



A high-legibility typeface



A high-legibility typeface

DESIGN AND TRADE MARK
REGISTERED
WITH OHIM BY

**EDIZIONI
ANGOLO
MANZONI**

DESIGNED BY FEDERICO ALFONSETTI

Computer adaption, Paola Palumbo

*Thanks to Daniele Zanoni
for his invaluable advice*

MARCH 2011

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The EasyReading® font was conceived and designed to help avoid visually switching letters and numbers with similar shapes.

This difficulty, which is typical of dyslexic people, can also occur to people without this condition who must quickly read texts at a distance and in less than optimum situations such as poor lighting.

EasyReading®
is an extremely legible font
designed for dyslexic people
and suitable for everyone.

WHAT IS DYSLEXIA

Dyslexia is a specific learning disability that affects the ability to read, write and calculate fluently. It does not affect one's general intellectual functioning.

Reading and writing are such simple acts for most that it is difficult to grasp the challenge they pose for a dyslectic.

WHAT ARE THE SYMPTOMS?

Dyslexia is recognized by a high number of reading errors or an excessively slow ability to read or understand a written text.

An error common to dyslectics is the inversion of letters (p and q, b and d or m and n) and numbers

(for example: 21 and 12 or 6 and 9).

WHEN IS IT RECOGNIZABLE?

In children, in particular, dyslexia can cause psychological problems such as lack of motivation or low self-esteem.

The process of correcting the problem can begin any time between the third grade and the end of high school.

Dyslectics are perfectly capable of learning, they simply have a 'different way' of learning.

DYSLEXIA IN ADULTS

Studies of dyslectic adults show a gradual improvement in reading correctly over time but their speed of reading remains a permanent difficulty.



Subject: Certification of EasyReading font

With the present we confirm that the EasyReading font created by Edizioni Angolo Manzoni has specific graphic characteristics which are useful in helping dyslectics to read.

Turin, 29 July, 2009

dr.ssa Rosanna Gangi
Italian Dyslectic Association - Turin section

SCIENTIFIC STUDY ON THE READABILITY OF THE 'EASYREADING®' FONT

SUMMARY

RESULTS OF A STUDY ON THE READABILITY OF THE 'EASYREADING®' FONT BY FIRST DEGREE DYSLEXIC STUDENTS IN PRIMARY AND SECONDARY SCHOOLS

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Presented at the 10th 'Learning: That is the problem' International Conference, San Marino, September 17-18, 2010

ABSTRACT

The role of visual/spatial attention in reading was confirmed many years ago by several publications on this subject, but publishing houses have only recently become interested in printing texts for dyslexic people that were suitable for the characteristics of the learning disability, with subject matter appropriate for the age of the students.

This study gathers the opinions of first degree elementary and secondary school students diagnosed with dyslexia, distortography, and difficulty reading and/or writing, who were asked to comment on the **EasyReading**[®] font of Edizioni Angelo Manzoni through a special questionnaire.

They were asked to compare two different texts of different lengths in the **Times New Roman** and **EasyReading**[®] fonts and to evaluate various characteristics.

The results, strengths, and aspects that require additional study are presented.

THE CHOICE OF FONT

Angolo Manzoni's EasyReading font was chosen because it is publicized as a font that 'presents specific graphic characteristics that help make reading easier for dyslexic people' (AID certification, Turin chapter);

For comparison, a classic Times New Roman font was chosen to check if there is a statistically significant difference between the two types of fonts that are very different (for example, the EasyReading® font does not have serifs while the Times New Roman font does).

THE TOOL

A special questionnaire was prepared to collect the students' evaluations of the EasyReading® font. This questionnaire is composed of **2 SECTIONS**:

- In **SECTION 1**, the **two items** presented require the students to place an 'X' on the text they prefer (**normal condition and long condition**);
- In **SECTION 2**, the presented **item** requires respondents to evaluate six different characteristics of the texts through questions using the Likert scale (**Times New Roman condition and EasyReading® condition**).

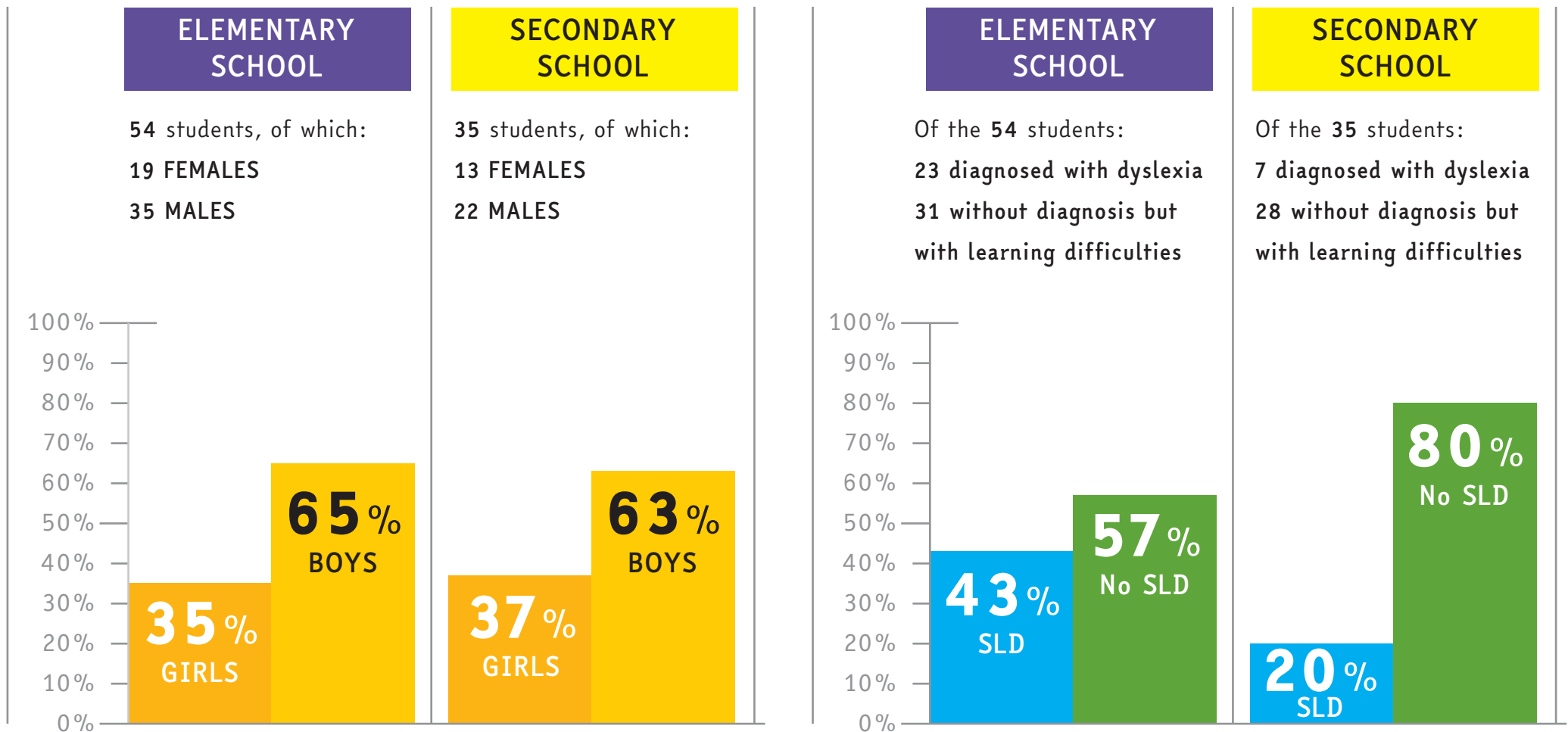
Possible answers to express their agreement with the item range from: 'not at all' (0 points) to 'very much' (4 points).

