Abstract
This paper aims to analyze the orientation and theoretical and methodological scopes of the Language Programs in Primary Education within the subject content "read and write! Methodologically, it was proceeded to analyze the content from the categories and content extracted from the presentation of the Language area, from the subject content and transversal axis of Language. The results of the study confirm the functional and communicational orientation of the programs and suggest the permanent interaction in reading and writing activities. Furthermore, emphasizing know-how to as a reader and writer predominating writing based on cognitive processes and reading as ability to understand meanings.

Keywords
reading, writing, interaction, Primary Education programs, functional-communicative approach.