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Journal Information

Journal Title	Annals of Dyslexia
Publisher	
ISSN	1934-7243
E-ISSN	0736-9387
Database	ERIH PLUS
Domain	Health Sciences, Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026			✓	
2025				
2024				
2023				
2021/2022				
2020				
2019				
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Correction: Relationships of naming skills to reading, memory, and receptive vocabulary: Evidence for imprecise phonological representations of words by poor readers
2026-10-22
Authors: Anne E. Fowler, Brook Swainson
DOI: 10.1007/s11881-026-00391-0

A pilot study exploring reading and spelling difficulties in children with auditory processing disorder
2026-9-5
Authors: Julie Robidoux, Brigitte Stanké, Eve Julie Rioux et al.
DOI: 10.1007/s11881-026-00390-1

Predicting response to early reading intervention for children at risk for dyslexia – the importance of pronunciation accuracy
2026-8-11
Authors: Anna Steenberg Gellert, Dorthe Klint Petersen, Carsten Elbro
DOI: 10.1007/s11881-026-00388-9

Does font improve reading in dyslexic children?: meta-analysis of dyslexia-friendly fonts and dyslexic children's reading performance
2026-7-31
Authors: Caterina Azzarello, SueHyeon Paek, Catie Hodge et al.
DOI: 10.1007/s11881-026-00389-8

Examining the relations between teacher level factors and the use of spelling instruction and assessment practices
2026-7-23
Authors: Ramona T. Pittman, Heesun Chang, Kimberly Wright et al.
DOI: 10.1007/s11881-026-00381-2

Reflections on editorial stewardship and leadership
2026-7-23
Authors: Tim Odegard
DOI: 10.1007/s11881-026-00386-x

Self-directed learning journeys of Canadian teachers around the science of reading
2026-7-16
Authors: Jodi M. DeVries, Lindsay Heggie, Lisa Kohel et al.
DOI: 10.1007/s11881-026-00383-0

Are early readers sensitive to the patterns in bisyllabic english words?
2026-7-16
Authors: Devin M. Kearns, Christina Novelli
DOI: 10.1007/s11881-026-00371-4

Early cognitive-linguistic skills as predictors of concurrent and longitudinal poor reader status in Hong Kong Chinese primary school children
2026-7-11
Authors: Yijun Ruan, Urs Maurer, Catherine McBride
DOI: 10.1007/s11881-026-00382-1

Rate-disabled versus accuracy-disabled subtypes of dyslexia: A longitudinal study from preschool to grade 1
2026-7 Vol. 76 Issue 2 Pages 305-328
Authors: Dana Gott, Ravit Cohen-Mimran, David L. Share
DOI: 10.1007/s11881-026-00379-w