

Noor Ul Islam Primary School

Year 6

My Learning Journey

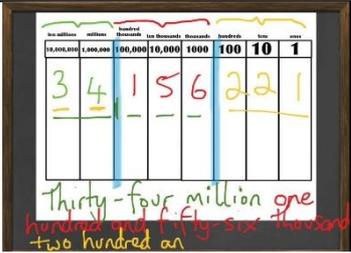
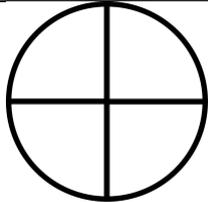
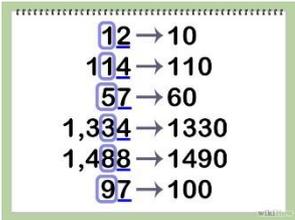
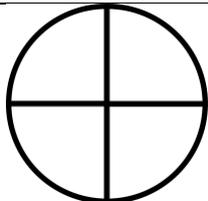
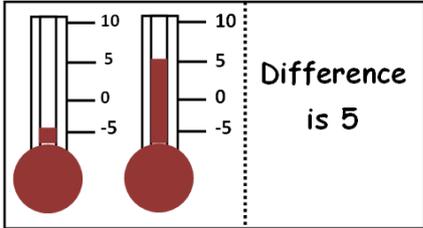
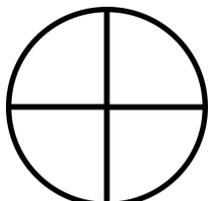
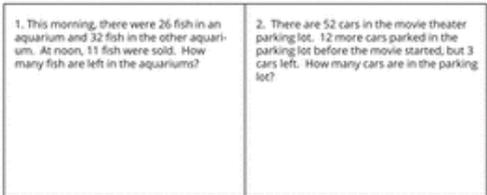
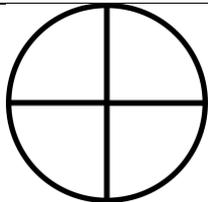
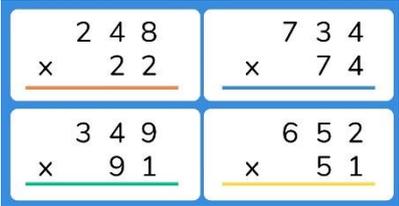
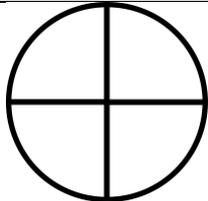
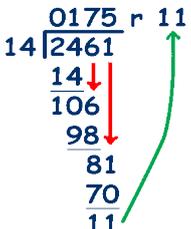
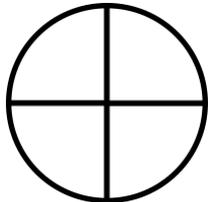


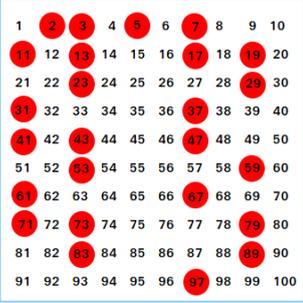
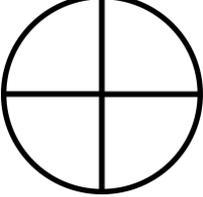
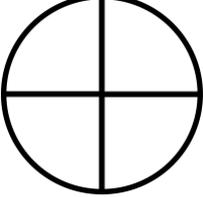
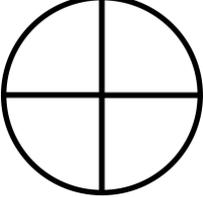
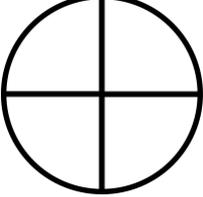
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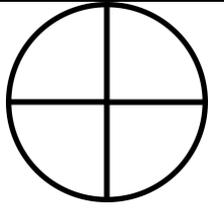
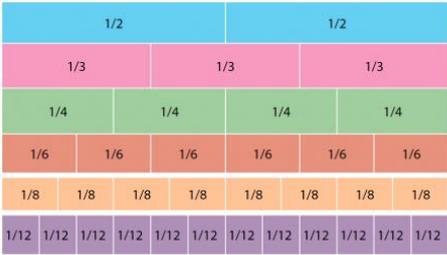
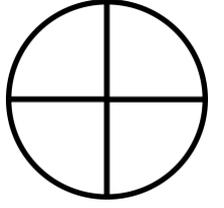
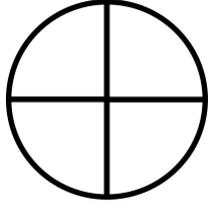
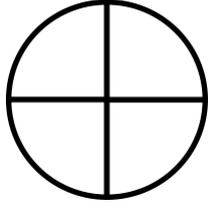
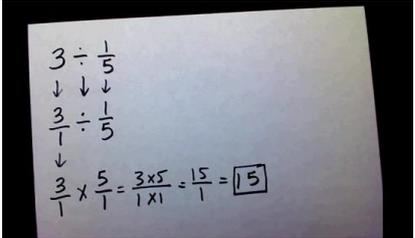
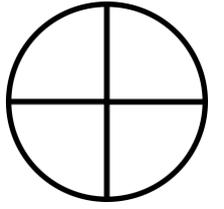
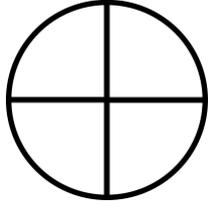
Class Teacher: Miss Reshmi Latif
& Ustaadth Ehsaan

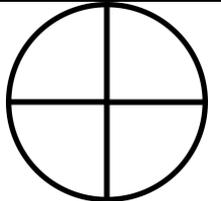
Numeracy Targets

Number and Place Value

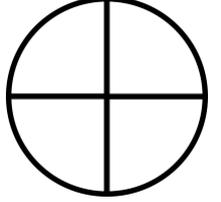
<p>LO:</p>	<p>Example:</p>	
<p>I can read, write, order and compare numbers up to 1,000,000</p>		
<p>I can round any whole number to a required degree of accuracy.</p>		
<p>I can use negative numbers to calculate intervals across zero</p>		
<h3>Addition, subtraction, multiplication and division</h3>		
<p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>		
<p>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p>		
<p>I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long</p>		

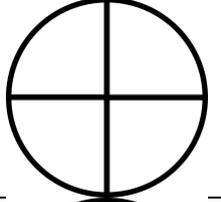
<p>division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>		
<p>I can identify common factors, common multiples and prime numbers</p>	<p>Prime numbers from 1 to 100</p> 	
<p>I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p>	$2^2 = 2 \times 2 = 4$ $2^3 = 2 \times 2 \times 2 = 8$ $4^2 = 4 \times 4 = 16$ $5^3 = 5 \times 5 \times 5 = 125$	
<p>I can use order of operations to carry out calculations</p>	 $10 - (4 \div 2) = 8$	
<p>I can perform mental calculations, including with mixed operations and large numbers</p>	$(\square \times 6) + 5 = 35$ $7 \times 4 = 5 - (\square \times 3)$ $21 \div (\square - 2) = 7$ $12 = 20 - (\square \div 2)$	
<p>Fractions</p>		
<p>I can use common factors to simplify</p>		

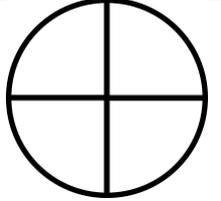
fractions	$\frac{30}{42} \div 6 = \frac{5}{7}$	
I can compare and order fractions of any size		
I can add and subtract fractions with different denominators and mixed numbers	$\frac{2}{3} + \frac{4}{6} \qquad 2\frac{1}{6} + 4\frac{2}{3}$ $\frac{1}{2} - \frac{1}{6} \qquad 3\frac{3}{4} - 1\frac{7}{8}$	
I can multiply proper fractions and mixed numbers. I can multiply simple pairs of proper fractions	$\frac{4}{5} \times \frac{5}{6} = \frac{\cancel{20}^2}{\cancel{30}_3} = \frac{2}{3}$	
I can divide proper fractions by whole numbers		
I can multiply a number with up to two decimal places by a whole number	$4 \times 0.7 = 2.8$	
I can use written division with answers of up to two decimal places		

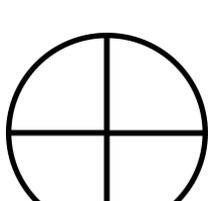
	$\begin{array}{r} 22.75 \\ 16 \overline{)364.00} \\ \underline{-32} \\ 44 \\ \underline{-32} \\ 120 \\ \underline{-112} \\ 80 \\ \underline{-80} \\ 0 \end{array}$	
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Fractions- decimals and percentages

