

QAIDAH CURRICULUM 2021

QAIDAH 2nd YEAR (LESSON 13 Pg 19 – LESSON 31 Pg 36)

Topics covered: Rules Of Sukoon, Madd Asli Ya And Waaw, Hurooful Leen, Silent Letters, Hamza And Alif With Sukoon And Shaddah, Shaddah Rules, Madd, Madd With Shaddah, Alif at the End Of a Word, Shaddah Between Two Words, Silent Letters With Shaddah, Qalb/Iqlaab, Noon Qutni, Madd Aaridh And Huroofofe Muqatlaat.

Surahs memorised: Surah Quraish – Surah Zalzalah

TERM 2

Week 1: Lesson 13 – Sukoon Huroofofe leen waw (pg 19)

- Explain how a sukoon connects a letter to the letter before it and joins with the sound of the harkat before it.
- Practise all letters with waw before it a fatha and the sound it makes as follows; “Alif waw sukoon fatha – aw, Baa waw sukoon fatha – baw” etc.
- Practise the words with the spelling method; e.g. “Alif waw sukoon fatha – aw, haa fatha – ha, aw-ha, noon fatha na, aw-ha-na”
- Write them out for H/W
- **Recap Surah Naas, Falak and Ikhlaas** (recite as a class, listen individually and learn for H/W)

Week 2: Lesson 14 – Sukoon Madd Asli waw (pg 20)

- Explain how a sukoon connects a letter to the letter before it and joins with the sound of the harkat before it and that the waw elongates the sound of the dhamma equal to the time it takes to stretch out your index finger and close it.
- Practise all letters with waw before it a dhamma and the sound it makes as follows; “Alif waw sukoon dhamma – uw, Baa waw sukoon dhamma – buw” etc.
- Practise the words with the spelling method; e.g. “Alif waw sukoon dhamma – uw, taa kasra – te, uw-te, ya fatha ya, uw-te-ya”
- Write them out for H/W
- **Recap Surah Masad, Nasr and Kaafirun** (recite as a class, listen individually and learn for H/W)

Week 3: Lesson 15 – Sukoon Huroofofe leen ya (pg 21)

- Explain how a sukoon connects a letter to the letter before it and joins with the sound of the harkat before it.
- Practise all letters with ya before it a fatha and the sound it makes as follows; “Alif ya sukoon fatha – ay, Baa ya sukoon fatha – bay” etc.
- Practise the words with the spelling method; e.g. “Alif ya sukoon fatha – au, noon fatha na, ay-na”
- Write them out for H/W
- **Recap Surah Kawthar and Maaoon** (recite as a class, listen individually and learn for H/W)

Week 4: Lesson 16 – Sukoon Madd Asli yaa (pg 22)

- Explain how a sukoon connects a letter to the letter before it and joins with the sound of the harkat before it and that the ya elongates the sound of the kasra equal to the time it takes to stretch out your index finger and close it.
- Practise all letters with ya before it a kasra and the sound it makes as follows; “Alif ya sukoon kasra – eey, Baa ya sukoon kasra – beey” etc.
- Practise the words with the spelling method; e.g. “Alif ya sukoon kasra – eey, taa waw dhamma – tuw, eey-tuw, noon ya sukoon kasra neey, eey-tuw-neey”
- Write them out for H/W
- **Surah Quraish ayah 1 - 3** (recite as a class, listen individually and learn for H/W)

Week 5: Lesson 17 – Sukoon (pg 23)

- Explain how a sukoon connects a letter to the letter before it and joins with the sound of the harkat before it
- Read as a class then write examples on the board and get children to write in their books e.g. “alif noon sukoon fatha – an”
- Go through exercise and write them out for H/W
- **Surah Quraish ayah 4 and Feel ayah 1 & 2** (recite as a class, listen individually and learn for H/W)

Week 6: Sukoon continued (pg 24)

- Read the words as a class then write examples on the board and get children to write in their books
- Reinforce recognition of the different sukoon sounds

- Go through exercise and write them out for H/W
- **Surah Feel ayah 3 – 5** (recite as a class, listen individually and learn for H/W)

Week 7: Sukoon continued (pg 25)

- Read the words as a class then write examples on the board and get children to write in their books
- Reinforce recognition of the different sukoon sounds
- Differences between the small letters of “baa & kha” and “noon & jeem” explain on the board and how the dots of the letters are positioned for each letter.
- Go through exercise and write them out for H/W
- **Surah Humazah ayah 1 – 3** (recite as a class, listen individually and learn for H/W)

Week 8: Revision – Lesson 13 – 17 and Test

- Recap from lesson 13 – pg 25 and test all children to check for understanding
- **Surah Humazah ayah 4 - 6** (recite as a class, listen individually and learn for H/W)

Week 9: Lesson 18 – Silent letters (pg 25)

- Explain how empty letters with no harakaat do not get pronounced
- Write examples on the board
- **Surah Humazah ayah 7 - 9** (recite as a class, listen individually and learn for H/W)

Week 10: Lesson 19 - Alif and hamza with a sukoon (pg 26)

- Lesson 19 – Explain how the sukoon on a hamzah makes a sharp sound e.g. “ya alif sukoon fatha ya’, ba fatha ba, ya’-ba
- **Surah Humazah ayah 7 - 9** (recite as a class, listen individually and learn for H/W)

Week 11: Lesson 20 – Shaddah (pg 27)

