

Daffodil Grammar School for Girls

Curriculum Plan - Arabic

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 2-3 periods weekly; KS4: 3 periods weekly.	Delivery model Discrete Arabic lessons covering listening, speaking, reading, writing, grammar and culture.	Grouping / pathway Mixed ability with differentiated support and stretch based on pupils' starting points.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Arabic)

Arabic at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop practical communication skills in Modern Standard Arabic (MSA): listening, speaking, reading and writing.
Acquire secure phonics and script literacy, including accurate recognition and formation of Arabic letters and sounds.
Build a strong core vocabulary and grammar foundation so they can understand and produce language on familiar topics.

Are well prepared for GCSE Arabic as a modern foreign language.

Appreciate Arabic language and cultures across the Arab world, including links to Qur'anic Arabic and Islamic civilisation.

Develop confidence and enjoyment in language learning, seeing Arabic as a useful language for faith, travel, media, work and da'wah in a respectful way.

We also recognise that pupils will come with different starting points:

Some may know only Arabic script from Qur'an (decoding but not meaning).

Some may be heritage speakers with oral skills but limited literacy.

Some may be complete beginners.

Our curriculum is designed to support beginners while stretching more experienced learners, particularly through differentiated tasks.

Time allocation:

KS3: 2–3 periods per week (Years 7–9)

KS4: 3 periods per week (Years 10–11)

Grouping: mixed ability, with in-class differentiation; prior experience is used to inform targeted support and extension.

2. KS3 overview (Years 7–9)

Core principles

Across KS3, pupils will:

Build from phonics and script to sentence-level and extended language.

Cover common everyday topics (self, family, school, hobbies, home, town, holidays, food, health, media).

Revisit vocabulary and structures in a spiral curriculum so that language is recycled and extended.

Develop all four skills each year with increasing complexity.

Begin to understand and manipulate key grammatical structures:

Gender and number; definite article; possessives.

Present, past and (intro) future tense.

Negation; simple connectives; opinions and reasons.

Year 7 – Foundations: Script, Sounds & Simple Communication

Overall intent: Transition from zero/decoding-only Arabic to reading, writing, understanding and producing simple phrases and short sentences.

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Autumn 1	Introduction to Arabic & Script	- Arabic alphabet (isolated & joined forms)- Vowel marks (harakat) – fatha, kasra, damma- Basic greetings: السلام عليكم، صباح الخير، مساء الخير- Introducing self (name, age – simple structures)	- Recognise and write letters in all positions- Pronounce core phonemes correctly- Copy and write simple words and short phrases	Script test (reading & writing letters/words); simple oral introduction
Autumn 2	Myself & My Family	- Personal information (name, age, nationality, languages)- Family members, simple descriptions (e.g. طويل، قصير، لطيف)- Possessive structures: أسرتي، أبي، أمي- Simple opinions: أحب / لا أحب	- Short dialogues about self and family- Reading short texts about families- Writing short paragraphs with support	Listening & reading mini-test + short written paragraph about family

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Spring 1	School Life	- Classroom objects; subjects; days of the week- Simple sentences: عندي، ليس عندي - Opinions on subjects + basic reasons: لأنها ممتعة، صعبة، سهلة	- Asking/answering simple questions about school- Using “و، لكن” (and / but) to join ideas	Assessment: role-play about school day + short writing task
Spring 2	Numbers, Time & Daily Routine	- Numbers 1–60; telling the time (o'clock/half past/quarter)- Daily routine verbs in present: أستيقظ، أذهب، أكل، أدرس إلخ	- Understanding simple timetables- Talking about daily routine using present tense	Short listening + writing on daily routine
Summer 1	Hobbies & Free Time	- Sports and hobbies vocabulary- Likes/dislikes + frequency (دائمًا، أبدًا)- Simple future plans with سأذهب، سأشاهد	- Reading short texts about hobbies- Writing a short paragraph including opinions	Extended writing about free time (with scaffold)
Summer 2	Revision & Cultural Project	- Review of all Year 7 topics- Simple cultural project on an Arab country/city	- Presenting basic information about a place- Using learned structures in a new context	End-of-year exam (listening, reading, writing + short speaking)

Year 8 – Building Complexity & Confidence

Overall intent: Extend vocabulary, introduce more tenses and descriptions, improve fluency and paragraph writing.