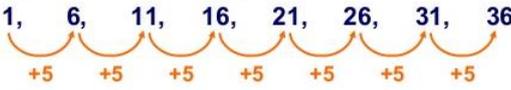
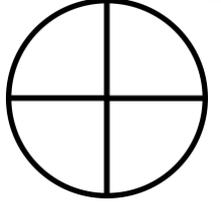
<p>I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p>	<p style="text-align: center;"> <small>Tens Units Tenths Hundredths Thousandths ^{Ten} thousandths</small> 6 8 . 1 5 7 2 <small>Round 68.1572 to the nearest:</small> <small>Whole number: 68 2 decimal places: 68.16</small> <small>1 decimal place: 68.2 3 decimal places:</small> </p>	
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<p>I can associate a fraction with division and calculate decimal fraction equivalents</p>	<p style="text-align: center;">[for example, 0375] for a simple fraction [for example, 3/8]</p>	
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<p>I can multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p style="text-align: center;">Multiplying Decimals</p> $\begin{array}{r} 4.6 \\ \times 7 \\ \hline 14.56 \end{array}$ $\begin{array}{r} 3.9 \\ \times 5.6 \\ \hline 13.79 \end{array}$ $\begin{array}{r} 12.9 \\ \times 3.7 \\ \hline \end{array}$ $\begin{array}{r} \\ \times 2.8 \\ \hline \end{array}$ $\begin{array}{r} \\ \times 5.46 \\ \hline \end{array}$	
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<p>I can solve problems involving the calculation of percentages</p>	<p style="text-align: center;">In Year 6 at NUIPS, 25% of the class like bananas. There are 18 children in total. How many children like bananas?</p>	
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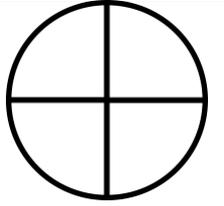
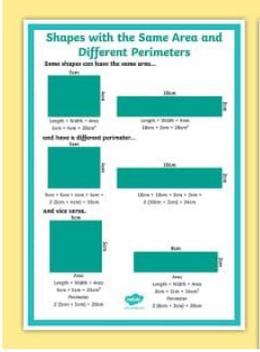
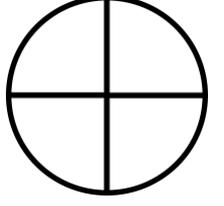
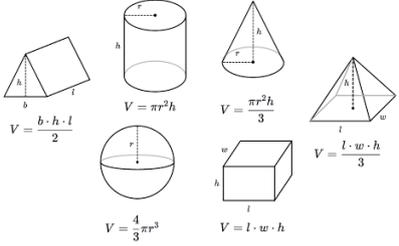
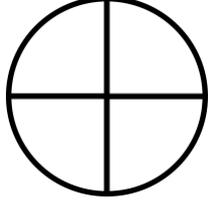
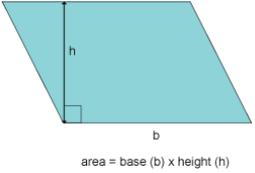
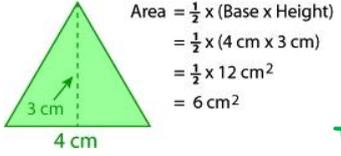
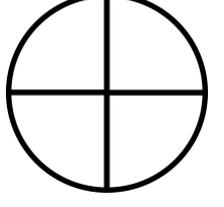
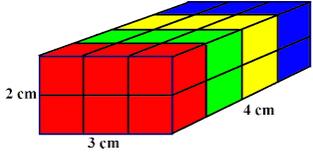
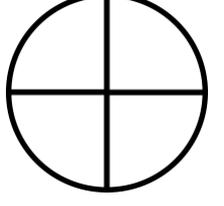
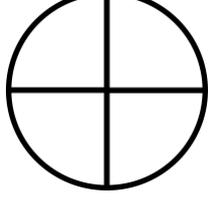
Algebra

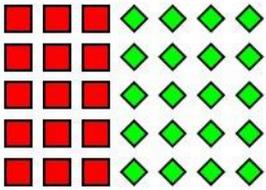
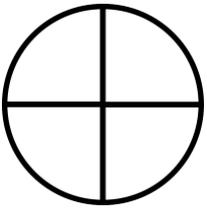
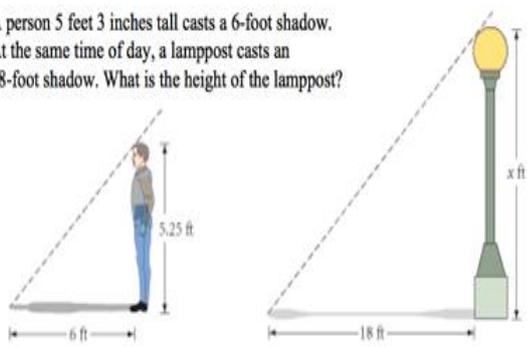
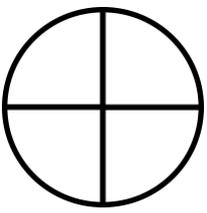
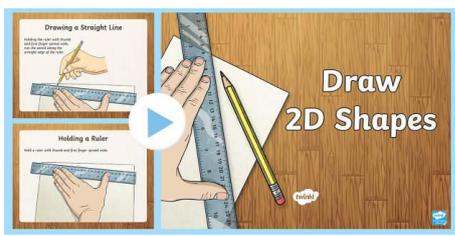
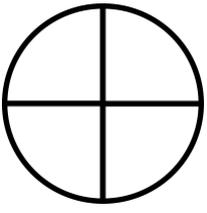
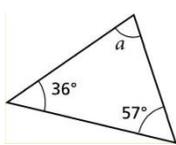
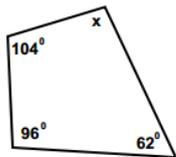
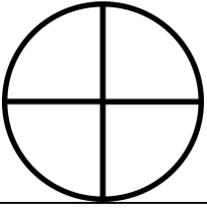
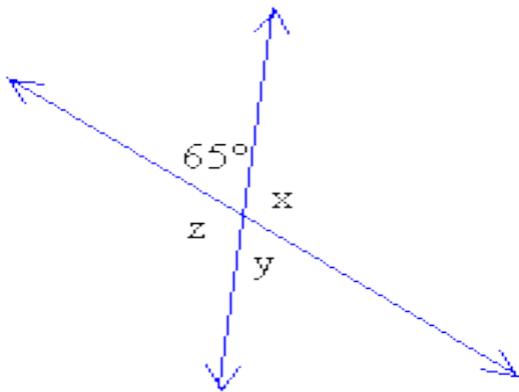
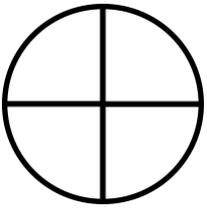
<p>I can create and describe linear number sequences</p>	<p style="text-align: center;">Finding the <i>n</i>th term of a linear sequence</p> <p>The terms in this sequence</p> <p style="text-align: center;">1, 6, 11, 16, 21, 26, 31, 36, ...</p> <p style="text-align: center;">  </p> <p style="text-align: center;">can be found by adding 5 each time.</p>	
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I can use simple formulae	$26 + Y = 94$ What is Y? $94 - 26 = 68$ Check: $26 + 68 = 94$ $Y = 68$	
I can express missing number problems algebraically	$2n + 10 = 16$	
I can find pairs of numbers that satisfy an equation with two unknowns	$2a + 2b =$	
I can enumerate possibilities of combinations of two variables	$2x + 4y = 10$	

Measurement

I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	<p style="text-align: center;">Converting Between Metric Units</p> <p>Length:</p> <p>Mass:</p> <p>Volume:</p>	
I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	<p style="text-align: center;">Measurement Conversion Rule</p>	

<p>I can convert between miles and kilometres</p>	<p>Kilometres converted to miles</p> <p>How many miles would 1km be equal to? $8\text{km} = 5\text{ miles}$ $1\text{km} = 0.625\text{ miles}$ $\div 8$</p> <p>How many km would 1 mile be equal to? $8\text{km} = 5\text{ miles}$ $1.6\text{km} = 1\text{ mile}$ $\div 5$</p>	
<p>I can recognise that shapes with the same area can have different perimeters and vice versa</p>		
<p>I can recognise when it is possible to use formulae for area and volume of shapes</p>		
<p>I can calculate the area of Parallelograms and Triangles</p>	 <p style="text-align: right;">Parallelogram</p>  <p style="text-align: right;">Triangle</p>	
<p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³)</p>		
<p>I can solve problems involving proportion, using knowledge of fractions and multiples</p>	<p>In a box of 48 oranges 1 in every 6 oranges is rotten. How many rotten oranges are there?</p> 	

<p>I can solve ratio problems using multiplication and division facts</p>	 <p>What is the ratio of  to  ?</p>	
<p>I can solve problems involving similar shapes where the scale factor is known</p>	<p>A person 5 feet 3 inches tall casts a 6-foot shadow. At the same time of day, a lamppost casts an 18-foot shadow. What is the height of the lamppost?</p> 	
<p><i>Geometry-properties of shapes</i></p>		
<p>I can draw 2-D shapes using given dimensions and angles</p>		
<p>I can find the missing angles in triangles, quadrilaterals and regular polygons.</p>	  <p>Triangle= 180 Quadrilateral= 360</p>	
<p>I can recognise vertically opposite angles and find the missing angles</p>		
<p>I can draw and name the parts of a circle</p>		

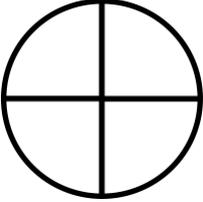
I can recognise, describe and build simple 3-D shapes, including making nets		

Geometry- position and direction

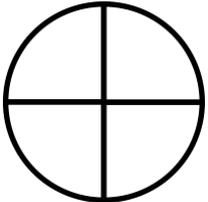
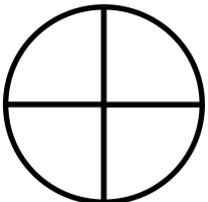
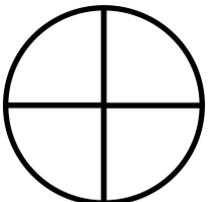
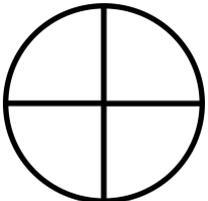
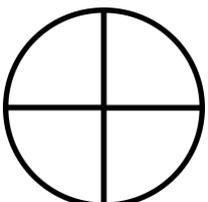
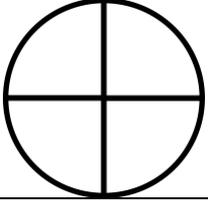
I can describe positions on the full co-ordinate grid		
I can translate shapes on a co-ordinate grid and reflect in the axes.		

