorative, wavy border. Inside the box are several horizontal lines for writing.

## **Suggested Answers Year 6 Day 1 Harry Potter**

### **Box A – Questions 1-6 are about Extract A**

1. Slouching *(1 mark)*
2. Accept answers that express: urgency, desperation to defend his beloved son, unexpected and uncontrollable feelings. *(1 mark)*
3. Accept any of the following: *(1 mark)*  
His face was almost completely hidden  
Wild tangled beard  
He hit the door with such force that it swung clean off its hinges  
His eyes were like beetles under all his hair
4. When Harry was (only) a baby *(1 mark)*
5. Because Hagrid talks about Harry's parents *(1 mark)*
6. Accept any of the following: *(1 mark)*  
He made a funny rasping noise (illustrating his nerves)  
Hagrid calls him a 'great prune'  
Hagrid bent Vernon's gun into a knot  
Vernon made a noise like a mouse being trodden on

### **Box B – Questions 7-12 are about Extract B**

7. A squashed box with a large sticky chocolate cake in. Accept: cake *(1 mark)*
8. His hand is the size of a normal boy's arm and the word 'enormous' to describe Hagrid's hands – like a giant! *(1 mark for both responses)*
9. Accept answers that reflect the motion of stepping back, revealing. *(1 mark)*
10. Accept any of the following: *(1 mark)*  
To show what a chaotic character Hagrid is.  
To demonstrate that Hagrid is resourceful.  
For the reader to try and guess and predict what Hagrid might need all those items for.



11. "I'm sorry, but I still don't really know who you are." (1 mark)
12. Accept an answer that identifies that he speaks with an accent / colloquial language plus one supporting piece of evidence from below. (1 mark)
- "I knew yeh weren't getting' yer letters."
- "an' like I told yer"
- "Yer great puddin' of a son don' need fattenin' anymore"

**Box C – Questions 13-15 are about Extract C**

13. Thundered and growled (1 mark for both verbs)
14. Harry thought Hagrid meant anything about the world and general school subjects. What Hagrid was referring to was Hogwarts and the life of a Wizard with magic. (Award 2 marks for both parts of this answer. Award 1 mark for one part given.)
15. Vernon does not want Hagrid to tell Harry about his true identity and past life or that Harry is actually a wizard. This may be because Vernon does not want to be a victim of Harry's magic (accept reasonable suggestions as to why Vernon does not want Hagrid to tell Harry). (Award 2 marks for both parts of this answer. Award 1 mark for reference to one part.)
16. Accept adjectives with a similar meaning to thoughtful, caring and friendly. Evidence may include, "Got summat for yeh here" which shows he cares about Harry's birthday.  
Loyal. "Rebeus Hagrid, Keeper of Keys and Grounds at Hogwarts" which shows his pride in his job and devotion to the school.  
Accept evidence that supports the pupils' chosen adjective with a supporting explanation that aids to point as opposed to just repeats it.  
(Award 2 marks for 2 reasonable adjectives given which have supporting evidence and an explanation as to why that evidence was chosen.)



# What to do today

*Today is a revision session on word classes, sentences and their punctuation.*

**Tip:** Online dictionaries are useful for determining tricky word classes

For example [Oxford Dictionary online](#).

## 1. Start with the grammar – word classes

- Go through the *Word Classes Revision Cards* to remind yourself.
- Now look at the *Word Class Grid*
  - Choose at least 8 words from the grid. Make sure you include words from each word class.
  - Write a definition for each word, stating the word class.
  - If your word can fit into more than one class, write a definition for each meaning.

## 2. Complete the Sentence Activities.

Use the *Sentences Revision Cards* to help you.

Follow the instructions on each of these:

- *Complete Sentences?*
- *Sentence Punctuation*
- *Subject, Verb, Object*

Wow! Well done! Now work with a grown-up to check the answers.  
*Discuss any wrong answers. Can you see what went wrong?*

## 3. Now for some writing

Write a paragraph describing an event from one of the Harry Potter books. Follow the instructions given.

## Try the Fun-Time Extras

Create a Harry Potter dictionary. It will be important to list the terms and their definitions which will include the word class.

## Word Classes Revision Cards

### Nouns

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

*a boy, the cupboard, an owl, a mystery*

In front of a noun, we often have

a an the

determiners

When a noun is a particular name it is called a **proper noun**.

Proper nouns are shown  
using capital letters.

Harry

Privet Drive

Hedwig an owl

My favourite treat is a Chocolate Frog.



### Verbs

Verbs indicate that someone or something is doing, feeling or being.

Dursley blinked.

The cat waited.

They have a secret.

I wish!

Usually verbs have the name of a person or thing or a pronoun in front of them.

### Adjectives

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

*those funny clothes*

*some mysterious news*

*a nice, normal day*

*her pursed lips*

*The clothes were funny.*

Adjectives sometimes come next to 'their' nouns...  
*but sometimes they do not.*



### Adverbs

An adverb tells you more about a verb.

*sharply* *casually* *stiffly* *horribly* *fast*

*"No," she said sharply.* *He spoke as casually as he could.*

*His heart sank fast.*

An adverb can also add to an adjective.

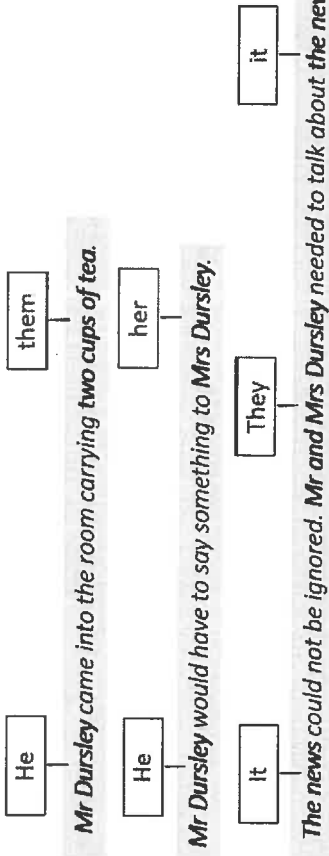
*He had a perfectly normal morning.*

*It was an obviously silly stunt.*

## Word Classes Revision Cards

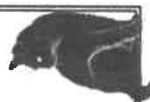
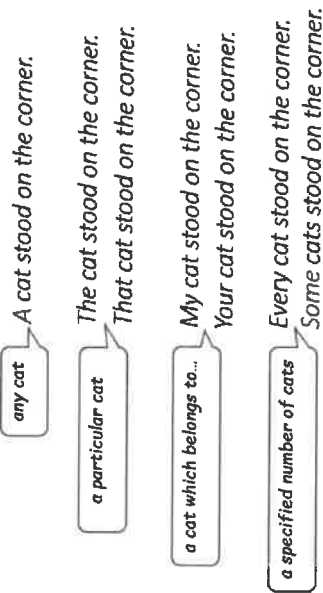
### Pronouns

Pronouns can stand in the place of a noun or noun phrase.



### Determiners

Determiners stand in front of nouns.  
They specify a noun.



### Prepositions

Prepositions link a noun or noun phrase to a sentence.

There was a cat reading a map *on the corner*.  
Owls swooped *in broad daylight*.  
He yelled *at five different people*.  
He found it hard to concentrate *after lunch*.



**Prepositions** tell us how words are related.  
They can tell us about time, place and cause.

### Conjunctions

Co-ordinating conjunctions join two words or clauses.

The cat sat and waited.

The cat might have been reading a map or he may have imagined it.

Mr Dursley was snoring but the cat was showing no sign of sleepiness.

Subordinating conjunctions introduce subordinate clauses.

It was nearly midnight before the cat moved.

A man appeared while the cat waited.

Because he sensed he was being watched, Dumbledore looked up.

**Co-ordinating conjunctions**  
and  
but  
or

**Subordinating conjunctions**  
when  
while  
before  
because  
so  
if  
unless  
although

## Word Class Grid

- Choose at least 8 words from the grid. You must include words from each word class.
- Write a definition for each word, including stating the word class.
- If your word can fit into more than one class, write a definition for each meaning.
- If you have time, choose more words from the grid.

- 1) Noun
- 2) Verb
- 3) Adjective
- 4) Adverb
- 5) Preposition
- 6) Determiner
- 7) Pronoun
- 8) Conjunction

|            |            |              |            |           |           |
|------------|------------|--------------|------------|-----------|-----------|
| muggle     | Hufflepuff | insult       | those      | deadly    | her       |
| fast       | curse      | challenge    | mysterious | powerful  | howler    |
| parchment  | giant      | fly          | because    | evil      | owl       |
| but        | where      | a            | sorcerer   | terrify   | animagus  |
| Dumbledore | snitch     | wizard       | courageous | anxious   | pensieve  |
| above      | strangely  | across       | the        | dare      | witch     |
| swoop      | apparate   | disapparate  | silently   | Slytherin | with      |
| they       | it         | swiftly      | she        | them      | chocolate |
| when       | Hogwarts   | although     | since      | Quidditch | if        |
| magical    | cast       | perfectly    | hide       | suddenly  | sadly     |
| hard       | below      | terrifyingly | rapidly    | he        | furiously |
|            |            |              |            |           | rose      |

## Sentences Revision Cards

### Sentences and their Punctuation

We **punctuate** sentences to make our writing clearer.

A **capital letter** goes at the beginning and the end is indicated by...  
a **full stop**, **question mark** or **exclamation mark**.

He was late.  
She changed her mind.  
He wrote a letter.  
a low rumbling sound

not a complete sentence  
Who did the verb?

Punctuation does  
not make a  
complete  
sentence; it makes  
the beginning and  
ending clear.



not a complete sentence -  
a noun phrase.



### Sentences

Sentences make sense by themselves.  
They need at least one main clause.  
Each clause has an active verb.

They went to the zoo.  
Harry ate an ice lolly.  
It was cool in the reptile house.  
Harry looked intently at the snake.  
Was it nice there?

### Parts of a Clause

A **clause** is a group of words which contains a verb.  
All verbs have a subject.

Dudley threw  
Harry opened  
The cat watched

This clause is about Dudley.  
This clause is about Harry.  
This clause is about the cat.

The subject is what  
the **clause** is about.



In some **clauses** there is something the verb acts on.  
This is called the **object**.

### SUBJECT VERB OBJECT

#### Parts of a Clause

A **clause** is a group of words which contains a verb.  
All verbs have a subject.

