



Norwich Opportunity Area

An Introduction to the English Bridging Project

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“Our vision is to create a system where no child in Norwich is left behind.”

Dr. Tim Coulson

Independent Chair of Norwich

Opportunity Area Partnership Board

Norwich





NOA Priorities

- **Priority 1:** Improve speech, language and communication in the Early Years
- **Priority 2:** Raise attainment through targeted, evidence based CPD and stronger school leadership
- **Priority 3:** Support children at risk of exclusion from school
- **Priority 4:** Give young people the support and information they need to make successful transitions



NOA Transition

- Improve communication and processes
- Improve resilience in students
- Sharing Best Practice
- Improve academic ability



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Hannah Boag

NOA Lead, City Academy

MacBeth

Lightning crackled, thunder rumbled while hail the size of fists, fell rapidly. It smashed everything in its way; banging on rooftops; shattering glass windows; hammering on people's heads. A raven circled before perching on a fuel pump.

Elbowing through the petrol station door, James cracked the remaining unbroken glass. He crashed into the drinks and snacks shelf, sending bags of Walkers crisps and bottles of Fanta crashing to the floor. Sordana, who was sitting at his large wooden desk, with drawers down one side, working. He had been friends with James since they were 10 years old. Now they both worked at the gas station. "I have amazing news!" shouted James

Hey .The names Elmira, if you're reading this, **BURN IT!** It only gives you Misfortune, buuutttt, if you do want to read this then. By all means, continue reading.

Tuesday, 19th of November 1563.

I woke up this morning to the Sound of Huntsman. Those Prima- Donna's are they Spawns of Satan. I'm sure of it-But I'm being hypocritical, I AM the Spawn of Satan, so I've been told. But, I'm not a Bad Person; I just like to be the Centre of attention. King Henry the eighth is the King, again, so I've been told. He sounds so superstitious, and who could blame the Fat Man? If I was a Human, I'd be weary of Magical Creatures as well.

Wednesday, 20th of November 1563.

Well, they captured me and now I'm held captive until I cure the King's Wife, But, I'm not going to help someone who holds me captive JUST because he's got Power of England. But, still, the Bloke got what he wanted, I cured her but he LIED and said I wasn't going anywhere, please keep in mind that I am Human Size, but with Powers beyond compare. Now I have to fake an Identity, I have to wear a White Dress, WHITE mind you, it's not my Colour, and it doesn't suit me. But the Man has Money; so maybe, just maybe if he had a "Sudden" death, the Money would go over to me, leaving me ALL the fortune!

Thursday, 21st of November 1563.

I'm stuck in a Corset, I can barely move right now, Unholy mother of God, a Woman is approaching me with what looks like a Comb-What on earth is she going to do-

Friday, 22nd of November 1563.

So, I managed to Murder the King in his Sleep, and I'll flee in the Morning and move to a New Country, maybe Germany? No, too Superstitious. Scandinavia? Perfect, I'll pack in the Morning, bu

School Transition and Adjustment Research Study (STARS)



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‘Moving from primary to secondary school involves a degree of apprehension for most pupils A significant minority of pupils experience a range of difficulties in adjusting to secondary school as shown by lower grades, poor attendance and increased anxiety’

A successful transition involved functioning well in two areas:

- 1) being academically and behaviourally involved in school
- 2) feeling a sense of belonging to school.



Aims

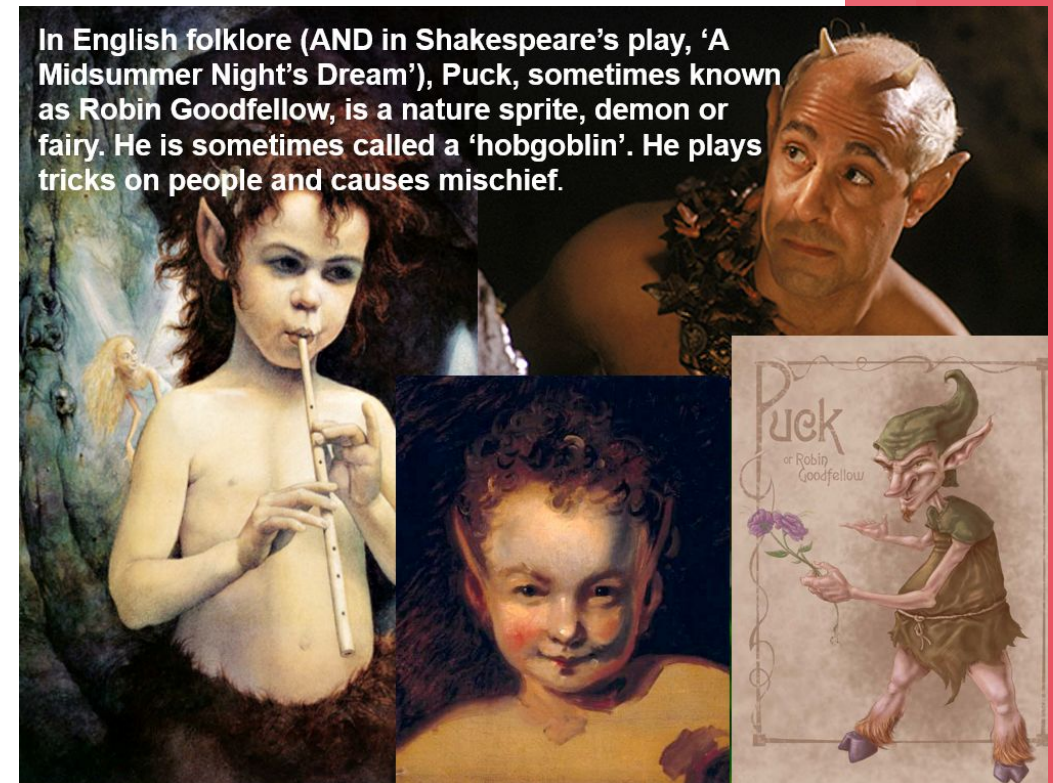
To create resources which addressed the issues we identified in our Primary/Secondary visits:

