



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

This morning we bid a fond farewell to our Yr11 pupils who have left us after what has been a tumultuous few years. They are to be commended for the way in which they have conducted themselves over the last few months with all the new challenges that have never been faced before by a by a year group. This morning was their leavers assembly followed by the obligatory shirt signing, before a few tears were shed as they finally left site. I will share with you some advice I gave to them in their assembly;

- Be kind to people – kindness goes a long way and can make a massive difference
- If you want to be successful you will need to graft. Success is wonderful but it will not fall into your lap and will not come overnight – be prepared to put the work in!
- Aim high and never let anyone tell you that can't do something. You can do anything that you put your mind to – you are at the start of the pathway to the rest of your lives and it is upto you how you shape the next few years.



Lucy Cropper
Head of School



James Haseldine
Executive Headteacher

Contact Details

Do we have your correct details? It is very important, especially in the current situation that the school has your correct details such as phone numbers, email addresses and postal address. Please contact school with any updates.

01942 510712

office@deantrustrosebridge.co.uk



Employee of the Week

Colleague of the Week - Mrs Lane

for her endless energy, enthusiasm and offering to take on extra classes during all her Yr11 gain time.



English

New Term – New Topics!

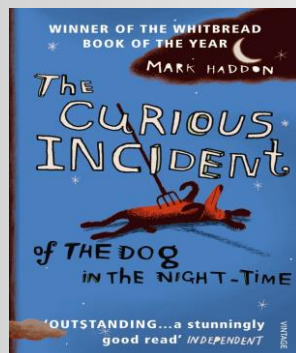
Y7: The Curious Incident of the Dog in the Night-time - this text focuses on the protagonist Christopher, who has Asperger's Syndrome, and his quest to solve the crime!

Y8: Coram Boy - this novel focuses on three narratives combined leading to a story of love, friendship and betrayal.

Y9: Romeo and Juliet - as well as working through the plot, context, themes and characters, students will be focusing on their analysis of fiction extracts and narrative writing.

Y10: Literature - Power and Conflict Poetry - students will be working through the AQA anthology which explores not only the themes of 'power' and 'conflict' but war, relationships, leadership and nature.

Y10: Language - Language Paper 1 - students will recap their unseen fiction analysis skills focusing on analysis of language and structure, as well as evaluating a statement based on the extract.



Y11 - Good luck!

We just want to say a huge good luck to all of the Y11s leaving us this week!

You have been a pleasure to teach and we will miss you dearly!

You all have such bright futures ahead of you!

New Books

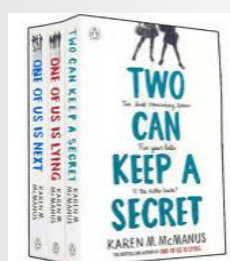
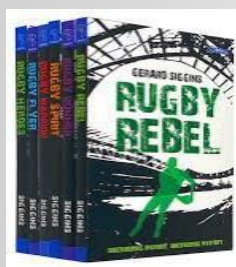
Exciting times in the Library, as we have just taken delivery of a stack of new books. All the old favourites are there: Wimpy Kid, Tom Gates, Harry Potter and some new authors that I'm keen to see the reaction to! These are some of the highlights...

Rugby! After all these years, I have finally found an author who writes stories about Rugby!

Lots of you enjoyed 'One of Us is Lying' so we now have the other two books by the same author.

For those of you who are keen to know what's going on in the world, we have non-fiction books about the environment, Black Lives Matter and Gay rights. A lot of new fiction also covers these important issues. We have new biography – a series about 10 famous footballers, including Messi, Pogba, Salah and Kane, and also, 'Malala' the girl who was shot by the Taliban for going to school (and is now training to be a doctor, so clearly it paid off!)

There is more money available, so if there's something you want to see on our shelves, please let your English teacher or Miss Worrall know and we'll do our best to get it!



Literacy Challenge - EURO 2020

2020

All the 11s!

