

# Arabic Language Curriculum

## Level 0, Level 1, Level 2 and Level 3

Reading & Writing • Speaking & Comprehension • Grammar & Morphology

---

### Programme Purpose

A structured Arabic pathway for Stewards.ONE students, from absolute beginner entry to GCSE Arabic readiness, designed to develop literacy, fluency, comprehension, grammatical accuracy, natural Arabic usage and confident written expression.

Document	Version	Prepared for	Academic Aim
Arabic Curriculum Framework: Level 0 to Level 3	v1.1	Stewards.ONE Online School	GCSE Arabic readiness with serious Arabic literacy and fluency

**Stewards.ONE: Academics • Business • Character**

# Contents

- [1. Curriculum Vision and Design Principles](#)
- [2. GCSE Alignment and Stewards.ONE Arabic Outcomes](#)
- [3. Programme Architecture: Three Curriculum Strands](#)
- [4. Level 0: Absolute Beginner Arabic Literacy & Sound Foundation](#)
- [5. Level 1: Foundation Literacy & Controlled Expression](#)
- [6. Level 2: Structured Fluency & GCSE Foundation Readiness](#)
- [7. Level 3: GCSE Bridge & Examination Preparation](#)
- [8. Texts, Resources and Media Spine](#)
- [9. Assessment Framework and Progression Standards](#)
- [10. Recommended Year Plan and Implementation Notes](#)
- [11. Appendix: Sample Arabic Language Frames and Resource Notes](#)

# 1. Curriculum Vision and Design Principles

**Arabic at Stewards.ONE is a serious academic subject. It is not decorative cultural exposure. It is structured language learning with real intellectual, communicative and spiritual value.**

The programme is designed around three connected strands that run through every level, including a Level 0 entry route for students beginning from complete nothing. Students should not become strong readers but weak speakers, or strong grammar students who cannot write or respond with confidence.

## The Stewards.ONE Arabic Vision

- To develop Arabic literacy: accurate reading, spelling, handwriting, vocabulary and sentence control.
- To develop Arabic communication: listening, pronunciation, oral response, role play, picture description and confident spoken expression.
- To develop Arabic structure: Nahw and Sarf taught as tools for meaning, not as isolated theory.
- To develop writing proficiency: from accurate sentences to confident paragraphs and GCSE-style extended responses.
- To move students gradually towards natural Arabic usage, with the long-term aspiration of near-native confidence over time.
- To prepare students for Pearson Edexcel GCSE Arabic through a staged pathway rather than last-minute exam preparation.
- To connect Arabic to Qur'anic language, Islamic heritage, culture and the intellectual tradition of the Ummah.

## Design Principles

Principle	Meaning for the Arabic Programme
Balanced strands	Every level includes Reading & Writing, Speaking & Comprehension, and Grammar & Morphology.
GCSE backwards design	Level 3 prepares directly for GCSE. Level 1 and Level 2 quietly build the same habits earlier.
Fluency with structure	Students speak and write using correct patterns, not only memorised phrases.
Text-rich learning	Students engage with graded readers, GCSE-style texts, adapted authentic texts and carefully selected heritage passages.
Comprehension before performance	Students listen, read and understand before being expected to produce longer responses.
Writing as craft	Writing is drafted, corrected and improved, with each student building a portfolio.
Tarbiyah connection	Arabic is linked to adab, Qur'anic vocabulary, intellectual discipline and love of beneficial knowledge.

## 2. GCSE Alignment and Stewards.ONE Arabic Outcomes

The long-term examination aim is Pearson Edexcel GCSE Arabic. The GCSE qualification assesses four skills: listening, speaking, reading and writing. In the Pearson specification, each skill carries 25% of the qualification. The specification is also structured around five themes: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; and International and global dimension.

This curriculum therefore uses the Stewards.ONE three-strand model while ensuring that all four GCSE skill areas are covered systematically from Level 0 through Level 3.

Pearson GCSE Skill	Stewards.ONE Strand Coverage	Curriculum Implication
Listening	Speaking & Comprehension	Students hear Arabic regularly through teacher audio, GCSE-style listening, short authentic clips and oral questioning.
Speaking	Speaking & Comprehension	Students practise role plays, picture tasks, prepared topics, spontaneous answers and pronunciation.
Reading	Reading & Writing	Students read graded passages, emails, notices, adverts, articles and short literary or heritage extracts.
Writing	Reading & Writing plus Grammar & Morphology	Students write sentences, paragraphs, translations and extended GCSE responses with increasing accuracy.

