

# Teacher's Qur'an Manual Levels 3 - 4

2017



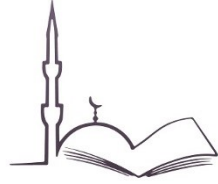
Shia Ithna'asheri Madressa





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF GOD, THE MOST KIND, THE MOST MERCIFUL



Shia Ithna'asheri Madressa

**NURTURING A COMMUNITY OF STUDENTS TO EXHIBIT THE BEST OF CHARACTER  
AS TAUGHT BY THE AHLUL-BAYT (AS)**





## **SCHOOL ADDRESS**

Northwood School

Pinner Road, Northwood, Middlesex, HA6 1QN

## **TIMINGS**

10:00AM - 1:30PM



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## *Dear Teachers...*

The aim of this manual is to **assist you in organising your Madressa activities** and I hope you will find it useful and will make most of it., please do give us feedback on making this even more conducive to your needs.

For those of you have been around long enough, Madressa began in Stanmore in a few small rooms, before moving to Park High School and then back to Stanmore and more recently, part of the Madressa moved out to Kenmore Park School.

This year we continue our collective journey to Northwood school, where under one roof again, the Madressa will embark on the next stage in its journey. Our new home provides us with the opportunity to **expand our activities** and to teach in a state of the art **professional educational environment**.

However, ultimately , our success is dependent on **teachers taking advantage of the resources available** to them to **impart lessons and experiences** that will remain with our students for a lifetime. Therefore, let us together aim to nurture our students by **delivering the extraordinary in each and every lesson**.

The Madressa vision, '**nurturing a community of students that exhibits the features of Ahlul-Bayt (AS)'** , encapsulates succinctly what we are all working towards and I am confident that our new environment will help us realise this vision. Whilst I am sure there will be some difficulties along the way as we settle into our new home, I am certain that in time we will overcome these and we will close the year in a better position than we began.

For your efforts the only appropriate reward will be from the Almighty, and may He reward each one of you and your respective families abundantly both in this world, and the hereafter for the time you are sacrificing in furthering the cause of His religion. I can only **express gratitude to all of you**, for the hard work which you will undoubtedly undertake over the course of this academic year.

Finally, I would like to request you all to recite a Surah Fateha for all marhumeen particularly for those individuals on whose efforts, foresight and wisdom the Madressa has been able to progress and evolve over the last 32 years (Madressa was formed on 13 January 1985).

**Sajjad Govani**  
Principal

Shia Ithna'asheri Madressa,  
London, United Kingdom—January 2017





# TEACHER'S CHARTER

## Remember...

Allah (swt) has selected us to pass on His religion to the next generation. This is a great privilege and honour bestowed on us by Him, so let us grasp this opportunity with both hands, wholeheartedly and with sincerity in the hope that maybe He will continue to turn favourably towards us, our families and our community.

We are proud to be a part of the S I Madressa and wish to ensure that we fulfil our duties towards the students that we are teaching. To this end, to ensure that our students benefit to the highest extent possible, the following expectations are set out:

## TEACHER'S COMMITMENTS - I will...:

- \* Be aware of & observe the Islamic Shari'a so that I may be seen as a role model by my students & peers.
- \* Ensure that I abide by all the Madressa policies, procedures and guidelines especially those relating to Safeguarding and provide prompt responses to requests for information as well as allow the Madressa to access my DBS data whilst I am involved in the Madressa.
- \* Schedule to commit between 1 and a half —2 and a half hours per week to the Madressa (about 1% of the available hours in one week).
- \* Attend all training sessions as organised by the Madressa and as requested to attend by my HoD.
- \* Attend Madressa diligently each teaching week without taking any unavoidable absences during term time. Whilst emergencies can't be avoided, my main priority is my students and I will endeavour to always ensure that I strive to fulfil my responsibility towards them and their education
- \* Adhere to the deadlines provided for me by the Administration, and my HoD (submitting test papers, marks etc.).
- \* Ensure that I am at the Madressa in my Classroom 5-10 minutes before I am due to teach.
- \* Be proactive in ensuring that my classroom is a healthy learning environment for my students and once I complete my lesson I will leave my classroom clean and tidy.
- \* Come to my classroom with my lesson prepared, and ensuring that I have with me any resources or materials I may require.
- \* Aim to meet the learning needs of all students in my classroom, including those with special learning needs and where necessary work with the Learning Support team so that all students may be able to derive benefit from my teaching.
- \* Begin my class on time and end it on time so that no other teacher is inconvenienced.
- \* Submit any requests for printing or IT equipment a minimum of two days prior to the date it is needed.
- \* Treat all issues relating to student behaviour, progress and development as confidential and not share with anyone except those who need to know (i.e. Administration, HoD, LS etc.).



# STAFF ROLES AND RESPONSIBILITIES



If you need to call home, or need first aid assistance, or you just need to talk to someone, speak to your teacher, or come to the Madressa office and we will be happy to help!

## ADMINISTRATION TEAM

**YGC = YEAR GROUP COORDINATOR**

<b>PRINCIPAL</b>	Sajjad Govani	<b>EDUCATION MANAGER</b>	Mohamed Zamin Alidina
<b>VICE PRINCIPAL</b>	Hasnain Merali	<b>1-4 YGC</b>	Shenaz Dhalla
<b>SECRETARY</b>	Maisam Jaffer	<b>5-10 GENTS YGC</b>	Raza Kirmani
<b>TREASURER</b>	Aqeel Merchant	<b>5-10 LADIES YGC</b>	Fatim Panjwani
<b>ADMINISTRATORS</b>	Fatima Hirji & Rumina Hashmani	<b>5-10 LADIES ASSISTANT YGC</b>	Nishaat Bhimani

## JUNIOR (CLASSES 1-4) HEADS OF DEPARTMENTS

<b>CLASSES 1-2</b>	Nazira Mamdani Shah	<b>CLASS 3</b>	Maasuma Jagani
		<b>CLASS 4</b>	Rumeena Jaffer
<b>QUR'AN</b>	Atia Kazmi	<b>LEARNING SUPPORT</b>	Tahera Sumar

## SENIOR (CLASSES 5-10) HEADS OF DEPARTMENTS

		<b>GENTS</b>	<b>LADIES</b>
<b>MORALS, ETHICS &amp; HISTORY</b>		Imran Chatoo	Farzana Kirmani
<b>BELIEFS &amp; ACTIONS</b>		Nishatabbas Rehmatulla	Zeeshan Merchant
<b>QURA'N</b>		Murtaza Kanani	Zeenat Datoo
<b>LEARNING SUPPORT</b>		Shams Kermalli	Ruby Sowah

## HIGHER EDUCATION (CLASSES 11-12)

Mukhtar Karim

FOR QUERIES, PLEASE CONTACT [SIMOFFICETEAM@MADRESSA.NET](mailto:SIMOFFICETEAM@MADRESSA.NET)







# ACADEMIC YEAR CALENDAR

The S I Madressa runs once a week on **Sundays**. This year we will have **32** teaching weeks.

Date	Teach Week	Calendar Event	Date	Teach Week	Calendar Event
01-Jan-17	Closed	1 <sup>st</sup> Jan – New Year’s Day	09-Jul-17	Closed	<i>Eid Function at KSIMC</i>
08-Jan-17	Inset Day	Teacher Inset Day Wiladat Eve of 11 <sup>th</sup> Imam (A)	16-Jul-17	T19	
15-Jan-17	T1		23-Jul-17	Closed	21 <sup>st</sup> Jul – Schools Close for Summer Holidays  4 <sup>th</sup> Sept – Schools Open
22-Jan-17	T2		30-Jul-17	Closed	
29-Jan-17	T3		6-Aug-17	Closed	
05-Feb-17	T4		13-Aug-17	Closed	
12-Feb-17	T5	13 <sup>th</sup> Feb - Half Term Begins	20-Aug-17	Closed	
19-Feb-17	T6	17 <sup>th</sup> Feb – Half Term Ends	27-Aug-17	Closed	
26-Feb-17	T7	Ayyam-e-Fatimiyyah Begins	03-Sep-17	Inset Day	Teacher Inset Day
05-Mar-17	T8		10-Sep-17	T20	
12-Mar-17	T9	Wafat of Ummul Baneen (A)	17-Sep-17	T21	
19-Mar-17	T10		24-Sep-17	Closed	Ashra-e-Muharram 1439
26-Mar-17	T11	BST Begins (+1 Hr) Summer Timetable	01-Oct-17	Closed	
02-Apr-17	T12		08-Oct-17	T22	
09-Apr-17	Closed	Easter Holidays	15-Oct-17	T23	Wafat Eve of 4 <sup>th</sup> Imam (A)
16-Apr-17	Closed		22-Oct-17	T24	23 <sup>rd</sup> Oct – Half Term Begins
23-Apr-17	T13	Wafat of H. Abu Talib (A)	29-Oct-17	T25	27 <sup>th</sup> Oct – Half Term Ends BST Ends (-1 Hr) Winter Timetable
30-Apr-17	T14	1 <sup>st</sup> May – Bank Holiday Wiladat Eve of H. Abbas (A)	05-Nov-17	T26	Ashra-e-Zainabiyya 1439
07-May-17	T15		12-Nov-17	T27	
14-May-17	T16		19-Nov-17	T28	
21-May-17	T17		26-Nov-17	T29	
28-May-17	Closed	29 <sup>th</sup> May – Half Term Begins 2 <sup>nd</sup> Jun – Half Term Ends	03-Dec-17	T30	
04-Jun-17	Closed		10-Dec-17	T31	
11-Jun-17	Closed		17-Dec-17	T32	
18-Jun-17	Closed	Mahe Ramadhan	24-Dec-17	Closed	20 <sup>th</sup> Dec – Schools Close for Christmas Holidays
25-Jun-17	Closed		31-Dec-17	Closed	
02-Jul-17	T18		07-Jan-18	Inset Day	Teacher Inset Day

**2018 Calendar Dates** Sunday 07 Jan 18: Teachers Inset Day  
Sunday 14 Jan 18: T1

Sunday 14 Jan 18: T2  
Sunday 28 Jan 18: T3





## CLASSES 1-4

CLASS								
1	ASSEMBLY	QURA'N	QURA'N	BREAK	LESSON 3	LESSON 4	RECAP	
2								SALAAH
3		MEH			QURA'N	BA		
4		MEH				BA		

## CLASSES 5-10

### BOYS

W	QURA'N	BREAK	MEH	SALAAH	BA
S	QURA'N		MEH	BA	SALAAH

### GIRLS

W	QURA'N	MEH	BREAK	SALAAH	BA
S	QURA'N	MEH		BA	SALAAH

W = WINTER TIMETABLE (JANUARY - MARCH & NOVEMBER - DECEMBER)

S = SUMMER TIMETABLE (APRIL - OCTOBER)

MEH = MORALS, ETHICS & HISTORY

BA = BELIEF & ACTIONS





# MADRESSA PROCEDURES



## TIMING:

As a **role model** to students and to **encourage them also to develop good timekeeping habits**, Teachers should set the best of examples by **always arriving 5-10 minutes early** to the Madressa before your lesson. In the event that staff are going to be late due to an unavoidable situation, please call the Madressa office as soon as this is realised **on 07709772671** and if possible, please also inform your Head of Department



## ABSENTEEISM:

Absences, particularly at short notice, **should be avoided at all costs** as this requires cover teachers being arranged and in some cases, lessons being delivered without the necessary planning. **Students are then left feeling unsettled and lose valuable lesson time**. Unavoidable absences are obviously understandable, in the event of such instances, staff should **inform their HoD immediately**. If staff are teaching double lessons, please try arranging a swap with their respective teaching colleague.