The 16th UEFA European Championship has been carried over from 2020 and will run **from 11th June to 11th July 2021**, held in 11 cities in 11 UEFA countries! The opening game will be held in Rome and the semi-final and final will be held at Wembley Stadium in London.

Portugal are the defending champions. Who will win this year?

Challenge: Find the name of a Euro 2020 player for every letter of the alphabet!



Red Leaves Presentation

Duy in Y7 was asked by Mrs Roberti to do a presentation about where he is from. Through working with Ms Worrall, Duy was able to present to the whole class and used beautiful images to help the class understand. The whole class was enthralled by Duy's work and the information he gave and we are very proud of his progress and bravery through completing this presentation. Well done Duy!



HT6 Literacy Focus

Finding Implicit and Explicit Information

Implicit Information

Something that is implicit is inferred - it is suggested, by the way it is said. Implicit meaning can be a little harder to find than explicit meaning.

Writers know that to entertain their readers they need to draw them into their texts. Implicit meaning works because it causes the reader to feel that they have made up their own mind about something, such as a character, rather than having to accept the writer's word for it.

The clues you need to make up your mind about a character are all in the text. Look for the following:

- what the character **says**
- what the character **does**
- what others **say** about them
- how others **react** to them

Explicit Information

The word "explicit" means clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding. If a fact is explicit in a reading comprehension passage, it is stated outright. For example, if the first sentence of a story is "It was a dark and stormy night," that is an explicit fact. There is no room for debate; the reader cannot be confused and think that the story is set on a sunny morning.

Explicit facts are easier to spot than implicit facts and are therefore easier to test. Common comprehension questions for explicit facts include the basic who, what, when and where of the story, and often the how and sometimes the why.

Example:

"I quit smoking last month", said the **man** in the **cowboy hat**. He had a tattoo of a rattlesnake on his arm, and as he signed his name, the snake's rattle seemed to wiggle. "I **used to smoke a pack a day**. Now I eat a sack of these every week."

- *Holes* by Louis Sachar



Revision Strategies for Y10

Selected Y10 students are now invited to do after school revision on Tuesdays 3-4pm.

Literature Revision Guides:


If you would like to buy revision guides for your English Literature GCSE, make sure you buy guides that work with AQA (our exam board). We recommend the CGP revision guides and workbooks but the Mr Salles or Mr Bruff guides are also excellent. You could also buy copies of each of the literature texts. The texts studied are: Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, and Unseen Poetry.

There are many way you can revise English Literature at home and here are a few strategies.

Quote Cards:

Pick a theme or character and write the name on one side of the card. With the name, put a picture that links to the theme/character to help you remember it. On the other side, write 5 key quotations: keep the quotations brief and make sure you know who says it and where it's from in the text.

Poverty



- 'decrease the surplus population' (Stave 1)
- 'Nobody said or thought it was a small pudding for a large family.' (Stave 3)
- 'This boy is ignorance. This girl is want. Beware them both.' (Stave 3)
- "My little, little child," cried Bob. "My little child." (Stave 4)
- 'endeavour to assist your struggling family' (Stave 5)

Quote Analysis

Meaning?	Context?	Method? Language or structure	Stave? Focus character?
Scrooge has seen that Bob and his family cannot afford basic things to survive. He wants to help (particularly to help Tiny Tim).	Poor law/poor health care – Bob and his family were lower class.	Verb – 'endeavour' – willing to put full effort in. Adjective – 'struggling' – aware of the poverty they are in and knows he can help. End of the novella – highlights Scrooge's transformation.	5 – Bob and Scrooge
<h3>'endeavour to assist your struggling family'</h3>			
Links to other themes/characters?			
Poverty, Cratchit family, Scrooge's transformation, generosity, charity, redemption.			
		Analyse 'This boy is ignorance. This girl is want. Beware them both.'	

Quote Explosions:

For the quotations you choose, complete a quote explosion. In your quote explosion, you should focus on: where the quotation is from; who says it/what is it about; meaning and inferences; any method and effect used; links to context (historical or within the text); links to other themes/characters; and any other quotations could link to it.

