

BITAQAT HIFD QOR'AN

Learning the Qur'an, step by step

The recitation card system

Teaching methodology and user guide

Card no. 1

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°1

OBJECTIVE OF THE YEAR
سبح

Hifz 00 - An-Naba' - Al-A'raf - 47 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Card no. 2

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°2

OBJECTIVE OF THE YEAR
عم

Hifz 59 - An-Naba' - Al-Talaq - 12 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Card no. 3

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°3

OBJECTIVE OF THE YEAR
المالك (انقر: 29)

Hifz 59-57-40-Jah - Nuh - 10 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Card no. 4

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°4

OBJECTIVE OF THE YEAR
الذاريات (انقر: 29-37)

Hifz 59-52-49 - An-Naba' - Al-Talaq - 12 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Card no. 5

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°5

OBJECTIVE OF THE YEAR
الشورى (انقر: 36-25)

Hifz 52-49 - An-Naba' - Al-Talaq - 12 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Card no. 6

بطاقة حفظ القرآن الكريم
BITAQAT HIFD QOR'AN

CARD N°6

OBJECTIVE OF THE YEAR
يس (انقر: 34-23)

Hifz 49-42 - Fushat - 76 Surahs

SURNAME
FIRST NAME
CLASS
MENTOR / TEACHER
SCHOOL YEAR

THE PATH
00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

2026-2027 edition • cards divided by surah

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1. Introduction

The essentials in five lines

- Goal: memorise the last quarter of the Qur'an, from "Sabbih" to "Yâsîn", with a command of tajwîd.
- Means: one recitation card per student, setting an annual objective broken down into weekly objectives.
- Six levels, three categories: beginner, intermediate, advanced.
- Three stakeholders, equally accountable: the student, the parents, the teacher.
- Learning happens at home; the lesson is for reciting, validating and consolidating.

This document sets out the teaching methodology of the Bitaqat Hifd Qor'an project, together with instructions for using the recitation cards.

The project's ambition is to enable students to memorise a substantial portion of the Qur'an while mastering its recitation in accordance with the rules of tajwîd. By the end of the programme, the student should also have achieved full autonomy, allowing them to continue learning independently or within a more advanced course.

The stated objective of this methodology is the memorisation of the last quarter of the Qur'an — from "Sabbih" to "Yâsîn" inclusive — with a command of the rules of tajwîd.

This methodology is built on objective-based teaching and rests on three requirements: learning by objective, shared accountability, and monitoring. It involves three stakeholders: the student, the parents and the teacher. It is organised into six levels grouped in three categories: beginner, intermediate and advanced.

What has changed in this edition

Division by surah replaces division by hizb

The recitation cards used to be divided into "hizb". They are now divided into surahs: each surah forms a block identified by its name, and each box in the block corresponds to a range of verses to memorise for the week.

This division is clearer for the student and for the parents alike: you always know which surah is under way, and a range of verses is found straight away in the Mus'haf.

Division by hizb has not disappeared for all that: it remains legible on the card. The start of a hizb is marked by a gold pill carrying the hizb number, and the box concerned is ringed in the same colour. Readers attached to the hizb division — particularly for the "Warsh" reading — therefore keep their bearings.

An opening card, two support cards, and redesigned tools

Three cards now accompany the course without being part of it: an opening card, devoted to surah Al-Fâtîhah and intended for students who do not read Arabic, and two support cards that break the shortest surahs down verse by verse. They are described in section 3.9.

The recitation and behaviour record sheet, the memorisation homework table and the manual that goes with them have been redrawn on the same design system as the cards, in French, English and Arabic, in light mode and night mode. They are described in section 4.

A new layout, in booklet form

The card now takes the form of a booklet folded in two. The front carries the cover — the student's details and the objective for the year — and, on the back, the instructions; the inside, once the card is open, forms a continuous double page holding the whole year's path.

Three additions come with this redesign: a notes box for the mentor or teacher, a space for the school stamp

and signatures attesting the card's origin, and a “night mode” variant printable on a dark background, in which every field to be filled in stays light so it can still be written on with a pen.

The vocabulary changes too: the card now speaks of the **mentor or teacher**, so as to cover classroom teaching and one-to-one support alike.

2. The three principles

2.1 Learning by objective

Setting an objective at the start of the year is essential for effectiveness. Throughout the course, everyone involved — student, mentor or teacher and parents — must know at any moment “where they are going” and “where they stand”. That is the condition for sound monitoring and concrete results.

Learning proceeds through short objectives, to be met at home. Reciting and validating those objectives happens in class, with the mentor or teacher. Step by step, what has been learnt accumulates; consolidating it happens in class.

2.2 Shared accountability

Everyone is accountable: not only the mentor or teacher, but also the student and the parents. The burden of learning falls on all of them.

- The mentor or teacher sets the objectives, gives the student structure, monitors and validates what has been learnt.
- The student meets the objectives set.
- The parents, working with the mentor or teacher, help the student meet their objectives and monitor daily at home.

Parents have a major role here: the student's success depends largely on them.

2.3 Monitoring

Since learning happens mainly at home, parental monitoring is central. Parents contribute directly and personally to the success of the project, and must be strongly involved in the student's learning. They are direct contributors to it.

3. The recitation card

To put these three requirements into practice, and to help parents and student reach the goal set at the start of the year, a tracking-card system — the “recitation card” — is used.

