Explanation of Al-Riyad al-Nadiyah

A book for teaching Arabic spelling and Tajweed



Using words and examples from the Holy Qur'an

Explanation and Preparation

The servant in need of Allah

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–Al-Riyad al-Nadiyyah explains the Noorani Qaida and teaches Arabic spelling and Tajweed. It is intended for kindergarten and primary-school pupils, non-Arabic speakers, and those who have not yet learned to read and write. It teaches reading and writing step by step through examples from the Holy Qur'an.

-The Noorani Qaida helps children under the age of five read correctly through a sound phonetic system and learn Tajweed and beautiful Qur'an recitation. It first teaches the correct pronunciation of light and heavy letters, madd letters, and individual letters, then combines them to form words, sentences, and verses.

-The Noorani Qaida is a practical educational program for Qur'an teachers, kindergarten and Qur'an-school teachers, nurseries, literacy classes, non-Arabic speakers, learners with difficulties, and people with special needs. I have explained the text in a simple, accessible style and added brief guidance and notes to each lesson without unnecessary length. The book is for both teacher and student. I included explanations that assist the teacher without going into excessive detail in Tajweed and Arabic grammar. Teachers should nevertheless receive training in the book's teaching method, phonetic units, and engaging delivery of each lesson.

Therefore, Allah willing, I am pleased to offer short training courses on teaching this book.

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We ask you to pray for us, our parents, and all Muslims in our absence.

The servant in need of Allah
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ISOLATED ARABIC LETTERS

Lesson One

حَا haa ح	جِيمْ jeem ج	ثَا tha ث	تَا ta ت	بَا ba ب	أَلِفْ alif ا
سِينْ seen س	زَا za ز	رَا ra ر	ذَالْ zaal ذ	دَالْ daal د	خَا khaa خ
عَيْنْ ayn ع	ظَا dhaa ظ	طَا taa ط	ضَادْ daad ض	صَادْ saad ص	شِينْ sheen ش
مِيمْ meem م	لامْ laam ل	كَافْ kaaf ك	قَافْ qaaf ق	فَا fa ف	غَيْنْ ghayn غ
يَا ya ے	يَا ya ى	هَمْزَة hamzah ء	هَا ha ه	وَاوْ waw و	نُونْ noon ن

NOTES

1. Arabic most likely has 28 letters. Hamzah (ء) is original, as in {أَخَذَ}; alif is derived from it, as in {ذَاتَ}.
2. For (ح ر ط هـ ي), I use the Qur'anic names (حا را طا ها يا). In Qur'anic recitation, do not say (حاء راء طاء هاء ياء); that is allowed elsewhere.
   The same applies to (ب ت ث خ ظ ف) , which are not disjointed letters.
3. Pronounce heavy letters heavily and light letters lightly. Teach one letter at a time, moving on only after mastery.
4. Ensure the letters are memorized thoroughly from top to bottom and bottom to top.

COMPOUND LETTERS

Two Lesson

This lesson covers joined forms consisting of two or more letters. We ask the child to read them by naming each letter separately. For(**لا**) **,** we say 'lam, then alif' because the child does not yet recognize this combination. We explain gradually that the form consists of two letters. Children read by spelling the letter names, not by sounding them out.

Spelling method :read each letter separately, as learned in Lesson One:

(تا، كاف، ثا) : **is read** تكث, (با، لام، با): **is read** بلب, (لام، الف): **is read** لا

ا	لا	لا	با	لآ	ل
ـلا	لح	لا	بلب	كـ	ك
كب	كب	ك	بكت	تكث	ب
ت	ث	ن	ى	با	نا
تا	يا	ثا	بس	يس	نس
تس	ثس	ثج	تح	نخ	يح
بج	يـم	بم	نـم	تم	ثـم
بى	تى	ثى	نبل	تنل	بيل
يتل	ثثل	نبن	بنن	تين	يتن
ثثن	ج	ح	خ	حث	خب
جت	تحت	يجب	بخت	ة	ه
بة	بها	بهم	د	ذ	جد

ر	خز	جر	ز	ر	خذ
سل	ش	س	تز	ير	ز
صب	ظ	ط	ض	ص	شل
ء	غ	ع	ظا	ضا	طب
تغذ	بعد	ضغ	صع	غر	عز
و	ق	ف	ئ	ؤ	أ
م	يف	قفل	فقل	فو	قو
تمت		تم	لم	حم	م

Guidance for Teachers

1. Letters are read by spelling their names, not by their sounds.
2. Show the child the different forms of each letter. The letters are repeated in this lesson so the child can distinguish isolated letters from joined letters and fix both forms in memory.
3. Lessons One and Two are foundational and may require more effort and time. Articulation points and Tajweed in particular are learned more through listening and practice than explanation. Frequent listening to the recording reinforces correct pronunciation. In Lesson One, most of the work falls on the teacher; in Lesson Two, intensive practice and questioning involve both child and teacher.

*The heavy letters are (خص ضغط قظ); the remaining letters are light. Lam and ra may be light or heavy according to context; consult Tajweed books for details. Alif also follows the heaviness or lightness of the preceding letter.

Practical Spelling Examples

Sad with ḍammah صُ ،ha with ḍammah حُ: صُحُ fa with fatḥah, mim with sukūn ،صَّحَّفَمْ mim with ḍammah مُ :صَّحَّفَمُّ، ta with fatḥah, ha with sukūn، ha with fatḥah هَـ : صُحُفَمُّطَهَّـ، ra with fatḥah رَ : صُحُفَمُّطَهَّـرَ، ta with two fatḥahsتَنْ ; read:صُحُفَمُّطَهَّـرَ تَن	صُحُفًا مُّطَهَّرَةً
Sin with kasrah سِ /ra with fatḥah, alif with sukūnرا :سِرَا jim with two fatḥahsجَنْ : سِرَاجَن / waw with fatḥah, ha with sukūn وَهـ /ha with fatḥah, alif with sukūnها : سِرَاجَوَها jim with two fatḥahsجَنْ : سِرَاجَوَهجَن / waw with fatḥahوَ : سِرَاجَوَهجَوَ/ hamzah with fatḥah, nun with sukūn أَنْ /za with fatḥah, lam with sukūn زَلْ /nun with fatḥah, alif with sukūnنا :سِرَاجَوَهَّجَوَأَنزلنَا	سِرَاجًا وَهَّاجًا وَأَنزَلْنَا
Mim with kasrah, mim with sukūn مِمْ /ba with fatḥah, ayn with sukūn بَعْ : مِمْبَع /dal with kasrah دِ :مِمبَعْدِ	مِنۢ بَعْدِ

Guidance for Teachers

1-**Rule One - Iqlab :**Replace the silent nun with a silent mim during spelling. With tanwin, replace the silent nun contained in the tanwin with a silent mim accompanied by ghunnah. Example with silent nunلَيُنۢبَذَنَّ ; it is pronounced ليمبذن

2-**Rule Two - Idgham :**If a silent nun or tanwin is followed by one of the letters(يرملون) , idgham occurs without ghunnah with lam and ra, and with ghunnah with the remaining letters. Example(مَنْ رَّبِكْ) , pronouncedمربك : mim, ra with fatḥah; ra with sukūnمر ; the silent nun is omitted.

Tanwin example (فعَّالٌ لما يريد) :pronounced.(ففعاللما)