

Policy for Teaching and Learning Arabic Language, Islamic Education, and Social Studies at

Aldar Education – Early Childhood

Introduction to the Early Childhood Arabic Language Teaching Policy – Aldar Education Schools

Aldar Education believes that the Arabic language represents the essence of the national and cultural identity of the United Arab Emirates. It is the vessel of values and heritage, and the tool of expression and thinking for the child. Guided by our vision to prepare generations that are proficient in their language and conscious of their heritage, we are committed to delivering high-quality Arabic language education starting from the early years of childhood. This is in line with the policy of the Department of Education and Knowledge (ADEK) and reflects the country's direction in preserving and promoting the language at all educational stages.

Many educational studies have proven that the early years of a child's life represent a critical stage in building language and thought. Research from the **National Institute for Early Childhood Development in the United States** (*The Science of Early Learning*, 2016) confirms that early exposure to language through rich interaction with adults enhances long-term linguistic and cognitive growth. Likewise, **UNESCO** (*ECCE Global Report*, 2022) recommends integrating the mother tongue in early childhood due to its role in building cultural belonging and promoting meaningful learning.

Locally, **the UAE Ministry of Education's policy** and **ADEK reports** highlight the importance of establishing kindergarten programs that ensure children acquire early language skills through a clear curriculum and teaching methods that are flexible, integrated, responsive to individual differences, and encourage learning through play and communicative situations.

This policy represents Aldar Education's commitment to building a strong linguistic foundation for learners and ensuring their safe and confident transition to later stages of education, equipped with the language tools that enable them to learn, think, and belong.



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Vision:

To empower children in early childhood to acquire the Arabic language with fluency and love, building a solid linguistic foundation that contributes to their national and cultural identity and prepares them for lifelong learning.

Mission:

To provide a safe and stimulating learning environment that supports children's oral and written language development in their early years through the application of an integrated curriculum, research-based teaching practices, and empowering teachers through effective professional development programs.

Objectives:

- Foster a love for the Arabic language and strengthen a sense of Emirati identity from early childhood.
- Develop oral language skills (listening and speaking) as the primary gateway to later reading and writing acquisition.
- Apply teaching strategies appropriate to the developmental characteristics of this stage, such as interactive play, storytelling, language songs, and situational learning.
- Provide regular professional training opportunities for EYFS/KG teachers to implement best practices in teaching Arabic language skills.
- Collaborate with families to expand children's exposure to Arabic outside the classroom environment.

Scope of Application:

- Pre-Kindergarten, KG1, and KG2 across all Aldar Education schools.

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- All Arabic language teachers in early childhood.
- Assistant teachers and kindergarten leadership teams.

Implementation Areas:

1. Curriculum and Content

- Design language units connected to the child's daily life and local culture (Program of Inquiry/POI).
- Focus on developing phonemic awareness, basic language structures, and functional vocabulary.

2. Classroom Environment

- Create a language-rich environment through posters, flashcards, language corners, and visual models.
- Use interactive methods that engage children in authentic language situations.

3. Teacher Training and Development

- Implement ongoing professional development programs on effective language teaching strategies.
- Equip teachers with formative assessment tools.

Assessment and Follow-up

- Use simple oral & written assessment tools to monitor children's language development.
- Prepare periodic reports on each child's language proficiency level.

Parent Partnership



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- Conduct workshops for parents to promote Arabic language at home.
- Send home newsletters with supportive weekly language activities.

Allocated Timeframe for Teaching the Subjects and the Target Group

Arabic Language

- **Target Group:**
 - Arab children (Arabic language - AFL)
 - Non-Arab children (Arabic as a Second Language-ASL)
- **Weekly Time:** 200 minutes per week.
- **Details:**

Teaching is conducted at a rate of 40 minutes daily (5 days per week). The duration will increase to 300 minutes per week (60 minutes daily) by the academic year 2026–2027.

Islamic Education

- **Target Group:**
 - Muslim Arab children (in Arabic)
 - Muslim non-Arab children (in the school's adopted language of instruction)
- **Weekly Time:** 90 minutes per week.
- **Details:**

Lessons are distributed according to one of the following two options:

1. Three sessions per week, each lasting 30 minutes.
2. Two sessions per week, each lasting 45 minutes.

Social Studies

- **Target Group:** All children.
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- **Weekly Time:** Integrated.

- **Details:**

Social Studies is integrated with other subjects within daily learning activities and embedded in the daily classroom and outdoor routines.

Mandatory Curriculum:

In the EYFS/Kindergarten stage, we are committed to teaching the language in accordance with the performance standards approved by the Ministry of Education. These standards define the level of knowledge and skills a child should achieve at this stage. The standards are divided into four levels, and the child is assessed based on actual performance, allowing for an accurate description of their abilities. This data is then used to design remedial and enrichment programs and to continually improve the learning process.

The EYFS/Kindergarten learning standards have been developed based on local benchmarks while ensuring alignment and adaptation with international standards, creating a modern framework that aligns with future trends. They aim to prepare children who are proficient in 21st-century skills and ready for a rich cognitive life. The expected learning outcomes and the profile of the target child by the end of EYFS/Kindergarten have also been clearly defined, with a focus on developing essential life skills and identifying the most appropriate teaching strategies for this stage.

The **communication and language domain** is considered one of the foundational pillars of early childhood learning, as speaking and listening form the basis for developing reading and writing skills. This domain—which includes reading and writing—plays a central role in building the child's personality and enhancing their ability to express themselves and understand others.

Personal, social, and emotional development is also a key area at this stage, contributing to building self-confidence and self-esteem by helping children recognize their interests and abilities, and planning learning activities accordingly. Children are more prepared to engage in new experiences when they receive support and

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encouragement through positive relationships with teachers, which also strengthens constructive communication between the school and families.

At Aldar Education Schools, we ensure a safe and stimulating learning environment where children feel confident to express their ideas, explore multiple options, and work collaboratively.

We believe in the importance of supporting the development of children's language skills by encouraging them to connect sounds with letters and gradually begin reading and writing. We aim to provide varied and rich opportunities for reading and writing that are authentic and accessible throughout the school environment—whether through notebooks, whiteboards and markers, printed materials and signs in the surroundings, or other resources that ignite their curiosity and support their linguistic discoveries.

Assessment, Goal Setting, and Follow-Up in Arabic Language Teaching

Al Dar Schools for Education is committed to continuous and comprehensive assessment of children's language abilities in early childhood, using diverse assessment tools that enable teachers to understand each child's progress and guide daily planning according to individual needs.

Teachers rely on formative assessment during classroom activities to monitor the achievement of learning outcomes. This assessment is used to adjust teaching strategies and weekly planning, ensuring a gradual acquisition of language and reading skills, in alignment with the institution's language outcomes framework.

Summative assessments are also used to analyze individual and group progress, identify learning gaps, and compare children's performance to expected levels. Assessment results are regularly discussed with parents as part of an effective communication system and educational partnership aimed at supporting the child's linguistic and cognitive development.



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Each child is guided with simple, personalized learning goals appropriate to their level, using the “I can...” approach to clarify what is expected during the week, e.g., “I can write my name...” Reminder notes are added to children’s files or notebooks, such as: “Remember to write from right to left.”

In the higher levels of early childhood (Year1/KG2), children are gradually encouraged to practice self-assessment and set simple learning goals in collaboration with the teacher, which develops critical thinking and self-responsibility skills.

The institution provides periodic diagnostic assessment tools that accurately analyze children’s needs. The results are used to identify advanced learners or those requiring additional support. These children are offered enrichment programs or carefully planned early interventions—such as “Fast Phonics Learning” sessions—within a shared learning context, without isolating them from the classroom environment, ensuring appropriate challenge and high learning outcomes for all.

Promoting Personal, Social, and Emotional Growth Through Literacy Education

Al Dar education Schools believes that teaching reading, writing, and storytelling in early childhood is an effective means of supporting the child’s personal, social, and emotional development. Therefore, dialogic reading activities and interactive storytelling are integrated into daily practices to develop self-expression skills, enhance emotional awareness, and build positive relationships with others.

Children are encouraged to participate in classroom discussions and group conversations on topics related to their real world and daily feelings, which fosters problem-solving, cooperation, and mutual respect. They are also supported in expressing their emotions and fears in a safe and supportive way, contributing to the development of a balanced and confident personality.



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Literacy education empowers children to understand the world around them and equips them with the language tools to critically engage with stories and values. Selected texts also open windows to Emirati and Arab cultural heritage while introducing them to diverse cultures, enhancing their sense of identity, belonging, and openness.

Learning activities are designed collaboratively, allowing children to exchange ideas and work together, which strengthens social and language skills and enriches the overall learning experience.

Planning and Assessment

Early childhood teaching teams at Al Dar Schools use formative assessments and daily observations, alongside the national curriculum framework, to plan Arabic language lessons tailored to children's abilities and needs. Reading and writing sessions are incorporated into the daily schedule, focusing on oral language development, expression, and auditory and visual discrimination of letters and words.

Feedback is provided to children immediately and orally, appropriate to their level of understanding, encouraging effort and progress. Positive reinforcement strategies, such as verbal praise, are used consistently. Teachers follow Al Dar Schools' assessment policy, which focuses on supporting language development rather than merely correcting errors.

Learning Resources

The school provides a rich and stimulating classroom environment with diverse language resources, including letter and word cards, educational models, illustrated books in Arabic and English, and educational games. Classrooms include libraries allowing children free access to books, fostering a love for reading and exploration. EYFS/KG children are provided with tools to gradually use picture dictionaries or letter-to-image connections.



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Technology in Language Support

Technology is used in early childhood as a supportive tool to enhance Arabic language skills, such as letter recognition, sounds, and word formation. Children use interactive educational applications that reinforce vocabulary and emerging writing skills in an engaging and safe way, within a supervised classroom environment. These programs include digital stories and audio applications that support phonological and visual awareness, aligned with national standards and Emirati identity.

Active Learning Through Play

At Al Dar Schools, we believe that children in early childhood learn best when they are active and engaged. Active learning involves interacting with others, using tools and materials, and exploring ideas and events, immersing children in extended experiences that stimulate curiosity and continuous exploration. Therefore, Al Dar is committed to providing practical and realistic learning experiences, based on the philosophy of learning through play as a core element of the curriculum.

We place the utmost importance on play as an essential and enriching part of the learning process, directly supporting all aspects of a child's cognitive, social, emotional, and physical development.

Our EYFS/kindergarten teachers ensure that children have diverse opportunities for both structured and unstructured play, whether inside or outside the classroom, allowing them to explore and acquire a range of skills in safe and stimulating environments.

Educational activities are designed as hands-on experiences that encourage children to discover, inquire, develop personal interests, and gradually build their understanding of various concepts in their surrounding environment.



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At Al Dar, we plan purposeful and carefully designed play opportunities that allow children to apply what they have learned, demonstrate their skills, and express their understanding in diverse and creative ways.

Child-initiated learning is a central focus of our daily routine, where teacher-guided activities are flexibly integrated to allow children freedom of participation and expression. These activities are always play-based and connected to the children's personal interests.

We also commit to accompanying children throughout their learning journey by closely observing them, actively participating in their play, supporting their thinking processes, and asking open-ended questions that stimulate analytical and exploratory skills.

At Al Dar, we view early childhood education as a foundational stage in its own right, not merely a preparation for the next academic level

Learning Corners Policy in Language Teaching

At Al Dar Schools, we believe that learning corners are a fundamental pillar in supporting language education in EYFS/kindergarten. They provide a rich environment of sensory, physical, and social experiences that stimulate the development of children's oral and written communication skills. Learning corners are based on the principle of active play-based learning and provide authentic, meaningful learning situations, allowing children to use language to express their thoughts and emotions while reinforcing speaking and listening skills as a foundation for later reading and writing.

By offering a variety of corners—such as the Language & Writing Corner, Reading Corner, Dramatic Play Corner, Art Corner, and Construction Corner—children are given continuous opportunities to acquire new vocabulary and develop their language skills in natural contexts that encourage interaction, teamwork, and ongoing communication. These corners also help children connect language to their surrounding environment and build confidence in using language as a tool for expression and creativity.

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At Al Dar, we carefully design these corners to meet children's needs and interests and ensure that the language activities offered are linked to their daily experiences, supporting the achievement of targeted learning outcomes in line with national and local performance standards.

Teacher's Role in Implementing the Language Policy

The teacher is a central figure in executing the Arabic language policy, serving as the first language role model and facilitator of meaningful learning opportunities within the classroom. Al Dar Schools ensure that early childhood Arabic language teachers are empowered to use modern teaching strategies, such as learning through play, storytelling, language modeling, and phonics and rhythmic activities. These strategies enrich children's linguistic repertoire and foster their love for the Arabic language.

Professional Development for Educational Staff

As part of our commitment to quality and excellence, Al Dar Schools implement structured professional development programs based on the latest global educational research. **These programs include:**

- Training on planning and delivering language lessons based on play and interaction.
- Developing teachers' phonetic and oral skills to support proper pronunciation and phonological awareness.
- Workshops on designing a stimulating language-rich classroom environment.
- Sharing effective practices among teachers across Al Dar School.



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Developing the Teaching Staff within the Arabic Language Policy in Early Childhood at Al Dar Schools

Al Dar Schools are keen to empower early childhood teachers to keep pace with the latest developments in Arabic language education, enhancing their knowledge and pedagogical skills in line with best global practices and research. Teachers are expected to utilize published resources available in the school or through approved educational platforms, as well as develop innovative teaching materials tailored to the needs of children at this stage.

Training needs are identified through regular assessments and monitoring, reflected in the self-evaluation plan and the yearly school development plan. The Arabic Language Coordinator is responsible for sharing specialized knowledge, providing appropriate guidance, and organizing workshops and training sessions within the school when needed. Classroom observations and Learning Walks are also used as effective tools to identify and share best practices among the academic team.

Parents and Teachers as Partners

At Al Dar Schools, we value building positive and supportive relationships with parents, recognizing that effective collaboration between home and school forms the foundation for a child's learning journey and overall development. This strong partnership contributes to creating an integrated learning environment where children feel safe, motivated, and a sense of belonging.

We strengthen this relationship through various means, including initial questionnaires completed by parents before their children join, daily informal conversations at the start and end of the school day, and regular advisory meetings. Parents are encouraged to share their unique knowledge of their children—including personalities, interests, experiences, and preferences—providing a deeper and more comprehensive perspective that supports the design of customized and stimulating learning experiences.



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Parents are kept informed about school life through weekly newsletters, the school website, and direct meetings, promoting continuous engagement and participation. Families are also encouraged to support their children's learning at home by reinforcing what has been taught at school and enhancing skills and knowledge in everyday contexts.

