

This belongs to:

Look after this booklet.

After completing this booklet, use it periodically to
revise the basic Tajweed rules.

Quran Verses for Tajweed

Introduction & Guidelines

Assalamualaykum, Dear parents and teachers,

The aim of this booklet is as follows:

- a) After completing Ahsanul Qawaid and as relevant a thorough revision (especially after a long holiday such as Ramadhan), this booklet is there to help our children grasp very basic Tajweed rules in a formal manner of learning.
- b) Our aim by introducing these rules separately is to ensure the very basic Tajweed rules are understood before starting the Quran. This should hopefully help both teacher and pupil.
- c) Each section is linked to one particular Tajweed rule. Your child needs to understand this rule, and then apply it.
- d) This resource is part of our Level 2 Quran syllabus.

Teachers need to:

- 1) Ensure there is no parrot fashion learning.
- 2) Make use of the whiteboard in the classroom to explain rules.
- 3) Teaching must be interactive and in a manner where children stay focused. Small things matter and should never be overlooked, as an example (when learning "throat" letters) do not assume children will

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simply know where the throat is. Show them where it is, draw it on the whiteboard!

4) Each verse / example can be used in a variety of ways, and should not just be used to highlight the relevant Tajweed rule. Each verse / example should have "multiple" uses. Some examples of this are:

- Each verse / example is an opportunity to revise the concepts of Ahsanul Qawaid.
- Ensure all letters are joined correctly to form a word. If errors are made, full "Hije" must be carried out rather than simply correcting the mistake.
- Correcting mistakes without any prompts is not productive. Thus, always get the pupil to "work out" any errors that occur rather than simply pointing them out. Use errors as an opportunity for "revision" and / or "new learning" for the pupil.
- Ensure Waqf is done correctly at the end of each verse. It is assumed Waqf rules have been revised before starting this booklet.

5) There also needs to be a focus on "fluency". This means your child must attempt (as a minimum) to recite one entire word together without "breaking" it up. Fluency is not about reciting at a "fast pace", rather this should be discouraged for pupils who are at this beginner's level.

I hope this booklet is useful. This is the second edition, and I hope to revise it further as I receive more feedback from our teachers and other users. Thus, all teachers who use this booklet are requested to forward feedback in order to make this booklet as beneficial as possible. We pray to Allah for guidance, wisdom and steadfastness and may he accept our efforts. Ameen.

Moulana Farook Kazi

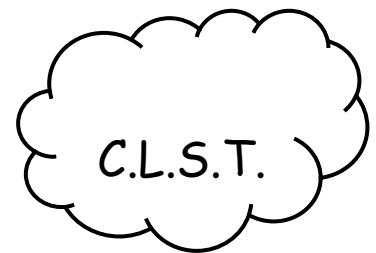
Founder & Chair of Al-Ansaar Welfare & Education
September 2011 / Shawwal 1432

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.

=
C.L.S.T.



Explain and emphasise this throughout this booklet.

Contents

We will cover the following Tajweed rules:

1. Full Mouth Letters.
2. Throat Letters.
3. Echo Letters.
4. The "Laam" of the word Allah.
5. Ghunna of Noon and Meem (Mushaddad).

Note: As part of the syllabus, Waqf and Madd rules have been covered previously. Thus these two rules must be implemented in every Sabaq.

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Part 1 - Full Mouth Letters

- There are 7 full mouth letters.
- These 7 letters are always recited with a full mouth.
- It is important your child is able to recognise the full mouth letters.
- Learning the full mouth letters and pronouncing them correctly is the first step towards reciting with Tajweed.

7	6	5	4	3	2	1
ظ	ق	ط	غ	ض	ص	خ

Activity:

Practice & pronounce these letters loudly and clearly.

An easy way to remember them:

خُصَّ ضَغِطِ قِظْ.

