

Tajweed Chart 1: Noon, Meem and Ghunnah

Name: _____

Teacher: _____

How to use it: read the rule, say the example word out loud, then find it in your Quran. Tick Done when your teacher hears you say the rule right. Examples are in English letters to help you find them. Always read from the Arabic page. Counts follow the Hafs reading, used in most printed copies.

Rule	When it applies	What to do	Example	Done
A. Noon sakinah and tanween: 4 rules, set by the letter that comes next				
Izhar say it clearly	Before the 6 throat letters 	Say a clean "n". No extra hum.	<i>an'amta</i> (1:7)	☐
Idgham with ghunnah merge and hum	Before these 4 letters, when they start the next word 	Merge the "n" into that letter. Hum for 2 counts.	<i>man ya'mal</i> (99:7)	☐
Idgham without ghunnah merge, no hum	Before these 2 letters, when they start the next word 	Merge fully. No hum.	<i>humazatil-lumazah</i> (104:1)	☐
Iqlab change to meem	Before baa only 	Turn the "n" into a soft "m". Hum for 2 counts.	<i>la-yumbadhanna</i> (104:4)	☐
Ikhfa hide it	Before the other 15 letters 	Hide the "n" softly. Keep the tongue soft. Hum for 2 counts.	<i>min kulli amr</i> (97:4)	☐
These rules work when you read on to the next letter. If you stop at the end of the word, there is no next letter, so none of them apply. Idgham happens across 2 words only. Inside one word, say the noon clearly: dunya, bunyaan, qinwaan and sinwaan.				
B. Meem sakinah: 3 rules, the lip rules				
Ikhfa shafawi hide it	Before baa only 	Close the lips lightly. Hum for 2 counts.	<i>tarmeehim bi-hijaarah</i> (105:4)	☐
Idgham shafawi merge it	Before another meem 	Join the 2 meems into one strong meem. Hum for 2 counts.	<i>aamanahum min khawf</i> (106:4)	☐
Izhar shafawi say it clearly	Before all the other letters	Say a clean, short "m". Take extra care before waaw and faa.	<i>alam tara</i> (105:1)	☐
C. Ghunnah: the hum from the nose				
Ghunnah the hum	A noon or a meem that has a shaddah (the doubling mark)	Hum through the nose for about 2 counts.	<i>innaa</i> (108:1)	☐

Tajweed Chart 2: Letter Rules

Qalqalah, heavy letters and sun and moon letters are about the letters themselves. Say each example out loud, then find it in your Quran.

Rule	When it applies	What to do	Example	Done
D. Letter qualities: the bounce and heavy letters				
Qalqalah the bounce	A small bounce on these 5 letters when they have no vowel. Memory phrase: qutbu jad. ق ط ب ج د qaaf Taa baa jeem daal	Keep the bounce small. It is not an extra vowel. It is stronger when you stop on the letter.	<i>ahad</i> (112:1)	☐
Heavy letters full and deep	These 7 letters are always heavy. Most other letters are light. خ ص ض ط ظ غ ق khaa saad daad Taa Zaa ghayn qaaf	Lift the back of the tongue. Do not round the lips.	<i>qul</i> (112:1)	☐
Say ahad, not ahada: the bounce is not a vowel. Ra and the laam in the name Allah can be heavy or light, depending on the vowel next to them.				
E. Sun and moon letters: what to do with the "l" in "al-" (the)				
Moon letters 14 letters	The letter after "al-" is one of these 14. ء ب ج ح خ ع غ ف hamza baa jeem Haa khaa 'ayn ghayn faa ق ك م و ه ي qaaf kaaf meem waaw haa yaa	Say the "l" clearly.	<i>al-hamdu</i> (1:2)	☐
Sun letters 14 letters	The letter after "al-" is one of these 14. ت ث د ذ ر ز س ش taa thaa daal dhaal raa zay seen sheen ص ض ط ظ ل ن saad daad Taa Zaa laam noon	The "l" is silent. Say the next letter twice as strong. Most copies put a shaddah on it.	<i>ar-rahmaan</i> (1:3)	☐
Memory phrase for the 14 moon letters: ibghi hajjaka wa khaf aqemah. A letter in the phrase is a moon letter. A letter not in it is a sun letter. Test: look at the letter after al-. If it has a shaddah, it is a sun letter.				

Tajweed Chart 3: Madd and Stop Signs

Madd means to stretch a long vowel. There are 3 madd letters: alif after a fatha, waaw with no vowel after a damma, and yaa with no vowel after a kasra. One count is about the time it takes to fold one finger at a steady pace. If a type lets you choose, like 4 or 5 counts, pick one and keep it the same for the whole reading.

F. Madd: how long to stretch				
Type	When it happens	Counts	Example	Done
Natural (tabee'ee)	A madd letter with no hamzah or sukoon after it	2	<i>ar-rahmaan</i> (1:3)	☐
Connected (muttasil)	A hamzah comes right after the madd letter, in the same word	4 or 5	<i>jaa'a</i> (110:1)	☐
Separated (munfasil)	The madd letter ends a word and a hamzah starts the next word	4 or 5	<i>innaa anzalnaahu</i> (97:1)	☐
Necessary (laazim)	A fixed sukoon or shaddah comes right after the madd letter	6, always	<i>ad-daalleen</i> (1:7)	☐
For stopping ('aaid lis-sukoon)	You stop on a word, and the madd letter is the second-last letter	2, 4 or 6	<i>stopping on ar-raheem</i> (1:3)	☐
Leen	A waaw or yaa with no vowel comes after a fatha, and you stop on the next letter	2, 4 or 6	<i>stopping on khawf</i> (106:4)	☐
Substitute (badal)	A hamzah comes before the madd letter	2	<i>aamanoo</i> (103:3)	☐

G. Stop signs: where to stop and where to read on			
Sign	What it means	What to do	Done
م	Meem: must stop	Stop here. Going on can change the meaning.	☐
قلى	Qala: better to stop	You may go on, but stopping is best.	☐
ج	Jeem: may stop	Stopping and going on are both fine.	☐
صلى	Sala: better to go on	You may stop, but reading on is best.	☐
لا	Laa: do not stop	Inside an ayah, do not stop here. Read on to the next good place.	☐
::	Three dots, in a pair	Stop at one of the two places, not both. If you stop at the first, read past the second.	☐
7	A circle with a number	The end of an ayah. A good place to stop and breathe.	☐

When you stop on a word, the last short vowel goes quiet. A double fatha turns into a long aa: afwaajan becomes afwaajaa (110:2). Why it matters: in (107:4-5), if you stop after the first part and do not go on, the listener hears only half the warning. Printed copies differ, and South Asian prints use more signs, so learn the signs in the copy you read every day.

Rules and counts follow our Tajweed guides at salamcampus.com/blog/. References: Ibn al-Jazari, al-Muqaddimah al-Jazariyyah; M. S. Gaibie, Murshid al-Qari, Parts 1 to 3. This chart does not replace a teacher: ask a qualified teacher to hear you read.