Dudley threw the dinner  
Harry opened the envelope  
The cat watched the Dursleys

The object is  
affected by the  
verb.

The subject is what  
the **clause** is about.



In some **clauses** there is something the verb acts on.  
This is called the **object**.

## Complete Sentences?

- Sort the text boxes into complete sentences and not complete sentences. (*You could cut them out and sort them or use ticks and crosses on the sheet.*)
- Take 3-5 incomplete sentences and rewrite them to make them complete and correctly punctuated.

tried to grab the letter

she took it curiously and read the first line

for a moment, it looked as though she might faint

clutched her throat and made a choking noise

Harry and Dudley had a furious but silent fight over

his glasses dangling from one ear

seeming to have forgotten that Harry was in the room

as Dudley wasn't used to sharing

not moving

that evening, when Vernon got back from work

Harry stared

Harry sat down on the bed when








## Sentence Punctuation

- Read the letters. What is wrong with the punctuation in each box? Highlight or underline the mistakes.
- Correct the punctuation. **HINT:** Hagrid's letter might need some extra words adding  
(You could correct the text on the sheet or correct the document on the computer.)
- Write a tip or advice to help the writers of each text to avoid their mistakes.

|   |   |
|---|---|
| <p>Dear Mr Potter,</p> <p>We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry, please find enclosed a list of all necessary books and equipment, term begins on 1 September, we await your owl by no later than 31 July.</p> <p>Yours sincerely,</p> <p><i>Minerva McGonagall</i></p> <p>(Deputy Headmistress)</p>   | <p>Dear Mr Dumbledore,</p> <p>Given Harry his letter. Taking him to buy his things tomorrow. Weather's horrible. Hope you're well.</p> <p><b>Hagrid</b></p>   |
| <p><i>Dear Padfoot!</i></p> <p><i>Thank you for Harry's birthday present? He's already zooming along on the toy broomstick? He looked so pleased with himself? I'm enclosing a picture so you can see! You know it only rises about two feet off the ground, but he nearly killed the cat and he smashed a horrible vase Petunia sent me for Christmas (no complaints there). Of course, James thought it was funny, He says he's going to be a great Quidditch player, but we've had to pack away all the ornaments@</i></p> | <p>dear mr hagrid,</p> <p>further to our inquiry into the attack by a hippogriff on a student in your class, we have accePted the assurances of professor dumbledore that you bear no responsibility for the regrettable incident.</p> <p>however, we must register our concern about the hippogriff in question. We have decided to uphold the official compLaint of Mr lucius malfoy. the hearing will take place on aril 20th, and we ask you to present yourself and your hippogriff at the committee's offices in london on that date...</p> |

## Subject, verb or object?

- Create at least 5 of your own clauses (you can change the verb endings).

| Subject      | Verb   | Object   |
|--------------|--------|--|
| Harry        | see    |  broomstick |
| Dumbledore   | ride   |  tower      |
| The cat      | find   |  castle     |
| Hagrid       | carry  |  chair      |
| Aunt Petunia | polish |  mirror     |
|              | love   |  |
|              | break  |  |

e.g. *The cat polished the mirror.* or *Dumbledore carried the chair.*

- Identify the subject, object and verb in each clause below; underline them in different colours.

e.g. They ate stale cornflakes.

- 1) She held a letter.
- 2) Uncle Vernon knocked Harry's hand.
- 3) He held it out of reach.
- 4) Petunia narrowed her eyes.
- 5) Vernon ignored her.
- 6) Dudley hid his face.
- 7) The rain chilled them.
- 8) Uncle Vernon parked the car.

- Now change the subject, verb or object in each clause to change the meaning.

## ANSWERS Word Class Grid

- Choose at least 8 words from the grid. You must include words from each word class.
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| but        | where      | a            | sorcerer   | terrify   | animagus     |
| Dumbledore | snitch     | wizard       | courageous | anxious   | gamekeeper   |
| above      | strangely  | across       | the        | dare      | pensieve     |
| swoop      | apparate   | disapparate  | silently   | Slytherin | witch        |
| they       | it         | swiftly      | she        | them      | an           |
| when       | Hogwarts   | although     | since      | chocolate | under        |
| magical    | cast       | perfectly    | hide       | Quidditch | put-outer    |
| hard       | below      | terrifyingly | rapidly    | suddenly  | if           |
|            |            |              |            | sadly     | normal       |
|            |            |              |            | furiously | mysteriously |
|            |            |              |            | rose      |              |

- 
- Noun
  - Verb
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seeming to have forgotten that Harry was in the room ☒

she took it curiously and read the first line ☒

as Dudley wasn't used to sharing ☒

for a moment, it looked as though she might faint ☒

not moving ☒

clutched her throat and made a choking noise ☒

that evening, when Vernon got back from work ☒

Harry and Dudley had a furious but silent fight over ☒

Harry stared ☒

his glasses dangling from one ear ☒

Harry sat down on the bed when ☒

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Yours sincerely,

*Minerva McGonagall*

(Deputy Headmistress)

Dear Mr Dumbledore,

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*Hagrid*

Dear Padfoot,






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|              | break  |  |

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- Vernon ignored her.
- Dudley hid his face.
- The rain chilled them.
- Uncle Vernon parked the car.

- Now change the subject, verb or object in each clause to change the meaning.

## 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*

- Read the extract from Chapter 5 of Harry Potter and the Philosopher's Stone AND/OR watch the film from 19min19 – 20m46).
- Use the *Noun Phrases Revision Cards* to help you.

### 2. Complete the *Modal Verbs* activities. Follow the instructions.

- Read the extract from Chapter 6.
- 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.

- 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](https://www.wizardingworld.com/) 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

## Extract from Chapter 5 Harry Potter and the Philosopher's Stone

'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 –

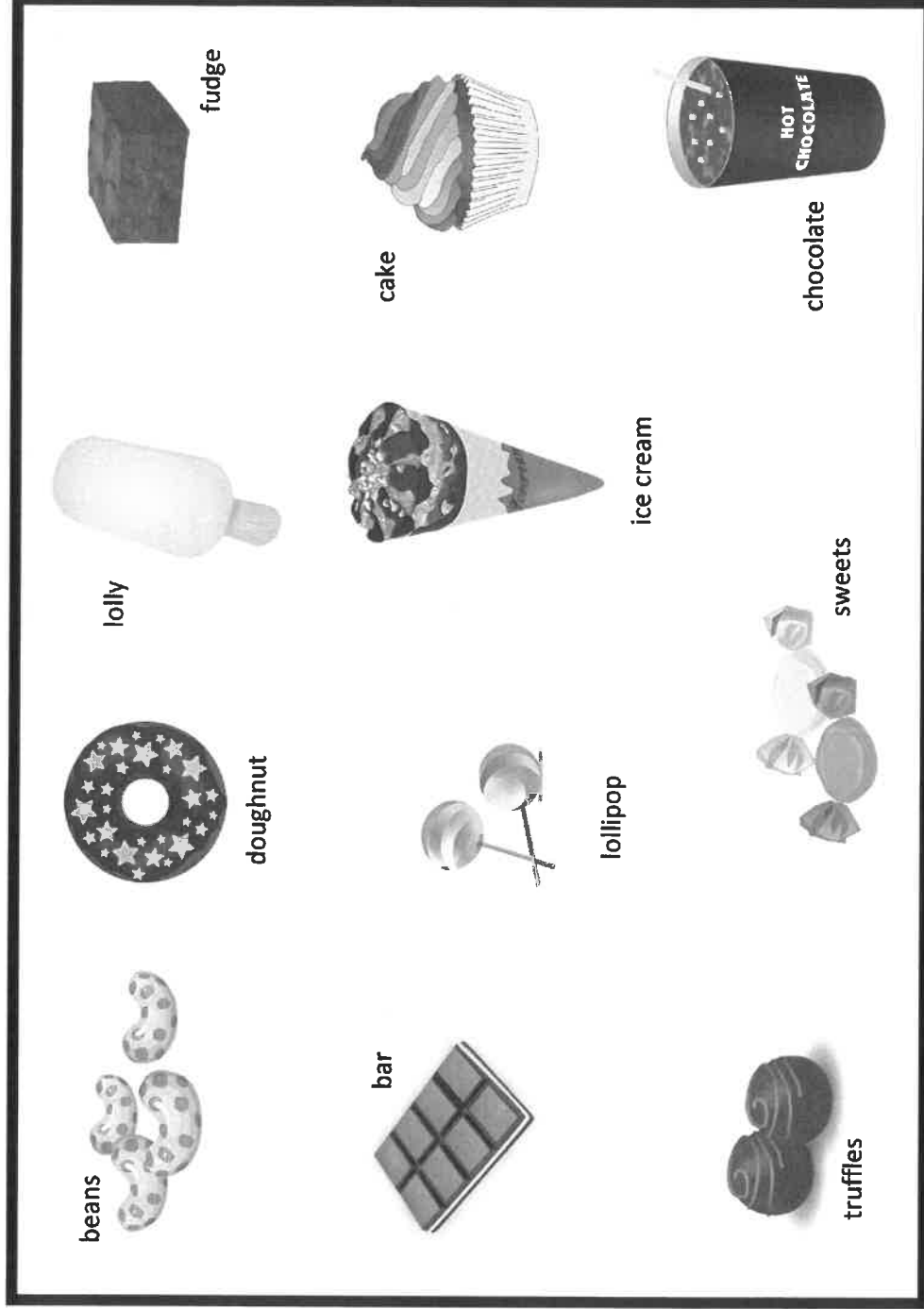
'Yeah, that's a goblin,' said Hagrid quietly as they walked up the white stone steps towards him. The goblin was about a head shorter than Harry. He had a swarthy, clever face, a pointed beard and, Harry noticed, very long fingers and feet. He bowed as they walked inside.

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.



|   |
|---|
| some horribly enchanted, fly-covered fudge      |
| those absolutely snot-green frog cakes          |
| an every flavour exploding toffee               |
| the last grumbling truffle covered in moon dust |

**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 an the

determiners

### 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

A noun phrase adds extra detail  
to the noun.