Parents are invited to participate in various school events, from educational evenings and workshops to classroom activities such as reading and field trips, and even to contribute their own skills and expertise to enrich children's learning. They are also welcome to attend special events and social occasions, such as coffee mornings, celebrations, and class performances, strengthening communication bridges and community partnerships that positively impact children's development in all areas.

Vocabulary Enrichment Approach

In early childhood, we place special emphasis on developing children's vocabulary, recognizing its importance in supporting oral and written communication skills and enhancing comprehension. Our vocabulary teaching approach is based on natural interactive learning, providing a language-rich environment through daily activities, illustrated stories, songs, extended conversations, and language games.

New vocabulary is introduced in real-life contexts connected to children's daily experiences and interests, enhancing their ability to remember and use words effectively. We also rely on systematic repetition, continuous language modeling by teachers, and encouraging children to ask questions and use vocabulary in diverse communicative situations.

Families are engaged in this process by providing parents with ideas and home activities that enrich their children's vocabulary and support the collaboration between home and school in building a rich and interconnected language foundation.



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Through this approach, we aim to empower children to express their feelings and ideas confidently, building a strong linguistic foundation for future learning while fostering their cultural and social identity.

Language Teaching in Kindergarten

At Al Dar Schools, we believe that language teaching in EYFS/kindergarten forms the foundation for a child's cognitive, social, and emotional growth and represents the starting point for building confident oral and written communication skills. Our language teaching philosophy is comprehensive, considering diverse learning styles—visual, auditory, and kinesthetic—to ensure each child can engage according to their preferred learning mode.

Children are provided with rich and varied opportunities to learn through play, where they imagine, reenact daily experiences, and express thoughts and feelings through multiple forms such as movement, art, dance, and singing. These creative experiences help children express themselves freely and understand that symbols, images, and words all carry meaning and facilitate communication with their environment.

Language skills are integrated across all components of the curriculum in a coherent and connected manner, linking what children learn to their daily lives at school, home, and in the community.

Children's speech is valued, and continuous encouragement is provided to foster interaction and participation, enhancing self-confidence and expressive abilities

We observe children closely, listen to their interests and inclinations, provide learning opportunities based on their initiatives, and offer rich and stimulating environments that enable them to expand and experiment with their language knowledge.

Direct instruction in early reading and writing skills is provided in enjoyable and engaging contexts, with activities tailored to the child's developmental level and progress, ensuring variety and sustained motivation.



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The role of the family as a key partner is emphasized throughout this journey. Parents are involved in supporting language skills through workshops, interactive meetings, and informational newsletters, enhancing the alignment between school and home efforts to build a strong linguistic foundation and nurture confident children ready to engage with the world around them.

The strands and standards related to reading domains:

1. Reading Fundamentals



3.1 Word Recognition and Fluency

2.3.1

The learner applies correct reading strategies to read words and texts accurately and fluently while understanding mea-



2.2 Phonemic Awareness

2.2.1

The learner applies correct reading strategies to read words and texts accurately and flu-

2.2.1

The learner demonstrates an understanding of sounds, syllables, printed symbols, and the words they represent



1 Print Awareness

1.1.1

The learner demonstrates an understanding of the concept of printed material, its components, and its purpose, and recognizes the organizational features of reading texts.

2.2.1

The learner demonstrates an understanding of one words and texts accurately and fluently while understanding



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Reading

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2. Reading Literary Texts

1.2 Identifying Main Ideas and Details

The learner identifies the main ideas and supporting details that contribute to clarifying the main idea, the overall message, or the complex lessons in literary texts.

2.2 Text Analysis

The learner identifies elements of interpretive text and its components, learns from it, and deduces relationships within a single text and among different texts.

3. Reading Informational Texts

2.3 Identifying Main Ideas and Details

The learner reads a subject-rich text with various ideas, analyzes and presents it, and links the main idea to build meaning and understanding through embedded ideas and implicit messages in literary works.

3.2 Integrating Knowledge and Ideas

The learner identifies the function of the text through various media, links it to existing knowledge, and develops new insights to apply in diverse contexts.

3.2 Integration of Knowledge with Ideas

The learner reads and analyzes various literary texts to integrate their ideas and gain new understanding of central themes and messages.

3.3 Integration of Knowledge with Ideas

Identify the text's purpose, critique its content, and apply new insights in various outputs.



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By the end of Kindergarten, learners are expected to be able to:

1. Recognize that printed materials convey meaning through storytelling and presenting information.
2. Name the Arabic alphabet letters, pronounce their sounds, and distinguish between consonant and vowel sounds (short and long).
3. Retell a story, reconstruct it, or draw pictures related to it.
4. Identify the main idea in a text they have listened to.
5. Connect pictures or illustrations to the text in which they appear.
6. Differentiate between similar-sounding phonemes.
7. Identify a common sound in several words.
8. Recognize words with similar rhythms.
9. Distinguish between some Modern Standard Arabic words and colloquial terms, e.g., (نافذة vs دريشة).

Reading in EYFS/Kindergarten and early years aims to develop phonological awareness skills through the use of letters and sounds, following a phonics-first approach for teaching reading, writing, and spelling.

Developing Speaking and Listening Skills in Arabic Language Education

At Al Dar Schools, we believe that spoken language is an essential foundation for developing reading and writing skills. The Arabic language policy in early childhood places great emphasis on nurturing children's speaking and listening abilities, as these skills are key to effective communication, critical thinking, and self-expression.

The school encourages children to develop oral skills through a variety of classroom and extracurricular activities, such as: group discussions, partner talk, role play, storytelling, class plays, morning sharing sessions, presenting ideas to peers, and "Show and Tell" activities.



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Regular time is also allocated to train children in active listening, respecting others while speaking, and asking questions related to what they have heard. Oral expression is further enhanced through reciting poems and singing songs, which improve articulation and clear enunciation.

The school ensures that shy or hesitant children are included in these activities by providing gentle encouragement and a safe, stimulating environment that helps them build confidence and express their thoughts and feelings clearly and freely.

| Listening and Speaking | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | FS1/Pre KG |
| <p>Standard 1.1.5:</p> <p>The child demonstrates an initial understanding of what is heard and verbally interacts with others in simple situations, using words or short sentences to express needs and ideas</p> | <ul style="list-style-type: none">○ The child listens attentively for a short period (up to one minute) to simple words or one-step instructions and attempts to carry them out.○ The child listens to very short songs and stories (one to two minutes) and repeats familiar words from them.○ The child participates in repeating simple words and expressions during conversation or group singing.○ The child answers simple questions with one or two words and uses gestures or facial expressions to support meaning.○ The child begins to use simple phrases to express needs (e.g., “I want water,” “I want to play”).○ The child maintains eye contact with the speaker while listening or talking. |



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Listening and Speaking

| • Standard | • FS2/KG1 | • Year1/KG2 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 3.1.5: <i>The learner participates in discussions with teachers and peers, constructing speech according to a variety of contexts and communicative tasks, striving to speak in Standard Arabic.</i> | <p>Uses gestures and body language when responding to certain spoken instructions, such as: (stand, sit, smile, turn(the page</p> <p>The learner describes people and objects using the Arabic language, ensuring a good introduction and presentation.</p> <p>The learner expresses his ideas feelings, and point of view on a specific topic clearly, in a clear and audible voice, using the Arabic language.</p> <p>Understands the concept of turn-taking, the etiquette of conversation, refraining from interrupting others, and listening to them when they speak</p> | <p>The learner listens to the audio material, retells a story he/she has heard, and relates what is heard to a real story that happened to him/her, mentioning some details</p> <p>The learner answers questions for clarification using the Arabic language (listening and asking permission to speak), provides responses that are not limited to 'yes' or 'no,' and does not interrupt others.</p> |
| Standard 5.1.5: The learner uses digital media in visual presentations to convey information and understands the material presented through these media. | <ul style="list-style-type: none"> Uses drawings, visual media, or personal items (a toy, a book, tools) to present and talk about in front of classmates. The learner comprehends the material and asks questions about it, whether it is heard, read, or presented through multimedia. | <ul style="list-style-type: none"> The learner uses drawings, visual presentations, or personal belongings (a toy, a book) to give a presentation on a topic. The learner inquires about visual and auditory information and topics to verify meaning (i.e., asks for the purpose of clarification and understanding). |



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Teaching Methodologies for Reading Skills in Early Childhood

Early Childhood Reading Policy – Al Dar Education Schools

Al Dar Education places great importance on developing children's reading skills during early childhood, based on the belief that reading forms the foundation of language and cognitive learning. Our policy aims to instill a love of reading, enhance reading comprehension, and gradually and systematically develop phonological and linguistic fluency in line with modern educational principles.

Reading skills are taught through teacher modeling of phonics strategies and proper expressive reading, alongside encouraging children to use their own strategies to understand texts. Children are regularly provided with opportunities to discuss stories and reading content, both individually and in groups.

Reading instruction begins in EYFS/kindergarten once the child is familiar with letter sounds. Support is provided through diverse reading programs grounded in phonics and story-based content, which take into account the progressive development of skills and the variety of texts appropriate for the age group. Individual reading practices are also encouraged, with children reading with an adult twice weekly.

Classrooms are enriched with a variety of books (storybooks and informational texts), and children are encouraged to borrow books for home reading as part of the "Bedtime Story" initiative. Parents are involved through the school reading log, and families receive guidance and supportive activities to foster reading at home, such as word cards and phonics games.

The institution implements strategies to enhance reading comprehension through direct analytical questions and practice activities, and organizes workshops and reading competitions to cultivate a love for books and stories, such as the "Story Character Day" initiative.



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Al Dar is committed to providing ongoing teacher training, equipping educators with the latest research-based reading strategies to ensure balanced development in comprehension, fluency, and critical thinking skills from the earliest years.

Reading in Early Childhood

At Al Dar Education, our efforts align with national initiatives, and we are committed to developing our students' reading skills through a consistent and comprehensive school-wide approach. Reading is a lifelong skill crucial for independent learning, thus it is prioritized across core subject areas. Research indicates that a consistent approach to teaching reading and writing at the school level is highly effective in improving students' literacy skills. Strengthening foundational skills in the early years prepares children for success in secondary school and beyond.

We place strong emphasis on enabling students to master reading skills in both EYFS/kindergarten and primary levels. Educational literature highlights that many students fail to learn reading effectively if not taught before the end of grade three; schools facing this issue often see children completing grade three unable to read proficiently. Reading is not only the most important language art but also a vital educational skill; proficiency in reading facilitates mastery across all subjects, while difficulty in reading can negatively affect performance in all areas.

As a school community, we share the responsibility of developing our children's ability to communicate, use language effectively, and understand that words carry meaning. We firmly believe that reading success directly influences progress across all curricular areas and is essential for building self-confidence and motivation.

Reading opens countless doors to exploration and access to knowledge, as it is fundamental in enhancing our ability to understand and interpret the world and communicate with others. We strive to nurture enthusiastic, independent, and reflective readers while instilling a love for reading and recognition of its importance as a lifelong learning tool and a key to success in the professional world.

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Objectives:

- To foster a love of books and **reading as a lifelong habit**.
- To create a strong and integrated reading culture through a rich language environment in classrooms and the wider school setting.
- To develop knowledge in reading and writing through strategies and skills: fluency, accuracy, correctness, and comprehension.
- To develop digital reading skills that help readers navigate and access information online.
- To understand and respond to literature, whether original or derived from diverse cultural heritages.
- To recognize the important role of parents in supporting and developing children's reading skills and fostering a love of reading.
- To accurately monitor and assess children's progress in reading and identify those needing additional support for early intervention.
- To nurture readers who are fluent, confident, independent, and able to transfer these skills across the curriculum and beyond.
- To encourage enjoyable reading and assess what students read to support the justification of personal opinions.
- To encourage interest in books and book ownership.
- To enable students to access and comprehend information effectively.
- To begin responding to emotions that words may evoke, such as happiness, sadness, anger, and more.



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Attitudes We Aim to Develop Through Our Reading Philosophy:

- Enjoyment and reflection
- Critical evaluation
- Independence
- Confidence
- Respect for others' opinions and cultures
- Thoughtfulness
- Citizenship

A Comprehensive Approach to Teaching Reading and Its Strategies in Early Childhood at Al Dar Education

Al Dar Education adopts a comprehensive and balanced approach to teaching reading in early childhood, aiming to build foundational reading skills from the very first years of learning. This approach relies on research-based and experiential teaching methods that ensure the development of comprehension, phonological awareness, and reading skills, fostering children's love of reading as part of their educational and personal culture.

Early Childhood Reading Instruction Approach

Our approach integrates both holistic and analytic methods to ensure the development of all aspects of reading skills. This includes:

Phonemic Awareness – Focuses on training children to differentiate between different sounds in Arabic through fun activities such as songs, language games, and interactive stories.

Letter Recognition and Phonics – Introduces letters and word-analysis skills interactively, helping children link letters to sounds and decode new words easily.



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Read Aloud & Modeling – Teachers read stories aloud with expressive intonation and gestures to enhance comprehension and enjoyment, teaching strategies like prediction and inference.

Vocabulary Development – New vocabulary is reinforced through interactive reading, classroom discussions, and connecting new words to familiar concepts and visuals.

Guided & Interactive Reading – Students participate in small reading groups under teacher supervision, providing appropriate support tailored to each child's reading level.

Reading Comprehension – Comprehension strategies are developed through post-reading activities such as discussions, role-play, drawing, and creative writing.

Reading Instruction Strategies

Al Dar Education employs modern teaching strategies aligned with best educational practices, including:

Multisensory Approach – Activities combining visual, auditory, tactile, and kinesthetic experiences to make reading engaging and effective.

Play-Based Learning – Using educational games, word cards, puzzles, and interactive puppets to make reading instruction enjoyable.

Differentiated Instruction – Designing activities and materials to accommodate students' varying reading abilities.

Cooperative Learning – Encouraging children to work in small groups to exchange ideas and develop reading skills through social interaction.

Technology Integration – Using interactive apps and digital books to enhance reading skills innovatively.



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Expected Outcomes

Through this approach and these strategies, Al Dar Education aims to:

- Develop children's fundamental reading skills in an enjoyable and effective manner.
- Enhance children's confidence in engaging with texts.
- Improve comprehension levels through interactive strategies.
- Instill a love of reading as a daily habit that supports critical and creative thinking.

Al Dar Education is committed to providing a learning environment that fosters a love of reading using innovative teaching methods and effective strategies suited to early childhood. This integrated approach prepares students to become independent readers capable of deeply understanding and interpreting texts, positively impacting their future educational journey.

