



Arabic Language Provision in Early Childhood Settings Policy

Version	Document Title	Status	Author	Approved by	Date	Reviewed On	Next Review Date
0.1	Arabic language provision in early childhood settings	Final	HOD MOE	Principal/ Vice Principal	September 2025	June 2026	July 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

AIM

At Newlands School – Dubai, we recognize that the Arabic language is not only one of the official languages of the United Arab Emirates but also a vital medium for the preservation of national identity, heritage, and cultural values.

In accordance with the Knowledge and Human Development Authority (KHDA) policy for Arabic in early childhood settings, this policy outlines the vision, framework, and procedures for implementing high-quality Arabic language provision in **Foundation Stage 2 (FS2) and Year 1**.

The early years are a formative stage in every child's development. Between the ages of four and six, children's brains are particularly receptive to acquiring language through **play, storytelling, music, and immersive interactions**. Newlands School aims to capitalize on this window of opportunity by embedding **Modern Standard Arabic** into daily learning experiences.

Our approach is holistic, ensuring Arabic is not confined to standalone lessons but becomes part of the fabric of classroom life, routines, and cross-curricular activities. This policy reflects our strong commitment to:

- **Statutory compliance** with KHDA directives.
- **Authentic representation** of Emirati culture and heritage.
- **Inclusive pedagogy** that accommodates diverse learners.
- **Collaborative partnerships** with families and the wider community.

As part of this commitment, the Arabic Department has allocated **two Emirati teachers; Ms. Khulood Alblooshi and Ms. Dina Alblooshi** to provide expert instruction and support in FS2 and Ms. Noure Alsheikh and Ms. Mouza Saeed in Year 1. Their role is central in ensuring cultural authenticity, linguistic accuracy, and deep integration of Arabic into the early years.

PURPOSE

1. Ensure the **effective and systematic delivery of Arabic language education** in early years at Newlands School.
2. Align provision with **KHDA statutory requirements and timelines**.
3. Provide clarity for **teachers, leadership, parents, and inspectors** on the scope and nature of Arabic teaching in FS2 and Year 1.
4. Embed Arabic across the **curriculum, routines, and environment**, ensuring meaningful exposure.
5. Define **learning outcomes** and methods of assessment for children aged 4–6.
6. Establish clear **monitoring and review mechanisms** to maintain accountability and quality assurance.

SCOPE

This policy applies to:

- All children aged **4–6 years** enrolled at Newlands School (FS2 and Year 1).
- All **Arabic teachers, classroom assistants, and early years staff** who are involved in the delivery or support of Arabic learning.
- **School leadership and curriculum coordinators**, who are accountable for statutory compliance, quality assurance, and reporting.
- **Parents and guardians** play an essential role in reinforcing Arabic learning at home.

STATUTORY COMPLIANCE

Newlands School is fully compliant with the requirements set out in the KHDA's *Arabic Language Provision in Early Childhood Settings* (2025) and the updated KHDA guidelines for teaching Islamic Studies in the Early years.

Key compliance points include:

- **Weekly Instructional Time:** Children are required to receive a minimum **200 minutes of Arabic and 90 minutes of Islamic per week**,
- **In FS2: 4 individual Arabic (4x45 = 180 min) and 2 Islamic lessons (2x45 min= 90 min), and 7 Integrated Arabic lessons. (Art, Outdoor learning, Math's, PE, UTW, Guided Reading, Phonics). Total Arabic exposure time = 450 min.**
- **(20 min additional Arabic time to be added to the morning ECAs).**
- **In Year1: 4 individual Arabic (180 min) and 2 Islamic lessons (2x45= 90 min) + 9 integrated core lessons (English, Math's, Science) = (9x 45 = 405 min).**
- **Total Arabic Time = 585min.**
- **Daily Exposure:** Children are exposed to Arabic at **least one-third of their weekly instructional time**, through both structured lessons and integrated activities as shown in the following table:

Arabic (FS2 & Y1)	Individual Islamic Studies Lessons	Individual Arabic Lessons	Integrated Arabic lessons	Total lessons	Total Arabic lessons and integrated Arabic contact time
FS2	2	4	7	11/28	495 min
Y1	2	4	9	13/36	585 min

- **Teacher Registration:** All Arabic teachers are **registered with KHDA**, with documented schedules and teaching allocations.
- **Language Use:** Instruction is conducted exclusively in **Modern Standard Arabic (MSA)**. Dialects are not permitted.
- **Staff-Student Ratios:** No Arabic teacher is responsible for more than **75 children** within the early years' age range.
- **Professional Development:** Teachers complete at least **20 hours of professional development annually**, focused on early years' pedagogy, Arabic instruction, and inclusive practices.
- **Integration with Islamic Education:** The 90 minutes of Islamic education weekly, (2x45 =90 min) as mandated by the Ministry of Education, counts toward the statutory one-third exposure to Arabic.

