Reviewer's report

Title: Word Processing differences between dyslexic and control children

Version: 2 Date: 1 November 2005

Reviewer: Michael Posner

Reviewer's report:

This paper represents several challenges. There is really no strong evidence that dyslexic children really read the input strings because they did not differ in response to the word class. In light of this the authors cannot claim that they have studied automatic processing. Instead they have shown specific brain differences between dyslexic and normal children under rapid serial visual presentation. They need to change the abstract and conclusions to reflect what they have so far found. The authors might also remark on the pseudoword effect in normal children: I am not sure why these effects are in the opposite direction of the low versus high frequency effect.