

Daffodil Grammar School for Girls

Curriculum Plan - Qur'an & Tajweed

Key Stage 3 Scheme of Work

Key stage / year groups KS3 (Years 7-9)	Time allocation KS3: 1-2 periods weekly.	Delivery model Discrete Qur'an and Tajweed lessons covering recitation, fluency, tajweed, hifz and adab.	Grouping / pathway Grouped or differentiated by recitation starting point: Foundation, Core and Advanced pathways.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Qur'an & Tajweed)

Qur'an & Tajweed at Daffodil Grammar School for Girls aims to ensure that all pupils in Key Stage 3:

Develop accurate, fluent recitation of the Qur'an in line with recognised tajweed principles, according to their starting point.

Build or consolidate Qur'anic literacy:

For beginners: secure decoding of Arabic script.

For fluent readers: refinement of pronunciation and fluency.

Memorise selected short surahs and key passages, with understanding of their central themes and vocabulary.

Develop love, respect and adab for the Qur'an (handling, listening, reciting) and integrate its guidance into character and behaviour.

Learn to self-correct and support peers, building confidence and humility in recitation.

Recognise the Qur'an's role in a Muslim's daily life while understanding that it is not a replacement for statutory subjects; it complements the wider curriculum.

Time allocation:

Typically 1–2 periods per week in Years 7–9.

Differentiation by starting point

We expect a wide range of prior experience:

Some pupils: fluent reciters, possibly huffāz or part-huffāz.

Many pupils: can decode but with inconsistent tajweed.

Some pupils: very basic/limited ability with Arabic script.

So we:

Carry out a baseline recitation assessment at the start of Year 7.

Organise pupils into ability bands/sets (e.g. Foundation, Core, Advanced), or differentiate within mixed classes:

Foundation: focus on script, decoding, short surahs, very basic tajweed.

Core: fluency with Juz ‘Amma, core tajweed rules, consistent practice.

Advanced: refinement, more complex tajweed, longer surahs and revision of hifz.

2. KS3 overview (Years 7–9)

Across KS3, all pupils will cover:

Fluency & Recitation – improving clarity, rhythm and confidence.

Tajweed Knowledge – rules taught gradually and always practised in recitation.

Hifz (Memorisation) – a structured list of surahs/passages (primarily from Juz ‘Amma and selected other passages).

Tadabbur (Understanding Themes) – short, age-appropriate exploration of key messages (not detailed fiqh or theology).

Adab al-Qur’an – manners with the Qur’an, respect for different levels of knowledge and differing recitation styles within mainstream tradition.

Year 7 – Foundations: Script, Fluency & Basic Tajweed

Overall intent: Secure or strengthen Qur’anic reading skills; establish core tajweed concepts and start a structured memorisation programme.

Term	Focus Area	Content & Detail	Skills & Outcomes
Autumn 1	Baseline & Adab	- Baseline recitation assessment (short passage, e.g. last 3 surahs).- Adab of Qur’an: cleanliness, handling mushaf, intention, listening respectfully.- Grouping into Foundation/Core/Advanced pathways.	- Pupils know how to prepare for recitation (wudu where appropriate, seating, behaviour).- Teachers know each pupil’s starting point.
Autumn 1–2	Script & Fluency: Revision/Consolidation	- FOUNDATION: Arabic letters in all positions; short vowels; basic joining; reading simple words/phrases from a Qa’idah. - CORE: Fluency in simple Mus’haf text; revision of short surahs (e.g. al-Fātiḥah, al-Ikhlāṣ, al-Falaq, al-Nās).- ADVANCED: Speed, accuracy and consistency; checking makhārij (articulation points) of key letters (خ، غ، ق، ع، ح، ض، ط، ص، ظ).	- FOUNDATION: read simple lines of Qur’anic text with support.- CORE: recite short surahs accurately with teacher-led correction.- ADVANCED: identify their own weak letters and practise targeted drills.

Term	Focus Area	Content & Detail	Skills & Outcomes
Autumn 2	Tajweed 1: Makhārij & Basic Letters	- Introduction to concept of tajweed: “giving each letter its right”.- Focus on correct pronunciation of similar letters: س/ص, ت/ط, د/ذ, ح/ه, ع/ء, etc.- Simple exercises (word-level, then ayah-level).	- Pupils can explain in simple terms what tajweed is.- Demonstrate improved articulation in teacher-monitored recitation.
Spring 1	Memorisation 1: Core Surahs	- Whole cohort target list (adjust as needed): - Year 7 core: al-Fātiḥah (revision), al-Ikhlāṣ, al-Falaq, al-Nās, al-Masad, al-Kāfirūn, al-Mā‘ūn.- FOUNDATION: fewer surahs, more focus on reading from mushaf.- ADVANCED: additional surahs (e.g. al-Kawthar, al-‘Aṣr) or strengthening previous hifz.	- Pupils can recite target surahs from memory with reasonable accuracy.- Pupils understand simple themes (e.g. tawheed, seeking protection, sincerity, care for others) in English.
Spring 2	Tajweed 2: Nūn Sākinah & Tanwīn (Intro)	- Basic rules introduced at a simple level: - Iẓhār (clear), Idghām (merge), Iqlāb (change), Ikhfā (hide) – focusing on recognition & simple practice, not heavy theory.	- Pupils can spot examples in surahs they know.- Pupils practise correct application in guided recitation.
Summer 1	Qur’an Themes 1 & Tadabbur	- Very short thematic study of selected surahs they have memorised: e.g. al-Ikhlāṣ (uniqueness of Allah), al-Mā‘ūn (helping the needy).- Simple vocabulary picking (a few key words per surah).	- Pupils can summarise key messages of these surahs in simple English.- Can identify some frequently occurring words.
Summer 2	Review & End-of-Year Assessment	- Review all Year 7 tajweed rules and hifz targets.- End-of-year practical recitation assessment (individual), plus short written/quiz-style tajweed test (age-appropriate).	- Evidence of progress in fluency and application of basic tajweed.- Targets set for Year 8 (recitation, tajweed & hifz).

