

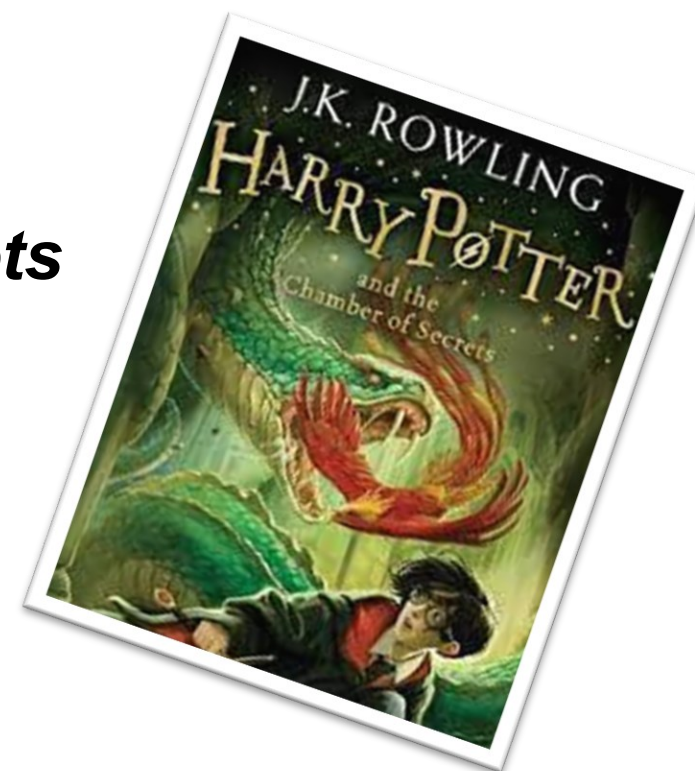
HIAS MOODLE OPEN RESOURCE

Harry Potter and the Chamber of Secrets **by J K Rowling**

Year 4 Writing Journey – Autumn Term

HIAS English Team
May 2024
Final version

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Overview

This document contains...

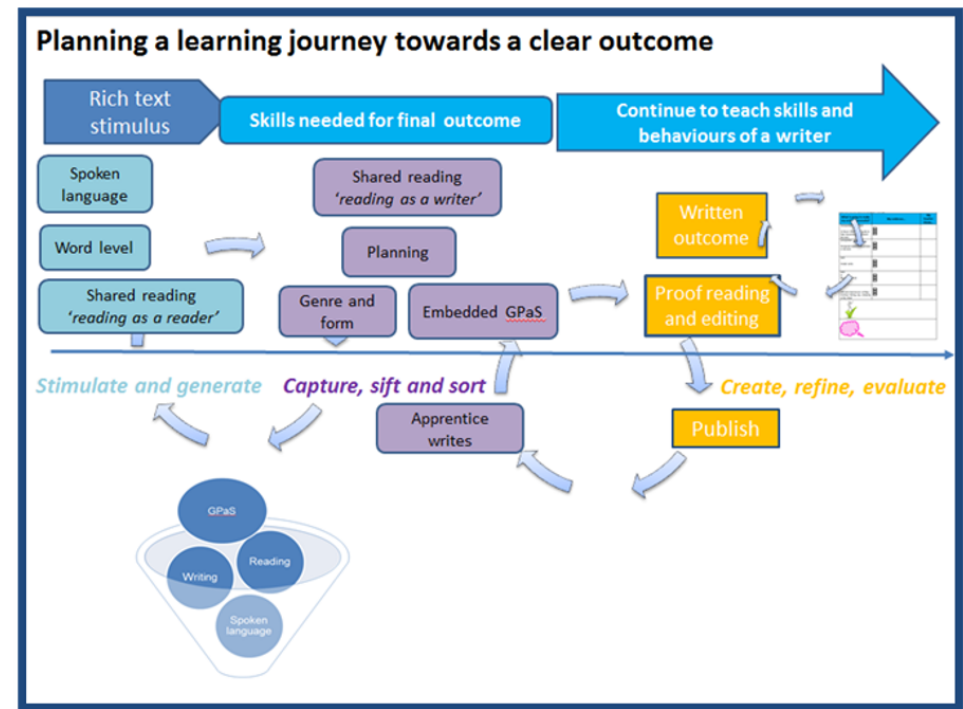
All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- stimulate and generate
- capture, sift and sort
- create, refine, evaluate.

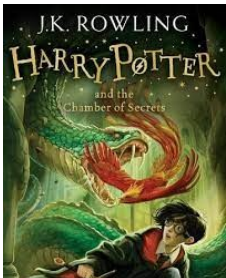
Each learning journey builds the skills needed for children to be successful in their final sustained write with growing independence.

Points to consider when using this resource

- Teachers must adapt example plans to reflect AFL, prior learning, national curriculum requirements and the needs of individuals.
- Site of application writes could be included where appropriate and when teachers are confident to plan for this.