PROCEDURE – PARTICIPANTS

89 students participated in the workshops, of which 54 were elementary school students

(Classes III, IV, V – ages 8 to 10) and 35 from secondary school (classes I, II, III – ages 11 to 13).

The students, who were chosen by their teachers, were diagnosed with dyslexia or had difficulty reading and writing.



FIRST SECTION

item 1

The **first item** asks to choose which text is easier to read (in EasyReading and in Times New Roman).

QUESTION: WHICH TEXT DO YOU PREFER TO READ?	
TEXT 1, because	TEXT 2, because
.....
.....

The EasyReading text is shorter, but it fills the whole page like the Times New Roman text.

TEXT 1

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a *weathercock*," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes. "Only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything".

TEXT 2

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. “He is as beautiful as a weathercock,” remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes. “Only not quite so useful,” he added, fearing lest people should think him unpractical, which he really was not.

“Why can’t you be like the Happy Prince?” asked a sensible mother of her little boy who was crying for the moon. “The Happy Prince never dreams of crying for anything”.

“I am glad there is some one in the world who is quite happy,” muttered a disappointed man as he gazed at the wonderful statue.

“He looks just like an angel,” said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

“How do you know?” said the Mathematical Master. “You have never seen one.

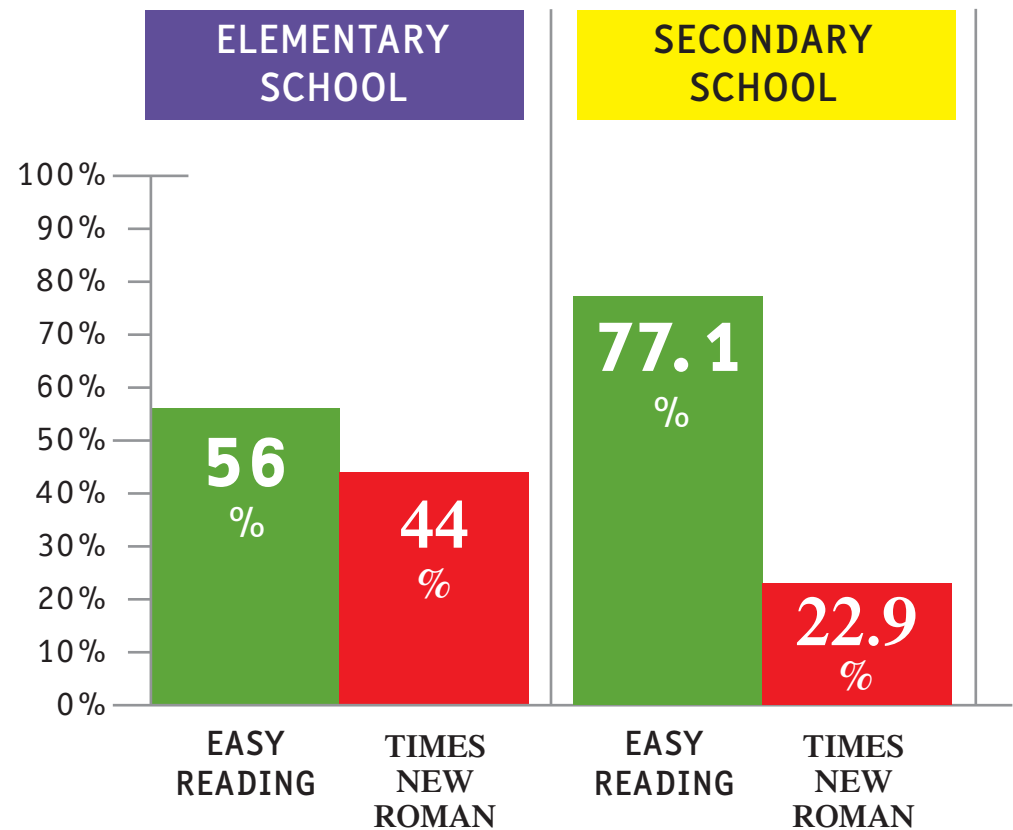
“Ah! but we have, in our dreams,” answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed.

item 1

QUESTION: WHICH TEXT DO YOU PREFER TO READ?

ANSWERS:



FIRST SECTION

Item 2

The **second item** asks which text (in EasyReading and in Times New Roman) one prefers to read.

QUESTION: WHICH TEXT DO YOU PREFER TO READ?	
TEXT 1, because	TEXT 2, because
.....
.....

The Times New Roman text seems shorter because it does not fill the entire page, but the content is actually the same as the one in the EasyReading font.

TEXT 1

High above the city, on a tall column, stood the statue of the Happy Prince.

