



# Strategies for Visual Learners





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- ❑ Use lots of visual stimuli such as cue cards, posters and prompt sheets.
- ❑ Put a visual organiser or a visual reminder for the day's work on the board.
- ❑ Use peripheral posters with positive messages in your classroom and around school.
- ❑ Display posters to support learning above eye-level to reinforce key learning points.
- ❑ Ask children to make posters to represent concepts during lessons or for homework.
- ❑ Cover up learning posters and test on the content.
- ❑ Display key words round the room and on sheet on the desks.
- ❑ Put children's mind maps on the well done wall.
- ❑ Use visual prompts for story writing.
- ❑ Use pictures and props to enhance storytelling and reading.
- ❑ Provide lots of visual references when you give examples or tell stories: "It looked like....."
- ❑ Ask questions, which require visual recall: "What did it look like?"
- ❑ Ask questions, which require visual imagination: "What would it look like?"
- ❑ Use lots of visual associations.
- ❑ Encourage learners to gain an overview by flicking through a book or text and use scanning and dipping when reading for information.
- ❑ Support spelling by imagining the word and breaking it up into small parts and 'see' this process happening; colour each part differently; make the word **big**; make the word small.
- ❑ Encourage learners to 'see' the spelling in the upper left field of vision with their eyes closed.
- ❑ Teach and model visualisation and guided visualisation.
- ❑ Encourage learners to notice and draw attention to detail when 'chatter-boxing'. Help learners to remember how information 'looks' by teaching them to take structured notes using images, shape, space and colour.
- ❑ Use picture scaffolds for non-fiction writing.
- ❑ Use and display individual, group and class mind and learning maps.



## Strategies for Auditory Learners

- ❑ Establish Ground rules about noise levels in your classroom; use the clock face method.
- ❑ Teach and practise good listening.
- ❑ Use circle time (or similar approach) to practise active listening, give feedback and let learners practise asking questions.
- ❑ Use teacher selected music to complement learning activities.
- ❑ Keep your own classroom (and staffroom) talk positive.
- ❑ Ensure language is straight forward; avoid adult codes.
- ❑ Talk through the learning posters to reinforce key learning points.
- ❑ Use lots of language activities based on the keywords.
- ❑ Ask learners to talk through or present their learning maps from the work in progress or well done wall.
- ❑ Encourage learners to describe their planned writing out loud to a partner before starting their first draft.
- ❑ Make extensive use of singing, chanting and narrative verse.
- ❑ For KS2 pupils with reading difficulties encourage reading with a chronometer or background tape with a steady insistent rhythm.
- ❑ When reading aloud, make the voices of characters exaggerated, quirky, melodramatic and encourage learners to do the same.
- ❑ Provide lots of auditory references when you give examples “It sounded like....”
- ❑ Ask questions through auditory recall: “What did it sound like?”
- ❑ Ask questions through auditory imagination: “What would it sound like?”
- ❑ Use lots of auditory associations.
- ❑ Encourage spelling by sounding the word and breaking it into smaller parts and hearing the process happen; change the sound of the word; high voice; low voice; fast; slow; cartoon voice.
- ❑ Encourage learners to say words slowly out loud and listen to each syllable as they say it.
- ❑ Teach and practise ‘chatter-boxing’ or pole-bridging’.



- ❑ In learning/coaching pairs take turns in giving only verbal instructions (particularly useful when using ICT).
- ❑ Encourage learners to talk through their mind or learning maps and explain them to others.

## **Strategies for Kinaesthetic Learners**

- ❑ Build in regular physical breaks.
- ❑ Use different parts of the classroom for different types of activity.
- ❑ Put a visual reminder for the day's work on the board and when you make reference to it use large and extravagant movement.
- ❑ Use lots of 'open' body language: avoid folded arms, shrugs, frowns and shaking your head in disapproval.
- ❑ Use Brain Gym strategies to reinforce learning and to rehearse motor skills such as handwriting.
- ❑ Encourage learners to act things out.
- ❑ Provide opportunities for pupils to learn by manipulating and doing.
- ❑ Provide opportunities for pupils to learn by stimulating movements.
- ❑ Speak slowly.
- ❑ Provide laminated letters for structuring words.
- ❑ Provide laminated words for structuring sentences.
- ❑ Encourage pupils to stand beside their mind map as they talk it through, allow pupils to write on white board or take part in whole class demonstration, shared activity etc. in line with NNS.
- ❑ Use toys and props to enhance storytelling, reading texts, for prompting writing of all genres.
- ❑ Provide lots of kinaesthetic references when you give examples or tell stories: "It felt like...."
- ❑ Ask questions through kinaesthetic recall: "What did it feel like?"
- ❑ Ask questions through kinaesthetic imagination: "What would it feel like?" "What would you be doing?"



- ❑ Use lots of physical associations through movement, mime gesture.
- ❑ Use mind maps and ask learners to walk through their ideas.
- ❑ Role play wherever possible; ask children to act out multiplication or erosion.
- ❑ Encourage learners to use their bodies to represent ideas such as 2D and 3D shapes.
- ❑ Ask pupils to pretend to be the people you are learning about, to talk, walk, feel like them such as a Roman soldier or a character from a story.