## LESSON PLANS:

Madressa lesson plans are intended to ensure that staff have considered the various ingredients that are required to deliver **a well organised and holistic** lesson:

**Content Delivery:** Ensuring lesson content is relevant, well defined and delivered effectively

**Integration:** Demonstrating to students that in real life things do not exist in isolation

**Differentiation:** Catering for all students within a given classroom

**Homework:** Something any student can take home and complete on their own or as an interactive family activity in no more than 15 minutes.



## REQUESTING PHOTOCOPYING / IT EQUIPMENT

Requests for both of these need to be made **via the Madressa website**, in the teachers section, however please see the **'Using IT Equipment'** page further on to find details of equipment already available around the centre which is for staff usage.



## WHAT TO DO IN CASE OF AN EMERGENCY AND THE FIRE ALARM IS HEARD:

Ensure that you are aware of the **quickest escape route** from your class (if you do not know this, please ask a member of the Madressa Administration)

Ensure that **all personal belongings (including shoes)** are left behind and instruct your students to exit the classroom **quietly and quickly** in an orderly fashion





Take the register with you and as soon as you are outside do a headcount and inform the Fire Marshalls of any missing students immediately

Remain calm at all times as students will be looking at their teachers for reassurance



## STUDENTS LEAVING EARLY

If a student in your class requests permission to leave early please check their student manual to see if they have a note from their parents in the 'Leaving Early Record Form' (see example below). At the time mentioned in the form, a member of administration will come and collect the child from class.

<b>DATE:</b>	Sunday <u>DD</u> - <u>MM</u> - <u>YYYY</u>
<b>MY CHILD WILL BE LEAVING THE MADRESSA TODAY AT:</b>	<u>      </u> : <u>      </u> AM / PM ( CIRCLE RELEVANT)
<b>REASON:</b>	<u>_____</u> <u>_____</u>
<b>PARENT SIGNATURE:</b> _____	<b>ADMIN SIGNATURE:</b> _____





# BEHAVIOUR POLICY

Following its successful pilot in 2016, the Behaviour management policy is being implemented as part of madressa policy in order to reward **positive behaviour** and manage **negative behaviour** effectively.

## POSITIVE BEHAVIOUR

Positive behaviour will earn **green** cards for actions such as:

Demonstrating helpful behaviour – helping peers, carrying bags, helping with furniture, sharing, etc., actively participating in lesson, demonstrating supportive behaviour towards peers, e.g. encouraging participation, exceptional piece of work, taking an initiative: e.g. clearing up rubbish that doesn't belong to them



## NEGATIVE BEHAVIOUR:

Negative behaviour will result in either a yellow or red card issued by a teacher. **When a teacher has repeatedly given clear instructions for a student to stop an unacceptable behaviour**, and the student continues their inappropriate behaviour, a **yellow** card may be issued:

Talking while others are talking (teacher or students) during lesson, being disrespectful to others (teacher or student)/ disruptive / boisterous, misusing Madressa property (e.g. writing on tables), unauthorised use of electronic gadget – teachers to confiscate the gadget and hand to Madressa office. Parent/Guardian to collect from office



**Red** cards will be issued for repeating of any yellow card offence twice in a day.

**Straight red** cards may also be issued for the following offences:

Bullying, swearing, fighting, intentionally missing a lesson or Salaah (bunking), inappropriate language towards any member of Madressa, any other offence as deemed inappropriate by the Madressa Administration



## PROCEDURE:

Our vision at SIM is **nurturing a community of students that exhibit the features of the Ahlul Bayt (AS)**. Therefore, our teachers will make every effort to provide an environment in which children can learn successfully by using effective classroom management techniques, setting clear expectations and providing engaging and varied lessons. Only as a last resort, will the teacher manage children's behaviour through the behaviour management system as per the procedure below:

- \* Repeated verbal warnings
- \* 1<sup>st</sup> offence – First Yellow Card: Admin will inform parents through the parent portal
- \* 2<sup>nd</sup> offence – Second Yellow Card the same day and hence Red card: Admin will inform parents through the parent portal and parent called in the same day if possible to discuss the matter
- \* Straight Red Card: Student sent to office and parents will be called in the same day if possible
- \* Three yellow cards at separate occasions – Parents will be invited for a discussion to discuss the child's behaviour and how to work together towards a positive resolution
- \* Two red cards in one term: Possible suspension for the remainder of the term or any other resolution that may be deemed appropriate by the administration





## WHAT are Assessments?

Assessment is a process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

## WHY Assess?

We assess so that:

- **Teachers** can regularly and consistently measure the success of their teaching by how well learners develop their knowledge, skills and understanding considering the **End of Year Expectations (EoYE)**.
- **Teachers** can plan learning opportunities that reflect the needs of children.
- **Children** who are falling behind can be identified and therefore supported to address their needs.
- **Children** who are exceeding expectations can be identified and extended further.
- **Parents** can understand how their child's learning is progressing on a *termly* basis.
- **Madressa** can gather data to ensure continual improvement.

## HOW will we Assess in Madressa?

1. Teachers will carry out regular ongoing assessment of children as they teach to ensure that the **EoYE** are met. This is called **Assessment for Learning**.

Assessment for Learning can be carried out through a variety of activities:

- |                              |   |
|------------------------------|---|
| ⇒ Verbal/Written Questioning | ⇒ A question put up on the board for children to answer |
| ⇒ Debates                    | ⇒ Learning Logs   |
| ⇒ Role Play                  | ⇒ Observations  |
| ⇒ Worksheets                 | ⇒ Video Recordings                                      |
| ⇒ Crossword                  | ⇒ Games   |
| ⇒ Short pop quizzes          |   |

During assessment for learning activities, teachers will assess children in the areas of:

- Knowledge and Understanding
- Skills and Presentation
- Behaviour and Participation

*Teachers will keep their own records and ensure the age appropriateness of the activities. This will help teachers know how well students are learning. They will have an opportunity to close any gaps in learning as they go along.*





# ASSESSMENT PROCEDURES

2. Teachers will complete a termly report on how children are performing, using the following descriptions: **Weak, Average, Good, Very Good**

Subject	Qur'an Appreciation	Morals, Ethics & History	Beliefs & Actions	Teacher's Comments
Knowledge & Understanding				
Skills & Presentation				
Behaviour & Participation				

## Important Note:

**Knowledge and Understanding** will be assessed against the End of Term/Year Learning Statements for each subject.

**Skills and Presentation** will include student's ability to communicate their understanding confidently, present their work coherently and neatly.

**Behaviour and Participation** will be based on the demonstration of positive Akhlaq both in and out of class, student's engagement in Madressa and behaviour for learning. For the very young classes positive behaviour will be promoted and consistently encouraged through stickers and other rewards whilst for older classes the Madressa Behaviour Management Policy is in force.

## 3. Special Projects - [Class 3-10]

To assess students in their ability to work collaboratively and organise themselves to achieve an objective whilst taking responsibility for their individual and collective learning, madressa will continue to have special projects throughout the year.

Term 1 – MEH

Term 2 – BA

Term 3 – QA

Teachers will present a topic (or choice of topics) for students to research and offer students their preferred way of demonstrating their understanding. For example:

Powerpoint

Posters

Plays

Presentations

Diary Entries

Debates

Video Clips

Newspaper Articles

***The projects will not be graded but they will form a part of the end of term assessment.***





In conjunction with the Council of European Jamaats, the Madressa is offering Safeguarding training online via the Educare platform. If you have not received your username and password, please email [simofficeteam@madressa.net](mailto:simofficeteam@madressa.net) as soon as possible for these details.

As a summary of the intentions behind why the Madressa takes safeguarding seriously and also the reasoning behind our policies in relation to this, legislation is clear that:

- \* Children's welfare is paramount
- \* Safeguarding children and young people is the responsibility of everyone.
- \* All children and young people have the right to protection from abuse including unborn children and children aged 0-18 years.
- \* All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately. They must not be ignored.
- \* If somebody believes that a child may be suffering, or is at risk of suffering significant harm, they should always refer the concern to Children's Social Care or the Police.
- \* All voluntary, community, faith and private organisations/service providers working with children/young people and their families must take all reasonable measures to ensure that risks of harm to children and young people are minimised.

## The 5 R's:

### **RECOGNISE**

- \* Be vigilant & know the children you work with
- \* Be familiar with the types and indicators of abuse (page )

### **RESPOND**

- \* Never ignore concerns, signs or reports related to children's wellbeing and safety
- \* Do not delay your response

### **REPORT**

- \* Always report your concerns to the Child Protection Officers (see 'Staff roles and responsibilities')

### **RECORD**

- \* Always make a record of what happened – the incident or concern, the exact words of the child where possible (if they disclosed) and any immediate actions taken
- \* Don't delay it – record information as soon as possible

### **REFER**

- \* All cases where there is a concern about significant harm or risk thereof must be referred to Harrow Children's Social Care via the Golden Number (020 8901 2690 / 020 8424 0999)







# SAFEGUARDING - DO'S & DONT'S

This guide applies to all adults, working in or on behalf of the Madressa. Our full Child Protection Policy is available on our website, and all staff must read the policy and be well acquainted with the procedures set out.

*The Madressa is committed to safeguarding and promoting the welfare of all of its students. Each student's welfare is of paramount importance.*

## DO:

- \* **Listen** and **speak** with your students using open ended questions to allow them the space to discuss matters (i.e. explain; tell me; describe).
- \* **Comfort** and **care** for your students with **respect**.
- \* When you have a concern following an observation or a discussion with a student, keep a **record** of your discussion and **seek advice**.
- \* **Signpost** students to services which could provide further support if you feel it is appropriate. Particularly to specialist services like: NSPCC, Muslim Youth Helpline, Kidscape (bullying in particular), Talk to Frank (Substance abuse in particular).
- \* **Always inform the Child Protection Officers if you have concerns.**

## DO NOT:

- \* Use physical punishment or chastisement.
- \* Leave your classroom unattended, or leave children in your classroom unattended.
- \* Place yourself in situations that could be misconstrued by a third party as inappropriate.
- \* Be alone with a student in a classroom; ensure there is always a third person in the class with you.
- \* Use your mobile phone in the classroom or in the playground. Go to a quiet area away from the students or if there is an urgent call excuse yourself from your class and go into the corridor.
- \* Investigate claims or examine a child, always leave this to the social services / police or a medical professional.
- \* Feel that you need to shoulder the burden of responsibility for events taking place within your student's life, there are individuals who are better placed and have the resources to deal with issues arising in a positive manner.
- \* Delay in reporting any suspicions. All are treated confidentially and information is only shared on a need to know basis (which means no one aside from the Designated Senior Officer or their Deputy will know).

