

Madrasa Tajweedul Quran

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خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ.

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

A.Q. Workbook

Part 3

Compiled By:

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3rd Edition.

Guidance Notes & Introduction

This booklet must only be started if the following has been covered:

1. All concepts in the book "Ahsanul Qawaid" have been successfully completed.
2. Your child is able to pronounce all the letters of the Arabic alphabet correctly.
3. Your child must confidently be able to recite words containing Tanween, Tashdeed, Sukoon, Madd etc (i.e. the concepts of "Ahsanul Qawaid").
4. Your child must be reciting single three and four letter words with ease and confidence. This is as a bare minimum requirement.

The aim of this booklet is as follows:

a) To practice and implement the various concepts that have been covered in Ahsanul Qawaid and to build "capacity in reciting fluently". Thus the aim is to recite at least two words together fluently.

By fluency we mean "no hesitation during recitation". Fluency does not mean to recite with speed.

b) Another aim is a special focus on various Tajweed rules, such as:

- Pronouncing letters correctly (especially those that are very similar).
- Special emphasis on "full mouth and throat letters".
- Emphasis on Ghunna of ُ and ِ (when they contain a Tashdeed).

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- A general emphasis on all Waqf rules.
- Introduce various new Tajweed rules.

c) The overall aim from this booklet is to *create ability to recite the Quran*. It is very important to understand and acknowledge this, as it will help avoid (amongst other things) parrot fashion learning, and focusing solely on a few specific verses etc.

d) There must also be continuous revision of all the concepts using the "workbooks" (parts 1 & 2). Making a revision timetable is the best way to ensure this is being carried out everyday. It is amazing how quickly young children forget the very basic things when they move on to Quran verses.

Parents and teachers need to:

- a) Ensure there is no parrot fashion learning.
- b) If a pupil is struggling to recite a word, never correct it. Get the child to ponder and think, and point out exactly what the child is struggling on. As much as possible, the child must work out the word.
- c) Pronunciation must always be clear and must not be compromised.
- d) At this stage we expect fluency to slowly increase (exercise by exercise) in addition to reciting the words without any errors.
- e) Pupils as much as possible must be reciting the word without 'breaking' it up' (Hije). The teacher needs to work towards this employing relevant teaching methods.

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- f) We in the Madrasa do not permit the use of "Tajweed Qurans" and similar resources. Tajweed is not about reciting using colour coded aids; rather it is *understanding* the various rules and then implementing them without any aid or assistance. A failure to do this results in reliance on colour coded aids, and obviously the ultimate goal is not achieved.
- g) Refer also to the next section about C.L.S.T.
- h) IMPORTANT: It is important the teacher re-visits concepts such as Sukoon, Tashdeed, Madd etc if pupils are struggling with these concepts. An entire lesson should be devoted in a manner where there is thorough revision. Such revision is in addition to the ongoing revision that has been mentioned earlier.

Concluding, I hope this booklet is beneficial in helping our children to recite the Quran. This booklet is by no means complete or sufficient to reach this ultimate goal, it is merely a step in the many number of steps that one has to take to become proficient in reciting the book of Allah.

All teachers who use this booklet are requested to forward feedback that can be used to make this booklet as beneficial as possible.

We pray to Allah for guidance, wisdom and steadfastness and may he accept our efforts. Ameen.

Mohammed Farook Kazi

Founder & Chair of Al-Ansaar Welfare & Education
May 2012 / J. Ukhraa 1433

NOTES:

- Waqf symbols in here may not necessarily be the same ones in the actual Quran.
- Parents also need to refer to the notes at the back.

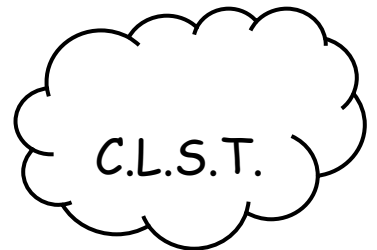
Important!

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.

Waqf rules - Notes for parents

These sheets replace pages 34 to 36 in Ahsanul Qawaid. These pages (34 to 36) can be covered after these Waqf rules have been fully completed.

The purpose of this section is as follows:

1. Highlight the different methods of Waqf in order (in Ahsanul Qawaid there is no particular order).
2. To help pupils understand that Waqf must be done when any one of the Waqf symbols appears.
3. Provide sufficient examples regarding each rule for the children to practice.

