JF

Rooney Pro

Light

Regular

Medium

Bold

Heavy

Black

Light Italic

Regular Italic

Medium Italic

Bold Italic

Heavy Italic

Black Italic

A type family of 12 fonts
Designed by Jan Fromm

DELICIOUS & FRIENDLY

Praliné

Butterscotch

CREAM

Marshmallow fluff

Cocada

Light &
Light Italic
32pt

Reading is the complex cognitive process *of decoding symbols to derive meaning.*

Light &
Light Italic
18pt

As a leisure activity, children and adults read because it is pleasant and interesting. Children become better readers when they *know more about the world in general, and when they perceive reading as fun rather than another chore to be performed.*

Light &
Light Italic
12pt

Reading is typically an individual activity, though on occasion a person reads out loud for other listeners. In the context of school or work, reading is a means of learning necessary information. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Sometimes text or images are in relief, with or without using a color contrast. Words or images *can be carved in stone, wood, or metal, instructions can be printed in relief on the plastic housing of a home appliance, or myriad other examples. Reading is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch. Other types of reading and writing, such as pictograms, are not based on speech-based writing systems. The common link is the interpretation of symbols to extract the meaning from*

Light &
Light Italic
8pt

Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are oral language skills, phonological awareness, rapid automatized naming and verbal IQ. As a leisure activity, children and adults read because it is pleasant and interesting. Children become better readers when they know more about the world in general, and when they perceive reading as fun rather than another chore to be performed. In the academic field, some view literacy in a more philosophical manner and propose the concept of "multiliteracies". In *order to understand a text, it is usually necessary to understand the spoken language associated with that text. In this way, writing systems are distinguished from many other symbolic communication systems. Once established, writing systems on the whole change more slowly than their spoken counterparts, and often preserve features and expressions which are no longer current in the spoken language. The great benefit of writing systems is their ability to maintain a persistent record of information expressed in a language, which can be retrieved independently of the initial act* of formulation. Reading for pleasure has been linked to increased cognitive progress in vocabulary and mathematics during adolescence. Sustained high volume lifetime reading has been associated with high levels of academic attainment. Reading has also been shown to improve stress management, memory, focus, writing skills, and imagination. The cognitive benefits of reading continue into mid-life and the senior years. Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in seniors. Learning to

Regular &
Regular Italic
32pt

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Heavy & Heavy Italic
32pt

Reading is the complex cognitive process *of decoding symbols to derive*

Heavy & Heavy Italic
24pt

As a leisure activity, children and adults read because it is pleasant and interesting. *Children become better readers when they know more about the world in general, and when*

Heavy & Heavy Italic
18pt

Reading is typically an individual activity, though on occasion a person reads out loud for other listeners. In the context of school or work, reading is a *means of learning necessary information. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of*

Heavy & Heavy Italic
14pt

Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are oral language skills, phonological awareness, rapid automatized naming and verbal IQ. As a leisure activity, children and adults read because it is pleasant and interesting. *Children become better readers when they know more about the world in general, and when they perceive reading as fun rather than another chore to be performed. In the academic field, some view literacy in a more philosophical manner and propose the concept of "multiliteracies". In order*

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32pt

Reading is the complex cognitive *process of decoding symbols to derive*

Black & Black Italic
24pt

As a leisure activity, children and adults read because it is pleasant and interesting. *Children become better readers when they know more about the world in general,*

Black & Black Italic
18pt

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Light, Medium & Italics
12pt

La lecture peut être définie comme une activité psychosensorielle qui vise à donner un sens à des signes graphiques recueillis par la vision et qui implique à la fois des traitements perceptifs et cognitifs. L'efficacité de la lecture dépend de deux voies de traitement de l'information, qui coexistent et se complètent mutuellement: l'iden-

Lesen im engeren Sinn bedeutet, schriftlich niedergelegte, sprachlich formulierte Gedanken aufzunehmen. Das Lesen eines Textes ist ein durch Übung und Kenntnisse des Lesers bestimmter heuristischer, kognitiver Vorgang. Im weiteren Sinn versteht man darunter die Rekonstruktion der im Text kodierten Bedeutungsinhalte und den Aufbau einer