He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

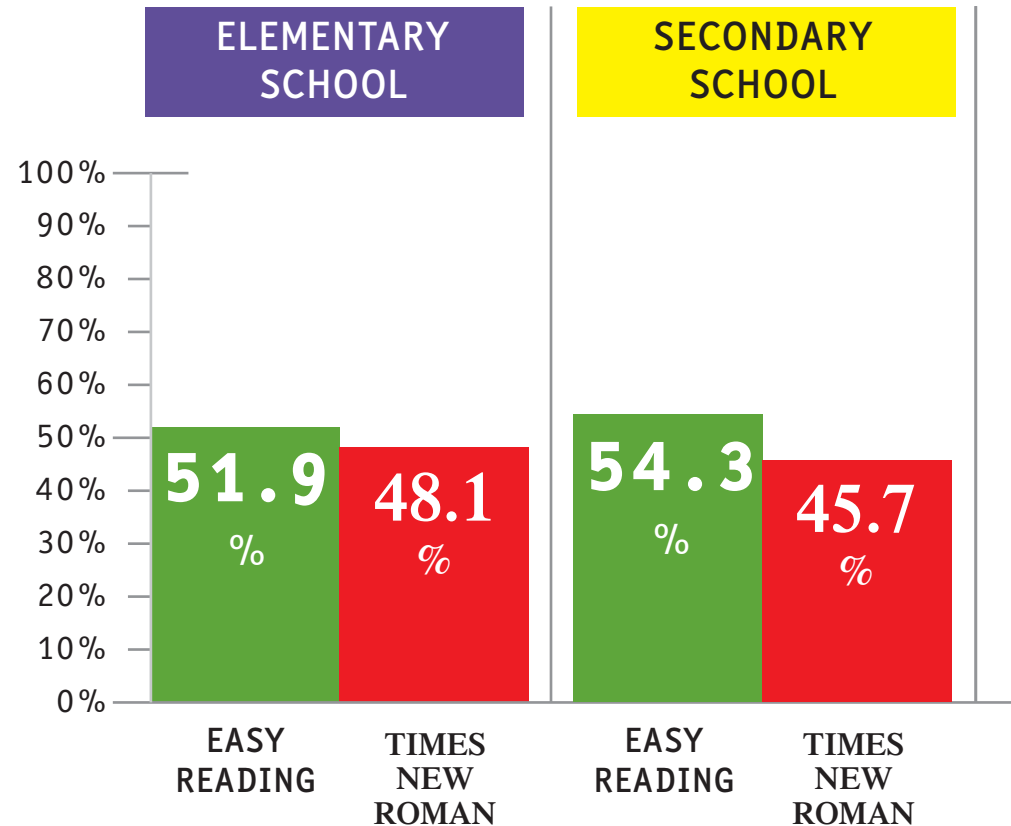
He was very much admired indeed. "He is as beautiful as a *weathercock*," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes. "Only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything".

item 2

QUESTION: WHICH TEXT DO YOU PREFER TO READ?

ANSWERS:



The actual length therefore seems to strongly influence the choice of text to read, even though the EasyReading® text is always preferred.

TEXT 2

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. “He is as beautiful as a weathercock,” remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes. “Only not quite so useful,” he added, fearing lest people should think him unpractical, which he really was not.

“Why can’t you be like the Happy Prince?” asked a sensible mother of her little boy who was crying for the moon. “The Happy Prince never dreams of crying for anything”.

SECOND SECTION

The **SECOND SECTION** contains **6 questions** based on the Likert scale that asks the students their **opinion** on the characteristics of the font in question:

- 1- Reading ease
- 2- Visibility of the letters
- 3- Font thickness
- 4- Punctuation visibility
- 5- Eye strain
- 6- 'Boringness' of the reading

Two texts, one in the Times New Roman font and the other in the EasyReading® font, are shown. The students are asked to evaluate their characteristics.

Times New Roman

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes. "Only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything".

"I am glad there is some one in the world who is quite happy," muttered a disappointed man as he gazed at the wonderful statue.

"He looks just like an angel," said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

"How do you know?" said the Mathematical Master. "You have never seen one.

"Ah! but we have, in our dreams," answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed.

High above the city, on a tall column, stood the statue of the Happy Prince.

He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed.

“He is as beautiful as a *weathercock*,” remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes.

“Only not quite so useful,” he added, fearing lest people should think him unpractical, which he really was not.

“Why can’t you be like the Happy Prince?” asked a sensible mother of her little boy who was crying for the moon.
“The Happy Prince never dreams of crying for anything”.

TEXTS ASSESSMENT QUESTIONS

NOW LOOK CAREFULLY AT THIS TEXT AND ANSWERS THE FOLLOWING QUESTIONS:

IS IT EASY TO READ?

NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

ARE THE LETTERS EASY TO SEE?

NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

ARE THEY THICK ENOUGH?

NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

IS THE PUNCTUATION EASY TO SEE?

NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

DO THE LETTERS STRAIN THE EYES?

NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

IS THE TEXT BORING TO READ?

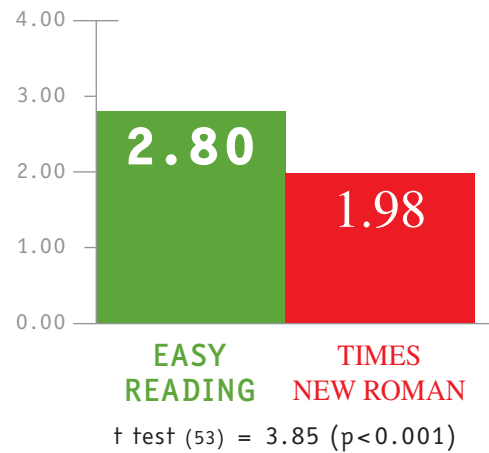
NOT AT ALL	NOT MUCH	NO OPINION	SOMEWHAT	VERY MUCH
------------	----------	------------	----------	-----------

The same questions are repeated for both conditions (Times New Roman and EasyReading®).

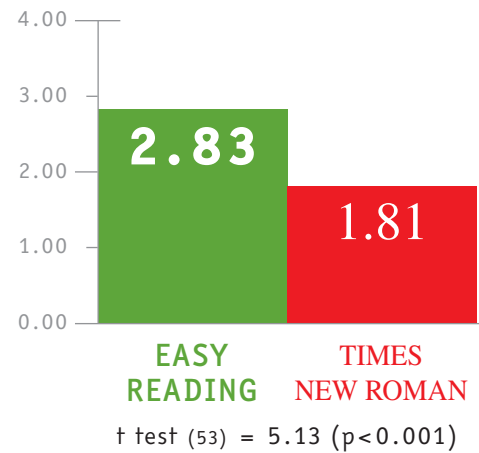
SECOND SECTION – Answers for separate items