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Practicing Full Mouth Letters

3	2	1
ط	ع	خ

6	5	4
صا	ص	ق

9	8	7
ظا	ظ	ظ

12	11	10
طا	ط	ط

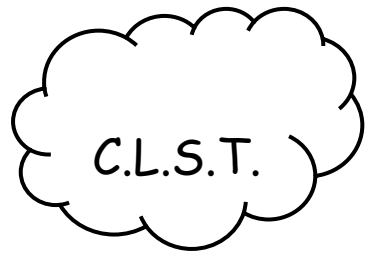
Quran verses for Full Mouth Letters

خَاوِيَةٌ عَلَى عُرُوشِهَا ❁	7	كَانُوا خَالِدِينَ ❁	1
وَ أَقَامُوا الصَّلَاةَ ❁	8	وَ كَمْ قَصَمْنَا ❁	2
وَ قِيلَ لَهُمْ ❁	9	قَالُوا أَضْغَاثُ ❁	3
لِمَنِ الصَّالِحِينَ ❁	10	وَ اصْطَبِرْ عَلَيْهَا ❁	4
وَ مَنْ أَظْلَمُ ❁	11	وَ كَفَرَتْ طَّائِفَةٌ ❁	5
اللَّهُ يَصْطَفِي ❁	12	وَ لَا يَخَافُونَ ❁	6

Homework - Full Mouth Letters

These verses are your child's homework, do not "teach" them this homework, rather give your child a few minutes first to work out these verses / examples, and then listen. In this manner you are promoting your child to think and reflect (resulting in better concentration) rather than simply following your instructions.

وَ حَشَرْنَاهُمْ فَلَمْ نُغَادِرْ *	1
وَ إِلَى مَدْيَنَ أَخَاهُمْ شُعَيْبًا *	2
يُقَاتِلُونَ فِي سَبِيلِهِ صَفَا *	3
وَ رَفَعَ بَعْضُهُمْ دَرَجَاتٍ *	4
مِنَ الْمَشْرِقِ فَأْتِ بِهَا مِنَ الْمَغْرِبِ *	5
فَأَلْقَى عَصَاهُ فَإِذَا هِيَ ثُعْبَانٌ *	6



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Part 2 - Throat Letters

- There are 6 throat letters.
- These letters need to be pronounced from the correct part of the throat.
- Special attention needs to be given to these letters so that they are pronounced from the correct part of the throat.

The 6 throat letters are:

6	5	4	3	2	1
خ	ع	ح	ع	ذ	ذ
Top of the throat		Middle of the throat		Bottom of the throat	

Learn them in the above order.

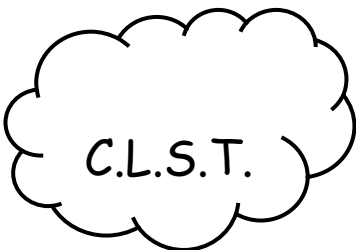
Note for parents:

The following in Arabic are classified as a <i>Hamzah</i> and not an <i>Alif</i> .				
أ	إ	ئ	أ	آ
All will be pronounced from the bottom of the throat.				

Quran verses for Throat Letters

عِنْدَ الْمَسْجِدِ الْحَرَامِ *	1
وَاسْأَلْهُمْ عَنِ الْقَرْيَةِ *	2
هَذَا عَذَابٌ أَلِيمٌ *	3
عَنْ مَّا نُهُوا عَنْهُ *	4
وَسِعَ رَبُّنَا كُلَّ شَيْءٍ عِلْمًا *	5
جَمَعَ مَالًا وَعَدَّدَهُ *	6
فَاعْفُوا وَاصْفَحُوا حَتَّى *	7

Ensure Full Mouth Letters along with Throat Letters are fully implemented and revised.



Homework - Throat Letters

These verses are your child's homework, first revise the throat and full mouth letters then get your child to point out these letters in the examples below and then recite.

Let your child first work out these verses, and then listen to them. If an error occurs, do not correct it rather get your child to "solve" it by giving relevant prompts.

عَلَىٰ عَدُوِّهِمْ *	1
فَأَصْبَحُوا ظَهْرَيْنِ *	2
يُصْلِحْ لَكُمْ أَعْمَالَكُمْ *	3
فِي جِيدِهَا حَبْلٌ مِّن مَّسَدٍ *	4
عَلَىٰ ذَٰلِكَ لَشَهِيدٌ *	5
تَطَّلِعُ عَلَى الْأَفْئِدَةِ *	6

Part 3 - Echo Letters

- There are 5 echo letters.
- These letters are recited with an echo only when they are Saakin (i.e. they contain a Sukoon).
- An echo will also be carried out if anyone of the 5 letters has a Sukoon due to a Waqf (ensure this is explained to pupils when the class comes across the first example).
- The echo must be carried out in a manner where the letter does not "rebound". This means (despite the echo) the echo letter must remain Saakin, and not become *Mutaharrik*.

The 5 echo letters are:

5	4	3	2	1
د	ج	ب	ط	ق
Rule: If any of these five letters contain a Sukoon, there will be an echo.				