Regular, Bold & Italics
12pt

Czytanie jest procesem poznawczym, jedna z umiejętności nabywanych przez człowieka w procesie edukacji, która umożliwia odbiór informacji przekazywanych za pomocą języka pisanego. Współcześnie wciąż jedną z podstawowych form komunikowania się jest mowa pisana, dlatego czytanie jest jedną z najważniejszych umiejęt-

Reading is the process of taking in the sense or meaning of letters, symbols, especially by sight or touch. Other types of reading and writing, such as pictograms, are not based on speech-based writing systems. The common link is the interpretation of symbols to extract the meaning from the visual notations or tactile signals. Reading is typically

Medium, Heavy & Italics
12pt

Lezen of lexicale verwerking is het opnemen en verwerken van geschreven of gedrukte woorden. Bij lezen moeten zowel individuele woorden als het zinsverband worden begrepen. Meer algemeen is lezen het kennisnemen van data op een gegevensdrager door een gegevensverwerker. Taalgebruik is gebaseerd op het vermogen geschreven of

La lectura es el proceso de comprensión de algún tipo de información o ideas almacenadas en un soporte y transmitidas mediante algún tipo de código, usualmente un lenguaje, que puede ser visual o táctil. Otros tipos de lectura pueden no estar basados en el lenguaje tales como la notación o los pictogramas.También se le puede dar

Bold, Black & Italics
12pt

Olvasáson az írott nyelv által hordozott nyelvi jelentés megalkotásának képességét értjük. Két alapja van: a nyelvi megértés és a dekódolás. Az ember mindig is a körülötte lévő jelrendszerek értelmezéséből szerezte információit, ezek egyike a nyelv volt. Erre a jelrendszerre épült másodlagos formaként az írás. Az olvasás nem-

Læsning er en legemlig færdighed på linje med andre legemlige færdigheder som at cykle og at stå på rulleskøjter. Læsning udføres enten med øjnene eller med fingerspidserne. Selve det at læse er den karakteristiske automatiske skanning af skrift, som den læsendes øjne i reglen foretager: En ubevidst handling som udelukkende hører un-

Proportional old-style figures
→ DEFAULT FIGURE STYLE

Page 0123456789 $€¢£¥ƒ

Tabular old-style figures
→ TABULAR OLDSTYLE

Page 0123456789 $€¢£¥ƒ

Proportional lining figures
→ PROPORTIONAL LINING

PAGE 0123456789 $€¢£¥ƒ

Tabular lining figures
→ TABULAR LINING

PAGE 0123456789 $€¢£¥ƒ

Proportional small caps figures
→ ALL SMALL CAPS

PAGE 0123456789 $€¢£¥ƒ

Tabular small caps figures
→ ALL SMALL CAPS +
→ TABUKLAR LINING

PAGE 0123456789 $€¢£¥ƒ

Subscript/Superscript
→ SUBSCRIPT
→ SUPERSCRIPT

H_2O $E=mc^2$ $5x^4+2x$

Case sensitive forms → ALL CAPS	„AB" (CD) ¡EF! H@I »JK« {LP} 0123456789	→ „AB" (CD) ¡EF! → H@I »JK« {LP} → 0123456789
Small caps → SMALL CAPS	Headline	→ HEADLINE
All small caps → ALL SMALL CAPS	Headline „ab" (cd) ¡ef! g/h i@j →kl	→ HEADLINE → „AB" (CD) ¡EF! → G/H I@J →KL
Standard ligatures → LIGATURES	fi fb fh fj fl ft ffb ffl ffi fft	→ fi fb fh fj fl ft → ffb ffl ffi fft
Discretionary ligatures → DISCRETIONARY LIGATURES	ch ct çt st șt	→ ch ct çt st șt
Fractions → FRACTIONS	1/2 3/4 7/8	→ ½ ¾ ⅞
Ordinals → ORDINALS	1a 2o No	→ 1ª 2º Nº