*Any queries should be sent in confidence to either the Designated Safeguarding Officer or their Deputy as per the Child Protection Policy. Any questions regarding the policy itself can be raised with senior members of staff or the Madressa Administration.*





## PHYSICAL SIGNS:

- \* Injuries the child cannot explain including untreated or inadequately treated injuries as well as burns and Fractures inconsistent with the child's developmental stage.
- \* Bruising which reflects an imprint of an implement or cord, or hand or finger marks as well as multiple bruises in clusters or of uniform shape.

## BEHAVIOURAL SIGNS:

- \* Aggressive behaviour or severe temper outbursts as well as depression which are out of character with the child's general behaviour as well as flinching when approached or touched.
- \* Running away or showing fear of going home as well as unnatural compliance with parents or carers.

**EMOTIONAL SIGNS:** Emotional abuse is the persistent emotional maltreatment of a child/young people which can have severe and persistent effects on the child's emotional development. It can include:

- \* Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- \* Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- \* Seeing or hearing the ill-treatment of another such as witnessing domestic violence (DV) in the home as well as serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- \* **Physical signs:** stress related illnesses (e.g. eating disorders); over-reaction to mistakes; a failure to grow or thrive; sudden speech disorders .
- \* **Behavioural signs:** the child seeing themselves as unworthy of love and affection; excessive lack of confidence, (not just shyness), or low self esteem; self-harming ; wetting or soiling.

**NEGLECT:** Neglect is the persistent failure to meet a child's basic physical and/or emotional needs:

- \* **Physical signs:** underweight or obese, recurring infection, unkempt dirty appearance, smelly, inadequate and / or unwashed clothes, hunger.
- \* **Behavioural signs:** attachment disorders, indiscriminate friendship, poor social relationships, poor concentration, developmental delays, low self esteem

## SEXUAL:

- \* **Physical signs:** pain, itching, bruising or bleeding in the genital areas; STDS; stomach pains or discomfort when the child is walking or sitting.
- \* **Behavioural signs:** sexual knowledge inappropriate ofr age, sexualised behaviour, sexually provocative; nightmares, bedwetting, eating disorders, hysteria, self harm or suicide attempts.





# FIRST AID TIPS

Please refer first aid queries to the Madressa office, or named first aiders.

## FIRST AID FOR SOMEONE WHO'S UNCONSCIOUS AND NOT BREATHING

*Key skill: The delivery of chest compressions*

1. Check breathing by tilting their head backwards and looking and feeling for breaths.
2. Call 999 as soon as possible, or get someone else to do it.
3. Push firmly downwards in the middle of the chest and then release.
4. Push at a regular rate until help arrives.

## FIRST AID FOR CHOKING

*Key skill: The delivery of back blows*

1. Hit them firmly on their back between the shoulder blades to dislodge the object.
2. If necessary, call 999 or get someone else to do it.

## FIRST AID FOR SOMEONE WHO'S UNCONSCIOUS AND BREATHING

*Key skill: Place the person on their side and tilt their head back*

1. Check breathing by tilting their head backwards and looking and feeling for breaths.
2. Move them onto their side and tilt their head back.
3. As soon as possible, call 999 or get someone else to do it.

## FIRST AID FOR SEIZURES (EPILEPSY)

*Key skill: Make them safe and prevent injury*

1. Do not restrain them but use a blanket or clothing to protect their head from injury.
2. After the seizure, help the person rest on their side with their head tilted back.

## FIRST AID FOR DIABETES

*Key skill: Give them something sweet to drink or eat*

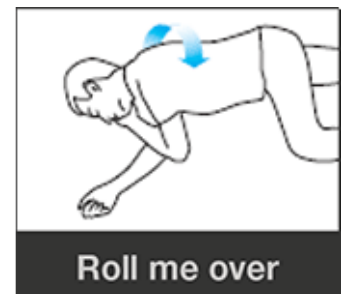
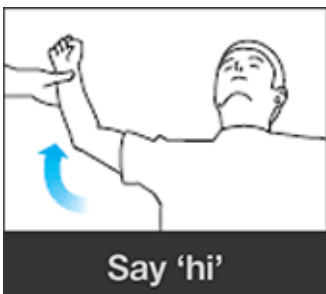
1. Give them something sweet to eat or a non-diet drink.
2. Reassure the person. If there is no improvement, call 999 or get someone else to do it.

## FIRST AID FOR AN ASTHMA ATTACK

*Key skill: Help them take their medication*

1. Help the person sit in a comfortable position and take their medication.
2. Reassure the person. If the attack becomes severe, call 999 or get someone else to do it.

## THE RECOVERY POSITION





The LS team will aim to provide all children with identified special education needs by way of an **individual passport** / statement which will sets out the learning requirements of the child and the teaching methods / activities which will assist staff in delivering lessons to meet their needs.

#### PLEASE ENSURE THAT YOU:

**Liaise** with the head of LS and LS assistants in order to prepare specific learning targets for the child. Tailor your lesson plan to take into account the different learning needs of child (**differentiation**). **Differentiate your assessments** to ensure that all children are able to measure their learning and so that you may evaluate your teaching according to each child's ability. Practical strategies to support children with emotional and behavioural difficulties in your class:

- \* Be **consistent** but not rigid.
- \* **Seat them appropriately** – near to you and away from other disruptive pupils.
- \* Try to **settle them early** on in lesson. If they arrive late acknowledge their lateness in a calm and quiet manner and deal with it at the first appropriate opportunity without an audience.
- \* Be aware **not to embarrass** them in front of their peers as this will lead to extreme reactions.
- \* Make them aware of the importance of **eye contact** and body language.
- \* **Anticipate problems** with group work and change groups where appropriate.
- \* Try to be **sensitive** to threatening situations which may arise in the learning environment and try and help the pupil at this time (try to warn them of any changes to routine in advance).
- \* Provide **clear behaviour boundaries** and act immediately but calmly on threats made.
- \* Make **use of Madressa structures** for discipline if you have to (i.e. Learning Support, HoD, Admin).
- \* Make them feel **valued** through **positive and sincere interactions**.
- \* Create a **sympathetic and uncritical environment**.
- \* Avoid **personal criticism**.

#### REMEMBER:

Just like all other students, they are doing the best that they can at any given moment with their learning and emotional capacities.





# HOMWORK GUIDELINES

All students in all classes have the necessary resources to record homework in their manuals (see below for 5-10 and for 1-4, areas within the student manual on the actual lesson pages have been reserved for homework). Homework assigned should not be intended to be **strenuous or difficult** in nature. Whilst it should be **challenging** to an extent, staff should also **factor in any obstacles** that students may face. In completing the homework.

## **Madressa guidelines are:**

- \* Classes 1 - 6 : Allocated no more than 15 minutes per week, per subject.
- \* Classes 7 - 10: Time required to complete homework should not exceed 20 minutes per week.
- \* Teachers should also keep in mind that there are students with special learning needs and difficulties who may require more time, and **these students must also be accommodated** for in any homework that is set.
- \* Where homework is **not completed** and **no parental note** is provided, teachers at their discretion can make a note of this. If homework is **not completed on a regular basis**, staff can inform the Madressa Administration by either speaking to a staff member in the Madressa office or emailing [admin@madressa.net](mailto:admin@madressa.net) and parents contact details can be provided for staff to follow up.

\*

Perhaps the greatest advantage of Madressa homework is that it can be made very relevant to the student's daily life and is also a prime opportunity to ask the student to engage with their parents, siblings and friends.

The usual, school type format should therefore be avoided as much as possible, in place of homework which will result in **engagement and discussion at home**.





## Individual AkhlAQ

This policy sets out the AkhlAQ framework for individual students to always observe in order to ensure that their conduct facilitates a positive learning atmosphere and thereby allows for the maximum possible achievement of success.

## AkhlAQ Around the Madressa

These are the ground rules which should be observed by all students when they are outside of the classroom primarily to ensure their safety and security but also to show due respect to their environment.

## Classroom AkhlAQ

These are the classroom rules that will set a positive learning environment together with the necessary boundaries which teachers are expected to enforce to create consistency throughout the Madressa.

## Consequences of Negative AkhlAQ

This is a framework which will be implemented by the Madressa in order to set in place a series of standard procedures to provide all staff with the necessary tools to deal with negative AkhlAQ.

## AkhlAQ Through Teaching

A guide to assist teachers in classroom management through presenting a demeanour which will encourage students to follow their positive example and adjust their own AkhlAQ accordingly.





# AKHLAQ THROUGH TEACHING

This is a guideline in order to set out **good teaching practices** in order to prevent and also overcome **challenging behaviour** exhibited by students within the classroom environment. The below list is not exhaustive and there are a wide range of different approaches which can be considered.



## DO:

- \* Try and **understand your students** and **build a strong rapport**. Get to know their names, and then try and **gain an insight** into their likes / dislikes, their favourite hobbies and share with them some of your own so they can **build a relationship** with you too.
- \* Set out **the Madressa's rules and Akhlaq expectations from the outset** of the class - this will help students to understand their boundaries. Consider having a **brainstorming session** with your students and let your students tell you what they think the Akhlaq rules should be - you might be pleasantly surprised, but more importantly if they have already given you the ground rules you will have an easier time 'enforcing them'.
- \* Be **patient** and remember that students of all ages will imitate and respond in kind. When a teacher responds in a **cool, calm manner**, it instantly reduces the level of tension and **good Akhlaq - begets good Akhlaq**. Students, particularly older students will try and test the limits of your patience and are waiting for you to react so keep in control of yourself and **set the very highest bar and best example** on how to deal with difficult situations.
- \* Be **firm, consistent and always stick to the classroom Akhlaq rules**. If the rules keep changing you are confusing your students. Students will thrive more in an environment where there are known boundaries that they can work within. If you need to enforce a particular message **try using a good student as an example of what you expect or commend other students who are practising good Akhlaq**.
- \* Be **kind and compassionate** - everyone has a bad day, in a class of 30 the chances are that different students will have a bad day each week. Meet their anger, frustration, lack of positive expression with a **kind hearted and benevolent response befitting a teacher of creed of Ahlul Bayt (as)**.
- \* Be **varied in your lesson activity**. One of the key causes of students being disruptive is a lack of **engaging work**. Do your classroom activities really push your student's ability to their respective limit? Do they engage their different senses? Do they aim to re-focus your students energy into something more positive? Do you cater for the very intelligent students and also the ones who need more attention?