An easy way to remember them:

قُطْبُ جَدِّ

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Quran verses for Echo Letters

Ensure Full Mouth Letters along with Throat Letters are fully implemented and revised.

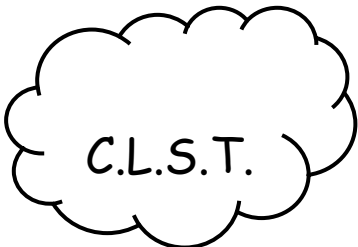
وَلَقَدْ خَلَقْنَا ❁	1
لَمْ يَلِدْ وَلَمْ يُولَدْ ❁	2
وَإِذْ قَالَ إِبْرَاهِيمُ ❁	3
بِاتِّخَاذِكُمُ الْعِجْلَ ❁	4
بَلْ نَقُذِرُ بِالْحَقِّ ❁	5
وَأَقْعُدُوا لَهُمْ كُلَّ مَرْصِدٍ ❁	6
وَلَا تَقْعُدُوا بِكُلِّ صِرَاطٍ ❁	7

The last 3 examples contain an echo that is due to Waqf (in addition to other echoes that are in these verses).

Homework - Echo Letters

These verses are your child's homework; ensure you follow the instructions given in the previous exercises.

مِنْهُ ابْتِغَاءَ الْفِتْنَةِ ❁	1
وَيَقْتُلُونَ الَّذِينَ يَأْمُرُونَ بِالْقِسْطِ ❁	2
أَعْتَدْنَا لَهُمْ عَذَابًا ❁	3
يُدْخِلُهُ نَارًا خَالِدًا فِيهَا ❁	4
أَلَمْ نَجْعَلِ الْأَرْضَ مِهْدًا ❁	5
يَوْمَ نَبْطِشُ الْبَطْشَةَ الْكُبْرَى ❁	6
وَ ابْتِغَاءَ تَأْوِيلِهِ ❁	7



Consolidation - 1

Activity: Point out in each verse:

- Full mouth letters
- Throat letters
- Echo letters

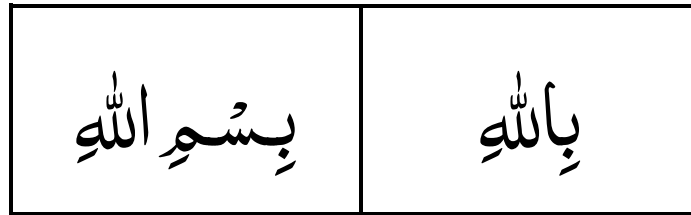
Targets:

- Recite with full Tajweed.
- Recite fluently, aiming to recite at least 2 words without faltering / stopping. Reciting fluently does not mean that you recite fast.
- Always recite with C.L.S.T. (clearly, loudly, slowly and with Tajweed).
- Recognition must be there of all the relevant concepts covered in Ahsanul Qawaid.
- There must be no "guessing" or parrot fashion learning.

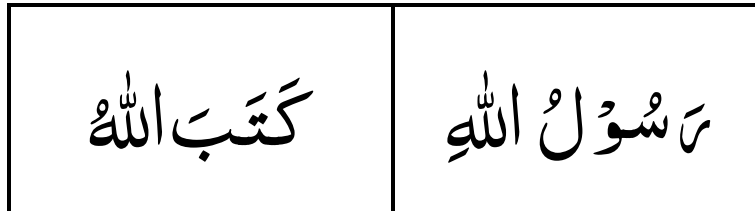
وَهُوَ الْقَاهِرُ فَوْقَ عِبَادِهِ ❁	1
أَيَّبَتُّعُونَ عِنْدَهُمُ الْعِزَّةَ ❁	2
أَخَافُ إِنَّ عَصَيْتُ رَبِّي عَذَابَ يَوْمٍ ❁	3
وَلَقَدْ وَصَّيْنَا الَّذِينَ أُوتُوا الْكِتَابَ ❁	4

Part 4 - The word "Allah"

- The word "Allah" is sometimes recited full mouth and sometimes empty mouth.
- To determine the correct recitation, you must look at the *Harakah* before the word Allah.
- If the *Harakah* is a *Kasra*, the word Allah will be recited with an EMPTY mouth. Examples:



- If the *Harakah* is a *Dhamma* or a *Fatha*, the word Allah will be recited with a FULL mouth. Example:



Children need to be taught in this manner:

If the word Allah comes, then look before it. If there is a Kasra, it will be empty mouth....