3.1 What the card is for

The card is issued to each student and corresponds to one level. It sets an annual objective, broken down into short-term objectives. The student keeps it at all times and presents it to their mentor or teacher at every recitation. A duplicate is kept by the school, to allow closer monitoring and to have a copy should the card be lost.

Parents are asked to monitor progress. This takes the form of a dated note, “see recitation card”, written in the home-school diary after each recitation. That note must be signed by the parents before the next recitation.

The card is printed on a single A6 sheet — 148 × 105 mm, a quarter of an A4 sheet — folded in two: the **front** carries the cover and the instructions, the **inside** carries the year's path across a double page.

3.2 The front: the card's identity

Figure 1: front of the recitation card (card no. 3) — cover on the left, instructions on the back

1. The card number and its colour code: white, yellow, orange, green, blue and burgundy for cards 1 to 6.
2. The annual objective, named after the surah to be reached — here “Al-Mulk” — with a reminder of the hizb covered, the first and last surah, and the total number of boxes.
3. The student's details: surname, first name, class and the name of the mentor or teacher.
4. The school year.
5. The full path, from the first card to the last, the current one highlighted.
6. The instructions, printed on the card itself: the student and the parents always have them to hand. They recall the reading direction in particular.
7. The mentor or teacher's notes box: any useful information about the progression or revision programme.
8. The school stamp and the signatures — mentor or teacher, guardian or parent — attesting the card's origin and committing to the monitoring.

3.3 The back: the memorisation path

The back carries the whole year's path, surah by surah. Each surah forms a self-contained block.

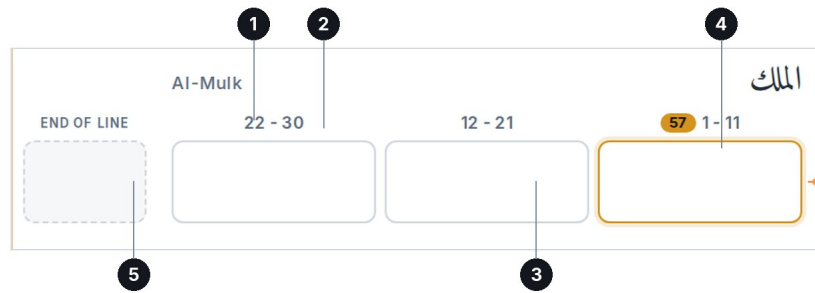


Figure 2: anatomy of a "surah" block (surah Al-Mulk, card no. 3)

1. The name of the surah, at the head of the block, in Arabic and in transliteration.
2. The range of verses to memorise for the week — here verses 1 to 11.
3. The recitation box: the mentor or teacher writes the date in it once the section has been correctly recited.
4. The gold pill: it carries the number of the hizb that begins in that box.
5. The end-of-line box: it validates the whole surah, once all its sections have been recited.

Once the card is open, the two half-pages inside form a continuous double page: the lines run on from one to the other.

Figure 3: the complete inside of the recitation card (card no. 3)

3.4 How to read the card

Five reading rules

1. Each line runs across both pages, from right to left — like an Arabic text. You start on the right-hand half, continue on the left-hand half, then move down a line. A dotted arrow at the fold recalls that crossing from one page to the other.
2. Each block carries the name of a surah; you finish it before moving on to the next.
3. Within a block, you start with the right-most box: it holds the first verses.
4. One box = one weekly objective. The range of verses is printed just above it.
5. The dotted box at the end of the line validates the whole surah once all its boxes have been recited.

These rules apply to cards 2 to 6 and to the two support cards. Card 1 and the opening card have a path of their own; it is described in sections 3.8 and 3.9. The reading direction is in any case recalled on every card, on the front as on the inside: in case of doubt, that is what counts.

3.5 Spotting the hizb

The traditional hizb division remains fully legible on the card, without cluttering the layout.



Figure 4: the gold pill marks the start of hizb 57

For “Warsh” readers

The gold pill, placed just before the range of verses, carries the number of the hizb that begins in that box; the box itself is ringed in the same colour, so it can be spotted at a glance across the double page.

Students and teachers who think in hizb — often the case in the “Warsh” reading — can therefore keep following their progress in hizb while enjoying the clarity of the division by surah.

3.6 Validating an objective

What the mentor or teacher does

1. The student recites the section corresponding to the current box.
2. If the section is well recited, the mentor or teacher writes the date of recitation in the box: the objective is validated.
3. If the objective is not met, the box is left blank and a new deadline is agreed with the student.
4. After two consecutive objectives are missed, a discussion is arranged with the parents to understand the difficulty and find a way through.
5. When all the boxes of a surah are validated, the student recites the whole surah: the mentor or teacher then dates the end-of-line box.

These end-of-line validations are consolidation points: they make sure the student is not simply stringing isolated sections together, but has mastered the whole before going further.

The notes box, on the back of the cover, is there for whatever will not fit in a box: a revision programme, a postponed deadline, a remark for the parents.

What the parents do

- Have the week's objective revised at home, every day, for a short spell.
- Check the card after each lesson: a dated box means the objective was met, an empty box means it was postponed.
- Sign the note in the home-school diary before the next recitation.
- Sign the “guardian / parent” box on the back of the card at the start of the year.

3.7 Progression and levels

There are six levels; each level has its own card. The cards look alike and differ only in the objectives to be met: the higher the level, the more ambitious the objective.

The level is independent of the class and of how long the student has attended. A class may therefore bring together students holding cards of different levels. It remains more practical, however, to group students of the same category in one class: “beginner” for level 1, “intermediate” for levels 2 and 3, “advanced” for levels 4, 5 and 6.