ELEMENTARY SCHOOL

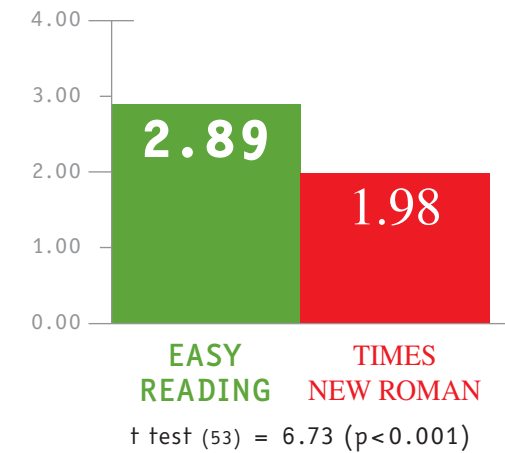
READING EASE



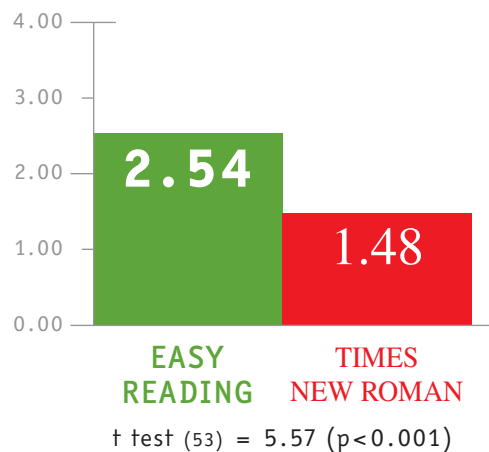
VISIBILITY OF THE LETTERS



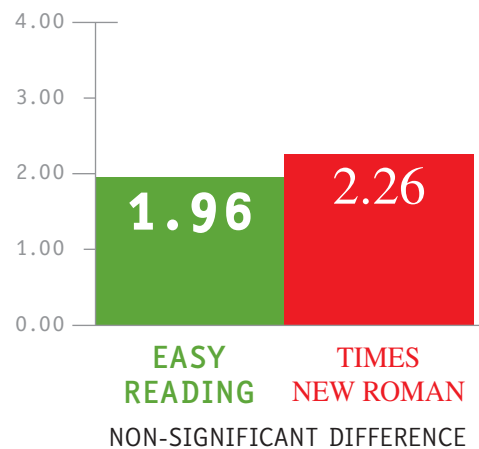
FONT THICKNESS



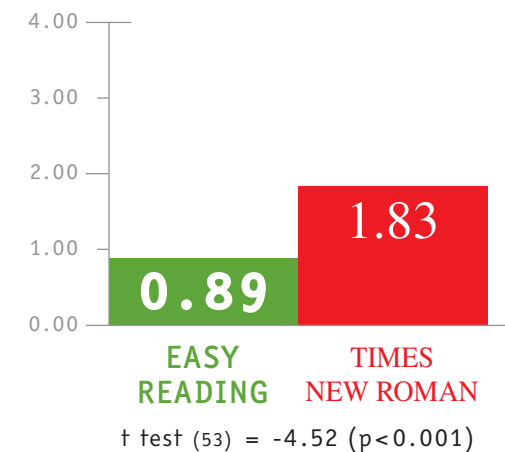
PUNCTUATION VISIBILITY



EYE STRAIN



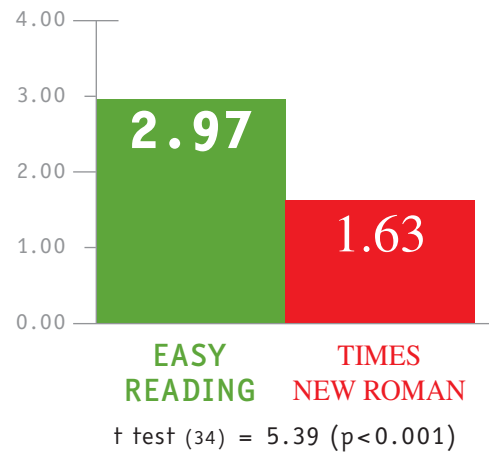
'BORINGNESS'



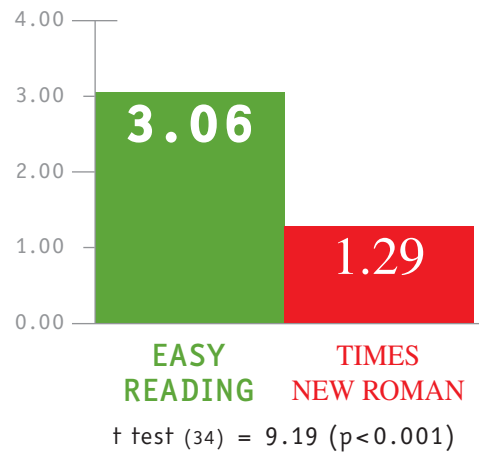
SECOND SECTION – Answers for separate items

SECONDARY SCHOOL

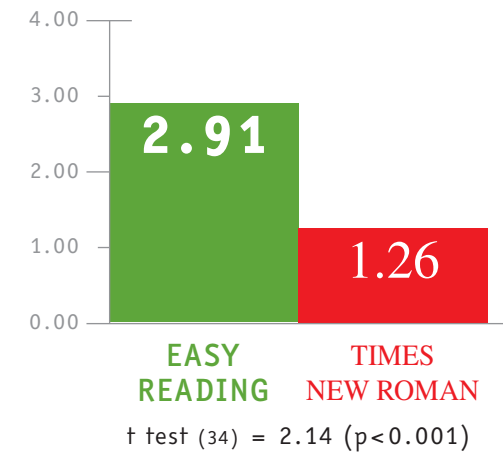
READING EASE



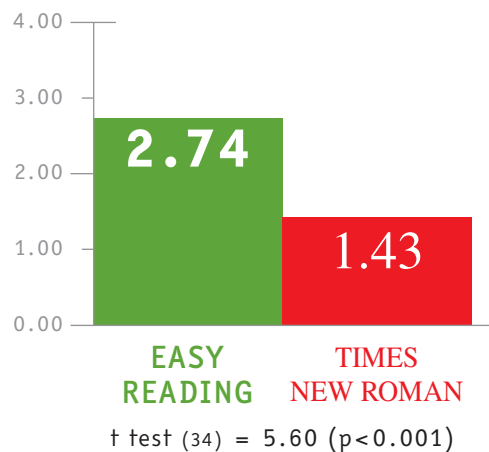
VISIBILITY OF THE LETTERS



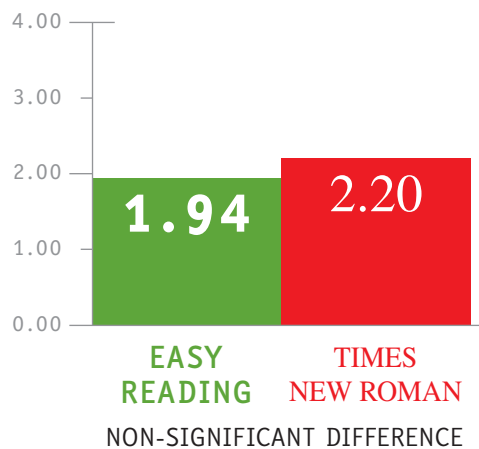
FONT THICKNESS



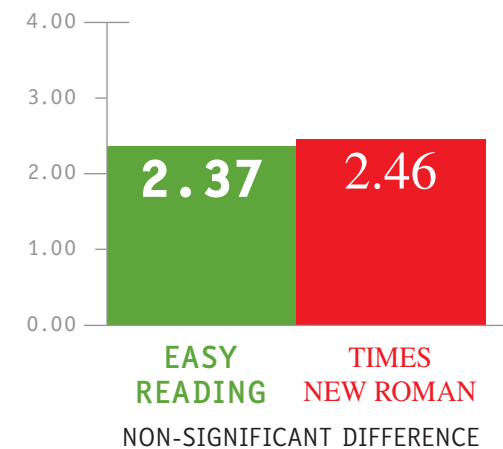
VISIBILITY PUNCTUATION



EYE STRAIN



'BORINGNESS'



SCORING

The scores obtained in the second section were summed to provide an overall evaluation of the fonts.

