

Madrasa Tajweedul Quran

Al-Ansaar Welfare & Education

140 - 142 Garstang Road Fulwood Preston Lancashire UK PR2 8NA

Tel/Fax: 01772 71 60 60

Email: al_ansaar@yahoo.co.uk

www.alansaar.org.uk

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ .

The best amongst you is the one learns and teaches the Quran.

Easy Steps to the Quran

Part 4 of 6

Compiled By:

Mohammed Farook Kazi

4th Edition.

Note: The words in here are there to provide further examples of the relevant concept and at times some words may not contain an actual meaning in Arabic.

حامداً ومصلياً

Introduction

Assalamualaykum, Dear parent / teacher,

This is the second part of the "supplementary booklet" to support pupils who are using Ahsanul Qawaid to learn how to recite the Quran. In order to maximise benefit, it is important parents understand the purpose of this workbook; this has been highlighted in part 1. This workbook covers:

1. Sukoon concepts.
2. Hamza when Saakin.
3. Tashdeed (Shaddah).
4. Ghunna of Noon and Meem Mushaddad.
5. Various short Quran verses.
6. Madd.
7. Madd with Tashdeed.
8. Small Meem (Iqlaab).
9. Arabic names (correct pronunciation).

To assist our new teachers, this edition has been heavily edited, and a lot of new exercises have been added to make this workbook as beneficial as possible (there are still changes to make, and this will Insha-Allah be done in the next edition). As always, it is your teaching method that really makes the difference, some examples of this are:

- a) Stimulating delivery where you have the attention of all pupils.
- b) Reaching out to all pupils, including those with lower ability.
- c) Using one example to explain and revise a variety of concepts.
- d) Showing "parallels" of similar concepts / letters etc. It is only when this is highlighted formally to children, do they "appreciate" and acknowledge the similarities and differences. Although "parallels" have been given in this workbook or mentioned, however this is only in certain places.

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- e) "Why we do what we do" needs to be continuously explained to pupils rather than trying to get them simply to memorise a particular concept. As an example, pointing out that a Tashdeed represents two letters helps young learners understand why a letter containing Tashdeed is recited in this particular manner. Note that this may not be applicable at all times.
- f) Continuous revision of all previous concepts - both formally and informally. For this a "revision timetable" needs to be in place, so that previous concepts are revised thoroughly and systematically.

Please also note:

- It is very important that your child at this stage understands all the concepts that have been covered so far. A failure in this will lead to your child struggling and failing to make progress (as each concept is a link to the next one and so forth).
- If your child has fallen behind for whatever reason, you need to establish the last concept your child understands, and then from this point onwards you need to make a robust "revision plan" to "catch up".
- Simply expecting your child to automatically "catch up" is not just wishful thinking, but will hamper progress even further. You may need to discuss a "catch up" plan with your child's class teacher.

This class is the most important stepping stone towards learning to recite the Quran, thus a little effort and involvement now will pay huge dividends later on. Please do not hesitate to email any feedback / suggestions etc.

Finally, a big thank you to all those who have assisted in compiling this booklet. We pray to Allah for guidance, wisdom and steadfastness and may he accept our efforts. Ameen.

Moulana Farook Kazi

Founder & Chair of Al-Ansaar Welfare & Education
December 2012 / Muharram 1433

Sukoon Concepts

Notes for parents: These pages cover the following concepts that are in Ahsanul Qawaid, i.e. a Saakin letter after a letter containing a Harakah:

5	4	3	2	1
أَنْ	إِئِ	أِئِ	أُؤ	أُؤ
A.Q. Page 23 Lesson 17	A.Q. Page 22 Lesson 16	A.Q. Page 21 Lesson 15	A.Q. Page 20 Lesson 14	A.Q. Page 19 Lesson 13

Working from the book "Ahsanul Qawaid", the above makes a total of 5 concepts.

In reality there are only 3 concepts, as numbers 1, 3 and 5 (in the above concepts) are same. Therefore, to make it easier for children and to avoid confusion, we are using a different format to learn the above concepts.

If required, we may go over the examples in Ahsanul Qawaid after finishing these pages (if A. Qawaid is being used).

Please also note the following:

1. The "semi-circle" on the second letter in the above examples is known as a Sukoon.
2. A letter containing a Sukoon is known as Saakin.

Examples:

نْ	مْ	يْ
This is a Noon Saakin	This is a Meem Saakin	This is a Yaa Saakin

Sukoon - Section A

Notes for parents & teachers

Concept we are covering: Any Saakin letter preceded by any letter from the alphabet containing any one of the three vowel points (Fatha, Dhamma, Kasra).

To make it easier for children, each of the following first 6 lessons are devoted to a specific vowel point only.

Teaching strategy: First ask the first bit of the two letter word, and then explain that the second letter has a "Sukoon" (semi-circle), and the first letter must be joined to the sound second letter.

Part 1 has six lessons.

Lesson 1

Any Saakin letter preceded by a letter containing a Fatha.

5	4	3	2	1
سَفْ	بَسْ	بَنْ	أَنْ	أَبْ

10	9	8	7	6
يَثْ	يَفْ	مَقْ	جَشْ	جَنْ

Emphasise full mouth and throat letters:

15	14	13	12	11
أَحْ	أَعْ	دَعْ	ضَعْ	صَفْ

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Lesson 2

Any Saakin letter preceded by a letter containing a Kasra.

5	4	3	2	1
مِنْ	تِمَّ	بِفْ	إِنْ	إِبْ

10	9	8	7	6
قِنْ	لِسْ	ضِعْ	حِصْ	شِدْ

Lesson 3

Any Saakin letter preceded by a letter containing a Dhamma.