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Autumn 1	Home & Where I Live	- Types of housing; rooms; furniture- Prepositions: في، على، تحت، أمام، خلف - Describing own house/room	- Describing place using sentences with adjectives- Using prepositions correctly	Reading & writing task describing home; labelled diagram with sentences
Autumn 2	My Town & Local Area	- Places in town; directions; “there is/are”: لا يوجد / يوجد - Simple comparisons: أكبر/ أصغر من، كبير/ أصغر من	- Giving simple directions- Talking about advantages/disadvantages of area	Writing: “My town” including opinions & reasons; short role-play
Spring 1	Food & Eating Out	- Food & drink vocabulary; meals of the day- Ordering in a café/restaurant; polite requests- Using present tense and أريد، لا أريد “want”	- Role-play ordering food- Understanding menus, prices	Listening & speaking assessment (restaurant dialogue)

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Spring 2	Healthy Lifestyle	- Healthy vs unhealthy foods; simple health issues- Modal structures: يجب أن، لا يجب أن - Expressing advice	- Reading texts about health- Writing short advice (e.g. "You should...")	Writing test: "How to be healthy"
Summer 1	Holidays & Travel	- Countries and transport; holiday activities- Introducing past tense for "went", "visited", "stayed" etc.: ذهبت، زرت	- Talking about a past holiday (with support)- Reading simple past-tense accounts	Short written account of a past holiday + reading comprehension
Summer 2	Revision & Arab World Culture	- Review core topics (self, school, town, food, holidays)- Cultural focus: festivals, key cities (Mecca, Medina, Cairo, etc.)	- Understanding short cultural texts- Making simple comparisons between cultures	End-of-year exam covering the four language skills

Year 9 – Bridging to GCSE

Overall intent: Consolidate grammar, extend range of tenses and opinions, start using more GCSE-style tasks.

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Autumn 1	Identity & Relationships	- Describing personality; relationships with family & friends- More complex opinions & connectives: لأن، لذلك، ولكن، أيضًا - Using past and present together	- Writing longer paragraphs with developed opinions- Reading texts with mixed tenses	Extended writing: "My best friend / my family" (past + present)
Autumn 2	Technology & Media	- Devices and uses of technology; social media & internet- Advantages/disadvantages; safety online	- Expressing balanced opinions- Understanding blogs/posts format	Reading and listening assessment; 80–100 word writing
Spring 1	School & Future Plans (GCSE bridge)	- Recap & extend school vocabulary; school rules- Future plans: سأدرس، سأعمل، أريد أن أصبح - Introducing future tense more securely	- Answering GCSE-style writing questions on school- Speaking at greater length about plans	Speaking assessment: school & future plans (photo card + general Qs)
Spring 2	Environment & Global Issues (intro)	- Simple environmental problems & solutions- Vocabulary for recycling, pollution, climate	- Using "must/should" to talk about responsibilities- Linking Islamic and British values (stewardship, justice)	Short writing task: "Protecting the environment"
Summer 1	Revision & Exam Skills	- Recap key structures (tenses, opinions, connectives)- Introduction to GCSE-style tasks (photo description, role-play, short writing)	- Managing timing and understanding rubrics- Using checklists for successful answers	End-of-Year 9 exam with GCSE-style sections (listening, reading, writing)

Term	Unit / Theme	Language Content	Skills & Knowledge	Key Assessment(s)
Summer 2	Transition to KS4 – bridging booklet / project	- Personal project on “My life and my future” using all tenses	- Independent planning, refining and presenting work	Project marked with GCSE-style criteria for writing

3. KS4 overview (Years 10–11)

Core thematic strands at KS4

Identity and culture (self, family, friends, hobbies, technology, celebrations)

Local area, holiday and travel

School, education and future plans

Global and social issues / the wider world (environment, poverty, health, work)

We aim to:

Cover the majority of content in Year 10,

Then consolidate, extend and focus on exam technique in Year 11.