If there is a Dhamma or Fatha, it will be full mouth.

Exercise on the word "Allah"

Activity:

- First identify what *Harakah* is before the word Allah.
- Then determine how it will be recited.
- Finally, recite the words loudly and clearly ensuring all letters (full mouth, throat etc) are pronounced clearly and with Tajweed.
- Ensure each example is clearly "analysed" for all the Tajweed rules we have covered so far.

3	2	1
بِسْمِ اللَّهِ	عَلَى اللَّهِ	مِنْ عِنْدِ اللَّهِ

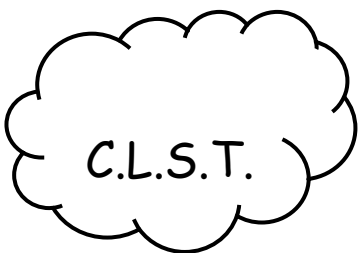
6	5	4
مِنَ اللَّهِ	هُوَ اللَّهُ	بِإِذْنِ اللَّهِ

8	7
نَحْنُ أَنْصَارُ اللَّهِ	تِلْكَ حُدُودُ اللَّهِ

Homework

Ensure each example / Quran verse is clearly "analysed" for all the Tajweed rules we have covered so far.

وَلَقَدْ أَخَذَ اللَّهُ مِيثَاقَ	1
عِنْدِي خَزَائِنُ اللَّهِ	2
إِنِ الْحُكْمُ إِلَّا لِلَّهِ	3
وَاللَّهُ أَعْلَمُ بِالظَّالِمِينَ	4
عَنْ سَبِيلِ اللَّهِ وَ يَبْغُونَهَا	5
أَغْيَرَ اللَّهُ تَدْعُونَ إِنْ كُنْتُمْ صَادِقِينَ	6
أَنْ أَعْبُدَ الَّذِينَ تَدْعُونَ مِنْ دُونِ اللَّهِ	7



Part 5 - Ghunna

Noon & Meem Mushaddad

- If the letter *Noon* or *Meem* contains a Tashdeed, then that *Noon* or *Meem* will be recited with a **Ghunna**.
- A *Noon* or *Meem* containing a Tashdeed is known as *Noon Mushaddad* or *Meem Mushaddad*.
- **Ghunna** is to make a sound from the nose.

Examples:

2	1
فَنِعْمًا	فَلَمَّا

4	3
جَنَاتٍ	إِنَّ

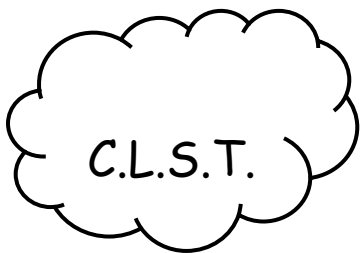
6	5
مُحَمَّدٌ	تَمَنُّونَ

Exercise on Ghunna of Noon & Meem

Activity:

Ensure each example / Quran verse is clearly "analysed" for all the Tajweed rules we have covered so far.

إِنَّا كُنَّا ظَالِمِينَ *	1
إِنْ كُنَّا فَاعِلِينَ *	2
وَإِذْ قَالَتْ أُمَّةٌ مِّنْهُمْ *	3
فَلَمَّا نَسُوا مَا ذُكِّرُوا بِهِ *	4
قَدْ جَاءَكُمْ مِنَ اللَّهِ *	5
قِيلَ ادْخُلِ الْجَنَّةَ *	6



Consolidation - 2

Ensure each example / Quran verse is clearly "analysed" for all the Tajweed rules we have covered so far.

عَلَيْهِمْ مِّيثَاقُ الْكِتَابِ *	1
كَبُرَ مَقْتًا عِنْدَ اللَّهِ *	2
وَاللَّهُ مُتِمُّ نُورِهِ *	3
كُونُوا أَنْصَارَ اللَّهِ *	4
إِنَّهُ عَلَى رَجْعِهِ لَقَادِرٌ *	5
أَعَدَّ اللَّهُ لَهُمْ مَغْفِرَةً *	6
وَ دَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَ سِرَاجًا *	7
وَ كَانَ أَمْرُ اللَّهِ قَدَرًا مَّقْدُورًا *	8

Consolidation - 3

Ensure all Tajweed rules covered are implemented.