- Different assessment outcomes required for writing in Y6 and Y7;
- Different curriculum priorities in English;
- Possible loss of attachment figures for some pupils;
- Students' confidence in English moving 'up' to High School;
- Students not always producing their best writing at High School – and teachers not always know what they are capable of.



Outcomes

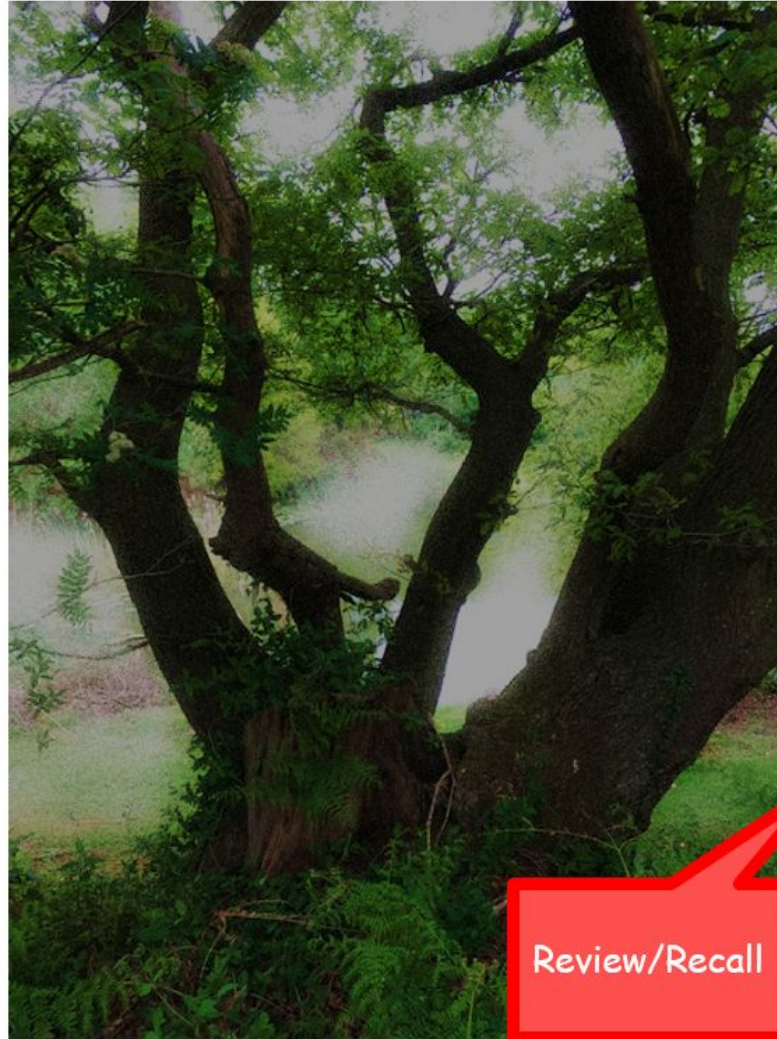
- Better links between teachers – giving children a sense of belonging in their new school;
- Ongoing dialogue between phases;
- Building confidence for secondary English – learning vocabulary, context, writer's methods;
- Best piece of writing showcases what children are capable of – ensure secondary lessons are pitched high;
- Developing contextual understanding and laying the groundwork for GCSE English.





How the course is structured: Pedagogy

Spaced learning and retrieval
Metacognition
Independence
Outdoor learning
Opportunities for cross-curricular links



Review/Recall

Do now

What can you see in the picture?

Make a list of words, phrases and sentences that you could use to describe the picture.

Aim High - Literary devices

- **Simile:** Used to compare one thing to another by using 'like' or 'as'. *Tom stumbled on, and burst onto the road like a rocket.*
- **Metaphor:** Used to compare one thing to another by saying it *is* that thing. *The blanket of darkness became thicker.*
- **Personification:** Giving human characteristics to something non-human. *Deep shadows held a grip on the path.*

How the course is structured: Long term plan



Year 6

Week	Key questions	Learning tasks	Assessment opportunities	Additional extended tasks
1.	Who were the Hikey Sprites? What did people believe about magic and woodland in the past?	<ol style="list-style-type: none"> 1. Pupils go into a woodland or use a collection of woodland objects and create words and phrases that describe them 2. Pupils develop a word bank and explore sensory language to describe the items they found in the woods 3. Begin to explore how the woods would be different for a Tudor traveller. Introduce pupils to the Norfolk legend of the Hikey Sprites. 4. Explore signifiers of good and evil intent. Pupils design their own Hikey Sprite. 5. Grimm's Fairy Tales – students read the stories and consider the commonalities between the tales. 		Guided Reading: Grimm's Fairy Tales
2		<ol style="list-style-type: none"> 1. Pupils read the Hikey Sprite model story and identify key features. Then begin planning their own story. 2. Continue to develop vocabulary, sentence structures and literary devices in planning 3. Teacher to model writing. Students write an opening for their story 4. Students write independently 5. Evaluate and assess writing 	Use the blended assessment grid to assess writing	