Whenever the annual objective is met, the student is given a higher-level card with a new objective. A reward is presented along with the new card, to mark the achievement and provide motivation for the new challenge.

For particularly gifted students, who find learning easier, more ambitious objectives may be set on an individual basis.

Card no. 1

Card no. 2

Card no. 3

Card no. 4

Card no. 5

Card no. 6

Figure 5: the six cards and their colour code

Summary table

Category	Card	Prerequisite	Objective for the year	Cumulative	Per week	Per day	Learning
Beginner	1	Syllabic reading acquired	Hizb 60 “Sabih”	1 hizb	3 to 5 lines	—	In class, then at home
Intermediate	2	1 hizb (Sabih)	Hizb 59 “Amma”	2 hizb	3 to 5 lines	< 1 line	At home (semi-autonomous)
Intermediate	3	2 hizb (‘Amma)	Hizb 58 and 57 “Tabaraka”	4 hizb	7 to 10 lines	< 2 lines	At home (autonomous)
Advanced	4	4 hizb (Tabaraka)	Hizb 56 to 53 “Adh-Dhâriyât”	8 hizb	15 to 20 lines	< 3 lines	At home
Advanced	5	8 hizb (Adh-Dhâriyât)	Hizb 52 to 49 “Ash-Shûrâ”	12 hizb	15 to 20 lines	< 3 lines	At home
Advanced	6	12 hizb (Ash-	Hizb 48 to 45 “Yâsîn”	16 hizb	15 to 20	< 3 lines	At home

Category	Card	Prerequisite	Objective for the year	Cumulative	Per week	Per day	Learning
		Shûrâ)			lines		

Table 1: objectives set by the recitation card, by level

3.8 The levels one by one

Level 1 — beginner

This level is for beginners: first-year students, or students with reading difficulties. Its objective is memorising the last hizb of the Qur'an — no. 60, “Sabbih” — together with the beginnings of semi-autonomous learning. It requires a minimum command of syllabic reading.

Card no. 1 carries the whole of hizb 60 on its own. Its inside is read in two stages, reflecting the uneven length of the surahs in that hizb:

- the **right-hand half** gathers the twenty shortest surahs, from “An-Nâs” to “Ad-Duhâ”, in two columns. Each fits in a single box: the week's objective is then a whole surah;
- the **left-hand half** carries the eight longer surahs, from “Al-Layl” to “Al-A'îâ”, divided into ranges of verses as on the cards of the following levels.

The reading order is printed on the card and recalled by three numbered markers: the first column of the right-hand half, top to bottom; the second column, top to bottom; then the left-hand half, line by line. There is no part reserved for progression and part reserved for revision: the card is used in full for one, for the other, or for both.

RECITATION RECORD - CONTINUED

3 then the lines

Al-Layl 12 - 21 1 - 11 الليل

END OF LINE

Ash-Shams 11 - 15 1 - 10 الشمس

END OF LINE

Al-'Alaq 11 - 19 1 - 10 العلق

END OF LINE

Al-Bayyinah 7 - 8 5 - 6 1 - 4 البينة

END OF LINE

Al-A'îâ 11 - 19 1 - 10 الأعلى

END OF LINE

Al-Balad 16 - 20 8 - 15 1 - 7 البلد

END OF LINE

Al-Ghāshiyah 21 - 26 11 - 20 1 - 10 الغاشية

END OF LINE

Al-Fajr 23 - 30 17 - 22 11 - 16 1 - 10 الفجر

END OF LINE

Then line by line, from top to bottom
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RECITATION RECORD

CARD N° 1 - سبح

2 2nd column

1 1st column

الحمد لله

الناس

الفلق

الإخلاص

المسد

النصر

الكافرون

الكوثر

الماعون

قريش

الفيل

Read column by column, from top to bottom

Figure 6: inside of card no. 1 — the whole of hizb 60 “Sabbih”

Learning starts in class, through collective reading. There is no strictly fixed monthly objective: progress follows the student's command of reading. The objectives may in fact be taken in any order — collective learning might for instance start at “Wa-Attîni” and work towards “An-Nâs”. Short sections are tackled this way, which aids memorisation and puts students on an equal footing, some already knowing the briefest surahs.

In the second half of the year, once the student has gained some autonomy, learning at home is introduced with the parents taking an active part. A weekly objective of 3 to 5 lines is then set, that is less than a line a day, and the sections tackled are the longer surahs — those of the left-hand half of the card.

A photocopy of the section to be learnt, in a suitable format, is given to the students to make reading and memorising easier. Revision of the accumulated sections is done in class, individually, in pairs or in a group.

For those starting from nothing

Most students already know the shortest surahs when they arrive. For those genuinely starting from nothing — the less frequent case — two support cards give them a foothold before card no. 1; students who cannot yet read Arabic can start earlier still, with the opening card. See section 3.9.

Level 2 — intermediate

This level is for intermediate students, with semi-autonomous reading and learning at the start of the year. Its objective is memorising hizb no. 59 (“Amma”), together with fully autonomous learning — that is, 2 hizb in all.

This level requires level 1 to have been validated. Learning takes place mainly at home, with the parents taking an active part; the monthly objective is an eighth of a hizb (a “thumun”).

In the second half of the year, once the student is fully autonomous, learning at home continues without the parents taking an active part; they now concentrate on monitoring. The weekly objective is 3 to 5 lines, that is less than a line a day. Revision is done in class, individually, in pairs or in a group.

