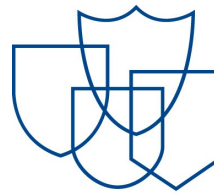


ESSARP Centre programme

Courses



ESSARP
English Speaking Scholastic
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D1196 - Webinar - Fluency Unlocked: Developing Skilled and Confident Readers

Dates: 26 November from 17:30 hs. to 19:30 hs. - 2025
Venue: Distance
Sessions: 1 **Minimum attendance for certificates:** 1 **Vacancies per school:** 5
For: Primary school Heads, Coordinators and Teachers

Please enrol before: **2025, Nov 21st**

Facilitator(s): *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension. She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

Objectives: Understand the components of reading fluency (accuracy, rate, and prosody) and their connection to comprehension.

Explore research-based strategies to develop reading fluency across proficiency levels.

Design classroom activities and formative assessments that support fluent reading.

Apply digital and performance-based tools to monitor and foster students' reading progress.

Reflect on the relationship between fluency, motivation, and reading confidence.

Contents:	What Is Reading Fluency and Why It Matters
	Definition and components of fluency: accuracy, automaticity, prosody
	The link between fluency and comprehension
	Common myths and misconceptions
	Diagnosing fluency challenges in EFL contexts
	Building Fluency Through Practice
	Repeated reading, echo reading, and readers' theater
	Modeling and guided oral reading
	Integrating vocabulary and decoding support
	Fluency-building routines for large or mixed-ability groups
	Assessing Reading Fluency
	Informal vs. formal assessment tools
	Using rubrics and fluency scales
	Digital and peer-assessment techniques
	Providing effective, supportive feedback
	Bringing It All Together
	Designing integrated fluency lessons
	Linking fluency work to reading comprehension tasks
	Motivation and self-assessment strategies
	Sharing classroom projects and reflections

Bibliography: To be specified.

Methodology: Interactive mini-lectures: short, focused video or reading capsules introducing core concepts.

Demonstration lessons: sample fluency activities modeled for classroom adaptation.

Collaborative discussion forums: peer exchange of strategies and reflection on practice.

Micro-design tasks: teachers create short fluency-based lesson segments or assessments each week.

Reflective journaling: ongoing connection between theory and participants' classroom realities.