The Arabic language curriculum for EYFS/kindergarten at Al Dar Education Schools is designed based on modern educational principles tailored to the needs of young children, including the following key principles:

- **Early Literary Education:** Children are introduced to carefully selected stories from authentic literary works, presented in a simple and engaging style, with the aim of fostering a love for language, building a rich vocabulary, and developing listening and linguistic interaction skills.
- **Balanced Language Learning Approach:** This approach seeks to balance teacher-led activities that teach letter sounds and language skills with interactive and exploratory activities that provide children opportunities for self-expression, language play, and independent language discovery.
- **Variety of Stories and Themes:** Stories cover topics familiar to the child's world, such as family, animals, nature, values, and everyday situations, creating an emotional connection between the child and reading.



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- **Integration Across Learning Areas:** Texts and activities are chosen to support connections between stories and other knowledge domains, such as scientific concepts, citizenship, Islamic values, and positive behavior, helping children understand that language is a tool for comprehending the world around them.

Components of the Reading Program in Kindergarten and Primary School:

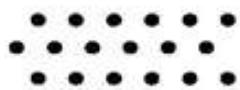
- Phonemic awareness
- Reading fluency
- Vocabulary
- Phonics and word recognition

Active, sensory-based teaching is implemented using the wider school environment, such as outdoor areas, to ensure purposeful learning. Letter sounds are sent home to reinforce learning and keep parents/caregivers informed of their child's progress. Letters are sent home after being taught in class.

Children continue the phonics program ("Letters and Sounds") in Grades 1–3 alongside leveled reading stories. Teaching and learning focus on building foundational skills acquired in the early years, while ongoing formative assessment targets any gaps in phonological knowledge. These are addressed in class through intervention programs, individual or group support, and guided reading sessions.

Using reading strategies with a focus on developing comprehension mastery is critical at this stage, as students quickly acquire high-level reading skills through guided, independent, group, and reciprocal reading.

Research shows that providing high-quality instruction and intervention in early literacy—targeting students who have not yet met benchmarks—before and during kindergarten and in Grade 1 can close achievement gaps and prevent early reading difficulties before they become difficult to remediate in later grades.



(Connor et al., 2014)

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Phonological Awareness:

An Auditory Skill – Understanding Places of Articulation and Production of Language Sounds

Levels of Phonemic Awareness:

- Recognizing and producing rhymes
- Segmenting sentences into words
- Segmenting words into syllables
- Segmenting syllables into individual sounds (phonemes)
- Blending sounds to form words
- Isolating sounds according to their position (initial/middle/final)
- Identifying the initial sound and producing words starting with the same sound (*Alliteration*)
- Manipulating sounds within a word

- Rhyme awareness
- Word awareness within a sentence
- Syllable awareness
- Phonemic awareness

Illustration of the Levels of Phonological Awareness

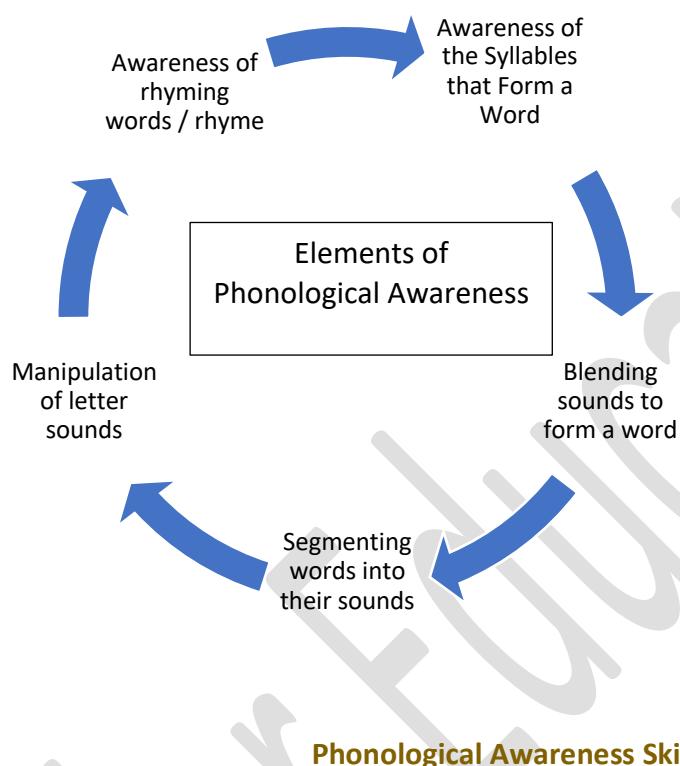
- 1- *Sentence: Rady drank.*
- 2- *Words: drank / Rady.*
- 3- *Syllables: sha / ri / ba / ra / dhi.*
- 4- *Sounds: sh / ri / ba / r / a / dh / i.*



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This diagram helps in understanding the development of phonological awareness skills in children, from recognizing the whole sentence to breaking it down into individual sounds, thereby contributing to the improvement of their reading and writing skills.



Phonological Awareness Skills

1. Awareness of Word Sounds / Rhyme:

- Recognizing words with similar rhymes.
- Producing words with similar rhymes.
- Identifying the word that is different from a set of rhyming words.



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2. Manipulation of Sounds Within Words:

- Deleting a sound and reading the resulting word.
- Adding a sound or syllable.
- Substituting the position of sounds within a word.

3. Awareness of Syllables that Form a Word:

- Segmenting a word into syllables and counting them in different ways.
- Blending syllables to form a word.
- Omitting a syllable from a word.
- Adding additional syllables.
- Rearranging syllables.

4. Awareness of Phonemes that Form a Word:

- Blending the first sound with the following syllable.
- Blending letters to form a word.
- Identifying a sound at the beginning, middle, or end of a word.
- Producing words that start with the same sound (*alliteration*).
- Segmenting a word into its individual sounds.

All of these are considered a preparatory stage of phonological awareness for the stage appropriate for reading.

These skills enable the child to:

- Pronounce sounds correctly.
- Read words with ease.
- Become familiar and comfortable with reading words.
- Ease of spelling words.



Phonological Awareness Skills



Awareness of Word Sounds / Rhyming

- Recognising that words consist of separate sounds (phonemes)
- Identifying rhyming words
- Producing rhyming words



Awareness of the Syllables that Form a Word

- Dividing words into syllables by clapping hands
- Counting the number of syllables in a word
- Blending syllables to make a word



Awareness of the Sound Units that Form a Word

- Recognising the first, middle, and last sounds in words
- Blending sounds to form a word
- Segmenting a word into its sounds
- Recognising repeated initial sounds in words (*alliteration*)



Playing with Sounds within Words

- The learner identifies specific aspects of literary texts
- Recognising a rhyme
- Blending sounds to form a word

Awareness of the Sound Units that Form a Word

- Recognising the first, middle, and last sounds in words
- Blending sounds to form a word
- Segmenting a word into its sounds
- Recognising repeated initial sounds in words (*alliteration*)



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Phonological awareness:

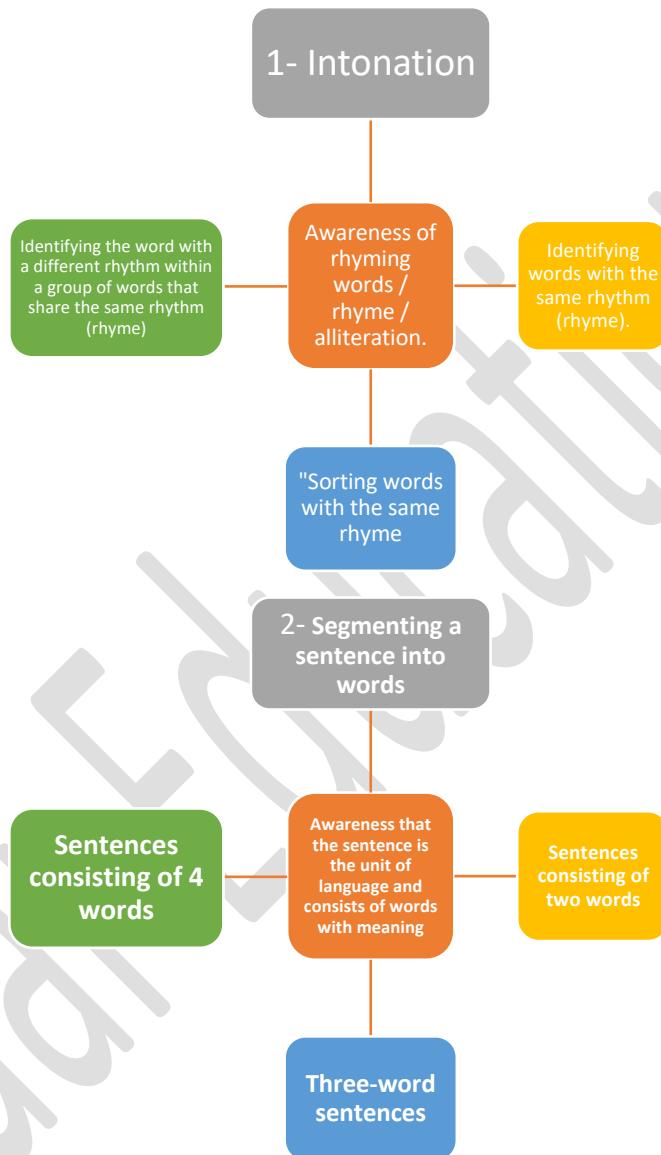
An auditory skill – knowledge of the places of articulation/ production of speech sounds.

| Manipulating phonemes (sounds) within a word. | | | Phonemic awareness of the phonemes (sound units) that make up a word: isolating or identifying the sound at the beginning, end, or middle of the word. | | | Phonemic awareness of the syllables that make up a word. | | | Segmenting a sentence into words. | Intonation: awareness of rhythmically similar words – rhyme/alliteration. |
|-----------------------------------------------|-------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Sound replacement | Add a sound | Sound deletion | Segmenting the word into its sounds: <i>habl</i> → /h/ /b/ /l/ | Blending the sounds to form the word: /h/ /b/ - /l/ → <i>habl</i> | Blend the initial sound with the next syllable: /ja/ + /'iza | Combining syllables to make a word | Segmenting a word into its syllables and counting them in different ways | | Finding the word that does not rhyme in a group of words | Distinguishing rhyming words" ↗ "Identifying rhyming words |
| | | | | | | Blending words (syllables) to form compound words | Removing a syllable from a word | Replacing a syllable with another | Producing words with the same rhyme. Creating poetry from phrases with the same rhyme. . | |

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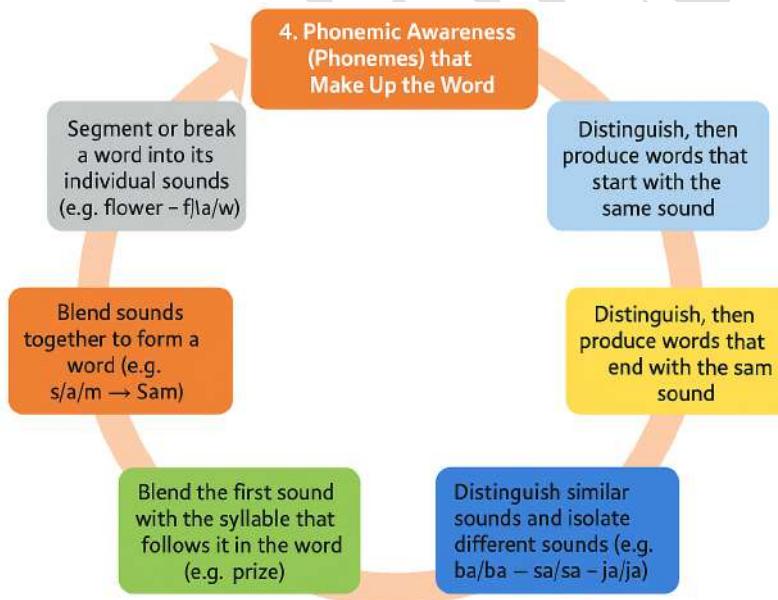
Phonological Awareness Skills:



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| 3- Awareness of the syllables that make up the word | | |
|-------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------|
| Segmenting a word into its syllables and counting them in multiple ways | Blending syllables to form a word | Blending and segmenting compound words (sunflower) |
| | | |
| Replacing syllables with others | Adding syllables to a word | Deleting syllables from a word |



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5. Manipulating Phonemic Units (Phonemes) within the Word (Advanced Level)

Reversing a sound
changing its position
sa'r → *'rurs*
shahr → *rahsh*

Deleting a sound and
pronouncing the rest
/j // a / l = *mal*
/sh / j l = *jar*

Replacing a sound
Kamal
k → *j*
Jamal

Adding a sound
ma + k
Kamal

Phonological Awareness

Awareness of Rhyme

Syllables in the word

Phonological

The word in the sentence

Identifying the sound according to its position in the sentence

Blending the sounds of the word.

Segmenting the word into its sounds.

Phoneme manipulation



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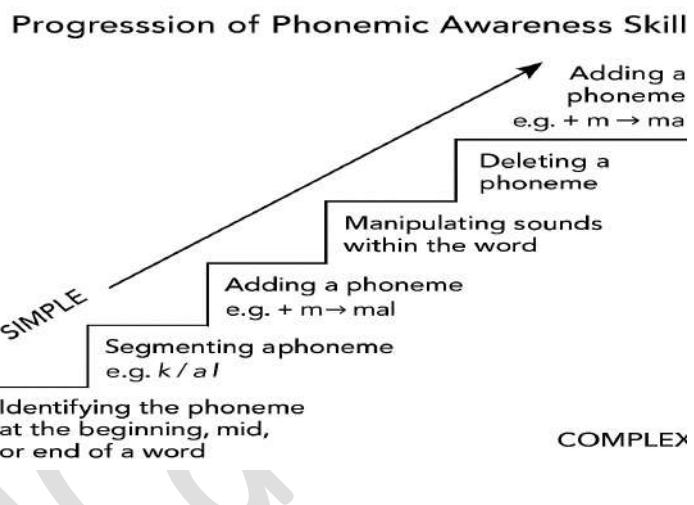
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Progression of Phonological Awareness Skills by Difficulty

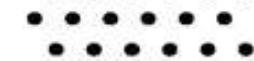
Phonics / Spelling

- It is a method for teaching reading and writing by integrating the **visual domain** with the **auditory domain**, through learning letters in their various forms and associating them with their sounds using **meaningful words** for the child, in order to motivate and facilitate learning. (Reference: "What We Read" Kit / "I Read" Section)
- The difficulty of this skill lies in the fact that the Arabic alphabet consists of **28 letters**, which vary in **shape and complexity**.
- For example:
- The letter "ا" has two forms: (ا, ا)
- The letter "ك" has four forms: (ك, ك, ك, ك)



Some Notes on How to Start: Phonics / Spelling

- 1- Begin with letters that have **simple and familiar shapes** for the child
- 2- Use **meaningful and motivating words**
- 3- Connect the **letter shape** with its **sound** through images or sensory activities
- 4- Progress from **letter → word → sentence**



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Some Notes on How to Start: Phonics / Spelling

1. Start with the letter sound through words in a story whose name begins with it, or pictures of objects whose names begin with it: *Lion / L – letter L*.
2. Introduce the shapes of the letter according to its position at the beginning, middle, and end of the word through the story, with suitable activities.
3. Present the letter with short vowels and long vowels through a story with suitable activities.
4. Ensure the letter is pronounced correctly. Pronounce similar letters in a way that distinguishes them from each other, and present whispered and emphatic letters, but avoid introducing them together, such as: س / ص – ض / ظ. The articulation points of the letters must be clear.
5. Continue presenting expressive words using movement and games. At the beginning, avoid long vowels, doubled letters (shadda), sukoon, tanween, or words ending with *taa marbouta*, *alif maqsura*, or hamza at the end of the word. Avoid "Al" (definite article) or a sukoon on the letter *Ya*.