The overall aim is to understand the concepts, and recite the "short sentences" with fluency and correct Waqf.

1. What is Waqf?

Waqf in an Arabic word which means to stop at end of or in the middle of a verse.

2. What are the symbols of Waqf?

There are many symbols of Waqf. They can be categorised into two main categories:

1. A circle at the end of the verse (○)
2. A letter from the Arabic alphabet appears. E.g. ط, م, ج etc.

3. How many rules are there regarding Waqf?

There are 5 rules regarding Waqf. We will look at each individually in the coming pages.

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NOTES:

- ✓ Ensure children are given a good "briefing" that they are to learn "how to stop at the end of a verse".
- ✓ Examples need to be given as to what a "verse" is.
- ✓ The word "Waqf" needs to be introduced whilst going over the various examples and rules (with emphasis that this is an Arabic word).
- ✓ The various Waqf signs used need to be covered prior to starting the first rule. These then need to be constantly emphasised when doing examples.
- ✓ It may be a good idea to open the Quran and show children the various Waqf signs.

Other:

- ✓ Where a child is struggling on the actual word, then this must be rectified as a matter of priority. A child will only struggle if he or she has not fully grasped the previous concepts.
- ✓ Where a child is struggling with the actual word, Waqf becomes second priority. Explaining the relevant concept your child is struggling with must take precedence.
- ✓ At this stage your child must be reciting loudly and audibly.
- ✓ Where there are 2 or more words in an example, after reciting these words "separately", your child needs to recite (as much as possible) the entire "verse" together. This is known as fluency.

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Waqf Rule 1

When doing Waqf on a word, the last letter will be made Saakin. That means that the Fatha, Dhamma etc will be replaced with a Sukoon. Example:

إِذَا وَقَبْ	←	إِذَا وَقَبْ
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Now practice doing Waqf with the following examples:

إِذَا حَسَدَ	1
سَبْعَ سَمَوَاتٍ	2
قُلْ هُوَ اللَّهُ أَحَدٌ	3
مَنْ خَشِيَ رَبَّهُ	4
مِنْ خَوْفٍ	5
إِذَا يَسْرِ	6
وَسَلَامٌ عَلَى الْمُرْسَلِينَ	7

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Waqf Rule 2

When doing Waqf on a word that ends with ة, the ة will be changed to a ه.

Example:

مَا الْقَارِعَةُ	←	مَا الْقَارِعَةُ
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Now practice doing Waqf with the following examples:

جَنَّةٌ ← هُ	1
ذُرِّيَّةٌ طَيِّبَةً ← هُ	2
أَصْحَابُ الْقَرْيَةِ ط	3
مَا الْعَقَبَةُ ج	4
يَوْمَئِذٍ وَاجِفَةٌ	5
أَبْصَارُهَا خَاشِعَةٌ ط	6
عَلَيْهِمْ مُّوَصَدَةٌ	7

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Waqf Rule 3

When doing Waqf on a word that ends with **Fathatayn**, one Fatha will be removed.

Example:

مَفَازًا	←	مَفَازًا
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Now practice doing Waqf with the following examples:

عَمَلًا ← لَا	1
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وَأَعْنَابًا ← بَا	2
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إِنَّهُ كَانَ تَوَّابًا ط	3
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أَخَاهُمْ صَالِحًا ط ← حَا	4
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وَ أَكِيدُ كِيدًا ط	5
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طَوًى	6
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فَجَعَلْنَا هُمْ عُثَاءً ج	7
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Waqf Rule 4

When doing Waqf on a word that ends with an **Alif** or **Standing Fatha**, then it will be read as it is written. Thus there is no change to the last letter of the word as in the previous 2 rules.

Examples:

أَيَاتِنَا	←	أَيَاتِنَا
وَالضُّحَىٰ	←	وَالضُّحَىٰ

Now practice doing Waqf with the following examples:

أَوْحَىٰ لَهَا	1
لَشَّتِي ط	2
مَنْ دَسَّهَا	3
وَالنَّهَارِ إِذَا تَجَلَّى ط	4
وَالشَّمْسِ وَضُحَاهَا ج	5
وَصَدَّقَ بِالْحُسْنَىٰ	6

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Waqf Rules - Various Examples

Practice doing Waqf with the following examples, Waqf rules have been mixed up on this page.

