Original Scientific Paper https://doi.org/10.24867/GRID-2026-p42

The Impact of Typography on Legibility for People with Dyslexia

Eva Jankulovska
Klementina Možina

University of Ljubljana, Faculty of Natural Sciences and Engineering, Department of Textiles, Graphic Arts and Design, Ljubljana, Slovenia

ABSTRACT

More than five per cent of the world's population are estimated to experience difficulties associated with dyslexia. This disorder affects communication abilities, particularly reading and writing. This study examined the impact of different typefaces on reading speed, text comprehension, and short-term memory in individuals with dyslexia. We tested two typefaces specifically designed for people with dyslexia (OpenDyslexic and Sylexiad Sans Spaced Med) and two commonly used typefaces (Arial and Comic Sans MS) that were not designed for this purpose. Four short texts were prepared, each written in a different typeface. Special care was taken to ensure that the texts were of approximately equal length and that they used the same type size and line spacing, thereby providing equal conditions for all participants. For each text, two questions were prepared: one to assess reading comprehension and another to evaluate short-term memory. After reading the texts and answering the questions, participants were also asked to share their subjective impressions and experiences regarding reading in the different typefaces. The study involved 20 participants with dyslexia, aged between 18 and 28 years. After calculating the average reading time for each typeface, the results showed that the text written in Arial, a general-purpose and non-specialised typeface, was read the fastest. In contrast, the text written in Sylexiad Sans Spaced Med required the longest reading time. The text with the highest percentage of correct answers was the one written in Comic Sans MS, whereas the text written in Sylexiad Sans Spaced Med achieved the poorest results. Most participants reported that the texts written in Comic Sans MS and Arial were the easiest to read. To generalise these findings, further research with a larger sample size and a broader age range of participants is required.

KEY WORDS
Dyslexia, comprehension, legibility, reading time, short-term memory, typography

1. Introduction

Dyslexia is a neurodevelopmental disorder that affects an individual's ability to read accurately and fluently despite normal intelligence and adequate educational opportunities (Lyon et al., 2003; González-Valenzuela et al., 2021; Łuniewska et al., 2021). Genetic factors play a significant role, as dyslexia frequently occurs within families (González-Valenzuela et al., 2021). It is one of the most common learning disorders, affecting more than 5% of the global population (Lyon, 2003; Dorwart, 2026). Individuals with dyslexia often experience visual crowding, a phenomenon in which closely spaced letters reduce text legibility. Increasing inter-letter spacing has been identified as an effective typographic intervention for improving reading performance (Evett et al., 2005; Beier et al., 2010; Łuniewska et al., 2021).

One of the most common difficulties associated with dyslexia is the confusion of visually similar letters, such as b and d or p and q. This difficulty is attributed to impaired visual discrimination, making it more challenging to distinguish between similar letterforms (Beier et al., 2010; Rello et al., 2013; Marinus et al., 2016; Mayo Clinic, 2026). Individuals with dyslexia frequently experience difficulties with spatial orientation while

reading, which affects their ability to track lines of text and recognise words efficiently. Consequently, they may lose their place on the page, skip lines, or reread the same words multiple times (Cleveland Clinic, 2026).

Because of deficits in linguistic information processing, reading is typically slower and less fluent for individuals with dyslexia. Additional time is required for word recognition and semantic processing, often resulting in increased cognitive effort, fatigue, and frustration (Dorwart, 2026).

A range of typographic interventions has been proposed to improve legibility for readers with dyslexia. Enlarged counters enhance the recognisability of letterforms, while extended ascenders and descenders improve the discrimination of visually similar characters (Wery, 2017). A slight letter slant may further facilitate the differentiation of similar letterforms (González-Valenzuela et al., 2021). In addition, increased spacing between letters, words, and lines reduces visual crowding and enhances overall legibility (Williams, 2020).