Year 7

Week	Key questions	Learning tasks	Assessment opportunities	Additional extended tasks
3	How have magic and woodland been portrayed in texts throughout history?	<ol style="list-style-type: none"> 1. Recap of the learning at Primary School (and an introduction to those that did not study it) 2. Exploration of Elizabethan views of magic and woodland through an analysis of A Midsummer Night's Dream 3. Either: A look at Victorian beliefs about magic and woodland through an analysis of The Goblin Market OR look at Victorian beliefs about magic and woodland through an analysis of Alice in Wonderland 4. Make inferences about the use of language and linguistic devices 5. Exploration of a modern portrayal of a magical forest: The Forbidden Forest, from Harry Potter. 		Take photos of trees and woodland in the local area. Revise and recall key vocabulary from the knowledge organiser
4		<ol style="list-style-type: none"> 1. Create an imaginary creature that could live in the woods 2. Read an extract from The Lion the Witch and the Wardrobe identifying sensory language – then write a sensory description of a walk in the woods. 3. Teacher models planning a story. Students plan independently 4. Teacher models story opening, Students wrote own story opening 5. Independent writing and self/peer assessment. 	Use the blended assessment grid to assess writing	Revise and recall key vocabulary from the knowledge organiser

How the course is structured: Assessment

Working above	
Distinguish between the language of speech and writing and choose the appropriate register	
Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices	
Convincingly match writing to purpose: show an understanding of narrative and descriptive writing.	
Use a full range of appropriate sentence forms for effect	
Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	
Working at	
In narratives, describe <ul style="list-style-type: none"> • settings • characters • atmosphere 	
Begin to vary vocabulary with some use of linguistic devices	
Integrate dialogue in narratives to convey character and advance the action	
Attempt a variety of sentence forms	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
Use verb tenses consistently and correctly throughout their writing	
Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
Working towards	
Use some appropriate of vocabulary and simple linguistic devices	
Use some different sentence forms	
Use paragraphs to organise ideas	
In narratives, describe settings and characters	
Use mostly correct	capital letters
	full stops
	question marks
	commas for lists
	apostrophes for contraction



Hikey Sprites Y6—Y7 Knowledge Organiser

Sprites/Spirits/Fairies

In Tudor and Elizabethan times fairies and/or sprites were thought of as bad spirits who played tricks on people. Fairies were also thought to bring illness, misfortune and disease

In the 16th Century people did not know much about the world around them, so sprites and spirits were easy to blame for problems.

Travellers worried that sprites would lead them into the woods, and they would never be seen again...

Books and plays, such as the Faerie Queene, and A Midsummer's Night Dream were written about fairies, sprites and spirits- Elizabeth 1 was even known as "The Fairy Queen".



Literary devices

- **Sensory language:** Language that connects to the five senses (sight, sound, smell, taste, touch) to create an image or description. Tom felt cold, and goose bumps rippled across his arms.
- **Foreshadowing:** A warning or indication of something that might happen later in the story. Gran had only one rule. Be home before dark.
- **Simile:** Used to compare one thing to another by using like or as. Tom stumbled on, and burst onto the road like a rocket.
- **Metaphor:** Used to compare one thing to another by saying it is that thing. The blanket of darkness became thicker.
- **Personification:** Giving human characteristics to something non-human. Deep shadows held a grip on the path.
- **Pathetic Fallacy:** a kind of **personification** that gives human emotions to nature; for example, referring to weather features reflecting a mood. Night was creeping in all around him, and the breeze made the limbs of trees clash together.
- **Bookending:** Linking the opening to the ending using a similar phrase or description. Gran replied, "I told you to be home before dark".

Tudor/Elizabethan beliefs about magic

Witches: In Shakespeare's time people believed that witches were people who had made a pact with the Devil in exchange of supernatural powers. They blamed witchcraft for many things, such as a plague in your village, or animals getting ill.

Superstitions: Tudors and Elizabethans were very superstitious.



Some superstitions include: An eclipse was an omen of the devil; it was unlucky for a black cat to cross your path; the feathers on a peacock were seen as 'the evil eye'; you had to touch wood to avoid bad luck (this superstition dates back to the dark ages when trees were believed to have magical powers); and the seventh son of the seventh son was believed to possess supernatural powers

Tudor/Elizabethan woodlands

In 1600 about a third of England was covered in forest.

The forest carried deeply symbolic meanings.

It was seen as a place of wildness and magic — the opposite of 'civilised' life.

Many of Shakespeare plays include scenes in woodlands, which are portrayed as offering temporary relief from a rigid order to which the characters must return.

Forest Law meant that the forest was a hunting ground for kings. Travellers could walk for days and not see anyone else.



Hikey Sprites Y6—Y7 Knowledge Organiser

Hikey Sprites

Hikey Sprites, also known simply as **Hikeys**, are a specific type of bogey from of Norfolk. They are comparable to goblins or trolls. They exist both as a type of bogeyman and as mischief-makers of varying degrees of malice (evil intentions).



The Hikeys were known to have unpredictable personalities and thus could be playful and fun one moment only to turn vicious and cruel the next.

