



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

July 23, 2026

DIVISION MEMORANDUM
No. 406, s. 2026

**GUIDELINES ON THE IMPLEMENTATION OF THE
CHAMPS READING CORNER PROGRAM**

To: Chief Education Supervisors
Education Program Supervisors
Principals In-charge of the District
Public Schools District Supervisors
Head Teacher In-Charge of the District
School Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. Attached is Regional Memorandum No. 714, s. 2026 dated July 15, 2026 titled Guidelines on the Implementation of the Champs Reading Corner Program
2. Immediate dissemination of this Memorandum is desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

MICHAEL T. RAPIZ
Chief Education Supervisor
Schools Governance and Operations Division
In-charge of the Division

Enclosure: As stated
Reference: R.M. No. 714, s. 2026
To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM

LEARNERS

LIBRARY

LITERACY

LEARNING RESOURCES

READING EDUCATION



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JUL 15 2026

REGIONAL MEMORANDUM
No. 714, s. 2026

**GUIDELINES ON THE IMPLEMENTATION OF THE
CHAMPS READING CORNER PROGRAM**

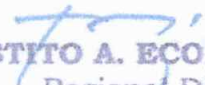
To: Schools Division Superintendents
All Others Concerned

1. Pursuant to Republic Act No. 12028 otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act and in support of the Department's Five-Point Reform Agenda, this Office, through the Curriculum and Learning Management Division (CLMD), will establish and implement the Champs Reading Corner Program for Key Stage 1 Classrooms starting this School Year 2026-2027.
2. The program aims to address learning loss, improve the literacy skills among the Key Stage 1 learners, and ensure their grade level readiness through a space purposely intended for reading and learning.
3. As part of the preparatory activities for its implementation, this Office hereby issues the Guidelines on the Implementation of the Champs Reading Corner Program as well as the design and technical specifications of the bookshelf to be used as the standard storage facility for the learning resources.
4. The Schools Division Offices are requested to immediately start the construction of the bookshelves and acquire the appropriate learning resources for the Kindergarten and Grades 1 to 3 learners.
5. The expenses incurred relative to the program implementation may be charged against MOOE and other available funds subject to existing government accounting and auditing rules and regulations.
6. Further queries may be addressed to the CLMD through the email address region6.clmd@deped.gov.ph.



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7. Immediate dissemination of and compliance with this Memorandum are desired.


CRISTITO A. ECO, CESO III
Regional Director

Encl.: As stated

Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
LEARNERS
LIBRARY
LITERACY
LEARNING RESOURCES
READING EDUCATION

ICP/CLMD-RM- Regional Guidelines for the Reading Nook Program
213/July 8, 2026



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**REGION VI GUIDELINES ON THE ESTABLISHMENT AND UTILIZATION
OF CHAMPS READING CORNER FOR KEY STAGE 1
(KINDERGARTEN TO GRADE 3)**

I. Project Overview

The Champs Reading Corner Project aims to create dedicated, child-friendly spaces in schools that encourage reading, literacy development, and love for books. These nooks will serve as accessible mini-libraries, fostering independent and guided reading among learners.

To ensure consistency, quality, and sustainability across all schools in the region, this Regional Guidelines provides policies, standards, and procedures in the establishment and utilization of Champs Reading Corner. Through resource management, monitoring, and evaluation, this initiative aims to contribute meaningfully to the strengthening of the culture of reading in schools and to the cultivation of a strong and enduring reading habit among young learners.

The Champs Reading Corner is aligned with Secretary Juan Edgardo "Sonny" M. Angara's 5-Point Reform Agenda and appropriate interventions to strengthen literacy development within the country.

II. Objectives

The Champs Reading Corner Program aims to:

1. Promote literacy by providing accessible reading materials in a welcoming environment.
2. Support, implement, and participate in school-based interventions that promote early-grade reading proficiency.
3. Support curriculum delivery through supplementary reading resources both print and ICT enabled resources.
4. Encourage lifelong learning by cultivating reading habits among learners.
5. Strengthen partnerships with parents, LGUs, and stakeholders in resource mobilization.
6. Contribute to the realization of Secretary Juan Edgardo "Sonny" M. Angara's 5-Point Reform Agenda, particularly in strengthening foundational learning skills.



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Core Program Components

The Champs Reading Corner shall have the following components:

- Child-friendly seating arrangement that encourages independent and group reading.
- Adequate lighting and ventilation to ensure comfort and safety.
- Inclusive design that accommodates learners with diverse needs.
- Availability of leveled books in Filipino and English, including local stories and culturally relevant materials both in print and ICT enabled resources.
- Display of physical reading materials and digital that stimulate curiosity and imagination.