Start with three-letter words containing the open syllable:

dhahaba (went), *kataba* (كتب / wrote), *jalasa* (جلس / sat).

Then move to three-letter words with varied short vowels:

raja'a (رَجَعَ / returned), *akala* (أَكَلَ / ate), *başal* (بَصَلَ / onion), *tamr* (تَمْرٌ / dates), *shajara* (شَجَرَة / tree), *akhadha* (أَخَذَ / took), *baqar* (بَقَرٌ / cow), *'ayn* (عَيْنٌ / eye), *'asal* (عَسْلٌ / honey).

6. Give words that end with the same sound:

Examples: Jaber / Amer / Maher / Taher / Aber / Tajer

7. Give words that start with the same sound:

Examples: Bab / Baa' / Bat / Ban

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8. **Provide various exercises through games to develop the skill of recognizing letters in their different forms as they appear in words, and their sounds with short vowels and long vowels.**
These exercises should be **fun and engaging**. Use **cards, puppets, toys, and movement-based activities**.
9. **Introduce letters following the same sequence as shown on the next page.**
All words should be composed of letters the child has already learned.
If you need to use a word that contains letters the child hasn't learned yet, it's okay to present it as a **visual image**.
10. **Read to the child regularly and daily.**
While reading, **point to each word with your thumb** as you say it aloud.

How to Acquire Basic Reading Skills

Learning any basic reading skill relies on two key stages:

1. **Accuracy:** Providing a correct response consistently.
2. **Fluency:** Providing a quick, automatic response without hesitation.

Accuracy must come **before** fluency.

The goal is **not** for the student to read faster while making mistakes.

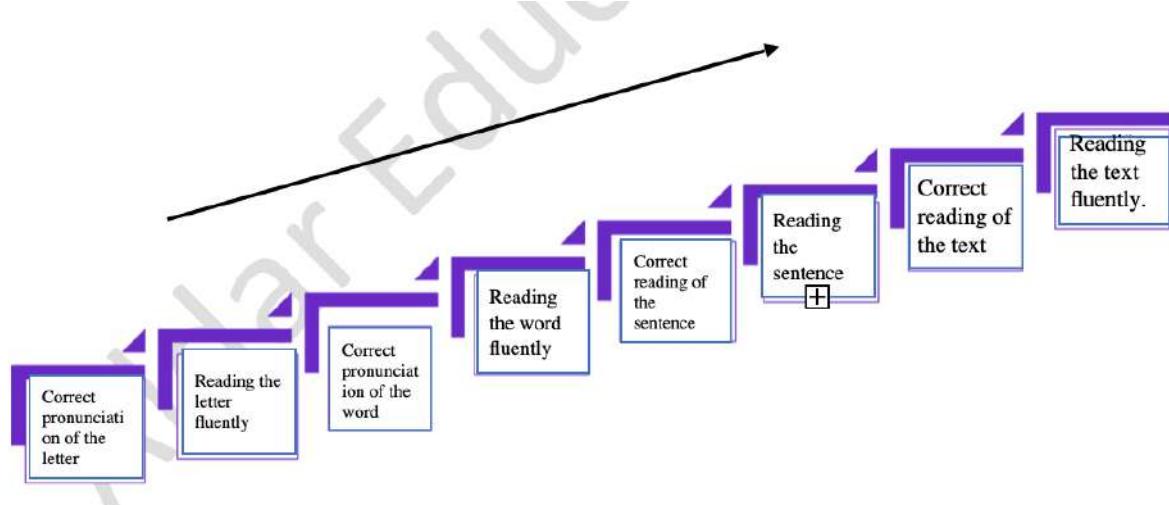


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Progress in Reading Skill:



| Reading letters | Reading words | Reading sentences | Reading the text |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| From kindergarten to first grade | From first grade to second grade | From second grade to third grade | From third grade to fifth grade |

Sight Words

Sight words are words that **cannot usually be taught through pictures**, and most of them **cannot be broken down into syllables**, as they often contain **sounds that are pronounced but not written**. Therefore, they are recognized **as whole units**, not as parts. Examples include **demonstrative pronouns, relative pronouns, and detached personal pronouns**.

Some define sight words as the **most frequently occurring words in texts**, making up approximately **50–70%** of written language.

Sight words are the **most common and frequently used words** in written language. Although the Arabic language contains **millions of words**, about **50% of written Arabic** consists of these sight words.

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Sight words are identified by analyzing **various school curricula** used to teach the language and determining the **most frequently used words** across them.

Importance of Sight Words

It is noticeable that many sight words are **non-concrete** words such as: *this, which, will not, thus*, and it is difficult to **visualize or define** these words. If we want children to learn to read quickly, they must **master and memorize** these words. Recognizing frequently used sight words requires **activating memory and repetition**.

How to Use Sight Words

Students should **read and write** sight words as much as possible:

1. Each student is given a **copy of the sight words** at the beginning of the year to keep in their home folder. Teachers should **listen monthly** to students reading their sight words and **mark** the words each student has mastered.
2. Sight words are written on **cardboard strips** and displayed on the classroom walls in **alphabetical order (Word Wall)**.
3. Students are given **six sight words weekly** to write and read.
4. Students are asked to **write the sight words** either individually, in sentences, or by **filling in the blanks**.
5. Students identify **frequently repeated words** in any text or lesson they are working on in class.

Click to access the **Sight Words File for Kindergarten – Grades 1 to 5**.

[**Click to access the Sight Words File for Kindergarten – Grades 1–5.**](#)

[**Click here to access the Sight Words Activities Fil**](#)



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“My First Letters” Initiative

The “My First Letters” initiative supports sight word learning and enhances vocabulary and reading fluency. As part of Aldar Education’s commitment to strengthening Arabic language skills from early years, this initiative in kindergarten offers an **innovative and integrated approach** to teaching reading and language. It combines **phonological awareness, vocabulary development, and reading fluency**, using **national identity stories, sight word stories, and educational games**.

The initiative adopts a **holistic view of reading** as a comprehensive process—not limited to recognizing letters and isolated words—but including **quick word recognition, fluent reading, and deep comprehension** of texts.

To achieve this, the initiative has developed **interactive teaching strategies** based on **play, children’s literature, sensory activities, and inquiry**, making the reading experience **fun and engaging** for children.

Through the creation of **over 50 stories dedicated to sight words**, the initiative allows children to **quickly recognize high-frequency words** in children’s literature, linking them to **expressive images**, which strengthens core vocabulary and improves reading fluency and comprehension.

National identity stories also help instill **Emirati cultural and heritage concepts**, by associating each letter with national themes, fostering **children’s pride in their culture and identity**.

The initiative places special emphasis on **play-based learning**, through designing games for **word analysis and construction, sentence building, spelling, and writing**, in addition to **hanging letter stories** that visually represent letter characters in an exciting way.

These efforts reflect Aldar Education dedication to building a **strong linguistic foundation** for children, enabling them to create a **personal dictionary of sight words**, which facilitates fluent reading, improves spelling skills, and enhances reading comprehension from an early stage.

“My First Letters” not only develops students’ skills but also **supports teachers** in adopting **modern teaching methods** based on play, experimentation, and children’s literature, ensuring a **stimulating, rich, and enjoyable learning environment** that lays a solid foundation for the Arabic language in the hearts and minds of children from their very first step.



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Policy for Teaching and Learning Arabic Language, Islamic Education, and Social Studies at**Aldar Education – Early Childhood****Foundations of Reading from FS1/PreKG to Year 1/KG2**

The table below contains the **learning outcomes** related to the domain of: **Foundations of Reading, Literary Text Reading, and Informational Text Reading** from **from FS1/PreKG to Year 1/KG2**, as outlined in the **General Framework of Standards (2017)**.

| Foundations of Reading | | Basics of Reading |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Standard / Indicators | Pre KG – FS1 | |
| Standard: The child demonstrates an initial awareness of surrounding sounds and distinguishes some familiar sounds and words. | The child distinguishes between familiar sounds in the environment (e.g., animal sounds, tool sounds, letter sounds). The learner distinguishes between consonant sounds. The child responds when hearing his/her name or familiar words from daily life. The child repeats sounds or short syllables while singing or chanting rhymes. The child attempts to identify the initial sound in some familiar words (e.g., mama, baba). | |
| Standard: The child recognizes some familiar symbols and words from the environment and participates in shared reading activities. | The child recognizes his/her written name. The child recognizes some familiar words and pictures from the environment (e.g., stop, water, milk). The child decodes and reads three-letter words using learned letters. The child points to pictures or words when hearing them in a story or book. The child participates in shared reading with the teacher by turning pages and following pictures. The child imitates the teacher's style in reading some words or simple sentences. | |

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| Basics of Reading | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard / Indicators | KG1 | KG2 |
| Basics of Reading | | |
| Integration of Knowledge with Thought: The learner reads various poetic texts and prose works, analyzes and evaluates them, and integrates the ideas presented in order to build knowledge and understanding of the concepts in literary works. | <p>The learner distinguishes between consonant and vowel sounds.</p> <ul style="list-style-type: none"> The learner identifies the initial sound of a word and recognizes common sounds shared across multiple words. The learner analyzes simple words into syllables. The learner blends spoken/heard syllables to form words and identifies the number of syllables in a word. The learner forms words with similar phonological patterns. | <ul style="list-style-type: none"> The learner connects the images they see with the corresponding events and describes the relationship between the text and a part of it in simple texts suitable for children at this stage. The learner compares two literary texts that share the same idea, identifying similarities and differences, such as distinguishing between the characters of Laila and the wolf in two stories. The learner memorizes 6 short rhymes, each consisting of 5–6 lines, on topics such as games, family, and Eid. |
| To employ correct reading strategies (decoding and sight-reading of some familiar and frequently occurring words) in order to be able to read accurately in the future. | <ul style="list-style-type: none"> Spells and reads simple words and sentences—previously encountered—through a specific context or text (e.g., بسم الله الرحمن الرحيم). Reads his/her own name, father's name, and family name. Reads some words from the surrounding environment, such as the name of his/her city (e.g., Abu | <ul style="list-style-type: none"> The learner uses context and pictures to read unfamiliar words. The learner attempts to spell simple words consisting of two consonants and a long vowel, such as: قال (Noor), قلب (Leib), تين (Tin), or short vowels, such as: لعب (Leib), درس (Dars), in order to be able to read them. The learner reads familiar words quickly and accurately, up to 10 words. |

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Dhabi – Dubai ...) or signs related to traffic rules (e.g., Stop, Street ...).

- The learner reads stories aloud with the teacher (shared reading).
- Spells and reads simple words and sentences—previously encountered—through a specific context or text (e.g., **بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ**).
- Reads his/her own name, father's name, and family name.
- Reads some words from the surrounding environment, such as the name of his/her city (e.g., Abu Dhabi – Dubai ...) or signs related to traffic rules (e.g., Stop, Street ...).
- The learner reads stories aloud with the teacher (shared reading).

- The learner reads stories aloud with the teacher (shared reading).



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Pre KG / FS1 Reading Literary Texts

| Standard / Indicators | Pre KG / FS1 Reading Literary Texts |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>First: Identifying the Main Idea and Details</p> <p>Standard: The child listens to short literary texts (stories, rhymes) and responds in ways that show general understanding of the content</p> | <p>The child listens attentively to short stories or age-appropriate rhymes.</p> <p>The child answers simple questions about the story or its pictures (e.g., Who is this? What is he/she doing?).</p> <p>The child chooses a favorite story or rhyme and requests to hear it again.</p> <p>The child participates in retelling simple parts of the story using words or gestures.</p> |
| <p>Second: Analyzing the Text</p> <p>Standard: The child interacts with literary texts by observing and commenting on their elements in an age-appropriate manner.</p> | <p>The child predicts the content of the story by looking at the cover or pictures.</p> <p>The child describes familiar characters or places from the story in one or two words.</p> <p>The child repeats some distinctive phrases or sounds from the text.</p> <p>The child points to familiar elements in the pictures (e.g., sun, house, tree).</p> <p>The child shows engagement through gestures or imitation while listening to the story or rhyme.</p> |
| <p>Third: Integrating Knowledge with Thought</p> <p>Standard: The child listens to age-appropriate poems and short stories and responds by connecting the text's elements with personal experiences.</p> | <p>The child follows the pictures and illustrations in the story or rhyme to predict what might happen.</p> <p>The child relates events in the story or rhyme to a simple personal experience (e.g., playing in the garden, visiting home).</p> <p>The child names familiar elements in the story (e.g., characters, places, objects).</p> <p>The child participates in chanting short rhymes (2–3 lines) related to familiar themes such as family or games.</p> <p>The child responds verbally or physically to the texts heard (e.g., gestures, repetition, or imitation).</p> |

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Reading Literary Texts

| • Standard / Indicators | • KG1 | KG2 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Identifying the Main Idea and Details To identify the main idea and the supporting details that contribute to clarifying the main idea, the overall message, or the lessons presented in literary texts.</p> | <p>Chooses his/her favorite stories and retells them using drawings or pictures.</p> <p>Answers questions about a story or rhyme that was read to him/her, or about the illustrations in a book.</p> <p>Expresses his/her opinion about a text that is read, viewed, or heard.</p> | <ul style="list-style-type: none"> Answers questions about a story or rhyme that was read to him/her, or about the illustrations in a book, and asks questions about them. Retells the story orally, is able to act it out, or expresses its events through drawing. Identifies the literary elements in a story read to him/her (characters, setting, time, and main ideas). |
| <p>Text Analysis: For the learner to identify specific aspects in literary texts, understand them, and analyze the text elements and the authors' choices in selecting words and literary techniques appropriate for their texts.</p> | <p>Predicts the content of the story through its cover, title, or illustrations.</p> <p>Answers questions and asks further questions related to new, unfamiliar vocabulary (e.g., ocean, window) with the teacher's help.</p> <p>Attempts to read through illustrations or pictures by describing a character or the setting of the story, or by retelling a story that was read to him/her.</p> | <p>Predicts the content of the story through its cover, title, or illustrations.</p> <p>Answers questions and asks further questions related to new, unfamiliar vocabulary (e.g., ocean, window) with the teacher's help.</p> <p>Attempts to read through illustrations or pictures by describing a character or the setting of the story, or by retelling a story that was read to him/her</p> |