According to the study (Evett et al., 2005), the British Dyslexia Association (BDA) emphasises the importance of selecting simple letterforms and sans-serif typefaces. The BDA recommends typefaces such as Arial, Helvetica, Verdana, and Comic Sans (British Dyslexia Association, 2003).

Arial is a sans serif typeface characterised by uniformly weighted strokes and relatively large counters, which improve letter recognition (Možina, 2023). It is also one of the most widely used typefaces in the Microsoft Windows operating system.

Comic Sans MS was originally developed for comic-style text and younger computer users (Beaumont-Thomas et al., 2017). It features irregular stroke widths and rounded stroke terminals. To improve the distinction between visually similar characters, such as the uppercase I and the lowercase l, the capital I incorporates serifs (Možina, 2023).

Typefaces specifically designed for readers with dyslexia incorporate distinctive typographic features intended to enhance legibility (Rello et al., 2013; Marinus et al., 2016; Wery, 2017). Their primary objective is to maximise the visual distinction between similar letterforms while improving overall legibility (Bohm, 2019). Studies have shown that readers with dyslexia benefit from typefaces with pronounced ascenders and descenders, clearly distinguishable letterforms, and consistent stroke weight (Hillier, 2006; Marinus et al., 2016).

To improve the reading experience of individuals with dyslexia, several specialised typefaces have been developed, including OpenDyslexic, Sylexiad, and Dyslexie. These typefaces incorporate design features intended to enhance legibility and facilitate letter recognition (Hillier, 2006; Marinus et al., 2016; Wery, 2017; Laddusaw et al., 2019).

OpenDyslexic is characterised by heavier strokes at the bottom of each letter. This distinctive weighting is intended to reduce the perception that letters move or rotate during reading, thereby helping readers distinguish individual letters more effectively and reducing reading errors (Wery, 2017; Laddusaw et al., 2019).

Sylexiad is available in two versions: Serif Sylexiad and Sylexiad Sans. Both versions feature simple, rounded letterforms with long, light, uniformly weighted strokes (Hillier, 2006).

This study investigated the effects of different typefaces on reading speed, reading comprehension, and short-term memory in individuals with dyslexia. To address these objectives, the following hypotheses were formulated:

H1: Individuals with dyslexia will read texts presented in typefaces specifically designed for readers with dyslexia (OpenDyslexic and Sylexiad Sans Spaced Med) significantly faster than texts presented in conventional typefaces (Arial and Comic Sans MS).

H2: Participants will achieve higher scores on reading comprehension and short-term memory tasks when reading texts presented in dyslexia-oriented typefaces than when reading texts presented in conventional typefaces.

H3: Participants aged over 20 years will, on average, require less time to read the experimental texts than younger participants.

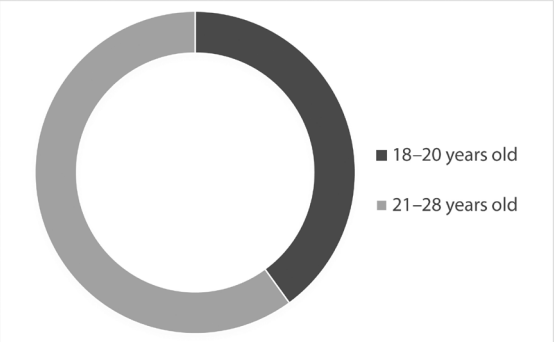
2. Experimental part

This study on the effects of different typefaces on reading speed, reading comprehension, and short-term memory in individuals with dyslexia was conducted at the offices of the Einstein Dyslexia Association in Skopje (Republic of North Macedonia).

The experiment took place in a controlled environment with five participants tested simultaneously. Although all participants were seated in the same room, each completed the tasks individually. The reading passages and accompanying questions were presented sequentially, one at a time.

The study included individuals with a prior clinical diagnosis of dyslexia. A total of 20 participants, aged between 18 and 28 years, took part. Thirteen participants (65%)

were female and seven (35%) were male. For a more detailed analysis of the results, participants were divided into two age groups. The first group consisted of eight participants aged 18–20 years, and the second included 12 participants aged 21–28 years (Figure 1). All participants reported normal or corrected-to-normal vision.