A common saying in some parts of Norfolk would be to warn children to return home at night with "come home quick or the Hikeys will get you!" - it is unknown what the Hikeys would do to children they captured but it was likely to be unpleasant, since many bogeys delight in cruelty or even slavery!

They also took to raiding homes when the mood suited them. However, they could be allies (some even helped find lost donkeys or even lost children).

Features of traditional/folk tales

- Rural/setting
- Warnings
- Naïve characters
- Magic/ magical creatures
- Happy ending?
- Moral/message
- Task or journey
- Hero/villain
- Good/evil

The Brothers Grimm

These German brothers collected and published folklore during the 19th century. They were among the first and best-known collectors of German and European folk tales, and popularized traditional oral tale types such as Cinderella, The Frog Prince, Hansel and Gretel, Beauty and the Beast, Little Red Riding Hood, The Three Little Pigs, Sleeping Beauty and Snow White.

KEY VOCABULARY 1

- Abandoned:** Having been deserted or left
Canopy: made up of the overlapping branches and leaves of forest trees
Glistening: Shining with a sparkling light
Sinister: Giving the impression that something harmful or evil will happen
Disfigured: To spoil the appearance of
Bewitched: To cast a spell or enchantment over
Eerie: Strange and frightening
Mysterious: difficult or impossible to understand, explain, or identify
Decayed: Rotting
Pungent: having a sharply strong taste or smell
Flora and Fauna: **Flora** is plant life; **fauna** refers to animals.
Overwhelmed: Buried or drowned, defeated
Perish: die
Slaughter: kill
Acrid: An unpleasantly bitter smell or taste

KEY VOCABULARY 2

- Putrid:** Decaying or rotting—smelling terrible
Malice: Having evil intentions
Fragrant: A pleasant or sweet smell
Superstitious: any belief or practice based upon one's trust in luck or supernatural forces
Unpredictable: Behaves in a way that cannot be predicted. Changeable.
Contorted: Twisted or bent out of normal shape
Plummet: To fall or drop straight down at high speed.
Enchanted: Placed under a spell
Prophecy: A prediction of what will happen in the future
Rural: Relating to areas in the country rather than the town.
Ominous: giving the impression that something bad will happen.
Traditional: Customs or ways of behaving that have continued for a long time without changing
Sprite: An elf/spirit or fairy
Inhale: break in

Birch: the symbol of new beginnings, regeneration, hope, new dawns and the promise of what is to come.

Sycamore: symbolizes strength, protection, eternity, and divinity.

Beech: believed to enhance creativity, and to pertain to wisdom and written word.

Oak: symbol of strength, morale, resistance and knowledge.

Horse Chestnut: symbolizes honesty, and justice.

Hazel: Symbolizes wisdom and inspiration. This sacred tree is said to be cloaked in a powerful magic.



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An Introduction to the English Bridging Project

Jade Sadler

Y6 Teacher

Lakenham Primary School & Nursery

Example

Lesson 3

Planning overview



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Lesson 1: building up the vocabulary.

Lesson 2: Senses and setting description.

Lesson 3: What is a Hikey Sprite?

Lesson 4: Design your own Hikey Sprite.

Lesson 5: Features of traditional tales.

Lesson 6: Sharing the Hikey Sprite story and planning.

Lesson 7 onwards: Teacher targeted writing.

<p>Lesson 3</p> <p>Drawing on the previous two lessons, pose the questions to the children:</p> <p><i>What would you pack into a bag for a trip to the woods? Think about what you might need. How long are you going for?</i></p>	<p>Discuss what a traveller might have packed 500 years ago- highlight similarities and differences, before discussing what surprises us.</p> <p>Refer back to the Hikey Sprite section on the knowledge organiser, then share the Hikey Sprite story resource – online video of actor reading this available - https://drive.google.com/file/d/1iA7BNOVjGXdqP02517mCWyXgAxpSol-j/view</p> <p>Ask children to feedback about this – is it what they expected from a ‘Hikey Sprite’?</p> <p>Activity 1: Children to be given the outline of a “gingerbread man” template. Using the Hikey Sprite story text, they need to:</p> <ul style="list-style-type: none"> • record what the Sprites might say about themselves on the inside of the gingerbread man. • record what others might say about the sprites on the outside of the gingerbread man. 	<p>Show the children the information on the slides, then share with the children the Ray Loveday Hikey Sprite text (scanned resource); have a look through and choose what parts might interest your children. E.g. Page 9 – figure 1 Page 10 – etymology of the word ‘Hyter Sprite’ Pages 12-15 – discusses what they are (supernatural, natural, human) Page 19 – talks about threats or warnings associated with the Hikey Sprites. Page 32-35 – memories of the Hikey Sprites.</p> <p>Activity 2: Show children the recollections and memories of Hikey Sprites from pages 32-35 of the Ray Loveday book. Children to write a passage, explaining what a Hikey Sprite is. This could be extended to sketch and idea of what they might look like.</p>	<ul style="list-style-type: none"> • Hikey Sprite • Hyter Sprite • Sprite • Fairy/fairie • Elf • Evil • Warning • Superstitious • Forest law • Torture • Colloquial language 	<p>Share images of the Cottingley Fairies. Stress that they are hoaxes, but managed to fool the population in a time where people were educated, and able to travel.</p>	<ul style="list-style-type: none"> • Knowledge organiser for each child. • PowerPoint • Ray Loveday printed resource (possibly just for teacher). • Hikey Sprite story to read to children – one for each child. • Online video of Hikey Sprite story: https://drive.google.com/file/d/1iA7BNOVjGXdqP02517mCWyXgAxpSol-j/view • Gingerbread man outline • Extracts from Ray Loveday book pgs. 32-35 called ‘memories of Hikey Sprites’ in resources.
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Bridging Project — Lesson



3

Discussion



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What do you pack when you go away from home?

