

The Language of Explanation - in a mathematical context

Year Group	Language Structures
EYFS	I've got theone It's the same/ different It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think.....heavier..... /lighter.....
Year 1	I know.....because.....is in-between/after/before because.....comes before.....because.....comes after.....because..... So then..... The answer is.....because.....
Year 2	I started at 5 because the..... and.....are both..... I jumped on/up inbecause..... and.....are different in that..... This makes.....so I..... So then I.....because..... I know.....because.....
Year 3	If you.....then..... First..... After that..... I know.....because.....and..... are alike in that..... /and.....are similar because.....is.....but.....is..... /is.....while.....is..... When....., / If....., , so
Year 4	We know that.....so/because..... / It can't be.....so/because..... So it must be.....so/because..... / I agree/disagree with you because..... A major difference between.....and.....is that..... Some ways in which.....and.....differ are..... So..... / As a result,
Year 5	I think the question means.....so the answer would be..... I know that.....therefore I would try out..... If the.....add up to.....then the total number must be..... Knowing this means we can work out what's missing! as a result,therefore..... The reason..... is that.....is due to.....
Year 6	First I.....Then.....Next.....Finally..... I approached it methodically (by)..... I was systematic.....(when/because) I looked at the whole problem and broke it down into steps..... We could possibly.....or..... So far I have discovered/worked out that.....