

Madrasa Tajweedul Quran

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لِلْحَرْفِ مِيزَانٌ فَلَا تَكُ طَاغِيَا

فِيهِ وَلَا تَكُ مُخْسِرَ الْمِيزَانِ

A.Q. Workbook

Part 3

Compiled By:

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Introduction

حامداً ومصلياً

Assalamualaykum, Dear parent,

In order to maximise the benefit, it is important parents understand the purpose of this workbook. These are as follows:

- The aim of this workbook is to ensure your child has plenty of examples for the relevant concept. The examples given in the actual book of Ahsanul Qawaid are at times not sufficient and constant repetition of these same examples will only lead your child to memorise them.
- Following on from the last point, it is essential your child understands the concepts and there is no parrot fashion learning.
- Your child's class teacher will use this workbook in the classroom and homework will also be given from this workbook.
- At the very least your child should be focusing and meeting the following targets:
 - 1) Correct pronunciation of all letters.
 - 2) Reciting loudly and clearly.
 - 3) Ensuring the actual concept is understood and your child can confidently differentiate between different concepts.
 - 4) Able to recognise and pick out full mouth and throat letters.

Please also note:

This workbook has been compiled after over 7+ years of effort and input from our various Level 1 teachers. In the initial stages loose (mostly handwritten) worksheets would be given out to children, overtime these worksheets have been compiled into workbooks. Although this current booklet has been completely revamped from the original handwritten sheets that were used several years ago, it is important to acknowledge the following colleagues and teachers who initially compiled those worksheets:

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1. Mufti Javid Pathan (Management member and former L1 teacher).
2. Moulana Habibullah Munshi (Deputy headteacher and former L1 teacher).
3. Sister Summiyyah Kazi (Former Level 1 teacher).
4. Sister Fazila Patel (Level 1 teacher since 2007).
5. Ismail Patel (typesetting all worksheets).

I hope you will make the most of this booklet, and help your child as much as possible. **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. In this respect please note the following:

- ***Your daily involvement in your child's Sabaq is without any question paramount. I cannot emphasise this enough.***
- Your child needs to revise / learn everyday, once after Madrasa and once early in the morning.
- The aim of learning at home is **not** to sit for "long" periods, rather to sit for 10 to 15 minutes at a time. **Sitting for longer periods is not productive due to the short attention span of young children.**
- You need to ensure you are checking the Madrasa diary everyday. The class teachers via this will inform you of exactly what is happening in the class.
- Children of parents who fail to take an interest in their child's Sabaq slowly fall behind. They then become an enormous burden in the class, and it is for this reason there are periodical tests and other measures in place to address this.
- An absence of just a day has a great impact (especially if a new concept had started). ***An absence of say 4 to 5 days will require over a month's input to get your child back on track.*** This will overburden you as well. Thus, please avoid all absences in Level 1.

I hope you will find the above information useful, please do not hesitate to email any feedback / suggestions etc. 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
August 2012 / Ramadhan 1433

Teaching Guidelines

1. Before starting a new concept, use the whiteboard to explain the concept and as applicable draw a comparison with another similar concept(s). This early awareness will ensure children quickly learn to differentiate between similar concepts and (more importantly) will help avoid unnecessary errors and confusion.
2. Repeat this strategy at the beginning of the next 2 or 3 lessons or as needed. The aim is to create awareness over a period of a few lessons, rather than expecting children to grasp everything in just one lesson.
3. If a pupil makes an error, never simply correct it and move on. This is not productive, rather highlight the error and get the child to "work out" the problem.
4. The most important objective of these workbooks is to ensure children learn and understand the various concepts. The aim is not to read a few words from a particular book or page. Thus from the very outset teachers need to work towards this goal. Remember that the periodical assessments we have in the Madrasa are carried out in a manner where "knowledge of the concept" is tested.
5. As the Sabaq progresses, ensure you have a "revision timetable" in place so that there is structured revision taking place of previous concepts. A timetable really helps, as "out of sight is out of mind". Ask for a template (or email for a copy).
6. Opportunities for revision have also been incorporated within this booklet, however this is just as an example and further revision strategies will be required.
7. Revision of previous concepts can be done via:
 - a) Formally: Via a revision timetable and by dedicating a portion of the lesson for this.
 - b) Informally: Where you use opportunities to revise previous concepts in a word. Example:

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سُقَابِلُ

This example can be used to revise:

- a) Fatha b) Dhamma c) Kasra
- c) Fatha & Alif
- d) Full mouth letters and pronunciation of full mouth letters.

Thus (as an example), even if the Sabaq is on "Fatha & Alif", the objective is not to simply focus on this concept and disregard other concepts. Rather, all concepts covered to date must always be the focus. It is only through this method will pupils build capacity in terms of good pronunciation, fluency and recognition.