Year 10 – Main content and skill-building

Overall intent: Teach most thematic content in depth, systematically build grammar and embed exam-style tasks in all four skills.

Term	Main Focus	Themes & Grammar	Skills & Outcomes	Key Assessment(s)
Autumn 1	Identity & Personal Life	- Family, friends, personality, hobbies, free time- Social media & technology use- Present tense; opinions & justifications; recap past	- Listening & reading longer texts with familiar language- Short and extended writing (40–90 words)- Structured speaking answers with follow-up questions	Topic test (L/R/W); speaking: photo card + general conversation
Autumn 2	Festivals, Culture & Media	- Islamic celebrations (Eid, Ramadan) and other festivals- TV, films, books, music- Adverbs of frequency, complex opinions, connectives	- Understanding and producing descriptions of celebrations- Linking language to cultural knowledge respectfully	Writing: description of a celebration; reading paper section
Spring 1	Local Area, Home & Town	- Home and neighbourhood; facilities; advantages/disadvantages- Future changes to town; environmental issues locally- Present & future tenses; comparatives & superlatives	- Handling “describe your area” and “what will it be like in the future?” tasks- Using more complex sentences (relative clauses if suitable)	Listening and reading test; speaking: role-play and photo card
Spring 2	Holidays & Travel	- Past holidays: where, when, who with, what you did- Ideal / future holiday; travel preferences- Consolidation of past, present and future	- Writing a 90-word holiday account with 2–3 time frames- Understanding narratives with time markers	Past paper-style writing Q; mock listening & reading on holidays

Term	Main Focus	Themes & Grammar	Skills & Outcomes	Key Assessment(s)
Summer 1	School & Education	- School subjects, timetable, facilities, uniform- Teachers, rules, school pressure- Describing past school experiences & future education plans	- Speaking more confidently on familiar topics- Writing about school life and future study/career	Internal mini-mock across themes studied so far
Summer 2	Careers & Future Plans / Consolidation	- Jobs and career aspirations- Reasons for choices; links to faith and service- Conditional language (... لو ...) if appropriate for higher-ability	- Extended speaking answers with ambition and justification- Using a wider range of structures accurately	End-of-Year 10 exam: 2 or 3 skill components (e.g. L/R/W) in GCSE style

Year 11 – Global issues, consolidation and exam readiness

Overall intent: Fill any content gaps, create depth on global/social issues, and focus heavily on exam practice and strategies.

Term	Main Focus	Themes & Grammar	Skills & Outcomes	Key Assessment(s)
Autumn 1	Global Issues & Environment	- Pollution, climate change, recycling, energy- Charity work, poverty, homelessness- Duty and responsibility (Islamic perspective)	- Arguing a point of view; balanced arguments- Tackling higher-tier reading/listening texts	PPE (mocks) – full set of GCSE-style papers (L/R/W/S as possible)
Autumn 2	Healthy Living & Social Issues	- Diet, exercise, lifestyle choices- Smoking, drugs, social pressures in youth- Giving advice and expressing obligation/necessity	- Responding to unpredictable language in exam tasks- Writing advice and discussing social issues sensitively	Topic tests; speaking mock (role-play + photo + conversation)
Spring 1	Revision by Theme & Skill	- Systematic revision of all four main theme areas- Focus weeks for each skill (Listening/Reading/Writing/Speaking)	- Stronger exam technique: reading the question carefully, time management, checking work- Building stock phrases & complex chunks	Past paper practice; targeted intervention based on mock QLA
Spring 2	Final Exam Preparation	- Individual gap-filling: vocabulary, tenses, tricky question types- Speaking exam preparation (if exam board has separate window)- Stress management and confidence-building	- Independence in revision (own flashcards, notes)- Confident performance in speaking tasks	Final in-class mocks; speaking exams (where timetabled)
Summer 1	Public Exams	- GCSE Arabic exams	External GCSE assessments	