A few items were inverted so that the high scores corresponded with better evaluations.

Two scores were obtained:

— **EASYREADING® SCORE**

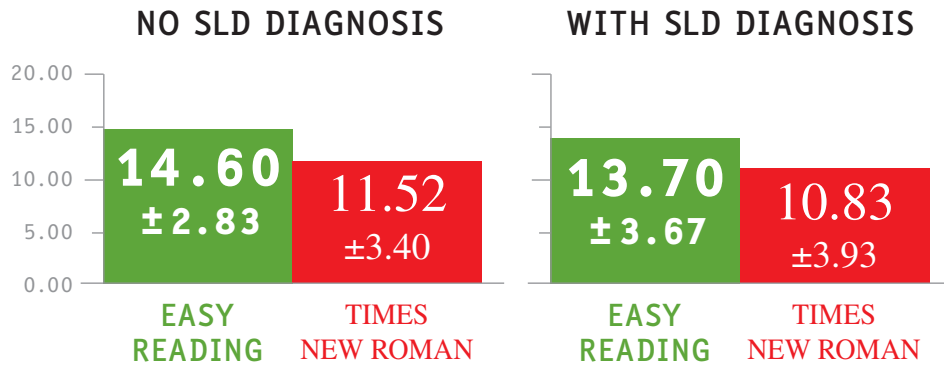
(sum of scores evaluating EasyReading® font characteristics)

— **TIMES NEW ROMAN SCORE**

(sum of scores evaluating Times New Roman font characteristics)

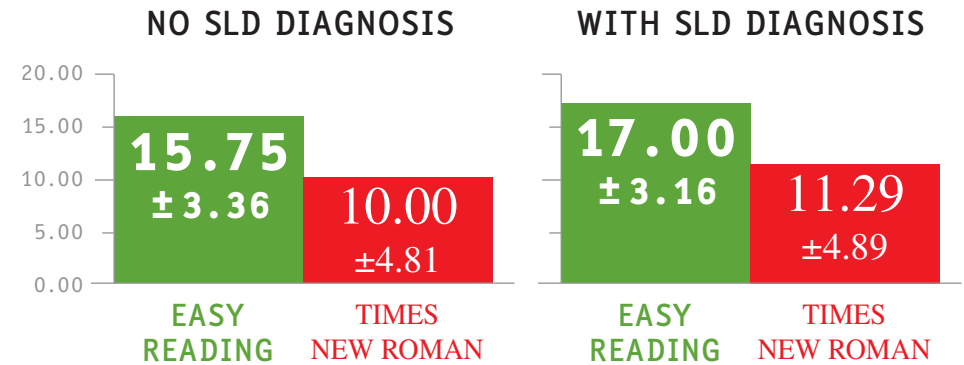
SCORE EVALUATION OF THE FONT

ELEMENTARY SCHOOL



*The difference between the scores of students diagnosed with SLD and those not diagnosed is not significant.

SECONDARY SCHOOL



*The difference between the scores of students diagnosed with SLD and those not diagnosed is not significant.

SUMMARY OF RESULTS

Since there was no significant difference between the scores of students with SLD and those without a diagnosis, the scores were summed together.

ELEMENTARY SCHOOL



t test (53) = 4.95 (p<0.001)

SECONDARY SCHOOL



t test (35) = 6.05 (p<0.001)

CONCLUSIONS

THE EASYREADING® FONT SCORES BETTER THAN THE TIMES NEW ROMAN FONT (a statistically significant different), both in overall scoring and in most of the separate characteristics examined.

In short, elementary school students prefer the EasyReading® font for its:

- Reading ease
- Visibility of the letters
- Font thickness
- Visibility of the punctuation
- Boringness of the text

Secondary school students prefer the EasyReading® font for its:

- Reading ease
- Visibility of the letters
- Font thickness
- Visibility of the punctuation.

There is no statistically significant difference between evaluations of students with SLD and students with difficulty (but without a diagnosis). Therefore, the EasyReading® font obtained better scores with a real diagnosis and without, which demonstrates that it could be useful when there is a specific reading problem (dyslexia) and also for generalized learning difficulties.

Bear in mind that the participants with no SLD diagnosis nevertheless had learning difficulties. Therefore, the study must continue, not only for the purpose of increasing the size of the sample group, but also because we want to compare results with a control group with no learning difficulties.

SUMMARY

**FURTHER DEVELOPMENTS IN THE INVESTIGATION OF THE LEGIBILITY
OF THE EASYREADING® FONT:
A COMPARISON BETWEEN FONT RATING AND READING ABILITY
AMONG ELEMENTARY SCHOOL STUDENTS**