- \* Choose your battles and pick them at a time of your choice, don't allow your student to dictate what you will or won't do in class. Try and ignore the small lapses in concentration and reserve your energy for real acts of genuine disruption. This way you will set an example as an unflappable teacher who is also flexible to the situation. Remember, your lesson plan and the content you have to cover is more important than picking up on every small instance of indiscipline. Also try and read situations when you come into your classroom, there may have been a disagreement between students at break time or perhaps the students were let out late from a previous lesson, try and accommodate these issues and perhaps negotiate with your students for a period of extra 'fun' time if they complete the scheduled work.
- \* Incentivise your students for good behaviour, effort and performance. Prizes or incentives don't need to even be tangible, they can be words of encouragement and commendations.

## DON'T:

- χ Read from the manual for more than 10 minutes per lesson. This is a guaranteed way of losing both their interest and their confidence in your ability to teach. Keep changing the way you do lessons to keep students on their toes and whilst some lessons may need to be a passive listening type lesson, however even within those lessons, try to get your students actively learning on their own accord.
- χ Shout at your students, the volume of your voice has no relation to actually motivating students to work harder or to concentrate. In fact, it's inversely related to encouraging good behaviour and in the future your students will replicate this when they also encounter difficult situations.
- χ Be sarcastic. This will negatively affect both your student's confidence and their temperament and in the future this is the means by which they will also respond in kind to others. Don't be afraid of explaining the reason for your decision in class - research shows that individuals are more receptive when they are explained (in words they can understand) why we are doing something rather than when they are just told to do it.
- χ Go to your lesson unprepared. This is a sure fire way to lose the respect of your students, and does not confirm the high standards of Akhlaq the Madressa seeks to impart. Being prepared doesn't mean just having your lesson plan ready. It also means learning from the classroom dynamics each week and tailoring your delivery and strategy for dealing with disruption so that each week your effectiveness increases. Think in advance of the lesson about seating plans, ways of reducing tension, how to bring more students on 'your side' and how you will respond if certain issues arise etc.







# PERSONAL & CLASSROOM AKHLAQ

*“Whoever joins himself (to another) in a good cause shall have a share of it, and whoever joins himself (to another) in an evil cause shall have the responsibility of it, and Allah controls all things.” [4:85]*

## PERSONAL AKHLAQ

At the Madressa we expect all our students to have the best Akhlaq. Remember you are **always** responsible for your own Akhlaq!

In accordance with the above, students are expected to display the following Akhlaq in **all classes and all situations**:

- \* Always **be your best** and **do your best**
- \* Treat all others and their property with **courtesy & respect**
- \* **Listen** to your teacher and to your classroom colleagues when they are speaking
- \* **Follow all the instructions** given by your teacher
- \* Make sure you **bring all appropriate materials** to class
- \* **Be on time** for all lessons and activities



The above etiquettes are aimed to establish a **fair and equal** classroom environment where everyone can participate without any fears.

## CLASSROOM AKHLAQ

- \* Each week you are expected to bring: your manual; pens; pencils; rulers and erasers
- \* An Islamic dress code should be observed by all [see below]
- \* Food, drink, chewing gum etc are only to be consumed during break time.
- \* Classrooms must be left as clean as they were at the beginning of the day
- \* Valuable items (mobile phones, iPods etc) are to be kept switched off and stored at the bottom of your bag. All items are brought in at your own risk. Confiscated items can only be collected by parents/guardians from the Madressa office.



The Madressa fully expects all its students to ensure that these rules are observed at **all times** and in **all situations**.

### What is the Islamic dress code for the Madressa?

**Girls:** Loose abaya, head scarf covering the neck part with no make up or nail varnish and minimal or discrete jewellery.

**Boys:** No shorts, jewellery (i.e. Earrings) or hats (aside from Muslim prayer hats) / hoods.





“There is no personal merit more useful than good manners”

[Imam Ali (as): Bihar al-Anwar]

## UNACCEPTABLE AKHLAQ IS AS FOLLOWS:

Stealing	Running in corridors or between classrooms
Shouting	Possessing an offensive weapon
Swearing	Damaging property
Bullying [see below]	Selling goods
Smoking	Possessing, distributing or using illegal drugs



## BULLYING IS:

- χ **UNACCEPTABLE**
- χ **ANY ACTION** that which **HURTS** or **THREATENS** another person physically, mentally or emotionally
- χ being **UNFRIENDLY, EXCLUDING PEOPLE** or **TEASING**
- χ **PUSHING, HITTING, NAME CALLING** or **SPREADING RUMOURS**
- χ **MISUSING THE INTERNET, EMAILS, SMS, MEDIA MESSAGING, SOCIAL MEDIA** or any other electronic interface

## WHAT TO DO IF YOU ARE OR YOU KNOW SOMEONE WHO IS BEING BULLIED:

You **must always** speak to an adult – either a teacher, parent or member of the Madressa administration, who **will be willing to help.**

Know that any bullying incident is treated in the strictest of **confidence** and will be dealt with both **quickly** and **appropriately.**





# USING IT EQUIPMENT

## CONNECTING TO A TV / PROJECTOR WITH A VGA CABLE

1. VGA cable looks like this (see right)
2. Connect one end to the projector and one end to the laptop. If there are more than one VGA ports on the projector, please use the blue one.
3. Press the 'FN' button and then the '|[]|' button. Or you may have on your laptop an 'LCD' button instead. In Windows Vista onwards this process is done automatically
4. If the screen on the projector is not exactly how it appears on the laptop, this maybe because the desktop has been 'extended'. If this is the case, the projector will act as a second desktop and you will be able to scroll across to it and move windows into it.



## CONNECTING TO A TV WITH A HDMI CABLE

1. HDMI cable looks like this (see right)
2. This cable transmits both video and sound and therefore separate sound equipment is not required
3. One end simply connects to your laptop and the other end to the TV. The port on the laptop looks like this (see right)
4. Once the connections have been made, press the 'FN' button and then the '|[]|' button. Or you may have on your laptop an 'LCD' button instead. In Windows Vista onwards this process is done automatically.



## INTERNET CONNECTIVITY

There is **full wireless internet coverage available on premises**. In order to access the internet, you will need to input a wireless password which can be obtained by emailing [simofficeteam@madressa.net](mailto:simofficeteam@madressa.net) or speaking to a member of staff in the Madressa Office.

## IT SETUP ADVICE

Invariably IT facilities will play up at the time you need them the most and therefore, whilst we will make every effort to assist staff, there are 3 things all staff can do to help themselves:

1. Check a week before to see if the website/video etc that you want to show, is not blocked by the network. The Madressa has no control over the school's content filtering system.
2. Practice setting up your own equipment a week before your lesson to test your laptop, sound, visuals etc.
3. Request help a week in advance if you spot any issues—it is extremely difficult if not impossible to rectify issues on the day.





## SI Madressa | [www.madressa.net](http://www.madressa.net)

Have you visited your **Madressa website**? It is still being update but will soon contain lots of great videos including movies about Prophet Sulayman (as), Prophet Yusuf (as) and Bibi Maryam (as). Make sure you visit [www.madressa.net](http://www.madressa.net)! Did you know that on the Madressa website, in the **Creative Resources** section there are lots of games and puzzles for you to play and enjoy at home with your parents, brothers & sisters, other relatives or friends. Make sure you check these, it's great fun for the holidays!



Shia Ithna'asheri Madressa

## Quran Explorer | [www.quranexplorer.com](http://www.quranexplorer.com)

Isn't the **Holy Qur'an** wonderfully peaceful to listen to? Well you can enjoy listening to the Qur'an online along with the English translation by going to the following website [www.quranexplorer.com](http://www.quranexplorer.com). There are also many different reciters to choose from like Mishari Rashid Al-Afasy, Abdul Basit, Saad al-Ghamdhi and many many others!



## The Official Website of Syed Ali al-Sistani | [www.sistani.org](http://www.sistani.org)

Our Marja', **Syed Ali al-Sistani** (may Allah [swt] prolong his life) has his own website which contains both Islamic Laws (book of Fiqh rules) and a Question and Answer section. Visit his website at [www.sistani.org](http://www.sistani.org).



## Al-Islam AhlulBayt Digital Islamic Library Project | [www.al-islam.org](http://www.al-islam.org)

Have you ever thought that you just don't know enough about your religion? Well there is a massive **resource bank** which holds lots of information about Islam and also contains audio / video lectures. Visit [www.al-islam.org](http://www.al-islam.org) and learn about Islam to your hearts content



Al-Islam.org

## Who is Hussain? | [www.whoishussain.org](http://www.whoishussain.org)

Do you really know **Imam Hussain [A]**? Do you know why Imam (as) took a stand about Yazid (LA)? Why are we still crying for Imam Hussain (as) today more than 1400 years after his martyrdom and why is it so important that we remember him every single year? Well, you can find the answer to all these questions and more here at [www.whoishussain.org](http://www.whoishussain.org)

[whoishussain.org](http://www.whoishussain.org)





## BEFORE YOU START THE LESSON...

“He who travels in the search of knowledge, to him God shows the way of Paradise.”  
Holy Prophet Muhammad (SAW)

Remember that it is every Muslim’s duty to gain knowledge and learn as much as you can!

**Knowledge** is what we learn and then apply in our life every day. You can learn new things at home from your parents, at the Mosque, in Madressa, at school, and many other places. We will concentrate on learning in Madressa. There are some important things you must do when you are intending on learning something:

1. Say Bismillahir Rahmaanir Raheem before you start your lesson

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Most Kind, the Most Merciful*

2. Sit up straight in your chair and prepared for the lesson
3. Don’t talk while the teacher is talking
4. Listen to the teacher and your classmates carefully

**Always remember to start with the following Du’a:**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Most Kind, the Most Merciful*

رَبِّ زِدْنِي عِلْمًا وَرِزْقِي فَاهْمًا

*O Lord, Increase my Knowledge, And Increase my Understanding*



# STUDENT RECORD SHEET - TERM 1



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 1 ASSESSMENT	GENERAL COMMENTS
Joe Bloggs	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class





# STUDENT RECORD SHEET - TERM 1

STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 1 ASSESSMENT	GENERAL COMMENTS



# STUDENT RECORD SHEET - TERM 2



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6	GENERAL COMMENTS
<i>Joe Bloggs</i>	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class







# STUDENT RECORD SHEET - TERM 2

STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6	GENERAL COMMENTS



# STUDENT RECORD SHEET - TERM 3



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 3 ASSESSMENTS	GENERAL COMMENTS
<i>Joe Bloggs</i>	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class





# STUDENT RECORD SHEET - TERM 3

STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 3 ASSESSMENTS	GENERAL COMMENTS







# TEACHER'S TRAINING NOTES



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# GENERAL NOTES

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# KEY FEATURES OF THIS BOOK



The Madressa Syllabus has been divided by four key subjects, each colour coded for ease of reference:

'AQĀ'ID - BELIEFS

FIQH - ISLAMIC LAW

AKHLĀQ - MORALS AND ETHICS

TĀRĪKH - HISTORY

For Classes 1-3, lessons are ordered to link to previous lessons and to provide a flow in learning.