From this card onwards, each line runs across both pages inside: the surah begins on the right-hand half and continues on the left-hand half.

RECITATION RECORD - CONTINUED

END OF LINE

40 - 46 30 - 39 20 - 29 12 - 19 1 - 11

وَالنَّازِعَاتِ

At-Takwīr

21 - 29 11 - 20 1 - 10

إِذَا الشَّمْسُ كُوِّرَتْ

Al-Mutaffifīn (1/2)

17 - 25 10 - 16 1 - 9

وَيْلٌ لِلْبَاطِفِينَ

Al-Inshiqāq

19 - 25 9 - 18 1 - 8

إِذَا السَّمَاءُ انشَقَّتْ

At-Tārīq

9 - 17 1 - 8

وَالسَّمَاءُ وَالطَّارِقِ

RECITATION RECORD

CARD N° 2

END OF LINE

38 - 40 29 - 37 20 - 28 12 - 19 1 - 11

عَمَّ

An-Naba

35 - 42 25 - 34 13 - 24 1 - 12

عَبَسَ

'Abasa

10 - 19 1 - 9

إِذَا السَّمَاءُ انْفَطَرَتْ

Al-Mutaffifīn (2/2)

32 - 36 26 - 31

وَيْلٌ لِلْبَاطِفِينَ

Al-Burūj

12 - 22 9 - 11 1 - 8

وَالسَّمَاءُ ذَاتِ الْبُرُوجِ

the gold marker shows where a hizb begins
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Each line runs across both pages, from right to left
then move down to the next line

Figure 7: inside of card no. 2

Level 3 — intermediate

This level is for intermediate students with autonomous reading and learning. Its objective is memorising hizb nos. 58 and 57 (“Tabâraka”), together with command of the hizb learnt at earlier levels — that is, 4 hizb in all.

This level requires level 2 to have been validated. Learning takes place entirely at home, autonomously. The monthly objective is a quarter of a hizb (a “rubu”), which corresponds to a weekly objective of 7 to 10 lines, that is less than two lines a day. Revision is done in class, individually, in pairs or in a group.

From this card onwards, the surahs are taken in reverse Mus'haf order, in blocks of hizb: progress moves from one hizb to the next, back towards the start of the Qur'an.

RECITATION RECORD · CONTINUED				RECITATION RECORD			
Al-Muzzammil المزمّل END OF LINE 20 12 - 19 1 - 11				Al-Jinn الجن END OF LINE 20 - 28 11 - 19 58 1 - 10			
Al-Insân الإنسان Al-Qiyamah القيامة END OF LINE 22 - 31 11 - 21 1 - 10 20 - 40 1 - 19				Al-Muddaththir المدثر END OF LINE 40 - 56 28 - 39 1 - 27			
Al-Mulk الملك END OF LINE 22 - 30 12 - 21 57 1 - 11				Al-Mursalât المرسلات END OF LINE 35 - 50 20 - 34 1 - 19			
Al-Hâqqah الحاقة END OF LINE 33 - 52 15 - 32 1 - 14				Al-Qalam القلم END OF LINE 40 - 52 22 - 39 1 - 21			
Nûh نوح END OF LINE 22 - 28 10 - 21 1 - 9				Al-Ma'ârij المعارج END OF LINE 33 - 44 17 - 32 1 - 16			

Reverse order — progress by hizb blocks · the gold marker shows where a hizb begins
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Each line runs across both pages, from right to left then move down to the next line

Figure 8: inside of card no. 3

Level 4 — advanced

This level is for advanced students, with good reading and a good capacity for autonomous learning. Its objective is memorising hizb nos. 56 to 53 — hizb “Qâla famâ khatbukum”, surah “Adh-Dhâriyât” — together with command of the hizb learnt at earlier levels, that is, 8 hizb in all.

This level requires level 3 to have been validated. Learning takes place entirely at home, autonomously. The monthly objective is half a hizb (a “nisf”), which corresponds to a weekly objective of 15 to 20 lines, that is less than three lines a day. Revision is done in class, individually, in pairs or in a group.

RECITATION RECORD · CONTINUED				RECITATION RECORD			
At-Taghâbun التغابن END OF LINE 10 - 18 1 - 9				Al-Munâfiqûn المنافقون Al-Jumu'ah الجمعة END OF LINE 7 - 11 1 - 6 56 1 - 11			
At-Tahrîm التحريم END OF LINE 7 - 12 1 - 6				At-Talâq الطلاق END OF LINE 7 - 12 1 - 6			
As-Saff الصف Al-Mumtahanah الممتحنة END OF LINE 1 - 14 7 - 13 1 - 6				Al-Hashr الحشر Al-Mujâdalah المجادلة END OF LINE 11 - 24 1 - 10 12 - 22 55 1 - 11			
Al-Hadîd الحديد END OF LINE 25 - 29 18 - 24 11 - 17 1 - 10				Al-Wâq'ah الواقعة Ar-Rahmân الرحمن END OF LINE 49 - 96 1 - 48 41 - 78 54 1 - 40			
Al-Qamar القمر An-Najm النجم END OF LINE 29 - 55 1 - 28 32 - 62 1 - 31				At-Tûr الطور Adh-Dhâriyât الذاريات END OF LINE 26 - 49 1 - 25 53 31 - 60 1 - 30			

Reverse order — progress by hizb blocks · the gold marker shows where a hizb begins
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Each line runs across both pages, from right to left then move down to the next line

Figure 9: inside of card no. 4

Level 5 — advanced

This level is for advanced students, with good reading and a good capacity for autonomous learning. Its objective is memorising hizb nos. 52 to 49 — hizb “Ilayhi”, surah “Ash-Shûrâ” — together with command of the hizb learnt at earlier levels, that is, 12 hizb in all.