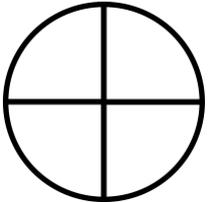
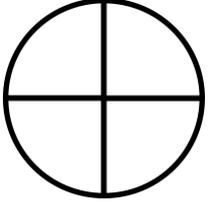
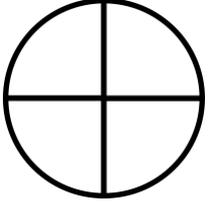
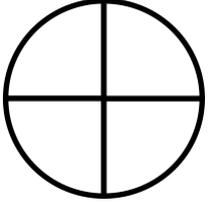
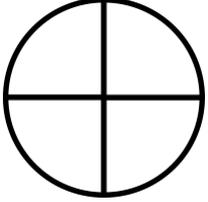
Statistics

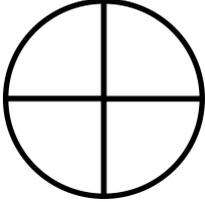
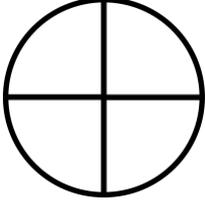
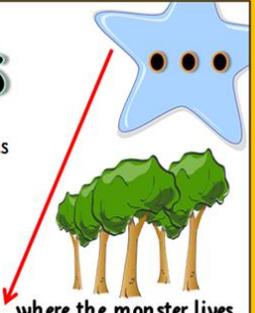
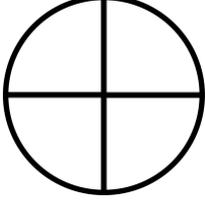
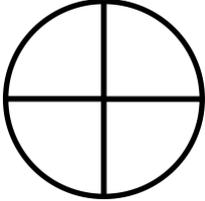
I can construct and interpret pie charts and line graphs to solve problems.		
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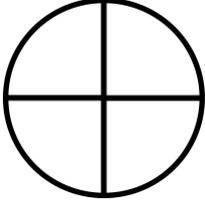
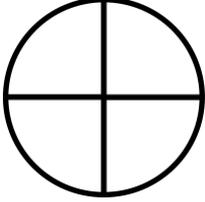
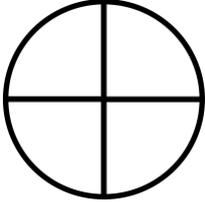
<p>I can calculate and interpret the mean as an average</p>	<p>6, 5, 3, 10 = 4 numbers</p> <p>6 + 5 + 3 + 10 = 24</p> <p>24 ÷ 4 = 6</p>	

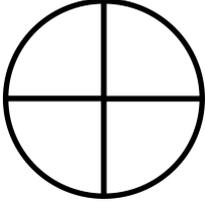
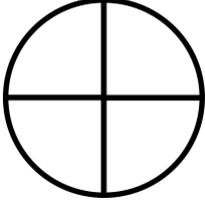
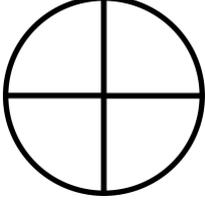
Reading Comprehension

LO:	Example:	
<p>I can talk positively about reading to my friends and younger children. I can recommend books that I have read and give reasons for my choice.</p>	<div style="border: 1px solid black; background-color: #e0ffe0; padding: 10px;"> <p style="text-align: center;">Features of Dictionaries</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The words are in columns</p> <p>The word has its meaning written next to it</p> </div> <div style="width: 45%;"> <p>The word you want is in bold or in colour</p> <p>All the words are in alphabetical order</p> </div> </div> </div>	
<p>I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>		
<p>I can discuss themes and conventions in and across a wide range of writing</p>		
<p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear</p>		
<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>		
<p>I can answer questions (in written form) about texts, including non-fiction texts.</p>		

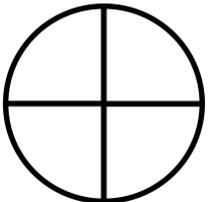
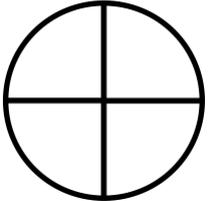
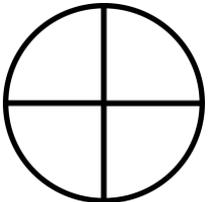
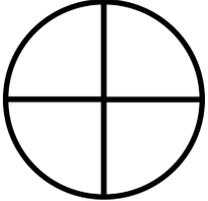
<p>I can summarise the main ideas from across a text</p>	<p>The black and brown, sharp toothed, hunting dog crouched ready to pounce.</p>	
<p>I can explain and discuss my understanding of what I have read, including through presentations and debates, focussing on the topic and using my notes</p>	<p>Modal verbs go before other verbs.</p> <p>I should learn a great deal this lesson.</p>	
<p>I can provide reasoned justifications for my views on books and use the text to help me answer</p>	<p>We use adverbials of time to say:</p> <p>when something happened:</p> <p>for how long</p> <p>how often</p>	
<p>I can read with enthusiasm, and I am able to discuss a wide range of books and authors. I can state my favourite books and criticise a style or genre that I do not like to read.</p>		
<p>I have enough experience of unusual & archaic words to tackle any text.</p>		

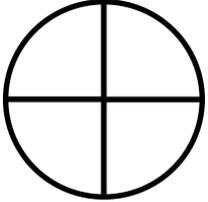
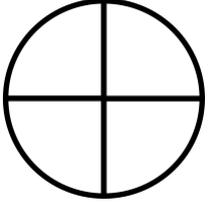
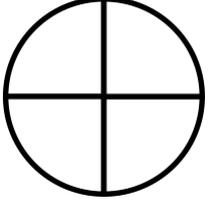
	<i>Grammar</i>																	
<p>I can choose the appropriate vocabulary for formal and informal speech and writing, (e.g. find out – discover; ask for – request; go in – enter)</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="color: #00AEEF;">Formal</th> <th style="color: #00AEEF;">Informal</th> </tr> </thead> <tbody> <tr> <td style="color: #E91E63;">Spectacles</td> <td style="color: #00AEEF;">Glasses</td> </tr> <tr> <td style="color: #E91E63;">Beverage</td> <td style="color: #00AEEF;">Drink</td> </tr> <tr> <td style="color: #E91E63;">Delighted</td> <td style="color: #00AEEF;">Pleased</td> </tr> <tr> <td style="color: #E91E63;">Gentleman</td> <td style="color: #00AEEF;">Man</td> </tr> <tr> <td style="color: #E91E63;">Enquire</td> <td style="color: #00AEEF;">Ask</td> </tr> <tr> <td style="color: #E91E63;">Brilliant</td> <td style="color: #00AEEF;">Great</td> </tr> <tr> <td style="color: #E91E63;">Acquaintance</td> <td style="color: #00AEEF;">Friends</td> </tr> </tbody> </table>	Formal	Informal	Spectacles	Glasses	Beverage	Drink	Delighted	Pleased	Gentleman	Man	Enquire	Ask	Brilliant	Great	Acquaintance	Friends	
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<p>I can uses synonyms and antonyms (e.g. <i>big, large, little</i>)</p>	<p>The kite flew faster than an aeroplane. (How)</p> <p>The kite flew over the tall trees. (Where)</p> <p>Yesterday the kite flew. (When)</p> <p>The kite flew because I let go of the string. (Why)</p>																	
<p>I can use the passive to affect the presentation of information in a sentence (e.g. <i>The window in the greenhouse was broken.</i>)</p>	<div style="border: 2px solid orange; padding: 10px;"> <h2 style="margin: 0;">ellipsis</h2> <p style="margin: 5px 0;">Ellipses show that words have been missed out. They are sometimes used to make writing suspenseful.</p> <p style="margin: 5px 0;">Billy entered the woods... where the monster lives.</p>  </div>																	
<p>I can choose the appropriate structures for formal and informal writing, (e.g. question tags: <i>He's your friend, isn't he?</i>, or the subjunctive: <i>If I were...</i>)</p>	<p>To add extra information without distracting too much from the main idea you can add it between brackets</p> <p><i>Everybody stood up when she (the teacher) entered the room.</i></p> <p>When we wish to provide additional information and emphasize it, we use a pair</p>																	

