



The Apple International School مدرسة التفاحة العالمية - دبي



The Early Years Foundation Stage

Early Years Arabic Language Policy

(Compliance with KHDA Framework and MoE Islamic & Social Studies Standards)

https://web.khda.gov.ae/getattachment/About-Us/Whats-New/Policy-on-Arabic-Language-Provision-in-Early-Child/Arabic_Language_Policy_Guide_En.pdf.aspx?lang=en-GB

<https://www.moe.gov.ae/WebsiteFiles2025/Mandatory%20subjects/Mandatory%20Subjects%20Guide%20in%20Private%20KG-En.pdf>

Policy Statement

The Apple International School recognizes Arabic as the language of the UAE, an essential component of students' cultural identity and national belonging.

In alignment with KHDA's Private School Inspection Framework and MoE Curriculum Standards, this policy ensures that Arabic Language learning in the Foundation Stage (FS1–FS2) and Year 1 is:

- Developmentally appropriate,
- Culturally rich,
- Integrated across the EYFS learning areas, and
- Delivered through play-based, inclusive, and innovative teaching practices.

Policy Purpose

This policy aims to:

1. Ensure compliance with KHDA and MoE regulations regarding Arabic Language Education, Islamic Education, and Social Studies.
2. Provide a framework for the effective planning, teaching, assessment, and monitoring of Arabic in the Early Years.
3. Promote cultural awareness, bilingual communication, and moral values within the Early Years setting.
4. Guarantee that all students—both native (Arabic A) and non-native (Arabic B)—have meaningful opportunities to develop Arabic skills in age-appropriate, engaging contexts.



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Scope

This policy applies to:

- All Foundation Stage classes (FS1 & FS2) and Year 1.
- Arabic Teachers (A & B), Teaching Assistants, and Early Years Leaders.
- Integration across subjects, including Islamic Education, Social Studies, and Moral Education.

Legal and Regulatory Framework

This policy is guided by the following national and international frameworks:

Framework	Relevant Area
KHDA Early Years Framework	Bilingual curriculum provision, cultural inclusion, and age-appropriate pedagogy.
MoE Arabic Language Curriculum (Cycle 1 – Early Learning Stage)	Arabic Language standards: Listening, Speaking, Reading, Writing, Culture.
MoE Islamic Education Standards	Moral and faith-based learning outcomes for Muslim children.
MoE Social Studies and Moral Education Curriculum	National identity, UAE culture, and social responsibility.
EYFS Framework (UK)	Integration across seven learning areas, observation-based assessment, and child-centered learning.
UK National Curriculum – Year 1	Progression from EYFS to Key Stage 1, emphasizing foundational literacy, numeracy, and cross-curricular links to develop independent learning and critical thinking skills.

Policy Objectives

- Deliver a progressive, play-based Arabic curriculum aligned with EYFS developmental stages and Year 1 National Curriculum expectations.
- Foster a love for the Arabic language and an appreciation for UAE culture and identity.
- Develop foundational and emerging skills in Listening, Speaking, Reading, and Writing, ensuring smooth progression from FS1 and FS2 to Year 1.
- Embed Islamic values and moral education through stories, songs, discussions, and daily classroom routines.



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- Support both native and non-native Arabic learners through differentiated strategies, scaffolded instruction, and diverse learning resources.
- Ensure ongoing assessment and tracking through observation, reflection, documentation, and evidence-based progress monitoring across the Early Years and Year 1 continuum.