For Classes 4-10, lessons in the manual have been categorised in 3 major categories; combining Akhlaq and Tarikh together as 'Morals, Ethics & History'. Here, lessons of Tarikh have been arranged linking to a subject in Akhlaq that shares a common theme or is a lesson from the Tarikh subject.

Within each lesson, you will see clear titles and subtitles as well as the use of symbols and colour coded boxes representing different features of the lesson. Below you will find a summary.

In some places you may also see 'Du'a boxes that highlight a key 'Du'a related to the lesson.

We have also easily identified Qur'anic verses and Hadith by the following symbols:

 Qur'anic Verse

 Hadith



## LEARNING OBJECTIVES



The learning objectives have been clearly identified at the beginning of every lesson.

## LEARNING OBJECTIVES

Purple boxes at the beginning of the lesson indicate the learning objectives for the lesson

## MY NOTES



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## MY NOTES

A section for notes has been provided where there is place, for students to jot down their own notes for the lesson.

## DID YOU KNOW?



This box contains interesting facts related to the lesson.

## DID YOU KNOW?

Each lesson will have a “Did you know” box prior to conclusion of the lesson stating related and interesting facts

## KEY POINTS



At the end of every lesson, a summary of the key points helps with revision and summarising the lesson.

## KEY POINTS

Every lesson has key points that are summarised at the end for students to review and remind themselves of what the highlights of the lesson were.

## ACTIVITY



Every lesson has an activity which students can conduct in the classroom to make the lesson fun, exciting and memorable.

## ACTIVITY

The activity helps students better understand the lesson and how to relate to the key points in the lesson.

## IN SUMMARY



This box contains questions which enable the student work out how much of the lesson they have understood.

## IN SUMMARY

Summary questions enable students to see how much of the lesson they have understood and which areas need revision.





# Level 3

## QUR'AN SYLLABUS LEVEL 3

### **PART 1:**

**PAGE 3.3: INTRODUCTION TO SUKOON**

**PAGE 3.4 – 3.6: PRACTICE RECITING WORDS WITH SUKOON**

**PAGE 3.7: INTRODUCTION TO LONGER VOWEL SOUNDS**

**PAGE 3.8: PRACTICE RECITATION OF WORDS WITH LONGER VOWELS**

*At the end of this the students ideally should understand the concept of Sukoon, know how the "Alif", "Yaa", and "Waw" strengthen vowels and also understand the rules of Tanween.*

### **PART 2:**

**PAGE 3.9: INTRODUCTION TO THE HAMZAH**

**PAGE 3.10: PRACTISE RECITING WORDS WITH HAMZAH**

**PAGE 3.11: INTRODUCTION TO LONG VOWELS**

**PAGE 3.12: PRACTICE RECITING WORD WITH LONG VOWELS**

**PAGE 3.13: INTRODUCTION TO MADDAH AND SILENT LETTERS**

**PAGE 3.14: PRACTICE RECITING WORDS WITH MADDAH AND SILENT LETTERS**

**PAGE 3.15: INTRODUCTION TO TASHDEED**

**PAGE 3.16: PRACTICE RECITING WORDS WITH TASHDEED.**

**COMMUNICATION WITH PARENTS OF STUDENTS AT THIS LEVEL WILL BE MINIMUM**

## SUKOON

### Teaching Tips:

1. I am teaching you a new sign which is called Sukoon.
2. The “**Sukoon**” is a semi-circle or a small circle over a letter. It means **silent** and it shows that the letter has no vowel and only the sound of the letter should be pronounced.

To explain the point further, use the names of students in the class or words of the language with which the student is familiar.

E.g.	Farhat	Anwer	Asghar
E.g.	فَرَحَات	أَنْوَر	أَصْغَر

Instil in the student that in Arabic, a word can never begin with a letter bearing Sukoon.

It needs to be joined to another letter and the Sukoon can only be read if the previous letter has a haraka – a Fathah, Kasra or Dhamma on it.

3. It needs to be with another letter and you have to join them
4. If the child is stuck, make them recite the sukoon letter with the sound first, and then get them to stop.

E.g.	فَرَّ	Fa Ra, Fa Ra, Farr.	E.g.	جَدَّ	Ja Da, Ja Da, Jadd.
E.g.	مُجَّ	Mu Ja, Mu Ja, Mujj.	E.g.	ثَنَّ	Tha Na, Tha Na, Thann.
E.g.	حَقَّ	Ha Qa, Ha Qa, Haqq.	E.g.	مِفَّ	Mi Fa, Mi Fa, Miff.

أَب لَ لَب سَ سَب

جَب جَب أَب لَب سَب جَب

شَب دَب طَب طَم لَم سَم

غَم شَم دَم دَم عَم عَد قَد

جَد جَن تَن طَن حَن حَج

يَق بَل مَل تَل كَل كَر بَر

نَر جَر حَر جَت حَت مَت

مَه سَه بَه تَه تَت هَت جَت

قَت فَت فَح سَح شَح شَخ



أَبِ ابِّ أَبِ سَبِّ سَبِّ سُبِّ سُبِّ خَتْ  
 خَتْ خَتْ جَبِّ جَبِّ جَبِّ مَدِّ مَدِّ  
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 كَنَّ

حَزِّ حَزِّ حُلِّ حُلِّ بَلِّ بَلِّ بَزِّ بَزِّ  
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دَرَزَنْ كَثْرَنْ خِدْمَتْ مَسْجِدْ

قَبْلَهُ بَسْتَرْ حِكْمَتْ

جِهْلَمْ سَلْبُجْ رُهْتَكْ شِكْرَمْ

بَسْ كَرْ رُسْتَمْ مَجْلِسْ رُخْصَتْ

بَدَنْ لَقَدْ فَقَدْ قَلَمْ كَرَمْ عَجَبْ

حَسَدْ حَسَدْ حَسَدْ حَسَدْ

أَنْزَلَ فَعَلَنْ أَخْرَجْ تُنْذِرْ أَنْفَسْ

مَعَكُمْ سَمِعْتُ يُرْسِلْ يَحْسَبْ

خَبِرْ أَلْحَمْدُ أَنْعَمْتَ سَمِعِهِمْ

وَزَنْ لَتَفْتَرِي ظَلَمْتُمْ أَخْرَقَتْ

### LONGER VOWEL SOUNDS:

The letter "Alif" strengthens the vowel "a"

E.g.

بَ = Ba (short)                      بَا = Baa (long)

The letter "Yaa" lengthens the vowel "i"

E.g.

بِ = Bi (short)                      بِي = Biy (long) sounded bee as in beef

The letter "Waw" lengthens the vowel "u"

E.g.

بُ = Bu (short)                      بُو = Buw (long) pronounced as "boo" in the English word "boot".

### Recitation practise:

بَ بَا تَا ثَا خَا حَا جَا دَا ذَا

بُو بُو نُو حُو حُو دُو زُو سُو سُو

رِي وَيِي هِي طِي ضِي غِي

طِي فِي خِي زِي تِي أَيِي

يُوسُفُ قُلُوبُ نَسُوءُ أَعُودُ يَقُولُ

أَبَا قَالَ إِلَّا زَادَ كَمَا طَالَ إِذَا

نُوحٌ حَوْلَ دُونَ فَوْزُ أُوتَ أَيْنَ قِيلَ

بَيْنَ فِيهِ كَيْفَ ضَيْفِ قَوْمَ رَيْبَ فَوْقَ

دَيْنَ رَيْحَ رُوحَ حَالَ غَيْبَ حَيْثُ

بَيْنِي أُوتِي نُخْفِي أُمْلِي تَجْرِي

يَدِيهِ مَكَانَ فَرَغَ تَفُورُ يَكُونُ

بَيْنَكُمْ تَبْتَغِي إِلَيْكَ أُوحِي

نُوحِيهِ قُلُوبُ أَبَوِيهِ عَلَيْهِمْ لِيُضِيعَ

مَوْعُودٌ نُورُهُمْ تَبِعَنِي نُسُوهُ زَوْجَيْنِ

مَغْضُوبٍ تَحْيُونَ أَعُوذُ سَمِعْنَا فِرْعَوْنَ

صَالِحُونَ رَازِقِينَ يَقُولُ فَسَيُغْضُونَ

مُقْنِعِي أُوَيْي رُءُوسِهِمْ سَتَجِدُنِي

مُهْطِعِينَ يُوسُفَ لَمْ يَلِدْ وَلَمْ يُولَدْ فَمَا

فَوْقَهَا قَدْ خَلَتْ مِنْ قَبْلِكُمْ

هَلْ يَسْمَعُونَكُمْ إِذْ تَدْعُونَ

وَهُمْ يَنْهَوْنَ عَنْهُ يَنْهَوْنَ عَنْهُ بَيْنَنَا

## THE HAMZAH ( ء )

The Hamzah ( ء ) above an "Alif" or "waw" with a Sukoon on it cuts short the vowel "a" and "u" respectively, producing a hiccup sound.

This Hamzah is known as "Hamzatul Qat" or the "cutting Hamzah"

شَانُ = sha'nun (the Alif does not lengthen the vowel "a" in this case)

يُؤْمِنُ = yu'minu (the waw does not lengthen the vowel "u" in this case)

Sometimes the Hamzah is not written above the Alif, only the Sukoon is written, but the hiccup sound is still produced.

E.g.

وَأْمُرُ = wa'mur

نَاتٍ = na'ti

**READING PRATICE ON THE NEXT PAGE IS MEANT TO COMBINE RULES AND SOUNDS COVERED ON PREVIOUS PAGES.**

**REPEAT THIS PAGE AS MANY TIMES AS NECESSARY TO IMPROVE BOTH ACCURACY AND SPEED**

بَابَا يَا جَا فَا سَا

يَاتِيهِ يَأْذَنْ تَأْتُونِي تَأْوِيلُ جَعْنَا

بَارِئِكُمْ أَخَذْنَا قَرَأْتَ اِمْتَلَأْتِ

بِعُسَ ءَأَقْرَرْتُمْ يَأْفِكُونَ وَآمُرُ

رُءْيَاكَ وَأَتُونِي يَأْمُرُ تَزْدَادُونَ

فَلْيَأْتِكُمْ يُؤْتِينَ جِئْتُمُونَ شِئْتَ

فَاتُوا وَلَمِلْتُ مَلَائِكَةُ يَأْتِيهِمْ

## LONG VOWELS

A vertical stroke above a letter is a long vowel "a". It equals about 2 a's. E.g.