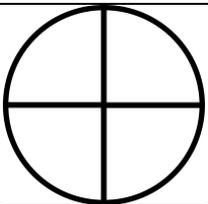
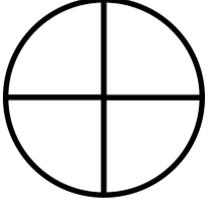
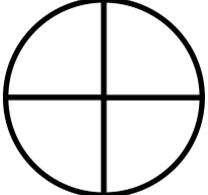
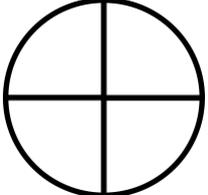
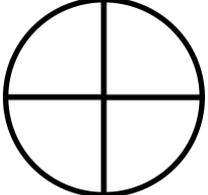
	<p>of dashes <i>I stopped writing - had I heard something outside - and went to the window.</i></p> <p>If we do not wish to draw too much attention to the extra information, we can use a pair of commas. Tom, the captain of the team, was a very brave player.</p>	
<p>I can use a wider range of devices to link ideas across paragraphs, (e.g.: repetition and grammatical connections such as adverbials and ellipsis)</p>	<p>A big-city project. (A project on a big city not a big project on a city.)</p>	
<p>I can use layout devices to structure text (e.g. headings, sub-headings, columns, bullets, or tables)</p>	<div data-bbox="655 1144 1046 1339" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: #0070C0;">Use of the Semicolon</p> <ul style="list-style-type: none"> • A semicolon is used between two independent clauses that could be sentences on their own. • Example: I play volley ball; I love to play. </div> <p>When we get there - if we get there - I'll have something to say to him about his confounded map.</p> <div data-bbox="608 1608 1054 1834" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="color: #800080;">In conclusion: <u>We need a better plan.</u></p> </div>	
<p>I can use semi-colons, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p>		

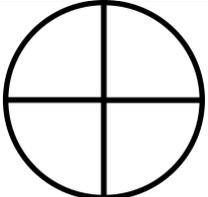
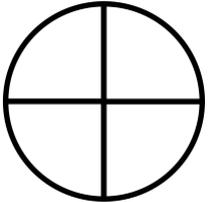
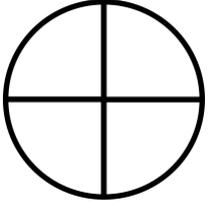
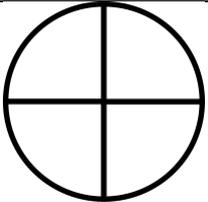
<p>I can use colons and semi-colons in lists</p>	<p>A big-city project. (A project on a big city not a big project on a city.)</p>	
<p>I can uses bullet points to list information</p>	<div data-bbox="655 965 1046 1160" data-label="Complex-Block"> <p>Use of the Semicolon</p> <ul style="list-style-type: none"> • A semicolon is used between two independent clauses that could be sentences on their own. <p>• Example: I play volley ball; I love to play.</p> </div> <p>When we get there - if we get there - I'll have something to say to him about his confounded map.</p> <div data-bbox="603 1429 1054 1659" data-label="Text"> <p>In conclusion: <u>We</u> need a better plan.</p> </div>	
<p>I can use hyphens to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>		

Composition

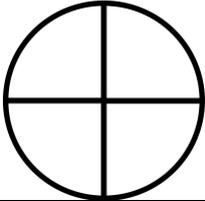
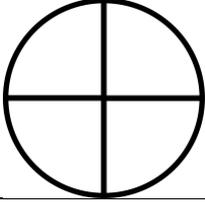
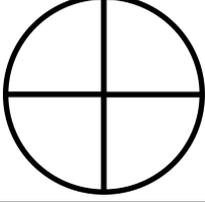
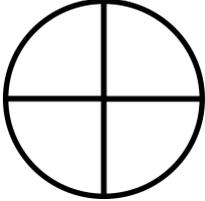
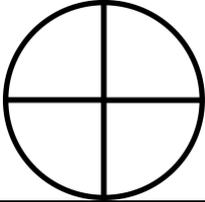
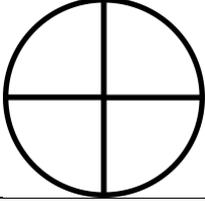
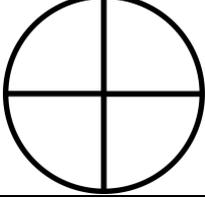
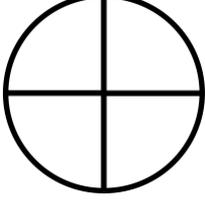
<p>I can identify the audience for and purpose of the writing, selecting the appropriate form</p>	<table border="1"> <tr> <td>Formal</td> <td>Informal</td> </tr> <tr> <td>Spectacles</td> <td>Glasses</td> </tr> <tr> <td>Beverage</td> <td>Drink</td> </tr> <tr> <td>Delighted</td> <td>Pleased</td> </tr> <tr> <td>Gentleman</td> <td>Man</td> </tr> <tr> <td>Enquire</td> <td>Ask</td> </tr> <tr> <td>Brilliant</td> <td>Great</td> </tr> <tr> <td>Acquaintance</td> <td>Friends</td> </tr> </table>	Formal	Informal	Spectacles	Glasses	Beverage	Drink	Delighted	Pleased	Gentleman	Man	Enquire	Ask	Brilliant	Great	Acquaintance	Friends	
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<p>I can note and develop my ideas, drawing on reading and research where necessary</p>	<p>The kite flew faster than an aeroplane. (How)</p> <p>The kite flew over the tall trees. (Where)</p> <p>Yesterday the kite flew. (When)</p> <p>The kite flew because I let go of the string. (Why)</p>																	
<p>I can consider how authors have developed characters and settings in narratives</p>																		
<p>I can select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning</p>	<p>To add extra information without distracting too much from the main idea you can add it between brackets Everybody stood up when she (the teacher) entered the room.</p> <p>When we wish to provide additional information and emphasize it, we use a pair of dashes I stopped writing - had I heard something outside -</p>																	

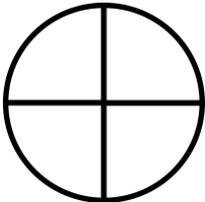
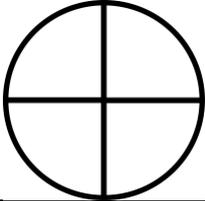
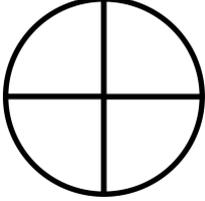
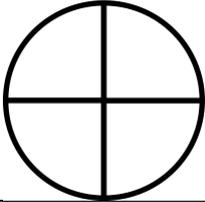
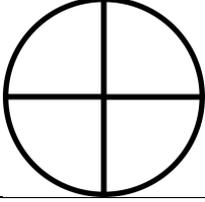
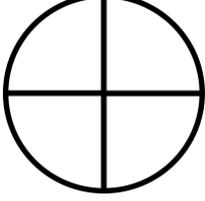
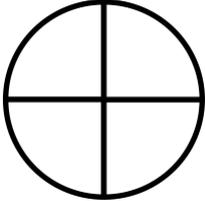
	<p><i>and went to the window.</i></p> <p>If we do not wish to draw too much attention to the extra information, we can use a pair of commas. Tom, the captain of the team, was a very brave player.</p>	
<p>I can describe settings, characters and atmosphere and uses dialogue to convey the character</p>	<p>A big-city project. (A project on a big city not a big project on a city.)</p>	
<p>I can summarise longer passages</p>	<div data-bbox="655 1032 1046 1227" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: #0070C0;">Use of the Semicolon</p> <ul style="list-style-type: none"> • A semicolon is used between two independent clauses that could be sentences on their own. • Example: I play volley ball; I love to play. </div> <p>When we get there - if we get there - I'll have something to say to him about his confounded map.</p> <div data-bbox="603 1496 1054 1720" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="color: #800080;">In conclusion: <u>We</u> need a better plan.</p> </div>	
<p>I can use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>		
<p>I can assess the effectiveness of my own and others' writing</p>	<p>A big-city project. (A</p>	

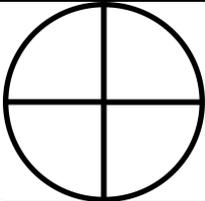
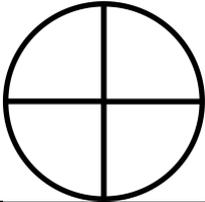
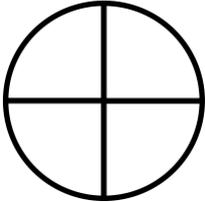
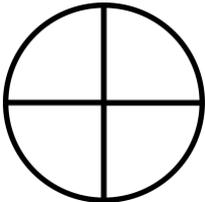
	<p>project on a big city not a big project on a city.)</p>	
<p>I can make changes to vocabulary, grammar and punctuation to enhance effect</p>	<div data-bbox="655 297 1046 495" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: #0070C0;">Use of the Semicolon</p> <ul style="list-style-type: none"> • A semicolon is used between two independent clauses that could be sentences on their own. • Example: I play volley ball; I love to play. </div> <p>When we get there - if we get there - I'll have something to say to him about his confounded map.</p> <div data-bbox="603 763 1054 987" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="color: #800080;">In conclusion: <u>We</u> need a better plan.</p> </div>	
<p>I can ensure the consistent and correct use of tense throughout a piece of writing</p>		
<p>I can ensure correct subject and verb agreement when using singular and plural</p>	<p>A big-city project. (A project on a big city not a big project on a city.)</p>	
<p>I can proof-read for spelling and punctuation errors</p>		
<p>I can perform my own compositions, using</p>		