Year 8 – Building Tajweed Rules & Extending Hifz

Overall intent: Consolidate reading fluency, expand tajweed knowledge (especially nūn/mīm rules, qalqalah, madd), and memorise more surahs with better control.

Term	Focus Area	Content & Detail	Skills & Outcomes
Autumn 1	Fluency & Revision	- Diagnostic recap of Year 7 rules.- Continued corrective reading from mushaf (short surahs and selected passages).- Targeted support for Foundation learners still building decoding.	- Pupils show improved confidence reading unfamiliar lines.- Teacher records common issues to address in mini-lessons.

Term	Focus Area	Content & Detail	Skills & Outcomes
Autumn 1–2	Tajweed 3: Mīm Sākinah & Qalqalah	- Rules of mīm sākinah: Iẓhār Shafawī, Ikḥfā Shafawī, Idghām Shafawī (introduced simply, practised heavily).- Concept of qalqalah: letters د ق ط ب ج د; practice in examples at different positions.	- Pupils can identify mīm sākinah and apply rules in recitation.- Correct, gentle qalqalah without exaggeration in known surahs.
Autumn 2	Memorisation 2: Expanding Juz ‘Ammah	- Target list (adjust for ability): e.g. al-Kawthar, al-‘Aṣr, al-Humazah, al-Takāthur, al-Qārī‘ah, al-‘Ādiyāt.- FOUNDATION: smaller set, with focus on accurate reading then memorisation.- ADVANCED: longer surahs (e.g. al-Burūj, al-Tāriq) or revision from home hifz.	- Pupils increase number of surahs memorised with tajweed applied as taught.- Regular hifz check-ins (small groups, peer-checking with teacher oversight).
Spring 1	Tajweed 4: Madd (Elongation) – Basics	- Introduction to natural madd (2 counts).- Awareness of simple extended madd (more counts) without needing full classical detail.- Focus on not dropping known elongations in recitation.	- Pupils consciously observe elongations in recitation.- Can show where to extend when reading from mushaf.
Spring 2	Qur’an Themes 2 & Vocabulary	- Thematic look at selected surahs from Year 8 list: e.g. lessons on greed, accountability, time, backbiting, arrogance.- Introduce simple word mapping: repeated vocabulary across surahs.	- Pupils can explain moral lessons from surahs and connect to behaviour in school/home.- Recognise a small bank of recurring Qur’anic words.
Summer 1	Adab & Listening to Famous Reciters	- Revisiting adab of recitation & listening.- Exposure to different recitation voices (within mainstream): discussing beauty, humility, avoiding showing off.- Discussing how to correct someone kindly.	- Pupils can describe good adab when correcting others.- Appreciate diversity in recitation styles while sticking to correct tajweed.
Summer 2	Review & End-of-Year Assessment	- Combined recitation + tajweed assessment using a rubric (accuracy, makhārij, key rules, adab).- Written quiz on tajweed concepts covered so far.	- Evidence of progression against Year 7 starting point.- Individual targets set for Year 9 (e.g. specific letters or rules to improve).

Year 9 – Consolidation, Self-Correction & Preparation for KS4

Overall intent: Bring together tajweed knowledge, fluency and hifz; develop more independence in recitation, self-correction and understanding; prepare for more mature study at KS4.