8. Ensure the names of all concepts are highlighted and memorisation emphasised. Better understanding of concepts will only be there if children can confidently name concepts and understand the sound of the relevant concept.
9. Reciting clearly, slowly and loudly must be at all times the focal point - the teacher needs to lead on this and be a role model. No mumbling, rushing of Sabaq etc must be accepted.

والحمد لله لها خَتَامٌ - ثُمَّ الصَّلَاةُ وَبَعْدُ السَّلَامُ

Note: Some words in this booklet may not have an actual meaning in the Arabic language; we aim to address this in the next edition.

Updated: 11/08/12

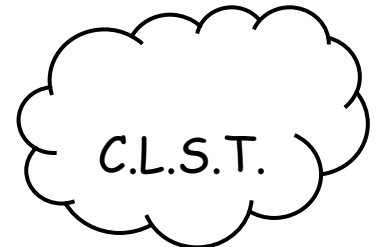
Important!

C.L.S.T.

- The aim is to recite **C**learly.
- The aim is to recite **L**oudly.
- The aim is to recite **S**lowly.
- The aim is to recite with **T**ajweed.

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C.L.S.T.



Explain and emphasise this throughout this booklet.

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The Alphabet

Before starting on the first concept (Fatha), your child must confidently be able to recognise, pronounce and recite the following (covered in part 1):

	Definition	Arabic term	Example(s)	Notes
1	The alphabet	حُرُوفُ الْهَجَاءِ	غ/ت/ق	The alphabet has 28 letters. The examples denote the isolated form of the letters.
2	Non-capital letters		غ/ت/ق	These are written differently at the beginning, middle and at the end of a word.
3	Recognising non-capital letters		غثق/ بصل	As non-capital letters are written differently when in an actual word, recognition of this is important.

And the following three concepts (covered in part 2):

	Definition	Arabic term	Example(s)	Notes
1	Fatha	فَتْحَة	بَ / قَ / مَ	Short vowel
2	Kasra	كَسْرَة	بِ / قِ / مِ	Short vowel
3	Dhamma	ضَمَّة	بُ / قُ / مُ	Short vowel

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Fathatayn

First explain the difference between Fatha and Fathatayn (and emphasising this new name) using the following format:

2	1
دَا	دَ

Explain that the sound changes with Fathatayn and how it is written with an Alif at the end. Now use other letters using the above format (repeat this at the start of the next few lessons).

Exercise - Part 1:

تَا	دَا	غَا	قَا	أَا	بَا
خَا	فَا	صَا	طَا	شَا	زَا

Part 2:

جَا	مَّا	لَا	ضَا	عَا	نَا
سَا	كَا	حَا	ثَا	رَا	ئَا

Part 3:

بَا	مَّا	تَا	وَا	دَا	سَا
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Fatha & Fathatayn

قَ	قًا	قَ	قًا	شَ	شًا
نَ	نًا	سَ	سًا	يَ	يًا
ظَ	ظًا	لَ	لًا	كَ	كًا

In the following ensure you focus on the pronunciation of the throat letters.

عَ	كًا
ءَ	كًا
حَ	كًا
هَ	كًا

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Fathatayn

Part 1 (Use the whiteboard to introduce Fathatayn in a word).

5	4	3	2	1
زَهْرًا	سَفِهًا	دَرَجًا	بَلَدًا	ثَوْبًا

10	9	8	7	6
فُتْحًا	جِبِلًا	هُزُؤًا	مُنِعًا	وَحَدًا

15	14	13	12	11
عُمَرَةً	حَسَدَةً	ثَمَرَةً	سَحِيرًا	جَمَلًا

Part 2 (revision):

5	4	3	2	1
رَاحِمَ	بَلَدٍ	لَبَنًا	لُعِقَ	دَخَلَ

10	9	8	7	6
قُبُلٍ	قَبَلٍ	رُسُلًا	نُعْمٍ	فَطَرَ

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Fatha & Fathatayn

5	4	3	2	1
جَلَسَ	قَلَمًا	قَلَمَ	رَاطِبًا	قُرْبَ

10	9	8	7	6
عَمِي	تِلْدًا	فُتِحَ	رَاضِي	رُسُلَ

15	14	13	12	11
هُدِي	حَسَنًا	حَسَنَ	حُرْمًا	عَمَلًا

Part 2 (revision):

5	4	3	2	1
عُمِدِ	حَسَنَ	صُنِعَ	زَيْنَ	أَفِكَ

10	9	8	7	6
وَلَجَ	وَلَجَ	عُمُرًا	بَحْرُ	نُقِصَ

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Kasratayn

First explain the difference between Kasra and Kasratayn (and emphasising this new name) using the following format:

2	1
يٰٓ	يٰٓ

Explain that the sound changes with Kasratayn. Now use other letters using the above format (repeat this at the start of the next few lessons).

