

Name:

EARLY YEARS LIBRARY

Introductory Workbook

for
Early Years Educators

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 1



This activity accompanies the introductory workshop for EY educators **video 1**

Activity 1. The 3 most common teaching strategies

Goal: to get to know the most common teaching strategies used in the Early Years Library and to reflect on what they look like in practice.

Discuss how these teaching strategies are used in your setting. Write or draw one example for each.

DI



Direct instruction & modelling

Blank space for writing or drawing an example of Direct instruction & modelling.

Q&A



Q&A and discussions

Blank space for writing or drawing an example of Q&A and discussions.

display



Visuals & tools in the environment

Blank space for writing or drawing an example of Visuals & tools in the environment.

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 1



This activity accompanies the introductory workshop for EY educators **video 2**

Activity 2. The 10 EYL teaching strategies

Goal: to learn about the 10 EYL teaching strategies and discuss the similarities and differences between them.

Take some time to look at the EYL Overview booklet, in particular the descriptions of 'teaching strategies' used in the EYL. Then read the examples below. For each teaching strategy, write the number of the example you think best matches it.



Art & creative projects

There is one example for each teaching strategy, but you might be able to spot more than one strategy being used in each example.

1. The children are playing with animals in the small world area. The adult is joining in, using words such as 'habitat' and 'rainforest' when talking about homes for their animals.



Books & songs

2. The children are planting sunflower seeds with an adult. The adult asks them questions to help the children count how many seeds they are planting in each row and add together how many sunflowers have been planted.

DI



Direct instruction & modelling

3. The children are tracing and cutting around their hands, and then painting them to make a class 'friendship collage'. On each hand, the teacher scribes the children's ideas for what makes a good friend.



Drawing & writing

4. An adult is reading a book to the children, when they come to a part of the story where the character does something wrong. The children and the adult discuss how the character might have felt, and what they could do to fix things.



Games & role play

5. The children are making piles of objects that start with the same sound, with an adult supporting them by saying the starting sound.

Q&A



Q&A and discussions

6. In the mud kitchen, children are using chalk to write 'orders' and 'recipes' for mud pies.



Repeating sounds & words

7. The children are playing a board game with two dice. The adult supports them to add the two numbers together using the dots on the dice to work out how many spaces they need to move forward.



Repetition through routines

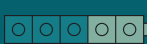
8. The children are copying an adult clapping and stomping different repeating patterns.



Strategy practice & physical learning

9. In the classroom, there is a poster of 'how to be kind' and a picture of a caterpillar. Every time an adult 'catches' a child being kind, they add a body segment to the caterpillar.

display



Visuals & tools in the environment

10. At the start of every circle time, children 'check in' with how they are feeling and choose a 'feeling face' to put their name or picture on.

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 1



This activity accompanies the introductory workshop for EY educators **video 2**

Activity 3. Reflecting on the EYL strategies

Goal: to reflect on your practice and how the Early Years Library might complement what you already do.

Look at the list of 10 teaching strategies used in the EYL.

Write down one EYL teaching strategy you are already using confidently:

What sorts of things do you do? Give examples.

What about your setting or your practice has helped you to do this?

Write down one EYL teaching strategy you would like to use more in your practice:

What interests you about this strategy?

What about your context could make this easier or more difficult to put into practice?

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 1



This activity accompanies the introductory workshop for EY educators **video 2**

Activity 4. Distinguishing between EYL strategies

Goal: to discuss the boundaries between different teaching strategies: where they overlap and how they are distinct.

How would you support the skills 'describing how we feel' and 'the order of numbers' using the teaching strategies below? Think about what might be similar and what might be different between the strategies. You can give examples from your practice, your colleague's or an imaginary scenario. Write or draw.



Books & songs

DI

Direct instruction & modelling

Q&A

Q&A and discussions

RECOGNISING AND EXPRESSING EMOTIONS

describing how we feel

EYFS framework link: ELG Speaking; ELG Self-regulation

Blank space for notes related to 'describing how we feel' using 'Books & songs' strategy.

Blank space for notes related to 'describing how we feel' using 'Direct instruction & modelling' strategy.

Blank space for notes related to 'describing how we feel' using 'Q&A and discussions' strategy.



Games & role play



Visuals & tools in the environment

NUMBERS AND COUNTING

learning the order of numbers

Blank space for notes related to 'learning the order of numbers' using 'Games & role play' strategy.

Blank space for notes related to 'learning the order of numbers' using 'Visuals & tools in the environment' strategy.

Reflection point



What sources of knowledge did you draw on in order to do this activity?

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 1



This activity accompanies the introductory workshop for EY educators video 3

Activity 5. The EYL target skills

Goal: to get to know the children's skills supported by the Early Years Library.