5	4	3	2	1
تُبْ	كُلْ	بُلْ	أُمْ	أُبْ

10	9	8	7	6
سُقْ	زُرْ	مُتْ	عُدْ	فُرْ

Emphasise full mouth and throat letters:

15	14	13	12	11
أُعْ	أُحْ	صُمْ	قُمْ	قُلْ

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Lesson 4

Special emphasis on the second (Saakin) letter being وُ. Use the teaching strategy mentioned earlier.

5	4	3	2	1
شَمُ	مَوُ	بَوُ	يَوُ	أَوُ

10	9	8	7	6
قَوُ	قَنُ	دَوُ	دَمُ	شَوُ

Lesson 5

Special emphasis on the second (Saakin) letter being يُ. Use the teaching strategy mentioned earlier.

5	4	3	2	1
غَيُ	طَيُ	وَيُ	شَيُ	أَيُ

10	9	8	7	6
سَيُ	هَيُ	بَيُ	ظَيُ	تَيُ

Lesson 6

This lesson is about giving special emphasis on the second (Saakin) letter (as it is a throat letter and thus very easy to mispronounce). Practice the 6 throat letters first (starting from the bottom of the throat):

6	5	4	3	2	1
خ	غ	ح	ع	هـ	ء
Top of the throat		Middle of the throat		Bottom of the throat	

Focus: Practice the above letters collectively with children.

Now practice the following examples (emphasise which part of the throat the second letter originates from).

5	4	3	2	1
أَغْ	تُغْ	بُعْ	أَغْ	أَحْ

10	9	8	7	6
مَغْ	إِغْ	أَخْ	سَحْ	سَهْ

15	14	13	12	11
أَغْ	دَغْ	دَخْ	فُحْ	فُهُ

Sukoon

Based on:

3	2	1
أَوْ	أَيُّ	أَنْ

Note: Ensure Sukoon and other concepts (covered so far) are clearly differentiated.

5	4	3	2	1
عَجْ	عَجْ	أَرْ	أَمْ	أَمْ

10	9	8	7	6
بُكَ	بُقْ	بُقْ	بِقْ	بِقْ

15	14	13	12	11
غِيْ	جَوْ	زَيْ	طَوْ	طَيْ

20	19	18	17	16
تَنْ	فَوْ	فَوْ	ظَمْ	ظَمْ

25	24	23	22	21
شَوْ	شَلْ	شَلْ	رَبْ	رَبْ

Sukoon

Based on:

3	2	1
أَوْ	أَيُّ	أَنْ

Note: Ensure Sukoon and other concepts (covered so far) are clearly differentiated.

5	4	3	2	1
إَحْ	أُحْ	أَحْ	أَحْ	أَهْ

10	9	8	7	6
ظُقْ	ظِيْ	قَوْ	شَيْ	سَوْ

15	14	13	12	11
عَيْ	خَبْ	خِبْ	خَبْ	خَوْ

20	19	18	17	16
ثُلْ	غِثْ	غَوْ	نَيْ	نُفْ

25	24	23	22	21
كَوْ	خَيْ	ذَوْ	صَوْ	صُمْ

Sukoon - Section B

Based on:

3	2	1
أَوْ	أَيُّ	أَنْ

Notes for parents & teachers:

Purpose of this section: Covering random examples of a Saakin letter preceded by any letter from the alphabet containing any one of the three vowel points (Fatha, Dhamma, Kasra).

Note: Although these examples have been covered in Section A of Sukoon, this section is there to consolidate the learning.

Teaching strategy:

- Give a few minutes to your child to work out the words.
- Listen to your child.
- If your child reads incorrectly and / or joins the letters incorrectly, do not simply correct your child but "break up" the word and explain how to join the letters together.

Lesson 1

5	4	3	2	1
يَشُ	يَيُّ	يَوُّ	يِمُّ	دُنُّ

10	9	8	7	6
فَزُّ	فِذُّ	فُمُّ	قِنُّ	قُفُّ

15	14	13	12	11
عَوُّ	حَيُّ	عُشُّ	نَوُّ	جَيُّ

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Lesson 2

5	4	3	2	1
وُلْ	وَلْ	رَاوْ	رَانْ	رَائِيْ

10	9	8	7	6
نَجْ	حَيْ	بِقْ	طَمْ	غِنْ

15	14	13	12	11
عُرْ	فِهْ	نُسْ	أَشْ	صُبْ

Lesson 3

These examples contain more than 2 letters. Ensure all concepts covered to date are being applied correctly.

5	4	3	2	1
يَقْتُلْ	مُجْرِمٌ	قَلْنَا	ذُقْتُ	قُمْنَا

10	9	8	7	6
عَدِّنْ	تُرْسَلْ	نَعْقِلْ	بُلْتَ	تُفْتَحْ

15	14	13	12	11
مَسْجِدٌ	مَدْرَسَهُ	مَحَارِمُ	مُحَرِّمًا	مُحَرِّمًا

Lesson 4

5	4	3	2	1
مُخْبِرٍ	مُخْبِرًا	أَرْسِلْ	تُبِتَ	عَابِدُ

10	9	8	7	6
عَسَّسَ	أَثْقَالَهَا	بَطَشَ	أَنْتُمَا	أَنْتُمْ

Ensure the first two letters from the following words are pronounced correctly (ensure there is collective practice).

15	14	13	12	11
أَعْطَى	أَعْبُدُ	إِعْلَمْ	أَعْطِ	أَعْلَمْ

Note: You can easily turn the examples in these lessons into words ending with a Tanween. This will ensure the concepts of Tanween are also being practiced.