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| Reading Literary Texts | | |
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| Standard / Indicators | • KG1 | • KG2 |
| . Integration of Knowledge with Thought: The learner reads a variety of poetic and prose texts, analyzes and evaluates them, and integrates the ideas presented to build knowledge and understanding of the theme in literary works. | <ul style="list-style-type: none">• The learner follows the illustrations in a picture book, predicting what will happen.• The learner connects the content of the story or rhyme with personal experiences, such as talking about a visit to the zoo with the family after reading a story on the same topic.• The learner identifies the components and characteristics of a literary work, for example: rhyme, play, story.• The learner memorizes 6 short rhymes, each consisting of 5–6 lines, on topics such as games and family. | <ul style="list-style-type: none">• The learner connects the pictures they see with the corresponding events and describes the relationship between the text and one part of it in simple, age-appropriate texts.• The learner compares two literary texts that share the same idea, identifying similarities and differences, such as distinguishing between the characters of Little Red Riding Hood and the Wolf in two stories.• The learner memorizes 6 short rhymes, each consisting of 5–6 lines, on topics such as games, family, and Eid. |



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Reading informational texts For Pre KG/FS1

| Standard / Indicators | <u>Pre KG / FS1 Reading informational Texts</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying the Main Idea and Details Standard: The child recognizes age-appropriate informational texts and responds to them by noticing their key elements and connecting them to personal experiences. | <ul style="list-style-type: none">The child observes pictures and illustrations in the informational text and points to familiar elements.The child names objects, animals, or places that appear in the informational text when it is read aloud.The child connects a picture or simple piece of information in the text to a personal experience.The child answers simple questions about what they saw or heard in the text (e.g., What is this? What is he/she doing?).The child participates in repeating familiar words or phrases mentioned in the text. |
| Text Analysis Standard: The child interacts with informational texts with pictures by noticing their key elements and asking simple questions to understand them. | <ul style="list-style-type: none">The child observes the pictures and illustrations in the text and describes what he/she sees using simple words.The child asks questions or points to unfamiliar elements in the text or pictures.The child distinguishes between pictures and writing in a book or printed material.The child recognizes the front cover of the book and differentiates it from the inner pages. |
| Integration of Knowledge with Skills Standard: The child applies what he/she has learned from informational texts with pictures in age-appropriate practical activities. | <ul style="list-style-type: none">The child describes something distinctive in a picture or illustration.The child connects a picture or event in the text to a personal experience.The child participates in a simple hands-on activity inspired by a text he/she listened to or viewed (e.g., assembling a simple model or drawing a picture).The child imitates steps or movements shown in the text or pictures. |

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Reading informational texts

| Standard / Indicators | • KG1 | • KG2 |
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| <p>. Identifying Main Ideas and Details: The learner becomes familiar with the informational text and its components, learns from it, and infers relationships within a single text and across different texts.</p> | <ul style="list-style-type: none">• The learner mentions important facts in a suitable and illustrated informational text read to them.• The learner describes the contents of an informational text (written or digital) that they enjoy. | <ul style="list-style-type: none">• The learner asks questions about the information and illustrations, and answers other questions about an informational text read to them.• The learner states the main idea of a suitable informational text. The learner describes the relationship between two events or ideas and their connection to their own experiences, for example: (how water freezes) in a text about matter and its types, and relates this to making ice cream. |



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| Standard / Indicators | <ul style="list-style-type: none"> • KG1 | <ul style="list-style-type: none"> • KG2 |
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| Text Analysis: <p>The learner analyzes the elements of the text and the writer's choice of words, and evaluates the ways in which sentence structures contribute to the construction of the text, as well as the methods used to present a point of view or the style and format of writing.</p> | <ul style="list-style-type: none"> • The learner asks questions about unfamiliar words in an informational text, that is, the learner pretends to read by describing the illustrations in the informational text. • The learner becomes familiar with the contents of the informational book (illustrations and pictures) and its physical appearance (front and back cover), and distinguishes the text from charts and map. • The learner asks questions about unfamiliar words in an informational text, that is, the learner pretends to read by describing the illustrations in the informational text. • The learner becomes familiar with the contents of the informational book (illustrations and pictures) and its physical appearance (front and back cover), and distinguishes the text from charts and map. | <ul style="list-style-type: none"> • The learner expresses the information presented in a text read to them in a logical sequence. • The learner asks questions about unfamiliar words or the illustrations in an informational text they listened to or in a digital presentation. • The learner names the author and illustrator of the text and identifies the role of each. |
| Integration of Knowledge with Skills: <p>The learner identifies the purpose of the text through different media, critiques the knowledge and opinions presented,</p> | <ul style="list-style-type: none"> • The learner describes important details in an illustration or picture. • The learner states the cause of an event in an informational text they heard or saw, giving their opinion on the images and scenes. | <ul style="list-style-type: none"> • The learner identifies the cause and effect of an event in an informational text they heard or saw, explaining how the author supported the topic through steps and illustrations. |

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and builds new experiences to apply them in various outputs.

- The learner creates a model of preferred topic using different materials, such as clay, dough, or paper, after reading or listening to an illustrated or audio informational text.
- The learner clarifies similarities and differences between two different texts that cover the same topic, or distinguishes between written/printed material and illustrated material on the same topic, for example: written steps or illustrative pictures for making a paper airplane
- The learner creates models of selected topics using different materials after reading or listening to a text that is illustrated or visual.



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Methodologies for Teaching Writing in Arabic

At Al-Dar Educational Institution, our goal in early childhood is to develop children's expressive writing skills and enable them to produce simple, organized texts that clearly convey their thoughts and feelings, while fostering a love for learning and the Arabic language.

Writing instruction at this stage focuses on empowering the child to express themselves through purposeful writing activities, built on real-life situations and employing the language skills learned orally and through reading.

Children are encouraged to use Arabic in writing invitations, daily journals, simple instructions, and recording information, alongside creative writing such as stories and dialogues. They begin by expressing their ideas through drawings and symbolic marks, gradually progressing to writing letters and words through copying and tracing activities (sequential writing).

Classrooms provide a rich and stimulating environment, featuring a "Free Writing Corner" stocked with various materials such as paper, cards, pens, and stickers for children to use freely. Samples of students' work are also displayed to encourage writing and boost their confidence.

Multiple strategies are used to enhance children's writing skills, such as dictated writing, graded language structures, and supporting writing through images and engaging contexts. A simplified Arabic handwriting program, suitable for this stage, emphasizes developing clear, organized handwriting linked to the letters being studied.

Teachers model writing in front of the children, employ auditory and visual strategies to support correct spelling, and provide constructive feedback that motivates the child to develop and revise their writing. Individual differences are considered in writing activities, with guidance provided either individually or in groups as needed.

We believe that early writing is a tool for shaping personality and self-expression. Therefore, at Al-Dar, we aim to provide a rich educational experience that makes Arabic writing an enjoyable, engaging, and imagination- and identity-nurturing activity.



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PreKg-FS1 Writing Domain

| Standard / Indicators | Pre KG / FS1 Writing Domain |
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| Researching Information Standard: The child participates in simple research activities to gather information from age-appropriate sources and presents what he/she has learned in various ways. | <p>The child recognizes picture books and stories as a source of learning.</p> <p>The child asks simple questions about a topic of interest.</p> <p>The child participates in a group activity to discuss an idea or simple topic.</p> <p>The child presents what he/she has learned or observed using pictures or by speaking in front of peers.</p> |
| Strand: Producing and Publishing Written Work Standard: The child produces simple written or graphic attempts to express ideas, using writing tools correctly. | <p>The child expresses an idea or event through drawing or coloring.</p> <p>The child participates in arranging pictures or cards to create a sequence for a short story.</p> <p>The child imitates writing some letters or shapes using horizontal, vertical, or slanted lines.</p> <p>The child holds the pencil correctly while coloring or drawing.</p> <p>The child writes symbols or scribbles that, in his/her view, represent familiar words or names.</p> |
| Producing and Publishing Written Work Using Technology Standard: The child uses technological media and simple classroom and art materials to express ideas in age-appropriate ways, with teacher support. | <p>The child watches pictures, drawings, or short video clips and describes what he/she sees using simple words or gestures.</p> <p>The child uses colors and art materials to express an idea or event in a picture or drawing.</p> <p>The child participates in a group activity to develop an idea for a short story with the help of the teacher.</p> <p>The child presents his/her drawings or artwork to peers or the teacher and talks about them.</p> <p>The child engages in using simple technological tools (such as smart boards or audio recording) to document or present his/her work.</p> |



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| Writing domain | | |
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| Standard / Indicators | • KG1 | KG2 |
| Information Search Strand Standard: The learner searches for information and applies it in written topics based on specific purposes that demonstrate his/her understanding of the subject being researched, and that align with the purpose and nature of the writing. | <ul style="list-style-type: none"> The learner searches for information in classroom books and stories with the help of the teacher. The learner asks questions about topics of interest to him/her. The learner presents information gathered about something he/she likes in front of classmates. | <ul style="list-style-type: none"> The learner gathers information from various appropriate sources such as textbooks and stories. The learner answers questions about a favorite topic using pictures and writing simple words. The learner presents the result of his/her research or an experience to classmates through an oral presentation or drawings. The learner gathers information from various appropriate sources such as textbooks and stories. The learner answers questions about a favorite topic using pictures and writing simple words. The learner presents the result of his/her research or an experience to classmates through an oral presentation or drawings. |
| Strand: Producing and Publishing Written Works Standard: The learner produces | The learner expresses ideas for stories by dictating them to the teacher, who writes them down for him/her. | <ul style="list-style-type: none"> The learner generates individual or group ideas to create/compose a story, which the teacher records for him/her. The learner writes simple words that describe drawings. |

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| <p>clear and varied written works that demonstrate an inclination toward organization and structure, appropriate to the task and purpose.</p> | <p>The learner draws clear illustrations that depict events from a story he/she created or a tale that was told to him/her (not seen in a book).</p> <p>The learner participates in pre-writing activities such as discussions, brainstorming, or arranging pictures sequentially to form a story or tale.</p> <p>The learner completes drawing different lines such as horizontal, vertical, slanted, and dotted patterns, and writes alphabet letters and some words by following dotted guides, holding the pencil correctly.</p> | <ul style="list-style-type: none">• The learner writes the alphabet letters and some simple words by imitating a model.• The learner recognizes the shapes of letters at the beginning, middle, and end of a word, holding the pencil correctly.• The learner completes his/her personal card details by imitating a model. |
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| Writing domain | | |
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| • Standard / Indicators | • KG1 | KG2 |
| <p>Strand: Producing and Publishing Written Works</p> <p>Standard:</p> <p>The learner uses technology, including the Internet, and other resources to produce and publish a written work that engages with others.</p> | <ul style="list-style-type: none"> The learner uses appropriate technological media (audio recordings and software) and classroom materials (pictures in books and magazines) to develop story ideas. The learner uses art materials and colored pens to draw pictures as a means of telling a story to the teacher, who writes it down for him/her | <ul style="list-style-type: none"> The learner uses appropriate technological media (audio-visual resources, websites, and smart boards) to develop story ideas under the teacher's guidance. The learner uses classroom materials (books, magazines, and wall displays) to develop story ideas. The learner uses art materials and colored pens to draw pictures as a means of retelling the story to the teacher, who writes it down for him/her and publishes it. |



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Responsibilities:

- Heads of Departments place great importance on the school's and Aldar Education's vision regarding the Arabic language and work to ensure that all educational practices align with this ambitious vision.
- Teachers, throughout the curriculum, strive to seize every possible opportunity to equip children with the knowledge, skills, and understanding necessary to develop their core language abilities—reading, writing, speaking, and listening—thereby enhancing their confidence and effective communication.
- Learning support staff provide additional scaffolding and tailored intervention plans for children facing specific challenges in literacy skills, ensuring they are empowered to achieve continuous growth.
- The Head of the Arabic Department supports all sections in implementing Arabic language teaching strategies and encourages the exchange of successful and innovative practices, while ensuring regular monitoring of children's progress and measuring the impact of educational interventions on the development of their reading and language skills.
- Parents play a pivotal role in this educational partnership by encouraging their children to develop their vocabulary and literacy skills in a stimulating home environment, particularly through enjoyable reading experiences and interactive activities.
- Children's Gradual Responsibility in Learning: Children are expected, gradually, to take greater responsibility for their own learning by identifying their individual reading needs and consistently working toward targeted progress. This fosters independence and a **love for learning**.



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Roles of EYFS/Kindergarten Teachers

- **Promoting the Institution's Vision:** Teachers are committed to embodying the vision of the school and Dar Al-Taaleem in teaching Arabic, and to reflecting this vision in their daily classroom practices.
- **Developing Core Language Skills:** Teachers utilize every learning opportunity to support the development of the four language skills (listening, speaking, reading, writing) through guided classroom activities and structured free play.
- **Planning Rich Learning Experiences:** Teachers design and deliver integrated educational activities that enrich vocabulary, support reading fluency, build speaking confidence, and embed language in all classroom and daily life situations.
- **Creating a Stimulating Language-Rich Environment:** Teachers are responsible for preparing a supportive and language-rich classroom environment filled with print materials, language posters, picture books, and visual aids. This encourages continuous learning, exploration, conversation, and vocabulary development in real and enjoyable contexts.
- **Diagnosis and Individual Support:** Teachers observe children closely to diagnose their language needs and provide scaffolding and additional support for those facing challenges, in collaboration with learning support teams.
- **Encouraging Independent Learning:** Teachers help children take ownership of their learning, identify their personal reading and language needs, and develop self-driven strategies to achieve progress.
- **Engaging Families:** Teachers actively involve parents in supporting language learning by providing practical tips and information to encourage reading and vocabulary development at home, ensuring ongoing communication between school and family.
- **Encouraging Creativity and Sharing Best Practices:** Teachers collaborate with colleagues to share successful practices and participate in developing and implementing innovative strategies that make language learning enjoyable and motivating.