Have a look through the Early Years Library booklets and pick 3 that you find interesting, one from each area of learning. Reflect on how confident you feel supporting these sets of skills in children, as a planned activity and through everyday practice and interactions with the children. Reflect on what you find interesting about each booklet.

Social & Emotional Learning booklet

As a planned activity

In everyday practice and interactions

I am interested in the booklet...

I find this interesting because...

Language & Early Literacy booklet

I am interested in the booklet...

I find this interesting because...

Early Numeracy booklet

I am interested in the booklet...

I find this interesting because...

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 2



This activity accompanies the introductory workshop for EY educators **video 4**

Activity 6. Using the Early Years Library

Goal: to reflect on the 'top tips' for using the Early Years Library in practice.

In the EEF video:

Which EYL target skill is being targeted for the children's learning and development?

EYL Target Skill (child)

Which EYL teaching strategies are used by the adult?

EYL Teaching Strategies (adult)

Which of the 'top tips' for using the EYL can you see being used?
What could be done differently by using the 'top tips' even more?

How is it used?

How could it be used differently or improved?

Top tip 1:
be responsive and flexible

Top tip 2:
repetition (target the skill more than once in lots of different ways)

Top tip 3:
make it engaging

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 2



This activity accompanies the introductory workshop for EY educators **video 5**

Activity 7. Practising peer observations & paired reflections

Goal: to become confident in using the 'paired reflection' template for peer observations.

Watch the EEF video again, this time imagining you are observing a colleague.

1. Giving positive feedback. Make a note of their strengths - aspects of practice you liked or would like to do more of yourself and reflect on anything you learned by watching them.

Strengths

What you learned

2. Sharing thoughts and intentions. In paired reflection, your colleague normally then shares their own thoughts and intentions. Because this isn't possible with the video, discuss instead what the practitioner's intentions might have been and why they might have been doing this.

What do you think the educator is trying to do?

Why might they be doing this? What makes you think that?

3. Together, reflect on what this might mean for practice. Has the observation made you wonder about anything? What will you do next, e.g. try something else, or find out more information?

Questions or actions?

After watching videos 6 & 7, you will practise using the EYL for 3 weeks before continuing with the introductory workshop - part 3.

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 3



This activity
accompanies
the
introductory
workshop for
EY educators
video 8

Activity 8. Reflecting on the first few weeks

Goal: to pause and take stock of what you have done and learned in the first weeks of working with the Early Years Library.

What target skill did you focus on?

What did you try out?
What changes did you make?

What teaching strategies did you use?

What did you notice?
How did the children respond?

What surprised you or made
you curious?

What feelings did you have before,
during or after using the EYL?

What was difficult or uncomfortable?
Why?

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 3



This activity accompanies the introductory workshop for EY educators **video 9**

Activity 9. Beyond the first activities: teachable moments

Goal: to reflect on and plan for opportunities to support children's skills through routines, provision and interactions.

Watch the EEF video "Having lunch together".

What EYL target skills is the educator supporting in the children?

What EYL teaching strategies is the educator using?

Now think about your own setting.

What routines do you have where you could weave the EYL?

Using the EYL booklet you are working on, plan how you might weave support and opportunities into everyday interactions. Choose at least 3 teaching strategies that could be used in 'teachable moments'.

1.

2.

3.

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 3



This activity accompanies the introductory workshop for EY educators **video 10**

Activity 10. Revisiting the principles for using the Early Years Library

Goal: to reflect on your practice through the lens of the 'top tips' for using the Early Years Library.

Reflect on what aspects of the 3 EYL principles you are already doing well. Give concrete examples for each - you can write or draw.

Top tip 1:
be responsive
and flexible

Top tip 2:
repetition (target
the skill more
than once in lots
of different ways)

Top tip 3:
make it
engaging

Think about which of these is the most important for you right now and what might help you do it more.

INTRODUCTORY WORKSHOP

for Early Years Educators - Part 3



This activity accompanies the introductory workshop for EY educators **video 11**

Activity 11. Revisiting reflection and professional conversations

Goal: to think about how you are using reflection and professional conversations in your practice and how you might find solutions to barriers.

Looking back at the activities you tried and the teaching strategies you used:

What conversations have been the most useful?
Why?

What questions has this raised for you about practice?
What dilemmas or puzzling incidents did you encounter?

Discuss your questions with your colleagues and reflect on:

What's holding you back or getting in your way?

How could you pursue those questions or goals further in your own setting?
What other perspectives could you consider?

Notes



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Notes



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Notes

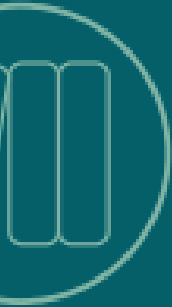


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Early Years Library

A Curated Collection of Effective
Early Years Practices



2026



Centre for
Evidence and
Implementation