Examples:

2	1
ذُقْتُ	ذُقْتُ

Sukoon

The aim of this lesson is to clearly differentiate between the different concepts covered so far.

4	3	2	1
ظَرْفٌ	عَفْوًا	جَمَلٍ	طَلَبٌ

8	7	6	5
نَجْمٌ	نَجْمٌ	بَيْتٍ	بَيْتٍ

12	11	10	9
خَلَقٌ	عُرِفَ	حَلَلٍ	حَبْلٍ

16	15	14	13
أَشْهَدُ	صُبْحًا	رَأْسُ	رَأْسُ

Ponder and highlight to your class the delicacy of the Arabic language and how pronunciation affects the meaning of a word:

2		1	
B	A	B	A
قُلْ	كُلْ	قَلْبٌ	كَلْبٌ
Say!	Eat!	Heart	Dog

Sukoon

5	4	3	2	1
ضَيْفٍ	لَيْسُ	رَأَيْبٍ	كَيْدًا	غَيْبٍ

10	9	8	7	6
دَيْنُ	رَأَيْشٍ	خَيْرًا	حَيْثُ	زَيْتُ

15	14	13	12	11
ضَيْفُ	دَيْنٍ	لَيْفُ	صَيْفٍ	رَأَيْشُ

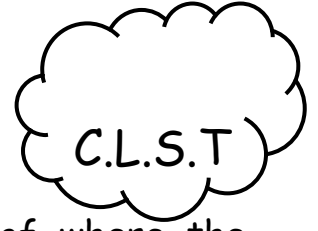
20	19	18	17	16
مَيْتٍ	مَيْتٍ	ضَيْرًا	جَيْشُ	عَيْنُ

25	24	23	22	21
هَيْهَاتَ	زَيْتُ	زَيْتُ	بَيْتُ	بَيْتُ

30	29	28	27	26
سَيْلُ	سَيْلُ	وَيْلَكُمْ	كَيْلًا	كَيْلًا

Sukoon - Section C

Notes for parents & teachers:



Purpose of this section: This section covers examples of where the Sukoon appears anywhere in a word. Examples:

3 End of a word	2 Middle of a word	1 Beginning of a word
يُجَادِلُ	وَجَدْنَا	أُخْبِرُ

Teaching strategy: After this section, children must be able to read the whole word together. To achieve this, it is essential that each word in the coming lessons is gradually "put together", and as you cover more examples there should be no need for this.

Example of how to cover a word gradually (starting from the right):

Step 3	Step 2	Step 1	Actual word
وَجَدْنَا	جَدْنَا	جَدُ	وَجَدْنَا
Now let your child recite the complete word.	Now increase the word - this could be either the last part (as in the example above) or the first part.	Ask your child the Sukoon concept first.	

You will have to use pen and paper to adopt this method. If at step 3 your child is struggling to recite the whole word together, then you need to return to step 1 and start again. Exercising a little patience now will ensure your child understands the relevant concept. Fluency in reciting the word together is only achieved after working on different examples.

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Lesson 1

5	4	3	2	1
رِزْقَ	سَبْعَ	أَجْدُ	مِصْرَ	قَلْبُ

10	9	8	7	6
تَسْأَلُ	يُنْصَحُ	عِلْمُكَ	إِفْعَلُ	بِهِمْ

15	14	13	12	11
وَعَدْنَا	ضَاقَتْ	أَسْمِعُ	إِشْرَبُ	الْبَابِ

Lesson 2

5	4	3	2	1
سَيُخْبِرُ	أَصْنَامِ	وَاحِدُ	مُجْرِمُ	أَفْضَلُ

10	9	8	7	6
جَعَلْنَاكَ	سُبْحَانَ	فَأُخْرِجَ	قُدْرَةً	لِبَعْضِ

15	14	13	12	11
عِلْمًا	زِدْنَا	بِاسْمِكَ	أَطْعَمَنَا	أَعْبُدُ

Lesson 3

Examples of words where Sukoon appears more than once in a word.

Remember: If at this stage your child finds these concepts a challenge, then put the word together "gradually".

4	3	2	1
لَمْ يَجْعَلْ	أُرْسِلْتُمْ	طِبُّتُمْ	أَحْسَنْتَ

8	7	6	5
أَلَمْ نَجْعَلْ	أَفَنَجْعَلْ	خَلَقْنَاكُمْ	سَأُنْزِلُ

12	11	10	9
لَبِثْنَا	أَبْصِرْ	لَنْ تَدْخُلَ	عَيْنَيْنِ

16	15	14	13
سُقْنِ	فُرْتُمَا	مَغْرِبُ	قَبْلَتَهُمْ



Sukoon

5	4	3	2	1
أَفْوَاجًا	أَعْنَابٍ	أَعْنَابٍ	أَلْبَابًا	أَلْبَابًا

10	9	8	7	6
أُرْسِلْتُ	أَزْوَاجٍ	أَزْوَاجٍ	أَثَرَابًا	أُعْبُدُ

15	14	13	12	11
إِمَشِ	أُرْسَلْنَا	أَنْصَارُ	أَحْيَاءَ	أَنْفُخُ

20	19	18	17	16
حَسِبْتُ	أَوْرَثَكُمْ	أَبْلَغْتُ	أَنْجَيْتِ	إِسْمَعَا

25	24	23	22	21
كَوْثَرَ	أَوْيْنَا	أَعْرَجِ	إِرْتَضَى	أَعْطَيْنَا

30	29	28	27	26
زُرْتُمْ	أَخْلَدَ	عَلَيْكَ	يَجْعَلُ	أَصْحَابِ

Sukoon - Section D

Based on:

أُ

Note: There needs to be clear emphasis on "stretching" - the length of "one Alif" only.