» **Figure 1:** *Age groups of the participants*

To evaluate legibility, we used four different texts selected from the magazine Fokus. The texts covered world news topics. They were slightly adapted so that, excluding spaces, they contained an average of 565 characters. Including spaces, the texts averaged 652 characters.

Each text was set in a different typeface. Two texts were presented in typefaces designed specifically for readers with dyslexia: OpenDyslexic (B) and Sylexiad Sans Spaced Med (C), a variant of the Sylexiad Sans typeface. The remaining two texts were presented in the standard typefaces Arial (D) and Comic Sans MS (A). OpenDyslexic and Sylexiad Sans Spaced Med were chosen because they were specifically designed for readers with dyslexia, whereas Arial and Comic Sans MS were selected because they are widely used online and are generally considered highly legible.

All four texts were set in a 10 pt with line spacing (i.e. leading) of 120% of the type size (i.e. 12 pt). The maximum number of characters per line was 57 for OpenDyslexic (B), 65 for Sylexiad Sans Spaced Med (C), 63 for Comic Sans MS (A), and 66 for Arial (D). Owing to its heavier letterforms and larger internal spacing, which require more horizontal space, the OpenDyslexic text accommodated fewer characters per line. All texts were left-aligned. Figures 2–5 present examples of the texts in the four typefaces. To ensure comparability across texts, all measurements were normalised to 650 characters.

After reading each text, participants answered two multiple-choice questions related to its content. The first question assessed reading comprehension and the second assessed short-term memory.Each question offered three response options, only one of which was correct.

At the end of the testing session, each participant took part in a brief interview to reflect on their overall experience. In particular, participants were asked which of the four typefaces they found easiest and most difficult to read, and to explain the reasons for their preferences.

Naučnicite identifikuvaa gen za koj velat deka može da se povrze so drevnoto poteklo na govorot, koj bil od klučno značenje za opstanokot na čovekot. Rezultatite od ova istražuvanje bea objaveni vo naučnoto spisanie "Natur Communications". Imeno, otkrieno e deka samo lugjeto imaat protein što, možebi, im pomognal da komuniciraat na nov način. Liza Finestek od Univerzitetot „Minesota", koja ne bila vklučena vo istražuvanjeto, reče deka ova e prviot čekor vo započnuvanjeto so proučuvanje na specifični geni što može da vlijaat na razvojot na govorot i na jazikot. Možebi, i naučnicite kje uspeat da im pomognat na onie so govorni mani.

» **Figure 2:** *Text set in Comic Sans MS (A)*

Minatata godina beše vtora posledovatelna godina na rekordna prodažba vo "Volvo", so isporačani 763.389 avtomobili, što e osumprocentno zgolemuvanje vo odnos na prethodnata godina. I pokraj ovoj soliden rezultat, brendot vo sopstvenost na "Geely" tvrdi deka se podgotvuva za „turbulentna 2025 godina poradi predizvikuvačkite pazarni uslovi". Za da ostane konkurentno, "Volvo" ja kompletira ažuriranata ponuda, vklučuvajkji osveženi proizvodi i novi dodatoci vo svojata paleta. Sepak, nema da se fokusira isključivo na električnite vozila. Tie vekje se otkažaa od planovite da bidat celosno električni do 2030 godina.

» **Figure 3:** *Text set in OpenDyslexic (B)*

Koga se počituvaat legendite, dostignuvanjeto dobiva pogolemo značenje. Najdobrite alpski skijački na site vreminja ne ostanaa ramnodušni vo poslednata nedela vo fevruari koga Mikaela Šifrin stana prvata vo istorijata koja ja postigna 100-tata pobeda vo Svetskiot kup. Ovoj unikaten podvig Amerikankata vo Sestriere go postigna malku neočekuvano, bidejkji po dvomesečno otsustvo od igrite poradi pad od Kilington, barem na neodamnešnoto Svetsko prvenstvo vo Zalbach-Hinterglemm, ne se pretstavi najubedlivo. Dvaeset i devetgodishnata skijačka dokaža deka šampionite nikogas ne se otpisuvaat i deka možat da bidat najdobri duri i koga, barem na hartija, ne se vo centarot na vnimanieto.

