**Module 7: Barton Video**

[**http://www.dys-add.com/videos/barton20minDemo.html**](http://www.dys-add.com/videos/barton20minDemo.html)

This video provides information on the structured, systematic, explicit system of teaching phonics known as the Barton system. This system teaches students to sound out words rather than memorize them. It begins with the most common words and moves towards least common words to maintain an organized, systematic process. This system uses color-coded tiles to separate consonants and vowels. This also helps students say the sound of each letter tile rather than guessing at the pronunciation of the word. The colored tiles also help the student divide the syllables. The instructor explains that syllables are closed if there is only one vowel that is closed at the end of the word by consonants. In closed syllable words, the vowel sound will be short. In open syllables, however, the last letter of the word is a vowel that says its long name. If a word ends in a “y”, it is an indication that it is either the shortened version of a longer word (i.e. hi for hello) or borrowed from another language; words in American English do not end in the letter “y”. “Y” at the end of a word can make two vowel sounds; it sounds like long “I” if the word contains only one vowel and like “e” if there are two vowels in the word. The colored tiles help the reader divide syllables. If there are two vowels that are not touching, the student should place his/her fingers on the yellow vowel tiles and slide them apart. The consonant in the middle then goes towards the end of the word. The two-syllable word is now broken into two parts including one word with an open syllable (vowel will say its long name) and one with a closed syllable (vowel will say its short name). The student then puts these two parts together to say the word. There are exceptions to this rule, however. If the word does not make sense when the consonants are slid to the right end of the word, the student should slide to the left to add to the beginning of the word. Rule #2 is on splitting consonants apart. If there is more than one consonant, one adds to the beginning of the word and the other moves toward the end of the word. This is usually the case. If there is a diagraph (ph, ch, ck, etc.) the letters move toward the beginning of the word. If the two letters in the middle are “R” or “L” they also follow different rules. The instructor described these as ***r****otten* ***l****etter.* “R” and “L” are “rotten letters” because they do not follow typical rules. If the second letter of the two letters in the middle of the word is an “r” or “l”, both letters move toward the end of the word. Therefore, when dividing multiple syllable words with two letters between the vowels, one must consider if the letters are diagraphs or rotten letters. Diagraphs in the Barton system are printed on one block since they make only one sound. This helps the student recall that those two letters together make only one sound and help the student determine which way to slide the two letters since they are on only one block.

This learning will help me in my work with students. By understanding the rules of phonics, it is much easier for the teacher to explain why certain words are pronounced the way they are. This provides the student with explicit instruction on how to decode words. I could see myself using this system when reading aloud. When coming to a difficult word, we could stop and decode together to determine how to pronounce this word based on the rules we know. This would be a great way to introduce, reinforce and review phonics rules. I also believe the colored tiles are very beneficial, especially for visual and kinesthetic learners. Because there are so many skills to teach, it may be beneficial to teach one or two decoding “skills of the week” to focus on so that the students fully grasp concepts instead of being overwhelmed by several at once. The Barton System lesson plan uses the following layout: phonemic awareness; short review; teach one new rule in color; practice the new skill; read and spell words and non-sense words in color; read and spell words and nonsense words on paper; apply the new rule and previous rules by reading and spelling phrases and then sentences on paper; read two stories (one aloud for fluency and expression assessment and one silently with comprehension questions to follow) and complete the extra practice pages (potentially for homework). One of the wonderful things about using this system in the classroom is that all materials, stories and lesson plans are included. I think students would respond well to this system because the decoding strategies follow specific rules, similar to a game. This could be done during whole group instruction, in small groups and individually to provide additional intervention to students who need a second scoop. These strategies help to improve students word attack skills, which will ultimately help improve their reading test scores as this is commonly the lowest area for struggling readers.