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.

noun phrases

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

### 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.

noun phrases

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

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



Prepositions

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

## 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.



### 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.

#### Certainty

may  
might  
would  
shall  
will

#### Ability

can  
could

#### Obligation

must  
should  
ought (to)



## 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!)

#### Certainty

may might  
would shall  
will

#### Ability

can  
could

#### Obligation

must  
should  
ought (to)



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 Revision Cards

**Relative clauses can give more information about a noun or pronoun.**  
They usually begin with a relative pronoun.

**Hagrid searched in his pockets.**

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.

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



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

Neville lost his toad.



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.

Neville lost his toad which meant he was in trouble.



### 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.*



### Punctuating Relative Clauses

When the relative clause splits the main clause → commas.

main, relative clause, clause

main clause      relative clause  
subordinate 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.

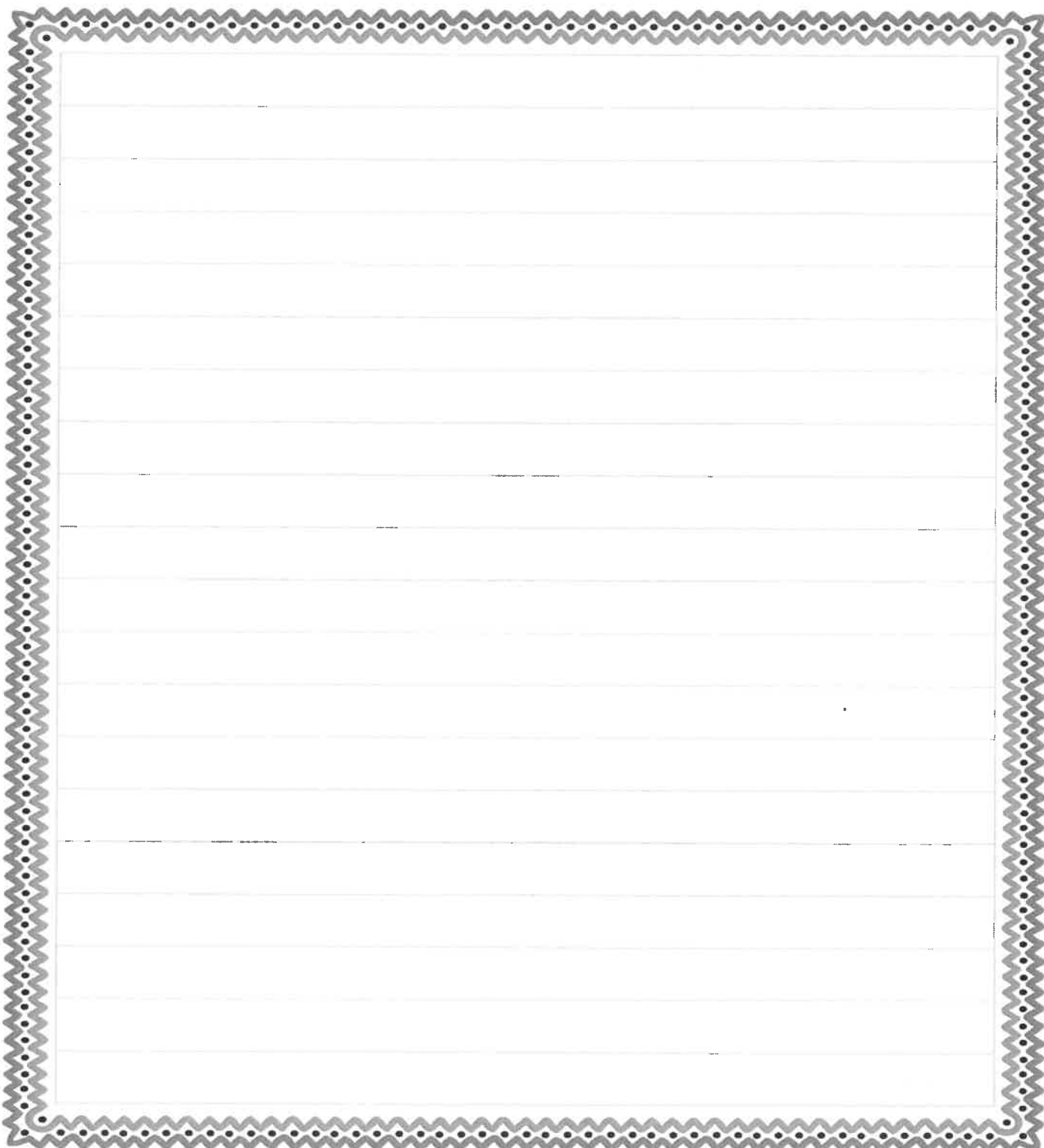
Hagrid went green.



## 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?

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.

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(For greater challenge – do not reuse modal verbs!)

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Harry \_\_\_\_ will \_\_\_\_ start Hogwarts when he is eleven. [*certain*]

He \_\_\_\_ might \_\_\_\_ be sorted into Slytherin. [*not certain*]

He \_\_\_\_ can \_\_\_\_ use an owl to send messages. [*ability*]

Ron \_\_\_\_ ought to \_\_\_\_ take better care of his rat. [*obligation*]

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)

## ANSWERS Relative Clauses

### Part A

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#### Relative Pronouns (& Relative Adverbs)

who, which, whom, whose, that, (where, when)

## ANSWERS Part B

Try adding your own relative clauses to the sentences below.

Write your new sentences, thinking carefully about punctuation.

Harry and Hagrid, who....., arrived at Gringotts bank which....

It was a snowy-white building which.....

They walked inside the bank which.....

A goblin, who..., showed them through some silver doors which.....

Harry and Hagrid, who ..., were now in a vast marble hall which....

About a hundred more goblins, whose..., were working behind a long counter which....

Hagrid, who..., showed his key that....

Griphook, who..., led them to a place which.....

They all climbed in a small cart which.....

It hurtled through twisting passages which....

Harry, who..., felt his eyes, which..., watering.

Hagrid, who....., went green.

## 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.*

**1. Start with the grammar – *Sentence Forms*.** Follow the instructions.

- Use the *Sentence Forms Revision Cards* to help you.

**2. Complete *Apostrophes* activities.** Follow the instructions.

- Read the extract from Chapter 9.
- Use the *Apostrophes Revision Cards* to help you.

**3. Start by reading the extracts from Chapter 10.**

- Read *Extract A* – then answer the questions on it.
- Read *Extract B* – then answer the questions on it.
- If you can, challenge yourself by reading *Extract C* and answering the questions. Don't give up too easily!

Brilliant! Well done. Work with a grown-up to check the answers.

*Discuss any wrong answers. Can you see what went wrong?*

**Now try the Fun-Time Extras**

Think about the ordinary challenges of starting a new school, and additional difficulties of Hogwarts (*moving stairs, ghosts, magic* etc.).

Make a list of examples of these challenges, separating ordinary and magical ones. Which are most / least scary?

# Sentence Forms Revision Cards

**Sentence Forms** - Sentences can appear in 4 forms:

**Statement**

*What tricky staircases they are!*

**Question**

*Mrs Norris had lamp-like eyes.*

**Command**

*Why was the third floor corridor out of bounds?*

**Exclamation**

*Take care with transfiguration magic.*



**We can identify a sentence's form by looking at its purpose.**

*Professor Flitwick did recognise Harry.*

*Did Professor Flitwick recognise Harry?*

*Recognise Harry, Professor Flitwick.*

*How Professor Flitwick did recognise Harry!*



Is it giving information?  
- *statement.*

Is it seeking information?  
- *question.*

Is it giving instructions?  
- *command.*

Is it an emotional reaction?  
- *exclamation.*

**Sentence Forms - Statements**

Statements are the most common sentence form.  
They give information.

*Whispers followed Harry from the moment he left his dormitory.*

*There were a hundred and forty-two staircases at Hogwarts.*

*The ghosts did not help.*

*Argus Filch was the caretaker.*

Statements are punctuated with a **full stop** at the end.

**Sentence Forms - Questions**

Questions seek information.

*Did you see his scar?*

*Why is Peeves such a nuisance?*

*Where is Herbology?*

*Will Harry be friends with Malfoy?*

Questions are punctuated with a **question mark** at the end.

## Sentence Forms Revision Cards

### Sentence Forms - Commands

**Commands** give instructions.

They often open with an imperative verb.

Stay away from the Forbidden Forest.

Speak clearly when saying a spell.

Remember the password.

Learn the names of different stars and planets.



Commands are punctuated with a **full stop** at the end.

### Sentence Forms - Exclamations

**Exclamations** express strong emotional responses:

surprise, anger, pleasure etc.

How annoying that cat is!

What a disaster the spell was!

How funny Transfiguration was!

What a noise Peeves made!

Exclamations can be a word or phrase...



But as a complete sentence they begin with what or how.



How shocking!

Exclamations are punctuated with an **exclamation mark** at the end.

# Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Sentence

Exclamation

Question

Command

1. What a risk Harry took riding a broom
2. Madame Hooch teaches flying
3. What sort of broom is best for flying
4. Grip your broom tightly

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off.

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy?

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Sentence

Exclamation

Question

Command

How dangerous that was



## Extract from Chapter 9 Harry Potter and the Philosopher's Stone

A barn owl brought Neville a small package from his grandmother. He opened it excitedly and showed them a glass ball the size of a large marble, which seemed to be full of white smoke.

'It's a Rememberall!' he explained. 'Gran knows I forget things - this tells you if there's something you've forgotten to do. Look, you hold it tight like this and if it turns red – oh...' His face fell because the Rememberall had suddenly glowed scarlet, '...you've forgotten something...'

Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Rememberall out of his hand.

Harry and Ron jumped to their feet. They were half hoping for a reason to fight Malfoy, but Professor McGonagall, who could spot trouble quicker than any teacher in the school, was there in a flash.

'What's going on?'

'Malfoy's got my Rememberall, Professor.'

Scowling, Malfoy quickly dropped the Rememberall back on the table.

'Just looking', he said, and he sloped away with Crabbe and Goyle behind him.

JK Rowling tells the reader lots about the characters and plot through dialogue. To make the characters speech sound convincing the author uses less formal language and contractions. We use apostrophes to show contractions. Highlight the examples of contractions in the extract above. What other ways do we use apostrophes?

# Apostrophes Revision Cards

## Apostrophes show contractions.

I'm  
can't  
you'll  
you've  
didn't  
it's

it is  
I am  
cannot  
did not  
you have  
you will

Match the  
contractions to the  
words with the same  
meaning.



