



MANGAKŌTUKUTUKU
COLLEGE

Name: _____ **Classcode:** _____

Mahi Oropuare-Tuhituhi

Phoneme-Grapheme Relationships Workbook

*Whāia te mātauranga hei oranga mō koutou
Seek after learning for the sake of your wellbeing*



Te Kura Whaikaha

The School of Strength and Capability

Nau mai, haere mai ki tēnei pukapuka mahi! Welcome to this workbook designed to help Year 8 ākonga strengthen their understanding of phoneme-grapheme relationships — the connection between sounds in spoken language and their written representations.

Tama tū, tama ora. Tama noho, tama mate.

“The industrious person flourishes. The idle person perishes.”

Nau Mai, Haere Mai...

(Please draw something original that fits this page)

(Please draw something original that fits this page)

Whai Mana

Whaimana is the process of gaining power, authority or prestige, empowering oneself to achieve goals and aspirations.

Whai Ora

Whaiora refers to pursuing optimal health and well-being, both physically and mentally, in a balanced and harmonious way.

Whai Ara

Whaiara refers to the journey of life and the path one follows to achieve their goals and aspirations.



The name Mangakōtukutuku comes from the native fuchsia tree (*kōtukutuku*) that was commonly found near waterways in our local area, much like the streams and gully systems that weave through urban Hamilton. Like the *kōtukutuku* that grows strong by the water, this workbook will help you grow your reading and writing skills.

Aromatawai Tere tuhituhi: Where Am I Now with writing?

(Quick Check In)

Taking no more than a few minutes; write a brief response to the writing or the image above.

What does it make you think of?

Aromatawai Tere: Where Am I Now?

(Quick Check In)

Pānuitia ngā kupu e whai ake nei. Read the following words. Circle any that are difficult for you to read.

Oropuare (Vowel Sounds)

rain
meat
night
boat
blue
play
team
find
coat

Oropuare R (R-Controlled)

car
her
bird
for
turn
star
term
first
sport

Orokati Hanumi (Consonant Blends)

splash
street
shrink
script
blend
craft
grasp
twist
prompt
glimpse

Whakaaro (Reflection):

1. *He aha ngā kupu ngāwari ki a koe?* Which words were easiest for you to read?

2. *He aha ngā kupu uaua ki a koe?* Which words were more challenging?

Wāhanga 1: Oropuare (Vowel Sounds)

(Section 1: Vowel Sounds)

Whai Mana: Pursuing excellence through confidence

Ngā Rōpū Oropuare: Vowel Teams

When we read and write, we need to understand how letters work together to make sounds. Sometimes two vowels join together to make a single sound – we call these "vowel teams." Just like how we work together at Mangakōtukutuku College, building strong relationships and supporting each other, these vowels work together to create something special.

For example, in the word "rain," the vowel team "ai" makes the long A sound. When you see these vowel teams in words, they usually make a specific sound that helps you read the word correctly.

Vowel Team	Sound	Example Words
ai, ay	Long A	rain, day, train, play
ea, ee	Long E	meat, see, team, tree
ie, igh	Long I	pie, night, tie, light
oa, ow	Long O	boat, grow, soap, show
ue, ew	Long U	blue, grew, true, few

Ngohe 1: Identify the Vowel Teams

Circle the vowel teams in these words and write the sound they make.

- rain - _____ *Long A sound*
- beach - _____
- night - _____
- coach - _____
- fruit - _____

Oropuare R: The Bossy R (R-Controlled Vowels)

When a vowel is followed by the letter R, the R changes the vowel sound. We call this "bossy R" because the R controls how the vowel sounds.

Pattern	Sound	Example Words
ar	"ar" as in car	star, park, garden
er, ir, ur	"er" as in her	term, bird, turn
or	"or" as in for	sport, storm, morning

The Waikato River is a significant feature in our local landscape, flowing directly through our region. Just as the awa flows through Kirikiriroa, connecting communities and landscapes, the sounds in words flow together to create meaning.

Ngohe 2: R-Controlled Vowel Sort

Sort these words into the correct category based on their r-controlled vowel sound.

farm, shirt, born, nurse, spark, third, storm, curl, chart, serve, torch, purse

"ar" sound	"er" sound	"or" sound

Whakatā Roro (Brain Break)



Take a short break. Pose like one of these gentlemen, or both with a friend. Then try to hold still and count to eight. Try again if you laugh, speak or move until you get it.

You can warm up into it by finding these phonics words in the word search below. Words can go horizontally, vertically, or diagonally.

RAIN TEAM NIGHT BOAT BLUE
STAR BIRD SPORT SPLASH BLEND

A	S	P	L	A	S	H	X	T	R	B
W	E	A	M	Q	W	N	I	E	L	E
K	R	Z	X	C	V	B	G	R	E	N
W	A	I	N	I	G	H	T	T	O	N
A	B	L	U	E	P	D	F	S	P	D
R	I	K	J	H	G	F	D	A	S	Q
D	R	B	O	A	T	Y	U	I	W	E
L	D	S	P	O	R	T	R	E	D	C
Y	V	B	N	M	L	K	J	H	G	F
A	Z	X	C	V	B	N	M	K	J	H

Wāhanga 2: Orokati Hanumi (Consonant Blends)

(Section 2: Consonant Blends)

Whai Ora: Pursuing health well-being through literacy

Orokati Hanumi: Letters Working Together

Consonant blends are groups of consonants that appear together in a word. Each letter in a blend keeps its own sound, but we say them quickly together. This is similar to how we work together at Mangakōtukutuku College – each person brings their own strengths, but we are stronger together, achieving more as a *whānau* of learners.