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Role of the Head of Arabic Department in EYFS/Kindergarten

The Head of Arabic Department plays a central role in ensuring the quality implementation of the language policy and enhancing children's reading skills. Their responsibilities include:

- **Ensuring Effective Implementation of Reading Activities:** Overseeing the execution of reading activities in alignment with approved policies and guidelines through regular supervision and classroom visits.
- **Monitoring Impact and Evaluating Effectiveness:** Reviewing and assessing the impact of reading activities through constructive discussions with stakeholders (teachers, assistants, parents) to ensure continuous improvement.
- **Supporting Teachers and Providing Guidance:** Offering pedagogical advice and support on effective reading strategies, ensuring lesson planning is based on accurate data and assessment analysis to meet each child's needs.
- **Ensuring Consistency Across Schools:** Participating in calibration processes across all Dar Al-Taaleem schools and supervising their implementation to ensure a unified and consistent approach to reading instruction and language policy.
- **Contributing to Reading Performance Improvement:** Collaborating with senior leadership to enhance students' reading skills by reviewing their work, including comprehension activities and phonological awareness, and preparing reports on reading accuracy, fluency, and progress.
- **Field Monitoring and Direct Interaction:** Conducting formal and informal classroom visits, engaging directly with children, evaluating reading lesson quality, assigning roles to assistants, and coordinating with the inclusion team to ensure appropriate support based on individual assessment reports.



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Role of Parents in Supporting Language Policy:

Parents are essential partners in supporting language learning and developing reading and writing skills in EYFS/kindergarten. They play a key role in creating a supportive and motivating environment that fosters a love for language and nurtures children's passion for learning.

Parents are encouraged to dedicate daily time for reading with their children at home, helping to build enjoyable reading habits, enrich vocabulary, and connect school learning with everyday experiences. They also support vocabulary development through daily conversations, open-ended questions, and interactive storytelling activities.

Parents monitor their children's language progress by reviewing notebooks, homework, and periodic reports, and attending consultation meetings with teachers, ensuring continuous collaboration between home and school.

They are also encouraged to support early writing activities, such as writing cards, signs, and short stories at home, and motivating their children to use language in daily life situations to build confidence and independence.

Through this active collaboration, parents contribute to achieving the goals of the language policy and building a strong foundation that empowers their children to thrive linguistically, express themselves fluently, and interact confidently with their surroundings.

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Monitoring System and Evidence in EYFS/Kindergarten

In EYFS/kindergarten, the monitoring and evaluation system is a key component of supporting language learning, including listening, speaking, reading, and writing skills. Arabic language teachers continuously complete internal tracking records, regularly update data, and conduct key checkpoints at the end of each half term.

Evidence Collection and Documentation in Kindergarten

Evidence is collected and documented in various formats, including:

- **Updated termly tracking records** showing each child's language progress.
- **Target Tracker updates** for the Foundation Stage.
- **Self-review documents and Monitoring, Evaluation, and Review (MER) reports** prepared each term.
- **Daily and guided reading logs.**
- **Simplified formative and summative assessment results.**
- **Evidence of achieved language objectives** in children's notebooks and activities.
- **Observations from formal and informal assessments** during language lessons.
- **Records of ongoing communication with parents.**
- **Story and book borrowing lists** for independent reading at home.
- **Guided reading files and individual performance reports.**
- **Use of digital platforms and e-books** to enhance reading skills.
- **Gap analysis reports and data-driven support plans.**



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Documenting Monitoring Processes

Documentation must be **consistent and effective**, with teachers maintaining **accurate and comprehensive records** that reflect each child's learning and progress in language skills, as well as their reading habits and behavior during classroom activities.

Teachers are committed to:

- **Focusing on the development of listening, oral language, and early reading skills.**
- **Maintaining detailed records** that include diagnostic assessment notes, identifying strengths and areas for improvement for each child, and tracking their engagement and participation in classroom activities.
- **Using these records and standards-based individual learning plans** to provide appropriate learning opportunities tailored to each child's needs.
- **Preparing regular reports** that highlight children's progress in language skills and documenting them in tracking files.

Reporting Children's Performance in Language Skills

- Children receive **continuous and simplified feedback** that helps them understand their progress in an encouraging and motivating way, focusing on positive aspects and appreciating their efforts.
- Children explore their progress in **listening, speaking, and reading skills** through interactive classroom activities and educational games.
- **Language objectives are shared with children in a simplified manner**, and they are encouraged to celebrate their progress, which boosts their confidence and love for language.
- Teachers **encourage consistent participation** and foster a sense of pride in children for their achievements in their early language learning journey.

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Islamic Education in EYFS/Kindergarten

Islamic education in the EYFS/kindergarten stage is considered the cornerstone in shaping the personality of the Muslim child. At this early age, values and principles derived from the Holy Qur'an and the Sunnah of the Prophet are instilled in ways appropriate to the child's developmental characteristics, as well as his cognitive, emotional, and behavioral needs. Through innovative learning activities, purposeful stories, chants, and interactive games, the child learns about the pillars of Islam and faith, and acquires positive behaviors such as love, respect, cooperation, and altruism. Islamic education also contributes to developing the child's sense of belonging to his religious and national identity, providing him with a solid foundation for adhering to virtuous morals in daily life, thus enhancing his psychological and social balance and preparing him to be an active and contributing member of his community.

The Islamic education curriculum in EYFS/kindergarten at Aldar Education schools has been developed based on the 2014 General Framework of Islamic Education Standards. This framework represents an educational system built on clear and specific standards, which form the foundation for advancing the educational process in alignment with international best practices in curriculum standards design. These standards define the skills children should acquire and master to be able to perform and apply them effectively by the end of each stage, with a focus on content that equips learners with what they need in their daily and future lives, and prepares them to face the challenges of the 21st century.



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Methods of Teaching Islamic Education in EYFS/Kindergarten

The methods of teaching Islamic education in EYFS/kindergarten at Aldar Education schools are based on an interactive and educational approach that considers the cognitive, emotional, and social developmental characteristics of children at this stage. The focus is on instilling Islamic values and fundamental concepts in a simplified and engaging manner, through:

- **Learning through play:** Using educational games, educational theater, and physical activities to explain and reinforce religious concepts.
- **Picture stories and oral narratives:** Presenting stories derived from the Holy Qur'an, the Prophet's biography, and Islamic ethics in a simplified style suitable for the child's age.
- **Practical activities:** Practicing simple acts of worship such as the Islamic greeting, short supplications, and basic prayer movements in a participatory way.
- **Learning by example:** Reinforcing positive behaviors by teachers modeling Islamic values and morals in their daily interactions with children.
- **Diverse educational media:** Employing pictures, models, short videos, and purposeful chants to support the learning process and make it more engaging and interactive.
- **Connection with religious occasions:** Making use of Islamic occasions such as Ramadan, Eid al-Fitr, and Eid al-Adha to broaden the child's understanding and link learning to meaningful life contexts.

This approach aims to strengthen the child's religious and national identity, nurture the love of Allah and His Messenger, and instill moral values and positive behaviors from an early age.



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By the End of Kindergarten, the Student Will Be Able To:

- Memorize, understand, and master the assigned Surahs of the Holy Qur'an and the selected Hadiths.
- Demonstrate the ability to identify the word of majesty "Allah" within texts.
- Recognize Allah's blessings upon mankind by focusing on two of His Beautiful Names: *Al-Khaliq* (The Creator) and *Al-Razzaq* (The Provider).
- Use age-appropriate language to demonstrate understanding of Islamic beliefs such as the Pillars of Faith.
- Embody values of love, altruism, sharing, and cooperation with family, friends, and neighbors.
- Begin to explain the meaning of commitment to morals and embody Islamic values.
- Retell aspects of the Prophet Muhammad's (peace be upon him) childhood biography.
- Demonstrate love for the blessings created by Allah, along with a sense of belonging to their homeland and to religious and national occasions.
- Use appropriate language to describe themselves as Muslims.
- Show care for and maintain attention to basic needs such as food, clothing, and shelter.



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FS2/ KG1 – Content Standards of the Islamic Education Curriculum

| Domain 1: Divine Revelation | | |
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| Domain | Standard | Learning Outcomes |
| Strand 1.1: The Holy Qur'an and Its Sciences | Standard: The student recites some short Surahs from the Qur'an and demonstrates understanding of their meanings. | <p>1.1.1.1.K1 The student listens to the following Surahs recited with Tajweed: <i>Al-Fatiha, Al-Ikhlas, An-Nas, Al-Masad</i>.</p> <p>1.1.1.2.K1 The student expresses, in his/her own words, the general meaning and stories of some Surahs (specific Surahs to be determined).</p> |
| Strand 1.2: Hadith and Its Sciences | Standard: The student demonstrates memorization of some noble Hadiths, shows appropriate understanding of their meanings, and applies their etiquettes. | <p>1.2.1.1.K1 The student memorizes four noble Hadiths:</p> <ul style="list-style-type: none"> • Spreading peace ("Afshu al-salam"). • "Smiling at your brother's face is charity." • "Exchange gifts, you will love one another." • "Whoever guides to goodness has a reward similar to the one who does it." <p>1.2.1.2.K1 The student infers the key prophetic guidance contained within the noble Hadiths.</p> |
| Domain 2: Islamic Creed ('Aqīdah Islāmiyyah) | | |
| Strand 2.1: Faith Creed ('Aqīdah Īmāniyyah) | Standard: The student demonstrates awareness of the existence of Allah (The Creator – The Most Loving) through reflection on His creations, and shows faith in Him, the Almighty. | <p>1.1.1.2.K1 The student talks about a number of Allah's creations in the natural world around him.</p> <p>2.1.1.2.K1 The student expresses his love for Allah, his Creator and the Creator of the universe.</p> |
| Strand 2.2: Faith-Based Mentality | Standard: The student demonstrates an appropriate ability to reflect and think about the signs of Allah's existence in the self and the universe. | <p>1.1.2.2.K1 The student classifies a number of Allah's creations in the realms of humans, plants, and animals.</p> <p>2.1.2.2.K1 The student talks in detail about two of Allah's blessings (e.g., the senses, food, drink).</p> |
| Domain 3: Islamic Values and Manners | | |

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| Strand 3.1: Islamic Values Standard: | The student demonstrates understanding and practice of individual and collective Islamic values. | <p>1.1.1.3.K1 The student expresses, in his/her own words, love for parents.</p> <p>2.1.1.3.K1 The student applies the values of honesty and trustworthiness in real-life situations.</p> |
| Strand 3.2: Islamic Manners Standard: | The student demonstrates understanding and application of Islamic manners. | <p>1.1.2.3.K1 The student applies the manners of interacting with others (parents – siblings).</p> <p>2.1.2.3.K1 The student expresses, in his/her own words, the importance of mentioning Allah's name before eating and at the beginning of work.</p> |
| Domain 4: Islamic Rulings and Their Objectives | | |
| Strand 4.1: Acts of Worship | Standard: The student demonstrates appropriate knowledge of worship. | <p>1.1.4.1.K1 Identifies the Five Pillars of Islam.</p> <p>2.1.4.1.K1 Speaks in age-appropriate language about the principles of personal purity.</p> |
| Domain 5: Biography and Personalities | | |
| Strand 5.1: The Prophetic Biography (Sīrah) | Standard: The student demonstrates appropriate knowledge of the Prophet ﷺ regarding his lineage and birth | <p>1.1.2.5.K1 States basic information about the lineage of the Prophet ﷺ.</p> <p>2.1.2.5.K1 Expresses, in his/her own words, love for the Prophet ﷺ and his virtues (e.g., the Truthful, the Trustworthy).</p> <p>3.1.2.5.K1 Recites a nasheed he/she memorized about the Prophet ﷺ (<i>Tala'a al-Badru 'Alaynā</i>).</p> |
| Domain 6: Identity and Contemporary Issues | | |
| Strand 6.1: Identity and Belonging Standard: | The student demonstrates pride in his/her identity, personality, and homeland, appreciates heritage and culture, and shows commitment to traditions and customs. | <p>1.1.1.6.K1 Explains Allah's blessing in creating the earth for us to live on and preserve.</p> <p>2.1.1.6.K1 Identifies aspects of beauty in his/her homeland, the UAE.</p> |
| Strand 6.2: Contemporary Issues Standard: | The student demonstrates understanding of contemporary issues and challenges, with the ability to analyze and find solutions to them, based on Islamic principles and rulings. | <p>1.1.2.6.K1 Expresses love for the Creator of blessings.</p> <p>2.1.2.6.K1 Expresses, in his/her own words, respect for Allah's creations.</p> |

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Year 1/KG 2– Content Standards of the Islamic Education Curriculum

| Domain 1: Divine Revelation | | |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Learning Outcomes |
| Strand 1.1: The Holy Qur'an and Its Sciences | Standard: The student recites some short Surahs from the Qur'an and demonstrates understanding of their meanings. | <p>1.1.1.1.K2 Listens to the following Surahs recited with Tajweed: <i>An-Nasr, Al-Kawthar, Quraysh, Al-Fil</i>.</p> <p>2.1.1.1.K2 Expresses, in his/her own words, the general meaning and stories of the assigned Surahs.</p> |
| Strand 1.2: Hadith and Its Sciences | Standard: The student demonstrates memorization of some noble Hadiths, shows appropriate understanding of their meanings, and applies their etiquettes. | <p>1.1.2.1.K1 Memorizes four noble Hadiths:</p> <ul style="list-style-type: none"> • <i>Islam is built on five (pillars).</i> • <i>O young boy, mention the name of Allah, eat with your right hand.</i> • <i>A good word is charity.</i> • <i>Treat people with good character.</i> <p>2.1.2.1.K1 Infers the key educational guidance contained within the noble Hadiths.</p> |
| Domain 2: Islamic Creed ('Aqīdah Islāmiyyah) | | |
| Strand 2.1: Faith Creed ('Aqīdah 'Imāniyyah) | Standard: The student demonstrates awareness of the existence of Allah (The Creator – The Most Loving) through reflection on His creations, and shows faith in Him, the Almighty. | <p>1.1.1.2.K2 Mentions examples of Allah's provision for His creations.</p> <p>2.1.1.2.K2 Speaks, in his/her own words, about the manifestations of Allah's mercy in His creation.</p> |
| Strand 2.2: Faith-Based Mentality | Standard: The student demonstrates an appropriate ability to reflect and think about the signs of Allah's existence in the self and the universe. | <p>1.1.2.2.K2 Raises questions that reflect contemplation about himself and the surrounding environment.</p> <p>2.1.2.2.K2 Infers Allah's power through reflecting on His creations in the realms of plants and animals.</p> |
| Domain 3: Islamic Values and Manners | | |