Program Function

The Champs Reading Corner serves as:

- A child-centered reading environment that promotes literacy development.
- A venue for guided and independent reading activities.
- A support mechanism for enhancing comprehension and fluency.
- A tool for fostering a love for reading among Kindergarten to Grade 3 learners.

Implementation Scheme

The Champs Reading Corner shall be implemented through:

- School-based planning and resource mobilization.
- Integration with existing literacy programs and interventions.
- Monitoring and evaluation by school heads and teachers.
- Collaboration with parents, stakeholders, and community partners.

SCOPE AND COVERAGE

The Champs Reading Corner Program shall cover Kindergarten to Grade 3 learners. It emphasizes continuous exposure to developmentally appropriate reading materials and activities that strengthen foundational literacy skills. The program is designed to ensure that learners develop reading proficiency, comprehension, and a lifelong love for reading.



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Governance and Quality Assurance

The program requires systematic monitoring, reporting, and feedback mechanisms at the school, division, and regional levels to ensure proper implementation, continuous improvement, and long-term sustainability.

Coverage:

- a. **Geographic Coverage** The program covers all Schools Division Offices (SDOs) and public schools under DepEd RO VI offering Kindergarten to Grade 3 classes.
- b. **Learning Resource Coverage** Each participating classroom shall be provided with a standard Reading Nook package containing leveled books and storybooks appropriate to the grade level.
- c. **Stakeholder Coverage**
 - **Primary Users:** Learners and classroom teachers
 - **Implementers:** School heads, school reading coordinators, class advisers, and RO/SDO LRMS units
 - **Supporters:** Parents, community stakeholders, NGOs, and partner institutions.
- d. **Boundaries of Coverage** The program covers classroom-based reading spaces, reading materials, instructional integration, and monitoring and reporting mechanisms. It does not cover major classroom renovations, non-reading instructional materials, or grade levels outside Kindergarten to Grade 3.

Definition of Terms

For purposes of this Guidelines the following terms are defined as follows:

- **ARAL Law** – A national policy that supports interventions to strengthen foundational skills, particularly reading. The Reading Nook Program is aligned with the law's mandate to enhance early-grade literacy development.



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- **Independent Reading** – A classroom or home-based activity in which learners read self-selected books on their own, supporting self-paced exploration and fostering autonomy in developing reading habits.
- **Leveled Books** – Reading materials classified according to difficulty and developmental appropriateness, provided in both Filipino and English, to ensure that learners can access texts suited to their current reading level.
- **Literacy Performance** – The learner's overall level of proficiency in foundational reading skills, as measured through school-based, division, regional, or national literacy assessments.
- **Peer-Assisted Reading** – A reading strategy in which learners read together or support one another through paired or group reading activities to improve engagement, comprehension, and collaborative learning.

PROGRAM FRAMEWORK AND GOVERNANCE STRUCTURE

Program Framework of the Reading Nook

The Champs Reading Corner Program is a classroom-embedded literacy support system designed to integrate structured access to age-appropriate reading materials into daily teaching for kindergarten to Grade 3 learners. It is a permanent instructional and enrichment facility that supports foundational reading skills through regular, meaningful, and guided reading experiences.

The Champs Reading Corner functions as a mini-library and literacy activity hub, promoting independent and guided reading, storytelling, and peer-assisted reading.

The program operates on five core principles:

- Accessibility** – Reading materials are placed within immediate reach of learners to remove barriers to reading.
- Integration** – The Champs Reading Corner is embedded in daily classroom routines and aligned with English and Filipino instruction.
- Differentiation** – Reading materials matched to learners' reading abilities and developmental needs.



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d. **Learner Ownership and Responsibility** – Learners take part in selecting, using, and caring for books.

e. **Continuity of Reading** – Reading practice continues beyond the classroom and during instructional disruptions.

Operationally, the Champs Reading Corner Program follows a continuous cycle of establishment, utilization, monitoring, evaluation, and improvement to ensure functionality and responsiveness to learner needs.

GOVERNANCE AND MANAGEMENT STRUCTURE

Effective implementation requires a multi-level governance and management system ensuring policy coherence, operational consistency, and quality assurance across regions. Clear roles and responsibilities are assigned at regional, division, school, and classroom levels to support accountability, sustainability, and continuous improvement.

Regional Office (RO) and Schools Division Office (SDO) Roles and Responsibilities

The Regional Office (RO) and Schools Division Office (SDO) shall:

- Provide appropriate functional divisions to lead and manage the implementation of Champs Reading Corner program and strategic guidance.
- Develop contextualized policy guidelines.
- Implement and evaluate region-wide Champs Reading Corner framework, standards, and quality assurance.
- Conduct regional monitoring and reporting to inform policy refinement, program improvement, and reporting for early grade literacy.