بَغَيْرِ حِسَابٍ ﴿١٠﴾	1
حَدِيثُ الْغَاشِيَةِ ج	2
فَسَوْفَ تَعْلَمُونَ ﴿١١﴾	3
وَعَذَّبْنَاهَا عَذَابًا نُّكَرًا ط	4
وَقَالَ الْإِنْسَانُ مَا لَهَا ط	5
وَاحْصُوا الْعِدَّةَ ﴿١٢﴾	6
لِكُلِّ شَيْءٍ قَدْرًا ط	7
نَارٌ حَامِيَةٌ ج	8
إِنَّ إِلَىٰ رَبِّكَ الرُّجْعَىٰ ط	9

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Waqf Rule 5 - For parents only

When doing Waqf on a word that ends with a Hamza containing Fathatayn, one Fatha will be removed and an Alif will be added.

Example:

نِسَاءَ	←	نِسَاءٌ
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Important: As these types of words occur in the Quran less frequently, we will not be covering this in the class. The aim of Level 1 is to grasp the very basic Waqf rules.

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Worksheet 1 on Waqf Rules

The purpose of this exercise is to practice Waqf rules that have been covered.

With Waqf	Without Waqf	
رَاضِيَةٌ ❁	رَاضِيَةٌ	1
فِي تَضْلِيلٍ ❁	فِي تَضْلِيلٍ	2
حَامِيَةٌ ❁	حَامِيَةٌ	3
إِذَا سَجَى ❁	إِذَا سَجَى	4
وَمَا قَلَى ❁	وَمَا قَلَى	5
مِنْ سَجِيلٍ ❁	مِنْ سَجِيلٍ	6
غَرْقًا ❁	غَرْقًا	7
سَبْحًا ❁	سَبْحًا	8
هُوَ الْآبَتَرُ ❁	هُوَ الْآبَتَرُ	9

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Worksheet 2 on Waqf Rules

The purpose of this exercise is to practice Waqf rules that have been covered.

With Waqf	Without Waqf	
الْحَاقَّةُ ❁	الْحَاقَّةُ	1
الْقَارِعَةُ ❁	الْقَارِعَةُ	2
يُؤْمِنُونَ ❁	يُؤْمِنُونَ	3
رِهَاقًا ❁	رِهَاقًا	4
مِنَ النَّاسِ ❁	مِنَ النَّاسِ	5
إِذَا جَلَّهَا ❁	إِذَا جَلَّهَا	6
وَمَا سَوَّهَا ❁	وَمَا سَوَّهَا	7
نَشْطًا ❁	نَشْطًا	8
بِالسَّاهِرَةِ ❁	بِالسَّاهِرَةِ	9

Important!

تَعَوُّذٌ and تَسْمِيَةٌ

- a) This needs to be emphasised before every Sabaq.
- b) Both need to be pronounced slowly and correctly. Many children tend to "rush" this. This leads to poor pronunciation.
- c) Collective practice "Mashq" needs to be carried out over several days. This will create ability to recite slowly and correctly.
- d) Children can also be taught the "overall" meaning and purpose; this will hopefully create "appreciation" towards what is being recited.
- e) Teachers can also emphasise the use of "Basmalah" when going about our daily chores.

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Quran Verses

The aim of the following verses is as follows:

- f) To practice and implement the various concepts that have been covered in Ahsanul Qawaid.
- g) Pupils can have a "sense of achievement" that we are now moving onto the Quran.

Parents and teachers need to:

1. Ensure there is no parrot fashion learning
2. Each verse must be written on the whiteboard - word by word - and then children need to attempt to read each word. Teaching must be interactive and where children stay focused.
3. After each word has been "broken down" and covered in the above manner should an attempt be made to recite the entire verse together.
4. Where a child is struggling, then that particular concept needs to be highlighted and revised.
5. Point out that the various symbols at the end of the verse are "Waqf" signs. Revise the Waqf rules whenever a pupil is unsure or does an incorrect Waqf.
6. Pronunciation must always be clear and must not be compromised.
7. At this stage do not expect a high level of fluency. Our objective is to encourage the recitation of words without any errors. Thus these verses also act as a revision aid for the concepts covered in Ahsanul Qawaid.