## Contractions

Contractions show the way that we **actually speak**.

We tend to speak quite quickly, with our words shortening.  
Sometimes we **miss out sounds** completely.

We might write:

but we are more likely to say:

*You do not know you will make  
a fool of yourself.*

*You don't know you'll  
make a fool of yourself.*



## Apostrophes show possession

To show possession we add 's to the end of the **noun**.

**Ron**  
**school**  
**owl**  
**spider**

*Ron's rat does nothing.*

*The school's rules are strict.*

*The owl's wings wafted the room.*

*The spider's fangs were huge.*

The owl owns  
its wings.



Possession means that something is **owned** by the **noun**.

The 's goes at the end of the **noun** when it is singular.

## Apostrophes show possession

**Plural Possessive - s**

If the **noun** already ends in s because it is **plural**...  
add ' to the end of that **noun**.

girls  
twins  
teachers  
owls

*the girls' dormitory*

*the twins' tricks*

*the teachers' table*

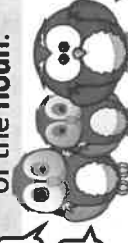
*the owls' hoots*

The ' goes at the end  
of the **noun**.

hoot

hoot

hoot



If we added another **s** to a **plural noun** it would be hard to say!

## Apostrophes - Contractions

Underline the apostrophes which indicate **contraction**.

Neville's parcel isn't what he expected. It's a Remembrall from his grandmother.

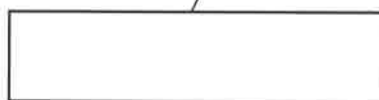
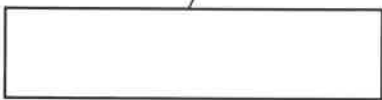
Harry's owl didn't bring him post usually, so he wasn't expecting anything.

Ron wouldn't like to be Hermione's partner as they'd end up arguing.

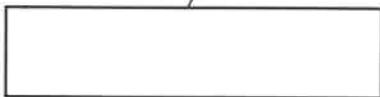
Malfoy's cruelty couldn't be ignored by Harry. He wouldn't say such things.

Replace the contractions with the **expanded forms** of the words.

We'll meet you in the trophy room that's always locked.



Can't a person eat in peace in this place?



You mustn't go wandering round the school at night. Think of the points you'll lose Gryffindor if you're caught.



## Apostrophes – Possession (singular)

Underline the apostrophes which indicate **possession**.

At eight o'clock the arrival of the owls interrupted Hermione's lecture.

Harry hadn't had a single letter since Hagrid's note.

Malfoy's owl was always bringing him packages from his parents.

Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snapes lessons were always difficult and Harrys temper was tested.

Herbology was taught in the schools greenhouses.

Professor Binns lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

| Sentence                                  | Apostrophe -<br>contracted form | Apostrophe -<br>possession |
|---|---------------------------------|----------------------------|
| Be quiet in Snape's lessons.              |                                 |                            |
| Neville's in trouble with McGonagall.     |                                 |                            |
| Quidditch is the school's main sport.     |                                 |                            |
| Mrs Norris has bulging eyes like Filch's. |                                 |                            |
| You'll be sorry you crossed me.           |                                 |                            |

## Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

|   |  |
|---|--|
| <i>The boy's cauldron melted into a twisted blob.</i> | Two boys, who were sharing a cauldron, melted it.                          |
| <i>The boys' cauldron melted into a twisted blob.</i> |  |
| <i>The girl's toilets were haunted.</i>               | The toilets, which are used by all of the girls, have a ghost living there |
| <i>The girls' toilets were haunted.</i>               |  |
| <i>The twin's plan was cunning.</i>                   | Fred had a cunning plan which he had not shared with George.               |
| <i>The twins' plan was cunning.</i>                   |  |
| <i>The bat's cave was dark.</i>                       | A solitary bat sleeps in a tiny cave for one.                              |
| <i>The bats' cave was dark.</i>                       |  |

Punctuate the sentences below to show **possession**.

The girls dormitory was covered in slime and toads.

The owls hoots rung through the hall as they swooped in.

Rons brothers always knew how to get him cross.

Nobody could find the cause of the broomsticks failure to fly.

The childrens one chance of surviving was to stick together.

What's he doing?' Harry whispered. 'Why isn't he down in the dungeons with the rest of the teachers?'

'Search me.'

Quietly as possible, they crept along the next corridor after Snape's fading footsteps.

'He's heading for the third floor,' Harry said, but Ron held up his hand.

'Can you smell something?'

Harry sniffed and a foul stench reached his nostrils, a mixture of old socks and the kind of public toilet no one seems to clean.

And then they heard it – a low grunting and the shuffling of gigantic feet. Ron pointed: at the end of the passage to the left, something huge was moving towards them. They shrank into the shadows and watched as it emerged into a patch of moonlight.

It was a horrible sight. Twelve feet tall, its skin was a dull, granite grey, its great lumpy body like a boulder with its small bald head perched on top like a coconut. It had short legs thick as tree trunks with flat, horny feet. The smell coming from it was incredible. It was holding a huge wooden club, which dragged along the floor because its arms were so long.

The troll stopped next to a doorway and peered inside. It wagged its long ears, making up its tiny mind, then slouched slowly into the room.

'The key's in the lock,' Harry muttered. 'We could lock it in.'

## Reading Comprehension, A



- Read the extracts from Chapter 10.
- Answer the questions.
- Work through each section at a time, **reading Extract A first** and answering the **Questions in Box A**.

### Box A – Questions 1-5 are about Extract A

1) Where are most of the teachers?

---

1 mark

2) Name two things Harry and Ron notice which warn them that the troll is nearby, *before* they see it.

---

---

1 mark

3) *They shrank into the shadows and watched as it emerged into a patch of moonlight.*

Which word is closest in meaning to *shrank*? Tick one.

deflated ☐

shortened ☐

shook ☐

retreated ☐

1 mark

4) How is the troll '*like a boulder*'?

---

---

1 mark

5) *The troll stopped next to a doorway and peered inside. It wagged its long ears, making up its mind, then slouched slowly into the room.*

Choose **one interesting verb** from the text above. What image of the troll does the verb create?

---

---

1 mark

'Good idea,' said Ron nervously.

They edged towards the open door, mouths dry, praying the troll wasn't about to come out of it. With one great leap, Harry managed to grab the key, slam the door and lock it.

'Yes!'

Flushed with their victory they started to run back up the passage, but as they reached the corner they heard something that made their hearts stop – a high, petrified scream – and it was coming from the chamber they'd just locked up.

'Oh, no,' said Ron, pale as the Bloody Baron.

'It's the girls' toilets!' Harry gasped.

'Hermione!' they said together.

It was the last thing they wanted to do, but what choice did they have? Wheeling around they sprinted back to the door and turned the key, fumbling in their panic – Harry pulled the door open – they ran inside.

Hermione Granger was shrinking against the wall opposite, looking as if she was about to faint. The troll was advancing on her, knocking the sinks off the walls as it went.

'Confuse it!' Harry said desperately to Ron, and seizing a tap he threw it as hard as he could against the wall.

The troll stopped a few feet from Hermione. It lumbered around, blinking stupidly, to see what had made the noise. Its mean little eyes saw Harry. It hesitated, then made for him instead, lifting its club as it went.

'Oy, pea-brain!' yelled Ron from the other side of the chamber, and he threw a metal pipe at it. The troll didn't even seem to notice the pipe hitting its shoulder, but it heard the yell and paused again, turning its ugly snout towards Ron instead, giving Harry time to run around it.

'Come on, run, *run!*' Harry yelled at Hermione, trying to pull her towards the door, but she couldn't move, she was still flat against the wall, her mouth open with terror.

The shouting and the echoes seemed to be driving the troll berserk. It roared again and started towards Ron, who was nearest and had no way to escape.

Harry then did something that was very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll's neck from behind. The troll couldn't feel Harry hanging there, but even a troll would notice if you stick a long bit of wood up its nose, and Harry's wand had still been in his hand when he'd jumped – it had gone straight up one of the troll's nostrils.

Howling with pain, the troll twisted and flailed its club, with Harry clinging on for dear life; any second, the troll was going to rip him off or catch him a terrible blow with the club.

Hermione had sunk to the floor in fright; Ron pulled out his own wand – not knowing what he was going to do he heard himself cry the first spell that came into his head:



## Reading Comprehension B



### Box B – Questions 6-10 are about Extract B

6) *...as they reached the corner they heard something that made their hearts stop...*

Who is making the noise and why does it make 'their hearts stop'?

---

1 mark

7) Name **two things** that Harry and Ron do to distract the troll.

a. 

---

b. 

---

1 mark

8) *The shouting and the echoes seemed to be driving the troll berserk.*

What does the word *berserk* mean in this context?

---

1 mark

9) Find and copy a group of words which show that the troll has dull senses.

---

---

1 mark

10) *...or catch him a terrible blow with the club.*

What does the word *blow* mean in this context? Name another synonym which could replace it?

---

---

2 marks

*Wingardium Leviosa!*

The club flew suddenly out of the troll's hand, rose high, high up into the air, turned slowly over – and dropped, with a sickening crack, on to its owner's head. The troll swayed on the spot and then fell flat on its face, with a thud that made the whole room tremble.

Harry got to his feet. He was shaking and out of breath. Ron was standing there with his wand still raised, staring at what he had done.

It was Hermione who spoke first.

'Is it – dead?'

'I don't think so,' said Harry. 'I think it's just been knocked out.'

He bent down and pulled his wand out of the troll's nose. It was covered in what looked like lumpy grey glue.

'Urgh – troll bogies.'

He wiped it on the troll's trousers.

A sudden slamming and loud footsteps made the three of them look up. They hadn't realised what a racket they had been making, but of course, someone downstairs must have heard the crashes and the troll's roars. A moment later, Professor McGonagall had come bursting into the room, closely followed by Snape, with Quirrell bring up the rear. Quirrell took one look at the troll, let out a faint whimper and sat quickly on the toilet, clutching his heart.

Snape bent over the troll. Professor McGonagall was looking at Ron and Harry. Harry had never seen her look so angry. Her lips were white. Hopes of winning fifty points for Gryffindor faded quickly from Harry's mind.