<p>appropriate intonation, volume, and movement so that meaning is clear</p>		
<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form (e.g. literary language, characterisation, structure)</p>	<p>A big-city project. (A project on a big city not a big project on a city.)</p>	
<p>I can choose the appropriate register & show conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<div data-bbox="655 674 1046 869" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: #0070C0;">Use of the Semicolon</p> <ul style="list-style-type: none"> • A semicolon is used between two independent clauses that could be sentences on their own. • Example: I play volley ball; I love to play. </div> <p>When we get there - if we get there - I'll have something to say to him about his confounded map.</p> <div data-bbox="608 1144 1054 1364" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="color: #800080;">In conclusion: <u>We</u> need a better plan.</p> </div>	
<p>I can use a range of punctuation taught at key stage 2 correctly and, when necessary, use it to enhance meaning and avoid ambiguity</p>		

Transcription

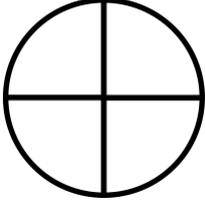
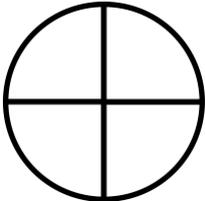
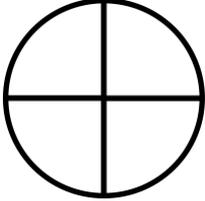
I can use a range of devices with independently to create cohesion within my writing.		
I can use prefixes and suffixes and understand the when to add them		
I can spell some words with 'silent' letters (e.g. knight, psalm, solemn)		
I can continue to distinguish between homophones and other words which are often confused		
I can use my spelling knowledge to understand how some words cannot be spelt phonically		
I can use dictionaries to check the spelling and meaning of words		
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary		
I can use a thesaurus.		

I can spell words with suffixes that sound like /ʃəs/ spelt -cious or -tious		
I can spell words with suffixes that sound like /ʃəl/		
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/--ency		
I can spell words with the suffix in -able and -ible		
I can spell words with the suffix -ably and -ably		
I can spell words by adding suffixes beginning with vowel letters to words ending in -fer		
I can spell words with the /i:/ sound spelt ei after c		
I can spell words containing the letter-string ough		

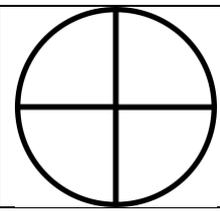
		
I can spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		
I can spell homophones and other words that are often confused, e.g. <i>advice/advise,</i> <i>device/devise,</i> <i>licence/license,</i> <i>practice/practise,</i> <i>prophecy/prophesy,</i> <i>farther/father,</i> <i>guessed/guest,</i> <i>heard/herd, led/lead,</i> <i>morning/mourning,</i> <i>past/passed,</i> <i>precede/proceed,</i> <i>principal/principle,</i> <i>profit/prophet,</i> <i>stationary/stationery,</i> <i>steal/steel, wary/weary,</i> <i>who's/whose</i>		
I can spell words from the years 5/6 word list: <i>accommodate,</i> <i>accompany, according,</i> <i>achieve, aggressive,</i> <i>amateur, ancient,</i> <i>apparent, appreciate,</i> <i>attached, available,</i> <i>average, awkward,</i> <i>bargain, bruise, category,</i> <i>cemetery, committee,</i> <i>communicate, community,</i> <i>competition, conscience*,</i> <i>conscious*, controversy,</i> <i>convenience, correspond,</i> <i>criticise (critic + ise),</i> <i>curiosity, definite,</i> <i>desperate, determined,</i> <i>develop, dictionary,</i> <i>disastrous, embarrass,</i> <i>environment, equip (-ped,</i> <i>-ment), especially,</i> <i>exaggerate, excellent,</i>		

<p><i>existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i></p>		
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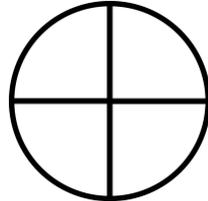
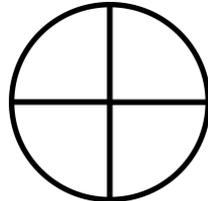
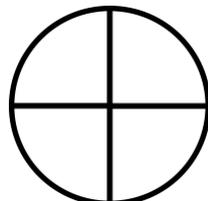
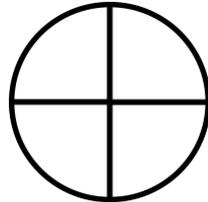
Handwriting

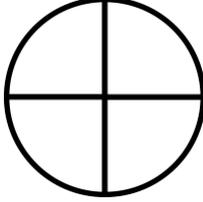
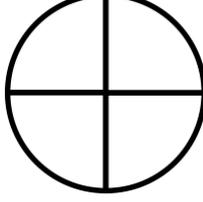
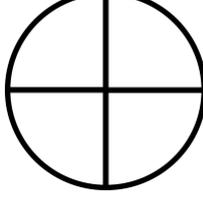
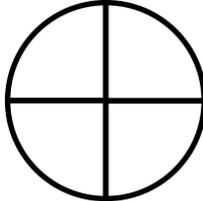
I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters		
I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task		
I can spell most words from the year 3 & 4 and the year 5 & 6 word list correctly		
I can identify spelling		

patterns independently
and apply them correctly
within spelling, including
exceptions to the rules

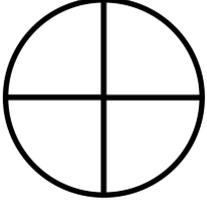
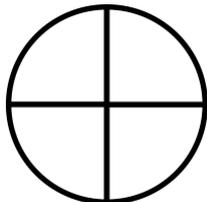
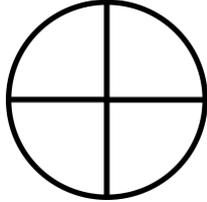


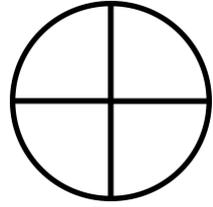
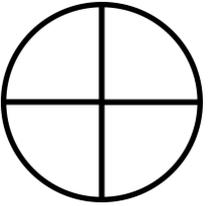
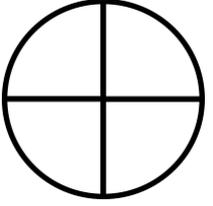
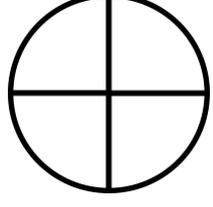
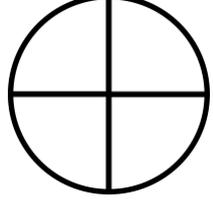
Year 6 I can speak Arabic

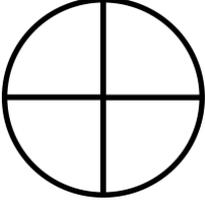
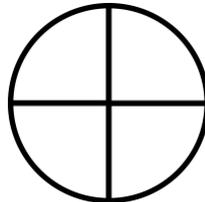
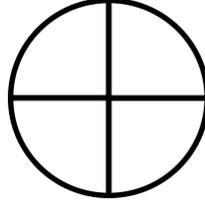
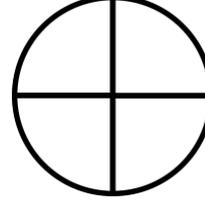
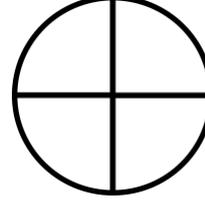
Topic	In Arabic I understand that...	
<p>The object of a verbal sentence.</p> <p>المفعول به</p>	<ul style="list-style-type: none"> The <u>object</u> always ends in a Fatha The <u>object</u> can have two Fathas <p style="text-align: center;">يَقْرَأُ الْوَلَدُ الْكِتَابَ \ كِتَابًا</p>	
<p>The Genitive Phrase.</p> <p>الإضافة</p>	<ul style="list-style-type: none"> The مضاف never has ال The مضاف إليه always is in the genitive case. The مضاف and مضاف إليه are like one word. <p style="text-align: center;">حَقِيبَةُ الْبِنْتِ</p>	
<p>Singular Attached pronouns in sentences.</p> <p>الضمائر المتصلة</p>	<ul style="list-style-type: none"> Attach at the end of nouns. The nouns <p style="text-align: center;">اسمها اسمه اسمك اسمك اسمي</p>	
<p>Adjectives.</p> <p>صفات</p>	<ul style="list-style-type: none"> Adjectives follow after the word being described. <u>They match in gender.</u> Match in endings. Match in definitiveness. Match in plurality. <p style="text-align: center;">الْمِسْطَرَّةُ الطَّوِيلَةُ</p>	