Overview of Learning Journey: *Harry Potter and the Chamber of Secrets*

<p>Year 4</p> <p>Writing learning journey</p> <p>Outcome: create a class collection of howlers to be read aloud</p> <p>Purpose: to reprimand</p> <p>Audience: the characters in Harry Potter</p> <p>Form: an enchanted letter (a howler)</p>	<p>Text driver</p> <p><i>Harry Potter and the Chamber of Secrets</i> (Chapter 6) by J. K. Rowling</p> 	<p>Key spoken language statements</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Key reading statements</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Key writing statements</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
<p>Experience:</p> <p>Watch the film clip of when Ronald Weasley receives a howler from his mother:</p> <p>Howler Film Clip</p>		<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Increase the legibility, consistency and quality of their handwriting</p>

Stimulate and generate	Notes - possible adaptations to meet the needs of your class
<p>1) I can read aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Read Chapter 6 from <i>The Chamber of Secrets</i>, focusing on when the character of Ron Weasley receives the enchanted letter from his mother reprimanding him for stealing a car. Discuss how Ron feels and the reaction of his peers. Discuss the tone of voice and how this is conveyed in the letter. Does an audio letter have greater impact than a written letter?</p> <p>Provide a written copy of the letter. Ask the children to text mark the letter for expression and fluency and to practise reading aloud to convey Mrs Weasley's anger and disappointment. Share their prepared readings with each other.</p> <p>2) I can participate in improvisations, role play and performance</p> <p>Use drama and role play to re-enact possible scenarios which might prompt a letter, eg:</p> <ul style="list-style-type: none"> • failing the potions test • breaking their wand • losing their owl • missing the train home • getting lost on a school trip. <p>Children to work in pairs or small groups to imagine the possible events leading up to the misdemeanour and how this might cause upset, anger or disappointment to a parent/teacher. Discuss what the response might be when it is found out, the tone of voice of the adult and the possible punishments they might receive. Make notes or even write a supporting script to support their mini role plays.</p> <p>Re-create the scene when the character in role receives a <i>howler</i>, detailing the misdemeanour committed and the consequences for their actions.</p>	

Provide supporting sentence openers and key phrases that the children could incorporate into their performances:

- *HOW DARE YOU?*
- *WHAT ON EARTH WERE YOU THINKING?*
- *THIS IS SIMPLY NOT ACCEPTABLE!*
- *I CAN'T TELL YOU HOW DISAPPOINTED I AM...*
- *DON'T YOU EVER...*
- *DID YOU NOT REALISE...*
- *YOUR FATHER/MOTHER WILL BE...*
- *JUST YOU WAIT TIL...*
- *NEVER....*

3) Site of application write

Write an invitation in the form of an enchanted audio letter. Explore this different form of letter writing. You could use an imagined scenario, or an event linked to the context, for example inviting family members to a quidditch match.

Capture, sift and sort	Notes - possible adaptations to meet the needs of your class
<p>4) I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Share, discuss and identify the differences between a formal and an informal letter. Share a couple of examples of each. Discuss, identify and annotate through text-marking some of the language features and key differences.</p> <p>5) LO: I can use the present perfect form of verbs in contrast to the past tense</p> <p>Explain that their howlers will be written in the present perfect tense as this suggests that the child is still in trouble and the issues are ongoing.</p> <p><i>I have been going out of my mind!</i></p> <p><i>Your actions have caused me sleepless nights!</i></p> <p><i>Your father has been worried sick!</i></p> <p>Explain and model the difference between the present perfect form of the verb and the past tense. Ask the children to compose sentences in the present perfect form in context.</p> <p>6) Apprentice write</p> <p>Receive a class howler from the teacher reprimanding them for something relatable, eg their homework wasn't handed in, they've been too noisy in class, unleashing the school pet! Ask the children to carefully compose their response, either refuting the accusations or apologising for their actions. Provide an example of <i>What A Good One Looks Like</i> (WAGOLL) or two for the children to refer to as inspiration and a model. Within this response, consider carefully the level of formality required by the situation and use the present perfect tense.</p>	

Create, refine, evaluate	Notes - possible adaptations to meet the needs of your class
<p>7) I can draft and write by composing and rehearsing sentences orally</p> <p>Select three different scenarios where Ron, Harry or Hermione has been in trouble. This could be a real example from the text/series of texts, or children could imagine one. Ask them to plan and draft three different short howler entries, clearly conveying Mrs Weasley's tone of voice and feelings as a result of their actions. This could be carried out over more than one lesson. Allow regular opportunities to read aloud and to check the verb tenses are consistently accurate.</p> <p>8) I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements</p> <p>Respond to marking and feedback. Proof-read and make any necessary or identified improvements. The children share their letters by reading aloud to a partner. Partner should critique and support their writing through peer feedback and evaluation.</p> <p>9) I can increase the legibility, consistency and quality of handwriting</p> <p>Once edited, publish their final chosen letter, carefully considering layout and presentation. Follow instructions on how to make a howler to support the publication and presentation of final outcomes. Children could even use calligraphy pens and script, and include a wax seal and ribbon on the envelope.</p>	

HIAS English Team

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For further details referring to English, please contact Emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the following email htlcdev@hants.gov.uk

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