How does your school bag compare to the bag you take on holiday?

Decide on 3 - 5 items you take on a trip and explain why they are important.





Travelling back in time

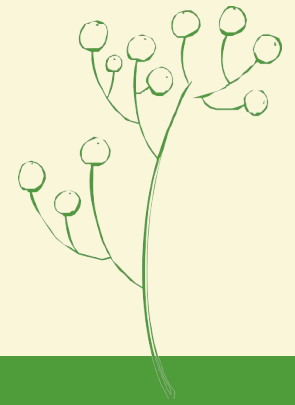
What might you have taken on a trip 500 years ago?

Points to think about:

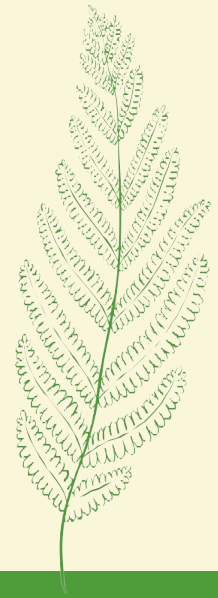
Would travelling have been easier, or harder?

Maybe roads were more dangerous?

Would resources such as food and water be as easy to get?



<i>Similarities</i>	<i>Differences</i>



The Hikey

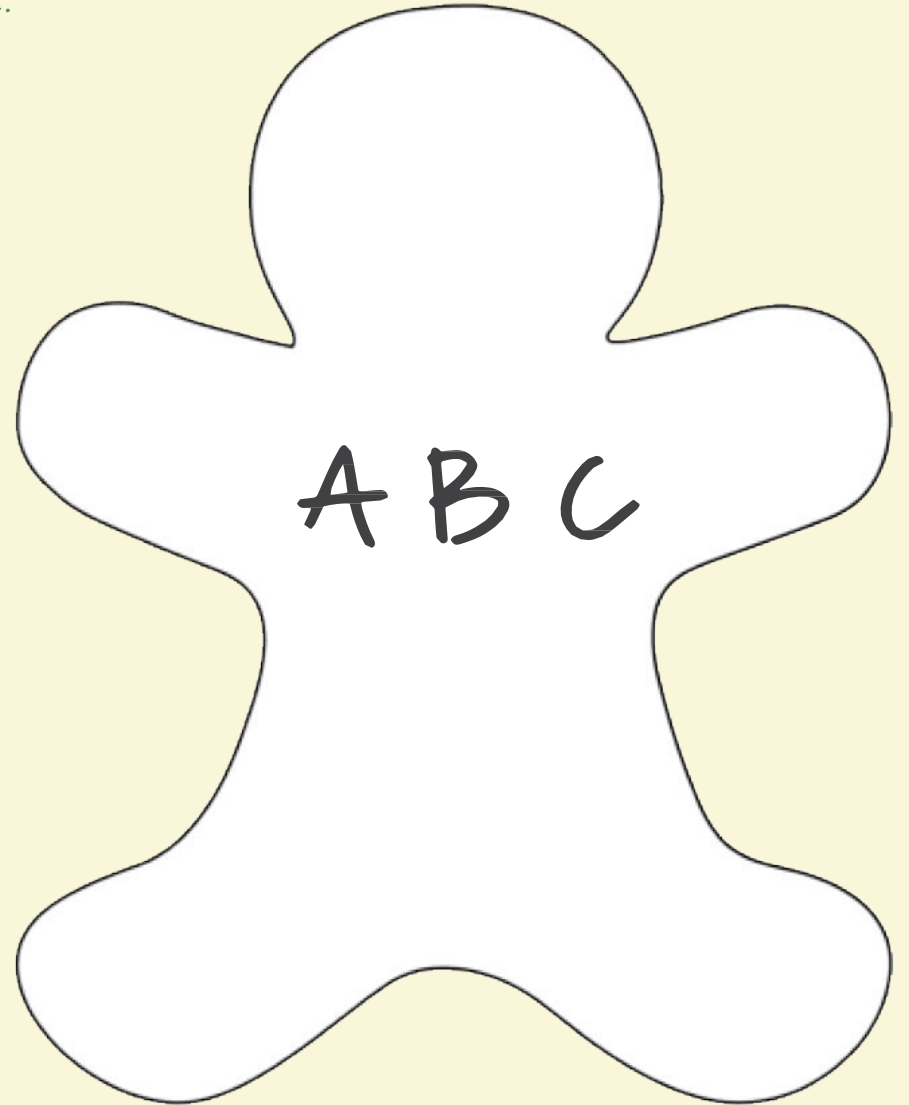
Sprites

We are going to read a story about Hikey Sprites.

Using evidence from your text:

On the inside of your 'gingerbread man' record what the Sprites might say about themselves.

On the outside, record what others might say about them.



The Hikey Sprites

Light drained away quickly as Tom raced home. Night was creeping in all about him, and the breeze made the limbs of trees clash together with ugly thuds and cracks. He needed to hurry, or he would be in big trouble with Gran. She had told him to be home before nightfall.

