

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	• Hand strength was weak and required more practice; daily activities like tearing paper or handling toys were challenging. • Walking was unstable and required teacher support. Could not complete puzzles with more than two pieces. ○ 手部力量不足，需要更多训练，日常活动如撕纸、拿玩具显得费力。 ○ 行走不稳定，需要老师辅助。	• Hands are become more flexible and stronger (e.g., tearing paper, assembling Lego), showing improved hand-eye coordination. • Walking is more stable and confident. • Can peel stickers but placing them accurately remains challenging. • Difficulty gripping a pencil and applying pressure when writing; fine motor skills require ongoing training. • Needs training to use two fingers instead of the whole hand. • Can complete puzzles with fixed shapes, but photo-matching puzzles still require practice and teacher assistance. ○ 手更灵活有力，例如撕纸、组装 Lego，手眼协调能力提升。 ○ 步态比以前稳定，自信度提高。 ○ 可以撕贴纸，但贴准圆圈仍有困难。 ○ 握笔仍困难，写字时无法施加适当压力，精细动作需要持续练习。 ○ 需要训练使用两指而非整只手按压。 ○ 对有固定形状的拼图可以完成，但对比照片的拼图仍需练习并依赖老师指导。
Language & cognition 语言与认知	• Could not distinguish colours, often picked the wrong colour. • Started babbling around August (“baby talk”), unclear pronunciation. • Mainly used baby talk; language expression was limited. ○ 不会分辨颜色，常拿错颜色。 ○ 八月左右开始“呀呀语”，口音不清晰。 ○ 以婴儿语为主，语言表达有限。	• Can pick the correct colour when instructed; if incorrect, he will try again. • Can imitate simple words (dog, cat, fish, horse). • Can imitate teacher’s speech, including classmates’ names. • Uses simple expressions, e.g., “bye-bye”. • Began speaking around September; currently in the imitation stage, practicing sounds and speech patterns. • Understands adult instructions but has not yet initiated proactive communication. • Can follow teacher instructions and repeat what is taught, showing gradual comprehension.

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Language & cognition 语言与认知		○ 能根据老师指示拿正确颜色，拿错会主动纠正。 ○ 能模仿简单词语（狗、猫、鱼、马）。 ○ 会模仿老师说话，包括同学名字。 ○ 有简单表达，如“bye-bye”。 ○ 九月左右开始讲话，目前处于模仿阶段，会模仿语音和语调。 ○ 能理解成人指令，但尚未主动沟通。 ○ 能跟随老师指令并复述内容，理解能力逐步提升。
Self care 自理能力	● Needed full assistance to put on diapers and pants. ● Could not bring food to the table independently. ● Needed help to change clothes. ○ 穿尿片与裤子完全依赖老师。 ○ 不会自己把食物带到桌上。 ○ 换衣需要帮助。	● Can attempt putting on diapers and pants with teacher’s guidance. ● Takes off shoes and places them on the shoe rack independently. ● Cleans up files after activities, showing growing responsibility. ● Can bring food to the table and return utensils to the kitchen after eating. ● Can remove clothes and diapers and dispose of diapers in the bin. Observation skills and attention to surroundings are improving. ○ 在老师辅助下，开始自己穿尿片和裤子。 ○ 入学后能主动脱鞋并放在鞋架上。 ○ 活动结束后会整理文件，显示责任意识。 ○ 能把食物带到桌上，用餐结束把餐具带回厨房。 ○ 会自行脱衣和尿片，并把尿片丢进垃圾桶。 ○ 观察力和注意力提升。
Social 社交发展	● Did not understand how to join play or interact with peers. ● Needed help changing clothes. ● Could not independently bring food or manage personal items. ○ 不太懂如何参与集体活动，与同伴互动有限。 ○ 更换衣物时需要辅助。 ● 无法独立完成带食物或整理物品等任务。	● Familiar with the school environment and beginning to interact and play with peers.。 ● Attempts to communicate with peers to express intentions or needs. ● Observes and imitates peers during group activities, showing early social learning skills. ○ 已熟悉学校环境，开始与小朋友互动和玩耍 ○ 会尝试与同伴沟通，表达意图和需求。 ○ 在小组活动中能够观察并模仿同伴，展现早期社交学习能力。

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Emotional & Behaviour 情绪与行为	• Would frown or cry when asked to do something he did not want to do. • Would get upset and cry when stopped or corrected. • Afraid of being laughed at or judged; very sensitive to peers’ reactions. ○ 遇到不想做的事情会皱眉或哭泣。 ○ 被制止或纠正时容易哭闹。 ○ 害怕被别人嘲笑，十分在意他人眼光。	• Emotions are more stable and less prone to crying. • Can understand teacher explanations and respond appropriately when corrected. • Can stop actions after being reminded. • Still imitates peers but stops immediately if teacher notices, showing developing self-control. ○ ○ 情绪更稳定，不再轻易哭泣。 ○ 被纠正后能理解老师解释并做出调整。 ○ 做错事被提醒后能停止。 ○ 会模仿同伴动作，但发现老师注意时会立即停止，显示自我控制能力。

Conclusion 总结

Elroy has made significant progress across multiple areas over the past months. His hand strength and fine motor skills have improved, allowing him to participate more actively in activities such as Lego building, tearing paper, and handling puzzles. While he still requires guidance with more complex puzzles and precise finger movements, his efforts and coordination are steadily developing.

Elroy’s language and cognitive skills are progressing. He has begun speaking and imitating words, understands adult instructions, and is starting to engage in simple communication, though proactive verbal interaction is still emerging.

In terms of self-help skills, he is becoming increasingly independent in dressing, eating, and tidying up, demonstrating growing responsibility and observation skills. His emotional regulation has improved; he manages frustration more effectively, responds appropriately to corrections, and demonstrates early self-control.

Socially, Elroy is becoming familiar with his peers and environment, actively participating in play, attempting communication, and observing social cues, which supports his social development. Overall, Elroy is showing steady growth in independence, communication, and social skills, and with continued support and practice, he is expected to make further progress in fine motor skills, language, and interactive abilities.

Elroy 在过去几个月中在各方面都取得了显著进步。
他的手部力量和精细动作能力有所提高，可以更积极地参与活动，如搭建 Lego、撕纸和拼图。尽管在处理复杂拼图和精细指尖动作时仍需指导，但他的协调能力和努力正在稳步发展。

语言与认知能力正在进步，他已开始模仿说话并理解成人指令，能够进行简单沟通，尽管主动发言仍在逐步建立中。
在自理能力方面，他在穿衣、用餐和整理物品上越来越独立，表现出责任感和观察力的提升。
情绪调节有明显改善，能够更好地管理挫折，对纠正有适当反应，并开始显示早期自我控制能力。

在社交方面，埃尔洛伊对同伴和环境更加熟悉，主动参与游戏，尝试沟通，并观察同伴行为，支持其社交发展。
总体而言，埃尔洛伊在独立性、语言交流和社交技能方面稳步成长，在持续的支持和练习下，他在精细动作、语言和互动能力方面预计将取得进一步进展。

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

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

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	B	D
Colouring 填色	B	D
Creativity 创意	B	B
Neatness 清洁	B	B

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	B	B
Understanding 理解能力	B	B
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	B
Understanding 理解能力	B	B
Enjoy Story Contents 明白故事内容	B	B
Ability to Narrate 讲故事的能力	B	B

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