SDO LRMS Education Program Supervisor (EPS)

The SDO LRMS EPS shall:

- Lead and organize the establishment of Champs Reading Corner.
- Supervise site preparation and organization, ensuring the establishment of Champs Reading Corner in schools and classrooms.



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- c. Ensure quality and technical compliance of learning resources, particularly in the procurement, production, and replacement of books, shelves, and other learner-centered resources necessary for an engaging reading environment.
- d. Conduct regular monitoring and evaluation of the implementation, utilization, maintenance, and sustainability of Champs Reading Corner to ensure accessibility.
- e. Collaborate with SDO offices, school heads, supply officers, and other stakeholders in identifying resource gaps, determining replenishment needs, and ensuring equitable allocation and distribution of Champs Reading Corner resources to schools.
- f. Provide technical assistance and capacity building. Deliver technical assistance, orientation, and capability-building activities for school personnel and Reading Coordinators on effective Champs Reading Corner management.
- g. Prepare monitoring reports and recommend program enhancements. Consolidate monitoring findings, utilization data, and recommendations.

Schools Division Office (SDO) Education Program Supervisors

- a. Monitor Program Implementation. Conduct regular monitoring and evaluation of the Champs Reading Corner, ensuring fidelity and utilization through classroom instruction, stand-alone sessions, and library corners in accordance with regional guidelines and standards.
- b. Assess Utilization of Reading Resources. Evaluate the effective utilization of literacy resources books, leveled reading books, and other approved reading materials during classroom instruction, stand-alone reading sessions, during ARAL hour, and other approved reading activities.
- c. Facilitate Intervention and Enhancement Measures. Analyze reading assessment results and recommend intervention and enrichment activities, and resource enhancement initiatives aimed at improving the reading performance of RO VI learners in English and Filipino.
- d. Literacy Aid Performance Monitoring. Utilize existing reading assessment tools and assessment results, and other approved reading assessment tools to monitor learners' reading performance and comprehension levels.



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- e. Prepare Monitoring Reports and Recommendations. Consolidate monitoring findings and submit periodic reports to the CLMD-ENS to recommend policy enhancement, program improvement and evidence-based decision making.
- f. Recommend Intervention and Enhancement Measures. Analyze reading assessment results and recommend intervention and enrichment activities, and resource enhancement initiatives aimed at improving the reading performance of Region VI learners in English and Filipino.

SDO Supply Officer and School Property Custodian

- a. Monitor Delivery and Distribution of Reading Resources.
- b. Supervise and monitor the receipt, delivery, transfer, and distribution of Reading Champs Corner materials, including bookshelves, leveled-reading books, and other related structures, ensuring completeness and accuracy based on approved allocation lists and delivery documents.

Inventory and Property Records. Ensure Reading Champs Corner equipment and government property records are properly documented in accordance with COA, DepEd, and government property disposal procedures.

Evaluation and Validation. Conduct periodic evaluation and validation of Reading Champs Corner implementation to ensure its functionality, visual appeal, and physical condition.

Monitoring and Program Implementers. Collaborate and coordinate with IRMPS personnel and other concerned offices in monitoring Champs Reading Corner implementation, including inventory-related concerns, and submit required reports to the Reading Coordinator/focal person.

Mandatory Reports. Submit mandatory reports as required, including updates on shortages, damages, and other inventory-related concerns.

Proper Disposal and Condemnation Procedures. Facilitate proper disposal and condemnation of Reading Champs Corner resources, following COA, DepEd, and government property disposal procedures.



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SDO and School Librarians

- a. **Management of Champs Reading Corner Resources.** Ensure the accessibility, arrangement, circulation, and proper maintenance of Reading Nook resources.
- b. **Technical Assistance on Library and Literacy Resource Management.** Deliver technical assistance, mentoring, and guidance to Reading Coordinators and teacher-advisors on proper reading space management, handling, and utilization of Champs Reading Corner resources.
- c. **Reports and Support Literacy Initiatives.** Consolidate monitoring reports and literacy initiatives in support of the implementation of the program.

School Head

The School Head shall be the overall implementer and accountable officer of the Champs Reading Corner Program at the school level and shall ensure the proper establishment, utilization, and maintenance of Champs Reading corner-powered classrooms. Designate a **School Reading Coordinator or focal person** (e.g., lead teacher, master teacher, English/Filipino chair) to manage day-to-day coordination of the Champs Reading Corner Program. Integrate the Reading Nook Program into the school's **Annual Implementation Plan (AIP)** and other relevant school plan.

