



FREE PRINTABLE RESOURCE

HIFZ REVISION PLANNER

Sabaq | Sabqi | Manzil

A practical daily and weekly tracker for Quran memorization, recent revision, older revision, weak Ayat and teacher feedback.

SABAQ

Today's new memorization

SABQI

Recent portions for revision

MANZIL

Older memorized material

STUDENT

TEACHER / MUALLIM

START DATE

DAILY CYCLE

NEW MEMORIZATION > RECENT REVISION > OLDER REVISION

HOW TO USE THIS PLANNER

Print extra copies of the daily sheet as needed. Record teacher-assigned portions, mark what needs another review and use the weekly page to plan the next cycle.

START HERE

How to Use Your Hifz Tracker

Record what was recited, how it went and what needs to be reviewed next. Use extra copies of the daily sheet as your routine continues.

01

SABAQ

New lesson

The new portion assigned for memorization today.

02

SABQI

Recent revision

Recently memorized portions that your teacher assigns for review.

03

MANZIL

Older revision

Previously memorized material revisited on a longer-term rotation.

A SIMPLE DAILY FLOW

01

Recite from memory

Try the assigned portion before looking at the text, as your teacher directs.

02

Listen and correct

Have the teacher check accuracy, hesitation, skipped words and recitation issues.

03

Record the result

Mark whether the portion was independent, needed correction or should be revisited.

04

Plan the next review

Write a date or session only when it is agreed with the teacher.

KEEP THE TRACKER FLEXIBLE

Sabaq, Sabqi and Manzil amounts and schedules vary by Hifz programme. This planner does not set a universal page quota or memorization timetable; follow the learner's teacher.

REUSABLE DAILY SHEET

Daily Hifz Tracker

Use one copy per day. Record all three parts of the lesson, not just the new memorization.

STUDENT NAME

DATE

TEACHER

01 SABAQ

Today's new memorization

PORTION (SURAH / AYAH / PAGE RANGE)

RECITATION CHECK

☐

Independent

☐

Prompt / correction

☐

Revisit

CORRECTION / WEAK SPOT

NEXT REVIEW (IF ASSIGNED)

02 SABQI

Recent memorized portions assigned for revision

PORTION (SURAH / AYAH / PAGE RANGE)

RECITATION CHECK

☐

Independent

☐

Prompt / correction

☐

Revisit

CORRECTION / WEAK SPOT

NEXT REVIEW (IF ASSIGNED)

03 MANZIL

Older memorized portions on the assigned rotation

PORTION (SURAH / AYAH / PAGE RANGE)

RECITATION CHECK

☐

Independent

☐

Prompt / correction

☐

Revisit

CORRECTION / WEAK SPOT

NEXT REVIEW (IF ASSIGNED)

END-OF-SESSION NOTE

What needs the most attention before the next session?

WEEKLY OVERVIEW

Weekly Hifz Progress

Use this page to see whether new memorization, recent revision and older revision were each addressed during the week.

DAY / DATE	SABAQ - NEW	SABQI - RECENT	MANZIL - OLDER	OVERALL RESULT
MON _____				☐ Independent ☐ Revisit
TUE _____				☐ Independent ☐ Revisit
WED _____				☐ Independent ☐ Revisit
THU _____				☐ Independent ☐ Revisit
FRI _____				☐ Independent ☐ Revisit
SAT _____				☐ Independent ☐ Revisit
SUN _____				☐ Independent ☐ Revisit

WEEKLY REVIEW

WHAT STAYED STRONG?

Portions or patterns recalled confidently.

WHAT NEEDS ANOTHER REVIEW?

List the exact Surah/Ayah or page references.

REPEATED MISTAKES

Words, hesitations or corrections noticed more than once.

NEXT WEEK'S FOCUS

Agree the next targets with the Hifz teacher.

Manzil Rotation Planner

[illegible]

Do not treat a completed checkbox as proof that a portion is permanently secure. Revisit timing and portion size should follow the teacher's plan.

TARGETED CORRECTION

Mistakes & Weak Ayah Log

Capture the exact location of a recurring difficulty so it can be revisited. Record observations, not labels about the learner.
 Use a short cue or Surah/Ayah reference if copying full text is not practical.

DATE	SURAH / AYAH / CUE	WHAT HAPPENED?	CORRECTION / TEACHER NOTE	NEXT REVIEW

REVIEW THE PATTERN, NOT JUST THE SCORE

Before the next session, try the same portion again from memory. If the same issue returns, keep it on this log and ask the teacher to model the correction.

RECALL SUPPORT

Mutashabihat / Similar Ayat Log

Use this page when two or more Ayat or phrases are easy to confuse. Record references and a teacher-checked distinction that helps you tell them apart.

1 SURAH / AYAH REFERENCES

WHAT GETS MIXED UP?

DISTINGUISHING CUE (CHECK WITH TEACHER)

NEXT REVIEW:

2 SURAH / AYAH REFERENCES

WHAT GETS MIXED UP?

DISTINGUISHING CUE (CHECK WITH TEACHER)

NEXT REVIEW:

3 SURAH / AYAH REFERENCES

WHAT GETS MIXED UP?

DISTINGUISHING CUE (CHECK WITH TEACHER)

NEXT REVIEW:

4 SURAH / AYAH REFERENCES

WHAT GETS MIXED UP?

DISTINGUISHING CUE (CHECK WITH TEACHER)

NEXT REVIEW:

5 SURAH / AYAH REFERENCES

WHAT GETS MIXED UP?

DISTINGUISHING CUE (CHECK WITH TEACHER)

NEXT REVIEW:

BIG-PICTURE PROGRESS

30 Juz Progress Overview

Mark the status for each Juz using your teacher's progress record. "Memorized" and "needs review" are different states, so choose the status honestly.

JUZ 01 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 02 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 03 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 04 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 05 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 06 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 07 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 08 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 09 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 10 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 11 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 12 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 13 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 14 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 15 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 16 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 17 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 18 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 19 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 20 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 21 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 22 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 23 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 24 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 25 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 26 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 27 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____
JUZ 28 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 29 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____	JUZ 30 ☐ In progress ☐ Memorized ☐ Review Teacher check / date: _____

REUSABLE LOG

Record Surahs or portions being memorized. This is a reusable working log, not a fixed curriculum or a claim that every learner follows the same sequence.

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CLOSE THE LOOP

Weekly Reflection & Teacher Feedback

Use this page at the end of a week or review cycle to decide what to keep practicing and what should change in the next plan.

1. WHAT FELT STRONGER THIS WEEK?

Portions or skills that were recalled more accurately.

2. WHICH PORTIONS STILL NEED ATTENTION?

Add the exact Surah/Ayah or page references.

3. WHICH MISTAKES REPEATED?

Note recurring hesitation, skipped words or teacher corrections.

NEXT WEEK'S PLAN

New Sabaq target (set with teacher):

Sabqi / Manzil focus:

Teacher / parent note:

A NOTE ON THE TRACKER DESIGN

This planner encourages recall from memory and revision across sessions. Learning research reviews support retrieval practice and spaced practice as useful strategies; the planner does not prescribe a religious method, a fixed quota or a universal revision cycle.

Background: Carpenter, Pan & Butler (2022), Nature Reviews Psychology, The science of effective learning with spacing and retrieval practice.