



**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.

### D1203 - Webinar - Science of Reading Aligned Teaching Activities

**Dates:** 18 February from 17:30 hs. to 19:30 hs. - 2026

**Venue:** Distance

**Sessions:** 1 **Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** Kindergarten and Primary Heads, Coordinators and Teachers

Please enrol before: **2026, Feb 13th**

**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:** Knowledge:

Understand foundational Science of Reading (SoR) principles relevant to early English literacy development.  
Identify the components of skilled reading (phonological awareness, decoding, fluency, vocabulary, and comprehension).  
Recognize what makes an activity SoR-aligned and instructionally effective.

Skills:

Design or adapt classroom activities that support:  
Phonological awareness (e.g., rhyme, blending, segmenting)  
Systematic decoding practice  
Decodable text routines  
Fluency development using evidence-based techniques  
Vocabulary teaching aligned with the reading rope  
Simple comprehension routines for young learners

Attitudes:

Value intentional, sequenced, and repeated practice.  
Build confidence in using routines that create visible progress.  
Integrate SoR principles without losing playfulness and engagement.

**Contents:** The Science of Reading in Practice  
What SoR is in classroom terms  
Key components: Phonology → Decoding → Fluency → Vocabulary → Comprehension  
Early literacy pathways for L2 learners  
Phonological Awareness Routines  
Warm-ups for K-2  
Activities: sound matching, alliteration games, oral blending, onset-rime tasks  
What makes them SoR-aligned: explicit → cumulative → brief daily practice  
Systematic Phonics & Decoding Activities (25 min)  
How to introduce new GPCs  
High-utility routines: I do → we do → you do  
Mouth mapping, phoneme articulation cues  
Decodable word reading: word slides, word building, word chains  
Error correction scripts consistent with SoR  
Using Decodable Texts Effectively  
Text match to scope & sequence  
Before-reading decoding check  
3-step reading routine: cold read → supported read → re-read  
Fluency Activities for Young Readers  
Echo reading, choral reading types, whisper reading, phrase scooping  
1-minute repeated reads + micro-goals  
Prosody teaching for primary learners  
Vocabulary & Oral Language Activities  
Choosing Tier 2 words  
Fast Mapping routines  
Retrieval + consolidation activities  
Comprehension with Beginning Readers  
Simple routines: prediction, picture walk, retelling frames  
Language scaffolds for EFL students  
Aligning with Scarborough's rope  
Integrated Practice: A 10-Minute SoR Mini-Lesson  
Lesson Model: A warm-up → new pattern → decoding → short text read → fluency fix → vocabulary → quick reflection

**Bibliography:** To be specified.

**Methodology:** Demonstration of short, classroom-ready routines  
Step-by-step modeling using real or decodable texts  
Visible routines teachers can replicate the next day  
Frequent participation moments:  
Quick polls  
Chat brainstorm  
Micro-practice moments  
Presentation of concepts  
Exploration of ideas