Curriculum Implementation

Aspect	Implementation Strategy
Curriculum Planning	The Arabic Coordinator designs a yearly overview aligned with MoE standards, KHDA framework, and school EYFS themes.
Differentiation	Separate learning outcomes and activities for Arabic A (native) and Arabic B (non-native) learners.
Pedagogy	Play-based learning, storytelling, sensory play, music, role play, and digital tools.
Integration	Arabic is integrated across EYFS areas (e.g., counting in Arabic, Arabic songs in music, UAE culture in "Understanding the World").
Language Immersion	Arabic signage, labels, and daily greetings are used throughout the classroom environment.
Cultural Exposure	Celebrations of Arabic Language Day, UAE National Day, and Islamic festivals.
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Alignment with Islamic and Social Studies Curriculum

Subject	Integration in Early Years Arabic Curriculum
Islamic Education	Basic du'a, greetings, values such as kindness, sharing, gratitude; stories from the Prophets and Islamic moral tales.
Social Studies	Exploration of Emirati traditions, family roles, community helpers, national symbols, and UAE heritage.
Moral Education	Embedded in Arabic story discussions, classroom routines, and circle-time reflections.



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Teaching and Learning Approach

- Child-Centered Learning: Emphasis on active participation, discovery, and curiosity.
- Bilingual Approach: Use of both Arabic and English for comprehension, particularly in mixed-language classrooms.
- Multi-Sensory Techniques: Songs, movement, visuals, manipulatives, and digital games.
- Continuous Provision: Arabic integrated into classroom centers (e.g., Arabic corner, market role-play, alphabet art).

Assessment and Reporting

Assessment Type	Method	Purpose
Formative Assessment	Daily observations, learning journals, class discussions, and continuous classroom tasks (EYFS & Year 1).	To monitor language development, inform planning, and adjust teaching to meet individual learner needs.
Summative Assessment	Term-end performance reviews, work samples, and teacher-created assessment checklists aligned with EYFS, Year 1, and MoE Arabic Curriculum standards.	To evaluate and summarize student attainment and progress against expected learning outcomes.
Reporting	Narrative-based and evidence-supported reports focusing on engagement, vocabulary growth, confidence, and overall progress.	Shared with parents each term and documented in school and KHDA records, ensuring continuity from EYFS to Year 1.

Roles and Responsibilities

Role	Responsibility
Executive Principal	Provides overall strategic leadership, ensures alignment of the Arabic program with school vision, KHDA, and MoE requirements, and supports resource allocation and staff development.
Head of Foundation Stage	Oversees curriculum implementation in FS1 and FS2, ensures integration of Arabic within the EYFS framework, and monitors teaching quality and student outcomes.
Head of Lower Primary	Ensures smooth progression and curriculum continuity from FS2 to Year 1, supporting teachers in maintaining consistent teaching and assessment practices.
Arabic HOD	Leads Arabic curriculum design, instructional quality, and assessment alignment across EYFS and Year 1; mentors teachers and supports professional growth.



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Role	Responsibility
Arabic Coordinator	Ensures compliance with KHDA and MoE standards, oversees planning, professional development, and program evaluation.
Arabic Teachers (FS1 & FS2)	Plan and deliver engaging, developmentally appropriate Arabic lessons; maintain assessment evidence and support differentiated learning.
Year 1 Arabic Teachers	Deliver the Year 1 Arabic curriculum, build on FS2 learning foundations, monitor student progress, and implement assessment strategies aligned with MoE and school standards.
Teaching Assistants	Support Arabic learning centers, reinforce vocabulary and concepts during play, and assist in classroom routines and transitions.
EYFS and Year 1 Class Teachers	Collaborate on integrated planning, cross-curricular links, and shared learning experiences to strengthen bilingual learning outcomes.
School Leadership Team	Monitors quality assurance, curriculum compliance, resource provision, and overall alignment of the Arabic program with school goals.

Professional Development

- Ongoing training in early years Arabic pedagogy, storytelling, language scaffolding, and EYFS integration.
- Collaboration with MoE Arabic inspectors and KHDA advisors for updates and best practices.

Monitoring, Evaluation and Review

- Quarterly review of lesson plans, displays, and children's Arabic work.
- Annual audit of compliance with KHDA and MoE standards.
- Parent feedback collected through surveys and meetings.
- Policy reviewed annually by the Arabic Coordinator and approved by the SLT and Principal.