'What on earth were you thinking of?' said Professor McGonagall, with cold fury in her voice. Harry looked at Ron, who was standing with his wand in the air. 'You're lucky you weren't killed. Why aren't you in your dormitory?'

Snape gave Harry a swift, piercing look. Harry looked at the floor. He wished Ron would put his wand down.

Then a small voice came out of the shadows.

'Please, Professor McGonagall – they were looking for me.'

'Miss Granger!'

Hermione had managed to get to her feet at last.

'I went looking for the troll because I – I thought I could deal with it on my own – you know, because I've read all about them.'

Ron dropped his wand. Hermione Granger, telling a downright lie to a teacher?

'If they hadn't found me, I'd be dead now. Harry stuck his wand up its nose and Ron knocked it out with its own club. They didn't have time to come and fetch anyone. It was about to finish me off when they arrived.'

## Reading Comprehension C



### Box C – Questions 11-14 are about Extract C

11) What happens to make the troll unconscious?

1 mark

12) What makes Ron finally move after being frozen in shock?

2 marks

13) Tick one box in each row to show whether each statement is **true** or **false**.

|  | True | False |
|--|------|-------|
| Harry spoke first after the troll fell.                  |      |       |
| Quirrell fainted when he saw the troll.                  |      |       |
| The teachers first noticed Hermione when she stood up.   |      |       |
| Ron knew that Hermione would tell a lie to the teachers. |      |       |

2 marks

14) Now think about all three extracts. Why are Hermione's actions surprising? Why do you think that she lies about what had happened? Can you explain your thinking?

3 marks

# ANSWERS Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Statement

Exclamation

Question

Command

1. What a risk Harry took riding a broom! Exclamation
2. Madame Hooch teaches flying. Statement
3. What sort of broom is best for flying? Question
4. Grip your broom tightly. Command

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password ✓

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off. Are they going to fall off?

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy? You have always been so mean, Malfoy.

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Statement

Exclamation

Question

Command

How dangerous that was!

## ANSWERS Apostrophes - Contractions

Underline the apostrophes which indicate **contraction**.

Neville's parcel isn't what he expected. It's a Remembrall from his grandmother.

Harry's owl didn't bring him post usually, so he wasn't expecting anything.

Ron wouldn't like to be Hermione's partner as they'd end up arguing.

Malfoy's cruelty couldn't be ignored by Harry. He wouldn't say such things.

Replace the contractions with the **expanded forms** of the words.

We'll meet you in the trophy room that's always locked.

/

We will                      that is

Can't a person eat in peace in this place?  
can not

You mustn't go wandering round the school at night. Think of the points you'll lose Gryffindor if you're caught.

must not

you are

you will

## ANSWERS Apostrophes – Possession (singular)

Underline the apostrophes which indicate **possession**.

At eight o'clock the arrival of the owls interrupted Hermione's lecture.

Harry hadn't had a single letter since Hagrid's note.

Malfoy's owl was always bringing him packages from his parents.

Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snape's lessons were always difficult and Harry's temper was tested.

Herbology was taught in the school's greenhouses.

Professor Binn's lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

| Sentence                                  | Apostrophe -<br>contracted form | Apostrophe -<br>possession |
|---|---------------------------------|----------------------------|
| Be quiet in Snape's lessons.              |                                 | ✓                          |
| Neville's in trouble with McGonagall.     | ✓                               |                            |
| Quidditch is the school's main sport.     |                                 | ✓                          |
| Mrs Norris has bulging eyes like Filch's. |                                 | ✓                          |
| You'll be sorry you crossed me.           | ✓                               |                            |

## ANSWERS Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

|   |  |
|---|--|
| <i>The boy's cauldron melted into a twisted blob.</i>   | Two boys, who were sharing a cauldron, melted it.                          |
| <i>The boys' cauldron melted into a twisted blob. ✓</i> |  |
| <i>The girl's toilets were haunted.</i>                 | The toilets, which are used by all of the girls, have a ghost living there |
| <i>The girls' toilets were haunted. ✓</i>               |  |
| <i>The twin's plan was cunning. ✓</i>                   | Fred had a cunning plan which he had not shared with George.               |
| <i>The twins' plan was cunning.</i>                     |  |
| <i>The bat's cave was dark. ✓</i>                       | A solitary bat sleeps in a tiny cave for one.                              |
| <i>The bats' cave was dark.</i>                         |  |

Punctuate the sentences below to show **possession**.

The girls' dormitory was covered in slime and toads.

The owls' hoots rung through the hall as they swooped in.

Ron's brothers always knew how to get him cross.

Nobody could find the cause of the broomstick's failure to fly.

The children's one chance of surviving was to stick together.

## **SUGGESTED ANSWERS** Comprehension

### **Box A – Questions 1-5 are about Extract A**

1. Down in the dungeons *(1 mark)*
2. They heard it.
  - *A low grunting*
  - *Shuffling of gigantic feet (1 mark)*
3. Retreated *(1 mark)*
4. “it’s granite grey” and “lumpy” *(1 mark)*
5. Peered – the troll is still apprehensive / unsure what he’s looking at / he is curious and nosey / he is trying to find something.

Waggled its long ears – he is listening, he definitely heard something

Slouched – slowly lowered himself into the room in a calm manner  
*(Award 1 mark for any verb plus a reasonable explanation)*

### **Box B – Questions 6-10 are about Extract B**

6. Hermione. Their fellow student is in danger. They realise she is in the bathroom with the troll. *(1 mark)*
7. Threw a tap against the wall  
Ron shouted “Oy, Pea-Brain” and throws a piece of metal pipe. *(1 mark)*
8. Out of control / making it mad so it doesn’t know what it is doing.  
*(1 mark)*
9. “didn’t seem to notice the pipe hitting its shoulder” *(1 mark)*
10. The club might hit Harry or thump him. *(1 mark)*  
Synonyms: Thump/ Strike / Bang / Impact *(another 1 mark so 2 marks in total)*



**Box C – Questions 11-14 are about Extract C**

11. It was hit when its own club fell on it. *(1 mark)*

12. Hermione told a lie to a teacher. *(1 mark)*

13. False

False

True

False

*(2 marks)*

14. Hermione's actions are surprising because she lied to a teacher, which she has never done before and isn't something you'd expect from a studious pupil. *(1 mark)*

She lied to stop Ron and Harry from getting in to trouble as well as to thank them for saving her life. *(1 mark)*

She lied so no one would know why she was in the bathroom in the first place. *(1 mark)*

*(Award a mark for each statement above referred to – 3 marks in total)*



## 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.*

**1. Start with the grammar – *Sentence Forms*.** Follow the instructions.

- Use the *Sentence Forms Revision Cards* to help you.

**2. Complete *Apostrophes* activities.** Follow the instructions.

- Read the extract from Chapter 9.
- Use the *Apostrophes Revision Cards* to help you.

**3. Start by reading the extracts from Chapter 10.**

- Read *Extract A* – then answer the questions on it.
- Read *Extract B* – then answer the questions on it.
- If you can, challenge yourself by reading *Extract C* and answering the questions. Don't give up too easily!

Brilliant! Well done. Work with a grown-up to check the answers.

*Discuss any wrong answers. Can you see what went wrong?*

**Now try the Fun-Time Extras**

Think about the ordinary challenges of starting a new school, and additional difficulties of Hogwarts (*moving stairs, ghosts, magic* etc.).

Make a list of examples of these challenges, separating ordinary and magical ones. Which are most / least scary?

# Sentence Forms Revision Cards

**Sentence Forms** - Sentences can appear in 4 forms:

**Statement**

*What tricky staircases they are!*

**Question**

*Mrs Norris had lamp-like eyes.*

**Command**

*Why was the third floor corridor out of bounds?*

**Exclamation**

*Take care with transfiguration magic.*

Can you match the form to the sentence?

**We can identify a sentence's form by looking at its purpose.**

*Professor Flitwick did recognise Harry.*

*Did Professor Flitwick recognise Harry?*

*Recognise Harry, Professor Flitwick.*

*How Professor Flitwick did recognise Harry!*

Is it giving information?  
- *statement.*

Is it seeking information?  
- *question.*

Is it giving instructions?  
- *command.*

Is it an emotional reaction?  
- *exclamation.*

**Sentence Forms - Statements**

Statements are the most common sentence form. They give information.

*Whispers followed Harry from the moment he left his dormitory.*

*There were a hundred and forty-two staircases at Hogwarts.*

*The ghosts did not help.*

*Argus Filch was the caretaker.*

Statements are punctuated with a full stop at the end.

**Sentence Forms - Questions**

Questions seek information.

*Did you see his scar?*

*Why is Peeves such a nuisance?*

*Where is Herbology?*

*Will Harry be friends with Malfoy?*

Questions are punctuated with a question mark at the end.

## Sentence Forms Revision Cards

### Sentence Forms - Commands

**Commands** give instructions.

They often open with an imperative verb.

Stay away from the Forbidden Forest.

Speak clearly when saying a spell.

Remember the password.

Learn the names of different stars and planets.



Commands are punctuated with a **full stop** at the end.

### Sentence Forms - Exclamations

**Exclamations** express strong emotional responses: surprise, anger, pleasure etc.

How annoying that cat is!

What a disaster the spell was!

How funny Transfiguration was!

What a noise Peeves made!



Exclamations can be a word or phrase...

But as a complete sentence they begin with **what** or **how**.



How shocking!

Exclamations are punctuated with an **exclamation mark** at the end.

# Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Sentence

Exclamation

Question

Command

1. What a risk Harry took riding a broom
2. Madame Hooch teaches flying
3. What sort of broom is best for flying
4. Grip your broom tightly

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off.

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy?

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Sentence

Exclamation

Question

Command

How dangerous that was

## Extract from Chapter 9 Harry Potter and the Philosopher's Stone

A barn owl brought Neville a small package from his grandmother. He opened it excitedly and showed them a glass ball the size of a large marble, which seemed to be full of white smoke.

'It's a Rememberall!' he explained. 'Gran knows I forget things - this tells you if there's something you've forgotten to do. Look, you hold it tight like this and if it turns red - oh...' His face fell because the Remembrall had suddenly glowed scarlet, '...you've forgotten something...'

Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Remembrall out of his hand. Harry and Ron jumped to their feet. They were half hoping for a reason to fight Malfoy, but Professor McGonagall, who could spot trouble quicker than any teacher in the school, was there in a flash.