Exercise - Part 1:

يٰٓ	يٰٓ	يٰٓ	يٰٓ	يٰٓ	يٰٓ
قِ	نِ	لِ	نِ	خِ	لِ

Part 2:

يٰٓ	يٰٓ	يٰٓ	يٰٓ	يٰٓ	يٰٓ
تِ	جِ	دِ	اِ	عِ	حِ

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Kasra & Kasratayn

6	5	4	3	2	1
مِ	صِ	فِ	لِ	جِ	بِ

12	11	10	9	8	7
تِ	غِ	عِ	نِ	سِ	يِ

18	17	16	15	14	13
ذِ	دِ	ثِ	وِ	شِ	حِ

24	23	22	21	20	19
وِ	لِ	طِ	اِ	زِ	عِ

Focus on full mouth letters (practice each one with both Kasra and Kasratayn). Revisit this over the next few lessons. :

31	30	29	28	27	26	25
ظِ	طِ	صِ	ضِ	قِ	غِ	خِ

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Kasratayn

Part 1 (Use the whiteboard to introduce Kasratayn in a word).

5	4	3	2	1
بَقْرٍ	أَكَلٍ	هُمَزٍ	حَسَنِ	فُرُشٍ

10	9	8	7	6
طَبَقٍ	سَفَرٍ	أَسْفٍ	طَبَقٍ	ثَمَرٍ

15	14	13	12	11
دَجَجٍ	وَرَقٍ	قُرُشٍ	سَمِنٍ	لَهَبٍ

Part 2 (revision):

5	4	3	2	1
جُدَدٍ	خُلْفٍ	بِكَ	عَبَدَ	خَشِي

10	9	8	7	6
نَزَمَ	يَزِمُ	أُذِنَ	شَغَفُ	جُدَدٍ

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Kasra & Kasratayn

Part 1:

5	4	3	2	1
تَذِيرٍ	سُقُطٍ	عَجَبٍ	كُسِبٍ	فَطَرٍ

10	9	8	7	6
أُفُقٍ	عُفْرِ	ذِكْرٍ	حُبْلٍ	رُبُوبٍ

15	14	13	12	11
حَمَلٍ	حَمَلٍ	كَبَدٍ	كَبَدٍ	أُفُقٍ

Part 2 (revision using full mouth letters):

8	7	6	5	4	3	2	1
ظ	ظ	قَا	قِ	قِ	قَ	قُ	قُ

16	15	14	13	12	11	10	9
ظ	ظ	ظِ	غِ	غِ	غُ	صِ	صِ

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Revision

Part 1:

5	4	3	2	1
يَبَسِ	فَلَمِ	شَرِبَ	كَبِرَ	إِبْلِ

10	9	8	7	6
ظَلَمِ	حَمِدَ	غَضِبَ	بَقِيَ	سَخِرَ

15	14	13	12	11
حَسَدِ	عَدُلِ	أَمَرًا	جَمَلِ	قَمَرًا

20	19	18	17	16
كُتِبَ	كُتِبَ	خُلِقًا	لَقِيَ	حَسَدًا

Part 2 (revision using throat letters):

8	7	6	5	4	3	2	1
هَ	هُ	غَ	خَ	حَ	عَ	عَ	هَ

16	15	14	13	12	11	10	9
خَ	غَ	ءَ	خَ	غَا	هَ	عَ	حَا

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Kasratayn, Fathatayn & Revision

5	4	3	2	1
بَعَثَ	بُعِثَ	كُتِبَ	كُتِبَ	كَتَبَ

10	9	8	7	6
قَسَمًا	جُعِلَ	جَعُلٍ	مَطَرٍ	جُنْحًا

15	14	13	12	11
جَنَفًا	غَبَطًا	جُدَيٍ	مَرَضٍ	شَجَرًا

20	19	18	17	16
نَمْلٍ	بَشَرٍ	بَشَرًا	سُرْقٍ	وَلَدٍ

25	24	23	22	21
حَفَظَةً	حَفِظٍ	كُفُّوا	رَاحٍ	رَاحًا

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Revision

Part 1:

5	4	3	2	1
رَاضِي	وَجَلَّ	قَدَمًا	لَيْسَ	لَيْسَ

10	9	8	7	6
شَرُفَ	سُرُرُ	قُرِءَ	وَهَبًا	قَدَمِ

15	14	13	12	11
عَبَدَ	نَفَعًا	نَفَعُ	سُرِّي	خَسِرَ

20	19	18	17	16
عُبِدَ	نَفَعُ	أَكَلَ	أُكْلًا	أُكْلٍ

Part 2 (revision using various letters):

8	7	6	5	4	3	2	1
لَ	لِ	لُ	فِ	فَا	دُ	دِ	دَا

16	15	14	13	12	11	10	9
ثِ	عَا	عُ	لُ	شَا	زِ	زُ	زَا

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Dhammatayn

First explain the difference between Dhamma and Dhammatayn (and emphasising this new name) using the following format:

2	1
دُ	دُ

Explain that the sound changes with Dhammatayn. Now use other letters using the above format (repeat this at the start of the next few lessons).