Provide instructional leadership and administrative support to the implementation of the Champs Reading Corner Program at the school.

- a. Mobilize the school community to support the implementation of the program.
- b. Provide technical and instructional support to classroom teachers in the effective implementation of the Champs Reading Corner Program.
- c. Conduct school-level review meetings and implementation planning sessions to assess the school-level utilization and monitoring reports for usage patterns, monitoring, and areas for improvement.
- d. Submit consolidated school-level reports and feedback to the Schools Division Office (SDO).



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Classroom Teacher

The Classroom Teacher shall serve as the primary implementer of the Champs Reading Corner Program at the classroom level and shall integrate the Champs Reading Corner into daily literacy instruction and activities.

- a. Manage the day-to-day operation of the Champs Reading Corner, including book circulation, learner guidance, and record-keeping.
- b. Guide learners in the proper selection, use, and care of reading materials.
- c. Implement the home reading and reflection activities and document learner participation, logs, records, and reports.
- d. Maintain required logs, records, and reports and submit these to the School Reading Coordinator as scheduled.
- e. Use observations and reading data to inform instruction, interventions, and learner support strategies.

Learners

Learners shall:

- a. Actively participate in classroom and home reading activities using the Champs Reading Corner.
- b. Follow established rules on the proper handling and use of books and materials.
- c. Develop the habit of regular reading and responsible book care.
- d. Participate in reflection, sharing, and enrichment activities related to their reading.



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Technical Specifications for the School Champs Reading Corner

This technical specification guide is designed to align with the Department of Education's (DepEd) goals of fostering early literacy, specifically supporting programs like the Revised K to 10 Curriculum and the ongoing regional initiative – Project Dunong.

The Champs Reading Corner is envisioned as a sanctuary for Key Stage 1 learners—a space that transitions them from formal desk learning to an imaginative, comfortable world of stories.

1. Structure and Floor Plan

- **Dimensions:** A minimum of **6 by 9 square feet** within the classroom or a designated school hub, ensuring it does not obstruct emergency exits.
- **Zoning:** Use a "corner" or "L-shape" configuration to create a sense of enclosure and security for young children.
- **Flooring:** Must be leveled and covered with **anti-bacterial, non-slip floor mats** or low-pile carpets. This allows for "floor-based" learning activities common in Key Stage 1.

2. Fixtures and Comfortable Seating

- **Ergonomics:** All seating must be sized for children aged 5–9 years.
- **Variety:**
 - **Bean Bags/Floor Cushions:** Washable, heavy-duty fabric covers.
 - **Low Benches:** Padded benches with integrated storage underneath.
 - **Reading Rugs:** Themed rugs (e.g., alphabet or nature themes) to define the space.

3. Lighting and Ambiance

- **Luminance:** Minimum of **300 to 500 lux** to prevent eye strain.
- **Source:** Maximize natural light through windows. Supplement with **warm-white LED fixtures** (3000K–4000K) to create a cozy, inviting atmosphere rather than a sterile clinical one.
- **Noise Control:** Soft furnishings (curtains, rugs) should be used to



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dampen ambient classroom noise.

4. Furniture and Book Storage

- **Low-Level Shelving:** Heights should not exceed **1.2 meters** so Kindergarteners can reach the top shelf safely.
- **Book Holders/Browsers:**
 - **Front-Facing Displays:** Essential for Key Stage 1. Research shows children are more likely to pick up a book when they see the cover rather than the spine.
 - **Tiered Bins:** Labeled with icons/pictures for non-readers to identify genres.
- **Big Book Stands:** A dedicated sturdy easel or oversized slot for "Big Books" used during shared reading sessions.

5. Book Organization (Curated for KS1)

Books should be organized by the **Lexile level** or **color-coded leveling** consistent with DepEd literacy assessments:

- **Storybooks:** Picture-heavy, culturally relevant (Contextualized/Indigenized).
- **Leveled Readers:** Sorted from "Emergent" to "Transitional" readers.
- **Interactive Books:** Pop-ups, tactile "touch-and-feel" books for Kindergarten.

6. Decor, Themes, and Interactive Elements

- **Theme:** Nature-inspired (Forest, Underwater, or Garden) or local cultural motifs to stimulate imagination.
- **Interactive Wall:** A **Word Wall** or "Tree of Knowledge" where students can stick to new words they have learned.
- **Audio Station:** A small corner with headphones for "listening to stories," catering to various learning modalities.

