

Visual-Verbal Group Learning Profile - Thumbnail sketches

High

V
E
R
B
A
L

Low

A

Active talkers, like writing work, group discussion, essays, word games. Likely to be good in English, MFL, history, all the areas where verbal skills are prominent.

Good with spoken and written words & texts, but weaker with materials such as charts, figures, diagrams etc.

Need support with visual modelling, e.g., science, technology or geography where they are often required to model idea pictorially, and other visual work such as interpreting diagrams.

B

Well balanced and strong in their abilities, good with both text and pictures/diagrams. Will perform well in most areas of learning.

Will be good at forming hypotheses, asking questions, predicting, applying examples to new situations - build in time for these pupils to explore a topic with their own ideas as independent learners.

Develop their study skills and ability to organise their own learning, e.g., use of library, Internet etc.

E

Struggle with both texts and abstract concepts. General issues of motivation and self-esteem, tap into their interests, build on their successes.

Target basic literacy and numeracy skills, use the National frameworks for English and maths, use ICT like spreadsheets, clicker, games etc.

Provide structured tasks with clear directions, guidance and support, break learning into small steps.

Will not learn by osmotic approaches, need active methods with clear purposes (e.g., writing a letter of complaint)

C

Good at visualisation and seeing solutions, but may lack facility in dealing with verbal and written work.

Could become frustrated and develop behaviour problems. Presenting visual/spatial tasks and study methods may lead to an improvement in behaviour, attitude and progress in school.

Even more than others students may prefer active learning methods, modelling, demonstrations, films, videos, games, simulations etc.

Group with pupils from the top left quadrant.

D

NON VERBAL

High