إِلَهَ = ilaa ha or ilāha

كِتَابُ = kitaabun or kitābun

بَ + ا = بَا = بَ

فَ + ا = فَا = فَ

كَ + ا = كَا = كَ

ا ا ا ا ا ا ا

تَا مَ ذَا جَا وَا وَا

نَا صَا لَا رَا خَا كَا يَا عَا طَا اءَا

مَارِبُ كِتَابِ سَمَوَاتِ هَذَا اَلُّنَّ

صَادِقِينَ اَذَانِهِمْ اَدَمَ لِلْكَافِرِينَ سُبْحَانَكَ

خَطِيْئَتِكُمْ غَوِيْنَ لِيُؤْتِيَهُم مَّلِكَ

رَزَقْنَهُمْ



## LONG VOWELS

A vertical stroke below a letter is a long vowel "i". It equals about 2 i's. This is similar to the long "ee" sound. E.g.

ه = Hi (short)

ه = Hii or Hī (pronounced hee as in heel)

الف = īlaafi (pronounced ee laa fi)

ب = بِي = ي + ب

ف = فَي = ي + ف

ك = كِي = ي + ك

ه ه ه ه ه ه ه

ي ه ا

بِه فِيهِ وَقِيلَهُ الْفِيهِمْ يُحْيِي يَسْتَحْيِي

إِبْرَاهِمَ تُرْزِقْنَاهُ نُورَهُ بَعْدَهُ بِمُزْحَزِحِهِ

## LONG VOWELS

An inverted hook above a letter is a long vowel "u" It equals about 2 u's. This is similar to a long "oo" sound. ١ E.g.

ه = Hu (short)

ه = Huu or Hū (pronounced hoo as in hoot)

يرَه = ya ra hū (pronounced ya ra hoo)

بُ + وُ = بُو = ب

عُ + وُ = عُو = ع

صُ + وُ = صُو = ص

لُ لُ لُ لُ لُ لُ لُ

لُ لُ لُ لُ لُ لُ لُ

مُ سُ كُ لُ صُ غُ أُ بُ

لَهْ أَمْرُهْ دَاوِدَ تَلُونِ الْوَانُهْ أَنْزَلَهْ

كَلِمَتُهْ سُبْحَانَهْ مَوْءَدَةٌ وَوَرِي يَسْتَوْنَ

هْ هْ يِ يِ وِ وِ حِ عِ ذِ اِ طِ

رِ وِ اِ لِ مِ

**MADDAH:**

A long stroke or curve above a letter is called a Maddah. The word Maddah in Arabic means to lengthen or stretch.

A Light Maddah therefore indicates that the vowel it affects must be lengthened to at least about 4 times its normal length: E.g.

**IT MUST BE INSTILLED IN THE CHILD THAT A DARK MADDAH INDICATES THAT THE VOWEL IT AFFECTS MUST BE LENGTHENED TO AT LEAST ABOUT 5-6 TIMES ITS NORMAL LENGTH**

سَ = Sa (short)	سِ = Si (short)	سُ = Su (short)
سَا = Saa (long)	سِي = Siy (long) pronounced as "see"	سُو = Suw (long) pronounced as "soo"
سَاَا = Saaaa (very long)	سِيِي = Siiii (very long)	سُوُو = Suuuu (very long)
سَاَاَاَاَا = Saaaaaa	سِيِيِيِي = Siiiiiii	سُوُوُوُوُو = Suuuuuuu



يَ لَا سَاَاَآ هَآ يَ هَا سُوُو فِي تِي رَا  
 آَا أَهْلَهُ يَسْتَحِي بِهَا يَادُمُ لَهُ لَيْسُوءٌ بِنِي  
 إِسْرَائِيلَ هَانْتُمْ يَا بَلِيْسُ اتَيْنَا آلَ فِي  
 أَوْلَادِكُمْ وَرَثَهُ أَبَوُهُ

## SILENT LETTERS:

When the letters **ا و ي** appear without any sign on them (like Fathah  $\text{ـَ}$  , Kasrah  $\text{ـِ}$  , Dhamma  $\text{ـُ}$  , or Sukoon  $\text{ـْ}$  or  $\text{ـ◌}$ ) and are followed by a letter with a sukoon  $\text{ـْ}$  ( $\text{ـ◌}$ ) or tashdeed  $\text{ـّ}$  they are called silent letters. **Although the silent letters are written, they are pronounced as in the grey box.**

فَادُ لَافُ فَانَ وَالْ ذُوَالِ بَالِ قَالِي دِي

فَدُ لَفُ فَنُ وُلْ ذُلْ بِلْ قَلْ دِ

وُ وَا تُوُ ذِي اُوُ وُنْ يِ

ءُ ءَا تْءُ ذِءُ ءُنْ ءِ

**Hamza does not change form. It doesn't join any letters and cannot be joined. Sometimes**

it is carried by **أ** or **ئ** or **وُ**

وَجَائِءَ فَادِءُ لَنَا فَالْتَنَ بِالْأَحِرَةِ اُوِي

عَلَى مَتَى بَلَى رَغَدَا اَبَى وَالْفُوَادَ

بَسْوَالِ يُؤْمِنُونَ يَأْيَسُ يَذَرُوكُمْ

هُدَى فَاَنْفَجَرَتْ

Reading practice (part and full verses from the Quran)

Suratut Taha (20): Verse 57

قَالَ أَجِئْتَنَا لِتُخْرِجَنَا مِنْ أَرْضِنَا بِسِحْرِكَ يَا مُوسَى

Suratul Ah Kahf (18): Verse 61

بَلَاغًا مَجْمَعٍ بَيْنَهُمَا نِسِيًا حُوتَهُمَا

Suratul Aaraf (7): Verse 25

قَالَ فِيهَا تَحْيَوْنَ وَفِيهَا تَمُوتُونَ وَمِنْهَا تُخْرَجُونَ

Suratul Mu'minoon (23): Verse 36

هَيْهَاتَ هَيْهَاتَ لِمَا تُوعَدُونَ

Suratul Ahqaf (46): Verse 20

وَاسْتَمْتَعْتُمْ بِهَا فَالْيَوْمَ تُجْزَوْنَ عَذَابَ الْهُونِ بِمَا كُنْتُمْ

تَسْتَكْبِرُونَ فِي الْأَرْضِ

Suratul Baqarah (2): Verse 279

وَإِنْ تُبْتِغُوا فَلَكُمْ رُءُوسُ أَمْوَالِكُمْ لَا تَظْلِمُونَ وَلَا تُظْلَمُونَ

Suratul Aaraf (7): Verse 186

.... وَيَذَرُهُمْ فِي طُغْيَانِهِمْ يَعْمَهُونَ

Suratul Baqarah (2): Verse 128

وَأَرِنَا مَنَاسِكَنَا وَتُبْ عَلَيْنَا

Suratul Ale Imran (3): Verse 55

فَأَحْكُم بَيْنَكُمْ فِي مَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ

Suratul Yusuf (12): Verse 102

ذَلِكَ مِنْ أَنْبَاءِ الْغَيْبِ نُوحِيهِ إِلَيْكَ <sup>صلى</sup> وَمَا كُنْتَ لَدَيْهِمْ إِذْ  
أَجْمَعُوا أَمْرَهُمْ وَهُمْ يَمْكُرُونَ

## TASHDEED:

The sign <sup>◌</sup> is called Tashdeed. It literally means **to make strong**.

A letter bearing a Tashdeed is called a Mushaddad. It bears two letters – the first takes sukoon and the second bears the haraka.

Explain to the child using the following examples of what a Tashdeed is composed of:

رَبِّ = رَبِّبَ = رَبِّبُ

رَبِّبَ = رَبِّبِ = رَبِّبِ

رَبِّبُ = رَبِّبُ = رَبِّبُ

Explain that the sukoon hides in the Tashdeed. Point out that they must stress the letter which has a Tashdeed.

Use the names of the children or every day words to explain.

E.g. MuhaMMad, SumaYYa

أَبَ أَبَ جَبَ جَبَ دَبَ دَبَ شَبَ شَبَ سَبَ سَبَ  
 إِبَ إِبَ جِبَ جِبَ دِبَ دِبَ شِبَ شِبَ سِبَ سِبَ  
 أُبَ أُبَ جُبَ جُبَ دُبَ دُبَ شُبَ شُبَ سُبَ سُبَ  
 أَبَ أَبَ أُبَ أُبَ جَبَ جَبَ جِبَ جِبَ دَبَ دَبَ  
 دُبَ دُبَ دِبَ دِبَ شُبَ شُبَ شِبَ شِبَ سُبَ سُبَ  
 مَدَّ مَدَّ مَدَّ مَدَّ مَدَّ مَدَّ مَدَّ مَدَّ

مَيْمَ مَيْمَ أُمَّ أُمَّ كَلُّ كَلُّ أَنْ أَنْ أُمَّ أُمَّ رَبِّ رَبِّ  
 حَقِّ حَقِّ ظَلَّ ظَلَّ طَلَّ طَلَّ مَدَّ مَدَّ فَرَّ فَرَّ هَمَّ هَمَّ نَصَّ نَصَّ  
 نَبِّ نَبِّ دَلِّ دَلِّ غَمِّ غَمِّ حَجَّ حَجَّ ذَمَّ ذَمَّ حَيَّ حَيَّ جَوَّ جَوَّ عَدَّ عَدَّ  
 سَنَّ سَنَّ يَجَّ يَجَّ جَدَّ جَدَّ جَنَّ جَنَّ حَدَّ حَدَّ حَرَّ حَرَّ



ضِدُّ حَضَّ خَدَّ دَسَّ دَعَّ رُجَّ زِلُّ لَدَّ  
 لُبَّ هُشُّ وُدَّ يَمَّ فُكَّ غَرَّ فَنَّ قُرَّ كَلَّ  
 كَمَّ مَرَّ تَبَّ خَفَّ سَبَّ شُكَّ ظُنَّ عَزَّ  
 مَسَّ كَبَّ ظَنَّ صَلَّ

لَعَلَّ فَصَلَّ يُحِبُّ سَبَّحَ هَلَمَّ  
 إِنَّا رَبَّنَا ظَنُّكُمْ نَبَأَ عَمَّ  
 سُعِرَتْ يُدَبِّحُونَ فَصَلَّتْ كَلَّمَنُ رَبُّكَ  
 لِكُلِّ كَانَ إِنَّمَا عَطَّلَتْ

يَتَخَبَّطُ وَلَاغْوِيَنَّهُمْ تَكُونَنَّ كَذَّبَتْ  
 فَلَنُوَلِّيَنَّكَ لِيَمَحِّصَ صَدَّقَ فَسُنِّيَسِرُهُ  
 مُتَّكِيَيْنَ قَدَّرَ

