

Semester Progress

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Motor Skill 大肌肉与精细动作	• His hand control was weak, so he was unable to grasp basic Chinese strokes. • He could write only the letters A and B. • He could peel and stick stickers accurately. • His eye coordination improved after multiple practices. ○ 他的手部控制能力较弱，因此还无法掌握中文的基本笔画。 ○ 他只能书写英文字母 A 和 B。 ○ 他能够准确撕贴贴纸。 ○ 经过多次练习，他的眼部协调能力有所提升。	• His hand control has improved significantly. He can now write simple Chinese characters such as 人、上、下、口, and no longer resists writing or hand-related tasks. • He is now able to write letters A to Z. • He demonstrates good fine-motor skills by inserting coins into a coin slot using one hand. • He shows good hand-eye coordination when working on the copying board. ○ 他的手部控制力有明显进步，现已能写出简单的中文字（如：人、上、下、口），在写字和手部活动方面也不再抗拒。 ○ 他现在能够书写从 A 到 Z 的全部字母。 ○ 他能用单手将硬币投入投币口，展现良好的精细动作能力。 ○ 在抄写板活动中，他表现出良好的手眼协调能力。
Language & cognition 语言与认知	• He did not understand Mandarin and required patient guidance. • With repeated practice, he could remember some flash card picture names. • He could write letters A and B and was able to follow guided lines. • He had no knowledge of phonics.	• He has begun to understand simple instructions such as “put your bag properly” and “go wash your hands.” • His speech has improved compared to before. • He can read some Malay words. • Flash card recognition continues to improve with practice. He can read Peter and Jane 1B but still lacks confidence. • He can write in square-lined books. • He reads with phonics but struggles to identify beginning sounds or answer related questions. • He sometimes confuses uppercase and lowercase letters and may invert letters when writing.

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Language & cognition 语言与认知	○ 他不会华语，需要老师耐心指导。 ○ 经过多次练习，他能记住部分闪卡图片名称。 ○ 他能写出字母 A 和 B，也能跟随线条进行描写。 ○ 他之前没有自然拼读的基础。	○ 他已经能理解简单的指令，如“把书包放好”、“去洗手”。 ○ 他的语言表达比之前更好。 ○ 他能阅读一些马来语词汇。 ○ 在闪卡学习中，他的记忆力持续进步。 ○ 在《Peter and Jane》中，他能读到 1B，但缺乏自信。 ○ 他能在方格练习本上书写。 ○ 他能用自然拼读阅读，但在辨认开头音或回答相关问题时仍有困难。 ○ 他在书写大写和小写字母时容易混淆，偶尔会出现倒写的情况。
Self care 自理能力	● He showed passive behaviour and lacked self-care initiative such as carrying his own bag from the car or washing hands before/after meals. ● He was able to keep his personal items neat in his bag. ○ 他在自理方面较被动，例如不会自己从车上拿书包，也不会在吃东西前后主动洗手。 ○ 他能把个人物品（如餐盒、水瓶）整齐放入书包。	● His self-care skills have improved but he still needs occasional reminders. ● He can manage his personal belongings independently. ● He is able to change his clothes by himself. ○ 他的自理能力已有改善，但有时仍需大人的提醒。 ○ 他能自己管理个人物品。 ○ 他能自己更换衣服。
Social 社交发展	● His self-care skills have improved but he still needs occasional reminders. ● He was friendly, caring, and helpful. ● He understood that being scolded meant disapproval, which made him feel sad. ○ 他在陌生环境中的社交意识较弱，不太会观察其他小朋友的表情。 ○ 他友善、有爱心，也乐于助人。 ○ 他知道被责备代表不被认可，因此会感到难过。	● He can now join group play and willingly shares his toys. ● He is able to control his emotions better once the reason behind his mistakes is explained. ○ 他现在能参与小朋友一起玩的活动，也会分享自己的玩具。 ○ 当老师解释原因时，他能更好地控制情绪。

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Emotional & Behaviour 情绪与行为	• He sometimes resisted learning by giving excuses such as stomach pain or discomfort. • He had difficulty adapting to unfamiliar environments and needed time to adjust to teachers and peers. • He would sometimes sit alone and cry. • He would complain immediately if someone accidentally bumped him, assuming they did it on purpose. ○ 他会在学习时间以肚子痛或不舒服来抗拒学习。 ○ 他对陌生环境的适应能力较弱，与老师和同伴相处需要时间磨合。 ○ 他有时会自己坐着就哭。 ○ 如果有人不小心碰到他，他会马上投诉，以为别人是故意的。	• His emotions are now more stable and he can focus throughout each lesson. • His emotional regulation has improved; he no longer cries when lightly bumped but will report to the teacher calmly. • He can distinguish between intentional and accidental actions. • He has developed the ability to protect himself and also shows care for younger children. ○ 他的情绪已明显稳定，每堂课都能专注完成。 ○ 他的情绪调节能力进步，被同伴轻碰也不会哭闹，而是会立即告诉老师。 ○ 他现在能分辨“故意”与“意外”。 ○ 他懂得保护自己，也会照顾年龄较小的小朋友。

Conclusion 总结

He has shown steady and meaningful improvement across motor skills, language, self-care, emotional regulation, behaviour, and social interaction. Although he still needs support in areas such as phonics, confidence, and consistent self-care routines, his progress demonstrates strong potential and increasing independence.

在手部能力、语言、自理、情绪调节、行为与社交方面，他都展现出稳定而积极的进步。虽然在自然拼读、自信心和自理方面仍需加强，但整体发展良好，显示出不断成长的潜能与独立性。

GENERAL 整体表现	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Sharing 分享	D	P
Independent 自立	B	D
Helpful 乐于助人	D	P
Responsible 责任感	B	D
Ask for help 寻求协助	D	P
Obedient 遵从指示	D	P
Eager to mix 乐于交友	D	P
Confident 自信	B	B
Polite 有礼貌	D	P
Good memory 记忆力	B	B

CLEANLINESS 整洁	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Personal Hygiene 个人卫生	D	D
Keep Environment Clean 保持环境清洁	B	D
Ability to Tidy Things 整理东西	D	P
Neatness of Homework 功课的整洁	B	D

PHYSICAL DEVELOPMENT 体育活动	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Participation 参与	B	D
Stamina and Strength 体能	B	D
Agility 敏捷	B	D
Coordination and Motor Skills 肢体协调	B	D

ART AND CRAFT 美术与手工	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	D
Colouring 填色	B	D
Creativity 创意	D	D
Neatness 清洁	B	D

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	B	D
Understanding 理解能力	B	D
Ability to Narrate 讲故事的能力	B	B

STORY TIME 故事	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Attention Span 专注时间	B	D
Understanding 理解能力	B	D
Enjoy Story Contents 明白故事内容	B	D
Ability to Narrate 讲故事的能力	B	B

MUSIC 音乐	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	D
Pitch and Rhythm 音准与节奏	B	D
Group Participation 团队精神	B	D
Expression 表情	B	D
Actions 动作与舞蹈	B	D
Body Language 肢体语言	B	D

- B = Beginning/Need guidance
- D = Developing/Able to handle with minimum guidance
- P = Proficient/Able to handle without guidance