### GCSE Themes Built into the Pathway

Theme	Level 0	Level 1	Level 2	Level 3
Identity and culture	Names, family words, colours	Self, family, hobbies, food	Relationships, celebrations, technology	Opinions, culture, social issues
Local area, holiday and travel	Classroom objects, places, simple directions	Home, school, town words	Town, travel, shopping, weather	Travel transactions, comparisons, extended views
School	Classroom Arabic and instructions	Subjects and school day	School rules, teachers, pressures	Exam pressure, future study, school evaluation
Future aspirations, study and work	Jobs as simple nouns	Simple ambitions	Future plans and jobs	Careers, volunteering, further study
International and global dimension	Simple charity and environment words	Helping others, clean places	Environment and community	Global issues, campaigns, causes

### 3. Programme Design: Three Curriculum Strands

Strand	Purpose	Main Student Output
Reading & Writing	Build decoding, vocabulary, spelling, comprehension, sentence control, paragraphs, translation and extended written communication.	Students read and write increasingly complex Arabic with accuracy and confidence.
Speaking & Comprehension	Build pronunciation, listening, oral response, guided conversation, role play, picture description, spontaneous answers and aural comprehension.	Students understand spoken Arabic and respond with increasing fluency and confidence.
Grammar & Morphology	Teach Nahw and Sarf: sentence structure, roots, patterns, agreement, tenses, verb forms, iḍāfah and applied grammar.	Students understand how Arabic works and use grammar to improve reading, writing, listening and speaking.

### Suggested Weekly Structure

Weekly Lesson	Focus	Notes
Lesson 1	Reading & Writing	Vocabulary, reading passage, comprehension, spelling, sentence and paragraph production.
Lesson 2	Speaking & Comprehension	Listening input, pronunciation, oral drills, role play, picture description, theme-based speaking.
Lesson 3	Grammar & Morphology	Nahw and Sarf taught with immediate application to reading, speaking and writing.

Where timetable capacity allows only two Arabic lessons per week, Grammar & Morphology should be embedded inside both Reading & Writing and Speaking & Comprehension rather than removed.

## 4. Level 0: Absolute Beginner Arabic Literacy & Sound Foundation

Level 0 is the entry route for students who are starting from complete nothing: no secure letter recognition, no Arabic reading fluency, no vocabulary base and no confidence with Arabic sounds. The purpose is to build the sound, script and confidence foundations required before students enter Level 1.

This level should be calm, highly structured and encouraging. Students are not rushed into grammar tables or GCSE tasks. They first learn how Arabic sounds, how Arabic letters behave, how words are built, and how to respond to simple classroom Arabic with confidence.

### Level 0 End-of-Level Standard

- Recognise and pronounce all Arabic letters in isolated and joined forms.
- Read fully vocalised words and very short phrases with teacher support.
- Write letters, joined words and short copied phrases with correct direction and spacing.
- Understand and respond to essential classroom instructions in Arabic.
- Use basic greetings, name statements, yes/no responses and simple object identification.
- Recognise the idea that Arabic words have roots, patterns, gender and sentence order, without heavy technical grammar.

### Level 0 Curriculum Map

Strand	Core Content	Sample Outputs
Reading & Writing	Arabic directionality, letter recognition, letter joining, handwriting, short vowels, long vowels, sukūn, shaddah, tanwīn, high-frequency words and copied phrases.	Reads and writes letters, joins simple words, copies short phrases, completes dictation of sounds and familiar words.
Speaking & Comprehension	Arabic sound awareness, listening discrimination, greetings, classroom instructions, simple responses, naming objects, numbers, colours and personal information.	Responds to teacher commands, repeats accurately, answers simple questions, identifies objects and gives basic self-introduction phrases.
Grammar & Morphology	Pre-grammar foundations: word vs sentence, noun awareness, masculine/feminine, أنا/أنت، ال، هذا/هذه، أنا/أنت، simple word families and root awareness.	Sorts words by type, recognises gender, uses هذا/هذه with familiar objects, notices repeated roots in simple word families.