This level requires level 4 to have been validated. The arrangements are the same as at level 4: entirely autonomous learning at home, half a hizb a month, 15 to 20 lines a week, revision in class.

RECITATION RECORD - CONTINUED					RECITATION RECORD				
Al-Hujurat المحرات END OF LINE: 14-18, 10-13, 6-9, 1-5					Al-Fath الفصح END OF LINE: 26-29, 18-25, 11-17, 1-10				
Al-Ahqaf الأحقاف END OF LINE: 24-35, 13-23, 1-12					Qâf ق END OF LINE: 36-45, 23-35, 12-22, 1-11				
Az-Zukhruf الزخرف END OF LINE: 67-89, 46-66, 24-45, 1-23					Muhammad محمد END OF LINE: 31-38, 20-30, 12-19, 1-11				
Al-Jathiyah الجاثية END OF LINE: 26-37, 16-25, 1-15					Ad-Dukhân الدخان END OF LINE: 30-59, 1-29				
Ash-Shoûrâ (2/2) السورى END OF LINE: 48-53, 42-47, 27-41					Ash-Shoûrâ (1/2) السورى END OF LINE: 20-26, 13-19, 1-12				

Reverse order — progress by hizb blocks - the gold marker shows where a hizb begins
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Each line runs across both pages, from right to left then move down to the next line

Figure 10: inside of card no. 5

Level 6 — advanced

This level is for advanced students, with good reading and a good capacity for autonomous learning. Its objective is memorising hizb nos. 48 to 45 — hizb “Wamâ anzalnâ”, surah “Yâ-Sîn” — together with command of the hizb learnt at earlier levels, that is, 16 hizb in all. It closes the course and reaches the stated goal: the last quarter of the Qur'an.

This level requires level 5 to have been validated. The arrangements are the same as at levels 4 and 5: entirely autonomous learning at home, half a hizb a month, 15 to 20 lines a week, revision in class.

Figure 11: inside of card no. 6

3.9 The accompanying cards

The course remains the **six recitation cards** described above. Three cards come alongside them without being part of them: they carry no level, gate no progression and count towards no hizb total. Their role is to familiarise the student with the recitation card before they take on card no. 1.

Card no. 0 — Al-Fâtihah

Support card 1

Support card 2

Figure 12: the opening card and the two support cards

The opening card — card no. 0, Al-Fâtihah

This is an **initiation card**, intended first of all for students who do not read Arabic. It carries surah Al-Fâtihah, the prologue and opening of the Qur'an, in seven verses — the basmala included. Each verse has its box: the Arabic text, its transliteration in Latin script, and the validation box. The seventh, longer than the others and harder to pronounce for someone who does not read Arabic, is split in two — 7^1 and 7^2 — so that the load stays even from one box to the next. A band at the foot of the page validates the recitation of the whole surah in one go. It is read like cards no. 2 to 6: each line runs across both halves of the card, from right to left — verse 1 on the right, verse 2 on the left — then move down to the next line. It is the reading habit of the whole collection, learnt here on the shortest text.

It serves as a card of welcome: the student discovers the principle — an objective, a box, a date — on a text they will recite all their life, and without needing to read Arabic to begin.

RECITATION RECORD · CONTINUED	RECITATION RECORD	OPENING CARD · الفاتحة
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ Al-hamdu li-Lāhī rabbi l-'ālamīn ②	بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ Bismi-Lāhī r-Rahmāni r-Rahīm ①	
مَالِكِ يَوْمِ الدِّينِ Mālikī yawmi d-dīn ④	الرَّحْمَنِ الرَّحِيمِ R-Rahmāni r-Rahīm ③	
اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ Ihdinā s-sirāṭa l-mustaqīm ⑥	إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ Iyyāka na'budu wa iyyāka nasta'īn ⑤	
غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ Ghayri l-maghḍūbi 'alayhim wa lā d-dālīn ⑦	صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ Sirāṭa ladhīna an'amta 'alayhim ⑦	
Full recitation the whole surah, in one go		

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Each line runs across both pages, from right to left then move down to the next line

Figure 13: inside of the opening card — the seven verses of Al-Fâtihah

The two support cards

These are **support cards**, for students genuinely starting from nothing. They take up the twenty short surahs of the right-hand half of card no. 1, but break them down verse by verse or into small groups of verses.

- The first covers the surahs from « An-Nâs » to « Al-Fîl ».
- The second continues from « Al-Humaza » to « Ad-Duhâ ».

They read like cards 2 to 6: each line runs across both pages, from right to left. They have one particularity: the boxes take not a date but a simple tick. The date is written only at the end of the line, at the full recitation of the surah, before moving on to the next.

Once these two cards are done, the student moves on to card no. 1.