Every summer, his parents would go away, and he would spend a week with Gran in the Norfolk countryside. He hated it. The only fun he got were the sunny days with his friends in the fields- making swings, or paddling in streams. Gran had only one rule. Be home before dark.

Tom now raced down the country lane, but he knew the winding country roads would not get him back until long after sundown. Then he saw it. A gap in the hedge,

with a dirt track leading into a dark tunnel of trees. He thought for a moment. Deep shadows held a grip on the path beyond the hedge. A cold chill filled Tom, but it would save him Gran's punishment. He didn't know what he would do if she stopped him from seeing his friends.

Walking quickly, Tom plunged into the gloom. He didn't run, for fear of tripping on a root, or log. Everything was very still in that dark place. Despite it being the height of summer, Tom felt cold, and goose bumps rippled across his arms. He hurried, and with each step, it seemed that the blanket of darkness became thicker and thicker, as though night had completely fallen in the few moments since he entered the wood.



He saw the first figure then. Ahead, in the gloom, and between the tangle of branches. No, wait- not among the branches- on top of them. It was thin, shadowy, no longer than his forearm and beckoned him on with arms and fingers that were too long, too thin and too cruel to be human. Tom hesitated, and made to run, but he turned to find himself confronted with a contorted tangle of leaves and branches, which clawed at him from the dark.

Gibbering and cackling filled the air. From the corner of his eye, Tom saw more of the thin figures spinning, tumbling and cartwheeling down the branches like acrobats in the circus. Leering faces grinned from the gloom, while grasping hands snatched from the branches at Tom's hair. He flailed his arms; he knocked aside leaves and small creatures, but that only seemed to make them laugh harder. With his feet pounding over the dried leaves and dirt, he raced towards the gap in the hedge, or what he thought was the gap in the hedge. Behind him, the laughter pursued.

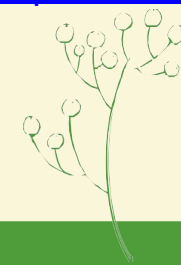


His foot caught on a root, and plummeted to the earth, with a shock of pain he crashed into the dead twigs and branches on the ground. He rolled, and could see the movements of many hundreds of tiny figures about him in the dark.

Pulling himself from the ground, Tom stumbled on, and burst onto the road like a rocket. He did not stop running until he could see Gran's house. A Police car was parked outside, and a Police officer was talking to the stooped form of Tom's gran. Both looked startled as the boy appeared, and threw his arms around Gran. His voice muffled by her cardigan, Tom asked why the Police officer was there.

"Why, you've been gone three days," Gran replied, "I told you to be home before dark."

<https://drive.google.com/file/d/1L5qfr4xDSnyKKEoA1lh-hL9v941rlNnp/view>



Travel in Tudor times

'**Forest Law**' meant that the forest was a hunting ground for Kings.

Taking animals from the forest could be **punished by all kinds of savage tortures!**

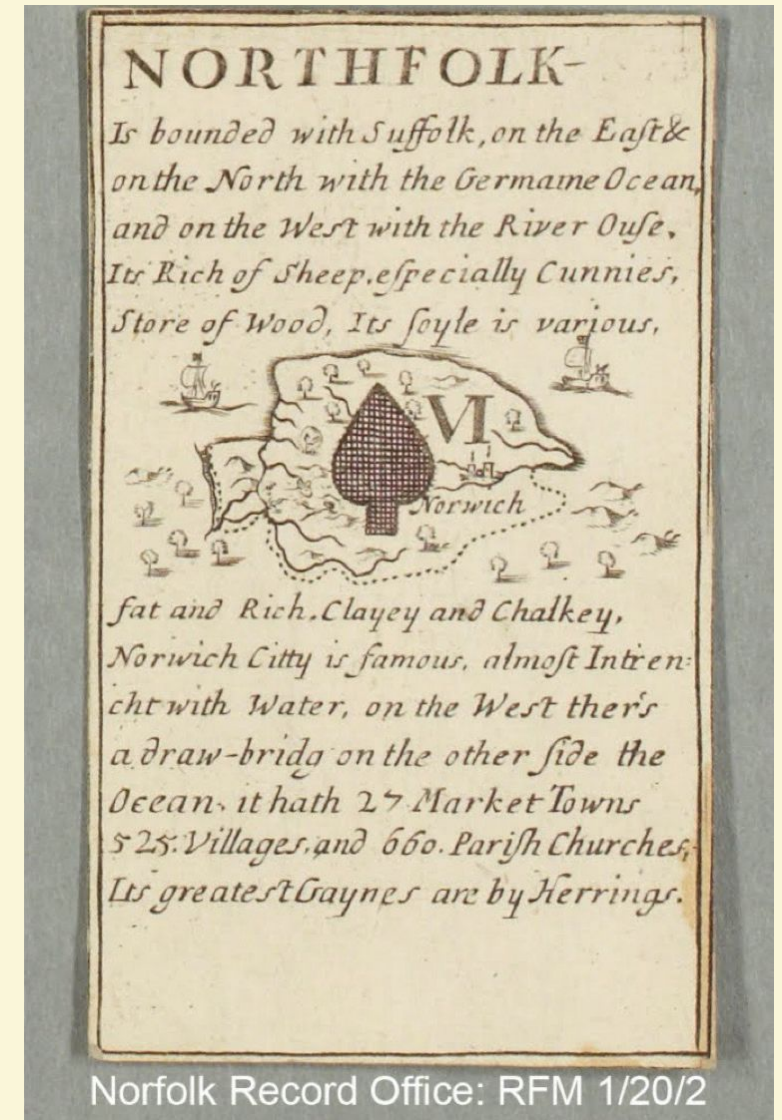
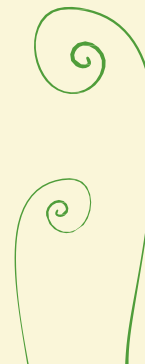
Only **four million people** lived in Tudor Britain- about half of London now!