Exercise - Part 1:

سُ	لُ	حُ	ظُ	ثُ	طُ
عُ	شُ	قُ	زُ	أُ	مُ

Part 2:

رُ	صُ	خُ	ضُ	تُ	دُ
يُ	فُ	نُ	جُ	دُعُ	لُعُ

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Dhamma & Dhammatayn

6	5	4	3	2	1
فُ	فُ	نُ	نُ	جُ	جُ

12	11	10	9	8	7
شُ	شُ	أُ	أُ	تُ	تُ

Focus on full mouth letters (practice each one with both Dhamma and Dhammatayn). Revisit this over the next few lessons.

31	30	29	28	27	26	25
ضُ	عُ	خُ	طُ	صُ	ظُ	قُ

Clearly differentiate between the letters below:

Group	4	3	2	1
Group 1	طُ	طُ	تُ	تُ
Group 2	حُ	حُ	هُ	هُ
Group 3	سُ	سُ	ثُ	ثُ

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Dhammatayn

Part 1 (Use the whiteboard to introduce Dhammatayn in a word).

5	4	3	2	1
شُمُسُ	صُحُفُ	أُبْتُ	حَسَنُ	شَجَرُ

10	9	8	7	6
بَرَكَ	حَمَسُ	لَبَنُ	حَرَمُ	أَفَقُ

15	14	13	12	11
تُفَحُ	كَسَبُ	عَرَفُ	جَمَلُ	لَعَبُ

Part 2 (revision):

20	19	18	17	16
لَيْسَ	ذَهَبُ	عُمِدُ	وَرَاثَةُ	وَرِثَ

25	24	23	22	21
كَثُرَ	نُذِرَ	صَرِخَ	نَصَبُ	حَزَنُ

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Dhamma & Dhammatayn

Part 1:

5	4	3	2	1
أُذُنٌ	أُذُنٌ	قَتَرٌ	قَتَرٌ	جُمَعُ

10	9	8	7	6
وُلْدٌ	خَرَجٌ	خَرَجٌ	سُفْرٌ	سُفْرٌ

15	14	13	12	11
حُلْمٌ	لَعِبٌ	مَرَضٌ	شَجَرٌ	شَجَرٌ

Part 2 (revision):

20	19	18	17	16
خَلَدٌ	رَجُلًا	رَجُلٌ	سُدُسٌ	إِذَا

25	24	23	22	21
خَفِي	وَجِعَ	وَجِعَ	وَجِعَ	نُكِسَ

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Revision

5	4	3	2	1
أَحَدُ	مَسَكٍ	يَعِدُ	شُرَكَ	خَسَرَ

10	9	8	7	6
رُزِقِ	صُوبُ	نَمِلُ	قَسَمُ	قَسَمَ

15	14	13	12	11
عُمَرَا	عُمَرِ	صَعِدَ	عُفِرَ	كَذِبَ

Part 2:

20	19	18	17	16
وَحِرُ	وَحِرُ	لُحْمِ	ثَبَتَا	ثَبَتُ

25	24	23	22	21
فُقِدَ	نَفَسًا	نَفْسُ	حَمَلًا	بَشَرُ

30	29	28	27	26
حَرَمًا	جَنَفٍ	كَذَبَ	كَذِبِ	كَذِبِ

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Revision

Part 1:

5	4	3	2	1
عُطِلَا	قَرِبَ	حَرَمًا	نَبَلُ	لَبَنَّا

10	9	8	7	6
كَتِفًا	بَيْنَ	تَرَبَ	رَفَعَ	نَقَعَ

15	14	13	12	11
أَمِنَ	لُعِبَ	قَرَعُ	إِبِلٍ	عَنْبًا

20	19	18	17	16
كُرَّةُ	كُرَّةُ	حَدِثَ	يَحِظُ	عَدُنِ

Part 2 (revision using various letters):

8	7	6	5	4	3	2	1
رُ	حِ	جَا	ثِ	ثَ	بُ	بِ	بُ

16	15	14	13	12	11	10	9
مِ	نِ	مُ	شِ	شُ	سَّا	سِ	رُ

Conclusion

At this stage your child should be able to confidently recognise the following 3 concepts (in addition to the previous concepts in the first conclusion):

