

Writing Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Key Texts - Colour Monster came to school. The Dot All are welcome	Key Texts - Owl Babies Leaf Man Stick Man Can't you sleep little bear?	Key Texts - The Gruffalo Little Red Riding Hood Goldilocks We're going on a bear hunt.	Key Texts - A busy day for birds Walking through the jungle Rainbow Fish Mad about minibeasts	Key Texts - Jack and the beanstalk Jasper's beanstalk Plant a rainbow Oliver's vegetables	Key Texts - Jack and the beanstalk Jasper's beanstalk Plant a rainbow Oliver's vegetables
Three and Four- year olds (Nursery)	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Engage in extended conversations about stories, learning new vocabulary Write some or all of their name Write some letters accurately. <p><u>Physical -</u></p> <ul style="list-style-type: none"> use large-muscle movements to wave flags and streamers, making snips in paper with scissors use comfortable hand grip with good control when holding pens and pencils shows a preference for a dominant hand. <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Understand 'why' questions, like: 'why do you think the caterpillar will get so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Use longer sentences of four to six words. 					
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin Outcome - Oral retelling of the story Draw images and write labels to represent the story	I'm Going to Eat This Ant by Chris Naylor-Ballesteros Outcome - A list of food items for another animal	Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been	The Journey Home by Emma Levey Outcome - Retell/rewrite of the story	Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story	Supertato by Sue Hendra Outcome - A wanted poster for Evil Pea with a character description
	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop Form lower case and capital letters correctly Re-read what they have written to check it makes sense. <p><u>Physical</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style which is fast, accurate and efficient. <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use new vocabulary throughout the day Develop social phrases 					

- Connect one idea or action to another using a range of connectives.
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ELG - Writing -

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Physical - Fine Motor

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Communication and Language - Speaking -

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate
- Express their feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Lost and Found by Oliver Jeffers Outcome - Fiction: Adventure story based on the structure of <i>Lost and Found</i> Greater Depth - Change the setting of the story.</p>	<p>Nibbles by Emma Yarlett Outcome - Recount: Diary entry Greater Depth - Add in further details about other characters' feelings</p>	<p>The Lion Inside by Rachel Bright Outcome - Fiction: Journey based on the structure of <i>The Lion Inside</i> Greater Depth - Change both animals in the story</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie Outcome - Fiction: Adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> Greater Depth - Change the setting of the story.</p>	<p>Toys in Space by Mini Grey Outcome - Fiction: fantasy story based on the structure of <i>Toys in Space</i>. Greater Depth - Choose their own toy to write about and change the space creature Extension - Instructions</p>	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome - Fiction: Traditional Story based on the structure of <i>Goldilocks and Just the One Bear</i> Greater Depth - Change the animal and the setting of the story Extension - non-chronological report</p>
	<p>Sentence -</p> <ul style="list-style-type: none"> • Combine words to make sentences 	<p>Sentence -</p> <ul style="list-style-type: none"> • Join words using <i>and</i> 	<p>Sentence -</p> <ul style="list-style-type: none"> • Join words and clauses using <i>and</i> 	<p>Sentence -</p> <ul style="list-style-type: none"> • Join words and clauses using <i>and</i> 	<p>Sentence -</p> <ul style="list-style-type: none"> • Join words and clauses using <i>and</i> 	<p>Sentence -</p> <ul style="list-style-type: none"> • Join words and clauses using <i>and</i> • Use simple description
	<p>Text -</p>	<p>Text -</p> <ul style="list-style-type: none"> • Use plural noun suffixes -s and -es • Sequence sentences to form short narratives (link ideas or events by pronoun) 	<p>Text -</p> <ul style="list-style-type: none"> • Add suffixes to verbs where no change is needed to the root • Change the meaning of verbs and adjectives by adding the prefix un- 	<p>Text -</p> <ul style="list-style-type: none"> • Add suffixes to verbs where no change is needed to the root 	<p>Text -</p> <ul style="list-style-type: none"> • Add suffixes to verbs where no change is needed to the root • Change the meaning of verbs and adjectives by adding the prefix un- 	<p>Text -</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives (link ideas or events by pronoun)
	<p>Punctuation -</p> <ul style="list-style-type: none"> • Leave spaces between words • Begin to use capital letters and full stops • Use a capital letter for names of people and the personal pronoun 'I' 	<p>Punctuation -</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and full stop • Use capital letter for names of people 	<p>Punctuation -</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks 	<p>Punctuation -</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks 	<p>Punctuation -</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks 	<p>Punctuation -</p> <ul style="list-style-type: none"> • Use a capital letter for places and days of the week • Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks
	<p>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words 					