<p>Not غير</p>	<ul style="list-style-type: none"> Causes the next word to be in the genitive case. <p>غَيْرُ حَزِينَةٍ</p>	
<p>Connective ولكن "but"</p>	<ul style="list-style-type: none"> Joins two <u>sentences</u> excluding the second from the first. <p>عِنْدِي كِتَابٌ وَلَكِنْ مَا عِنْدِي قَلَمٌ</p>	
<p>The Singular Present Tense. الفعل المضارع للمفرد</p>	<ul style="list-style-type: none"> The letter at the beginning changes; يَفْعَلُ تَفْعَلِينَ تَفْعَلُ أَفْعَلُ تَفْعَلُ 	
<p>The commanding verb. الفعل الأمر</p>	<ul style="list-style-type: none"> افْعَلْ اِفْعَلُوا اِفْعَلِي اِفْعَلِ 	

Year 6 Duaas

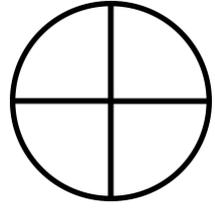
I know these Duaas and their English meanings...	
<p>Du'aa for protection from all types of harm.</p> <p style="text-align: center;">بِسْمِ اللَّهِ الَّذِي لَا يَضُرُّ مَعَ اسْمِهِ شَيْءٌ فِي الْأَرْضِ وَلَا فِي السَّمَاءِ وَهُوَ السَّمِيعُ الْعَلِيمُ</p>	
<p>Du'aa for trusting in Allah The Most High</p> <p style="text-align: center;">حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ</p>	
<p>Du'aa Istikhaarah.</p> <p>mentions his need</p> <p>عِلْمِكَ، وَأَسْتَقْدِرُكَ بِقُدْرَتِكَ، وَأَسْأَلُكَ مِنْ فَضْلِكَ الْعَظِيمِ، فَإِنَّكَ تَقْدِرُ وَلَا أَقْدِرُ، وَتَعْلَمُ وَلَا أَعْلَمُ، وَأَنْتَ عَلَّامُ الْغُيُوبِ. اَللّٰهُمَّ اِنْ كُنْتَ تَعْلَمُ اَنَّ هَذَا الْاَمْرَ وَيُسَمِّي حَاجَتَهُ - خَيْرٌ لِّي فِي دِيْنِي وَمَعَاشِي وَعَاقِبَةِ اَمْرِي - اَوْ قَالَ: عَاجِلِهٖ وَاَجَلِهٖ - فَاقْدُرْهُ لِي وَيَسِّرْهُ لِي ثُمَّ بَارِكْ لِي فِيهِ، وَاِنْ كُنْتَ تَعْلَمُ اَنَّ هَذَا الْاَمْرَ شَرٌّ لِّي فِي دِيْنِي وَمَعَاشِي وَعَاقِبَةِ اَمْرِي - اَوْ قَالَ: عَاجِلِهٖ وَاَجَلِهٖ - فَاصْرِفْهُ عَنِّي وَاصْرِفْنِي عَنْهُ وَاَقْدُرْ لِي الْخَيْرَ حَيْثُ كَانَ ثُمَّ اَرْضِنِي بِهِ</p>	

<p>Du'aa for when visiting the sick.</p> <p>لَا بَأْسَ طُهُورٌ إِنْ شَاءَ اللَّهُ.</p> <p>أَسْأَلُ اللَّهَ الْعَظِيمَ رَبَّ الْعَرْشِ الْعَظِيمِ أَنْ يَشْفِيكَ. (7×)</p>	
<p>Du'aa said upon sighting the crescent moon.</p> <p>اللَّهُ أَكْبَرُ، اللَّهُمَّ أَهْلُهُ عَلَيْنَا بِالْأَمْنِ وَالْإِيمَانِ، وَالسَّلَامَةِ وَالْإِسْلَامِ، وَالتَّوْفِيقِ لِمَا نُحِبُّ رَبَّنَا وَتَرْضَى، رَبَّنَا وَرَبُّكَ اللَّهُ.</p>	
<p>Du'aa said upon breaking fast.</p> <p>ذَهَبَ الظَّمَأُ وَابْتَلَّتِ العُرُوقُ وَثَبَتَ الأَجْرُ إِنْ شَاءَ اللَّهُ.</p> <p>اللَّهُمَّ إِنِّي أَسْأَلُكَ بِرَحْمَتِكَ الَّتِي وَسِعَتْ كُلَّ شَيْءٍ أَنْ تَغْفِرَ لِي</p>	
<p>Du'aa said upon seeing someone in trial or tribulation.</p> <p>الْحَمْدُ لِلَّهِ الَّذِي عَافَانِي مِمَّا ابْتَلَاكَ بِهِ وَفَضَّلَنِي عَلَى كَثِيرٍ مِمَّنْ خَلَقَ تَفْضِيلًا.</p>	
<p>Du'aa said upon travelling.</p> <p>اللَّهُ أَكْبَرُ، اللَّهُ أَكْبَرُ، اللَّهُ أَكْبَرُ، { سُبْحَانَ الَّذِي سَخَّرَ لَنَا هَذَا وَمَا كُنَّا لَهُ مُقْرِنِينَ. وَإِنَّا إِلَى رَبِّنَا لَمُنْقَلِبُونَ } اللَّهُمَّ إِنَّا نَسْأَلُكَ فِي سَفَرِنَا هَذَا الْبِرَّ وَالتَّقْوَى، وَمِنَ الْعَمَلِ مَا تَرْضَى، اللَّهُمَّ هَوِّنْ عَلَيْنَا سَفَرَنَا هَذَا وَاطْوِ عَنَّا بُعْدَهُ، اللَّهُمَّ أَنْتَ الصَّاحِبُ فِي السَّفَرِ وَالْخَلِيفَةُ فِي الْأَهْلِ، اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنْ وَعَثَاءِ</p>	

<p>السَّفَرِ وَكَآبَةِ الْمَنْظَرِ وَسُوءِ الْمُنْقَلَبِ فِي الْمَالِ وَالْأَهْلِ. وَإِذَا رَجَعَ قَاهُنَّ وَزَادَ فِيهِنَّ: آيُّونَ تَائِبُونَ عَابِدُونَ لِرَبِّنَا حَامِدُونَ.</p>	
<p>Du'aa for when entering a market.</p> <p>لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، لَهُ الْمُلْكُ وَلَهُ الْحَمْدُ يُحْيِي وَيُمِيتُ وَهُوَ حَيٌّ لَا يَمُوتُ، بِيَدِهِ الْخَيْرُ، وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ.</p>	
<p>Du'aa of the resident for the traveler.</p> <p>أَسْتَودِعُ اللَّهَ دِينَكَ وَأَمَانَتَكَ وَخَوَاتِيمَ عَمَلِكَ. زَوَّدَكَ اللَّهُ التَّقْوَى، وَغَفَرَ ذَنْبَكَ، وَيَسَّرَ لَكَ الْخَيْرَ حَيْثُ مَا كُنْتَ.</p>	
<p>Du'aa said upon receiving pleasing or displeasing news.</p> <p>الْحَمْدُ لِلَّهِ الَّذِي بِنِعْمَتِهِ تَتِمُّ الصَّالِحَاتُ ((الْحَمْدُ لِلَّهِ عَلَى كُلِّ حَالٍ))</p>	
<p>Excellence of sending prayers upon the prophet saw</p>	
<p>Dua when feeling some pain in the body.</p> <p>بِسْمِ اللَّهِ أَعُوذُ بِاللَّهِ وَقُدْرَتِهِ مِنْ شَرِّ مَا أَجِدُ وَأُحَاذِرُ.</p>	

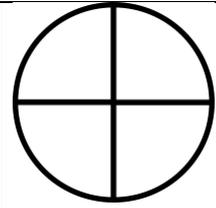
Dua said to ward off the deception of shaytaan.

أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ الَّتِي لَا يَجَاوِزُهُنَّ بَرٌّ وَلَا فَاجِرٌ مِنْ
شَرِّ مَا خَلَقَ، وَبَرًّا وَذَرًّا، وَمِنْ شَرِّ مَا يَنْزِلُ مِنَ السَّمَاءِ، وَمِنْ
شَرِّ مَا يَعْرُجُ فِيهَا، وَمِنْ شَرِّ مَا ذَرَأَ فِي الْأَرْضِ، وَمِنْ شَرِّ مَا
يَخْرُجُ مِنْهَا، وَمِنْ شَرِّ فِتَنِ اللَّيْلِ وَالنَّهَارِ، وَمِنْ شَرِّ كُلِّ طَارِقٍ
إِلَّا طَارِقًا يَطْرُقُ بِخَيْرٍ يَا رَحْمَانُ.



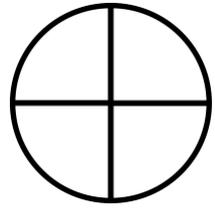
Du'aa for when entering a market.

لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، لَهُ الْمُلْكُ وَلَهُ الْحَمْدُ يُحْيِي
وَيُمِيتُ وَهُوَ حَيٌّ لَا يَمُوتُ، بِيَدِهِ الْخَيْرُ، وَهُوَ عَلَى كُلِّ شَيْءٍ
قَدِيرٌ.



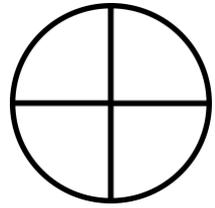
Du'aa seeking forgiveness and repentance.

