



Nourishing the fitrah of each unique child

Arabic & Qur'aan Policy

"Verily, We have sent it down as an Arabic Qur'aan in order that you may understand."

(Surah Yusuf, 12:2)

Updated:
January 2024

Review date:
January 2025

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Adopted: January 2024

Review: January 2025

Arabic & Qur'aan Policy

Arabic, alongside Qur'aan and Halaqah lessons are at the heart of the school's Islamic ethos. These subjects provide explicit teaching of Islamic concepts and values, which forms part of our pupil's identity and heritage.

Aims

Our aims are to enable children to:

- Develop a love for the Arabic language
- Stimulate and encourage children to learn study it, as well as other languages, in the future
- Support oracy and literacy, and in particular develop speaking and listening skills
- Understand the meaning of Arabic words from the Qur'aan
- Learn how to read the Qur'aan, applying basic Tajweed skills (pronunciation rules)
- Progress through the memorisation of chapters from the Qur'aan

Intent

At Unique Academy we intend for our pupils to develop a love for the Arabic language as well as develop knowledge, understanding and skills in speaking, listening, reading and writing Classical Arabic as it is the language that the Qur'aan is written in. Pupils must understand the meaning of the Arabic language to enable them to connect with the general and specific message of the Qur'aan.

At Unique Academy, pupils will engage in Arabic through a thematic and skills-based approach.

Through learning in Arabic, we intend to inspire pupils to expand their horizons to other countries, cultures, and people. We aim to nurture children to become confident and reflective language learners and provide them with a foundation that will equip them for further language learning.

Implementation

At Unique Academy, Qur'aan is taught for 15 minutes, and Arabic language is taught for 30 minutes on a daily basis. Our lessons and resources help children to build on prior knowledge alongside the introduction of new knowledge and skills.

Our lessons provide structure and context as well as offering an insight into the culture of Arab-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Arabic lessons are taught by native Arabic speakers. The class teachers will also incorporate Arabic language through phrases and short sentences wherever possible the daily routines – replicating an immersive approach so that pupils absorb the language.

Impact

Our aim is to increase the profile of Arabic across school. The classroom learning environment will be consistent with key Arabic vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of Arabic language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning.

We want to ensure that the Arabic language is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, targets and summative assessments aimed at targeting next steps in learning.

Teaching and Learning

At Unique Academy, we will use multi-sensory and kinaesthetic techniques to encourage children to actively engage with Arabic learning. These techniques include games, actions, rhymes and visually stimulating resources, pictures and objects.

Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We will build children's confidence through praise for the contribution that they make in the lesson, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities
- Providing speaking and writing frames to scaffold responses.
- Using a range of questions.

Cross Curricular Links

At Unique Academy, we cherish classical Arabic language as a wonderful opportunity to reinforce knowledge and skills promoted in wider curriculum areas. Areas which include:

- English: Listening, speaking, reading, and writing skills. Opportunities to compare Arabic with English through the use of the new alphabet, phonemes, rhyming patterns sound/spelling links, formation of structures (e.g. singular/ plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, stories, different text types and formation of complex sentences.
- Mathematics: Numbers, Counting, Date etc...
- Science: Seasons, weather
- History: Study of history of other countries
- Geography: Studying another country, weather etc
- Art and Design: Colours
- Citizenship: Knowledge of other countries and cultures
- RE: Celebration of festivals, story telling
- PE: Physical responses to the teacher's instructions issued in the language being learnt

Assessment

Assessment in Arabic and Qur'aan learning and development takes place on a formative, daily basis through AFL strategies by the Arabic teacher. Once every half term, modern foreign languages Target Tracker statements are used to assess each pupil. These statements will be assessed as follows:

- Mastered
- Above expectation
- At expectation
- Below expectation

The teacher will assess statements by way of evidence such as:

- Observations (e.g. post it notes, narrative observations etc)
- Class work (e.g. individual, peer and group work)
- Photos (e.g. in class, from home)
- Learning journeys (e.g. documented work, project work etc)

Inclusion

At Unique Academy, we will teach Arabic & Qur'aan in order for all pupils to progress. Classical Arabic language learning is part of the school's commitment to providing a broad and balanced education for all pupils. We will achieve this through quality teaching, challenging content, working closely with parents, varied resources, and effective reinforcement strategies.