Year 2	<p>Troll Swap by Leigh Hodgkinson Outcome - Fiction: story with focus on characters Greater Depth - story about two independently invented contrasting characters who swap places</p>	<p>The Owl who was Afraid of the Dark by Jill Tomlinson Outcome - Non-chronological report: report about owls Greater Depth - Alter the layout to include own subheadings and extra features</p>	<p>Dragon Machine by Helen Ward Outcome - Fiction: story with adventure focus Greater Depth - story written in 1st person</p>	<p>Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry from point of view of a toy Greater Depth - diary to include the feelings of the other character</p>	<p>The Last Wolf by Mini Grey Outcome - Letter: letter in role as the character persuading to save the trees Greater Depth - real life letter to specific audience e.g. local MP</p>	<p>Grandad's Secret Giant by David Litchfield Outcome - Fiction: story with moral focus Greater Depth - story from the point of view from the giant</p>
	<p>Sentence -</p> <ul style="list-style-type: none"> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify 	<p>Sentence -</p> <ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs 	<p>Sentence -</p> <ul style="list-style-type: none"> Write sentences with different forms: statements, questions, exclamation, command Use subordination (apply <i>because</i>, introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive) 	<p>Sentence -</p> <ul style="list-style-type: none"> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i>, <i>when</i>; introduce <i>that</i>) 	<p>Sentence -</p> <ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones 	<p>Sentence -</p> <ul style="list-style-type: none"> Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment, -ful)
	<p>Text -</p> <ul style="list-style-type: none"> Plan or sat out loud what is going to be written about 	<p>Text -</p> <ul style="list-style-type: none"> Write for different purposes 	<p>Text -</p> <ul style="list-style-type: none"> Read aloud with intonation 	<p>Text -</p> <ul style="list-style-type: none"> Write down ideas, key words, new vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> Write down ideas, key words, new vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> Make simple additions, revisions and corrections
	<p>Punctuation -</p> <ul style="list-style-type: none"> Use punctuation correctly - full stops, capital letters 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use commas to separate items in a list 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use punctuation correctly - exclamation marks, question marks 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use punctuation correctly - apostrophes for the possessive (singular) 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use punctuation correctly - apostrophes for contracted forms 	<p>Punctuation -</p> <ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation
	<p>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</p> <ul style="list-style-type: none"> Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words 					
Year 3	<p>Seal Sufer by Michael Foreman Outcome - Recount: letter in role Greater Depth - write a letter from Grandad in the response to one of his Grandson's letters</p>	<p>Winter's Child by Angela McAllister Outcome - Fiction: fantasy story based on fable Greater Depth - Narrative from a different point of view</p>	<p>Stone Age Boy by Satoshi Kitamura Outcome - Fiction: write a story set in the Stone Age Greater Depth - write from POV of a person from the Stone Age</p>	<p>Big Blue Whale by Nicolas Davies Outcome - Persuasion: informative article persuading for the protection of the blue whale Greater Depth - include a factfile about other endangered sea creatures</p>	<p>Journey by Aaron Becker Outcome - Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth - include a new setting route to lead from one place to another</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth - include a section of a researched Paris landmark</p>
	<p>Sentence -</p> <ul style="list-style-type: none"> Use prepositions to express time, place and clause 	<p>Sentence -</p> <ul style="list-style-type: none"> Use conjunctions and adverbs to express time, place and clause Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or a consonant 	<p>Sentence -</p> <ul style="list-style-type: none"> Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form 	<p>Sentence -</p> <ul style="list-style-type: none"> Build an increasing range of sentence structures Use adverbs to express time, place and clause 	<p>Sentence -</p> <ul style="list-style-type: none"> Use present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and clause Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant 	<p>Sentence -</p> <ul style="list-style-type: none"> Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
	<p>Text -</p> <ul style="list-style-type: none"> Group related ideas into paragraphs Build a varied and rich vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> In narratives, create characters, settings and plot 	<p>Text -</p> <ul style="list-style-type: none"> Build a varied and rich vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing (non-fiction) 	<p>Text -</p> <ul style="list-style-type: none"> group related ideas into paragraphs 	<p>Text -</p> <ul style="list-style-type: none"> in non-narrative material, use simple organisational devices including headings