» **Figure 4:** *Text set in Sylexiad Sans Spaced Med (C)*

Estonija se izdvojuva kako edna od najmalku naselenite zemji vo Evropa, so prosečna gustina na naselenie od samo 30 žiteli na kvadraten kilometar. Ovaa niska naselenost ovozmožuva začuvuvanje na golemi zeleni površini i šumi, koi pokrivaat okolu 50 otsto od teritorijata. Šumite igraat klučna uloga vo pročistuvanjeto na vozduhot, apsorbirajkji jagledor dioksid i osloboduvajkji kislorod. Dopolnitelno, Estonija vložuva značitelni resursi vo koristenjeto na obnovlivi izvori na energija. Iako vo minatoto, golem del od električnata energija se dobivaše od nafteni škrilci, vo poslednite godini, zemjata značitelno ja namali upotrebata na fosilni goriva i se nasoči kon čisti izvori, kako veternici i biomasa.

» **Figure 5:** *Text set in Arial (D)*

3. Ressults and Discussion

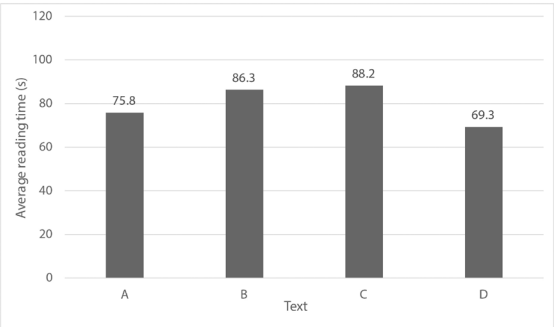
3.1. Reading time

The average time participants required to read the standardised texts was 79.9 seconds. This means that, on average, participants needed almost 80 seconds to read texts of equal length (650 characters).

A more detailed analysis of the standardised data revealed that participants required the least time to read Text D, which was presented in the Arial typeface. The average reading time for this text was 69.3 seconds, representing the fastest reading time recorded among all standardised texts. This finding further supports the conclusion that the Arial typeface is particularly suitable for fast reading, even among individuals with dyslexia. Its simple, clean design, straightforward letterforms, and consistent spacing between characters may contribute to improved legibility and reduced cognitive effort during reading, thereby facilitating text processing.

In contrast, participants required the most time to read Text C (i.e. Sylexiad Sans Spaced Med), with an average reading time of 88.3 seconds. This suggests that Text C was the most demanding and least efficient for rapid reading. A very similar result was observed for Text B (i.e. OpenDyslexic), which had an average reading time of 86.3 seconds. These findings indicate that certain typefaces, although specifically designed for individuals with dyslexia, do not necessarily lead to improved reading performance. After standardisation to a length of 650 characters, Text A (i.e. Comic Sans MS) was read in an average of 75.8 seconds, placing it among the more efficient texts, although it was not the fastest.

The results indicate that selecting a specialised typeface designed to assist individuals with dyslexia does not necessarily guarantee faster reading. Reading speed depends on multiple factors, including the visual clarity of the typeface, the reader's familiarity with a particular typographic style, and the subjective acceptability of the letterforms (Beier et al., 2011). In some cases, widely used typefaces, such as Arial, may enable faster and more fluent reading (Beier et al., 2013) than typefaces specifically developed for individuals with dyslexia.



