



مدرسَة جِيمس مِتروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Arabic Language Policy

Approved by:	Jeremy Hallum
Last reviewed on:	September 2025
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MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

1. Introduction

At MTW, we believe in building strong foundations for successful language learning. Learning Arabic plays an essential role in developing language skills and preserving cultural identity. Arabic is a compulsory subject for both native and non-native students and contributes positively to the overall curriculum.

Learning a new language opens doors to communication, discovery, and deeper cultural understanding. It encourages students to explore different perspectives and develop respect for diverse cultures.

Students who hold a foreign passport but are of Arab origin may have the opportunity to join Arabic native classes, provided they first pass a baseline assessment. Where space allows, students holding an Arabic passport may also be placed in Arabic native groups.

Arabic B is taught from Year 4 to Year 10. Students are grouped and taught according to their years of Arabic study rather than their age group.

2. Purpose of policy

This document is a statement of the aims, principles, strategies and procedures for the teaching of Arabic A and Arabic B throughout the school. In sharing and reviewing this policy in the department, we set out clear expectations and the methods used in order to aim to reach each child's full potential in early language learning.

3. Aims and objectives

- To adhere to the Ministry of Education requirements and curriculum
- To foster an interest and enthusiasm in learning Arabic
- To teach in a stimulating, enjoyable and fun learning environment, where children actively take part and learn
- To ensure young children are aware that language has structure, and that the structure differs from one language to another
- To help children develop their cultural awareness
- To develop moral values in accordance with the moral education (forgiveness, respect environment, generosity, responsibility, courage, kindness, caring, and tolerance) of UAE and Islam.
- To develop their speaking and listening skills
- To lay the foundations for future study and utilisation of the Arabic language in personal and professional environments.
- To make as many cross curricular links to give students a wide variety of learning experiences in Arabic

4. Learning and Teaching style

4.1 Effective learning:

There are children of differing ability in all classes at MTW. We provide suitable learning opportunities for all children by matching the challenge of the learning activity to the needs of the child. We achieve this through a range of strategies. In lessons we do it through differentiated group, paired and independent activities. Whilst at other times the students will work in mixed ability collaborative groups. We use classroom assistants and LSA's to support and extend the children's learning. This enables the activities to be matched to meet the needs of individuals. Students use the learning wave and self-assessment to support their understanding of where they are on their effective learning journey, what they need to do next and how they will get there.

Students use digital learning throughout lessons where applicable and according to the needs of the students and this adds a new and motivating learning dimension for students. Digital learning is accessed through use of Teams or Class dojo in Primary where the students can find all the resources and screencast videos that supports their educational needs, Kutbi Arabic app, using of QR codes, iPads, laptops. Many programs and apps are used to enhance student learning experiences.

4.2 Effective Teaching

Arabic teaching plans follow a set guide for speaking and listening, reading and writing. This is progressive through the week where skills are built upon and extended. Our principal aim is to develop student knowledge, skills and understanding in Arabic. Teachers have expert knowledge of the Arabic curriculum and plan lessons that engage students, provide opportunities for critical thinking skills such as reasoning, justifying and analysing. Teacher use questioning to challenge and promote high level discussions and dialogue.

Reading: We believe that reading is the best way to enhance the knowledge of the students, so we focus on reading skills in the Arabic department in a variety of ways.

Kutbi is an online resource provided to improve reading skills, students use it in school and at home. The programme includes a diagnostic assessment and produces a reading level for each student. Students have individual logins and are able to gain feedback on their strengths and areas to develop. They can choose their own books that are within their reading level. Each text comes with a reading comprehension activity. We have recently invested in Arabic books to create an Arabic section in our main library. Arabic first language students and non-native as well from Y1 to Y10 can choose one of these books each week alongside their English reading books. In class, a variety of texts including those from the ministry textbooks are used to support reading skills and comprehension. In addition, the wide range of texts used also support student knowledge of different topics and subject areas and often link with other subjects, such as Moral Education and Science. Students have weekly phonics and guided reading sessions in ability groups to support progress and reading skills.

Writing: Students are provided with opportunities to explore a variety of text types and identify the features of different genres in line with the ministry of education guidelines. Students have the opportunity to write a variety of texts including fiction and non-fiction, persuasive writing, informative writing, storytelling, stories summaries. Students have a writing journal and opportunities for 'cold' and 'hot' writing pieces are planned for. Grammar is taught explicitly and in line and above curriculum expectations and guidelines as set in the ministry of education textbooks. Students from Year 1-8 have weekly spellings, which are practiced at home and tested each week. to develop Talk for Writing an approach used in English to support extended writing.