### Level 0 Reading & Writing Detail

- Learn Arabic reading direction, page orientation and correct handwriting posture.
- Recognise all letters in isolated, initial, medial and final forms.
- Secure the difference between similar letters, especially فاق، ع/غ، ط/ظ، ص/ض، س/ش، ر/ز، د/ذ، ج/ح/خ، ب/ت/ث.
- Read and write short vowels, long vowels, sukūn, shaddah and tanwīn.
- Build early vocabulary: classroom objects, colours, numbers, family words, food words and common Islamic words such as كتاب، قلم، بيت، مسجد، رب، علم.
- Move from tracing to copying to writing familiar words from memory.

### Level 0 Speaking & Comprehension Detail

- Develop accurate pronunciation through teacher modelling, choral repetition and individual correction.
- Listen for sound differences that are difficult for English speakers, especially ق، غ، ع، خ، ه/ح and emphatic letters.
- Use greetings and classroom Arabic: السلام عليكم، نعم، لا، من فضلك، شكرا، افتح الكتاب، اقرأ، اكتب، اسمع.
- Answer simple personal questions: ما اسمك؟ أين تسكن؟ كم عمرك؟ هل تحب العربية؟
- Identify familiar items orally using هذا and هذه.
- Build confidence through short oral routines before moving to free conversation.

## Level 0 Grammar & Morphology Detail

- Introduce grammar gently as pattern awareness, not as formal technical study.
- Recognise that Arabic words can be nouns, verbs or describing words, without requiring full analysis.
- Introduce masculine and feminine through familiar nouns and classroom objects.
- Use ال with familiar words and recognise that it makes a word definite.
- Use هذا, أنت, أنتِ and هذه in controlled oral and written phrases.
- Notice root families through simple examples such as علم, عالم, تعليم and كاتِب, كَتَب, كِتَاب.

## Level 0 Recommended Texts and Materials

Category	Recommended Materials	Use
Core starter text	Gateway to Arabic Starter resources and Gateway to Arabic Book 1	Letter formation, sound-symbol correspondence, early vocabulary and simple phrases.
Reading foundation	Arabic phonics / qaida-style teacher-created booklet	Step-by-step decoding, vowel recognition, joining practice and dictation.
Handwriting	Stewards.ONE Arabic handwriting and copywork sheets	Tracing, copying, spacing, joined writing and neat presentation.
Audio and video	Teacher-created pronunciation clips and short classroom instruction recordings	Sound discrimination, oral repetition, listening confidence and home practice.
Cultural and Qur'anic link	Selected high-frequency Islamic vocabulary and short phrases	Gentle connection to Qur'anic language and Islamic heritage without overloading beginners.

## Progression from Level 0 to Level 1

A student should move from Level 0 to Level 1 when they can recognise all letters, decode fully vocalised familiar words, copy and write short phrases, respond to classroom Arabic and show confidence with basic greetings and personal information. The goal is not speed. The goal is secure foundations that make later reading, writing, speaking and grammar easier.

## 5. Level 1: Foundation Literacy & Controlled Expression

Level 1 moves students from recognition to controlled production. It is suitable for students who may recognise Arabic script or read Qur'anic Arabic but do not yet have secure Modern Standard Arabic literacy, grammar, vocabulary or spoken confidence.

### Level 1 End-of-Level Standard

- Read short fully vocalised and lightly vocalised Arabic passages.
- Write accurate words, phrases and short paragraphs about self, family, school and daily routine.
- Introduce themselves and answer basic personal questions orally.
- Understand basic nouns, adjectives, pronouns, prepositions and present-tense verbs.
- Recognise simple past tense verbs and the root-pattern concept.
- Complete basic dictation and spelling tasks with growing accuracy.

### Level 1 Curriculum Map

Strand	Core Content	Sample Outputs
Reading & Writing	Letters, joins, vowels, shaddah, tanwīn, common vocabulary, sentence building, short paragraphs.	Self-profile, family description, school paragraph, weekly dictation, vocabulary notebook.
Speaking & Comprehension	Greetings, introductions, classroom language, family, likes and dislikes, basic school questions, simple listening.	30-60 second self-introduction, teacher Q&A, simple picture description.
Grammar & Morphology	Gender, definite article, sun and moon letters, noun-adjective agreement, nominal sentence, pronouns, prepositions, basic present tense.	Sentence correction, substitution drills, short translations, mini grammar quizzes.

