

Dyslexia type	Typical errors	Malabi stimuli sensitive to that dyslexia type	Sensitive stimuli example -> possible error
Attentional	Migration of letters between neighboring words. The letter retains its within-word position. Omission of a letter that appears in the same position in two neighboring words	Word pairs in which a migration of a letter between neighboring words (horizontal or vertical distance < 2 items) that retains its within-word position makes a new word. 44 horizontal word-pairs	<i>balle selle</i> -> "salle belle"
Letter-position	Letter transpositions within words and pseudowords. Omission of an instance of a doubled letter or doubling of a letter	Items in which a within-word transposition can form a new word. 44 words 22 pseudowords	<i>magner</i> -> "manger" <i>fotre</i> -> "forte"
Neglect	Omission, substitution, and addition of letters consistently on one side of the word/nonword	Items in which an omission or substitution of a letter on the neglected side creates an existing word. 80 left-neglect words 60 right-neglect words 13 left-neglect pseudowords	<i>ruse</i> -> "use" or "muse" <i>cela</i> -> "la" <i>truche</i> -> "ruche" or "cruche"
Letter identification	Omission/substitution of letters (which cannot be explained by letter position dyslexia or attentional dyslexia, and are not consistent to one side of the word)	Examined through all words in the test. Specific testing of letter identity is required as a follow-up test.	<i>prie</i> -> "plié"
Orthographic-visual analyzer	Omissions, substitutions, and additions of letters, letter-position, and attentional errors	Examined through all words in the test. Omission, substitution, addition of consonants, that cannot be explained by attentional or letter position dyslexias.	<i>bras</i> -> "bas" <i>vole</i> -> "vote"
Grapheme-phoneme conversion	Difficulty reading new words and pseudowords. Reading from the mental lexicon is intact	Easily pronounceable pseudowords 40 pseudowords	<i>flache</i> -> "flaque"
Phonological Output Buffer	Difficulty with long or morphologically complex words and pseudowords, function words, number words	Morphologically complex, function, number words. Long words and pseudo words, 40 morphologically complex 8 number words 13 function words	<i>marcherions</i> -> "marchons" <i>trois</i> -> "treize" <i>mais</i> -> "car"
Vowel	Vowel omissions, migrations, substitutions, and additions in pseudowords (and words, when read via the sublexical route, such as in cases including surface dyslexia). More vowel errors than the control group, not more consonant errors.	Items in which a vowel error forms another word. 73 words allowing for omission, substitution, or addition 20 pseudowords	<i>lueur</i> -> "leur" <i>troche</i> -> "triche" <i>nouveau</i> -> "nouveau"
Surface	Regularization of letters, digraph, and diphthongs in irregular words.	Irregular, but frequent, words. 97 single words	<i>fille /fij/</i> -> "fil /fil/" <i>parfum /paʁfœ/</i> -> "parfume /paʁfym/"
Deep	Semantic errors and associations (reading another word of a related meaning). Severe difficulty with nonwords, abstract words, function words and number words.	40 unambiguously imaginable single words 8 number words 13 function words	<i>boulangerie</i> -> "croissant" <i>trois</i> -> "treize"

Appendix Table A. This table provides descriptions of various types of dyslexia screened by the Malabi. The 'number of stimuli' denotes the deliberately included test items designed to identify specific dyslexic characteristics. In these instances, the item's misreading, based on the 'trap' we had set, would result in a real-world word. The intention behind this approach is to create situations where readers with this type of dyslexia are less likely to auto-correct errors due to their unfamiliarity with the word. Items in italics represent sensitive stimuli within the French Malabi screener, strategically chosen to detect specific dyslexia categories. Words enclosed in quotes illustrate the potential reading responses that signify errors related to the respective dyslexic category. In certain instances, our coding scheme may assign an error to multiple dyslexia types. To assess a selective deficit, we need to review which error type occurred more frequently at a level significantly higher than that of the control group.