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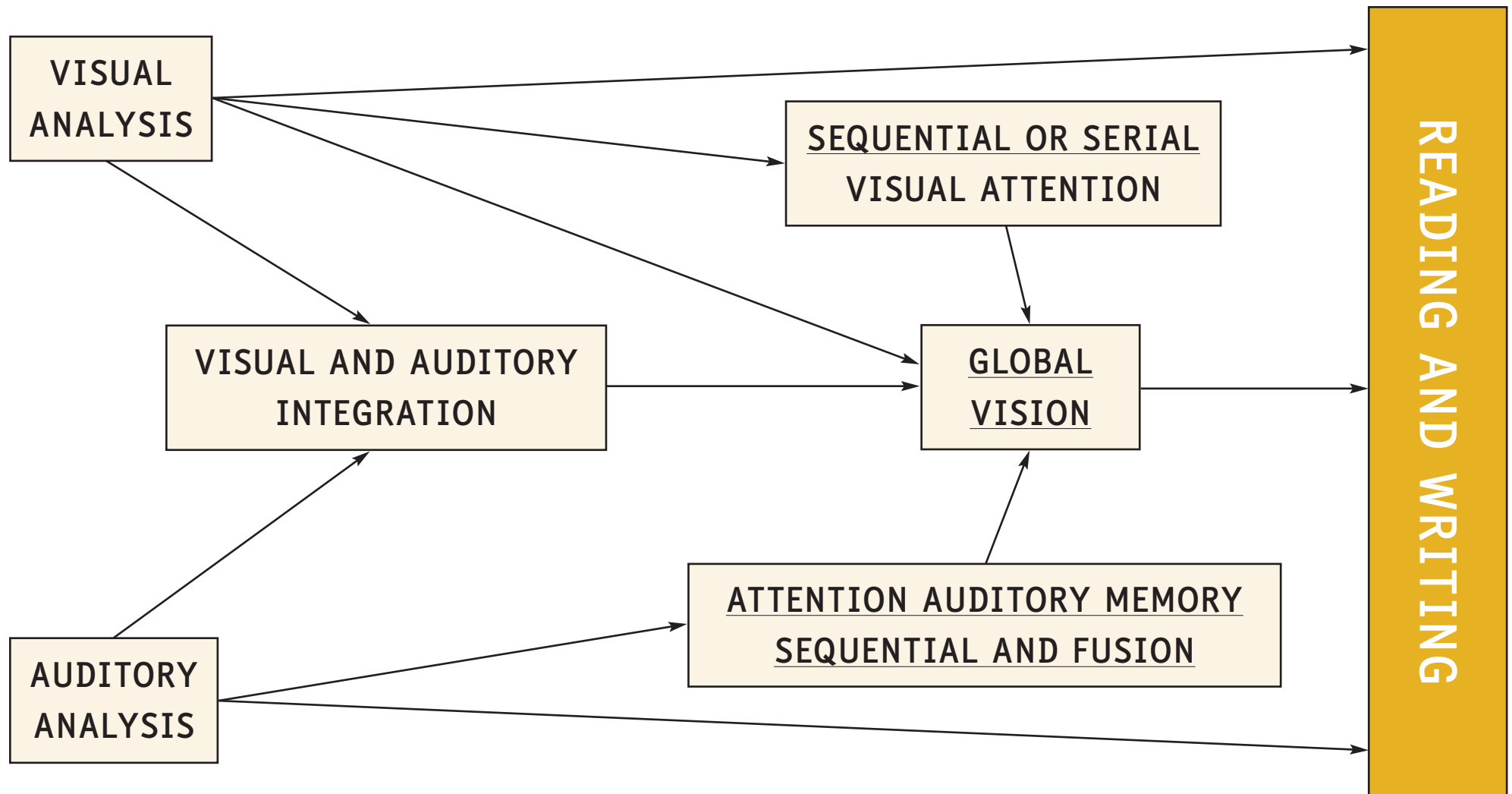
AIRIPA TOSCANA

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Presented at the National Convention "In my class I have a child who...", Florence, Italy, 4-5 February 2011

MODEL OF THE READING AND WRITING LEARNING PROCESS

Taken from Cornoldi (2009)



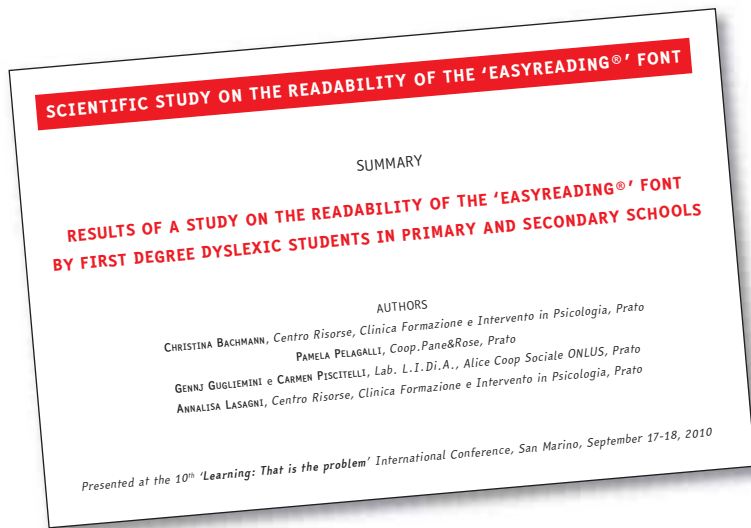
THE ROLE OF VISUAL ATTENTION

Recent research has reminded us of the importance of visual components has taken on great importance (Facoetti and Cornoldi, 2007): reading difficulties might be associated with a magnocellular deficiency (with a medium visability).

Dyslectic children demonstrate differences and difficulties in primary visual processes, for example in attention selection, in understanding moving visual signals as well as signals followed by a “maschera”, in which a new stimulus interferes with the decoding of the initial signal (“overwhelming”).

(Taken from Cornoldi et al 2009)

PRELIMINARY REMARKS



EasyReading® ranked significantly higher than Times New Roman, both when evaluate globally and in most of the single characteristics considered.

To summarize, these elementary school children preferred EasyReading® for:

ITS EASE OF READING

($M^1 = 2,80 \pm 1,14$, $t \text{ test}^2_{(53)} = 3,85$, $p < 0,001$)

THE VISIBILITY OF THE LETTERS

($M = 2,83 \pm 1,21$, $t \text{ test}_{(53)} = 5,13$, $p < 0,001$)

THE ABILITY TO NOT LOOSE THEIR PLACE

($M = 2,89 \pm 0,79$, $t \text{ test}_{(53)} = 6,73$, $p < 0,001$)

THE VISIBILITY OF THE PUNCTUATION

($M = 2,54 \pm 1,27$, $t \text{ test}_{(53)} = 5,57$, $p < 0,001$)

AND BEAUSE IT WAS LESS TEDIOUS TO READ

($M = 1,83 \pm 1,60$, $t \text{ test}_{(53)} = -4,52$, $p < 0,001$)

¹ Mean.

² T test (t for Student). A statistical test used to establish if two percentages differ significantly.

QUERIES

- 1** Satisfaction = better performance
- 2** Preferences of normal readers
- 3** Differences between normal readers and students with reading difficulties

PARTICIPANTS

211 ALUNNI students between the ages of 8 and 9 in elementary schools in Prato, Italy.

All the schools that were invited to participate in this research accepted. Furthermore, we are still receiving requests to join this project.

The tests are individual
and the research is still under way.

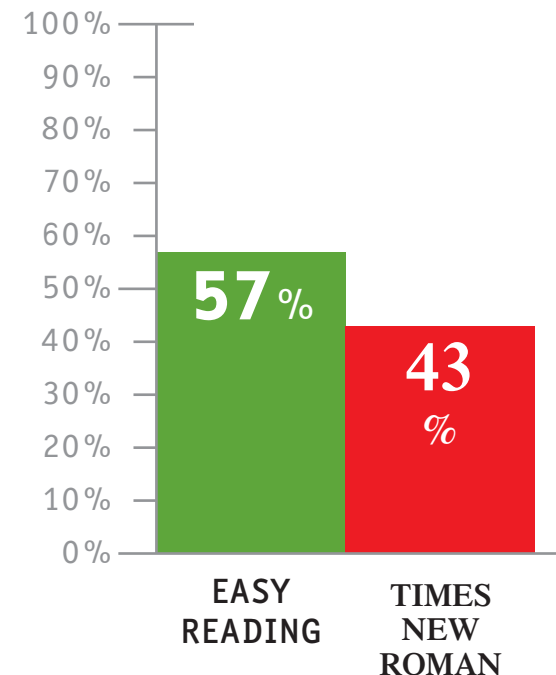
CHOOSING THE FONTS

Angolo Manzoni's typeface **EasyReading**[®] was chosen because it is publicized as a font with "specific graphic characteristics which facilitate reading for those with difficulties such as dyslexia".