### Level 1 Reading & Writing Detail

- Master Arabic letter shapes in initial, medial and final positions.
- Secure short vowels, long vowels, sukūn, shaddah and tanwīn.
- Build core vocabulary: self, family, home, school, numbers, colours, food, hobbies, days and time.
- Write simple sentence frames: أنا اسمي، عندي، أحب، لا أحب، في البيت، في المدرسة.
- Produce short paragraphs such as About Me, My Family, My School and My Daily Routine.

### Level 1 Speaking & Comprehension Detail

- Use greetings, classroom instructions and basic polite Arabic.
- Answer personal questions: name, age, location, family, school, favourite subject and hobbies.
- Develop pronunciation through repetition, correction and short oral drills.
- Listen for key words and short phrases in teacher-created audio.
- Begin mini role plays: meeting a new friend, asking for an item, classroom exchange, simple shop interaction.

### Level 1 Grammar & Morphology Detail

- Understand masculine and feminine nouns and adjectives.
- Use ال and recognise sun and moon letters.
- Build nominal sentences: الولد طويل، البنت مجتهدة.
- Use pronouns: أنا، أنت، أنت، هو، هي، نحن.
- Use common present-tense verbs: أكتب، أقرأ، أدرس، أذهب، أحب، أريد.
- Recognise roots using simple examples such as كتب، درس، قرأ.

## Level 1 Recommended Texts and Materials

Category	Recommended Materials	Use
Core course text	Gateway to Arabic Books 1-2	Script, vocabulary, sentence structures and early grammar.
Graded reader	Madinah Arabic Reader Book 1	Short reading practice with controlled language.
Teacher-created materials	Stewards.ONE Level 1 vocabulary booklet, handwriting booklet, dictation sheets and audio clips	Align content to GCSE themes from the beginning.
Heritage link	Short Qur'anic vocabulary extracts and high-frequency words	Build connection to Qur'anic Arabic without overloading the level.

## 6. Level 2: Structured Fluency & GCSE Foundation Readiness

Level 2 moves students from short sentences to structured fluency. Students begin to read longer passages, write linked paragraphs, answer questions with reasons, and use past, present and future timeframes.

### Level 2 End-of-Level Standard

- Read lightly vocalised and increasingly unvocalised GCSE-style texts.
- Write 80-100 words on familiar topics using connectives, opinions and timeframes.
- Speak for 1-2 minutes on a prepared topic and answer follow-up questions.
- Use past, present and future timeframes in controlled speech and writing.
- Understand and apply idāfah, adjective agreement, pronouns, negation and common verb conjugations.
- Complete short translation tasks between Arabic and English.

### Level 2 Curriculum Map

Strand	Core Content	Sample Outputs
Reading & Writing	GCSE theme texts, paragraphs, connectives, opinions, past-present-future writing, cultural reading.	80-100 word tasks, emails, diary-style paragraphs, cultural topic summaries.
Speaking & Comprehension	Theme-based speaking, role play, picture description, listening for detail, opinions and reasons.	1-2 minute topic talk, role play, guided picture description, recorded oral homework.
Grammar & Morphology	Past, present, future, idāfah, adjective agreement, attached pronouns, relative pronouns, negation, common forms.	Verb tables, translation, sentence correction, grammar-in-writing assessment.

### Level 2 Reading & Writing Detail

- Read short GCSE-style texts across identity, culture, school, travel, local area, future plans and global issues.
- Write linked paragraphs using **و, لكن, لأن, لذلك, أيضا, ثم, بعد ذلك**.
- Use opinions: **في رأبي, أعتقد أن, أظن أن, أفضل**.
- Use time phrases: **أمس, اليوم, غدا, في الأسبوع الماضي, في المستقبل**.
- Write on family, school, town, holidays, technology, health, future work and helping the environment.

### Level 2 Speaking & Comprehension Detail

- Speak on personal and GCSE topics with opinions and simple justifications.
- Describe a picture using what can be seen, what people are doing and a personal opinion.
- Begin role-play transactions: directions, shopping, restaurant, school office, travel, asking for help.
- Listen to short teacher-created and GCSE-style dialogues for specific detail.
- Ask at least one question in Arabic during speaking tasks.