STAFFING & RESOURCES

Teacher Qualifications

All Arabic/ Islamic Studies teachers at Newlands School:

- ❖ Hold a **Bachelor's degree in Arabic, or Education, or Islamic Studies.**
- ❖ Have a minimum of **one year of teaching experience** or supervised practice.
- ❖ Are registered **with KHDA (Work permit).**
- ❖ Are trained in **play-based, child-centered pedagogy** suitable for early years.

Emirati Representation

To strengthen provision, the school has appointed Ms. Kholoud Albolooshi and Ms. Dina Al Bolooshi both Emirati

Commented [NP1]: @Mohamad Kannin\HODMOE\NEWLANDS can this be 12 lessons?

Commented [MK2R1]: Yes, already changed

female teachers, to support

Arabic teaching in FS2, and Ms. Mouza Saeed, an Emirati female teacher, to support Arabic teaching in Year 1.

Their contributions include:

- ❖ Delivering structured Arabic lessons.
- ❖ Embedding Arabic into routines, play, and cross-curricular themes.
- ❖ Acting as **cultural ambassadors**, connecting children to Emirati traditions and values.
- ❖ Modelling authentic language and cultural practices.

• FS2 Arabic Integration timetable:

Khulood (FS2 A, B & C)	P 1	P 2	P 3	P 4	P 5	P 6
Monday	Topic (FS2A)		Fs2B Guided reading/Outdoor Learn.		Fs2A Guided writing	Fs2C PE
Tuesday	Fs2C phonics		Fs2C Maths	Fs2B Outdoor learning	Fs2A Guided reading	Fs2B Topic
Wednesday	Fs2B phonics	Fs2C UTW		Fs2B Guided writing		Fs2A Free flow
Thursday	Fs2A phonics	Fs2C Guided writing		Fs2A guided reading	Fs2C Outdoor learning	Fs2B Guided reading
Friday	Fs2A Math		Fs2C Maths	Fs2B UAE		

Dina (FS2 D&E)	P 1	P 2	P 3	P 4	P 5	P 6
Monday	Topic (Fs2E)	Outdoor (Fs2E)		UTW (Fs2D)		
Tuesday			Fs2D Guided writing		Fs2E UAE	Fs2D Maths
Wednesday	Fs2D Phonics		Outdoor Learning/Maths (Fs2E)		Fs2D Outdoor Learning	
Thursday	Fs2E Phonics			Fs2D Guided Reading		Fs2E UTW
Friday			Guided writing (Fs2D)	Fs2E Music		

• Collaboration and Support

Arabic teachers work closely with:

- ❖ **Early years' classroom teachers and assistants** to integrate Arabic across all activities.
- ❖ **SEND support staff** to ensure inclusive learning opportunities for all children.
- ❖ **School leadership** aligns provision with strategic priorities and inspection frameworks.
- ❖ The following Arabic teachers teach in FS1, FS2 and Year1:

Y1 LSA Arabic Integration Timetable (Noure and Mouza)

FS2	YEAR 1
Darine Reslin Sabrina FS2A, B Rania Fs2E Amena	Samar Basma Amira Abeir Rania

Year 1D, E, F - Arabic Integration Timetable - Ms. Mouza

	L1	L2		L3	L4	L5		L6	L7	L8
Monday		Maths - Year 1D		English - Year 1F						
Tuesday		Maths - Year 1E				Maths - Year 1F				
Wednesday		Science - Year 1F		English - Year 1E					English - Year 1D	
Thursday				Science - Year 1D	Science - Year 1E					

Year 1A, B, C - Arabic Integration Timetable – Ms Nour

	L1	L2		L3	L4	L5		L6	L7	L8
Monday		1B GR		1A English		1A Math				
Tuesday					1C English					
Wednesday				1C Maths						1B English
Thursday				1C English		1A Math		1B Maths		

• Professional Development

- ❖ Teachers participate in regular **workshops and training** (phonological awareness, storytelling, bilingual strategies).
- ❖ Collaborative **peer observation and mentoring** sessions are used to improve practice.
- ❖ Partnerships with KHDA-approved training providers ensure best practices are continually updated.

TEACHING & LEARNING APPROACHES

• Pedagogical Model

Arabic instruction in FS2 and Year 1 is guided by the following principles:

1. Oral language first - Emphasis on listening and speaking before literacy.
2. Play-based learning - Use of stories, role play, and songs as teaching tools.
3. Immersive exposure - Arabic is embedded in routines, transitions, and classroom interactions.
4. Differentiation - Instruction tailored to native speakers, heritage learners, and complete beginners.
5. Dual-language scaffolding - English is used only when necessary to support comprehension.
6. Cultural integration - Emirati traditions, festivals, and values form part of daily learning.