As a point of comparison the classical typeface **Times New Roman** was chosen in order to establish if there exists a significant statistical difference in the typology of these two fonts.

CHOOSING THE FONT

QUESTION: WHICH OF THE TWO TEXTS WOULD YOU PREFER TO READ?



WHO CHOOSES EASYREADING®

	EasyReading Font N = 116	Times New Roman Font N = 87
Syl/sec ¹ Excerpt MT ²	3,06 ± 0,84	3,71 ± 0,95

Those who read more fluently did not notice much difference between the two fonts **while the slow readers chose the EasyReading font®** (t test (201) = -5,22, p<0,001).

SPEED OF READING

	Reading time with Times New Roman Font	Reading time with EasyReading Font
Excerpt	96.87 ± 31.06	81.42 ± 27.23
Word	107.76 ± 37.68	96.47 ± 34.74
Non-existing word ³	80.22 ± 38.66	70.03 ± 22.66

The T test reveals **a significant difference between the speed of reading in the Times New Roman test (MT e DDE⁴) and the same texts in the EasyReading® version:**

Excerpt (t₍₂₀₈₎ = 19.14, p < .001)

Word (t₍₂₀₈₎ = 14.58, p < .001)

Non-existing word (t₍₂₀₉₎ = 5.25, p < .001)

¹ Syllables read per second.

² Elementary school text to evaluate the precision and speed of reading.

³ Words that do not exist in the Italian language.

⁴ Sets of tests to evaluate Dyslexia and Evolved Dysorthography.

SYLLABLES READ PER SECOND

	Syllables Read per Second Times New Roman Font	Syllables Read per Second EasyReading Font
Excerpt	3.34 ± 9.93	4.00 ± 1.13

The T test showed a statistically significant increase in reading speed, calculated in syllables per second, in the EasyReading® version of the excerpt ($t_{(208)} = -20.88, p < .001$).

This result can also be considered clinically significant: following the MT norm 3,34 syl/sec (Times New Roman) is in the Sufficient Performance bracket, whereas Criteria are Fully Achieved at 4.00 syl/sec (EasyReading®).

WORK IN PROGRESS ● Evaluating the precision of the reading ● Comparing with tests on third grade students ● Comparing performances between the excerpt in EasyReading® and a larger spaced version of the excerpt in the original font ● Testing while controlling the effect on order ● A comparison between DSA, difficulty in reading and normal readers in terms of pleasure of the font and the improvement of speed thanks to the font

THE GRAPHIC CHARACTERISTICS OF THE EASYREADING® FONT

EASYREADING® , A 'HIGH-READABILITY' FONT

EasyReading® has been designed and created by Edizioni Angolo Manzoni with the aim of helping people suffering from dyslexia to read.

It is well known that fonts with serif, such as Times New Roman, are difficult for dyslectics to read, and that fonts without, or sans serif, are preferable. However, even with these (one of which is the Arial font used here as a comparison) letters and numbers which resemble one another are easily confused. Common errors in reading and writing among dyslectics include confusing single letters: bd – pq – bp – dq – un – il – ji – oc – hn – ao – MN – OC; misinterpreting some double letters: vv w – nn m – rn m – VV W; and some numbers: 21 12 – 69.

EASYREADING® IS ALSO USEFUL

for foreigners learning a new language.

EASYREADING® IS A HYBRID FONT

It is basic in its design but inconsistent in its use of serifs, since some letters and numbers have them and others do not. In this way, potential visual confusion between similar letters and numbers is avoided. EasyReading® is a larger point size than standard fonts and uses greater space between letters, words and punctuation, which is highlighted to facilitate recognition. A proportional font, EasyReading® is both attractive to the eye and easier to read than monospaced fonts such as Courier.

EASYREADING® IS AN OPEN TYPE FONT

Compatible with both Windows and Macintosh and all relative writing and graphic programs.

SPACING BETWEEN LETTERS AND WORDS AND BETWEEN WORDS AND PUNCTUATION

It is easier to recognize the form which connotes individual letters or numbers if there is adequate space between the single letters, the words and the words and punctuation marks.

In standard typefaces, letters are very close, making recognition of individual letters more difficult:

This is the automatic spacing between letters, words and punctuation using the Arial typeface.

The process of adjusting white spacing in a proportional font (kerning) has been carefully calibrated in the EasyReading® font. In the following comparison one immediately recognizes the greater ease in reading with larger spacing:

This is the automatic spacing between letters, words and punctuation using the EasyReading® typeface.

SPACING BETWEEN LINES

Tightly-spaced lines can cause difficulties
in moving from one line to the next:

This is the automatic spacing
between lines using
the Arial typeface.

With EasyReading[®],
ample space between the lines makes
it impossible to skip or confuse lines:

This is the automatic spacing
between lines using
the EasyReading[®] typeface.

VERY SMALL POINT SIZE

Pharmaceutical pamphlets and package inserts often use small-size characters, rendering the ability to read their content difficult:

The following text is in character Arial 6 point

Character Arial

Another use of aspirin is for the prevention of heart attacks in people who have suffered either a previous heart attack or who suffer from unstable angina. A regimen of aspirin for people who already have had a previous heart attack can reduce the risk of a second heart attack by about one-third. In patients suffering from unstable angina, in one study, the risk was reduced by 51 percent. Aspirin can prevent first heart attack or ischemic stroke (as a result of an obstruction of a blood vessel supplying blood to the brain) in individuals with unstable and stable angina. This includes patients with clinical evidence of blockage to heart blood vessels such as those with a type of chest pain known as stable angina.

Compare the standard 6 point size character on the left with the EasyReading® character on the right of the same size:

The following text is in character EasyReading® 6 point

Character EasyReading®

Another use of aspirin is for the prevention of heart attacks in people who have suffered either a previous heart attack or who suffer from unstable angina. A regimen of aspirin for people who already have had a previous heart attack can reduce the risk of a second heart attack by about one-third. In patients suffering from unstable angina, in one study, the risk was reduced by 51 percent. Aspirin can prevent first heart attack or ischemic stroke (as a result of an obstruction of a blood vessel supplying blood to the brain) in individuals with unstable and stable angina. This includes patients with clinical evidence of blockage to heart blood vessels such as those with a type of chest pain known as stable angina.