لِيَجْزِيَهُمُ اللَّهُ أَحْسَنَ *	1
مَا كَانُوا يَعْمَلُونَ *	2
فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ *	3
هَذِهِ آيْمَانًا ج فَأَمَّا الَّذِينَ آمَنُوا *	4
فَزَادَتْهُمْ آيْمَانًا وَهُمْ يَسْتَبْشِرُونَ *	5
أَوَلَا يَرَوْنَ أَنَّهُمْ يُفْتَنُونَ *	6
فِي كُلِّ عَامٍ مَّرَّةً *	7
صَرَفَ اللَّهُ قُلُوبَهُمْ *	8

Consolidation - 4

Ensure all Tajweed rules covered are implemented.

بِأَنَّهُمْ قَوْمٌ لَا يَفْقَهُونَ ❁	1
إِلَيْهِ مَرْجِعُكُمْ جَمِيعًا ط	2
وَعَدَ اللَّهُ حَقًّا ط	3
وَلَقَدْ أَهَلَكْنَا الْقُرُونَ ❁	4
مِنْ قَبْلِكُمْ لَمَّا ظَلَمُوا لا	5
قُلِ اللَّهُ أَسْرَعُ مَكْرًا ط	6
إِنَّ رُسُلَنَا يَكْتُوبُونَ مَا تَمْكُرُونَ ❁	7

Learning to recite the Quran

"Over" and "under" stretching

Over stretching letters and under stretching letters is a common problem faced by pupils who are learning to recite the Quran.

According to the rules of Tajweed, both "over" and "under" stretching letters is classified as a *major* error (known in Arabic as _____).

This is due to the fact that "over" and "under" stretching letters can lead to the actual (Arabic) word changing. This obviously will have an impact on the meaning of the verse.

We must recite the Quran with the best possible Tajweed and without falling in to sin.

Our prophet ﷺ said:

There are many who recite the Quran but the Quran invokes a curse upon them.

Part 1 - Examples of "under" stretching letters

Write the words of column 1 and 2 on the whiteboard and practice them one by one.

NOTE: You will notice that the letters that are omitted are always one of the following:

--	--	--

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3	2	1	
<i>Details of the error (Explain to the children)</i>	<i>Common error</i>	<i>Actual word</i>	
Alif not read at the end of the word.	إِنَّ	إِنَّا	1
Alif not read in the middle of the word.	وَكَانَ	وَكَانَ	2
Alif not read in the middle of the word.	فَتَبَّ	فَتَابَ	3
The letter "Waw" not read at the end of the word.	قَالَ	قَالُوا	4
The letter "Waw" not read in the middle of the word.	فَتَكُنَّا	فَتَكُونَا	5
The letter "Yaa" not read at the end of the word.	إِنَّ أَعْلَمُ	إِنِّي أَعْلَمُ	6
The letter "Yaa" not read in the middle of the word.	وَيُقِيمُونَ	وَيُقِيمُونَ	7
The letter "Waw" not read at the end of the word.	وَلَا تَشْتَرُوهُ	وَلَا تَشْتَرُوا	8
The letter "Yaa" not read at the end of the word.	بِأَيْتِ	بِأَيْتِي	9
The letter "Yaa" not read in the middle of the word.	قَلِيلًا	قَلِيلًا	10
The letter "Waw" not read at the end of the word.	وَلَا تَكُونُ	وَلَا تَكُونُوا	11

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Part 2 - Examples of "over" stretching letters

Write the words of column 1 on the whiteboard and practice each example one by one.

3	2	1	
<i>Details of the error (Explain to the children)</i>	<i>Letters stretched</i>	<i>Actual word</i>	
Stretching the ALIF of the first and second word for a duration that is LONGER THAN one Alif***.	الف+ن	مِمَّا كَانَا فِيهِ	1
Stretching the NOON of the first and HAA of the second word for a duration that is LONGER THAN one Alif***.	ن+ح	وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ	2
Stretching the MEEM of the first and second word for a duration that is LONGER THAN one Alif***.	م	أَعْلَمُ مَا لَا	3
Stretching the letter FAA. Stretching this letter is like adding a YAA after the FAA.	ف	أَوْفٍ بِعَهْدِكُمْ	4

*** This duration can be measured by the time it takes to open or close your finger.
It is only for this very minimal duration these letters have to be stretched and any further stretching than this is incorrect.

We hope this helps in understanding what is meant by "over" and "under" stretching letters.

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Notes