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| | | |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand 3.1: Islamic Values Standard: | The student demonstrates understanding and practice of individual and collective Islamic values. | <p>1.1.1.3.K2 Expresses, in his/her own words, respect for family members.</p> <p>2.1.1.3.K2 Applies the values of respect and cooperation in real-life situations.</p> |
| Strand 3.2: Islamic Manners Standard: | The student demonstrates understanding and application of Islamic manners. | <p>1.1.2.3.K2 Applies manners of interacting with others (towards the teacher – the Qur'an).</p> <p>2.1.2.3.K2 Practices proper etiquette (seeking permission – greeting and returning greetings).</p> |
| Domain 4: Islamic Rulings and Their Objectives | | |
| Strand 4.1: Acts of Worship | Standard: The student demonstrates appropriate knowledge of worship. | <p>1.1.4.1.K2 Speaks in age-appropriate language about the practical pillars of Islam.</p> <p>2.1.4.1.K2 Links cleanliness with Islam.</p> |
| Domain 5: Biography and Personalities | | |
| Strand 5.1: The Prophetic Biography (Sīrah) | Standard: The student demonstrates appropriate knowledge of the Prophet ﷺ regarding his lineage and birth | <p>1.1.2.5.K2 Speaks in age-appropriate language about the lineage of the Prophet ﷺ.</p> <p>2.1.2.5.K2 Briefly retells the story of the Prophet's ﷺ birth up to his care by his grandfather and the story of the Year of the Elephant.</p> <p>3.1.2.5.K2 Expresses, in his/her own words, love for the Prophet ﷺ and his qualities: the Truthful, the Trustworthy, Blessed, Obedient.</p> <p>4.1.2.5.K2 Recites a nasheed he/she has memorized about the Prophet ﷺ.</p> |
| Domain 6: Identity and Contemporary Issues | | |
| Strand 6.1: Identity and Belonging Standard: | The student demonstrates pride in his/her identity, personality, and homeland, appreciates heritage and culture, and shows commitment to traditions and customs. | <p>1.1.1.6.K2 Describes some religious and national occasions.</p> <p>2.1.1.6.K2 Expresses, in age-appropriate language, love for his/her homeland and its leadership.</p> |
| Strand 6.2: Contemporary Issues Standard: | The student demonstrates understanding of contemporary issues and challenges, with the ability to analyze and find solutions to them, based on Islamic principles and rulings. | 1.1.2.6.K2 Explains how to maintain his/her basic needs of food, clothing, and shelter. |

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Specified Concepts in the Islamic Education Curriculum According to Domains and Strands

| Domain | Strand | Concepts |
|--------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Divine Revelation | The Holy Qur'an and Its Sciences | Listening – Attentiveness – Reverence |
| | Hadith and Its Sciences | Spreading peace – Good word – Gift-giving – Good character – Pillars of Islam |
| Islamic Creed | Faith Creed ('Aqīdah Īmāniyyah) | The Creator – Creatures – Creator of the universe – The Most Loving – Nature – Reflection – Provision – Allah's Mercy – Love of Allah |
| | Faith-Based Mentality | The human, plant, and animal world – Allah's blessings – The senses |
| Islamic Values and Manners | Islamic Values | Love of parents – Honesty – Trustworthiness – Respect for family |
| | Islamic Manners | Manners of interaction – Greeting with peace – Seeking permission – Returning greetings – Saying "Bismillah" before eating and drinking |
| Islamic Rulings and Their Objectives | Acts of Worship | Pillars of Islam – Purification – Cleanliness of body, place, and clothing |
| Biography and Personalities | Prophetic Biography | Lineage of Prophet Muhammad ﷺ – The orphan child – The Truthful, The Trustworthy – <i>Tala'a al-Badru 'Alaynā</i> (nasheed) |
| Identity and Contemporary Issues | Belonging | Allah's blessings – Love of homeland and land – Love of leadership – Creation of the earth |
| | Contemporary Issues | Love of the Creator – Allah's creations – Basic needs |



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Social Studies in EYFS/Kindergarten

The teaching of social studies in EYFS/kindergarten is guided by clear educational standards (General Framework for Curriculum Standards 2017). It aims to provide educational content that is connected to the child's reality and community, presented in a simple and engaging manner that takes into account the characteristics of the child's development. The curriculum focuses on preparing a generation that is aware of its national identity, loyal to its homeland, and proud of its values and culture.

Although social studies is considered an independent discipline, the approach in EYFS/kindergarten is based on **integration** between social concepts, language, reading, and writing skills, in addition to merging them with topics and activities from other areas of learning. This integration aims to enhance the child's understanding of the world around them, and to develop their cognitive and social skills through classroom and extracurricular activities related to their daily lives.

- Social studies concepts are integrated into activities inside and outside the classroom in an interconnected manner, according to the learning outcomes and frameworks approved by the Ministry.
- The content is delivered in Arabic within the inquiry units designed for kindergarten students, following the **integration model (Integration)**.



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Classification: General Internal Purpose

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Standards and Learning Outcomes for Social Studies for KG1 – FS2

| Domain 1: Knowledge of Social Studies Components | | | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.1) History | (1.1.1) The student demonstrates knowledge of how important figures, events, and developments influenced the formation of societies in the region across different times and places. The student also shows understanding of patterns of continuity and change over time, relationships between people and events, and explanations related to these relationships. | 1.1.1.1 | Recognizes stories, figures, and historical places (e.g., <i>The Story of the Union</i> in a simplified way). |
| | | 2.1.1.1 | Identifies the role of Sheikh Zayed bin Sultan Al Nahyan and Sheikh Rashid bin Saeed Al Maktoum (may God rest their souls). |
| | | 3.1.1.1 | Recognizes stories about events and historical figures from the homeland (e.g., Sheikh Zayed's role in the Union). |
| | | 4.1.1.1 | Describes images of Emirati citizens and citizens from other countries using the national dress as reference. |
| (1.2) Geography | (1.2.1) The student demonstrates knowledge of the Earth, its characteristics, and how these characteristics are connected to human interactions. The student also shows understanding of the interrelationships between human societies and the physical environment. | 1.1.2.1 | Identifies relative positions of objects using spatial terms (near/far, behind/in front of, above/below, left/right). |
| | | 2.1.2.1 | Recognizes geographical relations of familiar places in their environment (rooms in the house, kindergarten sections). |
| | | 3.1.2.1 | Infers the importance of essential professions in their life (merchant, teacher, police officer, doctor). |
| | | 4.1.2.1 | Identifies the cities of their country (Abu Dhabi, Dubai, Sharjah, Ajman, Fujairah, Ras Al Khaimah, Umm Al Quwain). |
| | | 5.1.2.1 | Represents the common professions in their city and other cities in their country. |
| (1.3) National Education | (1.3.1) The student shows a sense of belonging and loyalty to their country and community and adherence to values and morals by understanding the factors and elements that shaped their national identity. The student also learns about the foundations of government, its various forms and functions, and the roles of community members. | 1.1.3.1 | Identifies sources of authority and their purposes in different settings (President of the State, school principal, teacher, parents). |
| | | 2.1.3.1 | Lists some of their rights and responsibilities toward others within a group (tidying up toys, not harming others). |
| | | 3.1.3.1 | Recognizes national identity and some of its elements (flag, President of the State, national anthem). |
| | | 4.1.3.1 | Identifies themselves as a unique individual different from others (height, shape, weight). |
| | | 5.1.3.1 | Infers that they are an important part of their small family. |

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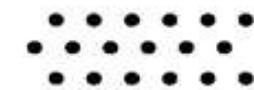
| Domain 1: Knowledge of Social Studies Components | | | |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.3) National Education (continued) | (1.3.1) The student shows a sense of belonging and loyalty to their country and community and adherence to values and morals by understanding the factors and elements that shaped their national identity. The student also learns about the foundations of government, its various forms and functions, and the roles of community members. | 6.1.3.1 7.1.3.1 | Identifies the path of the Union (image of Sheikh Zayed and Sheikh Rashid – may God rest their souls). Discusses values of participation, cooperation, and respect towards the family and kindergarten. |
| (1.4) Economics | (1.4.1) The student demonstrates knowledge of economic principles and systems, how markets function, and the government's role in developing the national and global economy. | 1.1.4.1 2.1.4.1 3.1.4.1 4.1.4.1 | Identifies basic economic concepts and terms (personal property – public property). Participates in activities that show their role in preserving personal and public property. Identifies the basic needs of people (food – clothing – shelter). Lists the ways people meet their needs (work/production/selling/buying). |
| Domain 2: Literacy in Social Studies | | | |
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.2) Evaluating Sources and Using Evidence | (1.1.2) The student demonstrates competence in collecting sources, categorizing them, and using evidence to support opinions and positions. | 1.1.1.2 2.1.1.2 3.1.1.2 4.1.1.2 | Accesses a single source of information (teacher – parent). Collects information using their different senses. Presents the information collected in different ways (designs a chart with assistance – draws a picture to explain a story). Participates in group discussion to share experiences and represent roles/situations. |

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Domain 3: Community Participation

| Domain | Standard | Outcome No. | Learning Outcome |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------|
| (1.3) Communication and Presenting Results | (1.1.3) The student uses technology and other sources to collect data and information about various topics, collaborates with others to learn more about content and tasks related to key topics, prepares explanations and opinions for discussion, reaches conclusions, and implements them. | 1.1.1.3 | Describes similarities and differences between their feelings and the feelings of others. |
| | | 2.1.1.3 | Predicts others' feelings in simple situations. |
| | | 3.1.1.3 | Expresses their opinion and supports it with appropriate reasons. |
| | | 4.1.1.3 | Actively participates in discussions related to solving problems or classroom situations (with teacher's assistance). |



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Standards and Learning Outcomes for Social Studies for KG2 – Year 1

| Domain 1: Knowledge of Social Studies Components | | | |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.1) History | (1.1.1) The student demonstrates knowledge of how significant figures, events, and developments influenced and shaped other societies in the region across different periods and locations. The student also shows understanding of patterns of continuity and change over time, relationships between people and events, and related interpretations. | 1.1.1.1 | Recognizes stories, characters, and historical places (e.g., the story of the Union in a simplified way). |
| | | 2.1.1.1 | Distinguishes the role of Sheikh Zayed bin Sultan Al Nahyan and Sheikh Rashid bin Saeed Al Maktoum – may God rest their souls. |
| | | 3.1.1.1 | Identifies stories about events, people, and places from the past (e.g., Sheikh Zayed's role in the establishment of the Union). |
| | | 4.1.1.1 | Describes images of Emirati citizens and citizens of other countries, guided by national attire. |
| (1.2) Geography | (1.2.1) The student demonstrates knowledge of the Earth, its characteristics, and how these are related to human interactions. The student also shows understanding of the reciprocal relationships between human societies and the surrounding physical environment. | 1.1.2.1 | Identifies geographic relationships of familiar locations in their community (home to school / school to home / school to market). |
| | | 2.1.2.1 | Deduces the importance of significant locations in their neighborhood (mosque – market – park). |
| | | 3.1.2.1 | Designs simple diagrams (maps) of familiar places (classroom – kindergarten yard – home). |
| | | 4.1.2.1 | Explains the relationship between local natural environments and their influence on human activities (desert environment – mountain environment – marine environment). |
| | | 5.1.2.1 | Discusses human impact on the surrounding environment. |
| | | 6.1.2.1 | Distinguishes between prevalent human activities in different environments and those in their local environment. |
| (1.3) National Education | (1.3.1) The student shows a sense of belonging and loyalty to their country and community, and adherence to values and morals by understanding the factors that shaped their national identity. The student also learns about the foundations of government, its various forms and functions, and the roles of community members. | 1.1.3.1 | Identifies sources of authority and their purposes in different contexts (President of the State – school principal – teacher – parents). |
| | | 2.1.3.1 | Lists some rights and responsibilities towards others within a group (tidying toys – not harming others). |
| | | 3.1.3.1 | Recognizes national identity and its elements (flag – President of the State – Vice President – national dress – national currency). |
| | | 4.1.3.1 | Identifies themselves as a unique individual different from others (height – appearance – weight). |
| | | 5.1.3.1 | Concludes that they are an important part of their family and values it. |
| | | 6.1.3.1 | Recognizes the Union journey (Sheikh Zayed and Sheikh Rashid – may God rest their souls). |
| | | 7.1.3.1 | Discusses values of participation, cooperation, and respect towards family and kindergarten. |

Policy for Teaching and Learning Arabic Language, Islamic Education, and Social Studies at

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| Domain 1: Knowledge of Social Studies Components | | | |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.4) Economics | (1.4.1) The student demonstrates knowledge of economic principles and systems, how markets function, and the role of government in developing the national and global economy. | 1.1.4.1 | Identifies basic economic concepts and terminology (natural resources – available resources – limited resources). |
| | | 2.1.4.1 | Classifies natural resources in their country (available – limited). |
| | | 3.1.4.1 | Explains their role in conserving natural resources (e.g., rationalizing water and electricity consumption – conserving food). |
| | | 4.1.4.1 | Participates in awareness activities related to the importance of conserving natural resources. |
| | | 5.1.4.1 | Solves some problems related to limited resources (with teacher assistance). |
| Domain 2: Literacy in Social Studies | | | |
| (1.2) Evaluating Sources and Using Evidence | (1.1.2) The student demonstrates competence in collecting and classifying sources, and in using evidence to support opinions and positions. | 1.1.1.2 | Accesses a single source of information (teacher – one parent – picture story). |
| | | 2.1.1.2 | Collects information using different senses. |
| | | 3.1.1.2 | Presents collected information in different ways (e.g., designs a chart with help – draws a picture to illustrate a story). |
| | | 4.1.1.2 | Participates in group discussions to share experiences and role-play situations. |

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| Domain 3: Community Participation | | | |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No. | Learning Outcome |
| (1.3) Communication and Presentation of Findings | <p>(1.1.3) The student employs technology and other resources to collect data and information on different topics, collaborates with others to expand knowledge of content and related tasks, prepares interpretations and opinions for presentation and discussion, and draws and implements conclusions.</p> | 1.1.1.3 | Describes similarities and differences between their feelings and the feelings of others. |
| | | 2.1.1.3 | Predicts others' feelings in simple situations. |
| | | 3.1.1.3 | Expresses their point of view and supports it with appropriate reasons. |
| | | 4.1.1.3 | Actively participates in discussions to solve classroom problems or situations (with teacher assistance). |