Parents

Parents will be supported to develop the children's love of the Arabic language through being encouraged to take part in their child's homework projects. There will also be parents meetings every term, where parents can engage with the Arabic teacher regarding learning and progress.

Monitoring and Review

The Trustees will monitor the teaching, learning and implementation of the Arabic & Qur'aan within Unique Academy.



Arabic Curriculum Map

Class	Autumn Term 1 (6 weeks)	Autumn Term 2 (6 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (6 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (6 weeks)
Nursery	Myself Unit 1: Greetings Unit 2: My name Unit 3: My age	Myself Unit 1: Numbers 0 – 10 Unit 2: Body parts	My family Unit 1: Immediate family members Unit 2: Pets	My family Unit 1: Simple descriptions Ramadan and Eid	My home Unit 1: Rooms in the house Unit 2: Content of bedroom	My home Unit 2: Content of bedroom Rhymes and stories
Reception	My classroom Unit 1: Classroom objects Unit 2: Classroom furniture Unit 3: Classroom equipment	My classroom Unit 2: Colours Unit 3: Classroom language	Health and welfare: Food and drinks Unit 1: Familiar foods and drinks Unit 2: Asking for foods and drinks	Health and welfare: Food and drinks Unit 3: Expressing opinions about foods and drinks Unit 4: Describing foods and drinks Ramadan and Eid	Home life and daily routines Unit 1: Numbers 11 – 30 Unit 2: Days Unit 2: Telling the time	Home life and daily routines Unit 3: Daily activities Rhymes and stories
Year 1	Module 1: Let's go Unit 1: Introduction to the Arabic language Unit 2: Arabic Alphabets Unit 3: People and places	Module 1: Let's go Unit 4: Classroom objects Unit 5: Saying people's ages Unit 6: Colours	Module 2: My family Unit 1: My family Unit 2: Brothers and sisters Unit 3: Brothers and sisters names	Module 2: My family Unit 4: Pets Unit 5: Pets and Colours Unit 6: Physical descriptions Ramadan and Eid	Module 4: At School Unit 1: Classroom instructions Unit 2: School objects Unit 3: Likes and dislikes	Module 4: At School Unit 2: School subjects Unit 3: Likes and dislikes Unit 4: Describing the school day
Year 2	Module 3: In my house Unit 1: Where do you live? Unit 2: Rooms in the house	Module 4: In my house Unit 3: Furniture	Module 5: Hobbies Unit 1: Hobbies Unit 2: Sports	Module 5: Hobbies Unit 3: What do you do as a sport? Unit 4: What do you do on the weekend? Ramadan and Eid	Module 5: Hobbies Unit 5: Role Models	Module 5: Hobbies Unit 6: Food & drink Rhymes and stories
Cycle A Year 3/4	School life Unit 1: School and class information Unit 2: Subjects and timetable	School life Unit 3: Times of lessons Unit 4: Classroom language	Clothes Unit 1: Describing what clothes people are wearing	Clothes Unit 2: Sizes Ramadan and Eid	Environment: local area Unit 1: Landscape Unit 2: Location	Environment: local area Unit 3: Months and seasons UK and Arabic countries Unit 4: Weather
Cycle B Year 3/4	Environment: Transport Unit 1: Modes of transport Unit 2: Travelling to school	Environment: Transport Unit 3: Holidays Unit 4: When, where and with whom	Travel: Shopping Unit 1: Buying presents Unit 2: Money and numbers	Travel: Shopping Unit 3: Asking directions Ramadan and Eid	World of work: types of jobs, job preferences Unit 1: Types of jobs Unit 2: Where people work	World of work: types of jobs, job preferences Unit 3: Jobs done by family members Unit 4L Job preferences
Cycle A Year 5/6	Self and others: meeting people, relationships, famous people Unit 1: Meeting people Unit 2: Character descriptions	Self and others: meeting people, relationships, famous people Unit 3: Famous people Unit 4: Future prospects	Home life and daily routines: responsibilities at home Unit 1: Compare homes and gardens Unit 2: Effects of location and climate	Home life and daily routines: responsibilities at home Unit 3: Responsibilities in the home Ramadan and Eid	Media/arts: painting, crafts, sculpture Unit 1: Different types of media Unit 2: Preferences	Media/art: painting, crafts, sculpture Unit 3: Expressing opinions Unit 4: Making arrangements to attend events
Cycle B Year 5/6	School life Unit 1: School life in Arabic countries compared to the UK Unit 2: Special events	School life Unit 3: Subjects Unit 4: Teachers and the Head teacher	Health and fitness Unit 1: Injuries and illnesses Unit 2: Treatments	Health and welfare Unit 3: Consulting a doctor, dentist, or chemist Unit 4: Healthy living Ramadan and Eid	Free time Unit 1: Activities people like to do Unit 2: Favourite hobbies	Free time Unit 3: Things people are (not) good at Expressing opinions about different media