Type	Common Blends	Example Words
Initial Blends	bl, cl, fl, gl, pl, sl br, cr, dr, fr, gr, pr, tr	black, crash, drop, frog, grass, play, tree
Final Blends	ft, lt, mp, nd, nk, nt, pt, sk, sp, st	left, belt, jump, hand, sink, tent, kept
Three-Letter	scr, spl, spr, str, squ, thr	scrap, splash, spring, string, square

Ngohe 3: Blend Hunt

Find and underline the consonant blends in these words. Then write whether they are initial (at the beginning) or final (at the end) blends.

- | | | |
|-----------|---|----------------------|
| 1. street | - | <i>initial blend</i> |
| 2. jump | - | _____ |
| 3. splash | - | _____ |
| 4. tent | - | _____ |
| 5. spring | - | _____ |
| 6. mask | - | _____ |

Orokati Hanumi Uaua: Complex Consonant Blends

(Challenging Consonant Blends)

Some words have consonant blends at both the beginning and end. These can be challenging to read and spell, but with practice, you can master them – demonstrating *whai mana* (confidence) and *manawaroa* (resilience), key values at Mangakōtūkū College.

blast

crisp

drift

frost

grasp

plant

trust

script

sprint

strand

Ngohe 4: Complex Blend Challenge

For each word above:

1. Circle the initial blend
2. Underline the final blend
3. Practice reading the word aloud

Whakaaro (Reflection):

He aha te kupu tino uaua ki a koe? Which word was most challenging for you? Why?

Wāhanga 3: Whakamahi i Ō Pūkenga (Part 3: Applying Your Skills)

Ngohe 5: Reading Practice

Read the following paragraph. Circle vowel teams and underline consonant blends.



The morning sun filtered through the trees along the Mangakōtukutuku Stream, casting dappled light on the flowing water. Hinerangi knelt by the stream's edge, carefully collecting water samples for her science project. The cool water rippled around smooth stones, home to tiny fish and interesting insects. She recorded observations in her notebook, noting how the stream connected to the mighty Waikato River downstream. Despite the light rain beginning to fall, Hinerangi felt a deep connection to this special waterway that gave her school its name. The Mangakōtukutuku Stream had sustained her ancestors for generations, and now it was teaching her about the interconnectedness of all living things.

E hia ngā rōpū oropuare i kitea e koe? How many vowel teams did you find?

E hia ngā orokati hanumi i kitea e koe? How many consonant blends did you find?

Whakaaro Whakamutunga (Final Reflection)

Te Kura Whaikaha: Reflecting on our learning journey



Whakaaro (Reflection):

1. *He aha ngā tauira hou i ako koe i tēnei pukapuka?* What new patterns did you learn about in this workbook?

2. *Ko ēhea ngohe i āwhina i a koe? He aha ai?* Which activities helped you the most? Why?

3. *Me pēhea te māramatanga ki ngā hononga oropuare-tuhituhi e āwhina i tō pānui me tō tuhituhi?* How will understanding phoneme-grapheme relationships help you with your reading and writing?

Ngā Mahi Kei Mua (Next Steps)



Continue practicing these patterns in your reading and writing. When you come across a challenging word:

1. Look for vowel teams and consonant blends you recognize.
2. Break the word into smaller parts.
3. Try different sounds for vowel patterns if your first attempt doesn't make sense.
4. Use context clues from the rest of the sentence.

Just as the *kōtukutuku* plant grows strong by the water, a symbol of resilience in our own Hamilton landscape, your reading and writing skills will grow stronger with practice. At Mangakōtukutuku College, we value *whai mana* (pursuing excellence), *whai ora* (nurturing well-being), and *whai ara* (actively seeking knowledge) as you continue your learning journey.

Aratohu Kaiako (Teacher Notes)

New Zealand Curriculum Alignment

This workbook supports Year 8 students working at or below curriculum level in developing their understanding of phoneme-grapheme relationships. It aligns with the following aspects of the New Zealand Curriculum:

English Learning Area:

- Processes and strategies for reading and writing (Level 2-4)
- Language features that enhance texts (Level 2-4)
- Purposes and audiences for written language (Level 3-4)

Key Competencies:

- Using language, symbols, and texts
- Managing self
- Thinking
- Relating to others
- Participating and contributing

Tātaiako Cultural Competencies

This workbook supports teachers in demonstrating the following cultural competencies:

- *Ako*: Taking responsibility for their own learning and that of Māori learners through reciprocal teaching/learning relationships.
- *Wānanga*: Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- *Tangata Whenuatanga*: Affirming Māori learners as Māori by providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- *Manaakitanga*: Demonstrating integrity, sincerity and respect towards Māori beliefs, language and culture.
- *Whanaungatanga*: Actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

Implementation Suggestions

This workbook is designed for 1-2 lessons and can be used in various ways:

Consider having students work in pairs for some activities, using a *tuakana-teina* approach where appropriate. This traditional Māori concept refers to the relationship between an older (*tuakana*) and younger (*teina*) person and is used to promote collaborative learning, fostering the strong bonds we value at Mangakōtukutuku College.