Planning for a question:

For Macbeth and A Christmas Carol, you will be given an extract from the text. For poetry, you will be given 1 poem to compare to. For the extract questions, you must focus on inside and outside of the extract. For poetry, you need to discuss one other poem off the top of your head. For every quotation, try to discuss a method and the effect of it.

Planning for a Question

Identify 2-3 main quotations from the extract (you can include shorter quote to back yourself up)

Identify and analyse language and/or structure for every quotation

Extract (Macbeth and A Christmas Carol – 1 poem in poetry) and question

Identify 2-3 main quotations from the wider text (you can include shorter quote to back yourself up)

Identify and analyse language and/or structure for every quotation

Consider how the quotations link to context for half of your main ideas

Memory Test:

Give someone a list of themes/characters and list as many quotations as you can for each. Remember - you can paraphrase or describe a moment in the text but it is easier to analyse methods if you can quote directly.



Word of the Week:

Ravenous (*adjective*)

Meaning: extremely hungry.

Challenge 1: Can you think of synonyms* for the word 'ravenous'?

Challenge 2: Write a sentence using the word 'ravenous'.

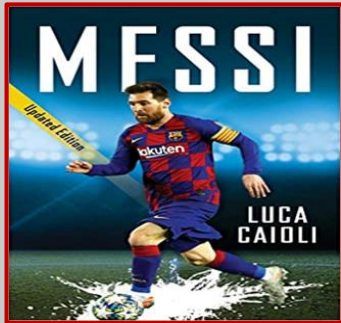


Literacy Challenge:



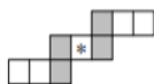
See the previous page of this newsletter for this week's literacy challenge

Book of the Week:



Prolific, cool-headed and unerringly consistent, Lionel Messi is one of the most revered footballers in history. But did you know that his transfer to Barcelona was first agreed on a paper napkin? Or that an x-ray of his hand was to thank for identifying his growth hormone deficiency? Do you know why he refused to collect his first ever Champions League winner's medal? Find out all this and more in Luca Caioli's classic portrait of a footballing icon, featuring exclusive interviews with those who know him best and even Messi himself.

Numeracy Challenge:



WEEKLY MATHS PROBLEM

Can you solve the maths problem of the week?

Each of the numbers 1 to 9 is to be placed in a different cell of the grid shown so that the sum of the three numbers in each row is 15. Also, the sum of the two numbers in each shaded column is to be 15.

How many choices are there for the number to be placed in the central cell indicated by *?

- A. 0 B. 1 C. 2 D. 3 E. 4

LAST WEEK'S SOLUTION

- B** As the cube has edge-length 10 cm, each of the twelve edges has nine dots other than those at a vertex. The cube has eight vertices.

So the total number of dots is $12 \times 9 + 8 = 108 + 8 = 116$.

Year 7:

Lucy W

Lucy is a great ambassador for the school. Everyday Lucy meets our high expectations. She works hard in all her lessons and is setting a great foundation for herself to achieve her full potential. Well done Lucy, Keep up the great work.

Mrs Rennox

Year 8:

Sophie H

Excellent attitude and achieving lots of Class Chart points in all curriculum areas. Well done Sophie!

Mr Jones

Year 9:

Amy R

A lovely student who excels within and after school. Well done for gaining even more achievements in Karate recently. You are a force to be reckoned with!

Jacob Cunliffe - Massive improvement this week. Keep it up!

Grace Howarth - for being such a lovely pupil, being resilient and valued member of our form.

Andrei - great member of the form, always smiling and just amazing in every way.

Madison Jukes: Fantastic member of the form, always works hard in lessons and I hear nothing but good things about her from other members of staff

Year 10:

Elise P, Yasna H and Holly H.

Amazing work guys, for helping to save a member of the public over the weekend. Our community needs many more young people like you!