4. Grammar and language progression

KS3 → KS4 grammar path

Year 7:

Alphabet; simple nouns/adjectives; noun-adjective agreement (basic);
Simple present tense; “to have”; basic negation; simple connectives.

Year 8:

More regular verbs in present; introduction to past and future;
Prepositions; more developed noun-adjective agreement;
Modal-like structures (should/must).

Year 9:

Secure present/past/future in high-frequency verbs;
Developing use of time markers; more complex negatives;
Wider range of opinions and justifications.

Years 10–11:

Wider range of verb patterns; more secure conjugation;
Complex sentences (because, although, when, if);
Subordinate clauses (where ability allows);
Higher-level structures for top grades (conditional, relative clauses).

5. Assessment schedule

KS3

Regular vocabulary and spelling tests (especially Year 7–8).
End-of-unit assessments combining at least two skills (e.g. Listening + Writing, Reading + Speaking).
End-of-year exam in Years 7–9 with increasing complexity and more GCSE-style question types by Year 9.

KS4

After each theme, pupils complete specific GCSE-style tasks in all four skills:

Listening & reading from past/specimen papers or adapted tasks.
Writing tasks at 40/90/150-word levels (as per board).
Speaking practice: role-plays, photo cards, and general conversation.

Year 10 end-of-year exam – 2–3 component papers in internal GCSE-style format.

Year 11 PPEs (mocks) – full set of exam components.

Question-level analysis used to identify gaps (topics, tenses, question types) and plan intervention.

6. Inclusion, SEND and EAL in Arabic

We recognise that all pupils are at least bilingual/multilingual in some way; we build on this as a strength.

Support includes:

Phonics and script taught systematically with visual and kinaesthetic support.
Writing frames and sentence builders (e.g. “I like... because...”).
Colour-coding for gender/number/tense.
Chunking tasks (match, gap-fill, reordering) before full free production.

Extra support sessions for those struggling with script or grammar.

For heritage speakers / Qur'anic readers:

More challenging tasks (translation, extended writing, higher-tier listening/reading).

Opportunities to mentor/help peers in paired activities, while still pushing their own literacy and accuracy.

For SEND:

Differentiated expectations (e.g. shorter written output, more oral work).

Larger script, clear fonts, spacing for those with visual/processing difficulties.

Frequent retrieval and repetition to support memory.

7. SMSC, British values and Islamic ethos in Arabic

SMSC:

Exploration of cultural practices, festivals and everyday life in various Arab countries.

Respectful discussion of similarities and differences between cultures.

British values:

Respect and tolerance for languages and cultures.

Understanding diverse communities within the UK (Arab, Muslim and others).

Islamic ethos:

Respectful integration of language for worship (e.g. greetings, basic phrases) into MSA where appropriate.

Emphasis on using language responsibly and politely.

Selection of topics/texts that support good character (akhlaq), modesty and respect.

8. Homework and independent learning

Homework will:

Focus on short, regular practice: vocabulary learning, sentence translation, short paragraph writing, quiz-style tasks.

Include listening practice where resources permit (audio/video clips).

At KS4, incorporate past paper questions and planned revision activities (e.g. vocabulary lists by topic, writing phrases bank).

Pupils will be encouraged to:

Keep a personal vocabulary book sorted by theme.

Use flashcards / online tools for vocabulary revision.

Engage with age-appropriate Arabic media (nasheeds, simple videos) where beneficial and in line with school ethos.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	

Area	Quality question	Evidence
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.