Spoken Language: All Arabic lessons are beginning have a spoken language element. Regular opportunities for students to develop their speaking and presenting skills are planned for. For example, following themes from the ministry framework, students' research and present to their peers. The Arabic team will develop plenty of resources to support the speaking skills and sharing those resources with the parents and students.

Listening: All lessons provide opportunities for listening, through a variety of strategies. For example, talk partners, critical thinking discussions, following instructions and listening to recorded texts and audio/visual texts.

5. Arabic in Early years (Bilingualism)



- As per the new guidelines for EYFS starting September 2025. MTW have qualified teachers of Arabic, based on their language model.
- Children must be exposed to Arabic for at least one-third of their weekly instructional time. This should include a variety of activities such as child-led, teacher-led, whole-group and small-group learning experiences.
- In line with KHDA's Policy on Arabic Language Provision in Early Childhood Education and MoE's Mandatory Subjects Guide in Private Kindergartens, children must receive a minimum of 200 to 300 minutes per week of structured, Arabic teacher-led activities.
- This enables them to support the integration of Arabic language learning during various daily activities, such as meals, playtime, and teacher-led activities.
- No teacher of Arabic should be responsible for more than 75 children within the defined age group in total across all the classes they are assigned to. Staff within the setting are required to plan with and work together with Arabic teachers to deliver a balanced mix of one-to-one, small group and whole group activities implemented consistently across the setting.

Key fundamentals for building foundational Arabic Language skills

Readiness for learning:

Early childhood education is unique and requires a tailored approach. At the start of the academic year, learning should begin with a series of well-planned, engaging preparatory activities designed to foster children's readiness for learning.

These activities should include:

- Diverse, purposeful, and enjoyable experiences that help children integrate into the setting and interact positively with their peers. Examples include games, songs, music, drawing, physical activities, storytelling, and imaginative play.
- Introducing children to learning centres, facilities, daily routine, and activities.

Arabic language teaching in early childhood should begin with a focus on reading readiness, grounded in the five essential components of reading. For each of these five components, teachers must be familiar with their definitions, related skills, and developmental levels.

b. Phonics:

Teachers must also follow a structured sequence for teaching Arabic letters to support early reading development.

C. Vocabulary

In MTW, both native and non-native Arabic-speaking children require deliberate support to develop their vocabulary in Standard Arabic. A well-developed vocabulary is essential for enabling children to understand, communicate, and use the language in a functional and easy way.

Below are some strategies we used to enhance children's vocabulary:

- **Word family strategy:** This approach encourages children to generate orally as many words as possible from a common root (e.g., ل عب - played, لاعب - player, ملعب - playground, ل بعة - toy).
- **Vocabulary web strategy:** This strategy encourages children to generate orally as many words as possible to build a network of related terms based on thematic or contextual associations from a core word (e.g., روضة - kindergarten, معلم - teacher, أطفال - children, سبورة - whiteboard, ساحة - yard, أركان - corners, ملعب - playground).
- **Synonyms strategy:** This strategy focuses on helping children identify words with similar meanings (e.g., سلم - stairs, درج - stairs).
- **Antonyms strategy:** This method teaches children to understand words with opposite meanings (e.g., سعيد - happy, حزين - sad).
- **Context and derivation strategy:** This strategy helps children understand words by analysing the context in which they occur or by relating them to other words from similar or familiar linguistic roots.

d. Reading Comprehension:

Reading comprehension, at this stage is about building understanding through guided, meaningful interactions with stories. Most notably: linking the story to children's prior knowledge, predicting the story's topic from the picture and title, predicting story events, creating a timeline of events, identifying main character traits, recognizing key story elements, suggesting an ending for the story, suggesting a new title for the story, and retelling the story.

e. Fluency

Fluency refers to a child's ability to read accurately, quickly, and with expressive intonation. In early childhood, the primary goal is to develop the foundational skills that support reading fluency. At this developmental stage, fluency is defined by a child's ability to read or recite high-frequency sight words related to familiar learning themes.