بُ	بْ
لُ	لْ
نُ	نْ
جُ	جْ
مُ	مْ

Full mouth letters:

طُ	طْ
خُ	خْ
ضُ	ضْ
قُ	قْ

Sukoon

Based on:



Note: There needs to be clear emphasis on "stretching" and differentiating between concepts.

5	4	3	2	1
نُ	يُ	يُ	أُ	أُ

10	9	8	7	6
رُ	دُ	دُ	تُ	تُ

15	14	13	12	11
زُ	زُ	وُ	وُ	دُ

Full mouth letters:

20	19	18	17	16
طُ	طُ	عُ	صُ	صُ

Throat letters:

25	24	23	22	21
عُ	عُ	حُ	حُ	هُ

Sukoon

Based on:

1
أُ

Note: There needs to be clear emphasis on "stretching" and differentiating between concepts.

5	4	3	2	1
سُوْ	سُ	تْ	تُوْ	تُ

10	9	8	7	6
فُوْ	فُ	شْ	شُوْ	جُوْ

15	14	13	12	11
وْ	وُوْ	وُ	كُوْ	لُ

Full mouth letters:

20	19	18	17	16
ظُوْ	ظُ	قُوْ	صُوْ	ضُ

Throat letters:

25	24	23	22	21
حُوْ	حُ	خ	عُوْ	عُ

Sukoon

Based on:

أُ

This lesson contains words based on the above.

5	4	3	2	1
نُوح	نُوح	وَطُور	يُوهِنُ	بُورِكَ

10	9	8	7	6
زُورًا	زُورَ	زُورًا	زُورًا	زُورَ

15	14	13	12	11
صُورَةً	دُونِ	تُوبُوا	قُولُوا	أَعُوذُ

Sukoon & other concepts

6	5	4	3	2	1
غَاوِنَ	شُهُودٍ	حَفِظْتُ	وَرِيَّ	سَلِمِ	سَوْفَ

12	11	10	9	8	7
هَوَازِنِ	يَرَوْنَهَا	مَفَاعِلِ	خَالِدٍ	مُطَاعٍ	عَفَوْنَا

Sukoon

Based on:

اُ

This lesson contains words based on the above.

5	4	3	2	1
يَلُومُ	سَاهُونَ	أُوتِيَ	لُوطٌ	لُوطٌ

10	9	8	7	6
رُوحَنَا	يَجِدُونَ	نَكُونُ	سَبَقُوا	رُوحًا

15	14	13	12	11
وَجُوهُ	قُعُودٍ	نَمُوتُ	أَعُودُ	حُورٍ

Sukoon & other concepts

21	20	19	18	17	16
دَرَجَاتٍ	جَعَلْنَا	مَالِكٍ	دَاوَدَ	تَكُونُ	سَمَوَاتٍ

27	26	25	24	23	22
قُلُوبُ	حَوْرٍ	صِرَاطٍ	أَوْتَادًا	يَقُولُونَ	بِثَالِثٍ

"Stretching"

Emphasise and show how the following concepts are "similar" in terms of stretching.

Section A - Based on:

1
أُ

1c	1b	1a
أُ	أْ	أُ
Stretched equally in length.		No stretching

2c	2b	2a
رُؤْ	رُْ	رُ

3c	3b	3a
سُؤْ	سُْ	سُ

4c	4b	4a
فُؤْ	فُْ	فُ

Note: Emphasise this over the next few lessons.

Sukoon

Based on:

4	3	2	1
أُ	أَنْ	أَيُّ	أَوْ

5	4	3	2	1
يِنْ	يُوْ	يَيُّ	يَيْنْ	يُوْ

10	9	8	7	6
جُنْ	جَيُّ	جُوْ	جَوْ	جَنْ

15	14	13	12	11
لِبْ	لَيُّ	لُوْ	لَبْ	لُوْ

20	19	18	17	16
حَوْ	حَجْ	حَيُّ	حُوْ	حَبْ

25	24	23	22	21
فَلْ	فَيُّ	فَوْ	فَيْنْ	فُنْ

30	29	28	27	26
دُوْ	دَيُّ	دَوْ	دُجْ	دَجْ

Sukoon - Section E

Based on:

اِئِ

Note: There needs to be clear emphasis on "stretching".

بِئِ	بِ
تِئِ	تِ
سِئِ	سِ
ثِئِ	ثِ
كِئِ	كِ
فِئِ	فِ
لِئِ	لِ
نِئِ	نِ
مِئِ	مِ

Sukoon

Based on:

اِئِ

Note: There needs to be clear emphasis on "stretching" and differentiating between concepts.

Using full mouth letters;

5	4	3	2	1
ضِ	ضِئِ	ضِئِ	خِئِ	خِ

10	9	8	7	6
قِئِ	غِئِ	غِ	صِئِ	صِ

15	14	13	12	11
ظِ	ظِئِ	طِئِ	طِ	قِ

Various Sukoon concepts covered so far:

20	19	18	17	16
قُنْ	قِئِ	قِئِ	قُؤْ	قُؤْ

25	24	23	22	21
فِئِ	فِئِ	فُؤْ	فُؤْ	فُجْ

Sukoon

Based on:

اِئِ

Note: There needs to be clear emphasis on "stretching" and differentiating between concepts.