'What's going on?'

'Malfoy's got my Remembrall, Professor.'

Scowling, Malfoy quickly dropped the Remembrall back on the table.

'Just looking', he said, and he sloped away with Crabbe and Goyle behind him.

JK Rowling tells the reader lots about the characters and plot through dialogue. To make the characters speech sound convincing the author uses less formal language and contractions. We use apostrophes to show contractions. Highlight the examples of contractions in the extract above. What other ways do we use apostrophes?

# Apostrophes Revision Cards

## Apostrophes show contractions.

I'm  
can't  
you'll  
you've  
didn't  
it's

it is  
I am  
cannot  
did not  
you have  
you will

Match the  
contractions to the  
words with the same  
meaning.



## Contractions

Contractions show the way that we **actually speak**.

We tend to speak quite quickly, with our words shortening.  
Sometimes we **miss out sounds** completely.

We might write:

but we are more likely to say:

*You do not know you will make  
a fool of yourself.*

*You don't know you'll  
make a fool of yourself.*



## Apostrophes show possession

To show possession we add 's to the end of the **noun**.

The owl owns  
its wings.



**Ron**  
**school**  
**owl**  
**spider**

*Ron's rat does nothing.  
The school's rules are strict.  
The owl's wings wafted the room.  
The spider's fangs were huge.*

Possession means that something is **owned** by the **noun**.  
The 's goes at the end of the **noun** when it is singular.

## Apostrophes show possession

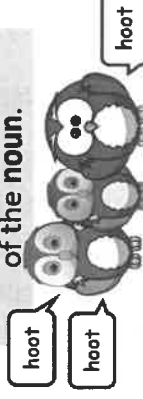
### Plural Possessive - s

If the **noun** already ends in **s** because it is **plural**...  
add ' to the end of that **noun**.

girls  
twins  
teachers  
owls

*the girls' dormitory  
the twins' tricks  
the teachers' table  
the owls' hoots*

The ' goes at the end  
of the **noun**.



If we added another **s** to a **plural noun** it would be hard to say!



## Apostrophes - Contractions

Underline the apostrophes which indicate **contraction**.

Neville's parcel isn't what he expected. It's a Remembrall from his grandmother.

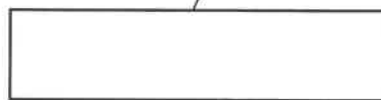
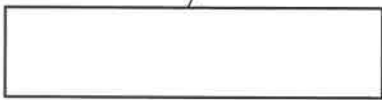
Harry's owl didn't bring him post usually, so he wasn't expecting anything.

Ron wouldn't like to be Hermione's partner as they'd end up arguing.

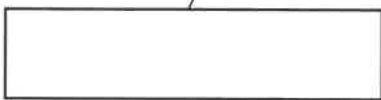
Malfoy's cruelty couldn't be ignored by Harry. He wouldn't say such things.

Replace the contractions with the **expanded forms** of the words.

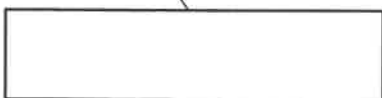
We'll meet you in the trophy room that's always locked.



Can't a person eat in peace in this place?



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Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snapes lessons were always difficult and Harrys temper was tested.

Herbology was taught in the schools greenhouses.

Professor Binns lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

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| Sentence                                  | Apostrophe -<br>contracted form | Apostrophe -<br>possession |
|---|---------------------------------|----------------------------|
| Be quiet in Snape's lessons.              |                                 |                            |
| Neville's in trouble with McGonagall.     |                                 |                            |
| Quidditch is the school's main sport.     |                                 |                            |
| Mrs Norris has bulging eyes like Filch's. |                                 |                            |
| You'll be sorry you crossed me.           |                                 |                            |

## Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

|   |  |
|---|--|
| <i>The boy's cauldron melted into a twisted blob.</i> | Two boys, who were sharing a cauldron, melted it.                          |
| <i>The boys' cauldron melted into a twisted blob.</i> |  |
| <i>The girl's toilets were haunted.</i>               | The toilets, which are used by all of the girls, have a ghost living there |
| <i>The girls' toilets were haunted.</i>               |  |
| <i>The twin's plan was cunning.</i>                   | Fred had a cunning plan which he had not shared with George.               |
| <i>The twins' plan was cunning.</i>                   |  |
| <i>The bat's cave was dark.</i>                       | A solitary bat sleeps in a tiny cave for one.                              |
| <i>The bats' cave was dark.</i>                       |  |

Punctuate the sentences below to show **possession**.

The girls dormitory was covered in slime and toads.

The owls hoots rung through the hall as they swooped in.

Rons brothers always knew how to get him cross.

Nobody could find the cause of the broomsticks failure to fly.

The childrens one chance of surviving was to stick together.

What's he doing?' Harry whispered. 'Why isn't he down in the dungeons with the rest of the teachers?'

'Search me.'

Quietly as possible, they crept along the next corridor after Snape's fading footsteps.

'He's heading for the third floor,' Harry said, but Ron held up his hand.

'Can you smell something?'

Harry sniffed and a foul stench reached his nostrils, a mixture of old socks and the kind of public toilet no one seems to clean.

And then they heard it – a low grunting and the shuffling of gigantic feet. Ron pointed: at the end of the passage to the left, something huge was moving towards them. They shrank into the shadows and watched as it emerged into a patch of moonlight.

It was a horrible sight. Twelve feet tall, its skin was a dull, granite grey, its great lumpy body like a boulder with its small bald head perched on top like a coconut. It had short legs thick as tree trunks with flat, horny feet. The smell coming from it was incredible. It was holding a huge wooden club, which dragged along the floor because its arms were so long.

The troll stopped next to a doorway and peered inside. It wagged its long ears, making up its tiny mind, then slouched slowly into the room.

'The key's in the lock,' Harry muttered. 'We could lock it in.'

## Reading Comprehension, A



- Read the extracts from Chapter 10.
- Answer the questions.
- Work through each section at a time, reading **Extract A** first and answering the **Questions in Box A**.

### Box A – Questions 1-5 are about Extract A

1) Where are most of the teachers?

---

1 mark

2) Name two things Harry and Ron notice which warn them that the troll is nearby, *before* they see it.

---

---

1 mark

3) *They shrank into the shadows and watched as it emerged into a patch of moonlight.*

Which word is closest in meaning to *shrank*? Tick one.

deflated ☐

shortened ☐

shook ☐

retreated ☐

1 mark

4) How is the troll '*like a boulder*'?

---

---

1 mark

5) *The troll stopped next to a doorway and peered inside. It wagged its long ears, making up its mind, then slouched slowly into the room.*

Choose **one interesting verb** from the text above. What image of the troll does the verb create?

---

---

1 mark

'Good idea,' said Ron nervously.

They edged towards the open door, mouths dry, praying the troll wasn't about to come out of it. With one great leap, Harry managed to grab the key, slam the door and lock it.

'Yes!'

Flushed with their victory they started to run back up the passage, but as they reached the corner they heard something that made their hearts stop – a high, petrified scream – and it was coming from the chamber they'd just locked up.

'Oh, no,' said Ron, pale as the Bloody Baron.

'It's the girls' toilets!' Harry gasped.

'*Hermione!*' they said together.

It was the last thing they wanted to do, but what choice did they have? Wheeling around they sprinted back to the door and turned the key, fumbling in their panic – Harry pulled the door open – they ran inside.

Hermione Granger was shrinking against the wall opposite, looking as if she was about to faint. The troll was advancing on her, knocking the sinks off the walls as it went.

'Confuse it!' Harry said desperately to Ron, and seizing a tap he threw it as hard as he could against the wall.

The troll stopped a few feet from Hermione. It lumbered around, blinking stupidly, to see what had made the noise. Its mean little eyes saw Harry. It hesitated, then made for him instead, lifting its club as it went.

'Oy, pea-brain!' yelled Ron from the other side of the chamber, and he threw a metal pipe at it. The troll didn't even seem to notice the pipe hitting its shoulder, but it heard the yell and paused again, turning its ugly snout towards Ron instead, giving Harry time to run around it.

'Come on, run, *run!*' Harry yelled at Hermione, trying to pull her towards the door, but she couldn't move, she was still flat against the wall, her mouth open with terror.

The shouting and the echoes seemed to be driving the troll berserk. It roared again and started towards Ron, who was nearest and had no way to escape.

Harry then did something that was very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll's neck from behind. The troll couldn't feel Harry hanging there, but even a troll would notice if you stick a long bit of wood up its nose, and Harry's wand had still been in his hand when he'd jumped – it had gone straight up one of the troll's nostrils.

Howling with pain, the troll twisted and flailed its club, with Harry clinging on for dear life; any second, the troll was going to rip him off or catch him a terrible blow with the club.

Hermione had sunk to the floor in fright; Ron pulled out his own wand – not knowing what he was going to do he heard himself cry the first spell that came into his head:

## Reading Comprehension B



### Box B – Questions 6-10 are about Extract B

6) *...as they reached the corner they heard something that made their hearts stop...*

Who is making the noise and why does it make '*their hearts stop*'?

---

1 mark

7) Name **two things** that Harry and Ron do to distract the troll.

a. 

---

b. 

---

1 mark

8) *The shouting and the echoes seemed to be driving the troll berserk.*

What does the word *berserk* mean in this context?

---

1 mark

9) Find and copy a group of words which show that the troll has dull senses.

---

---

1 mark

10) *...or catch him a terrible blow with the club.*

What does the word *blow* mean in this context? Name another synonym which could replace it?

---

---

2 marks

*Wingardium Leviosa!*

The club flew suddenly out of the troll's hand, rose high, high up into the air, turned slowly over – and dropped, with a sickening crack, on to its owner's head. The troll swayed on the spot and then fell flat on its face, with a thud that made the whole room tremble.

Harry got to his feet. He was shaking and out of breath. Ron was standing there with his wand still raised, staring at what he had done.

It was Hermione who spoke first.

'Is it – dead?'

'I don't think so,' said Harry. 'I think it's just been knocked out.'

He bent down and pulled his wand out of the troll's nose. It was covered in what looked like lumpy grey glue.

'Urgh – troll bogies.'

He wiped it on the troll's trousers.