Policy for Teaching and Learning Arabic Language, Islamic Education, and Social Studies at**Aldar Education – Early Childhood****Standards and Learning Outcomes for Social Studies for PreKG– FS1**

| Domain 1: Knowledge of Social Studies Components | | |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Standard | Outcome No./ Learning Outcome |
| (1.1) History | (1.1.1) The child shows interest in learning about important personalities and events in the local environment through stories and pictures. | <p>1.1.1.1 Listens attentively to illustrated stories about the Union and key national figures.</p> <p>1.1.1.2 Recognizes pictures of Sheikh Zayed and Sheikh Rashid (may Allah have mercy on them) when shown.</p> <p>1.1.1.3 Distinguishes between pictures of people from their own country and people from other countries.</p> |
| (1.2) Geography | (1.2.1) The child identifies their immediate environment using senses and simple spatial vocabulary. | <p>1.2.1.1 Identifies the location of objects in the classroom or home using words such as (above – below – in front – behind).</p> <p>1.2.1.2 Recognizes familiar places in the kindergarten or home (classroom – kitchen – garden).</p> <p>1.2.1.3 Identifies some professions through pictures or role-play activities (teacher – police officer – doctor).</p> <p>1.2.1.4 Recognizes the name of their city or area when heard or seen in pictures.</p> |
| (1.3) National Education | (1.3.1) The child demonstrates a sense of belonging through participation in group activities and commitment to positive behaviors. | <p>1.3.1.1 Participates in singing the national anthem or saluting the flag.</p> <p>1.3.1.2 States their name and identifies themselves as part of their family.</p> <p>1.3.1.3 Participates in tidying up toys or materials after use.</p> <p>1.3.1.4 Recognizes the UAE flag when they see it.</p> <p>6.1.3.1 Identifies the story of the Union (picture of Sheikh Zayed and Sheikh Rashid – may Allah have mercy on them).</p> <p>7.1.3.1 Discusses values of participation, cooperation, and respect toward family and kindergarten.</p> |

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Domain 2: Literacy in Social Studies

| <u>Domain</u> | <u>Standard</u> | <u>Outcome No./ Learning Outcome</u> |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1.2) Evaluating Sources and Using Evidence | (1.1.2) The student demonstrates competence in collecting and classifying sources, and in using evidence to support opinions and positions. | 1.1.1.2 Can access one source of information (teacher – a parent). 2.1.1.2 Collects information using different senses. 3.1.1.2 Presents the information collected in different ways (designs a chart with assistance – draws a picture to illustrate a story). 4.1.1.2 Participates in group discussions to present experiences and role-play situations. |

Domain 3: Community Participation

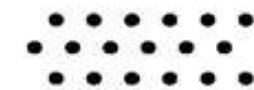
| | | |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1.3) Communication and Presentation of Results | (1.1.3) The student employs technology and other resources to collect data and information on different topics, collaborates with others to expand knowledge of content and related tasks, prepares interpretations and opinions for presentation and discussion, and draws and implements conclusions. | 1.1.1.3 Describes similarities and differences between his/her feelings and the feelings of others. 2.1.1.3 Predicts the feelings of others in simple situations. 3.1.1.3 Expresses his/her opinion and supports it with appropriate reasons. 4.1.1.3 Actively participates in discussions related to solving classroom problems or situations (with the teacher's support). |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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The Specific Concepts in the Social Studies Curriculum According to the Domains and Strands

| Domain | Stage | Concepts |
|--------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History | KG 1 | Union – Ruler – State – President of the State – National dress |
| | KG 2 | Places – Community – Time – Culture |
| Geography | KG 1 | House – Neighborhood – City – School – Market – Mosque – Professions – Merchant – Teacher – Doctor – Policeman |
| | KG 2 | Country – Location – Map – Cardinal directions – Environment – Desert – Mountain – Plain – Coast – Craft – Agriculture – Herding – Trade – Industry – Fishing – Diving |
| National Education | KG 1 | President of the State – School Principal – Authority – Rights – Responsibility – National Identity – Flag – National Anthem – National Dress – Currency |
| | KG 2 | President of the State – Principal – Teacher – Parents – Aggression – Flag – National Dress – Official Currency – Vice President – National Anthem – Family |
| Economics | KG 1 | Personal belongings – Public property – Work – Production – Buying – Selling – Market – House |
| | KG 2 | Natural resources – Available resources – Limited resources – Rationalization of consumption – Awareness |



Assessment in the Early Years Foundation Stage (EYFS)

Philosophy:

We believe that assessment is the process of collecting and analyzing information related to students' performance. It helps in identifying what students know, understand, and can do at different stages of their educational journey. Assessment is an essential part of both teaching and learning, where teachers and students actively participate in evaluating students' progress.

Assessment is a continuous and integrated process within learning activities and is implemented in a variety of forms. Our assessment strategies provide students with multiple opportunities to demonstrate their knowledge, understanding, skills, and attitudes. It is important that parents are well informed about their children's progress.

This policy sets out the procedures for assessment, reporting, and communication within the EYFS/Kindergarten stage.

Introduction:

At the Early Years Foundation Stage (EYFS), we believe that effective assessment plays a crucial role in supporting and enhancing early childhood learning experiences. It provides valuable information that helps teachers tailor their teaching methods and supports students in their individual learning journeys. To achieve this, we implement two complementary types of assessment: formative and summative assessment.



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Formative Assessment focuses on the ongoing learning process in the classroom. It helps identify where each child is in their development, guiding teachers in providing support and feedback. The goal is to ensure that children understand what they are learning, where they stand in relation to their learning goals, and how they can progress further. This assessment is essential in fostering growth and encouraging a love for learning in young children.

In the Early Years Foundation Stage (EYFS), assessments are play-based and largely gathered through hands-on activities and observations. Each child's learning journey is documented through photos, observations, learning targets, and assessment trackers. Teachers continuously make observations throughout the week and assess children at various points during the term and academic year

Summative Assessment involves measuring a child's overall development and learning progress in alignment with EYFS standards. These assessments occur at specific intervals throughout the year, helping teachers gauge each child's advancement toward important learning milestones.

During this process, teachers draw on evidence gathered from formative assessments and apply their professional judgement to ensure data tracking accurately reflects each child's achievement across key learning areas. Our assessment guidelines enable teachers to make informed decisions about each child's progress in relation to the expected attainment for their age and developmental stage.

Purpose of Assessment:

The purpose of assessment in EYFS is to confirm and enhance student learning while providing clear and meaningful information to students, parents, teachers and the administrators. Assessment helps to deeply understand the children's development and their progress toward meeting age-appropriate standards. It is an ongoing process of gathering evidence to inform teaching and learning strategies.



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Through continuous feedback and recognition, assessment supports students in their development and helps guide their growth. It reflects best practices that aim to support both learners and educators in promoting positive outcomes for each child's early educational experience.

Objectives:

Our approach to assessment emphasizes the importance of evaluating both the learning process and the outcomes, with the goal of integrating and supporting both aspects. The objectives of assessment in our school are as follows:

- To provide valuable information about student learning, including their knowledge, conceptual understanding, and skill development, in order to identify each child's learning needs and plan future learning experiences.
- To help students understand what steps they need to take to improve their work through self-assessment.
- To offer parents regular updates that enable them to support their child's learning.
- To give teachers the necessary information to make informed judgments about the effectiveness of teaching and learning strategies.

We believe that effective assessments in the school enable children to:

- Showcase their abilities.
- Demonstrate understanding, knowledge, and skills through various learning styles and activities.
- Engage in self-reflection on their learning.
- Express diverse perspectives and interpretations.



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Effective assessments also allow teachers at AE schools to:

- Gain insight into a child's current understanding, knowledge, and skills that reflect their true abilities.
- Identify students' current learning levels, any misconceptions, and what needs to be learned next.
- Plan learning experiences based on the children's needs.
- Provide evidence that can be clearly reported and understood by the entire school community.
- Collaboratively review and reflect on the success of the teaching and learning process.
- Consider a variety of learning styles, multiple intelligences, abilities, and cultural contexts.

For parents, effective assessments provide opportunities to:

- See tangible evidence of their child's learning and development.
- Develop a clear understanding of their child's progress.
- Support and celebrate their child's learning achievements.

Assessment for Kindergarten:

The assessment process for MOE subjects in Kindergarten utilizes three types of assessments: diagnostic, formative, and summative.

1. Diagnostic Assessment:

- This applies to Arabic for both Arab and non-Arab students in KG 2/ Year 1.
- Standardized diagnostic tests are used to assess students' initial abilities and learning needs.
- The results of these tests are not factored into the student's overall academic achievement score but serve to guide individualized instruction and support.



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2. Formative Assessment:

- This targets the Arabic language and Islamic and is conducted throughout the learning process.
- Teachers implement formative assessments based on specific standards, aligned with the general framework of the curriculum.
- The results of formative assessments contribute to a portion of the student's overall score, providing ongoing feedback on their progress.

3. Summative Assessment:

- Summative assessments are conducted in Arabic and Islamic education for KG students.
- These assessments measure the students' progress and understanding at the end of a term or academic year.
- The scores from summative assessments contribute to the student's overall academic achievement.

This approach ensures a balanced and comprehensive evaluation of each child's learning journey in the Kindergarten stage.

Assessment Procedures:

Formative assessment is determined by central criteria (type of assessment tools, weight, application controls, and method of monitoring). Teachers create tests based on the scope and sequence matrices.

Summative assessment: is determined in each term as specified in Table No.1 according to the curriculum standards. In writing the tests, teachers refer to the scope and sequence matrices. All tests are subject to the specification table to verify its suitability for all levels.

Students of determination are assessed according to the needs and considerations of each case and according to the individual educational plan (curriculum alignment/curriculum modification). The Examinations and the evaluation mechanism applied to the rest of the students are also applied to them.

Students who undergo individual educational plans, "modifying learning outcomes" or modifying the curriculum, special exams are adopted for them that are matching the individual educational plan for each student in all grades.

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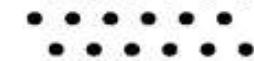
Term Assessment Weight Distribution:

| Grades Years | Subjects | Weights | | | | | | Overall | |
|-----------------------|----------------|---------|-----|--------|-----|--------|-----|---------|-----|
| | | Term 1 | | Term 2 | | Term 3 | | | |
| | | For | Sum | For | Sum | For | Sum | For | Sum |
| KG1-KG2 FS2-Year 1 | Arabic | 20% | 10% | 25% | 10% | 25% | 10% | 70% | 30% |
| | Islamic S.S | 20% | 10% | 25% | 10% | 25% | 10% | | |

How we assess Arabic subject?

| Formative Assessment | | | | | | | |
|----------------------|----------------------|------------------------------|-------|---------|-----------|----------|-------|
| Diagnostic | Reading Fundamentals | | | Writing | Listening | Speaking | Total |
| | Phonemic Awareness | Word Recognition and Fluency | Total | | | | |
| 100% | 30% | 30% | 60% | 20% | 10% | 10% | 100% |

| Summative Assessment | | | | | |
|----------------------|------------------------------|-------|---------|-----------|-------|
| Reading Fundamentals | | | Writing | Listening | Total |
| Phonemic Awareness | Word Recognition and Fluency | Total | | | |
| 30% | 30% | 60% | 20% | 20% | 100% |



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Reporting:

Each school can use its own level description/mark categories according to the table below for the purposes of issuing Student Reports:

KG/FS: KG/FS reports follow a standards-based grading approach to assessment. The following are the performance descriptors used when reporting on students' achievement for each subject.

Significantly Exceeding: The student demonstrates a remarkable mastery of grade-level standards-based skills and knowledge. They consistently apply key concepts and skills with a high degree of sophistication, independence, and creativity. Their performance goes beyond expectations, showing advanced understanding and the ability to extend their learning to new and complex situations.

Exceeding: The student demonstrates mastery of standards – based skills and knowledge for their grade level. They understand and apply key concepts and skills with sophistication, consistency, and independence.

Meeting: The student demonstrates his/her ability to apply standards – based skills and knowledge for their grade level and can appropriately display abilities as indicated by class rubrics, scoring guides, etc.

Approaching: The student is approaching competency in applying standards – based skills and knowledge at grade level. He/she has exhibited defined by class rubrics, scoring guides, etc.

Emerging: The student is unable to demonstrate competency in applying standards – based skills/meeting at a basic level at this time. He/she has exhibited defined by class rubrics, scoring guides, etc.

Below: The student is unable to demonstrate competency in applying standards – based skills/meeting expectations at a basic level currently. He/she is not quite able to exhibit ability/competency defined by class rubrics, scoring guides at this time.

The achievement must be reported using the (0-4) scale and the value for each level will need to be entered in tow decimal places (i.e from 1.00 – 4.00). the alignment between performance descriptor, percent-based, standards. Based levels, and percentage grade are represented in the AA schools standards-based reporting table below:



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KG/FS

| Standards-based | | Percent based | Descriptors for Standards-based grading scales | |
|-----------------|--------------------------------------------------|---------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Above | Sig Exceeding expectations (Advanced proficient) | SIG EX EX | 90-100 | exceptional ability to apply them precisely and flexibly across diverse and complex contexts. Consistently provides evidence of advanced analytical, synthetic, and evaluative thinking, applying these skills insightfully to both familiar and novel situations. Displays originality, creativity, and depth of thought, producing work of superior quality that reflects a nuanced understanding beyond grade-level expectations. Regularly meets and surpasses learning outcomes, mastering concepts at a level that significantly exceeds standard benchmarks and demonstrates readiness for more advanced, above-grade-level challenges. |
| | 3.51-4.00 | | | |
| | Exceeding expectations | EX + | 86-89 | A deep and thorough understanding of the required knowledge and skills* and the ability to apply them faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight, always produces high quality work, and is able to demonstrate proficiency on above grade level outcomes. |
| | 3.01-3.50 | EX - | 80-85 | A consistent and thorough understanding of the required knowledge and skills* and the ability to apply them almost faultlessly in a variety of situations. Consistent evidence of analysis, synthesis, and evaluation where appropriate. The student demonstrates originality and insight and produces high quality work. |
| | Meeting Expectation (Proficient) | MEE+ + | 75-79 | A consistent and thorough understanding of the required knowledge and skills* and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| | 2.50-3.00 | MEE- - | 70-74 | A consistent understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. |
| Inline | Approaching (Partially Proficient) | App + | 65-69 | A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation. |
| | 2.00-2.49 | APP - | 60-64 | Limited achievement on the required knowledge and skills or clear difficulties in several areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them with support fully in normal situations. |
| | Emerging | EM + | 55-59 | Minimal achievement on the required knowledge and skills. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support. |
| | 1.00-1.99 | EM - | 50-65 | Minimal achievement on any of the required knowledge and skills. The student is not prepared to access content knowledge and skills for the next grade level expectations. |
| Below | Below Expectations | BEX | Less than 49 | Does not meet the minimum expectations on content area learning expectations. The student is not prepared to access knowledge and skills for the next level of learning. |
| | 0.00-0.99 | | | |



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