

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 weaker, and his writing sequence was inconsistent. - His pencil grip and posture required correction. - He was able to write basic strokes but had limited wrist flexibility. - He began holding a normal pencil and started practising writing in the triple-line book. - His colouring went out of the lines but showed gradual improvement. - He was learning to hold scissors and could perform simple cutting tasks. - 手部控制较弱，写字顺序不稳定。 - 握笔方式及坐姿需要纠正。 - 只能写基本笔画，手腕活动度有限。 - 开始能握普通铅笔并在三线本练习写字。 - 涂色容易超出线条，但有逐渐改善。 - 正在学习使用剪刀并能完成简单剪纸。	- His hand-eye coordination and fine motor skills are now well developed. - He completes developmental tasks confidently and competently. - His pencil grip is stable, and he writes and colours neatly within the lines. - He demonstrates good scissor control and can cut accurately. - His writing sequence has become more organised and consistent. - He participates confidently in writing and colouring activities. - 手眼协调与精细动作发展良好。 - 能自信且熟练地完成发展性任务。 - 握笔稳定，写字和涂色更整齐并保持在线内。 - 剪刀控制良好，能准确剪裁。 - 写字顺序更有条理、更一致。 - 在写字和涂色活动中表现积极、自信。
Language & cognition 语言与认知	- He recognised more words mainly related to animals and transportation. - He could remember words from flash cards. - He was able to identify beginning sounds in phonics activities. - He could read Peter and Jane Book 1a but required repetition. - He started learning simple Malay vocabulary. - He could understand basic English instructions although his grammar and vocabulary were limited.	- His vocabulary has expanded to include fruits, body parts, and food. - He has started the “Ming Ming Li Li” Book 1 and shows significant improvement in vocabulary and comprehension. - He can recognise more flash-card words and identify beginning phonics sounds accurately. - He reads Peter and Jane Book 1b, though repetition is still needed. - He understands several Malay vocabulary words and can match them with pictures. - He understands basic Malay instructions such as: bulatkan (circle) padankan (match) tandakan (tick) - He is beginning to learn Sukukata and is familiarising himself with basic syllables.

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Language & cognition 语言与认知	• 词汇主要集中在动物和交通工具。 • 能记住字卡上的词语。 • 能辨认英文 Phonics 的开头音。 • 能阅读《Peter and Jane》1a，但需要重复练习。 • 开始学习简单的马来语词汇。 • 能理解基本英文指令，但词汇量和语法较有限。	• 词汇范围扩大至水果、身体部位和食物等类别。 • 已进入《明明丽丽》第一本的学习，词汇理解能力显著提升。 • 能辨认更多字卡词语，且能准确说出开头音。 • 能阅读《Peter and Jane》1b，虽然仍需重复练习。 • 能理解多个马来文词汇，并能与图片正确配对。 • 能听懂简单的马来语指令，如： • bulatkan（圈起来） • padankan（配对） • tandakan（打勾） • 已开始学习马来文的音节 Sukukata，并进入初步熟悉阶段。
Self care 自理能力	• He could keep his bowl, wipe the table, and change clothes independently. • He drank his milk faster and more efficiently. ○ 能自己收碗、擦桌、换衣服。 ○ 喝奶速度变快。	• He follows school routines well and knows where to store his bag, water bottle, and food container. • He independently takes his chair and waits in his designated place. • During mealtime, he follows all required steps: washing hands, collecting food, eating at his place, drinking water afterwards, and cleaning his area. • During bath time, he removes his clothes, puts them in the laundry bag, showers with guidance, and dresses himself. • He manages his belongings responsibly and keeps them in the correct place. ○ 熟悉学校作息，知道如何收放书包、水壶和食物盒。 ○ 能自己拿椅子并在指定位置等待。 ○ 用餐流程完整：洗手、拿食物、用餐、喝水、清理区域。 ○ 洗澡时能脱衣、把衣物放进洗衣袋、在指导下洗澡并自行穿衣。 ○ 能妥善管理个人物品并放回指定位置。

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Social 社交发展	• He still had tantrums, but the frequency had reduced. • He remained helpful and caring towards others. ○ 偶尔有发脾气，但已比以前减少。 ○ 一直乐于助人、关心他人。	• He still shows tantrums, but with explanation, he is able to calm down. • He understands the difference between good intentions and bad intentions. • When mistakes are pointed out, he is willing to correct them. • He is helpful in class and follows instructions when asked to organise tables or tidy materials. ○ 仍会发脾气，但在解释后能冷静下来。 ○ 已能分辨善意与恶意。 ○ 当老师指出错误时，他乐于修改。 ○ 在课堂上愿意协助，如整理桌椅、收拾物品，并能按指示完成任务。
Emotional & Behaviour 情绪与行为	• He was friendly and able to mix with others. ○ 友善，能和同伴互动。	• He continues to show friendliness, helpfulness, and good interaction with peers. • He gets along well with classmates and fits in comfortably in group settings. ○ 保持友善、乐于助人，社交互动良好。 ○ 能融入同伴群体，与同学相处融洽。

Conclusion 总结

Daveon has shown steady and meaningful progress across all developmental areas, including motor skills, language and cognition, self-care, social interaction, and emotional regulation. He demonstrates growing confidence in his academic tasks and daily routines and has developed stronger independence both at home and in school. His vocabulary range has expanded significantly, and his ability to follow instructions in English and Malay has improved.

Although he still requires support in attention management and emotional self-regulation, he responds positively to guidance and can calm himself with explanation. Overall, Daveon is progressing well, showing readiness for further learning, and continues to benefit from structured routines, clear expectations, and consistent reinforcement.

戴维恩在各个发展领域都展现出稳定而显著的进步，包括手部精细动作、语言与认知、自理能力、社交互动以及情绪管理。他在学习任务和日常作息中表现更自信，也逐渐展现出更强的独立性。他的词汇量明显增加，对英文和马来文指令的理解能力也有所提升。虽然在专注力与情绪自我调节方面仍需继续加强，

但他对引导反应良好，并能在解释后逐渐冷静下来。整体而言，戴维恩的学习与发展方向良好，已展现出进一步学习的能力与准备，持续从有结构的环境、清晰的指令和一致的鼓励中受益。

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

CLEANLINESS 整洁	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Personal Hygiene 个人卫生	B	D
Keep Environment Clean 保持环境清洁	B	D
Ability to Tidy Things 整理东西	D	D
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	D	P
Stamina and Strength 体能	D	P
Agility 敏捷	D	P
Coordination and Motor Skills 肢体协调	D	P

ART AND CRAFT 美术与手工	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	D	P
Colouring 填色	D	P
Creativity 创意	D	P
Neatness 清洁	D	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	D	P
Understanding 理解能力	D	P
Enjoy Story Contents 明白故事内容	D	P
Ability to Narrate 讲故事的能力	B	D

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

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