5	4	3	2	1
وَقِيلَ	أَخِي	يَتِيمًا	رَيْكَ	أَبِي

10	9	8	7	6
مِيقَاتَا	أَرِنِي	عَلِيمٍ	سَمِيعُ	عِبَادِي

15	14	13	12	11
بَشِيرُ	يُنَادِي	أَوَارِي	أَجِيبُ	تَمَائِلُ

Various Sukoon concepts covered so far:

20	19	18	17	16
وَزُرَا	وَزَرَكَ	فَوْسَطَنَ	سَيْنِينَ	رَفَعْنَا

25	24	23	22	21
قَدَحَا	قَدَحَا	يُوفُونَ	مُسْكِينًا	تَقْوِيمٍ

"Stretching"

Emphasise and show how the following concepts are "similar" in terms of stretching.

Section B - Based on:

1
اِئِ

1c	1b	1a
اِئِ	اِ	اِ
Stretched equally in length.		No stretching

2c	2b	2a
مِئِ	مِ	مِ

3c	3b	3a
رِئِ	رِ	رِ

4c	4b	4a
سِئِ	سِ	سِ

Note: Emphasise this over the next few lessons.

Sukoon - Various examples

5	4	3	2	1
أَخِيهِ	مَجِيدٌ	كَثِيرًا	مُبِينٍ	إِيمَانٌ

10	9	8	7	6
عَيْنٌ	فَعِيلًا	قِيلًا	فِينَا	بِبَنِيهِ

15	14	13	12	11
حَرِيصٌ	يَتِيمًا	لَزِيدٌ	هُودٌ	حَبِيبٌ

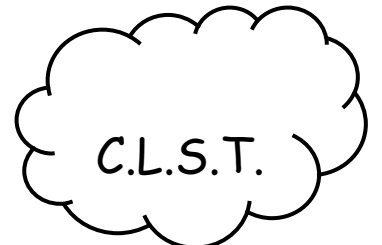
20	19	18	17	16
أَنْتُمَا	رَاوْحُ	وَسِيقَ	أَلِيمٌ	عَلِيمٌ

25	24	23	22	21
حِيتَانُهُمْ	يُوفُونَ	قُعُودٌ	أَوْحِي	فِيلٍ

○

○

○



Hamza

Note: The purpose of this lesson is to highlight the difference between the concepts below.

2 With Hamza	1 No Hamza
يُؤْمِنُ	يُؤْمِنُ
يَأْلُوا	يَالُوا
تُؤْمِنُ	تُؤْمِنُ
يَأْبُ	يَابُ
نَأْتُ	نَاتُ
يَأْمُرُ	يَامُرُ
كَأْسُ	كَاسُ

Practice:

4	3	2	1
يُؤْثِرُونَ	تَأْتِي	مِلَّتْ	تَأْمُرُ

Hamza

Note: Ensure you are aware how to recite the Hamza. Revisit this concept for several days after completing this lesson.

5	4	3	2	1
جَرُّتُمْ	بِرُّنَّ	أُحْطِئَتْ	إِسْتَقْرَأَنَّ	إِئْتَمَنَ

10	9	8	7	6
فَأُلِّ	يُؤْثِرُ	إِئْوِ	دَأْ	دِئْتُ

15	14	13	12	11
يَابُ	نَاتٍ	مَاؤَاهُمْ	يَأْمُرُكُمْ	قَاشٍ

Sukoon

4	3	2	1
سَاهُونَ	شَفَتَيْنِ	لَا يَمُوتُ فِيهَا	أَفْلَحَ

Focus:

2	1
Incorrect	Correct
الْحَمْدُ	الْحَمْدُ
This word is at the beginning of many Duas the children are learning, highlight how small the difference is between the correct and incorrect word.	

Sukoon & other concepts

5	4	3	2	1
إِيْهَامٍ	طِيْرًا	يَسُوْمُوْنَ	بُوْرِكَ	أُوْتِيَ

10	9	8	7	6
تَنْزِيْلُ	عَالَمِيْنَ	عَظِيْمًا	زَيْتُوْنَ	بَيْتُ

15	14	13	12	11
سَقَرْتُكَ	أَرْسَلُ	أَذْهَبَ	لَطِيْفُ	بَشِيْرًا

Hamza

5	4	3	2	1
نَبَأُ	مَأْمُوْنٍ	نُؤْمِنُ	مَأْتُوْرُ	كَأْسًا

8	7	6
صَافُ	إِبْدَأُ	إِئْتِ

Sukoon & other concepts

5	4	3	2	1
أَدْبَارِهِمْ	مَدْحُورًا	أَنْظُرُوا	تَقُولُونَ	يُدْعُونَ

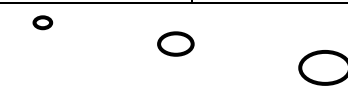
10	9	8	7	6
بَهِيْجٌ	فُرْقَانٍ	دَاوَدَ	نَصْرْنَهُ	تَبَرَّكَ

15	14	13	12	11
زَلْزَلَةً	يُؤَيِّلَنَا	فَنَفْخُنَا	يَحْيِي	لِبُوسٍ

20	19	18	17	16
مَنْ أَمَنَ	مَرْجُومِينَ	مَفْعَلَةٌ	مَنْجَا	مَقْتَلٌ

25	24	23	22	21
مَوْعِظَةً	مِمْحَاةٌ	مِضْرَبٍ	مِسْطَرَّةٌ	مِفْتَاحًا

30	29	28	27	26
مُوصِلَةٌ	مُنْقَلِبُونَ	مُنْخَصِرٍ	مِيزَانًا	مَعْهُودٌ



Tashdeed

IMPORTANT NOTE: This is an important concept; it is essential your child grasps this concept and is able to recite letters containing Tashdeed.