RECITATION RECORD · CONTINUED	RECITATION RECORD	BEGINNER N° 1 · الفيل
Al-Falaq الفلق END OF LINE 5 4 3 2 1	An-Nâs الناس END OF LINE 6 5 4 2-3 1	
Al-Masad المسد END OF LINE 5 4 3 2 1	Al-Ikhlâs الإخلاص END OF LINE 4 3 2 1	
Al-Kāfirûn الكافرون END OF LINE 5-6 4 3 1-2	An-Nasr النصر END OF LINE 3 2 1	
Al-Mā'ûn الماعون END OF LINE 6-7 4-5 3 2 1	Al-Kawthar الكوثر END OF LINE 3 2 1	
Al-Fîl الفيل END OF LINE 5 4 3 2 1	Quraysh قريش END OF LINE 4 3 2 1	

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Each line runs across both pages, from right to left then move down to the next line

Figure 14: first support card (from « An-Nâs » to « Al-Fîl »)

RECITATION RECORD - CONTINUED				RECITATION RECORD			
Al-'Asr العصر END OF LINE 1 - 3				Al-Humazah الهذرة END OF LINE 5 - 9 1 - 4			
Al-Qāṭi'ah القارعة END OF LINE 8 - 11 5 - 7 1 - 4				At-Takāthur التكاثر END OF LINE 5 - 8 1 - 4			
Az-Zalzalah الزلزلة END OF LINE 7 - 8 5 - 6 1 - 4				Al-'Adiyāt العاديات END OF LINE 9 - 11 6 - 8 1 - 5			
At-Tin التين END OF LINE 6 - 8 1 - 5				Al-Qadr القدر END OF LINE 4 - 5 1 - 3			
Ad-Duhā الضحى END OF LINE 8 - 11 5 - 7 1 - 4				Ash-Sharh الشرح END OF LINE 6 - 8 1 - 5			

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Each line runs across both pages, from right to left then move down to the next line

Figure 15: second support card (from « Al-Humaza » to « Ad-Duhâ »)

3.10 After card no. 6: cards no. 7 and 8

The six recitation cards cover the last quarter of the Qur'an, from "Sabbih" to "Yâ-Sîn". A student who has seen them through has reached the stated objective of this methodology — but not the end of the road.

Cards no. 7 and 8 open what comes next. Their role differs from that of the accompanying cards described in the previous section: the opening card and the two support cards come **before** card no. 1 and serve to get familiar with the tool; cards no. 7 and 8 come **after** card no. 6 and carry the course onward.

The hizb replaces the surah

This change of unit is not an editorial convenience, it is the common practice of the hâfîdh: once this first quarter is acquired, one generally moves to a rhythm of five hizb a year. The surah can no longer serve as a measure — going back towards the beginning of the Book, the surahs grow longer and no longer offer an even pace. The hizb keeps a constant length.

Each line on the back is therefore one hizb, divided into four quarters of two eighths, and each eighth corresponds to one box. Two boxes punctuate the line to consolidate what has been learnt box by box: at the half hizb, the student recites the first four eighths in one go; at the end of the line, the whole hizb.

RECITATION RECORD - CONTINUED				RECITATION RECORD			
الله الذي خلقكم quarter 4 8/8 quarter 3 6/8 منين إليه quarter 2 4/8 quarter 1 2/8				ولا تجادلوا quarter 2 4/8 quarter 1 2/8			
قد علم الله المحقين quarter 4 8/8 quarter 3 6/8 يا أيها النبي ايق الله quarter 2 4/8 quarter 1 2/8				قل يوفاكم quarter 2 4/8 quarter 1 2/8			
وقد آتينا داود quarter 4 8/8 quarter 3 6/8 يا أيها النبي قل للأزواج quarter 2 4/8 quarter 1 2/8				ترجي من شاء quarter 2 4/8 quarter 1 2/8			
إن الله يمك quarter 4 8/8 quarter 3 6/8 يا أيها الناس أتمم الفقراء quarter 2 4/8 quarter 1 2/8				قل إنما أصطكم quarter 2 4/8 quarter 1 2/8			
وان من شيعته quarter 4 8/8 quarter 3 6/8 احشروا quarter 2 4/8 quarter 1 2/8				أم أعهد إليكم quarter 2 4/8 quarter 1 2/8			

Division by hizb — one line per hizb, four quarters of two eighths - Haf's riwāya

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Each line runs across both pages, from right to left then move down to the next line

Figure 16: back of card no. 7 — one line per hizb, four quarters of two eighths

A cruising rhythm

Five hizb per card, that is forty boxes in the year, roughly one a week: a sustained, regular rhythm, deliberately compatible with ordinary schooling. The expected pace is one card per school year, but the capacity to learn grows along the way: an advanced student may complete two in the same year.

An open series

The series carries on in this way, five hizb after five hizb, going back up to Al-Baqarah. The cards that follow have not been drawn yet, for want of demand so far; they will be, on request, and made available where appropriate on bitaqat-hifd-quran.com.

One last point of form: the quarter markers do not fall in the same place depending on the reading. Each card therefore exists in two versions, Hafs and Warsh, the riwâya being printed on the card.

3.11 Printing and filling in the card

The card is printed on a sheet in **A6 format — 148 × 105 mm, a quarter of an A4 sheet — double-sided**, then folded in two: the finished card measures **74 × 105 mm** and fits inside a Mus'haf. The fold is marked by a dotted line down the middle of each face.

- **Front** — on the left, the cover: the student's details and the objective for the year. On the right, once the card is folded, the back: instructions, notes and signatures.
- **Inside** — the double page carrying the whole year's path.

Printing settings

Print at **100 %**, without “fit to page”: that is what guarantees the format once the sheet is folded. On an ordinary printer, the simplest way is to impose **four cards per A4 sheet** and then cut.