Quran Verses - 1

1	تِلْكَ الرُّسُلُ فَضَّلْنَا بَعْضَهُمْ عَلَى بَعْضٍ ۖ
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2	مِنْهُمْ مَّنْ كَلَّمَ اللَّهُ وَ رَفَعَ بَعْضَهُمْ دَرَجَاتٍ ط
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3	فَقَدْ خَسِرَ خُسْرَانًا مُّبِينًا ﴿١٠﴾
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4	يَعِدُّهُمْ وَيُؤْمِنُ بِهِمْ وَ مَا يَعِدُّهُمْ الشَّيْطَانُ إِلَّا غُرُورًا ﴿١١﴾
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5	لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ ۖ
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Quran Verses - 2

1	فَمَنْ افْتَرَى عَلَى اللَّهِ الْكَذِبَ مِنْ بَعْدِ ذَلِكَ ❁
2	وَإِذْ قَالَ إِبْرَاهِيمُ رَبِّ أَرِنِي كَيْفَ تُحْيِي الْمَوْتَى ط
3	قَالَ أَوَلَمْ تُؤْمِنُ ط قَالَ بَلَىٰ وَلَكِنْ لِيَطْمَئِنَّ قَلْبِي ط
4	فَأُولَٰئِكَ هُمُ الظَّالِمُونَ ﴿٢٠﴾ قُلْ صَدَقَ اللَّهُ ^{قف}

Quran Verses - 3

1	يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ ﴿١﴾
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2	الَّذِينَ يُنْفِقُونَ أَمْوَالَهُمْ فِي سَبِيلِ اللَّهِ ثُمَّ لَا يُتَّبِعُونَ مَآ أَنفَقُوا مَنًّا وَلَا أَذًى ۝
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3	تِلْكَ آيَاتُ الْكِتَابِ الْمُبِينِ ﴿٣﴾
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4	إِنَّا أَنزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُونَ ﴿٤﴾
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Quran Verses - 4

1	لَا يَشْتَرُونَ بِآيَاتِ اللَّهِ ثَمَنًا قَلِيلًا ط
2	أُولَئِكَ لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ ط
3	إِنَّ اللَّهَ سَرِيعُ الْحِسَابِ ۝ يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا ۞
4	إِنَّ الَّذِينَ آمَنُوا وَالَّذِينَ هَاجَرُوا وَجَاهَدُوا فِي سَبِيلِ اللَّهِ ۝

Quran Verses -5

1	أُولَئِكَ يَرْجُونَ رَحْمَتَ اللَّهِ ط وَاللَّهُ غَفُورٌ رَحِيمٌ ❁
2	يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قُمْتُمْ إِلَى الصَّلَاةِ فَاغْسِلُوا وُجُوهَكُمْ وَأَيْدِيَكُمْ ❁
3	يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ج وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ط
4	فَمَنْ حَاجَّكَ فِيهِ مِنْ بَعْدِ مَا جَاءَكَ مِنَ الْعِلْمِ فَقُلْ تَعَالَوْا ❁

Quran Verses - 6

1	إِنَّمَا يُرِيدُ الشَّيْطَانُ أَنْ يُوقِعَ بَيْنَكُمُ الْعَدَاوَةَ وَالْبَغْضَاءَ فِي الْخَمْرِ وَالْمَيْسِرِ ﴿٦﴾
2	لَنْ يَسْتَنْكِفَ الْمَسِيحُ أَنْ يَكُونَ عَبْدًا لِلَّهِ وَالْمَلَائِكَةُ الْمُقَرَّبُونَ ط
3	فَلَمَّا عَتَوْا عَنْ مَنَاهُوا عَنْهُ قُلْنَا لَهُمْ كُونُوا قِرَدَةً خَاسِئِينَ ﴿٧﴾
4	قَالُوا إِنَّا تَطَيَّرْنَا بِكُمْ ۖ لَئِنْ لَمْ تَنْتَهُوا لَنَرْجُمَنَّكُمْ وَلَيَمَسَّنَّكُم مِّنَّا عَذَابٌ أَلِيمٌ ﴿٨﴾

Quran Verses - 7

1	إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ ﴿١﴾
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2	أَتْلُ مَا أُوحِيَ إِلَيَّ مِنَ الْكِتَابِ وَ أَقِمِ الصَّلَاةَ ط
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3	إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ ط
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Reminders!