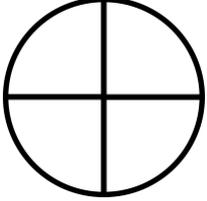
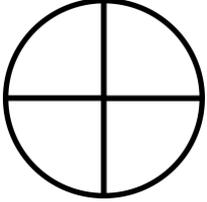
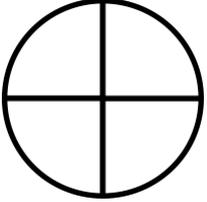
أَسْتَغْفِرُ اللَّهَ الْعَظِيمَ الَّذِي لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ وَأَتُوبُ
إِلَيْهِ



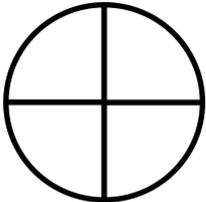
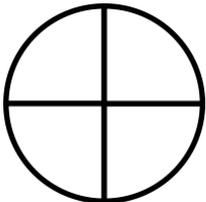
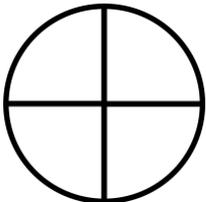
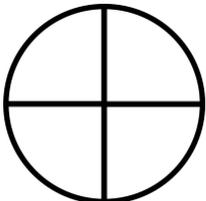
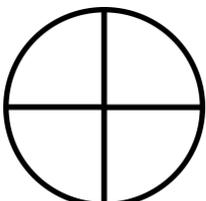
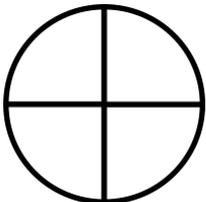
Du'aa to drive out sadness and worry

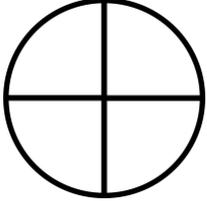
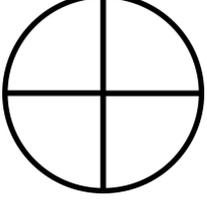
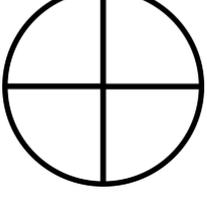
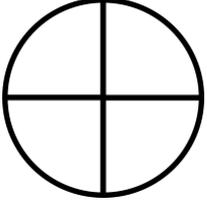
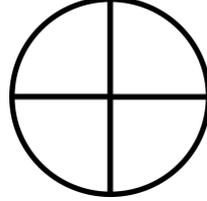
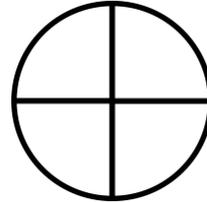
اللَّهُمَّ إِنِّي عَبْدُكَ ابْنُ عَبْدِكَ ابْنُ أُمَّتِكَ نَاصِيَتِي بِيَدِكَ مَاضٍ فِيَّ
حُكْمُكَ عَدْلٌ فِيَّ قَضَاؤُكَ أَسْأَلُكَ بِكُلِّ اسْمٍ هُوَ لَكَ سَمَّيْتَ
بِهِ نَفْسَكَ أَوْ أَنْزَلْتَهُ فِي كِتَابِكَ أَوْ عَلَّمْتَهُ أَحَدًا مِنْ خَلْقِكَ أَوْ
اسْتَأْثَرْتَ بِهِ فِي عِلْمِ الْغَيْبِ عِنْدَكَ أَنْ تَجْعَلَ الْقُرْآنَ رَبِيعَ قَلْبِي
وَنُورَ صَدْرِي وَجَلَاءَ حُزْنِي وَذِهَابَ هَمِّي

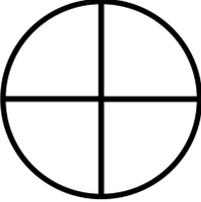
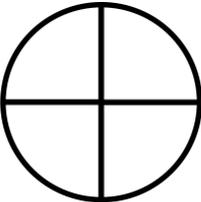
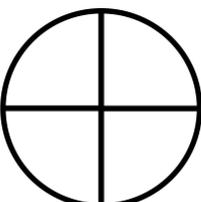
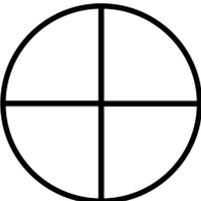
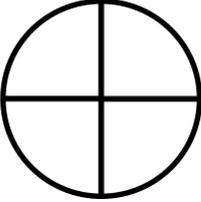
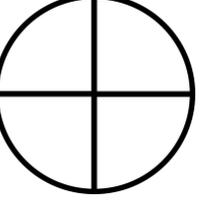


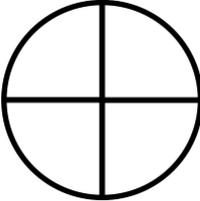
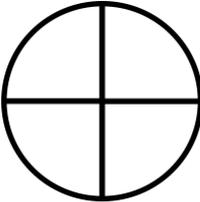
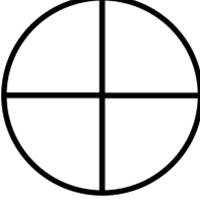
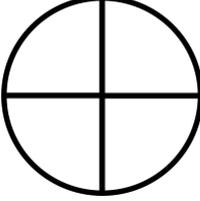
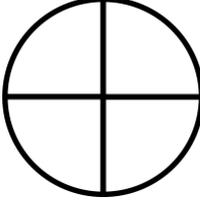
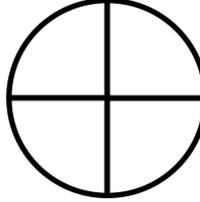
<p>Du'aa during prostration whilst reading quran</p> <p>سَجَدَ وَجْهِي لِلَّذِي خَلَقَهُ ، وَشَقَّ سَمْعَهُ وَبَصَرَهُ بِحَوْلِهِ وَقُوَّتِهِ</p>	
<p>Upon committing a sin.</p>	
<p>Du'aa for expelling the shaytaan and his whisperings.</p>	

Year 6 Islamic Knowledge Targets

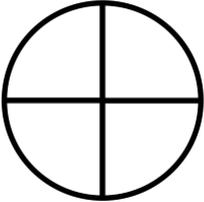
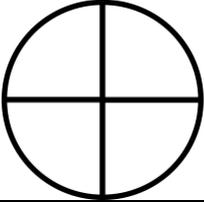
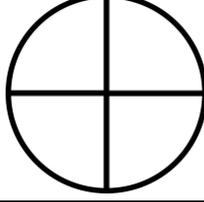
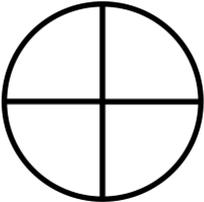
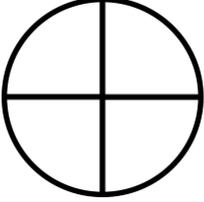
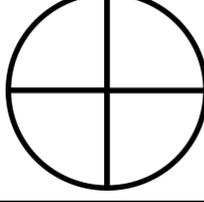
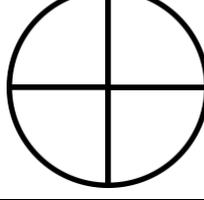
Topic	I understand that...	
Who is Allaah.	<ul style="list-style-type: none"> I recognise Allaah and I know why I worship Him. 	
Tawhid and Shirk.	<ul style="list-style-type: none"> Tawhid means Allaah is one and I understand all the things that are Shirk. 	
Virtues of the Quran.	<ul style="list-style-type: none"> There are many virtues in reading the Quran. 	
Character of the Prophet (S.A.W)	<ul style="list-style-type: none"> The Prophet (S.A.W) had the best manners and what they were. 	
Obedience to Allaah and His Messenger (S.A.W)	<ul style="list-style-type: none"> Obedying Allaah and His Messenger (S.A.W) will cause me to enter Jannah. 	
Seeing Allaah (S.W.T) in Jannah.	<ul style="list-style-type: none"> Seeing Allaah in Jannah is the greatest reward there. 	

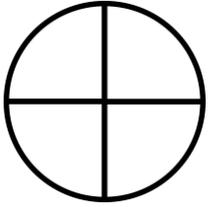
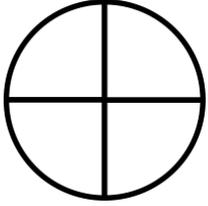
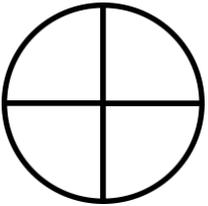
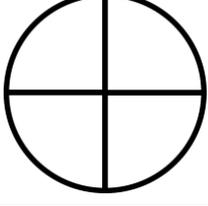
Halal and Haram.	<ul style="list-style-type: none"> • Allaah has made most things Halal and only some things Haram as a test. 	
Rulings of Wudu.	<ul style="list-style-type: none"> • Wudu has some more deeper rules. 	
Prophet Sulayman (A.S)	<ul style="list-style-type: none"> • Prophet Sulayman (A.S) was also a powerful king. 	
Rulings of Ghusl.	<ul style="list-style-type: none"> • Ghusl has some more deeper rules. 	
Adhan and Iqamah.	<ul style="list-style-type: none"> • Adhan and Iqamah have rulings. 	
Salah our link with Allaah	<ul style="list-style-type: none"> • There are many reason why I pray Salah. 	