Explain that a Tashdeed represents two letters, thus two letters will be recited. This needs to be highlighted for a few days.

Lesson 1

2 With Tashdeed	1 Without Tashdeed
عَدَّ	عَدَ
شَقَّ	شَقَ
حُبَّ	حُبَ
رَبَّ	رَبَ

Note: Give lots of emphasis on how the the "Mushaddad" letter is joined. Do not take for granted that children will "simply pick it up".

Lesson 2

3	2	1
دُلَّ	نِدَّ	صَلَّ

Tashdeed

Ensure the guidelines mentioned previously are implemented.

Lesson 1

2 With Tashdeed	1 Without Tashdeed
عَدَّ	عَدَ
شُقَّ	شُقَ
دَلَّ	دَلَ

Lesson 2

3	2	1
مَسَّ	تَبَّ	خَلَّ

6	5	4
إَلَّا	فَرَّ	بَثَّ

9	8	7
خَلَّ	خِذَّ	مِلَّةَ

Tashdeed on Noon and Meem

Note: Whenever Noon & Meem contain a Tashdeed, there will also be a Ghunna. This must be emphasised.

Ensure the Ghunna on the letter Meem is carried out correctly and this is clearly highlighted and emphasised.

5	4	3	2	1
صُمُّ	مِمَّ	تُمَّ	غَمَّ	عَمَّ

Examples of Noon Mushaddad (when the letter Noon has a Tashdeed):

10	9	8	7	6
أُمِّنْ	شَنَّ	أَنَّ	مَنَّ	ظَنَّ

Revisiting Hamza (highlight the relevant points as necessary):

15	14	13	12	11
إِقْرَأْ	تَأْتِيْ	وَأْمُرْ	شَأْنٍ	قَرَأْتُ

Tashdeed on various words

Before starting this lesson, recap, assess and explain the guidelines mentioned previously.

5	4	3	2	1
وَفَرْنَا	تُوحِّدُ	تَمَنَّيْتَ	يَفِرُّ	خَرَجَ

10	9	8	7	6
خَفَّفْنَ	عَنِّي	صَلُّوا	طَهَّرَ	ذَكَرَ

15	14	13	12	11
خَنَاسٍ	مُنْبَهُ	نَبْتُ	بَدِّلُوا	نِعَمًا

20	19	18	17	16
هَمَّازٍ	تَوَكَّدَانِ	حَرًّا	حَرًّا	حَرُّ

25	24	23	22	21
أَسَسَ	إِنَّمَا	إِنَّكَ	قَدَّرَ	سَلَّمَ

30	29	28	27	26
مَشَاءٍ	غَطَّ	عُذِّبَ	جَنَّتِ	أُعِدَّتْ

Tashdeed

5	4	3	2	1
عِزًّا	صِدِّيقًا	طَيِّبَةً	لِيُثَبِّتَ	نَزَّلَهُ

10	9	8	7	6
تُحِسُّ	الَّتِي	نَبِيْن	عَرَبِيٌّ	جَبَّارًا

15	14	13	12	11
خَفِيًّا	سُجَّدًا	ذُرِّيَّةَ	مَحَلٍّ	أَشَدَّ

20	19	18	17	16
وَاتَّبَعُوا	يَتَخَلَّصُ	لَا قُطْعَنَ	عَدُوٌّ	ضِدًّا

25	24	23	22	21
عَشِيًّا	جَهَنَّمَ	خَرُّوا	يُنْفَذُ	قِصَّةٌ

30	29	28	27	26
يُبَلِّغُ	إِيَّاكَ	قَهَّارُ	مُطَهَّرَةٌ	لَكِنَّ

Revision of Sukoon

- Your child needs to read each word carefully by joining up.
- Once the sentence has been completed, get your child to recite the entire sentence together.
- The most important objective is to (a) recognise each letter and (b) recognise each concept and (c) be able to recite each word fluently.
- It will be an added bonus if your child can also read (after joining up) the entire sentence together. Always avoid parrot fashion learning.

أَنْعَمْتَ عَلَيْهِمْ	1
بَعْضُهُمْ مِنْ بَعْضٍ	2
فَهُمْ لَا يُبْصِرُونَ	3
وَهُمْ فِي غَفْلَةٍ	4
أَرْسَلْنَا نُوحًا	5
لَقَدْ كَانَ فِي يُوسُفَ	6

Tashdeed with silent letters

5	4	3	2	1
يَتَمَنَّى	يَتَزَكَّى	صَلَّى	رَبَّى	خَلَّى

10	9	8	7	6
وَتَوَلَّى	حَتَّى	زَكَّى	وَفَّى	تَجَلَّى

A Saakin letter preceded by a Tashdeed

Note: Highlight how this concept is formed using the whiteboard.