- ✓ Ensure concepts such as Sukoon, Tashdeed, Madd, Tanween etc are being revised.
- ✓ Are Huroof-ul-Madd (especially with the Sukoon concept) being stretched correctly?
- ✓ Revisit throat and full mouth letters and emphasise them in the Quran verses.
- ✓ Ghunna of Noon and Meem (when they contain a Tashdeed) also needs to be highlighted in relevant Quran verses. The Ghunna must be of the correct duration.
- ✓ Is there a revision timetable in place? Has it been updated? A timetable ensures there is 'structured and systematic' revision.
- ✓ Are Duas being revised?

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Quran Verses - 8

Focus: Differentiating between the letters ع and ء.

Note: All other rules etc must also be applied.

Quran Verse - 1

مُتَكِئِينَ عَلَى سُرُرٍ مَّصْفُوفَةٍ ۚ

Quran Verse - 2

وَأَقْبَلَ بَعْضُهُمْ عَلَى بَعْضٍ يَتَسَاءَلُونَ ۚ

Quran Verse - 3

أَمْ عِنْدَهُمْ خَزَائِنُ رَبِّكَ ۚ

Quran Verse - 4

لَا تُغْنِي شَفَاعَتُهُمْ شَيْئاً إِلَّا مِنْ بَعْدِ ۚ

Quran Verses - 9

Focus: Differentiating between the letters ح and ه.

Note: All other rules etc must also be applied.

Quran Verse - 1

وَلَقَدْ اسْتُهْزِئَ بِرُسُلٍ ۚ

Quran Verse - 2

أَمْ بِظَاهِرٍ مِّنَ الْقَوْلِ ۚ

Quran Verse - 3

تَجْرِي مِّنْ تَحْتِهَا الْأَنْهَارُ ۚ

Quran Verse - 4

يَفْرَحُونَ بِمَا أُنْزِلَ إِلَيْكَ وَمِنَ الْأَحْزَابِ ۚ

Full Mouth Letters

- There are 7 full mouth letters.
- They are always recited with a full mouth.
- It is important your child is able to recognise the full mouth letters.
- Activity: Learn the full mouth letters by heart, pronouncing them correctly, slowly and correctly.

7	6	5	4	3	2	1
ظ	ق	ط	غ	ض	ص	خ

An easy way to remember them:

خُصَّ ضَغِطَ قُظْ.

Quran Verses - 10

Focus: A special focus and emphasis on full mouth letters. ○

Note: All other rules etc must also be applied. ○

Quran Verse - 1 °

قَدْ مَنَّ اللَّهُ عَلَيْنَا ۖ إِنَّهُ مَن يَتَّقِ وَيَصْبِرْ ۚ

Quran Verse - 2

وَلَمَّا فَصَلَ الْعِيرُ قَالَ أَبُوهُمْ ۚ

Quran Verse - 3

تَوَفَّنِي مُسْلِمًا وَّ الْحَقُّنِي بِالصَّالِحِينَ ۚ

Quran Verse - 4

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِأُولِي الْأَلْبَابِ ۖ

Quran Verse - 5

يُفَصِّلُ الْآيَاتِ لَعَلَّكُمْ بِلِقَاءِ رَبِّكُمْ تُوقِنُونَ ۚ

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Quran Verses - 11

Focus: A special focus and emphasis on Ghunna of ن and م (when they contain a Tashdeed).

Note: All other rules etc must also be applied.

Quran Verse - 1

وَ فِي الْأَرْضِ قِطْعٌ مُتَجَوِّرَاتٌ ۖ وَ جَنَّاتٌ مِّنْ أَعْنَابٍ ۖ

Quran Verse - 2

فَعَجَبٌ قَوْلُهُمْ ءَ إِذَا كُنَّا تُرَابًا ،
ءَ إِنَّا لَفِي خَلْقٍ جَدِيدٍ ۖ

Quran Verse - 3

وَأُولَئِكَ أَصْحَابُ النَّارِ ۖ هُمْ فِيهَا خَالِدُونَ ۖ

Quran Verse - 4

سَوَاءٌ مِّنْكُمْ مَّنْ أَسَرَ الْقَوْلَ ۖ وَ مَّنْ جَهَرَ بِهِ ۖ

Quran Verses - 12

Quran Verse - 1

وَلَقَدْ أَرْسَلْنَا رُسُلًا مِّن قَبْلِكَ ۚ

Quran Verse - 2

وَإِنْ مَّا نُرِيَنَّكَ بَعْضَ الَّذِي ۚ

Quran Verse - 3

أَوَلَمْ يَرَوْا أَنَّا نَأْتِي الْأَرْضَ نَنْقُصُهَا ۚ

Quran Verse - 4

وَ عِنْدَهُ أُمُّ الْكِتَابِ ﴿٤﴾

Quran Verses - 13 - Allah Rule (Empty Mouth)