	<i>Definition</i>	<i>Arabic term</i>	<i>Example(s)</i>	<i>Notes</i>
1	Fathatayn	فَتْحَتَيْنِ	بَا / قَا / مَا	Also known as Tanween
2	Kasratayn	كَسْرَتَيْنِ	بِ / قِ / مِ	Also known as Tanween
3	Dhammatayn	ضَمَّتَيْنِ	بُ / قُ / مُ	Also known as Tanween

Note: If your child has fallen behind for whatever reason, then you need to take steps to address this and ensure your child grasps the above concepts. Each new concept is linked to all the previous concepts, thus it is essential your child is confident in recognising all the concepts we have covered so far.

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Fatha & Alif

Note: It is important to differentiate this concept in a manner where the mouth is opened wide.

Explain how the "Fatha & Alif" change the sound, and that the mouth needs to be opened wide. Emphasise this over the next few lessons.

3 Open wide!	2	1
دَا	دَ	د
بَا	بَ	ب
جَا	جَ	ج
عَا	عَ	ع
ذَا	ذَ	ذ
هَا	هَ	ه
زَا	زَ	ز
يَا	يَ	ي

Revision - Fathatayn and Fatha & Alif

Part 1 (clearly differentiate between the following concepts):

4 Fathatayn	3 Fatha & Alif	2 With a Fatha	1 Letter
مَا	مَا	مَ	م
ثَا	ثَا	ثَ	ث
ذَا	ذَا	ذَ	ذ
زَا	زَا	زَ	ز
شَا	شَا	شَ	ش
فَا	فَا	فَ	ف
گَا	گَا	گَ	گ
لَا	لَا	لَ	ل
وَا	وَا	وَ	و
يَا	يَا	يَ	ي

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Fatha & Alif with full mouth letters

3 Open wide!	2	1
خَا	خَ	خ
صَا	صَ	ص
ضَا	ضَ	ض
غَا	غَ	غ
طَا	طَ	ط
قَا	قَ	ق
ظَا	ظَ	ظ

Exercise (differentiate clearly):

مَا	مَ	بَا	بَ	قَا	قَ
جَا	جَ	خَا	خَ	ثَا	ثَ

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Fatha & Alif with throat letters

3 Open wide!	2	1
ءَا	ءَ	ءِ
هَا	هَ	هِ
عَا	عَ	عِ
حَا	حَ	حِ

Recited with a full mouth:

غَا	غَ	غِ
خَا	خَ	خِ

Highlight that the Raa will be recited with a full mouth.

3 Open wide!	2	1
رَا	رَ	رِ

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Revision - Fatha & Alif in a word

Note: When reading words with a "Fatha & Alif", ensure there is clear differentiation between this and a letter containing "just a Fatha".

Example:

خَاشِعٌ	خَشِعٌ
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Part 1 (first introduce "Fatha & Alif" in a word using the whiteboard):

8	7	6	5	4	3	2	1
أَفَاقٌ	سَائِلٌ	نَارٌ	كَانَ	عَادٍ	طَارَ	فَازَ	مَاتَ

16	15	14	13	12	11	10	9
دُخَانٌ	مَنَافِعُ	نُجَادِلُ	هُنَا	عَذَابٍ	جُنَاحَ	أَمَاتَ	أَذَاقَ

Part 2:

5	4	3	2	1
مُتَرَاضٍ	يَتَوَاضَعُ	مُتَوَاتِرٌ	تَوَاعَدَا	تَوَاعَدَ

10	9	8	7	6
مُتَيَّامِنٍ	مُتَحَاوِرًا	تَلَّاقَ	مُتَنَاحٍ	لَا يَتَجَاوَرُ

Madrasa Tajweedul Quran

Fatha & Alif

Clearly differentiate between both sets of words:

Empty mouth	Full mouth
تَابَ	طَابَ
سَامَ	صَامَ
كَابَ	قَابَ
دَاقَ	ضَاقَ

Part 2 (clearly differentiate between the following):

2B	2A	1B	1A
مُشَارَكَا	مُشَارَكَا	مُشَابِهًا	مُشَابِهًا

4B	4A	3B	3A
مُخَالِفًا	مُخَالِفًا	مُنَازَعًا	مُنَازَعًا

6B	6A	5B	5A
تَحَاوَلَا	تَحَاوَلَا	مُدَاوِمًا	مُدَاوِمًا

Madrasa Tajweedul Quran

Revision

Ensure there is a clear distinction between the various concepts. Pupils also need to be more fluent when reciting each word.

