

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–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。	- His writing ability is developing, though stroke sequence remains inconsistent. - He is able to copy from textbooks and the whiteboard with relatively stable performance, but occasionally misses strokes. - He shows basic writing skills but still requires reinforcement in writing accuracy and consistency. - 具备基本书写能力，惟笔顺仍不稳定。 - 能从课本及白板抄写，整体表现较稳定，但偶尔会漏笔画。 - 书写能力持续发展，仍需加强准确性与稳定性。
Language & cognition 语言与认知	- 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.	- He has progressed in <i>Ming Ming Li Li</i> reading and is able to recognise more vocabulary from texts. - He can form simple sentences of 4–5 characters and shows stable sentence structuring ability. - His recognition of colours is mostly accurate, though he is still inconsistent with “green” and “blue.” - In Mathematics, he has mastered number comparison and sequencing within 1–20, and is able to write number sequences from 0–100. - He is able to complete addition within 10–20 independently, though subtraction within 10 is still developing. - His writing memory is not yet stable, as he occasionally forgets numbers or words. - In Bahasa Melayu, he is learning alphabets, suku kata, and basic vocabulary; he can read simple syllables but still requires support in blending sounds and understanding sentences.

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Language & cognition 语言与认知	- 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。	- 在《明明丽丽》的学习中持续进步，能辨认更多课文词汇。 - 能组合 4 至 5 个字的简单句子，句子结构能力较稳定。 - 大部分颜色已能辨认，惟绿色与蓝色仍不稳定。 - 数学方面，已掌握 1–20 以内的数目比较与排序，并能书写 0–100 的数字顺序。 - 能独立完成 10–20 以内加法，惟 10 以内减法仍在发展中。 - 数字与文字书写偶有遗忘，书写记忆尚未稳固。 - 马来文方面，正在学习字母、音节及基础词汇；能阅读简单音节，但在拼读及句子理解上仍需协助。
Self care 自理能力	- 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。	- He is able to follow daily routines and manage tasks independently with general consistency. - He demonstrates basic independence in handling personal and classroom responsibilities. - 能按照日常作息完成任务，整体表现稳定。 - o 在个人及课堂事务管理上展现基本的独立能力。

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Social 社交发展	• 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。	• He is generally able to participate in class activities and interact with peers appropriately. • He continues to build confidence in responding during group or class interactions. ○ 能参与课堂活动，并与同伴进行适当互动。 ○ 在群体互动中仍在建立回应的信心。
Emotional & Behaviour 情绪与行为	• 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。	• He demonstrates good understanding of lesson content, but shows hesitation when responding to questions. • He tends to take longer time to respond and may avoid answering when unsure. • His focus has improved compared to before, though he may become disorganised when tasks are visually crowded or complex. ○ 对课堂内容理解良好，但在回答问题时明显较为犹豫。 ○ 回应时间较长，遇到不确定时会倾向不作答。 ○ 专注力较前提升，但当任务过于密集或复杂时，容易出现混乱情况。

Conclusion 总结

Daveon has demonstrated steady progress across his learning areas, with particularly strong performance in comprehension, basic mathematics, and sentence formation. He shows good learning potential and is able to grasp new concepts when given appropriate guidance and practice.

However, he tends to hesitate when responding to questions, especially when he is unsure, which affects his confidence and spontaneity in class participation. His writing consistency and retention also require further reinforcement to ensure greater accuracy and stability.

Moving forward, the focus will be on strengthening his confidence in responding, thinking flexibility, and adaptive problem-solving skills, while continuing to provide structured practice to support his writing and overall learning consistency.

Daveon 在各学习领域均展现稳定进步，尤其在理解能力、基础数学及句子结构方面表现良好，具备良好的学习潜能，并能在适当引导下掌握新知识。

然而，他在回答问题时仍较为犹豫，尤其在不确定时会影响其表达的自信与主动性。同时，书写稳定性与记忆仍需进一步加强，以提升整体准确度。

接下来将重点加强他的回应自信、思维灵活度与应变能力，并通过系统化练习持续巩固书写及学习表现的稳定性。

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

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

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

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

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

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

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

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