Focus: A special focus and emphasis on the "Allah rule" (when the letter ﷲ in the word "Allah" is recited empty mouth). The focus in this exercise is short verses.

Note (1): The teacher must explain this rule the first time on the whiteboard (explaining the actual rule with relevant examples - remember most of your class pupils will not be able to read these guidelines) and then everyday for a few days. Pupils need to be prompted and questioned. This also applies to other rules in this booklet.

Note (2): You simply explain to your child that if there is a Kasra before the word Allah, it will be recited with an empty mouth.

Note (3): If there is no Waqf sign, then do not do a Waqf!

مِنْ أَمْرِ اللَّهِ	1
فِي أَرْضِ اللَّهِ	2
مِنْ دُونِ اللَّهِ	3
عَنْ سَبِيلِ اللَّهِ	4
لِلَّهِ جُنُودُ السَّمَوَاتِ	5
بِهِ اللَّهُ	6

Quran Verses - 14 - Allah Rule (Full Mouth)

Focus: A special focus and emphasis on the Allah rule (when the letter ﻝ in the word "Allah" is recited full mouth). The focus in this exercise is two or three word (short) "sentences".

Note (1): You simply explain to your child that if there is no Kasra before the word Allah (thus there is a Fatha or a Dhamma), it will be recited with a full mouth.

Note (2): All other rules etc must also be applied.

Note (3): If there is no Waqf sign, then do not do a Waqf!

هَذِهِ نَاقَةُ اللَّهِ	1
أَشْهَدُ اللَّهَ	2
إِنْ كَانَ اللَّهُ	3
تَوَكَّلْتُ عَلَى اللَّهِ	4
عِنْدِي خَزَائِنُ اللَّهِ	5
عَلَى اللَّهِ كَذِبًا ط	6
يُؤْتِيهِمُ اللَّهُ	7

Quran Verses - 15 - Allah Rule (Full & Empty Mouth)

Focus: A special focus and emphasis on the Allah rule (when the letter ل in the word "Allah" is recited full or empty mouth). The focus in this exercise is to differentiate when to recite full or empty mouth.

Note (1): You simply explain to your child that if there is no Kasra before the word Allah, it will be recited with a full mouth. Always do a few examples on the whiteboard each day).

Note (2): All other rules etc must also be applied and emphasised.

1	أَنْ يَأْتِيَ بِآيَةٍ إِلَّا بِإِذْنِ اللَّهِ ط
2	يَمْحُوا اللَّهُ مَا يَشَاءُ ط
3	وَاللَّهُ يَحْكُمُ لَا مُعَقِّبَ لِحُكْمِهِ ط
4	كَفَى بِاللَّهِ شَهِيدًا بَيْنِي وَبَيْنَكُمْ ط
5	فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي ط
6	وَذَكَّرَهُمْ بِآيِمِ اللَّهِ ط

Quran Verses -16 - Mixed Verses

Focus: A special focus and emphasis on all the rules covered so far.

Note (1): Start your lesson by using the whiteboard.

Do not simply listen to the Quran verses! Highlight and point out Tajweed rules. If a child recites something incorrectly, then give prompts and not the actual answer, Use other pupils to help get to the correct recitation.

Quran Verse - 1

يَسْأَلُونَكَ سَاءَ الْعَذَابِ وَيَذَّبُونَ ط

Quran Verse - 2

وَلَيْنُكَفِّرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

Quran Verse - 3

جَاءَتْهُمْ رُسُلُهُم بِالْبَيِّنَاتِ ط

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Quran Verse - 4

مِمَّا تَدْعُونَنَا إِلَيْهِ مُرِيبٌ ط

Quran Verse - 5

يَدْعُوكُمْ لِيَغْفِرَ لَكُمْ مِّنْ ذُنُوبِكُمْ ط

Quran Verse - 6

وَلَكِنَّ اللَّهَ يَمُنُّ عَلَىٰ مَن يَشَاءُ مِنْ عِبَادِهِ ط

Quran Verse - 7

وَعَلَى اللَّهِ فَلْيَتَوَكَّلِ الْمُؤْمِنُونَ ط

Quran Verse - 8

وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ ط

Exercise 17 - Waqf on the "Round Taa"

Focus: A special focus and emphasis on doing Waqf on verses ending with a **ط**.