Double-sided printing must superimpose the two faces exactly: test on one sheet before running the print, and reverse the flip direction if the inside comes out upside down.

Two variants are supplied for each card:

- **light mode**, for ordinary printing on white paper;
- **night mode**, on a dark background, for a more contrasted result. Every field to be filled in — details, recitation boxes, notes, signatures — stays on a light ground derived from the card's colour, so it can be written on with a pen.

Figure 17: card no. 3 in night mode — the areas to be filled in stay light

Each card exists in **French, English and Arabic**. The Qur'anic content and the reading order are identical in the three languages; only the labels change.

4. The monitoring tools

The recitation card says where the student is going. Three further tools — a record sheet, a homework table and the manual that goes with them — say where the student stands, week after week, and open a channel between teacher and parents. They were redrawn for this edition on the same design system as the cards.

4.1 The recitation and behaviour record sheet

This sheet stays with the student all year. It carries the student's details, a grid of thirty-five boxes in which the teacher records, at each session, the state of the recitation and, where needed, a remark on behaviour — and, at the head, the key to the icons and the anatomy of a box.

Each box reads in three parts: the date at the top left, the recitation and behaviour icon on the right, the parents' signature below. Four icons are enough to describe a session: recitation acquired, recitation not acquired, not recited, behaviour to be reviewed

Bitaqat Hifd Qor'an

TRACKING & BEHAVIOUR SHEET

RECITATION AND BEHAVIOUR TRACKING

20__ / 20__

LAST NAME

FIRST NAME

CLASS

TEACHER

ANATOMY OF A BOX

day / month

Recitation and behaviour

Parents' signature

LEGEND

✓ Recitation passed

→ Not recited

✗ Recitation not passed

⚠ Behaviour to review

After each recitation session, the teacher records the student's performance using an icon (see Legend). The bottom box must be signed by the parents before the next session.

— / —	— / —	— / —	— / —	— / —	— / —	— / —	— / —
— / —	— / —	— / —	— / —	— / —	— / —	— / —	— / —
— / —	— / —	— / —	— / —	— / —	— / —	— / —	— / —
— / —	— / —	— / —	— / —	— / —	— / —	— / —	— / —
— / —	— / —	— / —	— / —	— / —	— / —	— / —	— / —

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Figure 18: recitation and behaviour record sheet — A5 landscape

4.2 The memorisation homework table

Each row of this table sets a portion of a surah to be learnt, or revised, for the next recitation session: the surah, the first verse and the last. The teacher assesses the student's recitation and behaviour in class. The table has eighteen rows.

The table must be signed

Parents check and sign the teacher's assessment before the next session. That signature is not a formality: it is what guarantees that the work instruction has travelled from school to home.

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 Bitaqat Hifd Qor'an
HOMEWORK CHART

HOLY QUR'AN MEMORISATION HOMEWORK
(Assessments to be signed by the parents after each session)

التاريخ Date	Verses to memorise			Assessments		الامضاء Signature
	Surah	First verse no.	Last verse no.	Recitation	Behaviour	

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Figure 19: memorisation homework table for the Holy Qur'an — A5 portrait

4.3 The manual of cards and tables

A single page, handed out with the booklet, recalling in a few lines what the tools are for and what is expected of each party: the teacher who fills them in, the parents who check and sign, the student who completes the homework set.



TOOLS FOR TRACKING AND MEMORISING THE HOLY QUR'AN

بطاقات للمراقبة ولتحفيظ القرآن الكريم

• How it works

The tracking tools contained in this booklet are provided to validate what the student has learnt, to monitor their work and their behaviour on a regular basis, and to enable an exchange between teachers and parents. How smoothly the student's learning progresses depends directly on how teachers and parents use these tools.

• The Holy Qur'an memorisation plans

The memorisation plans are used regularly by the teacher to support the student in learning and memorising the Holy Qur'an. These plans record how far the student has progressed in their learning and what has been acquired.

• The homework charts

The student must complete the homework recorded in the "Holy Qur'an memorisation homework" charts. Each row of these charts defines a portion of a surah to learn, or to revise, for the next recitation session. The teacher assesses the student's recitation and behaviour in class. Parents must check and sign the teacher's assessment before the following session.

By consulting the memorisation plans and the homework charts regularly, parents stay informed at all times, and continuously, of the student's performance and progress, as well as of their conduct in class.

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Figure 20: manual of cards and tables — A5 portrait

Three tools, three languages, two modes

The three tools — record sheet, homework table, manual — exist in French, English and Arabic (right-to-left layout), in light mode and night mode. As on the recitation cards, the areas meant for handwriting stay on a cream ground in night mode, so that black or blue ink remains legible on them.

Two corrections were made at the same time: in the homework table, the third column — labelled "First verse no." in the previous version — becomes "Last verse no."; and the identity fields are now framed with a solid line rather than a dotted one, so they stay usable in both modes.

4.4 The parents' weekly routine

Four things to do, every week

1. After the lesson: open the recitation card and see whether the week's box has been dated.
2. Read the day's row in the homework table: which surah, which verses.
3. Have the student work at home, every day, for a short spell and without pressure — a quarter of an hour is enough for beginners.
4. Sign the teacher's assessment before the next session.

Regular use of these tools lets parents keep informed, at any time and continuously, of the student's performance and progress, as well as of their conduct in class.