Travellers could **walk for days**, and not see anyone else.

Much of the country was **woodland, or forest**.

Even short journeys would need **lots of preparation**, with food, water and changes of clothes, and even going to the next town taking days.

We're about to discover something else that would have **worried Tudor travellers...**



A Tudor writes about a journey in 1562:

Seeing that we were faring badly, and not knowing what we ought to do-whether to go or turn back-we were very frightened... we could hear on all sides many owls hooting and my companion, who was greatly afraid, begged me to hurry saying that these were robbers who were calling to one another... Finally, we came to a village, where my companion wanted to remain. He reminded me that the way was unsafe, dark and extremely muddy and that we had to pass through places where only a few days before, people had been murdered.... Since we did not wish to stray from the way, but had to admit we did not know it, we hired a man as our guide and, having armed him sufficiently, we placed him on horseback.



Spirits and Sprites

Tudors were very superstitious and would have worried a lot about Spirits and Sprites.

They did not know much about the world around

them. Sprites and Spirits were easy to blame for

problems.

Travellers worried that Sprites would lead them into the woods, and they would never be seen again...

Books and plays, such as the Faerie Queene, and A Midsummer's Night Dream were written about fairies, sprites and spirits- Elizabeth I was even known as "The Fairy Queen".

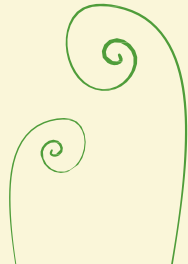


The Cottingley Fairies

It might sound strange that The Tudors would believe these spirits and sprites!

However, in the early 1900s, two girls revealed photos which introduced fairies in to the world!

It was a big hoax, and they fooled people in a time when science was much more well-known!

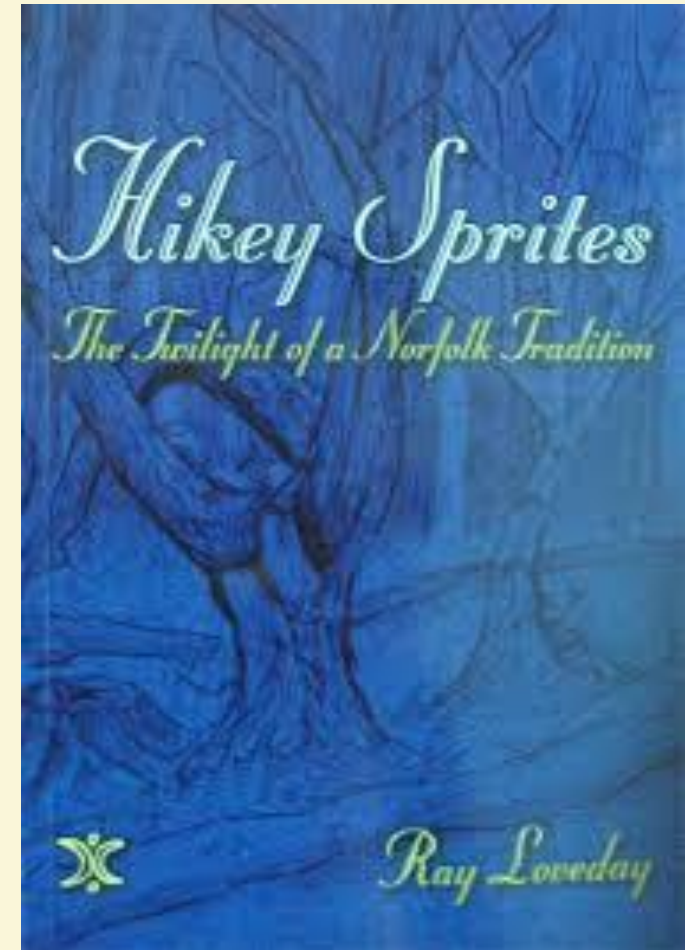
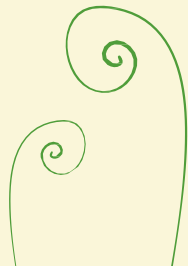


Memories of the Hikey Sprites



A book has been written by a local man, Ray Loveday, compiling all the information he could find about the Hikey Sprites.

Hikey Sprites are a local idea. Ray Loveday has spoken with people in the local area, recording their memories and other information.



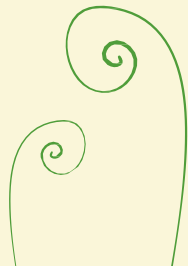
What is a Hikey Sprite?



Using the information in this PowerPoint and the information given to you by your teacher, we are asking you to write a passage about what a Hikey Sprite is.

Use evidence from what you have been told and what you have read in you writing and back up your thoughts; explain why.

When you have finished, draw a quick sketch of what you think a Hikey Sprite looks like

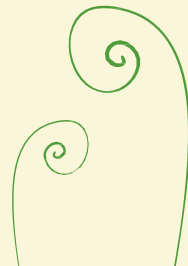


What are they?

