

Noorani Qaida Progress Tracker

The seventeen lessons, for parents who don't read Arabic. Follow your child's progress without needing to read a word of it

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How to use this: The Qaida is the primer almost every child works through before reading the Qur'an itself. It moves in a fixed order, and each lesson depends on the one before it. Tick a lesson only when your child can do it *on a page they haven't practised*, without help.

The right-hand column is the part most parents are never told. You don't need Arabic to hear whether a lesson has landed. You need to know what to listen for.

LESSON	WHAT YOUR CHILD IS LEARNING	WHAT TO LISTEN FOR, AND WHAT A PROBLEM SOUNDS LIKE	DONE	DATE
1 Single letters الحروف المفردة	All 29 letters, each on its own.	Each letter named cleanly, no pause to think. <i>Problem: a rising tone, as if guessing.</i>	☐	
2 Joined letters الحروف المركبة	The same letters change shape at the start, middle and end of a word.	Recognising a letter instantly in its new shape. <i>Problem: treating a joined form as a brand-new letter.</i>	☐	
3 Cut letters الحروف المقطعة	The detached letters that open some chapters, named one by one.	Letters <i>named</i> , not blended into a word. <i>Problem: trying to read them as a syllable.</i>	☐	
4 Short vowels الحركات	Fatha, kasra and damma, the marks that give a letter its a / i / u sound.	A clear difference between <i>ba</i> , <i>bi</i> and <i>bu</i> . <i>This is where most children stall. Do not rush past it.</i>	☐	
5 Tanween التنوين	Doubled vowel marks adding an -n sound: an, in, un.	The <i>n</i> closing the sound smoothly. <i>Problem: an extra syllable, "ba-nun" instead of "ban".</i>	☐	
6 Vowels & tanween practice	Mixed drills on lessons 4 and 5.	Accuracy holding steady as speed rises. <i>Problem: speed bought with slurred endings.</i>	☐	
7 Standing vowels الألف الخنجرية	Small alif, waw and ya written above or below a letter to lengthen the sound.	The vowel visibly held longer than a short one. <i>Problem: read as if it were an ordinary fatha.</i>	☐	
8 Madd letters الممد	Alif, waw and ya used to stretch the vowel before them for two counts.	Consistency. The same madd held for the same count every time. <i>Problem: length changing line to line.</i>	☐	
9 Leen letters اللين	Waw or ya carrying a sukoon after a fatha, read as a soft glide.	A light "aw" or "ay", short and smooth. <i>Problem: stretched like a madd, or flattened into a plain vowel.</i>	☐	
10 Combined practice	Tanween, madd and leen together.	A whole line read without stopping to decode each mark. <i>Problem: restarting the line repeatedly.</i>	☐	
11 Sukoon السكون	The mark meaning the letter carries no vowel at all.	The letter stopped cleanly. <i>Problem: a hidden vowel sneaking in, "ab-a" instead of "ab".</i>	☐	
12 Sukoon practice	Sukoon inside real words.	Clean stops mid-word, not only at the end. <i>Problem: correct alone, lost inside a word.</i>	☐	
13 Shadda الشدة	The mark that doubles a letter and gives it weight.	The letter genuinely held, with a small press. <i>Problem: said once, as if the mark weren't there.</i>	☐	
14 Shadda practice	Shadda across varied words.	The doubling audible every time, not only when reminded.	☐	
15 Shadda with sukoon	Both marks in one word.	A held letter followed by a clean stop, in one breath. <i>Problem: one mark handled, the other dropped.</i>	☐	
16 Two shaddas	Words carrying two doubled letters.	Both doublings surviving. <i>Problem: the second one flattened.</i>	☐	
17 Everything together	Shadda, sukoon and madd in the same lines.	A page read steadily and evenly. <i>When this is comfortable, your child is ready for the Qur'an itself.</i>	☐	

Editions of the Qaida differ slightly in how they number and split these lessons, and some add extra drill pages. The order above is the standard progression. If your teacher's book splits a lesson in two, tick it when both halves are solid.

Four checks any parent can run

1. Cover the word

- Children memorise the **page** long before they can read it. Cover one word with your thumb and ask them to read the line again.
- If the line falls apart, they are reciting from memory, not reading. Go back one lesson.

2. Ask for the same word twice

- Point at the same word at the start of the session and again at the end.
- **It should sound identical.** A word that changes between readings means the marks aren't being read. They're being guessed.

3. Time the pause

- A hesitation before a mark is the mark that hasn't been learned yet. You don't need to know what the mark is to notice where the pause keeps happening.
- Note the spot and tell the teacher. That single observation is worth more than a general "he's struggling".

4. Ask your child to teach you

- "What does that little mark do?" A child who understands a rule can explain it in their own words in one sentence.
- If the answer is "I don't know, that's just how it sounds", the rule hasn't been understood, even if the reading is correct.

Signs to slow down, not push on

- Reading fluently **with** the teacher and stalling alone.
- Speed rising while endings get swallowed.
- The same letter read two different ways on one page.
- Reluctance that arrives suddenly: it usually means the last lesson was ticked too early.

What comes after the Qaida

Finishing the Qaida means your child can *read*. Reading beautifully is the next stage, and these are the rule families they'll meet. You'll hear them named in lessons, so they're worth recognising.

الإظهار **Izhar**: the sound is made plainly and clearly.

الإدغام **Idgham**: one letter merges into the next.

الإقلاب **Iqlab**: one sound converts into another.

الإخفاء **Ikhfa**: the sound is lightly hidden between the two.

These four govern what happens to a silent noon and to tanween, the marks from lessons 5 and 11. A parallel set governs a silent meem.

القلقلة **Qalqalah**: a slight bounce on five specific letters when they carry a sukoon.

المدود **Madd**: the lengthenings from lesson 8, now measured in precise counts.

الوقف **Waqf**: where to stop, and where stopping changes the meaning.

A realistic pace

- Most children take **four to nine months** through the Qaida at two or three short lessons a week. Faster than that usually means lessons were ticked before they were solid.
- **Fifteen focused minutes beats an hour.** This is close listening, and attention fades fast.
- Expect lesson 4 to take longer than lessons 1 to 3 put together. That is normal, not a warning sign.
- Plateaus are part of it. A week of no visible progress after a hard lesson is consolidation.

If you can't follow the Arabic at all

You are not at a disadvantage as much as you think. Every check on this page works by **ear and by pattern**, not by reading. Consistency, hesitation and self-correction are all audible in any language, and noticing them is exactly what your child's teacher needs from you.