A sudden slamming and loud footsteps made the three of them look up. They hadn't realised what a racket they had been making, but of course, someone downstairs must have heard the crashes and the troll's roars. A moment later, Professor McGonagall had come bursting into the room, closely followed by Snape, with Quirrell bring up the rear. Quirrell took one look at the troll, let out a faint whimper and sat quickly on the toilet, clutching his heart.

Snape bent over the troll. Professor McGonagall was looking at Ron and Harry. Harry had never seen her look so angry. Her lips were white. Hopes of winning fifty points for Gryffindor faded quickly from Harry's mind.

'What on earth were you thinking of?' said Professor McGonagall, with cold fury in her voice. Harry looked at Ron, who was standing with his wand in the air. 'You're lucky you weren't killed. Why aren't you in your dormitory?'

Snape gave Harry a swift, piercing look. Harry looked at the floor. He wished Ron would put his wand down.

Then a small voice came out of the shadows.

'Please, Professor McGonagall – they were looking for me.'

'Miss Granger!'

Hermione had managed to get to her feet at last.

'I went looking for the troll because I – I thought I could deal with it on my own – you know, because I've read all about them.'

Ron dropped his wand. Hermione Granger, telling a downright lie to a teacher?

'If they hadn't found me, I'd be dead now. Harry stuck his wand up its nose and Ron knocked it out with its own club. They didn't have time to come and fetch anyone. It was about to finish me off when they arrived.'



## Reading Comprehension C



### Box C – Questions 11-14 are about Extract C

**11)** What happens to make the troll unconscious?

---

1 mark

**12)** What makes Ron finally move after being frozen in shock?

---

---

2 marks

**13)** Tick one box in each row to show whether each statement is **true** or **false**.

|  | True | False |
|--|------|-------|
| Harry spoke first after the troll fell.                  |      |       |
| Quirrell fainted when he saw the troll.                  |      |       |
| The teachers first noticed Hermione when she stood up.   |      |       |
| Ron knew that Hermione would tell a lie to the teachers. |      |       |

2 marks

**14)** Now think about all three extracts. Why are Hermione's actions surprising? Why do you think that she lies about what had happened? Can you explain your thinking?

---

---

---

---

3 marks

# ANSWERS Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Statement

Exclamation

Question

Command

1. What a risk Harry took riding a broom! Exclamation
2. Madame Hooch teaches flying. Statement
3. What sort of broom is best for flying? Question
4. Grip your broom tightly. Command

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password ✓

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off. Are they going to fall off?

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy? You have always been so mean, Malfoy.

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Statement

Exclamation

Question

Command

How dangerous that was!

## ANSWERS Apostrophes - Contractions

Underline the apostrophes which indicate **contraction**.

Neville's parcel isn't what he expected. It's a Remembrall from his grandmother.

Harry's owl didn't bring him post usually, so he wasn't expecting anything.

Ron wouldn't like to be Hermione's partner as they'd end up arguing.

Malfoy's cruelty couldn't be ignored by Harry. He wouldn't say such things.

Replace the contractions with the **expanded forms** of the words.

We'll meet you in the trophy room that's always locked.

We will                      that is

Can't a person eat in peace in this place?  
can not

You mustn't go wandering round the school at night. Think of the points you'll lose Gryffindor if you're caught.

## ANSWERS Apostrophes – Possession (singular)

Underline the apostrophes which indicate **possession**.

At eight o'clock the arrival of the owls interrupted Hermione's lecture.

Harry hadn't had a single letter since Hagrid's note.

Malfoy's owl was always bringing him packages from his parents.

Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snape's lessons were always difficult and Harry's temper was tested.

Herbology was taught in the school's greenhouses.

Professor Binn's lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

| Sentence                                  | Apostrophe -<br>contracted form | Apostrophe -<br>possession |
|---|---------------------------------|----------------------------|
| Be quiet in Snape's lessons.              |                                 | ✓                          |
| Neville's in trouble with McGonagall.     | ✓                               |                            |
| Quidditch is the school's main sport.     |                                 | ✓                          |
| Mrs Norris has bulging eyes like Filch's. |                                 | ✓                          |
| You'll be sorry you crossed me.           | ✓                               |                            |

## ANSWERS Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

|   |  |
|---|--|
| <i>The boy's cauldron melted into a twisted blob.</i>   | Two boys, who were sharing a cauldron, melted it.                          |
| <i>The boys' cauldron melted into a twisted blob. ✓</i> |  |
| <i>The girl's toilets were haunted.</i>                 | The toilets, which are used by all of the girls, have a ghost living there |
| <i>The girls' toilets were haunted. ✓</i>               |  |
| <i>The twin's plan was cunning. ✓</i>                   | Fred had a cunning plan which he had not shared with George.               |
| <i>The twins' plan was cunning.</i>                     |  |
| <i>The bat's cave was dark. ✓</i>                       | A solitary bat sleeps in a tiny cave for one.                              |
| <i>The bats' cave was dark.</i>                         |  |

Punctuate the sentences below to show **possession**.

The girls' dormitory was covered in slime and toads.

The owls' hoots rung through the hall as they swooped in.

Ron's brothers always knew how to get him cross.

Nobody could find the cause of the broomstick's failure to fly.

The children's one chance of surviving was to stick together.

## **SUGGESTED ANSWERS** Comprehension

### **Box A – Questions 1-5 are about Extract A**

1. Down in the dungeons *(1 mark)*
2. They heard it.
  - *A low grunting*
  - *Shuffling of gigantic feet (1 mark)*
3. Retreated *(1 mark)*
4. “it’s granite grey” and “lumpy” *(1 mark)*
5. Peered – the troll is still apprehensive / unsure what he’s looking at / he is curious and nosey / he is trying to find something.

Waggled its long ears – he is listening, he definitely heard something

Slouched – slowly lowered himself into the room in a calm manner  
*(Award 1 mark for any verb plus a reasonable explanation)*

### **Box B – Questions 6-10 are about Extract B**

6. Hermione. Their fellow student is in danger. They realise she is in the bathroom with the troll. *(1 mark)*
7. Threw a tap against the wall  
Ron shouted “Oy, Pea-Brain” and throws a piece of metal pipe. *(1 mark)*
8. Out of control / making it mad so it doesn’t know what it is doing.  
*(1 mark)*
9. “didn’t seem to notice the pipe hitting its shoulder” *(1 mark)*
10. The club might hit Harry or thump him. *(1 mark)*  
Synonyms: Thump/ Strike / Bang / Impact *(another 1 mark so 2 marks in total)*

**Box C – Questions 11-14 are about Extract C**

11. It was hit when its own club fell on it. *(1 mark)*

12. Hermione told a lie to a teacher. *(1 mark)*

13. False

False

True

False

*(2 marks)*

14. Hermione's actions are surprising because she lied to a teacher, which she has never done before and isn't something you'd expect from a studious pupil. *(1 mark)*

She lied to stop Ron and Harry from getting in to trouble as well as to thank them for saving her life. *(1 mark)*

She lied so no one would know why she was in the bathroom in the first place. *(1 mark)*

*(Award a mark for each statement above referred to – 3 marks in total)*





## 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.**

*Harry Potter – If you have the book / audio book / film of Harry Potter and the Philosopher's Stone it would be great to watch, read or listen to Chapter 12.*

### 1. Time to write – The Mirror of Erised.

- Read the extract from Chapter 12.
- Choose a character and write about what they might see in the mirror.

### 2. Check your understanding of phrases and clauses using the revision cards.

This will help you with the next task.

### 3. Adverbials – Quidditch commentary

- If you have the film, watch clip of Harry's first Quidditch match **HP film** (1hr13m– 1hr20m).
- **Or** watch this two-part clip online <https://www.youtube.com/watch?v=1A6z7R-aaDw>
- **Or** read the extract provided.
- Use the *Adverbials Prompt* and the *Adverbials Revision Cards* to help you write a short commentary on a Quidditch match.

### Try the Fun-Time Extras

- Practise reading your commentary aloud with suitable intonation and expression. Record your commentary or 'perform' it to family members.
- Create your own Quidditch team – give yourself a name, design a kit for your team to wear and give your team players names and short descriptions of their strengths and weaknesses. You might like to look at <http://harrypotter.wikia.com/wiki/Quidditch> for inspiration.

## Extract from Chapter 12 Harry Potter and the Philosopher's Stone

Read the extract below:

That third night he found his way more quickly than before. He was walking so fast he knew he was making more noise than was wise, but he didn't meet anyone.

And there were his mother and father smiling at him again, and one of his grandfathers nodding happily. Harry sank down to sit on the floor in front of the mirror. There was nothing to stop him staying here all night with his family. Nothing at all.

Except –

'So – back again, Harry?'

Harry felt as though his insides had turned to ice. He looked behind him. Sitting on one of the desks by the wall was none other than Albus Dumbledore. Harry must have walked straight past him, so desperate to get to the mirror he hadn't noticed him.

'I – I didn't see you, sir.'

'Strange how short-sighted being invisible can make you.' said Dumbledore, and Harry was relieved to see that he was smiling.

'So,' said Dumbledore, slipping off the desk to sit on the floor with Harry, 'you, like hundreds before you, have discovered the delights of the Mirror of Erised.'

'I didn't know it was called that, sir.'

'But I expect you've realised by now what it does?'

'It – well – it shows me my family –'

'And it showed your friend Ron himself as Head Boy.'

'How did you know -?'

'I don't need a cloak to become invisible,' said Dumbledore gently. 'Now, can you think what the Mirror of Erised shows us all?'

Harry shook his head.

'Let me explain. The happiest man on earth would be able to use the Mirror of Erised like a normal mirror, that is, he would look into it and see himself exactly as he is. Does that help?'

Harry thought. Then he said slowly, 'It shows us what we want... whatever we want...'

'Yes and no,' said Dumbledore quietly. 'It shows us nothing more or less than the deepest, most desperate desire of our hearts.'

You, who have never known your family, see them standing around you. Ronald Weasley, who has always been overshadowed by his brothers, sees himself standing alone, the best of all of them. However, this mirror will give us neither knowledge or truth. Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible.

'The Mirror will be moved to a new home tomorrow, Harry, and I ask you not to go looking for it again. If you ever *do* run across it, you will now be prepared. It does not do to dwell on dreams and forget to live, remember that. Now, why don't you put that admirable Cloak back on and get off to bed?'

Harry stood up.

'Sir – Professor Dumbledore? Can I ask you something?'