» **Figure 6:** *Average standardised reading time for each text: (A) Comic Sans MS, (B) OpenDyslexic, (C) Sylexiad Sans Spaced Med, and (D) Arial*

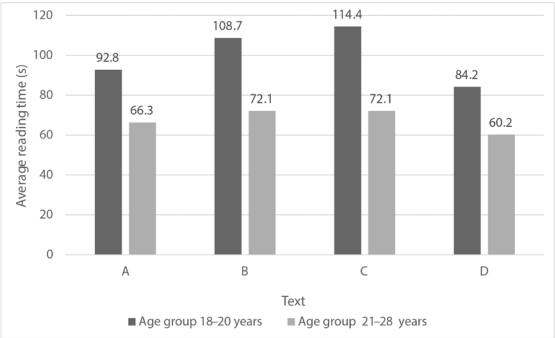
3.1.1. Reading time across different age groups

We were interested in whether individuals develop specific strategies over time that help them cope more effectively with the challenges associated with dyslexia, or whether prolonged exposure to reading and written materials influences reading speed and performance. We hypothesised (H3) that individuals who have lived with dyslexia for many years may gradually learn to adapt to their limitations, develop effective strategies for comprehending and processing texts and, consequently, improve their overall reading skills.

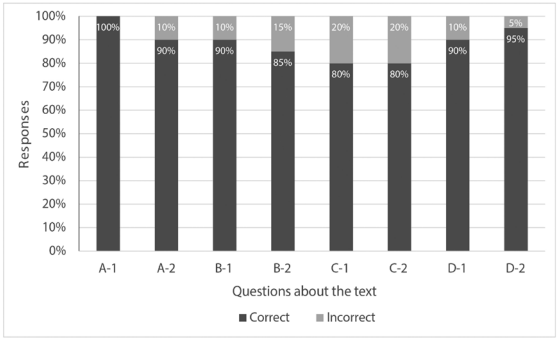
Participants were divided into two age groups: a younger group comprising individuals aged 18–20 years and an older group comprising participants aged 21–28 years (Figure 7). The results revealed clear differences in the time required to read the different texts. All reported values represent standardised data, meaning that the reading times were adjusted to an equivalent text length of 650 characters (including spaces) to ensure greater comparability.

The younger age group (18–20 years) required considerably more time, on average, to read all of the presented texts. The average reading times were 92.82 seconds for Text A (Comic Sans MS), 108.74 seconds for Text B (OpenDyslexic), 114.35 seconds for Text C (Sylexiad Sans Spaced Med), which represented the highest average reading time recorded within this age group, and 84.2 seconds for Text D (Arial). These findings suggest that younger participants may still be developing essential reading skills or may have had less exposure to different typefaces and typographic styles, which could influence their reading efficiency.

In contrast, the older participants (21–28 years) achieved substantially better results. Their standardised average reading times were significantly shorter: 66.34 seconds for Text A (Comic Sans MS), 72.13 seconds for Text B (OpenDyslexic), 72.10 seconds for Text C (Sylexiad Sans Spaced Med) and 60.20 seconds for Text D (Arial). This group therefore read both faster and more efficiently, supporting the assumption that prolonged experience with dyslexia enables individuals to develop strategies that improve reading performance. It appears that, over time, the older participants developed personal techniques such as visualisation, active prediction of meaning, the use of inner speech or filtering out irrelevant information, which allowed them to read more fluently and efficiently.



» **Figure 7:** *Average standardised reading time for participants aged 18–20 and 21–28 years: (A) Comic Sans MS, (B) OpenDyslexic, (C) Sylexiad Sans Spaced Med, and (D) Arial*



» **Figure 8:** *Percentage of correct and incorrect responses for texts presented in (A) Comic Sans MS, (B) OpenDyslexic, (C) Sylexiad Sans Spaced Med, and (D) Arial*

Based on these findings, it can be concluded that age, or more specifically long-term experience with dyslexia, has a significant influence on reading ability. Although dyslexia is a lifelong condition, individuals appear to develop increasingly effective coping strategies over time, contributing to faster reading speeds and improved overall performance in processing written material (Carioti et al., 2021; Basma et al., 2024).