5	4	3	2	1
يَتَقَابَلُ	تَكَاذِبَ	كَذِبًا	كَذِبًا	كَذَبَ

10	9	8	7	6
مَوَاحِرَ	نَوَاجِدٍ	وَمَا كَانَ	فَوَاعِلَ	حَاجَةً

15	14	13	12	11
عَاقِبَةُ	وَحَاقَ	عِبَادُ	عُرِضَ	حِجَابُ

Part 2 (Fathatayn & "Fatha & Alif" in one word):

20	19	18	17	16
كَاذِبًا	صَادِقًا	سَاجِدًا	عَالِمًا	خَالِقًا

Part 3 (words with 4+ letters):

25	24	23	22	21
مُجَاهِدًا	مُنَازَعًا	مُبَارَكًا	مُقَاتِلًا	مُتَعَارِفًا

Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Revision

5	4	3	2	1
يُؤَاصِلُ	كَابِدُ	فَانُ	رَاغَا	رَانِ

10	9	8	7	6
حَارًا	خَاتَ	مَاشٍ	صَامَ	عَاوَضَ

15	14	13	12	11
صَوَابٍ	يَتَسَاقَطُ	طَائِرُ	مُنَاوِلُ	سَائِرُ

20	19	18	17	16
قَالَ	غَافِلًا	طَابَ	لَاعِبُ	أُذُنًا

Part 2 (revision using two letters words):

8	7	6	5	4	3	2	1
لِمَ	تَكُ	بِكِ	يَكُ	لَكَ	بِكَ	عُدَ	عَدَ

5	4	3	2	1
سَامِيٌّ	دَعَا	وَاجِبٌ	تُبِتْ	تَلَا

10	9	8	7	6
حَارِبًا	صَاتَ	أَحَارِبُ	تُجَادِلُ	مَاءٌ

15	14	13	12	11
وَاحِدًا	سَارَ	قَالَ	يُبَاعَدُ	مُتَابِعًا

20	19	18	17	16
يُجَالِسُ	يَيْسَ	يَيْسًا	أُذُنٌ	قَامَ

Activity: Ask your child to identify full mouth letters in the above words.

Part 2 (the last letter is a full mouth letter - ensure it is recited correctly):

5	4	3	2	1
تَمَاطَا	تَخَالَصَا	تَبَاغَضَا	تَمَارَضَا	تَسَاقَطَا

Madrasa Tajweedul Quran

Revision

5	4	3	2	1
أَفَازُ	قَمِرَ	جُعِلَ	سَفَرًا	يُقَالُ

10	9	8	7	6
تَعَاقَبَ	حُبْلِكَ	لَعِبَ	يُبَاعُ	فَاتَ

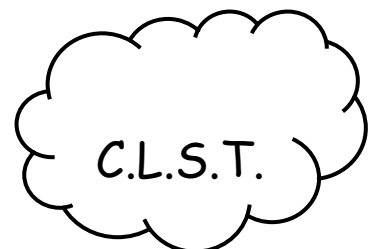
15	14	13	12	11
عَاتَبَ	مُتَحَاسِدًا	أَبَدًا	مُتَجَاوِزٍ	يَتَشَاوَرُ

Part 2:

8	7	6	5	4	3	2	1
سُ	ظٍ	زَ	طَ	عٍ	شَ	صُ	دٍ

16	15	14	13	12	11	10	9
لُ	عُ	فٍ	ضُ	رٍ	قَ	ذِ	لُكُ

Activity: Ask your child to identify full mouth letters in the above words.



Madrasa Tajweedul Quran

Revision - Single letters

Part 1:

8	7	6	5	4	3	2	1
زَا	سَا	تَا	مِ	دُ	أَ	يِ	بُ

16	15	14	13	12	11	10	9
طَا	حِ	شِ	ظَا	ثُ	صِ	عِ	خِ

24	23	22	21	20	19	18	17
لُكُ	لِ	جِ	قُ	عُ	ضِ	دُ	فُ

Part 2:

7	6	5	4	3	2	1
فَا	قَا	فَا	قَا	سُ	شَا	شَا

14	13	12	11	10	9	8
وَا	نَا	نِ	لُ	لَا	لَا	لَا

21	20	19	18	17	16	15
نَا	ثَا	تَا	بَا	يَا	وِ	وُ

Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Standing Fatha

Note: Ensure a clear distinction is made between a "Fatha" and "Standing Fatha". Highlight (using the whiteboard) that the sound of a "Standing Fatha" is the same as a "Fatha & Alif".