### Level 2 Grammar & Morphology Detail

- Conjugate common verbs in past, present and future.
- Use attached pronouns: **كتابي, بيته, مدرستنا**.
- Use demonstratives: **هذا, هذه, هؤلاء, ذلك, تلك**.
- Recognise and use relative pronouns: **الذي, التي**.
- Use negation: **لا, ما, لم, لن, ليس**.
- Recognise common forms I-IV productively, with exposure to forms V-VI where appropriate.

## Level 2 Recommended Texts and Materials

Category	Recommended Materials	Use
Core course text	Gateway to Arabic Books 3-5	Grammar, reading and sentence building.
Graded reader	Madinah Arabic Reader Book 2	Longer reading passages and structured vocabulary.
Modern Arabic support	Mastering Arabic 1, selected units	Topic vocabulary and communicative language.
GCSE preparation	Teacher-created GCSE Foundation theme booklets	Build GCSE habits while preserving broader Arabic depth.
Cultural texts	Short adapted articles and simple biographies	Introduce Arabic-speaking cultures and intellectual heritage.

## 7. Level 3: GCSE Bridge & Examination Preparation

Level 3 is explicitly GCSE-facing. It consolidates Arabic literacy and grammar while training students for Pearson Edexcel GCSE reading, writing, listening, speaking and translation tasks.

### Level 3 End-of-Level Standard

- Attempt Pearson GCSE Foundation tasks confidently and move towards Higher-style work where appropriate.
- Speak in role play, picture-based task and general conversation formats.
- Write extended GCSE-style responses using past, present and future timeframes.
- Translate accurately from Arabic to English and from English to Arabic at GCSE level.
- Read emails, adverts, articles, notices, letters and short literary or heritage extracts.
- Use grammar and morphology actively to improve accuracy and meaning.

### Level 3 Curriculum Map

Strand	Core Content	Sample Outputs
Reading & Writing	Full GCSE themes, exam-style reading, 40/90/150-word writing, translation, formal and informal register.	GCSE writing portfolio, timed writing tasks, reading papers, translation exercises.
Speaking & Comprehension	GCSE speaking format, listening practice, role play, picture task, prepared and unprepared conversation.	Recorded mock speaking exam, role plays, picture descriptions, theme conversations.
Grammar & Morphology	Complex sentences, relative clauses, object pronouns, conditionals, comparatives, verb forms, weak verbs, participles, case recognition.	Grammar retrieval tests, translation, corrected writing, personal error log.

### Level 3 Reading & Writing Detail

- Read GCSE text types: emails, adverts, letters, blogs, notices, articles, opinion pieces, travel information and short literary extracts.
- Write 40-word, 90-word and 150-word responses depending on tier and readiness.
- Develop formal and informal register, including correct greetings and closings.
- Use three timeframes naturally and accurately.
- Use comparison, reasons, consequence and conditionals: أكثر من، أفضل من، إذا، لو، لأن، لذلك، نتيجة لذلك.
- Build a corrected writing portfolio across all GCSE themes.

### Level 3 Speaking & Comprehension Detail

- Practise the GCSE speaking structure: role play, picture-based task and conversation.
- Use the PEARL model: Point, Extend, Add opinion, Reason, Link timeframe.
- Prepare a chosen conversation theme while also practising unprepared themes.
- Listen to GCSE-style audio for gist, detail, inference and distractors.
- Move class routines gradually towards Arabic-only questioning and response where appropriate.

### Level 3 Grammar & Morphology Detail

- Use full noun-adjective agreement and iḍāfah with confidence.
- Use relative clauses, object pronouns and attached pronouns in writing and speaking.
- Use past, present, future, imperative and common weak verbs accurately.
- Recognise active and passive participles and common masdar patterns.
- Use comparatives, superlatives and conditional sentences.
- Maintain a personal error log for recurring mistakes in spelling, grammar and structure.

## Level 3 Recommended Texts and Materials

Category	Recommended Materials	Use
GCSE specification	Pearson Edexcel GCSE Arabic specification, vocabulary and grammar lists	Direct alignment to examination themes, skills and grammar.
Exam practice	Pearson sample assessment materials, past papers and mark schemes	Timed practice, mark-scheme familiarisation and mock exams.
Core texts	Gateway to Arabic Books 5-6; Mastering Arabic 1-2 selected units	Structure, vocabulary and topic development.
Teacher-created booklets	GCSE speaking, writing, translation and vocabulary booklets	Stewards.ONE-specific progression and assessment.
Authentic and heritage texts	Adapted news, travel, charity, school and cultural texts; selected adab and Qur'anic language examples	Reading breadth, cultural depth and intellectual heritage.