3.2. Reading comprehension and short-term memory

Analysis of the collected data (Figure 8) revealed a high proportion of correct responses, indicating that the participants generally demonstrated a good understanding of the texts they had read. Six of the twenty participants answered all the questions correctly. The remaining participants made, on average, only one or two errors, suggesting a high level of reading comprehension and an effective ability to retrieve information from short-term memory.

Text A, presented in the Comic Sans MS typeface, yielded the highest level of accuracy. All 20 participants (100%) correctly answered the first question assessing text comprehension (A-1). The second question, which evaluated recall of the text (A-2), was answered correctly by 18 participants (90%). Consequently, the overall accuracy for the questions related to Text A was 95%.

The results for Text B, presented in the OpenDyslexic typeface, were slightly lower. The first question assessing comprehension (B-1) was answered correctly by 18 participants (90%), while the second question assessing recall (B-2) was answered correctly by 17 participants (85%). The overall accuracy for Text B was therefore 87.5%, representing a good level of performance, although slightly lower than that observed for Text A.

The lowest level of performance was observed for Text C, which was presented in the Sylexiad Sans Spaced Med typeface. Both questions associated with this text yielded identical results, with 16 of the 20 participants answering correctly, corresponding to an accuracy rate of 80%. Consequently, the overall accuracy for Text C remained at 80%, suggesting that this text was the most challenging in terms of both comprehension (C-1) and recall (C-2). Alternatively, its content or typographic presentation may have been somewhat less accessible to readers.

The final passage, Text D, presented in the Arial typeface, again produced a high level of response accuracy. The first question assessing comprehension (D-1) was answered correctly by 18 participants (90%), while the second question assessing recall (D-2) was answered correctly by 19 participants (95%), resulting in an overall accuracy of 92.5%. These findings indicate that Text D was among the easiest texts to comprehend, remember, and read within the study.

Overall, the findings suggest that differences in typeface had no substantial effect on either text comprehension or the ability to recall information. This is consistent with the findings reported by Beier et al. (2013). The participants successfully answered the majority of the questions regardless of the typeface used, indicating that they adapted well to different typographic presentations. The only notable exception was Text C, presented in the Sylexiad Sans Spaced Med typeface, which produced a slightly lower proportion of correct responses. This may indicate that the text was more demanding, either because of its content or its typographic design. Nevertheless, the overall results support the conclusion that individuals with reading difficulties, such as dyslexia, are able to comprehend written texts successfully.

3.3. Subjective reading experience

Most participants reported that Texts A (Comic Sans MS) and D (Arial) were the easiest to read. Although they did not identify the specific typographic features that contributed to the legibility of these typefaces, their positive evaluations may have been influenced by their

familiarity with them. As these typefaces are commonly used in everyday printed and digital materials, frequent exposure may have made them appear more familiar and, consequently, easier to read (Beier et al., 2013).

In contrast, opinions regarding the typefaces specifically designed for individuals with dyslexia were considerably more divided. Some participants appreciated the increased spacing between letters and lines, as well as the distinctive, playful letterforms of the OpenDyslexic typeface (Text B), reporting that these features helped them maintain focus and follow the text more easily. Others, however, expressed the opposite view, stating that such typefaces made reading more difficult because they perceived them as unusual, hard to read, or even distracting due to their unconventional letterforms and visual rhythm.

The most negative feedback was associated with Text C, which was presented in the Sylexiad Sans Spaced Med typeface and was generally considered the least suitable for reading. Participants frequently commented that the typeface appeared too small and that the letters and lines were spaced too closely, reducing the overall clarity of the text. As a result, they reported having to invest greater effort in identifying individual words and maintaining their place, which negatively affected their overall reading experience.

In addition, several participants noted that typefaces with softer, more rounded letterforms made reading easier, as they were perceived to be visually more comfortable and less tiring for the eyes (Medved et al., 2025).