Term	Focus Area	Content & Detail	Skills & Outcomes
Autumn 1	Fluency & Individual Targets	- Teacher reviews Year 8 assessments and sets personal goals (“focus letters”, “rules to refine”).- Structured reading of slightly longer passages (not only short surahs).	- Pupils can articulate their own action points (e.g. “I need to fix ق and ح”).- Gradual improvement visible in repeated readings.
Autumn 1–2	Tajweed 5: Advanced Practice & Waqf (Stopping)	- Consolidate nūn/mīm sākinah, qalqalah, madd through more complex examples.- Introduce basic rules of waqf (stopping): where to pause, not splitting meanings awkwardly; common waqf symbols in the mushaf (و, ح, م, etc. – kept simple).	- Pupils can identify appropriate places to stop and restart.- Avoid obvious mis-stops that change meaning (to the extent possible at KS3).
Autumn 2	Memorisation 3: Longer Surahs / Consolidation	- Depending on cohort: either longer surahs (e.g. al-Bayyinah, al-Zalzalah) or solidifying all previously memorised surahs with tajweed.- FOUNDATION: secure a core set of short surahs with strong accuracy.- ADVANCED: may begin selected verses from outside Juz ‘Ammah (e.g. start of al-Baqarah, Ayat al-Kursi) or focus on quality of existing hifz.	- Pupils demonstrate improved stamina in reciting without significant errors.- Hifz is more “solid” (fewer prompts needed).
Spring 1	Qur’an Themes 3: Accountability, Justice & Hope	- Tadabbur of selected longer surahs/sections (age-appropriate): core themes of accountability, mercy, hope, patience.- Links to Islamic Studies and PSHE (e.g. justice, bullying, forgiveness).	- Pupils can link Qur’anic messages to life decisions and behaviour at school.- Begin to appreciate balance of hope and fear in Qur’anic message.
Spring 2	Independent Recitation & Peer Correction	- Structured peer recitation in pairs/small groups with checklists.- Training in how to spot simple mistakes and correct kindly.- Teacher ‘circulates’ as expert, pupils as “assistant coaches”.	- Pupils develop listening skills and can identify basic tajweed issues.- Grow in confidence without arrogance; maintain adab.
Summer 1	Transition Skills: Preparing for KS4	- Introduce concept of deeper tajweed study at KS4 (for those who choose/as part of the planned timetable).- Revisiting why tajweed matters (respect for Allah’s words, preserving meaning).- Practical tips for independent practice at home and using digital tools responsibly (apps, recordings).	- Pupils can plan how to maintain Qur’an practice in KS4 and beyond.- Able to use a trusted audio resource to check their own recitation.

Term	Focus Area	Content & Detail	Skills & Outcomes
Summer 2	Final KS3 Assessment & Reflection	- Practical recitation exam (using rubric) including: - reading from mushaf, a memorised passage, and application of key rules.- Short written tajweed test (concepts covered over KS3).- Personal reflection: “My Qur’an journey so far and my goals.”	- Clear evidence of progression from Year 7 baseline.- Written and oral feedback to pupils and parents; recommendations for KS4.

3. Teaching & learning approaches

Across KS3, Qur’an & Tajweed lessons will use:

Modelling and repetition – teacher recitation first, pupils repeat, then individual practice.

Small-group & paired practice – to increase active recitation time and peer support.

Visual aids – diagrams of mouth/throat for makhārij; colour-coded mushaf pages; tajweed charts.

Bitesize theory + lots of practice – no heavy theoretical overload; rules are introduced then immediately reinforced in recitation.

Positive, nurturing environment – mistakes are seen as part of learning; emphasis on sincerity rather than performance.

4. Assessment & reporting

Types of assessment

Ongoing formative assessment:

Teacher listening to individual recitation and giving immediate feedback.

Mini “spot-checks” of hifz (e.g. one or two ayat at random).

Quick questioning on tajweed rules at the start/end of lessons.

Summative assessments:

Every term: a short recitation test (target surahs/passages + tajweed focus rules).

End-of-year: structured practical assessment (with simple rubric) AND short written/MCQ tajweed test.

Rubric domains (simplified)

Accuracy of letters & vowels

Application of key tajweed rules taught

Fluency & rhythm

Adab & attitude (respectful, focused, not laughing at others’ mistakes)

Reports will comment on:

Fluency and tajweed progress.

Memorisation (number/quality of surahs learned).

Attitude and effort in Qur’an lessons.

5. Inclusion & differentiation

Foundation learners:

Extra focus on script and basic decoding.

Smaller memorisation targets and more repetition.

Use of enlarged text, colour coding, finger-tracking strategies.

Advanced learners:

More complex tajweed application practice.

Longer sections for reading and hifz.

Opportunity to lead group recitation (under teacher supervision).

SEND:

Tasks broken into smaller, achievable steps.

Alternative evidence of progress (e.g. shorter recitations, repetition of fewer ayat with high accuracy).

Sensitive handling of memory/processing difficulties; focus on quality, not just quantity of hifz.

6. Safeguarding, SMSC & British values

Sessions reinforce respect, humility and self-control – core to SMSC.

Pupils are taught not to use Qur’anic knowledge to belittle others; correction is given kindly, privately and constructively.

Links are made (especially in themes units) to:

Justice, fairness, compassion – aligning with British values and citizenship.

Respect for others and peaceful conduct.

If you’d like, I can now:

Create a one-page KS3 Qur’an & Tajweed curriculum map (just the term/unit titles + assessment points for the DfE pack),
or

Move on to Qur’an & Tajweed KS4 or PSHE/RSE KS3&4 in the same structured style.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.