أَوْ بَوَّ تَوَّ تَوَّ تَوَّ جَوَّ حَوَّ حَوَّ دَوَّ زَوَّ أَيَّ  
 أَيَّ أَيُّ بِيُّ تِيُّ تِيُّ خِيَّ جِيَّ حِيَّ صَوَّ  
 إِيَّ شَوَّ مَيَّ دَوَّ نِيَّ تَوَّ رَوَّ بِيَّ لَوَّ حِيَّ  
 ضَوَّ رِيَّ عِيَّ فَوَّ غِيَّ كَوَّ هِيَّ زَوَّ  
 مَنْ يُزَوِّجُهُمْ أَيُّهَا نُسُوِيَّ سَوَّلَ سَيَّاتِهِ  
 تُؤَبِّبُ يَتَخَيَّرُونَ كَوَّرَتْ زُوِّجَتْ سُيِّرَ  
 زَيْنَ لَدَيَّ أَوَّلَ

The letter that has the "Haraka" has to join with the letter that has the "Shaddah". NB: All the letters which have NO HARAKA should be "jumped over"

وَالَّ نَالِسُ هَالَّ مُوَالصَّ كَالِدِّ

هَالنَّ نالرِّ ووالزَّ ءوونَّ في السَّ

وَالَّذِينَ يَأْيُهَا الَّذِينَ أَمَنَ السُّفَهَاءُ

مَنْ الرِّبُوا أَقِيمُوا الصَّلَاةَ كَالِدِهَانَ يَأْيُهَا

النَّبِيِّ وَاتَّبِعُوا الشَّهَوَاتِ وَاتُوا الزَّكَاةَ فِي

السَّمَوَاتِ

آلَّ سَوُّ نَظُّ لَدُّ عَنُّ

لَقِيَّ اللهُ فَسَوُّهُنَّ مَنْ الظُّلَمِينَ

بَلِ ادْرَكَ لَعْنُهُمْ فَتَلَقِيَّ عَلَّمَتَنَا

عَلَّمَ رَشَّم مَسَّتْ كِنَلٌ فِدُنٌ

سَخَّرَ الشَّمْسَ مَسَّتْهُمْ وَلَكِنَّ فِي الدُّنْيَا

وَالنَّسْلِ عَلَّمْنَا فَسَبَّحَ صَرَفْنَا نَبَّئُهُمْ

لِلسَّلَامِ مِمَّنْ وَلَقَدْ يَسِّرْنَا الْقُرْآنَ لِلذِّكْرِ

وَحَدَّهُ اشْمَأَزَّتْ أَخَّرْتَنِي

رَبَّانِينَ أَفَاضَ النَّاسُ ذِكْرِي الدَّارِ فَعَالٌ

قَهَّارٌ خَوَّانٍ إِيكَ الْأَخِلَاءِ لَوَّاحَةٌ

مِمَّا سَتَّارٌ ضَرَّاءُ

يَتَوَلَّوْنَ نَبِيُّونَ رُءُوسُهُمْ أَيُّوبَ

رَبَّانِيُّونَ فَوْقَكُمْ الطُّورَ يَظُنُّونَ

فَاطَهَّرُوا يَعْمَلُونَ السِّيَّاتِ لَنَصَّدَّقَنَّ

يَأْيُهَا المُدَّتِرِ يَأْيُهَا المَزْمَلِ يَذَكَّرُونَ يَوَدُّ الَّذِينَ

# Level 4

## TANWEEN:

An extra vowel (double vowels) is called Tanween which means the addition of the sound of ن

Fathah with Tanween makes an "un" sound as in bun, sun, fun

فَا = فَانُ      سَا = سَانُ      بَا = بَانُ

Kasran with Tanween makes an "in" sound as in bin, sin, fin

فِا = فِينُ      سِا = سِينُ      بِا = بِينُ

Dhamma with Tanween makes an "un" sound as in Salaamun, Muntazir, Khairun

فَا = فَاُنُ      سَا = سَاُنُ      بَا = بَاُنُ

دِنٌ دِ دَنْ دٌ دُنْ دُ تِنِ تِ تَنْ تٌ تُنْ تِ  
ت

قِ قِ قِ دِ دِ دِ دُ دُ دُ تِ تِ تِ تِ

مِ لِ سِ فِ يِ حِ نِ عِ  
رِ رِ رِ كِ ذِ ثِ بِ

تَمَنَّا أَبَدًا رَغَدًا طَبَقًا جَنَفًا مَلِكًا بَشَرًا  
كُتِبَ سِنَةٌ

لَهَبٍ مَثَلًا عِنَبًا قَصَصًا لَعِبًا

أُذُنٌ سُرُرٌ غَضَبٌ شَجَرٌ نَهْرٌ

قَسَمٌ أَحَدٌ حُدِدٌ رَجُلٌ رُسُلٌ

عَادٍ غِشَاوَةً جَهْرَةً عُمِي رَعُوفٌ

أَسْفًا قَدْرًا لَبَنًا كَذِبًا بَعْرٌ

سُوءٌ قَرِيبٌ عَلِيمٌ شِقَاقٌ سَمِيعٌ

بَعَثٌ قَعِيدٌ نُسْكٌ كَلَمَحٌ فَضْلٌ

مَرَضٌ حَرَجٌ لَعِبٌ حُرْمٌ وَالدِّ

عَمَدٌ طَبَقٌ كَبَدٌ عَلَقٌ مَسَدٌ

شَابٌ شَهَادَةٌ فَآكِهَةٌ بَاسِطٌ شَطَطًا



## TANWEEN AND SHADDAH:

ذَلَّ (dhan la) is to be read as ذَلَّ (dhal la)

فَرَّ (fun ra) is to be read as فَرَّ (fur ra)

In رَسُولٍ مِّنَ اللَّهِ the “n” of the tanween is left out in pronunciation.

The phrase reads: **Ra su lum mi nal lau hi**

In بِحِجَارَةٍ مِّنْهُ the “n” of the tanween is left out in pronunciation.

The phrase reads: **Bi hi jaa ra tim min**

In صُحُفًا مُّطَهَّرَةً the “n” of the tanween is left out in pronunciation.

The phrase reads: **Su hu fam mu tah ha ra tan**

In حَبَّاءُ وَنَبَاتًا where the letter “waw” with the Shaddah is preceded by a nunated letter, the “n” of

the nunation is pronounced with a nasal sound. The phrase is read: **Hab banw wa na baa tan**

In شَرَّاءِ يَرَوْنَ where the letter “yaa” with the Shaddah is preceded by a nunated letter, the “n” of the

nunation is pronounced with a nasal sound. The phrase is read: **Shar rany ya ra huu**

**AS AN AID, NOTE THAT THE LETTER “n” IN THE ENGLISH WORD RING IS NASAL – I.E. FROM THE NOSE.**

ذَلَّ طَلَّ فَرَّ رَرَّ نَرَّ عَلَّ تِلَّ  
 ذَلَّ طَلَّ فَرَّ رَرَّ نَرَّ عَلَّ تِلَّ

رَلَّ عَنَّ عَنَّ بَفَّ عَمَّ رَمَّ  
 رَلَّ عَنَّ عَنَّ بَفَّ عَمَّ رَمَّ

رَوَّ عَوَّ مَوَّ رَيَّ طَيَّ بَيَّ  
 رَوَّ عَوَّ مَوَّ رَيَّ طَيَّ بَيَّ

غَفُورٌ رَّحِيمٌ طَلَعُ نَضِيدٌ شَيْءٌ نَكْرٌ  
 كَصِيبٍ مِّنَ السَّمَاءِ مَاءٍ مَّهِينٍ أَمْرٍ مَّرِيحٍ  
 شَيْطَانٍ رَّجِيمٍ بَسِطَ لَهَا جَزَاءَ لِمَنْ  
 جَنَّتِ وَعُيُونٍ ذَكَرُوا أَنشَى خَيْرًا أَيْرُهُ  
 حَمِيمٌ وَغَسَّاقٌ سَاقَطَاتٌ يَقُولُوا مُنَادِيًا يُنَادِي  
 لَذِكْرِكَ ظَلَمًا وَزُورًا مُبْرَكٌ لِيَدَّبَّرُوا

خَيْرِ يُوفِّ ۖ مُحَمَّدٌ رَّسُولُ اللَّهِ هُدًى وَ

عَدْنٍ مُّفْتَحَةً ۖ لَهُمُ الْأَبْوَابُ ۖ بِنَاءٍ وَغَوَاصٍ

أَيَّامٍ نَّحِسَاتٍ ۖ لِنُذِيقَهُمْ بَلَاءً مُّبِينًا ۖ إِذَالَ

خَيْرًا مِنْهُمْ ۖ نُورًا نُّهْدِي ۖ ذِكْرًا لِلْعَالَمِينَ

فَوَيْلٌ يَّوْمَئِذٍ لِلْمُكَذِّبِينَ ۖ قَوْمٌ مِّنْ قَوْمٍ

أَخَذَهُ رَّابِيَةٌ ۖ ثَمَرَةٌ رِّزْقًا ۖ عَيْنًا يَّشْرَبُ

لَوْ لَوْ مَكُونٌ ۖ مَّجْنُونٌ ۖ وَازْدُجِرَ ۖ حِطَّةً نَّغْفِرُ

## SUKOON FOLLOWED BY SHADDAH;

A letter with a sukoon is left out in pronunciation when it is followed by a letter with a Shaddah.

In **مِنْ مَّاءٍ** the “nun” with the sukoon is left out in pronunciation.

The phrase is read: **mim maa in**

In **قُلْ رَبِّ** the “laam” with the sukoon is left out in pronunciation.

The phrase is read: **qur rab bi**

In **عَبَدْتُمْ** the “daal” with the sukoon is left out in pronunciation.

The phrase is read: **a bat tum**

In **وَأَرْكَبَ مَعَنَا** the “baa” with the sukoon is left out in pronunciation.