4	3	2	1
تَبَّتْ	أَعَدَّتْ	تَمَّمْ	تَكَلَّفْنَا

8	7	6	5
تَحَرَّكْتُمْ	بِالصَّبْرِ	يُسَمِّي	تَرَشَّحْنَ

8	7	6	5
يَتَفَكَّرْنَ	سُمِّيَتْ	أُسَوِّى	صَلَّيْنَا

More practice on Tashdeed

4	3	2	1
رَبِّهِمْ	وَالَّذِينَ	شَرِّ	نُقَدِّسُ

8	7	6	5
يُضِلُّ	سَلَّطْتُ	كَصَيِّبٍ	أَمَّا

12	11	10	9
يَمُدُّهُمْ	نُسَبِّحُ	بِكُلِّ	فَسَوْهُمْ

16	15	14	13
نُنَجِّي	بِضُرِّ	أَعَذَّبُ	يُصَدِّقُونَ

Words beginning with Alif Laam:

20	19	18	17
الظَّالِمِينَ	السَّمَاءِ	السَّلَامِ	النَّفْسِ

Consolidation lesson

Use this lesson to revise:

1. Throat letters.
2. Full mouth letters.
3. A Shaddah (Tashdeed) represents two letters.
4. Ghunna of Noon & Meem Mushaddad.
5. Explain that the following are all given the name Tanween (as this will be needed later on):

و	و	و
All are given the name Tanween.		

Note: Pupils must be able to:

- a) Confidently highlight the throat letters from memory (in order - from the bottom of the throat).
- b) Confidently highlight the full mouth letters from memory.
- c) Be able to explain why there is a Ghunna on Noon and Meem (that this is due to the Tashdeed).
- d) Understand that Ghunna only takes place on two letters.

Hije issues

- ✓ Children at this stage must be reciting "whole" words together. This really needs to be emphasised, otherwise the overall purpose of these verses will be "lost" (which is to be working towards reciting the Quran).
- ✓ Moving away from complete "Hije" to reciting the whole word together may require some time, thus this needs to be implemented in a manner where there is a smooth transition.
- ✓ Emphasise to children the importance of reciting "whole" words together, and that the class is now moving towards the actual Quran.
- ✓ A good level of fluency can only be achieved if children start reciting "whole" words together.
- ✓ Parents should also be informed about this, so that they help their child accordingly.

Short Quran Verses

Note: Go over each word carefully, and then help your child join up all the words together. The aim is 100% recognition. To assist your child in concentrating, cover up all other words so that the focus is just on one word. Waqf rules are not to be practiced at this stage.

1	وَلَقَدْ أَرْسَلْنَا فِيهِمْ
2	وَلَقَدْ نَادَيْنَا نُوحَ
3	فَقَالَ أَلَا تَأْكُلُونَ
4	يَغْفِرُ لَكُمْ ذُنُوبَكُمْ إِلَىٰ أَجَلٍ
5	وَلَقَدْ سَبَقَتْ كَلِمَتُنَا لِعِبَادِنَا
6	كَيْفَ كَانَ عَاقِبَةُ الْمُؤْذِرِينَ
7	فَلَا كَاشِفَ لَهُ إِلَّا هُوَ

Madd

Note: Ensure pupils open three fingers so that the Madd is stretched sufficiently. This needs to be emphasised.

Second	First	
شَاءَ	شَاءَ	1
جَاءَ	جَاءَ	2
سِئَاءَ	سِئَاءَ	3
سُوْءٌ	سُوْءٌ	4
جُوْءٌ	جُوْءٌ	5
جِئَاءَ	جِئَاءَ	6
صَاءَ	صَاءَ	7
مَاءٌ	مَاءٌ	8

Madd

Note: Ensure pupils open three fingers so that the Madd is stretched sufficiently. This needs to be emphasised.

3	2	1
نِسَاءٌ	سَاءَتْ	سَمَاءٌ

6	5	4
أُولَئِكَ	أَبْنَاءَهُمْ	أَهْوَاءَهُمْ

9	8	7
زَائِدًا	بَرِيءٌ	أَعْدَاءٌ

12	11	10
إِسْرَآءِيلَ	تَرَاءَا	بَيْضَاءٌ

14	13
الْآءِ	لَغَائِظُونَ

Madd in short Quran verses

لَيْسُوا سَوَاءً	1
تَنْزِيلُ الْمَلَكَةِ	2
إِنَّمَا أَنْتَ مُذَكِّرٌ	3
إِرْجِعْنِي إِلَىٰ رَبِّكَ	4
وَيُنْقَلِبُ إِلَىٰ أَهْلِهِ	5
فَإِذَا هِيَ بِإِضَاءٍ	6
وَجَاءُوا أَبَاهُمْ عِشَاءً	7

Madd with Tashdeed

Note: This concepts needs to be carefully explained using the whiteboard.

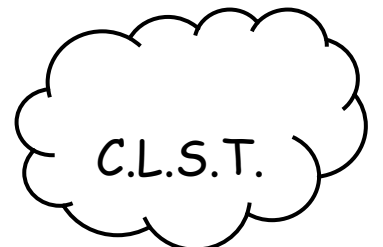
3	2	1
خَاصَّةٌ	لَرَأْدُكَ	صَوَافٍ

6	5	4
جَانٌ	يَشَاءُ	رَأْدٌ

9	8	7
شَانٌ	كَافَّةٌ	تَحْضُونُ

12	11	10
لِضَالُّونَ	صَاحَّةٌ	طَائِمَةٌ

15	14	13
الضَّالِّينَ	وَالصَّفَّتِ	جَاءُوا



Short Quran Verses

Note: Again, Go over each word carefully. The aim is not to learn anything in parrot fashion. Point out and emphasise full mouth letters and ensure Ghunna of Noon and Meem is taking place (see shaded letters). Waqf rules are not to be practiced at this stage.

