Approved by: Principal	Date: 30 January 2026

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#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	June 25

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competences in our global minded, future leaders.

Introduction

At International Community School (ICS), we believe that the Kindergarten stage forms the foundation upon which children build their language, communication, and thinking skills. In alignment with the school's vision to inspire and empower a 21st-century learning community, and its mission that emphasizes safety, friendship, and academic excellence, we are committed to providing a rich and stimulating language environment that supports the development of Arabic language skills for all students—both native and non-native speakers—through enjoyable and age-appropriate approaches.

Based on ADEK's policy for the Arabic Curriculum in Early Years, Arabic is considered an essential part of the learning experience at ICS. We are committed to delivering a coherent curriculum with clear learning standards, allocated instructional time, and innovative teaching strategies that emphasize play, interaction, and exploration. This policy aims to ensure the proper implementation of the Arabic

curriculum in KG1 and KG2 in alignment with national standards, supporting balanced language development for all students and engaging parents as active partners in their child's learning journey.

Purpose

Ensure mandatory and structured implementation of the Arabic curriculum
Across all KG1 and KG2 classrooms according to national standards.

Identify key language learning outcomes
Including listening, speaking, phonological awareness, vocabulary building, early reading, and emergent writing.

Provide flexibility in instructional materials and resources
Allowing the school to select tools and activities that suit the needs of diverse learners while adhering to national and cultural requirements.

Organize the instructional time allocated to Arabic
Ensuring that the minimum required minutes per week are scheduled for both pathways (A and B).

Support all learner groups
Including native speakers and non-native speakers, by providing suitable pathways and differentiated language support.

Enhance parental involvement in supporting Arabic language learning
Through effective communication, learning materials, and joint school-home activities.

Ensure high-quality teaching through continuous professional development
By providing Arabic teachers with specialized training in early childhood education and multilingual teaching strategies.

Definitions

Arabic Curriculum
A set of standards, skills, and activities designed to develop Arabic language skills in KG1 and KG2 through listening, speaking, phonological awareness, early reading, and emergent writing.

Arabic Pathway (A)
The designated pathway for Emirati and Arab students, or any student with language proficiency comparable to native speakers.

Arabic Pathway (B)
The pathway for non-Arabic-speaking students, offering Arabic as an additional language with simplified and developmentally appropriate methods.

Additional Educational Needs
Any support required to ensure the child's progress in class, whether linguistic, developmental, behavioral, or related to learning difficulties or giftedness.

Assessment
The process of monitoring students' language progress through formative assessments, observations, performance-based tasks, and placement tests for new students.

Play-Based Learning
An instructional approach that uses interactive, exploratory, story-based, and game-based activities, considered the most suitable method for KG1 and KG2 learners.

Standard Arabic (Fus'ha)
The formal language used to deliver instruction in both Arabic pathways (A and B), and encouraged within all classroom interactions.

Scope of the Policy

This policy applies to:

- All KG1 and KG2 classes at ICS.
- All students in these stages, whether:
    - Native Arabic speakers
    - Or non-native speakers
- All Arabic teachers, classroom teachers, teaching assistants, and school leadership.
- All classroom and extracurricular activities related to the teaching and learning of Arabic, whether conducted at school or in partnership with families.

Arabic Instructional Time

Arabic Pathway A

Stage	Number of Weekly Lessons	Duration per Lesson	Total Weekly Minutes
KG1	6 lessons	40 minutes	240 minutes

Stage	Number of Weekly Lessons	Duration per Lesson	Total Weekly Minutes
KG2	6 lessons	40 minutes	240 minutes

Arabic Pathway B

Stage	Number of Weekly Lessons	Duration per Lesson	Total Weekly Minutes
KG1	6 lessons	40 minutes	240 minutes
KG2	6 lessons	40 minutes	240 minutes

Teaching and Learning Strategies

ICS adopts developmentally appropriate instructional strategies, including:

Play-Based Learning

- Sensory activities
- Letter and word games
- Learning centers

Inquiry-Based Learning

- Asking open-ended questions (What do you notice? What do you hear?)
- Encouraging children to describe pictures and events
- Inferring letters or vocabulary from stories