## 8. Texts, Resources and Media Spine

The Arabic programme needs a carefully chosen spine of texts. The aim is not to use one textbook mechanically, but to combine a stable course text, graded readers, GCSE specification materials, teacher-created resources and carefully selected authentic or heritage materials.

### Recommended Resource Spine by Level

Level	Core Texts	Teacher-Created Materials	Media / Audio
Level 0	Gateway to Arabic Starter/Book 1; teacher-created phonics booklet	Handwriting sheets; sound cards; classroom Arabic cards; beginner dictation booklet	Teacher pronunciation clips; sound discrimination audio; short classroom command recordings
Level 1	Gateway to Arabic 1-2; Madinah Arabic Reader 1	Handwriting booklet, Level 1 vocabulary booklet, dictation sheets, simple reading cards	Pronunciation videos, alphabet and vowel audio, short teacher dialogues
Level 2	Gateway to Arabic 3-5; Madinah Arabic Reader 2; selected Mastering Arabic 1	GCSE Foundation theme booklets, writing frames, verb tables, role-play cards	Theme-based listening, cultural clips, short travel and school-life videos
Level 3	Pearson GCSE Arabic specification and SAMs; Gateway 5-6; Mastering Arabic 1-2 selected units	GCSE writing portfolio, speaking booklet, translation booklet, personal error log	Pearson-style listening, mock speaking recordings, authentic clips with guided vocabulary

### Text Selection Criteria

- Language level: texts should be just above current ability but not discouraging.
- Vocabulary alignment: texts should connect to GCSE themes and high-frequency Arabic.
- Structural value: texts should model the grammar currently being taught.
- Cultural value: texts should expose students to Arabic-speaking communities, Islamic heritage and meaningful contexts.
- Writing transfer: texts should provide phrases, sentence structures and paragraph models students can reuse.
- Oral transfer: texts should support speaking and comprehension, not only silent reading.

### Video and Audio Use

Type	Purpose	Examples
Teacher-created audio	Controlled listening and pronunciation practice	Vocabulary, dictation, short dialogues, GCSE-style questions
Teacher-created video	Explain grammar, model speaking answers and demonstrate picture tasks	Verb forms, role play, pronunciation, writing correction
Pearson-style audio	Examination preparation and listening stamina	Foundation and Higher listening style tasks
Authentic clips	Exposure to natural Arabic and culture	Weather, travel, charity campaign, school clip, food or restaurant clip

Authentic clips should be short and heavily guided. They should not replace structured teaching. Each clip should include a vocabulary pre-teach, comprehension task and follow-up speaking or writing activity.

## 9. Assessment Framework and Progression Standards

Assessment should build GCSE confidence from the beginning while remaining age-appropriate. Students should be assessed in listening, speaking, reading, writing, grammar and translation, with timely feedback that identifies both strengths and next steps.

### Assessment Weighting

Assessment Area	Suggested Weight	Evidence
Homework and vocabulary practice	20%	Weekly tasks, vocabulary tests, spelling and dictation.
Speaking & Comprehension	20%	Oral tasks, role play, picture description, listening quizzes, recordings.
Reading & Writing	25%	Reading comprehension, writing tasks, paragraphs, portfolio work.
Grammar & Translation	20%	Grammar quizzes, sentence correction, translation, verb tests.
Participation and oral confidence	15%	Preparedness, contribution, pronunciation effort, Arabic classroom language.