The etymology of the Hyter Sprite is rather a mystery. 'Sprite' is easy, the Collins Dictionary gives i: folklore: a nimble elf like creature, a fairy, a goblin or a pixie. ii: a small dainty person. Both aspects, the supernatural and the human apply to the Hyter Sprite. But what about 'Hyter'? Rabuzzi believed the origin probably lay with the Anglo-Saxon word 'hēdan': to keep, to take heed, to care for, to guard, protect, take charge of. Dutch has 'hoeden': to guard, keep, protect, take care of, watch over. Perhaps we are closer with Danish which has 'hytte': to take care of oneself and 'beskytte': to preserve, defend, guard, secure. I also considered German 'heiter': happy, cheerful. Heitergeist, 'cheerful ghost', certainly has considerable appeal. Scottish has 'hyte': crazy. Our Hyters may be lively, but they are not crazy. The etymology is clearly difficult to resolve and beyond my remit, so I will be happy to leave it there.

Figure 1.

THE TWENTY-TWO VARIANTS OF THE NAME	SUPERNATURAL CREATURE SOMETHING MYSTERIOUS	NAME KNOWN NO OTHER INFORMATION	NATURAL PHENOMENON	PEOPLE NICKNAMES	126
HIGH SPRITE	8				8
HIGHTY SPRIGHTY		1		1	2
HIKE SPIKE	1				1
HIKE SPRIKE	1				1
HIKE SPRITE	1				1
HIKER SPRITE	1			1	2
HIKEY				6	6
HIKEY PIKE				1	1
HIKEY SPRITE MAN	1				1
HIKEY SPIKE	1				1
HIKEY SPRIKE	1				1
HIKEY SPRITE	50	6	4	6	66
HIKEY STRIKEY				1	1
HIGHTY TOIGHT	1				1
HYDRA SPRITE	1				1
HYPER SPRITE	1				1
HYTE SPRITE	11	1	1	1	14
HYTER SPRITE	4	1	1		6
HYTY SPRITE	5			1	6
IGHTY SPRITE	1				1
IKEY SARITE	3				3
SPRIKEY				1	1



Memories...



Val

Met in Fakenham

12-5-2008

"There were some council houses in Kirby Bedon, I had to pass them every day on the way home from school. An old lady lived in the last one, she always used to say as we passed, 'Hurry you home girl, before them Highty Sprites get you'. I didn't know what they were, but I was glad to get home".

Nigel (65)

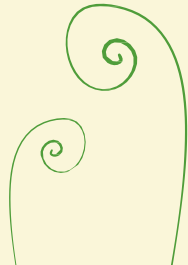
Met at the Royal Norfolk Show

1-7-2009

Nigel gave me information but also said he would make enquiries of his ninety-two year old mother when he visited her. He later rang me with his findings.

"It was a night-time thing, everyone in Kerdistone used to talk about them. They would say, 'Get you home before dark, do the Hikey Sprites will get you'. It was common between the Wars".

Nigel's mother was born during the First World War.



Memories...



Bob (82)

Met in the Forum Norwich

17-4-2009

"Mum talked about Hikey Sprites, they came out in the dark, of course there was no electricity then. I spent my childhood in Griston. Older children used to dare me to walk past a gap in a hedge, where a hose from a traction engine passed through, they said the Hikey Sprites were there".

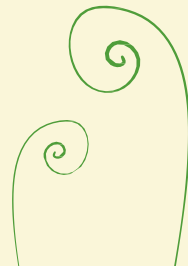
Bob, reliving his fear, demonstrated in the Forum how he gingerly crept past that gap.

Christine

Met in Southrepps

21-10-2008

"We spent our childhood in Themelthorpe. When we were kids mum would say, if we were naughty, 'The Hikey Sprites will get you'. I shared a bedroom with my sister Gill, if we were noisy mum would say, 'Be you quiet or the Hikey Sprites will get you'. I think they were a sort of elf, rather evil little things".



Memories...

Roland

Born and brought up in Docking in the early 1930s

Information supplied by his friend Ann

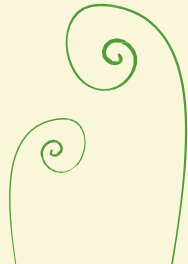
14-9-2009

"My old mum was always on about the Hikey Sprites. She told us they would come if we were behaving badly, we thought they would come when we were in bed and punish us or even take us away. I think they were a kind of very large goblin".

Hilary's Story

I MET HILARY, A RESIDENT of the Great Hospital, in Bishopgate, Norwich in August 2009. I asked my usual leading question and in reply Hilary told this wonderful evocative story. I give it in her own words:

"We lived in Postwick, my dad worked at Grange Farm. Every Sunday evening the family, my parents, my sisters and myself attended the 6.30 evensong service at Postwick church, it was expected of us. When evensong ended, at about 7.30, mum went home with the youngest children to put them to bed. Dad and I walked down the loke to the marsh. It was getting dark, the marsh was covered with a blanket of mist on the top which flickered and danced amazing little flames, blue, tinged at the top with yellow. I held my dad's hand awe-struck, 'they are fairies,' he said. We walked home in silence, my mind full of wonder – I had seen fairies! From that day to this my belief in fairies was never in doubt".



Any Question?

- If you would like to ask anything off line please contact me or the speaker directly via email.
- This PowerPoint will be emailed to you.