Early Years Foundation Stage	National Curriculum Expectations
<p>Communication and Language By the end of the foundation stage, pupils should be able to:</p> <p>Early learning goals - Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Early learning goals - Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy</p> <p>Early learning goal – Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Early learning goal – Word reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Early learning goal – writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Expressive Arts and Design</p> <p>Early learning goal – being imaginative and expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others 	<p>Modern Foreign Language</p> <p>By the end of key stage 2 children about be able to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	EYFS	KS 1	LKS 2	UKS 2
Listening, understanding and speaking/oracy	<p>Listening, Attention and Understanding</p> <p>a. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modeled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Arabic c listen and understand the main points and some detail from short, spoken material in Arabic 	<p>MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Arabic; c listen and understand the main points and some detail from short, spoken material in Arabic.
	<p>Listening, Attention and Understanding</p> <p>a. Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>MFL National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response 	<p>MFL National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts. 	<p>MFL National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>Listening, Attention and Understanding</p> <p>a. Hold conversation when engaged in back- and-forth exchanges with their teacher and peers.</p>	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses. 	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.

	<p>Speaking</p> <p>a. Participate in small group, class and one-on-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> e name objects and actions and may link words with a simple connective; f use familiar vocabulary to say a short sentence using a language scaffold; g speak about everyday activities and interests; h refer to recent experiences or future plans. 	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> e say a longer sentence using familiar language; f use familiar vocabulary to say several longer sentences using a language scaffold; g refer to everyday activities and interests, recent experiences and future plans; h vary language and produce extended responses. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.
	<p>Speaking</p> <p>a. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations. 	<p>MFL National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>Speaking</p> <p>a. Participate in small group, class and one-on-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> i name objects and actions and may link words with a simple connective; j use familiar vocabulary to say a short sentence using a language scaffold; k speak about everyday activities and interests; l refer to recent experiences or future plans. 	<p>MFL National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> i say a longer sentence using familiar language; j use familiar vocabulary to say several longer sentences using a language scaffold; k refer to everyday activities and interests, recent experiences and future plans; l vary language and produce extended responses. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> d pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; e appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; f start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

	<p>Speaking</p> <p>a. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> e identify individual sounds in words and pronounce accurately when modelled; f start to recognise the sound of some letter strings in familiar words and pronounce when modelled; g adapt intonation to ask questions or give instructions; h show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> e pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; f appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; g start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; h adapt intonation, for example to mark questions and exclamations. 	<p>MFL National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> d manipulate familiar language to present ideas and information in simple sentences; e present a range of ideas and information, using prompts, to a partner or a small group of people; f present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>Speaking</p> <p>a. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>MFL National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>MFL National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people. 	<p>MFL National Curriculum</p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.

<p>Reading and writing</p>	<p>Word reading</p> <p>a. Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material. 	<p>MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>Word reading</p> <p>a. Read words consistent with their phonic knowledge by sound-blending.</p>	<p>MFL National Curriculum</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in Arabic and English. 	<p>MFL National Curriculum</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Arabic and in English 	<p>MFL National Curriculum</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Arabic and in English
	<p>Word reading</p> <p>a. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage. 	<p>MFL National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.