حَمَّالَةَ الْخَطَبِ	1
----------------------	---

وَلَمَّا جَاءَ أَمْرُنَا	2
--------------------------	---

فَأَمَّا مَنْ أُوتِيَ كِتَابَهُ	3
---------------------------------	---

إِنَّهُ مِنْ عِبَادِنَا الْمُرْسَلِينَ	4
--	---

مَلِكِ النَّاسِ إِلَهِ النَّاسِ	5
---------------------------------	---

وَقَالَ إِنِّي ذَاهِبٌ إِلَىٰ رَبِّي	6
--------------------------------------	---

Short Quran Verses

Note: Ensure each word is read separately, clearly and audibly. Only then let your child attempt the entire sentence. Most sentences on this page contain words with Tashdeed, go over these carefully. Waqf rules are not to be practiced at this stage.

1	أَفَلَا تَذَكَّرُونَ
2	وَتَوَلَّ عَنْهُمْ حَتَّىٰ حِينٍ
3	هَلْ أَنْتُمْ مُّطَّلِعُونَ
4	وَبَشِّرْنَهُ بِنِجَاتٍ
5	نَعْلَمُ مَا يُسِرُّونَ وَمَا يُعْلِنُونَ
6	وَلَقَدْ أَخَذَ مِنْكُمُ
7	إِهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

Short Quran Verses

Note: Most sentences on this page contain two or more words with Tashdeed.

وَ إِذَا مَرُّوا بِهِمْ	1
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وَاسْتَعْمَرَ كُمْ فِيهَا	2
---------------------------	---

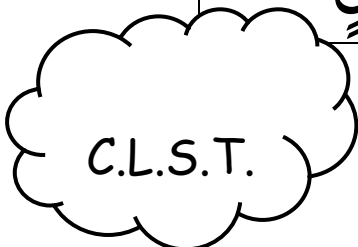
إِلَّا كُلُّ مُعْتَدٍ أَثِيمٍ	3
-------------------------------	---

وَ أَذِنْتُ لِرَبِّهَا وَ حَقَّتْ	4
-----------------------------------	---

كَلَّا بَلْ تُكَذِّبُونَ	5
--------------------------	---

فَقَالَ تَمَتَّعُوا فِي دَارِكُمْ	6
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إِنَّ كِتَابَ الْفُجَّارِ لَفِي سَجِّينٍ	7
--	---



Revision of various Concepts

3	2	1
حَرْجٌ وَلَا	غَفُورًا رَّحِيمًا	فِي غَفْلَةٍ

6	5	4
يَعَصُ الظَّالِمُ	مَعَ الرَّسُولِ	هَبَاءً مَّنْثُورًا

9	8	7
شَرُّ مَكَانًا	هَادِيًا وَنَصِيرًا	كَانَ الشَّيْطَانُ

12	11	10
عَرَبِيٌّ مُّبِينٌ	قَبْضًا يُسِيرًا	مَطَرِ السَّوْدِ

15	14	13
مَوْعِظَةً	أَخَذْنَا مِيثَاقَكُمْ	نَارٌ حَامِيَةٌ

Sukoon & Shaddah meet

Note: Emphasise that you only pronounce the letter with Shaddah (Tashded). Highlight this concept using the whiteboard.

3	2	1
بَلِّ رَّافِعَ	وَجَدْتُمْ	كَدَّتْ

6	5	4
قُلْ رَّابِّ	وَإِنْ عُدْتُمْ	وَعَدْتَهُمْ

9	8	7
مَا عَبَدْتُمْ	عَنْ مَنْ	أَنْ رَّاهُ

Excercise

2	1
لَعَلَّكُمْ تَشْكُرُونَ	فَسْتُبْصِرُ وَ يُبْصِرُونَ

4	3
أَخْرَجْنَا لَهُمْ دَابَّةً	رَبَّنَا عَلَيْكَ تَوَكَّلْنَا

Iqlab

Emphasise and point out the "small Meem" and that there will be:

- a) There will be a light sound from the nose.
- b) There will also be a gentle touch of the lips.

Practice 2 or 3 examples on the whiteboard, ensuring these two points are implemented.

3	2	1
مِنْ بَعْدِ	الْيَمِّ بِمَا	أَنْبَاهُمْ

6	5	4
كَافِرٍ بِهِ	إِيْمَانُ بَعْدَ	أَنْبِئُونِي

9	8	7
طَيْرًا بِإِذْنِي	مَنْ بَلَغَ	مُحِيطٌ بِالْكَافِرِينَ

12	11	10
شَهِيدًا بَيْنَنَا	مِنْ بَيْنِ	أَنْبِئُو

The following example has a Ghunna and Iqlab, practice it carefully with the class (several times).

صُمْ بُكُمْ

Short Quran Verses

Note: Ensure each word is read separately, clearly and audibly. Only then let your child attempt the entire sentence. Most sentences on this page contain words with Tashdeed, go over these carefully. Waqf rules are not to be practiced at this stage.

وَهَذَا كِتَابٌ أَنْزَلْنَاهُ مُبَارَكٌ	1
وَلِتُنْذِرَ أُمَّ الْقُرَى وَمَنْ حَوْلَهَا	2
وَمَنْ أَظْلَمُ مِمَّنِ افْتَرَى	3
أَوْ قَالَ أُوْحِيَ إِلَيَّ وَلَمْ يُوحَ	4
جَاءَ بِهِ مُوسَى نُورًا	5
يَهْدِي بِهِ مَنْ يَشَاءُ	6

Alphabet

C.L.S.T

Ensure your child at this stage has memorised the alphabet with the correct pronunciation, clearly and slowly. This can be given as homework (few letters at a time) over several days.

ج	ث	ت	ب	ا
ر	ذ	د	خ	ح
ض	ص	ش	س	ز
ف	غ	ع	ظ	ط
ن	م	ل	ك	ق
ي	ء	ه	و	

Madrasa Tajweedul Quran

Notes