Arrows → STYLISTIC SET 1	01234	→	↔ ↙ ↓ ↘ ←
	56789	→	↕ → ↖ ↑ ↗
Circled numbers → STYLISTIC SET 2	12345	→	① ② ③ ④ ⑤
	6789	→	⑥ ⑦ ⑧ ⑨
Negative circled numbers → STYLISTIC SET 3	12345	→	❶ ❷ ❸ ❹ ❺
	6789	→	❻ ❼ ❽ ❾
Alternate "a" → STYLISTIC SET 4	Baracke	→	Baracke
Alternate "g" → STYLISTIC SET 5	Gagarin	→	Gagarin

Roman
838 glyphs

a ą æ à á â ä ã ǎ ā ǎ à á å ǻ ǽ ǽ a q à á â ä ã ǎ ā ǎ à á å ǻ b b ç ch ck ct ¢t ć ĉ č ċ d đ ð ḍ ď
e ę è é ê ë ĕ ē ě ė f fb ff fh fi fi fi fi fj fk fl ffb ffh ffi ffj ffk ffl fp ft fft f́ g ǵ ĝ ğ ǧ ġ g̀ g̃ ĝ ğ g̀
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Ě Ė F Ḟ G Ǵ Ĝ Ğ Ǧ Ġ Ḡ H Ħ Ĥ I Į Ì Í Î Ï Ĩ Ǐ Ī Ĭ İ IJ J Ĵ K Ǩ Ķ L Ł Ĺ Ľ Ḷ Ļ M Ṁ N Ŋ Ń Ñ Ň Ṇ O Œ
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Italic
818 glyphs

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Î Ï Ĩ Ǐ Ī Ĭ İ IJ J Ĵ K Ǩ Ķ L Ł Ĺ Ľ Ḷ Ļ M Ṁ N Ŋ Ń Ñ Ň Ṇ O Œ Ø Ò Ó Ô Ö Õ Ŏ Ō Ő Ø P Þ Ṗ Q R Ŕ Ř Ŗ
S Ş ẞ Ś Ŝ Š Ṡ T Ŧ Ţ Ť Ṫ Ṭ U Ų Ù Ú Û Ü Ũ Ŭ Ū Ŭ Ů Ű V W Ẁ Ẃ Ŵ Ẅ X Y Ỳ Ý Ŷ Ÿ Z Ź Ž Ż ` ` ` ´ ´
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❾ fi fl

Afrikaans	Hungarian	Malay	Shambala
Albanian	Icelandic	Maltese	Shona
Asu	Ido	Manx	Slovak
Basque	Inari Sami	Maori	Slovenian
Bemba	Indonesian	Meru	Soga
Bena	Interlingua	Mohawk	Somali
Bosnian	Irish	Morisyen	South Ndebele
Breton	Italian	North Ndebele	Southern Sotho
Catalan	Javanese	Northern Sami	Spanish
Cebuano	Jju	Northern Sotho	Swahili
Chiga	Jola-Fonyi	Norwegian Bokmål	Swati
Colognian	Kabuverdianu	Norwegian Nynorsk	Swedish
Cornish	Kalaallisut	Nyanja	Swiss German
Corsican	Kalenjin	Nyankole	Taita
Croatian	Kamba	Occitan	Taroko
Czech	Kikuyu	Oromo	Teso
Danish	Kinyarwanda	Polish	Tsonga
Embu	Kurdish	Portuguese	Tswana
English	Latvian	Quechua	Turkmen
Esperanto	Lithuanian	Romanian	Upper Sorbian
Estonian	Lojban	Romansh	Vunjo
Faroese	Low German	Rombo	Walloon
Filipino	Lower Sorbian	Rundi	Walser
Finnish	Luo	Rwa	Welsh
French	Luxembourgish	Samburu	Wolof
Friulian	Luyia	Sango	Xhosa
Galician	Machame	Sangu	Zulu
Ganda	Makhuwa-Meetto	Sardinian	
German	Makonde	Scottish Gaelic	
Gusii	Malagasy	Sena	

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