5. Course organisation

The aim of the programme is the memorisation of the Qur'an in accordance with the rules of tajwîd. This calls for taking into account what has been learnt as objectives are met, and for planning regular revision to consolidate it throughout the year. It is also important to give the student keys to understanding the surahs being memorised. The lesson is therefore divided into four subjects.

Subject	Share	Day	Duration
Recitation	40 %	Sunday	A full session (≈ 2 effective hours)
Revision	30 %	Wednesday	Half a session (≈ 1 effective hour)
Reading improvement	20 %	Wednesday	Half a session (≈ 1 effective hour)
Understanding the Qur'anic text	10 %	Wednesday	Up to half an hour

Table 2: the typical week

5.1 Recitation

The aim of this lesson is to recite new sections and meet the objectives set at the start of the year. The lesson is given over entirely to reciting sections learnt at home; the recitation card is used for greater effectiveness. The number of lines to learn depends on the level of the card.

New sections are read through individually with the student. They are taught in “Warsh”, so as to keep consistency across levels. If some passages were previously learnt in the “Hafs” reading, no issue is made of it, but new sections are approached in “Warsh”.

For level 1 beginners, learning proceeds by repetition in class; work towards autonomy begins in the second half of the year, when longer surahs are taken up. Acquiring this autonomy prepares the move to the next level: the student first goes through a semi-autonomous phase at level 2 — learning now happens at home, with the parents' help — before gradually gaining full independence at level 3 and beyond. With the parents' involvement, the student may use interactive materials at home (audio CDs, online interactive Qur'an) to ease this transition.

- The lesson is scheduled on Sunday, the busiest day, and lasts a full session, that is about two effective hours.
- For classes made up of beginners, recitation also takes place on Wednesday, given the particular nature of their learning: group learning, less revision time, autonomy still being acquired.

5.2 Revision

The aim of this lesson is to consolidate what has been learnt and the accumulated total. Revision is done by reading or reciting individually, in pairs or collectively. The lesson is scheduled on Wednesday and lasts half a session, that is about one effective hour.

5.3 Reading improvement

The aim of this lesson is to improve reading and learn the rules of tajwîd. It draws on theory lessons and practical work. For beginners, the teacher will use a syllabic method — “Al-Baghdâdiyya” or “An-Nûrâniyya” — for better results. The lesson is scheduled on Wednesday and lasts half a session, that is about one effective hour.

For classes made up of beginners:

- this lesson also takes place on Sunday, given the particular nature of their learning;

- early-year sessions may be given over to learning to read by the syllabic method;
- improvement of Qur’anic reading will be carried out alongside recitation or group learning.

About the “An-Nûrâniyya” method

This is a well-known method, particularly suited to learning to read the Qur’an. It differs from the “Al-Baghdâdiyya” method in that it familiarises the student with certain subtleties of Qur’anic script that do not exist in classical Arabic: “mudûd”, the form of the “yâ”, the “muqatta’a” letters, subtleties of the “râ”, and “imâla”.

5.4 Understanding the Qur’anic text

The aim of this lesson is to acquaint the student with the overall meaning of the surahs encountered along the way. The teacher sets out the overall meaning and the vocabulary used; a word list with translations is handed out to students.

The lesson is scheduled on Wednesday, at the end of the reading improvement session, and lasts up to half an hour.

At the teacher’s initiative, this lesson may be extended with teaching on the merits of the Qur’an and of knowledge in general: invocations, short “hadith”, Qur’anic passages, and the names of Allah, exalted be He.

6. Conclusion

This methodology, built on objective-based teaching, is meant to be both structuring and demanding. Structuring, because it rests on a timetable of objectives defined by the recitation card. Demanding, because it relies on learning at home and requires daily monitoring.

But it can only work through the strong commitment of everyone involved: the student, the teacher and above all the parents. Parents indeed play a decisive part in monitoring learning at home. This is a new paradigm: the home is the place of learning, and the lesson a space for validating and consolidating what has been learnt at home. The lesson becomes a landmark on which parents rely in order to take part in meeting the student's objectives.

It is a demand equal to the ambitions set out. We believe this way of approaching learning is the one that allows the greatest effectiveness, for better results.

This is but one stage in the absorbing and rewarding study of the Qur'an and its sciences. May Allah, exalted be He, guide us and allow us to be among those close to Him!

Appendix A · A note for parents

A page to detach and keep to hand.

Reading the card in ten seconds

- The card unfolds: inside is the whole year's path.
- Each line runs across both pages, from right to left; then you move down a line.
- One block = one surah. One box = one week.
- The figures above the box are the verse numbers to memorise.
- A dated box = objective met. An empty box = objective carried over.
- The gold pill marks the start of a hizb; its number is written on it.
- The dotted box at the end of the line validates the whole surah.

The rhythm expected at home

The principle is regularity, not intensity. A quarter of an hour every day beats one long session on Saturday.

- Level 1: 3 to 5 lines a week, with a parent's help.
- Level 2: 3 to 5 lines a week, then autonomously.
- Level 3: 7 to 10 lines a week, autonomously.
- Levels 4 to 6: 15 to 20 lines a week, autonomously.

When to worry

Two consecutive objectives missed trigger a meeting with the teacher. Do not wait for that signal: if the student is stuck on a surah, tell the mentor or teacher at the next session.

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This licence covers all the pedagogical resources of the Bitaqat Hifd Qor'an project: recitation cards, opening card, support cards, tracking tools, methodology documents and explanatory texts published on bitaqat-hifd-quran.com — including this document.

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