4. Conclusions

The findings of this study did not support the expectation that typefaces specifically designed for individuals with dyslexia would facilitate faster or more efficient reading than conventional typefaces. Although reading times differed across the four typefaces, the pattern observed did not align with the initial hypothesis. The shortest average reading time was recorded for Arial, followed by Comic Sans MS, while the dyslexia-specific typefaces, OpenDyslexic and Sylexiad Sans Spaced Med, resulted in noticeably longer reading times. These findings suggest that specialised typefaces do not necessarily improve reading performance for all individuals with dyslexia. One possible explanation is participants' greater familiarity with conventional typefaces, which are encountered more frequently in everyday reading materials. In contrast, the distinctive design of OpenDyslexic, for example, may initially appear unfamiliar and therefore demand greater reading effort.

The analysis of comprehension accuracy showed that most participants answered the questions correctly, indicating a generally good understanding of the texts regardless of the typeface used. The highest level of accuracy was achieved for the text presented in Comic Sans MS (95%), whereas the lowest was observed for Sylexiad Sans Spaced Med (80%). This difference may reflect the influence of the typeface on legibility, although variations in text difficulty cannot be ruled out.

An additional finding was the difference between age groups. Participants aged 21–28 years read the texts faster, on average, than those aged 18–20 years. This may be explained by greater reading experience, more developed reading strategies, and improved adaptation to dyslexia over time.

Overall, the results indicate that the first hypothesis (H1), predicting faster reading with dyslexia-specific typefaces, was not supported. The second hypothesis (H2), which predicted better comprehension for texts presented in these typefaces, was only partially supported, as comprehension remained high for OpenDyslexic but was lower for Sylexiad Sans Spaced Med. The third hypothesis (H3), predicting faster reading among older participants, was supported.

Several limitations should be acknowledged. The study involved a relatively small sample, reflecting the practical challenges of recruiting participants with dyslexia. Future research should include larger and more diverse samples representing a broader range of age groups. In particular, further studies should investigate younger readers and older adults, who may have different typographic needs, including a preference for larger type sizes. Such research would contribute to a more comprehensive understanding of the relationship between typography and reading performance in individuals with dyslexia.

5. References

Basma, B., Savage, R. and Bertone, A. (2024) 'The N400 in readers with dyslexia: A systematic review and meta-analysis', *International Journal of Psychophysiology*, 196, 112283, pp. 1–14. DOI: 10.1016/j.ijpsycho.2023.112283

Beaumont-Thomas, B., Connare, V. and Stephens, T. (2017) 'How we made the typeface Comic Sans', *The Guardian*, 28 March 2017. Available from: https://www.theguardian.com/artanddesign/2017/mar/28/how-we-made-font-comic-sans-typography [Accessed 8 June 2026].

Beier, S. and Larson, K. (2010) 'Design improvements for frequently misrecognized letters', *Information Design Journal*, 18(2), pp. 118–137. DOI: 10.1075/idj.18.2.03bei

Beier, S. and Larson, K. (2013) 'How does typeface familiarity affect reading performance and reader preference?', *Information Design Journal*, 20(1), pp. 16–31. DOI: 10.1075/idj.20.1.02bei

Bohm, T. (2019) 'Letter and symbol misrecognition in highly legible typefaces for general, children, dyslexic, visually impaired and ageing readers', *TypographyGuru*. Available from: https://typography.guru/journal/letters-symbols-misrecognition/ [Accessed 8 June 2026].

British Dyslexia Association. (2003) *Dyslexia style guide*. Available from: https://www.bumc.bu.edu/jmedday/files/2025/05/Dyslexia-Style-Guide-2023-BDA-Style-Guide-2023.pdf [Accessed 5 March 2026].

Carioti, D., Masia, M.F., Travellini, S. and Berlingeri, M. (2021) 'Orthographic depth and developmental dyslexia: A meta-analytic study', *Annals of Dyslexia*, 71(3), pp. 399–438. DOI: 10.1007/s11881-021-00226-0

Cleveland Clinic. (2026) Dyslexia: *Finding a Way to Overcome Reading Difficulties*. Available from: https://my.clevelandclinic.org/health/diseases/6005-dyslexia [Accessed 7 February 2026].