Daily Arabic Stories

- Reading a short story in Standard Arabic
- Simple comprehension discussions

- Highlighting new vocabulary and using it meaningfully

Phonological Awareness
Including:

- Sound recognition
- Distinguishing initial and final sounds
- Sorting words by sound

Speaking and Oral Expression

- Daily conversations
- Describing objects and events
- Retelling stories
- Using visual prompts

Use of Standard Arabic in the Classroom

- Teachers model accurate pronunciation
- Encouraging students to use simple Arabic expressions

Support for Non-Native Speakers

- Visual cards and short videos
- Sensory-based activities
- Repetition and simplification of vocabulary and stories

Students with Additional Educational Needs

ICS is committed to supporting all children in learning Arabic within an inclusive environment that respects individual differences and ensures equitable access to language learning.

Definition

Students requiring additional support due to:

- Language difficulties
- Developmental delays
- Learning difficulties
- Speech disorders
- Emotional or psychological needs
- Non-native learners needing extra support

Key Principles

- Provide language instruction suitable for each child's abilities.
- Use simplified and supportive strategies based on repetition and hands-on learning.
- Respect differences and avoid comparisons.
- Ensure an emotionally safe learning environment.

Support Strategies

- Modify activities (simplification, reduced load, visual supports).
- Use sensory tools and movement-based activities.
- Provide small-group or individual learning.
- Repeated explanation of vocabulary and sounds.
- Provide additional time.
- Support correct pronunciation and phonological awareness.

Gifted and High-Ability Students in Arabic

This policy aims to enrich the learning experience of students with advanced language abilities.

Definition

Students who demonstrate:

- Rapid vocabulary acquisition
- Verbal fluency
- Strong dialogue and expressive skills
- Phonological sensitivity
- A love for reading
- Storytelling abilities

Key Principles

- Provide enrichment without exceeding developmental appropriateness.
- Offer extended and challenging tasks.
- Encourage creativity and critical thinking.
- Promote confident self-expression.

Enrichment Strategies

- Advanced vocabulary
- Extended tasks (retelling, predicting story endings)
- Complex word games
- Creative writing and storytelling
- Dramatic expression activities

Assessment

ICS uses developmentally appropriate assessment approaches, including:

Formative Assessment

- Daily teacher observations

- Monitoring progress in phonological awareness, speaking, vocabulary, participation, and listening

Performance-Based Assessment

- Producing sounds or words
- Retelling stories
- Sorting words by sound

Diagnostic Assessments for New Students

- To determine the appropriate pathway (A or B)

Documentation of Progress

- Portfolios
- Weekly work samples
- Progress tracking cards

Parent Communication

- Brief reports based on real observations
- Highlighting strengths and areas for support

Roles and Responsibilities

Arabic Teachers

- Implement the curriculum as per policy
- Prepare daily activities
- Use Standard Arabic in instruction
- Conduct assessments and document progress
- Communicate with parents when needed
- Differentiate activities for non-native speakers

School Leadership

- Provide required resources
- Ensure instructional time is met
- Monitor policy implementation
- Offer professional development
- Engage parents in related activities

Parent Engagement

ICS reinforces the school-home partnership through:

Regular Communication

- Weekly vocabulary lists and home activities
- Sharing stories read in class

Supportive Materials

- Visual word cards
- Simple language activities for home use

Joint Activities

- Arabic Story Day
- Arabic Language Day events
- Parent workshops

Encouraging home use of Arabic

- Through stories, songs, and simple conversations

Monitoring and Compliance

- ICS commits to implementing this policy according to ADEK requirements.

- Academic leadership reviews implementation twice yearly.
- The policy is updated annually or when new guidelines are issued.
- Any gaps in implementation are addressed through support and training plans.

Related Policies

This policy is connected to:

1. Assessment Policy
2. Teaching and Learning Policy
3. Mental Health and Well-Being Policy
4. Child Protection and Safety Policy
5. Inclusive Education and SEN Policy
6. Parent Communication Policy