Salah drill.	<ul style="list-style-type: none"> The actions of Salah are classified differently. 	
Ada and Qada.	<ul style="list-style-type: none"> Performing Salah on time is an obligation. 	
Prophets Ishaq and Yaqub (A.S)	<ul style="list-style-type: none"> Prophets Ishaq and Yaqub (A.S) are great Prophets. 	
Model Janazah Salah.	<ul style="list-style-type: none"> How to pray funeral prayer. 	
Sajdatus Sahw	<ul style="list-style-type: none"> How and when to perform the prostrations for forgetfulness in Salah. 	
Salah in congregation and Sutra	<ul style="list-style-type: none"> Praying in congregation has certain rulings. 	

Translation of Salah	<ul style="list-style-type: none"> • What I am saying when I pray Salah. 	
Hunayn and Taif	<ul style="list-style-type: none"> • The main events of these two expeditions. 	
Concentration in Salah	<ul style="list-style-type: none"> • Concentration in Salah determines our reward for it. 	
Personal hygiene	<ul style="list-style-type: none"> • There certain things I have to do to keep clean as a Muslim. 	
Last days of the Prophet (S.A.W)	<ul style="list-style-type: none"> • The Prophet (S.A.W) died and left this world. 	
Rulings of fasting	<ul style="list-style-type: none"> • Fasting has deeper rules. 	

القرآن الكريم

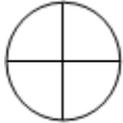
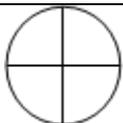
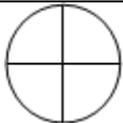
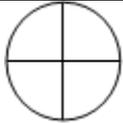
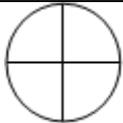
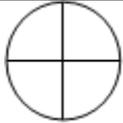
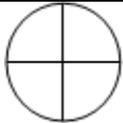
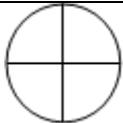
I know these Surahs in the 29 th Juz...	
<p>Mulk</p> <p>المَلِكِ</p>	
<p>Qalam</p> <p>القَلَمِ</p>	
<p>Haaqqa</p> <p>الحَقِّقَاتِ</p>	
<p>Maarij</p> <p>المَاعِجَاتِ</p>	
<p>Nooh</p> <p>نُوحِ</p>	
<p>Jinn</p> <p>الجِنِّ</p>	
<p>Muzzamil</p> <p>المُزَّمِّلِ</p>	

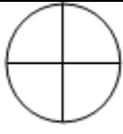
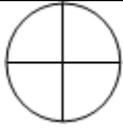
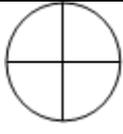
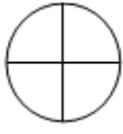
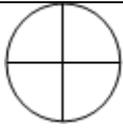
<p>Mudathir</p> <p>المُذْثِرِ</p>	
<p>Qiyama</p> <p>الْقِيَامَةِ</p>	
<p>Insan</p> <p>الْإِنْسَانِ</p>	
<p>Mursalat</p> <p>الْمُرْسَلَاتِ</p>	

Tajweed Practice التَّجْوِيدُ

I can implement the following rules of Tajweed whilst reading Quraan...

<p>أَحْكَامُ النَّوْنِ السَّكِينَةِ وَالتَّنْوِينِ Noon Sakinah and Tanween.</p>	<p>• Assimilation. ادْغَامُ النَّوْنِ السَّكِينَةِ أَوْ التَّنْوِينِ (ي ر م ل و ن) ر ل بغيرِ غُنَّةٍ وَقُرْآنٍ مُبِينٍ</p>	
	<p>• Hiding. إِخْفَاءُ النَّوْنِ السَّكِينَةِ أَوْ التَّنْوِينِ (ت ث ج د ذ ز س ش ص ض ط ظ ف ر ذ ق كَرِيمٌ ق ك)</p>	
	<p>• Changing. قَلْبُ النَّوْنِ السَّكِينَةِ أَوْ التَّنْوِينِ (ب) مِ بَعْدِ</p>	
	<p>• Pronunciation. إِظْهَارُ النَّوْنِ السَّكِينَةِ أَوْ التَّنْوِينِ (ء ح خ ع غ ه) عَزِيزٌ حَكِيمٌ</p>	
<p>أَحْكَامُ الْمِيمِ السَّكِينَةِ Meem Saakinah.</p>	<p>• Assimilation. ادْغَامُ الْمِيمِ السَّكِينَةِ (م) مَعَ غُنَّةٍ مِّنْهُمْ مَّوَدَّةً</p>	
	<p>• Hiding. إِخْفَاءُ الْمِيمِ السَّكِينَةِ (ب) تَعْرِفُهُمْ بِسِينِهِمْ</p>	
	<p>• Pronunciation. إِظْهَارُ الْمِيمِ السَّكِينَةِ (فِي بَقِيَّةِ الْحُرُوفِ) جَاءَ كُلُّ رَسُوْلٍ</p>	

<p style="text-align: center;">غُنَّةٌ</p> <p>The Nasal sound.</p>	<ul style="list-style-type: none"> The Nasal sound. النَّوْنُ وَالْمِيمُ النَّاسُ أُمَّةٌ الْمُشَدَّدَتَانِ (غُنَّةٌ) 	
<p style="text-align: center;">أَحْكَامُ الْمَدُودِ</p> <p>Stretching.</p>	<ul style="list-style-type: none"> The default stretch. الْمَدُّ الْأَصْلِيُّ (حَرَكَتَانِ) فَاطِمَةٌ غَفُورٌ رَّحِيمٌ 	
	<ul style="list-style-type: none"> The compensating stretch. الْمَدُّ الْعَوَضُ (حَرَكَتَانِ) فَقَالُوا سَلَامًا 	
	<ul style="list-style-type: none"> The soft stretch. مَدُّ اللَّيْنِ (حَرَكَتَانِ) قَالُوا لَا ضَيْرَ 	
	<ul style="list-style-type: none"> The joined stretch. الْمَدُّ الْفُرْعِيُّ الْمُتَّصِلُ (أَرْبَعُ حَرَكَاتٍ) أَبْنَاءَكُمْ 	
	<ul style="list-style-type: none"> The split stretch. الْمَدُّ الْفُرْعِيُّ الْمُتَّصِلُ (أَرْبَعُ حَرَكَاتٍ) فِيهَا أَبَدًا 	
	<ul style="list-style-type: none"> The obligatory stretch. الْمَدُّ الْفُرْعِيُّ الْأَلْزَمُ (سِتُّ حَرَكَاتٍ) أَحْبَابَهُ أَلَمَ 	
	<ul style="list-style-type: none"> The passing stretch. الْمَدُّ الْفُرْعِيُّ الْعَارِضُ إِنَّهُ حَكِيمٌ عَلِيمٌ (حَرَكَتَانِ أَوْ أَرْبَعُ أَوْ سِتُّ) 	

<p>هَاءُ الْكِنَايَةِ</p> <p>The singular masculine third person attached pronoun.</p>	<ul style="list-style-type: none"> • One count. هَاءُ الْكِنَايَةِ (حَرَكَةٌ وَاحِدَةٌ) أَوْ إِلَىٰ آخَاهُ 	
	<ul style="list-style-type: none"> • Two counts. هَاءُ الْكِنَايَةِ (حَرَكَتَانِ) وَإِنَّا لَهُ لَحَافِظُونَ 	
	<ul style="list-style-type: none"> • Four counts. هَاءُ الْكِنَايَةِ (أَرْبَع حَرَكَاتٍ) لِمِثْلِهِ أَبَدًا 	
<p>الْقَلْقَلَةُ</p> <p>The echo sound.</p>	<ul style="list-style-type: none"> • The larger. الْقَلْقَلَةُ الْكُبْرَى (عِنْدَ الْوُقُوفِ) إِلَىٰ سِوَاءِ الصِّرَاطِ 	
	<ul style="list-style-type: none"> • The smaller. الْقَلْقَلَةُ الصُّغْرَى (فِي وَسْطِ الْكَلِمَةِ) إِبْرَاهِيمَ 	
<p>The full mouth letters</p>	<ul style="list-style-type: none"> • الْحُرُوفُ الْمُسْتَعْلِيَةُ (حُصَّ ضَعْفُ قِطْ) بَلِ الظُّلُمُونَ فِي ضَلَالٍ مُّبِينٍ 	
<p>الرَّاءُ</p> <p>The letter Raa.</p>	<ul style="list-style-type: none"> • Full mouth. تَفْخِيمُ الرَّاءِ (الضَّمَّةُ أَوْ الْفَتْحَةُ) تِجَارَةٌ 	
	<ul style="list-style-type: none"> • Empty mouth. تَرْفِيقُ الرَّاءِ (الْكَسْرَةُ) رِجَالٌ 	
<p>الْلامُ</p>	<ul style="list-style-type: none"> • Full mouth. تَفْخِيمُ الْلامِ (الضَّمَّةُ أَوْ الْفَتْحَةُ) فَسَبَّحْنَاهُ لِلَّهِ 	

The Letter Laam.

- Empty mouth. تَرْقِيقُ اللَّامِ
(الْكَسْرَةُ) بِأَيِّتِ اللَّهِ