Speaking skills

- Embed conversational practice in diverse activities such as working with peers, self-expression, show and talk about children's daily lives, hobbies, interests, games, or introducing themselves.
- Provide opportunities for non-native Arabic-speaking children to mix Standard Arabic with their main language in early stages. Gently guide them in gradually replacing non-Arabic words with Arabic equivalents over time.
- For native Arabic-speaking children, expect a mix of Standard Arabic with their local dialect in their speech and conversations. Support them in gradually shifting toward using more Standard Arabic.
- Choose conversation topics that align with the unit's theme and are relevant to the childvironm and interests.



6. Arabic curriculum planning

Arabic teachers plan using long and mid term overviews and weekly annotated lesson plans. They use the textbooks set by the Ministry of Education alongside teacher created and online resources. The planning format supports the four skills speaking and listening, reading and writing in Arabic.

6. The contribution of Arabic to teaching in other curriculum areas

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge. The natural links between languages and other areas of the curriculum enhances the learning experience.

6.1 English

Development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words, intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.

6.2 Mathematics

Numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, surveys, data collection and analysis. As well as participating in different events related to mathematics like “Math through story week” and any other events.

6.3 Digital Learning

Cross cultural and multilingual materials from various sources, video and audio, presentation of work and data, word processing

6.4 Moral Ed

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring their culture. They become more aware of the similarities and differences between people, their daily lives, beliefs and values.

In participating in various learning activities, such as games, songs, puppets and dance, children develop their moral and social abilities, and are continually encouraged to take turns, work in teams or partners effectively, and to have a good sense of sportsmanship in competitive activities.

6.5 Other areas

Through learning Arabic children enhance their geographical and historical understanding of the world around them. The ministry of education textbooks supports students' knowledge and understanding of the world around them through carefully selected texts and themes.

7. Inclusion including reference to SEND, ELL

SEND and ELL pupils

All students should progress effectively through differentiated tasks, teachers ensure the individual needs of students are met. IEPs are shared with the Arabic team and Arabic targets are added where necessary and appropriate. Teachers are aware of and consider the specific learning preferences of students on the SEND register. Teachers consider the needs of those students who are ELL and whether they have any specific needs relating to Arabic. They support identification and provision for students who are gifted in Arabic language.

8. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

9. Parental Engagement

MTW is keen on parental engagement in all aspects of school life where possible. All parents of children who partake in Arabic Studies are strongly encouraged to continue the learning discussions with their children at home. Arabic speakers' parents are also expected to support their child's learning at home, by checking their weekly home learning and encouraging their children to take part in internal competitions and projects. Parents may be asked to volunteer to help out on Event Days, such as National Day and Eid celebrations. Parents will also be informed of their child's progress through termly reports as well as learning conferences. Parents also have access to all Arabic resources at home on Phoenix .

10. Assessment and recording

Assessment in EYFS

Assessment is conducted through observations of children's learning. The key learning expectations outlined in teachers in evaluating children's knowledge, skills and understanding in a structured and systematic way. This enables teachers to identify and fill any gaps in learning and support children on their journey toward mastery. To achieve mastery, a child should confidently achieve the learning objective several times in different contexts, apply the learning in new contexts and retain this learning over time.

Teachers are expected to keep their own records up-to-date with information on pupil's progress. Data and analysis should be kept in the Teacher Folder and must be kept up to date at all times.

Students are submitted to ongoing assessments with quizzes and age appropriate formal assessments at the end of a term that assesses students in reading, writing, speaking and listening, spelling and grammar.

Results are recorded on phoenix. The results are then sent to the Ministry of Education annually. At the start of the year a gap analysis is run to modify the planning and set individualized targets and planning objectives.

IBT for Arabic First and second Language is used as a benchmark assessment for the school and to assess students in reading comprehension, grammar, spelling, and vocabulary.

11. Resourcing

Students use the Ministry of Education textbooks, alongside teacher created and online resources. All resources are created by the team and saved in Phoenix classroom. The department reviews resources required against the School Development needs and additional resources are purchased.

12. Roles and responsibilities

All Arabic teachers that are employed by the school have different areas of expertise. There is a full job description for the Arabic A & B Head of department. An overview of roles and responsibilities are shared.

Monitoring of the standards of pupils 's work and of the quality of teaching in Arabic is the responsibility of the Head of MoE and leaders who then liaise with the Arabic/Islamic team to inform them about current developments in the subject and providing a strategic lead and direction for the subject in the school. The principal receives an annual self-evaluation in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

13. Monitoring and review

This policy has been discussed and agreed by the MTW teaching staff and leadership team for implementation.

If you have any questions or concerns don't hesitate to contact the Head of MoE in the below mail:-

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