Note (1): All other rules etc must also be applied.

Do not simply listen to the Quran verses! Ensure full mouth letters, throat letters, Ghunna etc are all implemented and the recitation is slow and clear.

Quran Verse - 1

وَمَثَلُ كَلِمَةٍ خَبِيثَةٍ كَشَجَرَةٍ ط

Quran Verse - 2

فِي الْحَيَاةِ الدُّنْيَا وَفِي الْآخِرَةِ ط

Quran Verse - 3

رَبِّ اجْعَلْنِي مُقِيمَ الصَّلَاةِ ط

Quran Verse - 4

وَمَا أَهْلَكْنَا مِنْ قَرْيَةٍ ط

Exercise 18 - Mixed Verses

Focus: A special focus and emphasis on all the rules covered so far.

Note (1): Start your lesson by using the whiteboard.

Do not simply listen to the Quran verses! Highlight and point out Tajweed rules. If a child recites something incorrectly, then give prompts and not the actual answer, Use other pupils to help get to the correct recitation.

Quran Verse - 1

لِيَجْزِيَ اللَّهُ كُلَّ نَفْسٍ مَّا كَسَبَتْ ط

Quran Verse - 2

إِنَّ اللَّهَ سَرِيعُ الْحِسَابِ *

Quran Verse - 3

الَّذِي نُزِّلَ عَلَيْهِ الذِّكْرُ إِنَّكَ لَمَجْنُونٌ ط

Quran Verse - 4

وَلَوْ فَتَحْنَا عَلَيْهِمْ بَابًا مِّنَ السَّمَاءِ ط

Exercise 19 - The Letter Raa (Empty Mouth)

Focus: A special focus and emphasis on the letter ر, when it is recited empty mouth. Just as before, pupils will first learn when this letter is recited with an empty mouth (when it contains a Kasra or Kasratayn). This is easier, as children only have to remember one rule.

Note (1): The teacher needs to explain this rule on the whiteboard everyday for a few days *using single words*. Pupils need to be prompted and questioned. Other rules covered to date also need to be revised on the whiteboard each day.

Note (2): Do not simply listen to the Quran verses! Ensure full mouth letters, throat letters, Ghunna etc are all implemented and the recitation is slow and clear.



نَارِ السَّمُومِ ط	1
لِبَشَرٍ خَلَقْتَهُ ط	2
مِنَ الْمُنْظَرِ يُن ط	3
مَا فِي صُدُورِهِمْ ط	4
إِنَّهَا لَمِنَ الْغَيْرِ يُن ط	5

Exercise 20 - The Letter Raa (Full Mouth)

Focus: A special focus and emphasis on the letter ر , when it is recited full mouth.

Note (1): You simply explain to your child that if there is no Kasra on the letter ر then it will be recited with a full mouth.

Note (2): The teacher needs to explain this rule on the whiteboard everyday for a few days. Pupils need to be prompted and questioned. Other rules covered to date also need to be revised on the whiteboard each day via the relevant verses.

مِنْ رَّحْمَةِ رَبِّهِ إِلَّا ط	1
قَالَ فَاخْرُجْ مِنْهَا فَإِنَّكَ رَجِيمٌ *	2
أَنْتَ أَنَا الْغَفُورُ الرَّحِيمُ *	3
إِنَّا نُبَشِّرُكَ بِغُلْمٍ *	4
مَسْنَى الْكِبَرِ فِيمَ تَبْشِرُونَ *	5
إِلَّا أَمْرَاتُهُ قَدْ رَنَا ط	6
كَانُوا فِيهِ يَمْتَرُونَ *	7

Exercise 21 - The Letter Raa (Full & Empty Mouth)

Focus: A special focus and emphasis on the letter ر when it is recited full or empty mouth. The focus in this exercise is to differentiate when to recite full or empty mouth and to implement all Tajweed rules covered to date.