	<p>Writing</p> <ol style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<p>MFL National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ol style="list-style-type: none"> copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>MFL National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ol style="list-style-type: none"> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions. 	<p>MFL National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ol style="list-style-type: none"> write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
Stories, poems and rhymes	<p>Comprehension</p> <ol style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>KS2 MFL National Curriculum</p> <p>Children explore the patterns and sounds of language through rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ol style="list-style-type: none"> listen and identify specific words in rhymes and demonstrate understanding; listen and identify specific phrases in rhymes and demonstrate understanding. 	<p>KS2 MFL National Curriculum</p> <p>Children explore the patterns and sounds of language through sand rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ol style="list-style-type: none"> listen and identify rhyming words and specific sounds in rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar rhymes and identify patterns of language and link sound to spelling. 	<p>MFL National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ol style="list-style-type: none"> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<p>Being expressive and imaginative</p> <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>KS2 MFL National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ol style="list-style-type: none"> join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling 	<p>KS2 MFL National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ol style="list-style-type: none"> follow the text of a familiar song or story; follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. 	<p>MFL National Curriculum</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ol style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spell.

<p>Grammar</p>	<p>Children understand basic grammar appropriate to the Arabic language. Children can use:</p> <ul style="list-style-type: none"> ● Question words ● Feminine, masculine ● Imperative ● Singular and dual ● Possessive pronouns ● Singular/plural nouns ● Demonstratives ● Demonstrative adjectives ● Adjectives ● Adjectives: singular/plural form ● Pronouns ● Prepositions ● Adverbs ● Question form: word order 	<p>MFL National Curriculum</p> <p>Children understand basic grammar appropriate to the Arabic language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form; g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives; i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb in the present tense; show awareness of subject- verb agreement; k use simple prepositions in their sentences; 	<p>MFL National Curriculum</p> <p>Children understand basic grammar appropriate to the Arabic language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features, patterns of the language; how to apply these, for instance, to build sentences; how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context. 	<p>MFL National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
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Qur'aan Curriculum Progression Map

Class	Autumn Term 1 (6 weeks)	Autumn Term 2 (6 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (6 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (6 weeks)
Nursery	Surah Fatihah Surah Naas Surah Falaq	Surah Ikhlās Surah Masad Surah Nasr	Suratul Kawthar Surah Quraish Surah Fil	Surah Humazah Surah Asr Surah Takathur	Surah Qariah Surah Adiyat Surah Zalzalā	Surah Qadr Surah Teen Surah Inshirah
Reception	Surah Fatihah Surah Naas Surah Falaq Surah Ikhas	Surah Masad Surah Nasr Surah Kawthar Surah Quraish	Surah Humazah Surah Asr Surah Takathur Surah Qariah	Surah Adiyat Surah Zalzalā Surah Qadr Surah Teen	Surah Inshirah Surah Kaafiroon Surah Maun	Surah Bayyina Surah Alaq
Year 1	Surah Fatihah Surah Naas Surah Falaq Surah Ikhas Surah Masad	Surah Nasr Surah Kawthar Surah Quraish Surah Humazah Surah Asr	Surah Takathur Surah Qariah Surah Adiyat Surah Zalzalā Surah Qadr	Surah Qadr Surah Teen Surah Inshirah Surah Maun	Surah Bayyina Surah Alaq Surah Duha	Surah Laila Surah Shams Surah Balad
Year 2	Surah Fatihah Surah Naas Surah Falaq Surah Ikhas Surah Masad Surah Nasr	Surah Fajr Surah Ghashiya Surah Ala Surah Tariq	Surah Burooj Surah Inshiqaq Surah Muttaffifin	Surah Infitar Surah Abasa Surah Takwir	Surah Naziat	Surah Naba
Cycle A Year 3 / 4	Al Mursalat	Al Insan	Al Qiyama	Al Muddathir	Al Muzzammil	Al Jinn
Cycle B Year 3 / 4	Al Nuh	Al Maarij	Al Haqqa	Al Qalam	Al Mulk	At Tahrīm
Cycle A Year 5 / 6	At Talaq	At Taghabun	Al Munafiqun	Al Juma	As Saff	Al Mumtahnīa
Cycle B Year 5 / 6	Al Hashr	Al Mujadila	Al Hadid	Al Hadid	Al Waqia	Ar - Rahman