2	1
بَ	بَ
سَ	سَ
يَ	يَ
مَ	مَ
جَ	جَ
فَ	فَ
شَ	شَ
دَ	دَ

5	4	3	2	1
يَ	وَ	ثَ	لَ	جَ

10	9	8	7	6
زَ	حَ	طَ	ظَ	زَ

Standing Fatha with Full Mouth Letters

Note: Ensure a clear distinction is made between a "Fatha" and "Standing Fatha". Highlight (using the whiteboard) that the sound of a "Standing Fatha" is the same as a "Fatha & Alif".

3	2	1
خَا	خُ	خ
صَا	صُ	ص
ضَا	ضُ	ض
غَا	غُ	غ
طَا	طُ	ط
قَا	قُ	ق
ظَا	ظُ	ظ

Practice:

16	15	14	13	12	11
غُ	صُ	ظُ	قُ	ضُ	خُ

Standing Fatha with Throat Letters

Note: Ensure a clear distinction is made between a "Fatha" and "Standing Fatha". Highlight (using the whiteboard) that the sound of a "Standing Fatha" is the same as a "Fatha & Alif".

2	1
ع	ع
ح	ح
ع	ع
ح	ح

Read with a full mouth:

ع	ع
ح	ح

Practice:

15	14	13	12	11
ع	ح	ع	ح	ع

Madrasa Tajweedul Quran

Standing Fatha in a word

3	2	1
صَدِيقٌ	ذَلِكَ	هَذَا

6	5	4
غَفِلٌ	آخِرَةٌ	عَسَ

9	8	7
أَيِّتِ	بِأَيِّتِ	أَيِّتِ

12	11	10
ظِلُّ	صَوْبًا	بَرَكَ

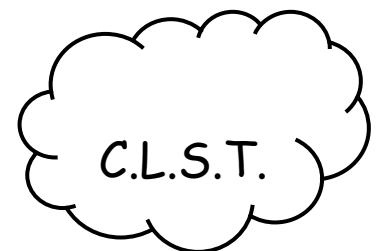
15	14	13
كِتَبٌ	جِدَالٍ	عَمِلُ

Activity: Ask your child to identify full mouth letters in the above words.

o

o

o



Standing Fatha with a silent letter

Note: Explain that the last letter is silent (not recited) and that it contains no Harakah.

3	2	1
بَكِي	إِلَى	رَأَى

6	5	4
مَشَى	هَدَى	دَرَى

Part 2 (explain that the "Raa" in these examples will be read with a full mouth as it contains a Fatha or a Standing Fatha):

3	2	1
رَاضٍ	تَرَا	صِرَاطُ

6	5	4
تُرَاجِعُ	رَاجِعًا	رَازِقٌ

Madrasa Tajweedul Quran

Standing Kasra

Note: Ensure a clear distinction is made between a "Kasra" and "Standing Kasra". Highlight (using the whiteboard) the physical shape, sound etc.

5	4	3	2	1
ق	م	ي	ن	ب

10	9	8	7	6
ج	ح	س	ظ	ع

15	14	13	12	11
ظ	ث	ذ	ا	ت

Part 2 (revision):

8	7	6	5	4	3	2	1
ز	ج	ف	ف	ش	ش	ب	ب

Madrasa Tajweedul Quran

Standing Kasra (Cont.)

20	19	18	17	16
ص	ي	د	ل	ف

25	24	23	22	21
ز	ع	ط	ض	ز

29	28	27	26
ي	و	ث	غ

Part 2 (revision - clearly differentiate between the concepts):

4	3	2	1
ح	ح	ح	ح

8	7	6	5
م	م	م	م

8	7	6	5
ت	ت	ت	ت

Madrasa Tajweedul Quran

Revision

5	4	3	2	1
جِبِلْ	صَابِرْ	عِبَادِهِ	سَائِلْ	سَلَمْ

10	9	8	7	6
عَبْدُ	كَاشِفًا	خَلِيدًا	قَلَمْ	تَعَالَ

15	14	13	12	11
يُطَافُ	حَرَمُ	شَارِبْ	حَلَمُ	إِلَهَ

Part 2 (revision):

5	4	3	2	1
وَلَدًا	فَقِيرًا	يَعِظُ	وَعَظَ	أَذِنَ

10	9	8	7	6
قَابِلِ	أَتِ	إِلَافِ	وَازِنُ	تَفَاخَرَ

15	14	13	12	11
وَاجِدِ	وَجَدًا	أَدَاوِمُ	مُلَازِمًا	رُسُلِهِ

Madrasa Tajweedul Quran

Revision

5	4	3	2	1
اَثَارًا	بَلَا	اَمَنْ	يَمْلِكُ	يُبَايِعُ

10	9	8	7	6
رِجَالٌ	مَسَاجِدُ	صُعِقَةُ	قَالَا	جُهَدَ

15	14	13	12	11
اَجِدُ	سَمَوَاتٍ	وَفَى	اَيَّةٌ	فَاسِقُ

Part 2:

20	19	18	17	16
اَثَابَ	عَلَى	جَلَلِ	اَحَاطَ	تَبَرَّكَ

25	24	23	22	21
هَذِهِ	مَغَانِمَ	دَانٍ	بَلَى	بِنَبَاٍ

Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Upside Down Dhamma

Note: Ensure a clear distinction is made between a "Dhamma" and "Upside Down Dhamma". Highlight (using the whiteboard) the physical shape, sound etc.