Dorwart, L. (2026) 'The Types of Dyslexia'. Available from: https://www.verywellhealth.com/types-of-dyslexia-5214423 [Accessed 10 March 2026].

Evett, L. and Brown, D.J. (2005) 'Text formats and web design for visually impaired and dyslexic readers – Clear Text for All', *Interacting with Computers*, 17(4), pp. 453–472. DOI: 10.1016/j.intcom.2005.04.001

González-Valenzuela, M.-J. and Martín-Ruiz, I. (2021) 'Neuropsychological Perspective on Dyslexia'. In: Misciagna, S. (ed.) *Learning Disabilities – Neurobiology, Assessment, Clinical Features and Treatments*. London: IntechOpen, pp. 1–30. DOI: 10.5772/intechopen.99386

Hillier, R.A. (2006) *A typeface for the adult dyslexic reader.* PhD thesis. Anglia Ruskin University.

Laddusaw, S. and Brett, J. (2019) 'Dyslexia-friendly fonts: Using OpenDyslexic to increase exhibit access', *College & Research Libraries News*, 80(1), pp. 33–36.

Lyon, G.R., Shaywitz, S.E. and Shaywitz, B.A. (2003) 'A definition of dyslexia', *Annals of Dyslexia*, 53(1), pp. 1–14. DOI: 10.1007/s11881-003-0001-9

Łuniewska, M., Wójcik, M. and Jednoróg, K. (2022) 'The effect of inter-letter spacing on reading performance and eye movements in typically reading and dyslexic children', *Learning and Instruction*, 80, 101576. DOI: 10.1016/j.learninstruc.2021.101576

Marinus, E., Mostard, M., Segers, E., Schubert, T.M., Madelaine, A. and Wheldall, K.A. (2016) 'Special Font for People with Dyslexia: Does it Work and, if so, why?', *Dyslexia*, 22(3), pp. 233–244. DOI: 10.1002/dys.1527

Mayo Clinic. (2026) *Dyslexia – Symptoms and causes*. Available from: https://www.mayoclinic.org/diseases-conditions/dyslexia/symptoms-causes/syc-20353552 [Accessed 8 June 2026].

Medved, T., Podlesek, A. and Možina, K. (2025) 'Eye-tracking study on reading fluency in relation to typeface pleasantness influenced by cross-modal correspondence between taste and shape', *Applied Sciences*, 15(1), 326, pp. 1–16. DOI: 10.3390/app15010326

Možina, K. (2023) *Tipografska kunšt: upodobitev informacij*. Ljubljana: Univerza v Ljubljani, Naravoslovnotehniška fakulteta.

Rello, L. and Baeza-Yates, R. (2013) 'Good fonts for dyslexia'. In: *Proceedings of the 15th International ACM SIGACCESS Conference on Computers and Accessibility (ASSETS '13)*, 21–23 October 2013, Bellevue, Washington. New York: Association for Computing Machinery, Article no. 14, pp. 1–8. DOI: 10.1145/2513383.2513447

Wery, J.J. and Diliberto, J.A. (2017) 'The effect of a specialized dyslexia font, OpenDyslexic', *Annals of Dyslexia*, 67(2), pp. 114–127. DOI: 10.1007/s11881-016-0127-1

Williams, G.F. (2020) 'A guide to understanding what makes a typeface accessible', *Medium*. Available from: https://medium.com/the-readability-group/a-guide-to-understanding-what-makes-a-typeface-accessible-and-how-to-make-informed-decisions-9e5c0b9040a0 [Accessed 8 June 2026].

© 2026 Authors. Published by the University of Novi Sad, Faculty of Technical Sciences, Department of Graphic Engineering and Design. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution license 4.0 Serbia (https://creativecommons.org/licenses/by/4.0/deed.en).