### End-of-Level Assessment Pattern

Level	Reading	Writing	Speaking & Comprehension	Grammar & Morphology
Level 0	Letter and fully vocalised word recognition.	Copied words, short phrases and sound dictation.	Greetings, classroom commands, sound discrimination and basic self-introduction.	Pre-grammar: word, gender, ال, هذا/هذه and root awareness.
Level 1	Short vocalised passage with questions	5-8 sentence paragraph	Self-introduction and basic Q&A	Basic sentence and verb quiz
Level 2	Short GCSE-style text	80-100 word familiar-topic task	1-2 minute topic talk, role play, picture description	Tenses, agreement, idāfah, translation
Level 3	GCSE-style reading paper	GCSE-style writing and translation	Full mock: role play, picture task, conversation	Cumulative grammar and personal error analysis

### Progression Rubric

Area	Emerging	Secure	Strong
Reading	Reads familiar words with support.	Reads level-appropriate passages with good comprehension.	Reads unfamiliar texts with inference and independence.
Writing	Writes simple sentences with frequent support.	Writes linked paragraphs with mostly accurate structures.	Writes extended responses with range, accuracy and clear organisation.
Speaking	Answers memorised questions.	Speaks on familiar themes with reasons and timeframes.	Responds spontaneously and develops answers naturally.
Comprehension	Understands key words and slow speech.	Understands short dialogues and theme-based audio.	Understands detail, inference and distractors in GCSE-style audio.
Grammar	Recognises core structures.	Applies common grammar in writing and speaking.	Uses grammar consciously to improve accuracy and complexity.

## 10. Recommended Year Plan and Implementation Notes

The yearly plan uses the same broad thematic cycle at each level, increasing in depth from Level 0 sound and script foundations through to Level 3 GCSE readiness. This creates continuity without forcing absolute beginners into GCSE-style work too early.

Term	Main Themes	Reading & Writing	Speaking & Comprehension	Grammar & Morphology	Assessment
Term 1	Identity, family, school, daily routine	Personal profile, school paragraphs, basic reading texts	Introductions, personal questions, school Q&A	Nouns, adjectives, pronouns, present tense	Personal profile writing and oral introduction
Term 2	Home, town, travel, food, culture	Travel texts, local area writing, restaurant/shop language	Role plays, directions, picture description	Past tense, idāfah, prepositions, agreement	Travel or local area writing and role play
Term 3	Future plans, work, volunteering, environment	Future writing, global issue texts, opinions	Future plans, opinions, global topic discussion	Future tense, comparatives, conditionals, complex sentences	Cumulative mini paper and speaking task

### Implementation Priorities for Stewards.ONE

- Strengthen teaching capacity to develop Speaking & Comprehension, especially listening, oral confidence and spontaneous response.
- Develop writing proficiency through a structured portfolio approach, with drafting, correction and improved final versions.
- Preserve the existing strong grammar emphasis while ensuring grammar supports actual communication.
- Select texts with expert input so each level has appropriate materials, not overly simplified content or inaccessible classical material.
- Build teacher-created GCSE-aligned resources, especially for speaking, listening, writing and translation.
- Introduce mock GCSE-style tasks gradually from Level 2 and systematically in Level 3.

# 11. Appendix: Sample Arabic Language Frames and Resource Notes

## Level 1 Sentence Frames

Arabic Frame	Meaning / Use
اسمي ...	My name is ...
أسكن في ...	I live in ...
عندي أخ وأخت	I have a brother and a sister.
أحب ... لأنه ...	I like ... because it is ...
... مادتي المفضلة هي	My favourite subject is ...

## Level 2 Speaking Frames

Arabic Frame	Use
... في الصورة أرى	Picture description
... في رأيي ... لأن	Opinion with reason
... في الماضي ذهبت إلى	Past-time speaking
... في المستقبل أريد أن	Future-time speaking
هل تحب ...؟	Asking a question

## Level 3 GCSE Speaking Model: PEARL

Step	Meaning	Example Use
P: Point	Answer the question directly.	أحب دراسة العربية.
E: Extend	Add extra detail.	أدرسها ثلاث مرات في الأسبوع.
A: Add opinion	Say what you think.	في رأيي هي لغة مهمة.
R: Reason	Explain why.	لأنها لغة القرآن.
L: Link timeframe	Add past, present or future.	في المستقبل أريد أن أتكلم بطلاقة.

## Source and Alignment Notes

This curriculum is aligned to the Pearson Edexcel GCSE Arabic qualification page and official specification. It also reflects the Stewards.ONE educational model of serious academic subject design, character formation and language as intellectual discipline.

**Pearson Edexcel GCSE Arabic qualification page:** [GCSE Arabic \(2017\)](#)

**Pearson Edexcel GCSE Arabic specification PDF:** [Specification and sample assessments](#)