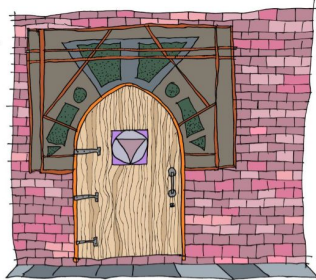



	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	L.O. To consider the effect of my words and ideas on a reader	<p>Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within?</p>  <p>At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.</p> <ol style="list-style-type: none"> <li>1. Make a list of all the things you miss doing: <ol style="list-style-type: none"> <li>a. Seeing friends/family</li> <li>b. Going out to eat</li> <li>c. Playing sports</li> <li>d. Visiting new places</li> </ol> </li> </ol> <p>If your door opened anywhere, where would you want it to take you?</p>	<p>Doors are not only exciting for what may lie behind them, they can be designed to invite you into their world. A few years ago, a derelict area of Funchal in Madeira was transformed by local artists who decided to bring the dead doors to life. The beauty of the art opened new doors, and soon homes, shops and restaurants flourished there. Here are a few of those doors.</p>  <ol style="list-style-type: none"> <li>2. Have a go at drawing, painting or creating your own door.</li> <li>3. Answer these questions in full sentences: <p>What design would you choose?  What would it represent?  How might others view your design? Do you think everyone will like it? Why? Why not?</p> </li> </ol> <p>You may want to use a piece of wood to create your door!</p>	<p>Paint</p> <p>Pencil</p> <p>Piece of wood/paper</p> <p>Pen</p> <p>Exercise book</p>	<p>Represent</p> <p>Imagination</p> <p>Explore</p> <p>Design</p> <p>Effect</p> <p>Reader/audience</p>


Tuesday	LO to use carefully selected vocabulary to build an image in the readers' mind	<ol style="list-style-type: none"> <li>1. Listen to Kit Wright's poem 'The Magic Box': <a href="https://www.bbc.co.uk/bitesize/clips/zkpmhyc">https://www.bbc.co.uk/bitesize/clips/zkpmhyc</a>  In the poem, Kit imagines what may be contained inside a magical box. We can use this idea to connect to what could be behind the magical door.</li> <li>2. Brainstorm (spider diagram) a list of ideas for what may be behind the door. Let your imagination run wild; there is no wrong answer!</li> <li>3. Scroll down and read the poem titled 'The Magical Door'.</li> </ol>	<p>Write your own poem, using the repeating opener: I opened the magical door and saw...</p> <p>Use the poem you have read already, and the example below to help get you going:</p> <p><i>I opened the magical door and saw shadows dancing.</i>  <i>I opened the magical door and saw a rainbow leading to another world.</i>  <i>I opened the magical door and saw people crying.</i>  <i>I opened the magical door and saw a magical fairground flooded in lights.</i></p> <p>Once you have finished, go back and see if you can add to them. You could add more description or bring the thing to life through action (see example below). Does your poem say exactly what you want it to?</p> <p>I opened the magical door and <b>saw a shoal of hungry shadows, tangoing through busy streets.</b></p> <p><b>Writing Challenge:</b></p> <p>★ Can you explore more of the senses? You may like to try the following pattern:</p> <p>I opened the magical door and <i>saw</i> ...  I opened the magical door and <i>heard</i> ...  I opened the magical door and <i>smelt</i> ...  I opened the magical door and <i>touched</i> ...  I opened the magical door and <i>found</i> ...</p>	<p>The Magic Box link</p> <p>Pen</p> <p>Exercise Book</p> <p>The Magical Door Poem</p>	<p>Magical</p> <p>Repeating opener</p> <p>Imagination</p> <p>Senses</p> <p>Vocabulary</p> <p>Select</p> <p>Setting</p>
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Wednesday	L.O. To perform using expression in my reading	<p>We are going to consider the importance of fluency and expression when we read. Begin by reading Miroslav Holub's poem The Door, saved below this plan.</p> <p>Listen to these two contrasting performances:  <a href="https://www.youtube.com/watch?v=bazJvnuOLMM">https://www.youtube.com/watch?v=bazJvnuOLMM</a>  <a href="https://www.bbc.co.uk/programmes/p011kx3r">https://www.bbc.co.uk/programmes/p011kx3r</a></p> <p>Which reading did you prefer? Why?</p>	<p>Record yourself performing this poem out loud and upload to class dojo.</p> <p>In your exercise books, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you like about the poem?</li> <li>2. What was your favourite line and why?</li> <li>3. How did the poem make you feel?</li> <li>4. Which line in the poem did you find the most interesting and why?</li> <li>5. Are there any parts of the poem that leave you with unanswered questions?</li> <li>6. What questions would you like to ask the poet, Miroslav Holub?</li> </ol>	<p>Links to performances</p> <p>The Door</p> <p>Pen</p> <p>Exercise book</p> <p>Something to record yourself reading</p>	<p>Fluency</p> <p>Expression</p> <p>Perform</p> <p>Intonation</p> <p>Voice</p>
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Thursday

L.O. To understand and use Idioms

An idiom is a common word or phrase which means something different from its literal meaning, but can be understood because of its popular use.