- Explain how a shaddah on a letter doubles the sound of that letter, so it connects to the harkat before it and makes its own sound with the harkat that is with the shaddah. Shaddah acts like a sukoon but carries its own sound as well. E.g. “ayn meem fatha – am, meem shaddah fatha ma, am-ma”
- Practise all words with shaddah and the sound it makes.
- Write examples on the board
- **Surah Asr 1 - 3** (recite as a class, listen individually and learn for H/W)

Week 12: Lesson 21 – Shaddah rules (pg 27-28)

- Practise all words with shaddah and the sound it makes.
- Rule with alif and shaddah, it will be elongated
- Write examples on the board
- **Recap Surahs Quraish, Feel, Humazah and Asr** (recite as a class, listen individually and learn for H/W)

Week 13: Pg 28-29 – Shaddah continued

- Practise all words with shaddah and the sound it makes.
- Write examples on the board
- **Surah Takaathur 1 - 3** (recite as a class, listen individually and learn for H/W)

Week 14: Lesson 22 – Madd (pg 29 & 30)

- Explain the 2 types of madd and they lengthen the sound of a letter/harkat, use the fingers to demonstrate the lengths of the madds e.g. long madd (5 fingers) “ba alif fatha madd – baaaaa”
- Go through examples with the class
- **Surah Takaathur 4 - 6** (recite as a class, listen individually and learn for H/W)

TERM 3

Week 1: Lesson 23 Shaddah with madd (pg 30)

- Explain how the shaddah is pronounced with a madd before it and how the alif in between them will not be read. E.g. “dhaad laam fatha madd – dhaaaaal, laam alif shaddah fathatain – lan, dhaaaaal-lan”
- Go through examples as a class
- **Surah Takaathur 7 & 8** (recite as a class, listen individually and learn for H/W)

Week 2: Lesson 24 alif at the end of a word (pg 30 - 31)

- Lesson 24 – Explain the how and alif at the end of a word should be clearly read e.g. “ayn meem fatha – am, meem shaddah fatha ma, am-ma. Ayn meem fatha – am, meem alif shaddh fatha – maa, am-maa.”
- Go through examples as a class
- **Surah Takaathur 7 & 8** (recite as a class, listen individually and learn for H/W)

Week 3: Revision lesson 18 – 24 and test

- Recap from lesson 18 – 24 and test all children to check for understanding
- **Surah Qaariah ayah 1 - 4** (recite as a class, listen individually and learn for H/W)

Week 4: Lesson 25 – Shaddah Fathatain, kasratain and dhammatain between 2 words (pg 31)

- Explain how fathatain, kasratain and dhammatain join with a shaddah, touch upon the idghaam rules; idghaam with ghunna: if after noon saakin or tanween the letters yaa waaw meem noon appear then a sound will be made from the nose whilst joining them. Idghaam without ghunnah: if the letters laam and raa come then we shall join it without any sound from the nose.
- Practise all words. E.g “raa fatha- ra, seen waw sukoon dhammah – suw, ra-suw, laam meem dhammatain – lum, ra-suw-lum, meem shaddah kasra – me, ra-suw-lum-me etc.
- Write examples on the board
- **Surah Qaariah ayah 5 - 7** (recite as a class, listen individually and learn for H/W)

Week 5: Lesson 26 – Silent letters with shaddah (pg 32)

- Explain how a shaddah only connects to a harakat before it and any letters with a sukoon will not be pronounced. E.g “ meem meem kasra – mim, meem alif shaddah fatha madd – maaaaa, mim-maaaaa, hamzah kasratain in, mim-maaaaa-in. The noon sukoon will not be pronounced
- Touch upon the idghaam rules
- Write examples on the board, copy from the Qaidah for H/W
- **Surah Qaariah ayah 8 - 11** (recite as a class, listen individually and learn for H/W)

Week 6: Lesson 27 – shaddah continued (pg 32-33)

- Reinforce shaddah rules and idghaam.
- Read with the class
- **Surah Aadiyaat ayah 1 – 5** (recite as a class, listen individually and learn for H/W)

Week 7: Lesson 28 Qalb/Iqlaab & lesson 29 Noon Qutni – (pg 33 & 34)

- Explain that the meem connects with the harakat before it and when on a noon sukoon the noon sukoon will not be read and what sound it will make. Do examples on the board.
- Practise all examples with the meem and the sound it makes as follows; “Meem meem sukoon kasra – mim, ba ayn fatha – ba’, mim-ba’, daal kasra – di, mim-ba’-di”
- Lesson 29 – noon qutni, explain how it is not in most Qurans but it is in some prints and it joins to the sukoon,/shaddah after it.
- **Surah Aadiyaat 6 - 9** (recite as a class, listen individually and learn for H/W)

Week 8: Lesson 30 – Madd aaridh waqfi (pg 34 - 36)

- Explain how the harakaat will not be pronounced at the end of an ayah it will be dropped as it will connect with the harakat before it.
- Fathatain will read with one fatha
- Small taa [ّ] will be read as a haa
- Alif will be read as normal
- Small ط and small meem will cause a stop in the middle of an ayah.
- **Surah Zalalah ayah 1 - 4** (recite as a class, listen individually and learn for H/W)

Week 9: Lesson 31 – Huroofe muqattiaat (pg 36)

- Explain how the names of the letters are elongated with the madds but don’t make a specific sound as they do not have any harakaat.

- **Surah Zalzalah ayah 5 - 8** (recite as a class, listen individually and learn for H/W)

Week 10: Revision in preparation for exam – lesson 13 – 31

- **Recap surahs** (recite as a class, listen individually and learn for H/W)

Week 11: Exam – lesson 13 - 31

- Examine all children to assess their level of understanding and if they are ready to move to the next level in the new academic year.

Week 12: Parents Evening & Revision lesson 13 - 31