ASCENDERS AND DESCENDERS

In Arial
and other fonts in general,
the ascenders and descenders do not stand out
because of their short length, in particular
this makes the **o** and **dbpq** all somewhat similar:

With EasyReading®
the ascenders and descenders are 70% longer
than with standard fonts, making it quite easy
to distinguish the **o** from the **dbpq**:

odbqpgjyfhklt

odbqpgjyfhklt

the quick brown fox jumped over the lazy dog

the quick brown fox jumped over the lazy dog

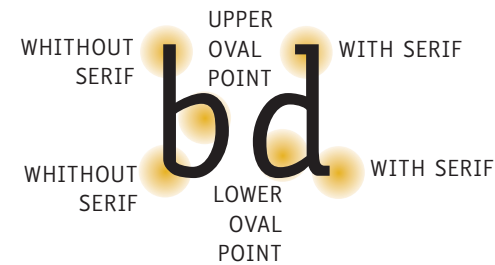
LOWERCASE LETTERS SIMILAR IN FORM

In Arial and other standard fonts **b** and **d** are mirror reflections of one another:

bd

bark dark

In EasyReading® **b** and **d** differ in form and in the attribution of serifs:



bark dark

In Arial and other standard fonts **q** and **p** are mirror reflections of one another:

qp


squid spud

In EasyReading® **q** and **p** differ in form and in the attribution of serifs:

WITHOUT SERIF WITH SERIF
UPPER OVAL POINT
LOWER OVAL POINT
WITH SERIF WITHOUT SERIF




squid spud

In Arial and other standard fonts  are identical if flipped:


b
p

bath
path

In EasyReading®  are easily distinguishable thanks to the addition of a serif on the p:

WITHOUT SERIF 
WITH SERIF 

bath
path

In Arial and other standard fonts  are identical if flipped:


d
q

dual
quail

In EasyReading®  flipped are easily distinguishable thanks to the attribution of serifs:


LEFT
SERIF
d
WITH
SERIF
q
WHITHOUT
SERIF
CENTRED
SERIF

dual
quail

In Arial and other standard fonts  are similar if flipped:

u
n

feud
fend

In EasyReading®  flipped are easily distinguishable thanks to the addition of serifs on the n:

 WITHOUT SERIFS
 WITH SERIFS

feud
fend

In Arial
and other standard fonts **n** and **n**
together are similar to an **m**:

nn m

ann am

In EasyReading®

n and **n** together are easily distinguishable
from an **m** thanks to the addition
of the different serifs:



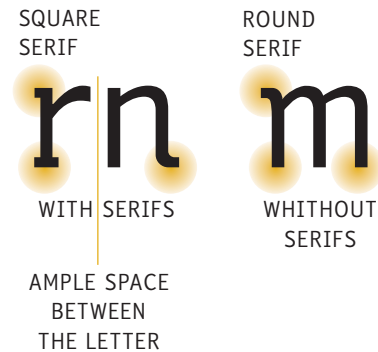
ann am

In Arial
and other standard fonts
r and **n** together are similar to an **m**:

rn m

torn tom

In EasyReading® **r** and **n** together are easily
distinguishable from an **m** thanks to the different
form, the addition of a serif and the larger space
between the **r** and the **n**:



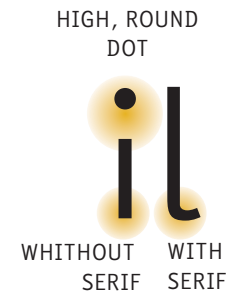
torn tom

In Arial
and other standard fonts
i and l are similar:

il

bail ball

In EasyReading®
i and l are easily distinguishable thanks
to the ample distance of the round dot over
the i and the serif on the stem of the l:



bail ball

In Arial
and other standard fonts
j and i are similar:

ji

In EasyReading® j and i
are easily distinguishable thanks to the elongated
descender and the serif added to the j:

WITH
SERIF

ji

ELONGATED
DESCENDER

jiffy iffy

jiffy iffy

In Arial
and other standard fonts
the **o** and **c** are similar:

OC

soar scar

In EasyReading®
o and **c** differ in form and the opening
on the **c** is quite large:

O C LARGE
OPENING

soar scar


In Arial
and other standard fonts
h and n are similar:

hn

hot not

In EasyReading® h and n
are easily distinguishable thanks
to the elongated ascender in the h
and to the addition of a serif on the n:

ELONGATED
ASCENDER



WHITHOUT
SERIF WITH
SERIF

hot not

In Arial
and other standard fonts capital
M and **N** are similar because the central vertex
meets at the same point as the exterior stems:

MN

MOOSE NOOSE

In EasyReading®
M and **N** are easily distinguishable because
the central vertex of the **M** meets at a higher
point than the exterior stems:

MN

HIGHER
STEM
CLOSURE

MOOSE NOOSE

In Arial
and other standard fonts capital
O and C are similar:

OC

SOAR SCAR

In EasyReading®
capital O and C differ in form and the opening
on the C is quite large:

OC  LARGE
OPENING

SOAR SCAR

ITALIC STYLE

In most standard fonts,
the Regular letter a has an open curve at the top
while in Italic is it closed like an o,
which can lead to confusion.
Arial does not have this characteristic
so the example below uses the Trebuchet font:

ao ao

Trebuchet Regular

Trebuchet Italic

chaos chaos

In EasyReading®

both the Regular and Italic styles
of the a and o maintain the upper open curve:

OPEN
CURVE
ON TOP

ao

EasyReading Regular

OPEN
CURVE
ON TOP

ao

EasyReading Italic

chaos chaos

NUMBERS SIMILAR IN FORM

In Arial
and other standard fonts
the mirror image of 9 and 6 is very similar:

96

96 69

In EasyReading®
they are easily distinguishable
thanks to the varied form between the two:

MORE SPACE
AND STEMS
DIFFERENTIATED 9 6 MORE SPACE
AND STEMS
DIFFERENTIATED

96 69

EASYREADING® IS ALSO USEFUL FOR:



Street signs, where speed, poor light and distance often create less than optimal conditions for reading

pharmaceutical information
or package inserts,
whose small font size makes
reading difficult

Recurrent Heart Attack or Angina

Another use of aspirin is for the prevention of heart attacks in people who have suffered either a previous heart attack or who suffer from unstable angina. A regimen of aspirin for people who already have had a previous heart attack can reduce the risk of a second heart attack by about one-third. In patients suffering from unstable angina, in one study, the risk was reduced by 51 percent. Aspirin can prevent first heart attack or ischemic stroke (as a result of an obstruction of a blood vessel supplying blood to the brain) in individuals with unstable and stable angina. This includes patients with clinical evidence of blockage to heart blood vessels such as those with a type of chest pain known as stable angina.



A high-legibility typeface



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