• Core Strategies

- ❖ Storytelling: Daily stories build vocabulary and comprehension.
- ❖ Songs and Rhymes: Reinforce rhythm, phonology, and retention.
- ❖ Role Play & Drama: Encourage spontaneous language use.
- ❖ Hands-On Activities: Writing in sand, crafts, cooking, and gardening to embed vocabulary.
- ❖ Print-Rich Environments: Arabic labels, charts, and displays throughout classrooms.
- ❖ Digital Resources: Interactive storybooks and apps for reinforcement.

CURRICULUM INTEGRATION

Arabic is embedded into every aspect of early years education at Newlands School:

- ❖ **Daily Routines:** Greetings, calendar work, snack times, and transitions are conducted in Arabic.
- ❖ **Mathematics:** Numbers, shapes, and measurement concepts taught bilingually.
- ❖ **Science & Discovery:** Vocabulary introduced through nature walks, experiments, and observation.
- ❖ **Arts & Music:** Emirati crafts, songs, and cultural motifs embedded into lessons.
- ❖ **Social Studies & Emirati Culture:** Children learn about UAE landmarks, traditions, and national celebrations.
- ❖ **Islamic Education:** Delivered in Arabic, reinforcing language while embedding values.

LEARNING OUTCOMES (AGES 4–6)

Children's Arabic learning is assessed across four developmental levels:

1. **Emerging** - Beginning to recognize familiar sounds and words.
2. **Developing** - Using single words and short phrases with support.
3. **Proficient** - Communicating in complete sentences, recognizing letters and sounds.
4. **Mastering** - Expressing ideas confidently, beginning to read and write simple words.

• Competencies

By the end of Year 1, children should demonstrate progress in:

- **Phonological awareness** - Recognizing and producing sounds.
- **Vocabulary development** - Using a growing bank of words in context.
- **Listening and speaking** - Understanding instructions and expressing ideas.

- **Early reading** - Identifying letters, sounds, and simple words.
- **Early writing** - Tracing, copying, and attempting independent writing.
- **Creative expression** - Using Arabic in songs, drama, and imaginative play.

INCLUSION & SUPPORT

Newlands School ensures that Arabic learning is **accessible to all children**, including:

- **Native speakers** – Challenged with extended tasks and deeper comprehension activities.
- **Non-native speakers** – Supported with visuals, gestures, and bilingual scaffolding.
- **SEND learners** – Provided with personalized strategies, including small-group interventions, simplified vocabulary, and multisensory methods.

Teachers collaborate with the **Inclusion Department** to ensure Arabic is represented in Individual Education Plans (IEPs) and that all children can participate meaningfully.

PARENTAL ENGAGEMENT

Parental involvement is essential to children's success in Arabic. Newlands School fosters engagement by:

- Providing **regular reports** on progress in Arabic.
- Hosting **parent workshops** on supporting Arabic learning at home.
- Sharing **resources and storybooks** for home use.
- Inviting parents to participate in **school events, cultural celebrations, and Arabic Language Day**.

ASSESSMENT, MONITORING & REVIEW

Assessment

- Teachers use **observational assessments** during routines, play, and structured lessons.
- Children's progress is measured against the four developmental levels (Emerging → Mastering).
- Evidence includes **learning journals, work samples, photographs, and teacher notes**.

Monitoring

- The **Head of MOE Department and his deputy** conduct regular lesson observations and reviews of planning.
- Progress is tracked termly and reported to parents.
- Findings are shared with the **Senior Leadership Team** and governors.

Review

- This policy is reviewed termly, or earlier if KHDA updates require amendments.
- Teacher feedback, parent input, and inspection outcomes inform revisions.

LEADERSHIP & ACCOUNTABILITY

Leadership responsibility for Arabic provision lies with:

- **Head of MOE** – Curriculum design, teacher supervision, monitoring.
- **Principal and Senior Leadership Team** – Ensuring compliance, resourcing, and alignment with school strategy.

ALIGNMENT WITH KHDA POLICY

Newlands School affirms that this policy is fully aligned with KHDA's *Arabic in Early Childhood Settings* framework.

The school's approach ensures:

- Statutory instructional time is met.
- Qualified, registered teachers deliver provisions.
- Arabic is integrated into routines and cross-curricular learning.
- Emirati representation is included through **Ms. Mouza Alkhyeli, Ms. Dina Alblooshi, Ms. Khulood Alblooshi.**
- Monitoring and review systems are in place to ensure compliance and continuous improvement.