Mr Shepherd

Year 11:

Where do I start? What a tough, challenging year for all involved. The maturity and application shown from the year 11 pupils has been excellent. I have enjoyed being part of your journey of development and watch you grow as young adults. You will be missed. Good luck in all that you do, and I hope your future is full of happiness. - Mr Volante

SEND Teaching and Learning Tip

Reading Aloud

Insisting that learners read aloud to the class when they do not want to, or can't, feels humiliating to those who have difficulties reading - it will not help them improve and can often serve to alienate them further from the subject, from you as a teacher, and from the experience of school in general. The best approach is to encourage every pupil to take their turn reading, but moderate how much pupils read depending on their confidence. If pupils know that you only expect them to read a sentence or two their confidence in reading aloud will grow and they will happily read more in future. You may also give pupils the opportunity to 'pass' but if this happens you should follow up with a conversation and agree to how much the pupils will read next time. This situation is far more likely to be conducive to engagement and learning than one where learners feel 'put on the spot' and exposed in front of their peers.

Parents should be encouraged to read at home with their children.

To support pupils with Dyslexia and literacy difficulties, EAL, emotional needs and MLD.

Careers

Transition Trip

On Tuesday, some Y11 pupils completed transport training and went to visit Wigan and Leigh College. They had a wonderful day and really appreciated the opportunity to look around their new college as well as eating their lunch in Mesnes Park.

"Today I have enjoyed going on the day out to the college to see where I will be going in September. I wouldn't change anything because it has been the best day!"

"I have found out so much about the bus times and I enjoyed the ice cream"



Events

Today our Year 11 pupils left Dean Trust Rose Bridge after a week of team building, future planning, sport, creativity and special assemblies. Below are a few images of their last day but look out for a full spread in next week's newsletter.



**DTRB Class
of 2021**





Revision Skills- Revision Hacks.

<https://gmhigher.ac.uk/resources/revision-skills-revision-hacks/>

Pomodoro Technique:

<https://gmhigher.ac.uk/resources/revision-skills-pomodoro/>

Worksheet:

Traffic Light Technique:

<https://gmhigher.ac.uk/resources/revision-skills-traffic-light-technique/>

Revision Timetable:

<https://gmhigher.ac.uk/resources/revision-skills-revision-timetable-handout/>

Choices- HE What and Why?

<https://gmhigher.ac.uk/resources/choices-he-what-and-why/>

Choices- Post-16 options

<https://gmhigher.ac.uk/resources/choices-post-16-options/>

Student Life – HE options

<https://gmhigher.ac.uk/resources/student-life-he-options/>

Student Life – Support at university

<https://gmhigher.ac.uk/resources/student-life-support-at-uni/>

Worksheet:

<https://gmhigher.ac.uk/resources/choices-post-16-options-true-or-false/>

Student Life – Path Finder

<https://gmhigher.ac.uk/resources/student-life-path-finder/>



TOPIC: INTERVIEW SKILLS

Interview Skills – How to get through your interview

<https://gmhigher.ac.uk/resources/interview-skills-your-interview/>

Interview Skills – First Impressions

<https://gmhigher.ac.uk/resources/interview-skills-first-impressions/>

WORKSHEETS:

Interview Skills – Who got the job?

<https://gmhigher.ac.uk/resources/interview-skills-who-got-the-job/>

Interview Skills – What makes you stand out?

<https://gmhigher.ac.uk/resources/interview-skills-stand-out/>

TOPIC: BUDGETING SKILLS

Budgeting Skills – Prudent Student Game

<https://gmhigher.ac.uk/resources/budgeting-skills-prudent-student/>

Budgeting Skills – Mythbusting

<https://gmhigher.ac.uk/resources/budgeting-skills-mythbusting/>

Budgeting Skills – What students spend their money on

<https://gmhigher.ac.uk/resources/budgeting-skills-spending/>

WORKSHEETS:

Budgeting Skills – Budgeting activity Instagram

<https://gmhigher.ac.uk/resources/budgeting-skills-instagram/>