Idiom	Meaning
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet	To get something over with because it is inevitable
	

Copy and complete the table below out into your exercise books. You will probably need to use the internet for research or ask an adult to help you.

Idiom	Meaning
as one door closes, another opens	
at death's door	
behind closed doors	
through the back door	
dead as a doornail	
foot in the door	
keep the wolf from the door	
knocking on heaven's door	
leave the door open	
show somebody the door	
slam the door in somebody's face	

**Extra challenge:** Do you know any other 'idioms'? Write a list of them and tell us what they mean.

Pen  
Exercise book  
Tables  
←

Idiom  
Literal  
Figurative  
Meaning  
Phrase

Friday	LO To use inference to answer questions about a text	<p><b>Starter:</b> In the sentences below, the adverb 'slowly' is used to describe how the man enters the room. Adverbs are like roving reporters - they can be moved around the sentence, e.g.</p> <ol style="list-style-type: none"> <li>The man went in, <u>slowly</u></li> <li><u>Slowly</u>, the man went in.</li> <li>The man went <u>slowly</u> in.</li> <li>The man <u>slowly</u> went in.</li> </ol> <p>By changing the position of the adverb, we can often either alter the meaning or add emphasis to a sentence. Above, by placing slowly at the end, we infer that the character has a heightened awareness of the situation they are in.</p> <p>Play around with the adverb position in the following sentence. Consider how it alters the meaning and where the emphasis is best placed.</p> <ol style="list-style-type: none"> <li>Cautiously, Samantha crept towards the door that stood before her.</li> <li>Sadly, the boy stared out of the window.</li> </ol> <p><b>Main teaching:</b> Read the extract from <i>The Snow-Walker's Son</i> by Catherine Fisher below. You can also listen to the extract here: <a href="https://soundcloud.com/talkforwriting/doors/s-ltAy0hpt715">https://soundcloud.com/talkforwriting/doors/s-ltAy0hpt715</a></p>	<p>Copy out and answer the questions below in your exercise books:</p> <ol style="list-style-type: none"> <li><b>The door was the last one in the corridor.</b> What is the significance of the word last? Can you think of another context where the word last has a significant meaning? e.g. the last chance.</li> <li>How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?</li> <li>Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?</li> <li>Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?</li> <li><b>Darkness and a damp smell oozed through the black slit.</b> How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?</li> </ol>	<p>Exercise book</p> <p>Pen</p> <p>The Snow-Walker's Son extract</p>	<p>Adverb</p> <p>Emphasis</p> <p>Infer</p> <p>Comprehension</p> <p>Significance</p> <p>Context</p> <p>Impression</p> <p>Appearance</p> <p>Description</p>
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## The Magical Door

### **The Magical Door**

I opened the magical door and saw ...  
a world turned upside down:  
the sea, now a floating ceiling,  
the clouds, an inviting carpet.

I opened the magical door and saw ...  
the reflection of myself:  
standing, searching, staring,  
questioning how this was possible.

I opened the magical door and saw ...  
a sweet-treat paradise:  
clouds of candy floss,  
drifting across a bubble gum sky.

I opened the magical door and saw ...  
a field of waves:  
blue potatoes were leaping,  
playing in white foam,  
as puzzled farmers watched from sunny shores

I opened the magical door and saw ...  
The image of a street I used to know,  
But as I entered, everything changed;  
As I reached out, everything had gone.



I opened the magical door and saw ...  
A forest of mirrors,  
surrounding me in dazzling white light,  
leading me into a world of mystery.

I opened the magical door and saw...  
A feast of my favourite foods  
Guarded by monster chips  
Waiting to fight off all invaders.

I opened the magical door and saw ...  
Monstrous mobile phones  
Herding people into little houses  
And laughing, laughing, laughing.

I opened the magical door and saw...  
The future.

## The Door by Miroslav Holub

Go and open the door.

Maybe outside there's

a tree, or a wood,

a garden,

or a magic city.

Go and open the door.

Maybe a dog's rummaging.

Maybe you'll see a face,

or an eye,

or the picture

of a picture.

Go and open the door.

If there's a fog

it will clear.

Go and open the door.

Even if there's only

the darkness ticking,

even if there's only

the hollow wind,

even if

nothing

is there,

go and open the door.

At least

there'll be

a draught.

## The Snow-Walker's Son by Catherine Fisher

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

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