Year 4

			<ul style="list-style-type: none"> Use headings and sub-headings to aid presentation 		and sub-headings to aid presentation.
Punctuation - <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (introduction) 	Punctuation - <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech 	Punctuation - <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (and to show relationship between two characters) 	Punctuation -	Punctuation -	Punctuation -
Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills: <ul style="list-style-type: none"> Spell common exception words 					
Gorilla by Anthony Browne Outcome - Fiction: fantasy story Greater Depth - re-tell the story from Dad's POV or include speech	Leon and the Place Between by Graham Baker-Smith Outcome - Recount: diary from Leon's POV Greater Depth - Write from different POV	Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative from the character's POV Greater Depth - write from POV of the captain	When the Giant Stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy Greater Depth - write from different POV of the God	Where the Forest Meets the Sea by Jeannie Baker Rainforests in 30seconds by Jen Green Outcome - Information text: information board for a rainforest exhibit Greater Depth - include an interactive element	Blue John by Berlie Doherty Outcome - Letters: letter to a caving enthusiast, including an explanation Greater Depth - include a paragraph of information
Sentence - <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials 	Sentence - <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using wider range of conjunctions Use Standard English forms for verb inflections 	Sentence - <ul style="list-style-type: none"> Variety of verb forms used correctly and consistently including progressive and the present perfect forms Use Standard English forms of verb inflections 	Sentence - <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases 	Sentence - <ul style="list-style-type: none"> Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency 	Sentence - <ul style="list-style-type: none"> Build a rich and varied vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect form
Text - <ul style="list-style-type: none"> Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Text - <ul style="list-style-type: none"> Build a varied and rich vocabulary 	Text - <ul style="list-style-type: none"> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) 	Text - <ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Text - <ul style="list-style-type: none"> Use paragraphs to organise information and ideas around a theme 	Text - <ul style="list-style-type: none"> Use paragraphs to organise information around a theme
Punctuation - <ul style="list-style-type: none"> Use commas after fronted adverbials Re-cap: use inverted commas for direct speech (Year 3) 	Punctuation - <ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's' 	Punctuation - <ul style="list-style-type: none"> Use and punctuate direct speech (using dialogue to show the relationship between characters) 	Punctuation - <ul style="list-style-type: none"> Use and punctuate direct speech Use commas after fronted adverbials 	Punctuation - <ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with plural nouns the grammatical difference between plural and possessive 's' 	Punctuation -