5	4	3	2	1
ق	م	ي	خ	ب

10	9	8	7	6
ج	ح	س	ض	ع

15	14	13	12	11
ظ		ذ	أ	ت

Revision (clearly differentiate):

6	5	4	3	2	1
ش	ش	م	م	ب	ب

12	11	10	9	8	7
ت	ت	ج	ج	ذ	ذ

Madrasa Tajweedul Quran

Upside Down Dhamma (cont.)

Note: Ensure a clear distinction is made between a "Dhamma" and "Upside Down Dhamma". Highlight (using the whiteboard) the physical shape, sound etc.

5	4	3	2	1
ص	ش	ذ	ر	و

10	9	8	7	6
ز	ع	ط	ض	ز

Revision (clearly differentiate):

6	5	4	3	2	1
ض	ض	و	و	ذ	و

12	11	10	9	8	7
ط	ط	ز	ز	ز	ز

18	17	16	15	14	13
و	و	غ	ط	ص	ص

3	2	1
هَيْبُ	جُرِيْ	يَرُدُّ

6	5	4
لِدِيْنَ	مَا لِيْكَ	نَوْمَ

9	8	7
كِتَبَهُ	يَرَهُ	دَاوَدَ

12	11	10
رَّسُلُ	غَاوِنَ	وَيَرَى

15	14	13
قَتَلَهُ	كِتَابَهُ	جَزَاءُهُ

Madrasa Tajweedul Quran

Conclusion

At this stage your child should be able to confidently recognise the following 3 concepts (in addition to all the others we have covered so far):

1	Letters with an Alif & Standing Fatha	الْفَتْحَةُ الْمَمْدُودَةُ	بَا / قَا	Long vowel
2	Standing Kasra	الْكَسْرَةُ الْمَقْلُوبَةُ	تَا	Long vowel This is also the same as
3	Upside down Dhamma	الضَّمَّةُ الْمَقْلُوبَةُ	بُ	Long vowel This is also the same as

- Before moving on, ensure your child understands all the concepts we have covered (refer to the pages that have conclusions).
- If your child is struggling, then you need to take steps to help them. Consult the headteacher.

Madrasa Tajweedul Quran

Revision

Note: These are slightly bigger words. Ensure there is focus on fluency.

4	3	2	1
وَمَقَامٍ	هَذَا عَذَابٌ	طَائِفَتَيْنِ	بِجَهَالَةٍ

8	7	6	5
هَذَا مَا وَعَدَ	وَجَعَلْنَا	بِصِحَافٍ	مُبَرَكَةٍ

12	11	10	9
لِتَعَارَفَ	بِلِسَانِكَ	بِعَذَابٍ	أَبَاءَنَا

Part 2:

4	3	2	1
وَإِذَا عَلِمَ	لَايَتٍ	لَا إِلَهَ	بِدُخَانٍ

7	6	5
بِدَمٍ كَذِبٍ	كَانَ غَرَامًا	عَمِلَ صَالِحًا

Madrasa Tajweedul Quran

Revision

Note: These are slightly bigger words. Ensure there is focus on fluency.

2	1
بَلَىٰ وَرُسُلُنَا	عَلَىٰ فُرُشٍ بَطَاطِنُهَا

4	3
إِلَهُهُ هَوَاهُ	هَذَا هُدًى

6	5
وَحَتَمَ عَلَىٰ	هَذَا بَصَائِرُ

8	7
أَخَا عَادٍ	إِلَىٰ كِتَابِهَا

9
وَجَعَلَ عَلَىٰ بَصَرِهَا غِشَاةً

Important!

Revision timetable

- Before starting the next workbook, there must be a revision timetable in place to ensure structured revision of all previous concepts is taking place.
- A copy must be given to all pupils to take home (ensure pupils are told about the purpose of the timetable and how it works).
- One copy to be displayed in the classroom.
- 15 to 20 minutes must be allocated in the lesson time to carry out this revision.
- Email for a revision timetable template.
- As Sabaq progresses and more new concepts are covered, the revision timetable needs to be updated accordingly.

End of part 3.

Keep this book safe.

It will be needed for revision in Level 2.