<p>EYFS – EAD Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Perform rhymes, poems and stories with others 	
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Use their voices expressively and creatively ● Experiment with, create, select and combine sounds 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory ● perform in solo and ensemble contexts, using their voices

Knowledge of Qur'aan	EYFS	KS 1	LKS2
	<p>Communication (Speaking) (Understanding)</p> <p>Pupils should be taught to develop an understanding of the origin of the Qur'aan.</p> <p>Children can:</p> <ol style="list-style-type: none"> name who wrote the Qur'aan Talk about how the Qur'aan was revealed Beginning to understanding 'why' and 'how' questions Listens and responds to ideas and expressed by others in conversation or discussion 	<p>Expectation</p> <p>Pupils should be taught to develop an understanding of the origin, purpose and key messages of the Qur'aan.</p> <p>Children can:</p> <ol style="list-style-type: none"> name who wrote the Qur'aan Talk about how it was revealed Discuss why the Qur'aan was revealed Talk about the key messages and morals from selected chapters in the Qur'aan 	<p>Expectation</p> <p>Pupils should be taught to develop an understanding of the history of Qur'aan.</p> <p>Children can:</p> <ol style="list-style-type: none"> name some early reciters of Qur'aan Talk about how the Qur'aan was transmitted Consistently apply recitation etiquettes Discuss key messages from a range of Surah's and the morals and meaning behind them.
Tajweed Rules	<p>Communication (Speaking)</p> <p>Pupils should be taught to recognise and use Tajweed some rules during recitation.</p> <p>Children can:</p> <ol style="list-style-type: none"> Recognise the origin of Arabic letters Recognise letters and pronounce with Harakat Begin to recite applying Madd, where appropriate 	<p>Expectation</p> <p>Pupils should be taught to apply some Tajweed rules</p> <p>Children can:</p> <ol style="list-style-type: none"> Apply the correctly Hakat consistently Recite using the rule of Qalqala Recite using the rule of Noon and Meem Mushaddah 	<p>Expectation</p> <p>Pupils should be taught to apply more complex Tajweed rules</p> <p>Children can:</p> <ol style="list-style-type: none"> Apply the rule of Meem Saakin Recite applying the rule of Noon Saakin Recite applying the rule of Tanween Recite applying the rules of stopping
Listening	<p>Communication (Listening and attention)</p> <p>Pupils should be taught to listen to stories with increasing attention and recall.</p> <p>Children can:</p> <ol style="list-style-type: none"> listen to Qur'aan attentively participate and join in with the Qur'aan Surah's that they listen to Listen to stories with increasing attention and recall 	<p>Expectation</p> <p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded Qur'aan.</p> <p>Children can:</p> <ol style="list-style-type: none"> begin to recognise different patterns in each of the Surah's in the Qur'aan begin to recognise that different rules are applied in different Surah's 	<p>Expectation</p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> explain some Tajweed rules begin to recognise more complex Tajweed rules

Performance	<p>Communication (Speaking)</p> <p>Pupils should be taught how to recite short Surah's from the Qur'aan</p> <p>Children can:</p> <ol style="list-style-type: none"> a. Uses intonation, rhythm and phrasing to make the meaning clear to others. b. Can retell a simple past event in correct order c. Perform a few familiar Surah's with confidence 	<p>Expectation</p> <p>Pupils should be taught to use their voices expressively and creatively by speaking chants and rhymes.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. Recite applying some Tajweed rules b. Recite a growing number of Surah's from memory c. Perform a some Surah's in confidence in front of an audience 	<p>Expectation</p> <p>Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. Recite and apply increasingly complex Tajweed rules correctly b. Recite and memorise longer Surah's c. Perform with expression
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