Do not simply listen to the Quran verses! Ensure pupils are challenged if they miss out a Tajweed rule.

فَضْرِبْ بَيْنَهُمْ بِسُورٍ لَهُ بَابٌ ط	1
إِنَّكُمْ قَوْمٌ مُنْكَرُونَ *	2
فَأَسْرِ بِأَهْلِكَ بِقِطْعٍ مِّنْ ط	3
وَأَمْضُوا حَيْثُ تُؤْمَرُونَ *	4
لَعَمْرُكَ إِنَّهُمْ لَفِي سَكْرَتِهِمْ ط	5
أَصْحَابِ الْحِجْرِ الْمُرْسَلِينَ *	6
إِنَّ رَبَّكَ هُوَ الْخَلْقُ الْعَلِيمُ *	7
فَوَرَبِّكَ لَنَسْأَلَنَّهُمْ أَجْمَعِينَ *	8
فَاصْدَعْ بِمَا تُؤْمَرُ وَأَعْرِضْ عَنِ الْمُشْرِكِينَ *	9

Exercise 22 - Mixed Verses

Focus: A special focus and emphasis on all the rules covered so far.

Note (1): Start your lesson by using the whiteboard.

Do not simply listen to the Quran verses! Highlight and point out Tajweed rules. If a child recites something incorrectly, then give prompts and not the actual answer, Use other pupils to help get to the correct recitation.

إِنَّا كَفَيْنَاكَ الْمُسْتَهْزِئِينَ *	1
وَلَقَدْ نَعْلَمُ أَنَّكَ يَضِيقُ صَدْرُكَ *	2
فَسَبِّحْ بِحَمْدِ رَبِّكَ وَكُنْ ط	3
عَلَى مَنْ يَشَاءُ مِنْ عِبَادَةٍ أَنْ أُنْذِرُوا ط	4
خَلَقَ الْإِنْسَانَ مِنْ نُطْفَةٍ ط	5
لَكُمْ فِيهَا دِفْءٌ وَ مَنَافِعُ وَمِنْهَا تَأْكُلُونَ *	6
وَتَحْمِلُ أَثْقَالَكُمْ إِلَى بَلَدٍ ط	7
وَالْخَيْلَ وَالْبِغَالَ وَالْحَمِيرَ لِتَرْكَبُوهَا ط	8

Exercise 23 - Mixed Verses

Focus: A special focus and emphasis on all the rules covered so far.

Note (1): Start your lesson by using the whiteboard.

Do not simply listen to the Quran verses! Highlight and point out Tajweed rules. If a child recites something incorrectly, then give prompts and not the actual answer, Use other pupils to help get to the correct recitation.

لِيَجْزِيَ الَّذِينَ أَسَاءُوا بِمَا عَمِلُوا وَيَجْزِيَ ج	1
وَلَوْ شَاءَ لَهَدَاكُمْ أَجْمَعِينَ *	2
هُوَ الَّذِي أَنْزَلَ مِنَ السَّمَاءِ مَاءً لَكُمْ مِنْهُ ط	3
وَالنُّجُومُ مُسَخَّرَاتٌ بِأَمْرِ ط	4
وَمَا ذَرَأَ لَكُمْ فِي الْأَرْضِ مُخْتَلِفًا ط	5
أَفَمَنْ يَخْلُقُ كَمَنْ لَا يَخْلُقُ ط أَفَلَا تَذَكَّرُونَ *	6
لِتَأْكُلُوا مِنْهُ لَحْمًا طَرِيًّا ط	7
وَتَسْتَخْرِجُوا مِنْهُ حَبْلَةً ج	8

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Parents!

- ✓ In the holidays use this booklet to revise the various Tajweed rules.
- ✓ Pick out 2 or 3 random verses, and give your child a few minutes to work them out. You can even use the Quran to carry this out.
- ✓ After giving time, listen to the verses. Never correct a mistake, rather prompt your child to self-correct.
- ✓ At this stage your child must be avoiding all "word" errors. He or she must be confidently able to join letters to form a word. This is the bare minimum requirement.

The aim at this stage is to:

- a) Confidently recognise letters and form words.
- b) Join 2 or more words fluently.
- c) Ensure pronunciation of all letters is correct and clear.
- d) Tajweed rules need to be understood and implemented.

Make Dua for all your teachers and those who compiled this booklet.

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Notes