The phrase is read: **war kam ma'a naa**

قَدَّتْ وَدَّتْ إِذْظُّ كُنَلَّ مِنْ لَّ أَنْ لَّ  
 صَوَّ أَوْ لَتْ دَ لُقُكَ هَلَّ وَوَّ  
 صَوَّ أَوْ لَدَّ لُكَ هَلَّ وَوَّ  
 مَنْ وَ مَنْ يُّ لَنْ يُّ أَنْ يُّ مَنْ وَ  
 قَدَّيْبَيْنَ الرَّشْدُ رَاوَدْتُهُ إِذْظَلَمُوا أَحَطْتُ  
 يَكُنْ لَهَنَّ مِنْ لَدُنْكَ عَصَوَا وَكَانُوا هَلَّ لَنَا  
 عَفَوَا وَقَالُوا تَسْتَطِيعُ عَلَيْهِ أَوْ وَ وَنَصَرُوا  
 مِنْ وَرَائِهِمْ مَنْ يَنْشَأُوا لَنْ يَضُرُّوا اللَّهَ  
 عَنْ مَوَا مِنْ نَكَتَ لَنْ يُؤَخِّرَ اللَّهُ مِنْ وَوَلِيَّ  
 فِي مَعَزِلٍ يُبْنِيَّ أَرْكَبَ مَعَنَا أَنْ يُمِدَّكُمْ  
 مِنْ يَوْمٍ مِنْ مَاءٍ مِنْ وَوَالٍ مِنْ وَجُدِكُمْ

أَنْ يُحْيِيَ الْمَوْتَى عَبْدُكُمْ قُلْ لَا أَسْأَلُكُمْ  
 لَنْ يَجْعَلَ مِنْ رُوحِي أَنْ لَيْسَ أَنْ لَا إِنْ يَا  
 عَبَدْتَ قُلْ رَبِّ مَهَّدَتْ إِنْ مَسَّهُ الشَّرُّ  
 مِنْ رَبِّهِمْ عَجَّلْنَا بَلِ لِلَّهِ مِنْ مُدَّكَرٍ  
 يُبَيِّنُ لَنَا مَنْ يَتَّبِعُ يُوجِّهُهُ أَمَّنْ لَا  
 يَهْدِي إِلَّا أَنْ يُهْدَى نُطْفَةٌ مِّنْ مَّنِي يُمْنِي

**MORE PRACTISE WITH THE MADDAH AND TASHDEED:**

This part involves more practice with Maddah which is followed by a letter with a Shaddah.

E.g. ضَالٌّ is pronounced as dh-a-a-a-a-allan.

ضَالٌّ	وَابٌ	هَامٌ	عَنَّ	ءَدٌ
شَدَّ	مُدْهَامَتْنِ	تَتَّبِعَنَّ	الذَّكَرَيْنِ	قُلْ ءَا
حَاجَّهُ	كَافَّةً	ضَالًّا	غَيْرُضَالٍّ	الدَّوَابِّ
ءَا اللهُ	اللهُ	طَفَّتِ	ءَالِ	ءَالِ

**Remember to send a note home to Parents**

## MUQATTA'AAT – THE SINGLE LETTERS

There are certain chapters in the Qur'an which begin with the Muqattat'aat or "The Single Letters". These letters are pronounced separately as they are pronounced while reading the Alphabet.

آ — Alif La-a-a-am Me-e-e-em

The Maddah above the letters produces the prolonged sounds.

آ	ط	م	م
آلِفْ لَامٌ مِيمٌ	طَاسِئِمِيْمٌ	اَلْمِزْ	اَلْمِصَّ
اَلْفِ لَامٌ مِيْمٌ صَادٌ	اَلْفِ لَامٌ مِيْمٌ رَا		

ط	ع	ك	ر
طَاهَا	عَيْنٌ سَيْنٌ قَافٌ	كَاْفٌ هَايَا عَيْنٌ صَادٌ	اَلْفِ لَامٌ رَا

ن	ق	ص	ح	ي	ط
نُونٌ	قَافٌ	صَادٌ	حَامِيْمٌ	يَاسِيْنٌ	طَاسِيْنٌ

طه<sup>ج</sup> (١) مَا أَنْزَلْنَا عَلَيْكَ الْقُرْآنَ لِتَشْقَى<sup>ل</sup> (٢)

ق وَالْقُرْآنِ الْمَجِيدِ<sup>ج</sup> (١)

يس<sup>ج</sup> (١) وَالْقُرْآنِ الْحَكِيمِ<sup>ل</sup> (٢)

ذِكْرُ رَحْمَتِ رَبِّكَ عَبْدَهُ زَكَرِيَّا<sup>ط</sup> (١)

كهيعص (٢)



## THE NUN AL QUTNI:

To link words in pronunciation, a small “nun” is sometimes written under an Alif (نَا). This is called “nun al qutni”. This “nun” is pronounced.

قَدِيرِنَالَّذِي - will be read: qa dii ru nil la dhii

شَيْءًا اتَّخَذَ	نُوحٍ ابْنَهُ	خَيْرًا الْوَصِيَّةِ
شَيْءٍ نَتَّخَذُ	نُوحٍ نَبِيَّهُ	خَيْرٍ نَلُوصِيَّةِ

## A NUN WITH SUKOON FOLLOWED BY THE LETTER “BAA”:

If there is a “nun” with a sukoon (or a nunated letter), followed by the letter “baa”, the “nun” in reading will be changed into a “meem” and will be pronounced with a nasal sound. To indicate this a small “meem” is written between the “nun” and the “baa”

مِنْ أَبَعْدِ - will be read as: mim ba'di

أَنْبِيَاءَ - will be read as: am bi yaa'a

رَجَعُ بَعِيدٍ	خَيْرًا ابْصِيرًا	نَفْسٍ بِمَا	يَنْبُوعًا
رَجَعُ بَعِيدٍ	خَيْرُهُ بَصِيرًا	نَفْسُ بِمَا	يَمْبُوءَ
عَوَانٍ بَيْنَ	بَصِيرٍ بِمَا	أَبْدَامِ بِمَا	رَسُولٍ بِمَا
مِنْ بَعْدِ	لَخَيْرٍ بَصِيرٍ	نَفْسٍ بِمَا	نَفْسٍ بِمَا
	بُشْرًا بَيْنَ	مِنْ بَقْلِهَا	

## STOPS:

From the Qur'an point out the punctuation marks which are called waqf (pl. Wuqoof). The most common Wuqoof are:

End of Aya – Stop	○
Must Stop	م
Can stop or continue	ج
Better to stop	ط
Must not stop	لا

Apart from learning the stops it is important to know how to stop or pause at a waqf.

If the letter before the waqf is Fathah, kasra, dhamma, kasra tanween or dhamma tanween then the sign will be replaced with a sukoon and not read.

◌◌◌ = ◌◌◌ or ◌◌◌ or ◌◌◌ or ◌◌◌ or ◌◌◌

لَكَ = لَكَ

لَكَ = لَكَ

لَهُ = لَهُ

لَهُ = لَهُ

لَهُبَّ = لَهُبَّ

مُلْكُ = مُلْكُ

○ م ج ط

رُسُلٍ	وَالِدَاتِكَ	غَيْرِهِ	لَهَبٍ	دَلْوَاهٍ
رُسُلٌ	وَالِدَاتِكَ	غَيْرُهُ	لَهَبٌ	دَلْوَاهٌ
حَافِظٌ	هُوَ	فَنَسِيٌّ	صَدِيقَيْنِ	عَظِيمٍ
حَافِظٌ	هُوَ	فَنَسِيٌّ	صَدِيقَيْنِ	عَظِيمٍ
فِيهَا	شَيْءٌ	يُنْفِقُونَ	تَعْلَمُونَ	شُكْرًا
فِيهَا	شَيْءٌ	يُنْفِقُونَ	تَعْلَمُونَ	شُكْرًا
أُمُورٍ	أَلْبَابٍ	ضَلَّلَ	زَوْجَيْنِ	شُهَدَاءَ
أُمُورٍ	أَلْبَابٍ	ضَلَّلَ	زَوْجَيْنِ	شُهَدَاءَ
فَحَدَّثَ	ذِكْرِي	زَكَرِيَّا	قَوَارِئِدًا	
فَحَدَّثَ	ذِكْرِي	زَكَرِيَّا	قَوَارِئِدًا	
قِسْطٍ	إِيَّايَ	مَثْوَايَ	فِيهِنَّ	حَانَ
قِسْطٍ	إِيَّايَ	مَثْوَايَ	فِيهِنَّ	حَانَ

**STOPS:**

If the letter before the waqf is either ة or ا ه then it should be read as ه with a sukoon.

ه = ○ ه ه ه ه ه ه ه

قَوْه ط = قَوْه ط      بَيْنَه ط = بَيْنَه ط

**Examples from Suratul Ghashiyah:**

حَامِيَةٌ ○ رَاضِيَةٌ ○ مَرْفُوعَةٌ ○ عَالِيَةٌ  
 خَاشِعَةٌ ○ مَبْثُوثَةٌ ○ اٰنِيَةٌ ○ مَوْضُوعَةٌ  
 نَاعِمَةٌ ○ حَارِيَةٌ ○ مَصْفُوفَةٌ ○

**STOPS:**

If the letter before the waqf has a Fathah with Tanween then only one Fathah is read and elongated to two harakaat.

ُ

طُوِي = طُوَا

رَكِيْنَا = رَكِيْنَا

غُرُوْرًا = غُرُوْرًا

ضُحِي = ضُحَا

رَحِيْمًا ○ رَقِيْبًا ○ ضُحِي ○ نِسَاءً ○ مُصْدَاي ○

نِدَاءً ○ بَصِيْرًا ○ نَارًا ○ جَمِيْعًا ○ عِيْنَا ○

نَفْسًا ○ قَلِيْلًا ○ عَهْدًا ○ حُسْنًا ○ فَرِيْقًا ○

بَعِيًا ○ مُصَدِّقًا ○ حَسَدًا ○ بَشِيْرًا ○ اِمَامًا ○





The **Shia Ithna'asheri Madressa** is the Madressa (religious education centre) of the **Khoja Shia Ithna'asheri Muslim Community of Stanmore, UK**.

The S.I.Madressa was founded in 1985 and caters for the religious foundation of our community children.

The classes are held every Sunday for a duration of three hours, and the last 30 minutes are allocated to Salaat-ul-Jamaat for teachers, students & parents.

The S.I.Madressa has 4 main departments:

1. Akhlaq                      Morals & Ethics
2. Fiqh / Aqa'id            Islamic Beliefs, Rules & Regulations
3. Tarikh                      Islamic History
4. Qur'an                      Recitation as well as Appreciation & Understanding

We also cater for students with learning difficulties and children with disabilities and special needs. These activities fall under the Learning Support and Special Needs departments.

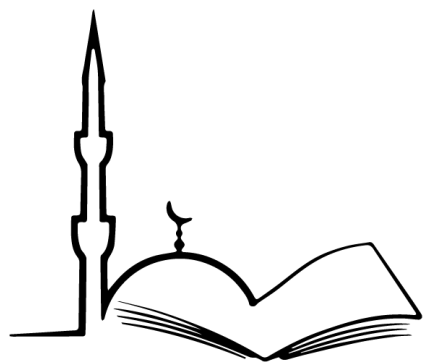
Furthermore, the older students are accommodated for, with classes that prepare them for the outside world, equip them with qualities of leadership, and train them as future teachers.

The students are provided with an extensive and a comprehensive syllabus, which has also been adopted by many other Madaris and organisations across the globe. Furthermore, the S.I.Madressa has branched out onto the Internet, giving students and educators worldwide free access to the teaching material and manuals.

For further details and information about our activities, please visit [www.madressa.net](http://www.madressa.net). Our notes are available for editing, sharing and improvement. If you would like to participate in improving the overall quality and content of these notes, please email [admin@madressa.net](mailto:admin@madressa.net).

These manuals were kindly donated for the Thawab of the Ruh of  
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**PLEASE RECITE SURA-E-FATEHA**



# Shia Ithna'asheri Madressa

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