'Obviously, you've just done so,' Dumbledore smiled. 'You may ask me one more thing however.'

'What do you see when you look in the Mirror?'

'I? I see myself holding a pair of thick, woollen socks.'

Harry stared.

'One can never have enough socks,' said Dumbledore. 'Another Christmas has come and gone and I didn't get a single pair. People will insist on giving me books.'

It was only when he was back in bed that it struck Harry that Dumbledore might not have been quite truthful. But then, he thought, as he shoved Scabbers off his pillow, it had been quite a personal question.

### Think about this:

*Erised* is desire backwards. When people look into the mirror they see what their heart most desires.

- What do you think other characters would see (*Hermione, Malfoy, Hagrid, etc.*)?
- What might *you* see if *you* looked in the mirror?
- Now pick one character and make some notes on what they might see and how they might feel.

### Now for some writing:

Using your notes, write a description of what your chosen character (without saying their name) can see in the mirror and how they feel and react to this sight.

Give your writing the title 'Who am I?' and challenge someone in your house to guess which character you have written about.

## Phrases and Clauses Revision Cards

**Phrases are groups of words which act together as a unit of meaning**

### Noun Phrases

*enormous beaver-skin boots*

*a long moleskin overcoat*

their secret weapon

## Quidditch practice

### Prepositional Phrases/Adverbials

*from the upstairs window*

*in the championship*

underneath Harry

before too long

These phrases do not make sense by themselves - but they can make up part of a clause.



**Clauses can be main clauses or subordinate clauses.**

As they entered November, the Quidditch season began.

The Quidditch season began although no one had seen Harry playing.

A sentence has a main clause, which makes sense by itself.



**Subordinate clauses expand on the main clause but cannot stand alone.**

**A Clause is a group of words which contains an active verb**

*The Quidditch season began.*

*The news about Harry leaked out.*

*He felt nervous before playing.*

*They noticed Snape limping.*

The Quidditch season began and poor Harry felt nervous before playing.

**A sentence can be made up of one or more clauses.**



**Each clause can be made up of one or more phrases.**



**Clauses can be main clauses or subordinate clauses.**

As they entered November, the Quidditch season began.

The Quidditch season began although no one had seen Harry playing.

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*The Quidditch season began.*

*The news about Harry leaked out.*

*He felt nervous before playing.*

*They noticed Snape limping.*

The Quidditch season began and poor Harry felt nervous before playing.

**A sentence can be made up of one or more clauses.**



**Each clause can be made up of one or more phrases.**



## Extract from Chapter 12 Harry Potter and the Philosopher's Stone


Read the extract below:

The Weasley twins' friend, Lee Jordan, was doing the commentary for the match, closely watched by Professor McGonagell.

'And she's really belting along up there, a neat pass to Alicia Spinnet, a good friend of Oliver Wood's, last year only a reserve – back to Johnson and – no, Slytherin have taken the Quaffle, Slytherin captain Marcus Flint gains the Quaffle and off he goes – Flint flying like an eagle up there – he's going to sc – no, stopped by an excellent move by Gryffindor Keeper Wood and Gryffindor take the Quaffle – that's Chaser Katie Bell of Gryffindor there, nice dive around Flint, off up the field and – OUCH – that must have hurt, hit in the back of the neck by a Bludger – Quaffle taken by Slytherin – that's Adrian Pucey speeding off towards the goalposts, but he's blocked by a second Bludger – sent his way by Fred or George Weasley, can't tell which – nice play by the Gryffindor Beater anyway, and Johnson back in possession of the Quaffle, a clear field ahead and off she goes – she's really flying – dodges a speeding Bludger – the goalposts are ahead – come on, now, Angelina – Keeper Bletchley dives – misses – GRYFFINDOR SCORE!'

This is part of the commentary on the Quidditch match by Lee Jordan. Have you heard commentaries before? Sometimes people listen to commentaries on the radio, even when they can't see the action. Commentaries on sports matches describe the action so that people who can't be there can still enjoy the game.

# Adverbials Revision Cards



The frog croaked

## Adverbials

Adverbials tell us more about a verb.

Adverbials can be

hungrily

a word,

a phrase,

or a clause.

as spring arrived

on the lily pad

## Adverbials

answer the questions...

Where?

Harry rode his broom

When?

Harry rode his broom into the clouds.

How?

Harry rode his broom during the match.

Harry rode his broom with ease.


## Adverbials

Adverbials often have a preposition at their head.


The bludger struck with deadly precision.

The bludger struck between his eyes.

The bludger struck at midnight.



The preposition links the **adverbial** to the rest of the sentence.



## Fronted Adverbials

Adverbials can be placed at the beginning or end of a clause.

When an **adverbial** appears *in front* of the sentence it is modifying... it is called a **fronted adverbial**.

No special punctuation needed

Snappe chanted *during the game*.

Flint blocked Harry *with a mean sneer*.

Ron lost his temper *before long*.

Hermione took action *finally*.

Comma after the fronted adverbial

*During the game*, Snappe chanted.

*With a mean sneer*, Flint blocked Harry.

*Before long*, Ron lost his temper.

*Finally*, Hermione took action.

**Fronted adverbials** are separated from the main part of the sentence by a **comma**.

# Adverbials Prompt



Use the prompts below to write your own commentary.

## Useful Prepositions/Openers

### Where?

above / below  
over / under  
from / to  
between / against  
outside / inside  
on / off / at / by  
towards/away  
behind/ in front

### When?

before / after  
during  
between  
on / in / at  
until

### How?

with  
like  
in  
by  
as  
in  
on

## Players

| Gryffindor | Slytherin |
|------------|-----------|
| Wood       | Flint     |
| Potter     | Pucey     |
| Johnson    | Higgs     |

Quaffle  
Bludger  
Snitch

## Clause ideas

*Wood seizes the quaffle*

*Flint blocks the goal*

*Johnson scores*

*Higgs hits a bludger*

*Potter spots the snitch*

*Pucey turns his broom*

*The crowd roars*

*while Slytherin are ahead*

*between the goal posts*

*through the clouds*

*after that vicious tackle*

*during the first half*

*towards the ground*

*away from the beaters*

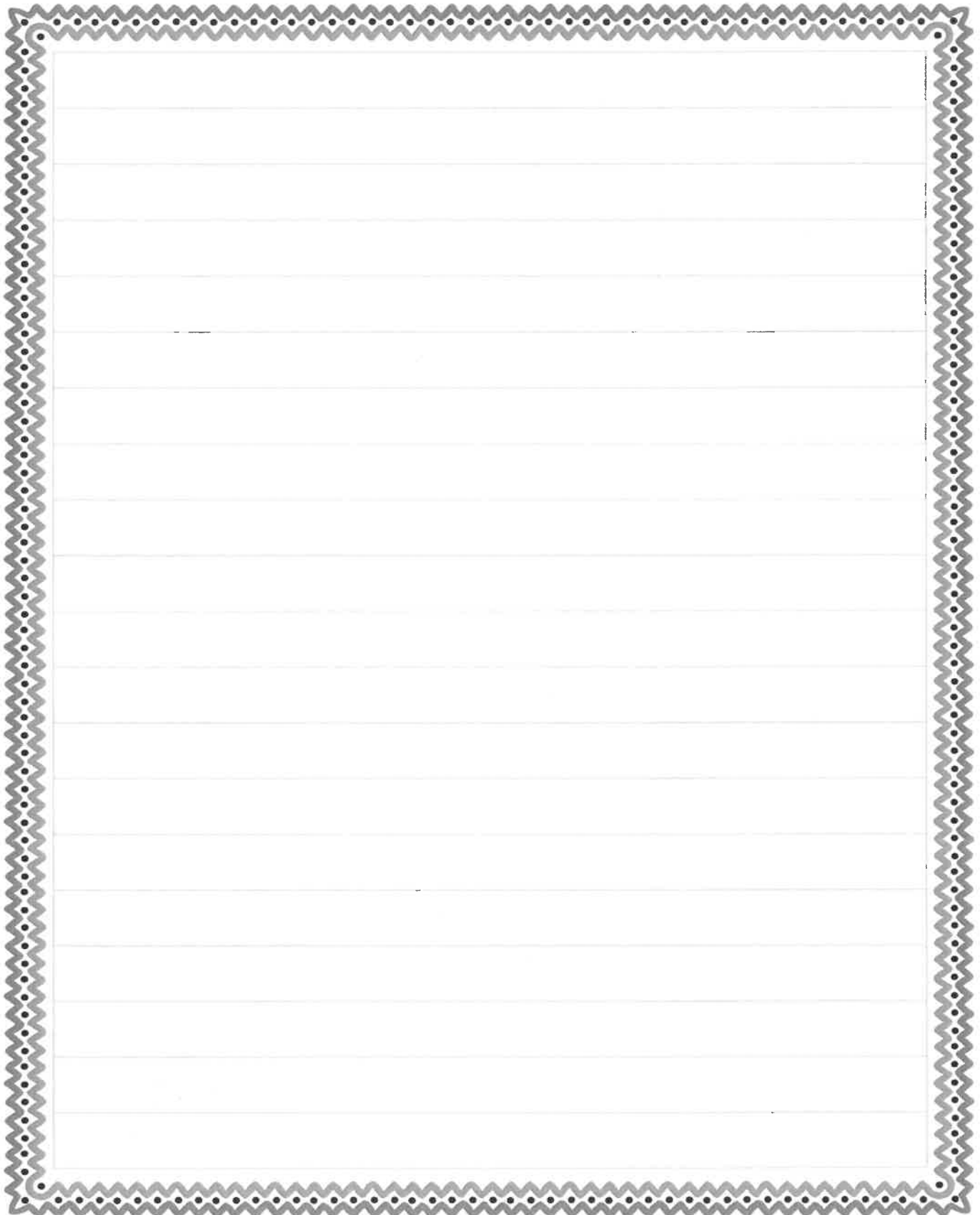
*without warning*

*like an arrow*

*by accident*

## Writing Task

Write a short, imagined radio commentary for part of a Quidditch match.  
Use adverbials to give listeners greater detail (time, place & manner).

A large rectangular area for writing, enclosed by a decorative border. The border consists of a repeating zigzag pattern with small dots at the peaks and valleys. Inside the border, there are 20 horizontal lines for writing, providing a structured space for the student's radio commentary.