Year 5	<p>Queen of the Falls by Chris Van Allsburg Outcome - Recount: series of diary entries Greater Depth - series of diary entries with viewpoint of other characters</p>	<p>The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale Greater Depth - Traditional tale from another character's POV</p>	<p>Arthur and the Golden Rope by Joe Todd - Stanton Outcome - Fiction: myth - create heroes, villains and monsters Greater Depth - vary the viewpoint from which the myth is told</p>	<p>The Darkest Dark by Chris Hadfield Outcome - Recount - Biography Greater Depth - A first-person recount with the experience from the person's life within the biography</p>	<p>The Paperbag Prince by Colin Thompson Outcome - Persuasion/information - hybrid leaflet Greater Depth - write an oral presentation for a tv or radio broadcast as experts</p>	<p>Blue John by Berlie Doherty Outcome - Letters: letter to a caving enthusiast, including an explanation Greater Depth - include a paragraph of information</p>
	<p>Sentence -</p> <ul style="list-style-type: none"> use fronted adverbials 	<p>Sentence -</p> <ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely 	<p>Sentence -</p> <ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun 	<p>Sentence -</p> <ul style="list-style-type: none"> variety of verb forms used correctly and consistently including the present perfect recap: extend the range of sentences with more than one clause by using a wider range of conjunctions 	<p>Sentence -</p> <ul style="list-style-type: none"> use modal verbs to indicate degrees of possibility 	<p>Sentence -</p> <ul style="list-style-type: none"> use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun use adverbs to indicate degrees of possibility
	<p>Text -</p> <ul style="list-style-type: none"> Plan writing by identifying the purpose and audience Organise paragraphs around a theme 	<p>Text -</p> <ul style="list-style-type: none"> Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action 	<p>Text -</p> <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials 	<p>Text -</p> <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials Link ideas using tense 	<p>Text -</p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting the appropriate grammar and vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<p>Punctuation -</p> <ul style="list-style-type: none"> Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to punctuate direct speech 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity when writing 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis 	<p>Punctuation -</p> <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis 	<p>Punctuation -</p>
Year 6	<p>Star of Hope, Star of Fear by Jo Hoestandt Outcome - Fiction: flashback story, information text Greater Depth - to write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account</p>	<p>Can we save the tiger? By Martin Jenkins Outcome - Information/explanation/persuasion: hybrid text recount: diary Greater Depth - Write a Newsround TV style story</p>	<p>Selfish Giant by Oscar Wilde Outcome - Fiction: classic narrative Explanation Greater Depth - write the narrative from a different viewpoint</p>	<p>Jemmy Button by Aliz Barzelay Island by Jason Chin Outcome - Recount - journalistic report (hybrid text) Discussion Greater Depth - write a magazine article</p>	<p>Manfish by Jennifer Berne Outcome - Recount - biography Fiction Greater Depth - add in script commentary about role in conservation debate</p>	<p>Sky Chasers by Emma Carroll Outcome - Fiction - adventure story Recount - autobiography Greater Depth - include a section written from the viewpoint of another person</p>
	<p>Sentence -</p> <ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely (Year 5) Use passive verbs 	<p>Sentence -</p> <ul style="list-style-type: none"> use modal verbs or adverbs to indicate degrees of possibility 	<p>Sentence -</p> <ul style="list-style-type: none"> recognise vocabulary and structures for formal speech and writing, including subjunctive forms use passive verbs 	<p>Sentence -</p> <ul style="list-style-type: none"> use passive verb forms variety of verb forms used correctly and consistently including the progressive and present perfect forms 	<p>Sentence -</p> <ul style="list-style-type: none"> use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun (Year 5) 	<p>Sentence -</p> <ul style="list-style-type: none"> recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	<p>Text -</p> <ul style="list-style-type: none"> link ideas across paragraphs using a wide range of cohesive devices (Year 5) 	<p>Text -</p> <ul style="list-style-type: none"> enhance meaning through selecting appropriate grammar and vocabulary 	<p>Text -</p> <ul style="list-style-type: none"> distinguish between the language of speech and writing integrate dialogue to convey character and advance the action 	<p>Text -</p> <ul style="list-style-type: none"> use a wider range of devices to build cohesion use organisational and presentational devices to structure text 	<p>Text -</p> <ul style="list-style-type: none"> use wider range of devices to build cohesion 	<p>Text -</p> <ul style="list-style-type: none"> identify the audience and purpose for writing choose the appropriate register

	<ul style="list-style-type: none"> integrate dialogue to convey character and advance the action 					
	Punctuation - <ul style="list-style-type: none"> Use a colon to introduce a list Punctuate bullet points consistently 	Punctuation - <ul style="list-style-type: none"> Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis 	Punctuation - <ul style="list-style-type: none"> Use semi-colons to mark boundaries between independent clauses Punctuate bullet points consistently 	Punctuation - <ul style="list-style-type: none"> Use colon or dashes to mark boundaries between independent clauses 	Punctuation - <ul style="list-style-type: none"> Use a colon to introduce a list and semi-colon within lists Use hyphens to avoid ambiguity 	Punctuation - <ul style="list-style-type: none"> Use semi-colons, colons or dashes to mark boundaries between independent clauses