

Name: Megan Chuah Mey Qi

Semester: 2nd Semester 2025

Date: 30/11/2025

Semester Progress

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Motor Skills	• Did not understand how to trace characters and struggled with complex lines even with guidance. • Attention span was around 10–15 minutes, often engaging in intermittent self-talk about cartoons. • Unable to complete puzzles and lacked the concept of assembly and visual connection.	• Uses a highlighter pen for guided writing. On 27/10, after several guided attempts, she began attempting Chinese characters independently using dotted guidelines. • From 27/10 until now, she can independently trace and write alphabet letters. Although still slightly unsteady, she makes good effort. • Shows similar improvement with Chinese characters: practices with teacher guidance and then attempts independently. Not yet ready for writing without guidelines. • Attention span has extended to 30 minutes or more, with noticeably improved visual focus. She can identify letters accurately even in dense clusters. • Can now complete puzzles of about 7 pieces independently, requiring only occasional assistance. • Has developed an understanding of connecting lines and shows clearer comprehension of teacher instructions.
Language & Cognition	• Communication was limited to repetitive daily phrases and she did not seem to understand adult conversation. Required repeated prompting to respond. • Limited cognitive understanding of daily-life objects or events; still needed significant guidance. • Could recognise numbers 1–10.	• Shows improved eye focus when expressing her needs. Though her vocabulary remains limited, her comprehension of conversations has strengthened. • Able to engage in simple back-and-forth exchanges (e.g., “Can you help me take my tumbler?” “Where is your tumbler?”). • Gradually demonstrating basic associations in daily life and beginning to express previously learned knowledge. • Has begun learning counting and developing numerical understanding.
Self-Care	• Would request assistance but could dress herself when prompted. • Weak memory, requiring constant reminders; often resisted instructions and cried, possibly due to misunderstanding teacher expectations.	• Can dress herself and put away her towel properly. No longer leaves items scattered and shows emerging sense of order. • Crying has reduced, though forgetfulness remains an area that needs support.

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Social	- Occasionally shared food, toys, and colour pencils. - Would hold hands and dance with peers. - Did not tolerate peers crying; would hit the crying child's head, then cry alongside them.	- Sharing and interaction remain generally consistent. - When a peer cries, she sometimes attempts to comfort by patting, but may suddenly smile and hit the peer afterward. - With teacher guidance, she is learning to gently comfort peers. If the crying is not too loud, she can tolerate it briefly and may tell the friend “shh” to be quiet.
Emotional & Behaviour	- Calmed herself by counting numbers when crying. - Frequently ran around and lacked awareness of rules.	- Emotional regulation has improved; she cries for a shorter duration and calms down more easily. - Displays increased self-awareness and strong personal preferences (e.g., insisting on obtaining items she wants, though sometimes accepting refusal after firm guidance). - Shows selectivity toward teachers and adjusts her behaviour based on their responses. For example, with a teacher known to set firm limits, she stands up immediately when the teacher approaches instead of lying on the floor.

Conclusion 总结

Across the 1st and 2nd semesters of 2025, Megan has shown steady and meaningful progress across multiple developmental areas. While she continues to face challenges in attention regulation, sentence formation, sensory processing, and social interactions, her improvements indicate that she is gradually building a stronger foundation for learning.

Megan demonstrates clearer awareness of classroom expectations, improved visual focus, and increased willingness to engage in structured tasks. Her self-care skills and cooperation during routines have also developed, reflecting growing independence. Socially, she still requires guidance to manage frustration and interact positively with peers, but she is beginning to participate more in group play and uses eye contact more consistently.

However, despite this increase in attention span, she still requires small group settings and one-to-one guidance to complete tasks effectively, rather than working independently in larger groups.

Her learning gains are most evident in reading simple pinyin, following instructions, engaging in back-and-forth exchanges, and sustaining focus for longer periods. With ongoing sensory integration support, structured routines, and language scaffolding, Megan is expected to continue making progress in the coming term.

Overall, Megan has made encouraging development over these two semesters. Continued home-school collaboration, reinforcement of routines, and patient guidance will remain essential to support her growth.

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

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	D
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	D	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	D	D
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	P	P
Pitch and Rhythm 音准与节奏	D	D
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	D	D

B = Beginning/Need guidance

D = Developing/Able to handle with minimum guidance

P = Proficient/Able to handle without guidance