Practical Considerations & Policy Anchors

- **Maintenance:** Use water-resistant and easy-to-clean fabrics to maintain hygiene standards.
- **Safety:** All shelves must be **wall-anchored** to prevent tipping (Seismic safety compliance).



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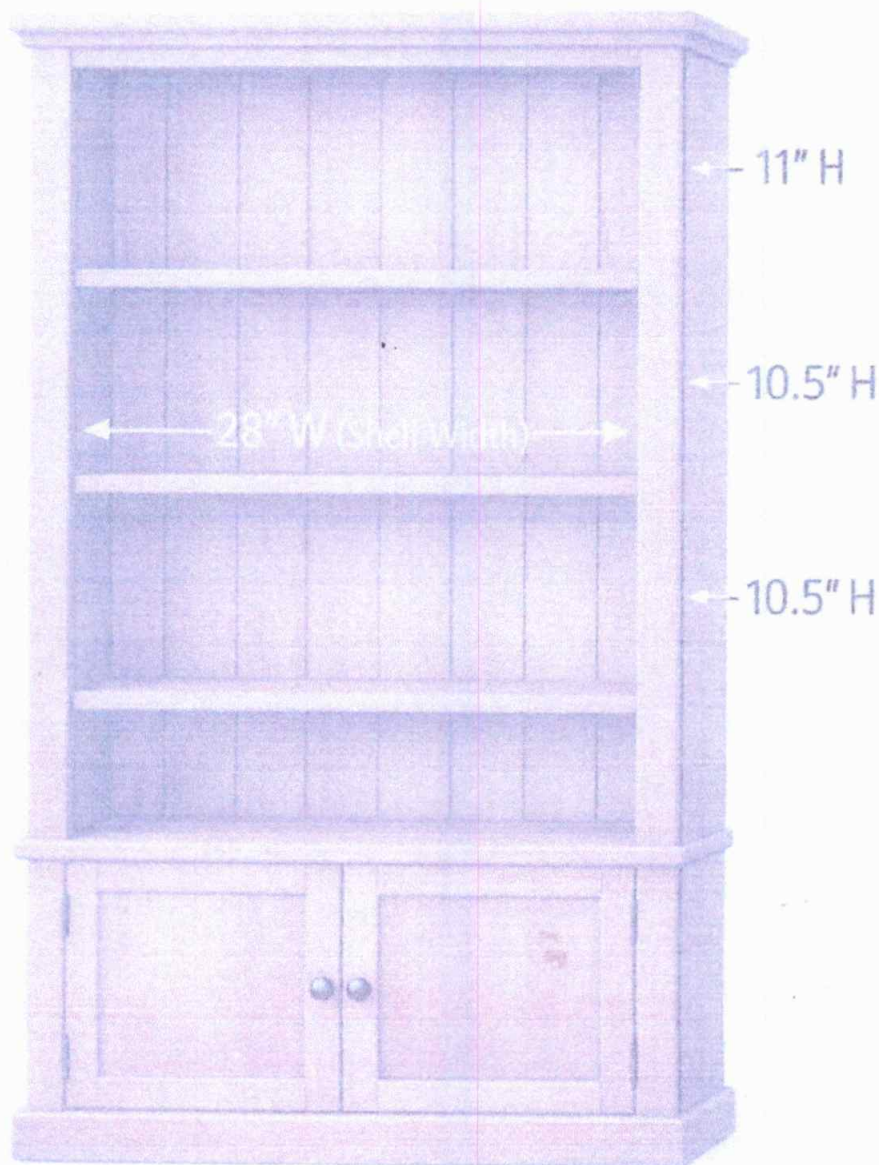
- **Policy Alignment:**

- **DO 44, s. 2015:** Guidelines on the Utilization of Learning Resources.
- **DO 010, s. 2023:** MATATAG Curriculum implementation focusing on foundational literacy.
- **RA 9155:** Governance of Basic Education Act (ensuring conducive learning environments).



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Three-Tier Reading Nook Bookshelf





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BOOKSHELF FOR THE CHAMPS READING CORNER

Standard freestanding bookshelf for a Champs Reading Corner with labeled dimensional measurements. The design shows a practical, classic wooden shelf with five tiers and a lower cabinet for storage.

These are the dimensions as a baseline reference when building or purchasing:

Baseline Dimensions

- **Top shelf:** 11 inches high
- **Middle shelf:** 10.5 inches high
- **Bottom shelf:** 10.5 inches high
- **Shelf width:** 28 inches
- **Cabinet section:** enclosed with two doors, height not specified but sits below the bottom shelf.



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Bookshelf with Key Stage 1 Books

